

# NOAA Teacher Survey

## 1. NOAA Teacher at Sea Program Alumni Survey

OMB Control No.: 0648-0600

Expiration Date: 12/31/2012

Participation in this survey is completely voluntary. As a past participant of a NOAA sponsored professional development program, your opinions are important. Survey responses will be used to improve this and other programs sponsored by NOAA. It is estimated that the survey will take 30 minutes to complete. Please be completely honest in your responses. YOUR RESPONSES WILL BE ANONYMOUS.

1. In which NOAA professional development program (e.g., Teachers at Sea, Teachers in the Air) did you participate?

2. Where was your NOAA program located?

- |                                                             |                                                |                                                  |
|-------------------------------------------------------------|------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Alaska                             | <input type="checkbox"/> Pacific Islands       | <input type="checkbox"/> Colorado & Wyoming      |
| <input type="checkbox"/> Central (e.g., ND, SD, IA, OK, WV) | <input type="checkbox"/> Southeast & Caribbean | <input type="checkbox"/> Florida                 |
| <input type="checkbox"/> Great Lakes                        | <input type="checkbox"/> Gulf of Mexico        | <input type="checkbox"/> New York & Pennsylvania |
| <input type="checkbox"/> North Atlantic                     | <input type="checkbox"/> Western               |                                                  |

Other (please specify)

3. What grade(s) /level(s) do you currently teach? (Check as many as apply)

- ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Other (please specify)

4. What subject(s) do you teach? (Check as many as apply)

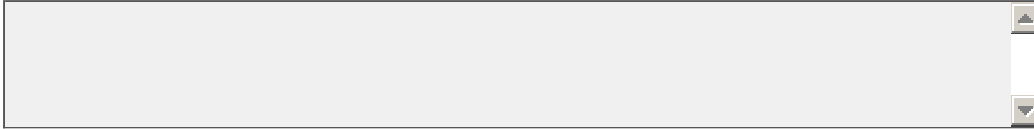
- ☐ Science ☐ Math ☐ Social Studies ☐ English ☐ Reading ☐ Fine Arts

Other (please specify)

5. How many years have you been teaching?

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6. Describe the research you were involved in or learned about during your experience with NOAA (e.g., fisheries research, hydrographic survey, marine mammal or bird survey, climate or atmospheric research, ecosystem monitoring, archaeological expedition).



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## 2. Before Your NOAA Experience

We would like to know something about your teaching BEFORE you participated in this NOAA program. Please answer all of the questions to the best of your ability. If a particular question does not apply to your teaching situation, check the N/A box.

1. BEFORE your participation in this NOAA program, how likely or unlikely WAS IT that you would \_\_\_\_\_ during the school year:

|                                                                                                                                                         | Extremely<br>unlikely 1 | 2 | 3 | 4 | 5 | Extremely<br>likely 6 | N/A |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|-----------------------|-----|
| Teach about atmosphere-related topics.                                                                                                                  | é                       | é | é | é | é | é                     | é   |
| Teach about ocean-related topics.                                                                                                                       | é                       | é | é | é | é | é                     | é   |
| Teach about climate-related topics.                                                                                                                     | é                       | é | é | é | é | é                     | é   |
| Research a climate/ocean/atmosphere-related environmental issue with your students.                                                                     | é                       | é | é | é | é | é                     | é   |
| Talk with your students about the relevance of climate/ocean/atmospheric research.                                                                      | é                       | é | é | é | é | é                     | é   |
| Engage your students in a long-term study of a NOAA-related topic (e.g., tracking hurricanes, mapping an expedition, graphing ocean water temperature). | é                       | é | é | é | é | é                     | é   |
| Integrate lessons about climate/ocean/atmospheric sciences into your curriculum.                                                                        | é                       | é | é | é | é | é                     | é   |
| Use inquiry to teach science concepts and skills.                                                                                                       | é                       | é | é | é | é | é                     | é   |

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2. BEFORE your participation in this NOAA program, how likely or unlikely WAS IT that you would USE \_\_\_\_\_ during the school year:

|                                                                                                   | Extremely<br>unlikely 1 | 2 | 3 | 4 | 5 | Extremely<br>likely 6 | N/A |
|---------------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|-----------------------|-----|
| NOAA data or research examples in your lessons.                                                   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| NOAA websites as a resource in your lessons.                                                      | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| NOAA educational resources in your classroom instruction.                                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| The Ocean Literacy: Essential Principles and Fundamental Concepts when designing lessons/units.   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| The Climate Literacy: Essential Principles and Fundamental Concepts when designing lessons/units. | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Real world examples of research studies/results to teach science.                                 | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Photos, maps, graphs, etc. to illustrate how scientists conduct research.                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |

3. BEFORE your participation in this NOAA program, how likely or unlikely WAS IT that you would \_\_\_\_\_ during the school year:

|                                                                                           | Extremely<br>unlikely 1 | 2 | 3 | 4 | 5 | Extremely<br>likely 6 | N/A |
|-------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|-----------------------|-----|
| Talk with colleagues about NOAA-related career paths.                                     | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Encourage students to consider NOAA-related careers.                                      | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Use NOAA-related career information to mentor students.                                   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Arrange for your students to meet scientists or read about possible NOAA-related careers. | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Talk with your students about what scientists do.                                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |

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## 3. After Your NOAA Experience

Now, we would like to focus on your teaching since participating in this NOAA program. Again, if a particular question does not apply to your teaching situation, please check the N/A box.

1. AFTER your participation in this NOAA program, how likely or unlikely IS IT that you will \_\_\_\_\_ during the school year:

|                                                                                                                                                         | Extremely<br>unlikely 1 | 2                     | 3                     | 4                     | 5                     | Extremely<br>likely 6 | N/A                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teach about atmosphere-related topics.                                                                                                                  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teach about ocean-related topics.                                                                                                                       | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teach about climate-related topics.                                                                                                                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Research a climate/ocean/atmosphere-related environmental issue with your students.                                                                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talk with your students about the relevance of climate/ocean/atmospheric research.                                                                      | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engage your students in a long-term study of a NOAA-related topic (e.g., tracking hurricanes, mapping an expedition, graphing ocean water temperature). | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrate lessons about climate/ocean/atmospheric sciences into your curriculum.                                                                        | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use inquiry to teach science concepts and skills.                                                                                                       | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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2. AFTER your participation in this NOAA program, how likely or unlikely IS IT that you will USE \_\_\_\_\_ during the school year:

|                                                                                                   | Extremely<br>unlikely 1 | 2 | 3 | 4 | 5 | Extremely<br>likely 6 | N/A |
|---------------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|-----------------------|-----|
| NOAA data or research examples in your lessons.                                                   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| NOAA websites as a resource in your lessons.                                                      | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| NOAA educational resources in your classroom instruction.                                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| The Ocean Literacy: Essential Principles and Fundamental Concepts when designing lessons/units.   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| The Climate Literacy: Essential Principles and Fundamental Concepts when designing lessons/units. | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Real world examples of research studies/results to teach science.                                 | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Photos, maps, graphs, etc. to illustrate how scientists conduct research.                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |

3. AFTER your participation in this NOAA program, how likely or unlikely IS IT that you will \_\_\_\_\_ during the school year:

|                                                                                           | Extremely<br>unlikely 1 | 2 | 3 | 4 | 5 | Extremely<br>likely 6 | N/A |
|-------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|-----------------------|-----|
| Talk with colleagues about NOAA-related career paths.                                     | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Encourage students to consider NOAA-related careers.                                      | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Use NOAA-related career information to mentor students.                                   | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Arrange for your students to meet scientists or read about possible NOAA-related careers. | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |
| Talk with your students about what scientists do.                                         | ☺                       | ☺ | ☺ | ☺ | ☺ | ☺                     | ☺   |

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4. Because of my involvement with this NOAA program, I have an increased understanding of:

|                                                                                                        | Strongly disagree 1 | 2 | 3 | 4 | 5 | Strongly agree 6 |
|--------------------------------------------------------------------------------------------------------|---------------------|---|---|---|---|------------------|
| Science as it applies to the world's oceans.                                                           | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| Science as it applies to the world's atmosphere.                                                       | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| Science as it applies to the world's climate.                                                          | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| How NOAA research efforts can be linked to the National Education Science Standards.                   | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| How NOAA research efforts link to the Ocean Literacy: Essential Principles and Fundamental Concepts.   | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| How NOAA research efforts link to the Climate Literacy: Essential Principles and Fundamental Concepts. | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| The key education and training paths that lead to NOAA-related careers.                                | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| