

Items Covered Across Modules in Recipient Survey					
Key Topics	Survey Items				
	Module A	Module B	Module C	Module D	Module E
Respondent Background and Demographic Information					
Background information (name, IHE)	A1	A1	A1	A1	A1
Classification of recipient: current status	B1-B3b	B1-B3b	B1-B3b	B1-B3b	B1-B3b
<i>Highest educational achievement</i>	B4	B4	B4	B4	B4
Classification of recipient: initial status when first received Noyce support	D1	C1	D1	D1	C1
<i>Undergraduate major/area of concentration</i>	D2a	C2a	D2a	D2a	C2a
<i>Undergraduate GPA</i>	D2b	C2b	D2b	D2b	C2b
<i>Occupation prior to Noyce program: STEM professional?</i>	D3-D4a	C3-C4a	D3-D4a	D3-D4a	C3-C4a
<i>Age when first began receiving Noyce funds</i>	D5	C5	D5	D5	C5
<i>Employment status</i>				H3-H5	B6-B7
Current teaching certification status	C1		C1	C1	
<i>Certification subject area, grade level, & other certifications</i>	C2		C2	C2	
Current undergraduate status/undergraduate status as of Feb 1st		D1			B5-B5b
<i>Preparation for teaching (course & student teaching)</i>		D2-D5			
Gender, race/ethnicity, age, marital status & children	I1-I5	G1-G5	K1-K5	K1-K5	G1-G5
Entry into Teaching/Leadership Roles					
First year of employment as a K-12 teacher	F1		F1	G1	
Prior teaching experience				F1-F3	
STEM subject area taught during 1st year as K-12 teacher	F2		F2		
STEM subject area taught during 1st three years as K-12 teacher				G2	
Years teaching to date			H1a	F4a	
Years teaching in a high need school				F4b	
Name of current school/school district where employed/most recently employed as K-12 teacher	G1-G2		H2a-b	F7a-F7b	
Grade level(s) currently teaching/taught/intend to teach/intended to teach	G2/E2	E2	H3	F5	D2
Subject area(s) currently teaching/intend to teach/intended to be certified in	G4/E3	E3	H4		D3
Working with teaching colleagues/other Noyce recipients	G5-G6		H6-H7		
Leadership responsibilities/positions			I1-I3		
Interest in teaching & motivation to teach	H1	F1	J1	J1	F1-F2
Primary reasons not employed as K-12 teacher				H1	
Most important reason not working as a K-12 teacher				H2	
Likelihood of teaching in future	H2a	F2a	J2a	J2a	F2a
Likelihood of teaching in high need district in future	H2b	F2b	J2b	J2b	F2b
Reasons unlikely to be teaching 3-10 from now	H2c	F2c	J2c	J2c	
<i>Leaving teaching permanently or temporarily</i>	H2d	F2d	J2d		
Fulfilled Noyce service years/likelihood to fulfill service years		F3	J3	J3	
Intention to teach after fulfillment of Noyce-required service years	H3	F3	J4	J4	
Characteristics of Program					
Year completed/anticipate completing teacher preparation program	E1	E1	E1	E1	
Type of certification program(regular or alternative model)	E4	E4	E2	E2	D1
Mentoring/supervision	E7-E8	E7-E8	E5a-E5b	E5a-E5b	D5a-D5b
Field experiences/activities	E9	E9	E6	E6	D6
Characteristics of student teaching experiences	E5-E6c	E5-E6c	E3-E4c	E3-E4c	D4-D4c
Other comments about teacher cert program (text box)					D7
Types of supports received during first 3 years of teaching			F3	G3	
Types of supports received during first year of teaching	F3				
Professional development in math/science teaching: duration and intensity			G1-G2		
Characteristics of Schools In Which Noyce Recipients Teach					
School climate	G5		H5	F8	
Respondent's Perception of the Program					
How well teacher prep program prepared respondent for teaching			E7	E7	
Reasons for leaving teacher prep program					E1
Other reasons for leaving teacher prep program (text box)					E1
Reasons for withdrawing from Noyce					E2

Crosswalk of Recipient Survey Items to Research Questions and Uses in Analysis

Survey Item	Research Questions ¹							Analysis ²
	RQ 1c	RQ 1d	RQ 2e	RQ 3b	RQ 3c	RQ 4a	RQ 5	
Respondent Background and Demographic Information								
Background information (name, IHE)								A
Classification of Recipient: Current Status <i>Highest educational achievement</i>						•	•	M,A C
Classification of Recipient: Initial status when first received Noyce support <i>Undergraduate major/area of concentration</i>								M
<i>Undergraduate GPA</i>								M
<i>Occupation prior to Noyce program: STEM professional?</i>						•	•	C,D,M
<i>Employment status</i>								M
Current teaching certification status <i>Certification subject area, grade level, & other certifications</i>								M
Current undergraduate status/undergraduate status as of Feb 1st <i>Preparation for teaching (course & student teaching)</i>	•							M
Gender, race/ethnicity, age, marital status & children						•	•	M,D,P C,D
Entry into Teaching/Leadership Roles								
First year of employment as a K-12 teacher								M
Prior teaching experience								M
STEM subject area taught during 1st year as K-12 teacher						•	•	M
STEM subject area taught during 1st three years as K-12 teacher						•	•	O
Years teaching to date						•	•	O
Years teaching in a high need school						•	•	O
Name of current school/school district where employed/most recently employed as K-12 teacher								M,A
Grade level(s) currently teaching/taught/intend to teach/intended to teach								M
Subject area(s) currently teaching/intend to teach/intended to become certified in								M
Working with teaching colleagues/other Noyce recipients				•		•	•	D,C
Leadership responsibilities/positions						•	•	O
Interest in teaching & motivation to teach			•					D
Primary reasons not employed as K-12 teacher						•	•	D,P
Most important reason not working as a K-12 teacher						•	•	D,P
Likelihood of teaching in future						•	•	O
Likelihood of teaching in high need district in future						•	•	O
Reasons unlikely to be teaching 3-10 from now						•	•	D,P
Fulfilled Noyce service years/Likelihood to fulfill service years						•	•	O
Intention to teach after fulfillment of Noyce-required service years						•	•	O
Characteristics of Program								
Year completed/anticipate completing teacher preparation program						•	•	D,P
Type of certification program(regular or alternative model)						•	•	D,P
Mentoring/Supervision						•	•	D,P,M
Field Experiences/Activities						•	•	D,P
Characteristics of student teaching experiences						•	•	D,P
Types of supports received during first few years of teaching						•	•	D,P
Professional Development in math/science teaching: Duration and intensity								M
Characteristics of Schools In Which Noyce Recipients Teach								
School climate				•		•	•	D,C
Respondent's Perception of the Program								
How well teacher certification program prepared respondent for teaching responsibilities			•					D
Reasons for leaving teacher prep program						•	•	D
Reasons for withdrawing from Noyce						•	•	D

¹Research Questions Answered by STEM Faculty Survey

- RQ1c: What activities do teacher preparation programs that have Noyce awards use to prepare Noyce recipients to teach in general, and to teach in high-need schools, in particular?
- RQ1d: What activities do teacher preparation programs that have Noyce awards use to support Noyce completers once they are teaching in high-need schools/districts?
- RQ2e: How do Noyce recipients perceive the preparation they received from their teacher preparation program in preparing them for teaching? When did Noyce recipients first become interested in teaching? What are the reasons Noyce recipients give for leaving the program or for teaching or not teaching in high-need districts?
- RQ3b: How do Noyce recipients perceive the climate of their schools?
- RQ3c: What supports do Noyce recipients receive in their first few years of teaching?
- RQ4a: How are the types of supports/ activities/ training, financial incentives, school/district characteristics, or other personal experiences related to Noyce recipients' plans to enter and/or remain in teaching and leadership roles?
- RQ5: What is the impact of Noyce on teacher recruitment, retention, and teacher effectiveness?

²Analysis Notes

- A: indicates that the variable from this item is used for administrative purposes (e.g., background information, to drive skip patterns)
- D: indicates that the variable from this item is used in descriptive analysis
- P: indicates that the variable from this item is used as a predictor for relational/impact analysis
- O: indicates that the variable from this item is used as an outcome
- C: indicates that the variable from this item is used as a control variable
- M: indicates that the variable from this item could be used to describe the teaching certification program but it is not tied to a particular research question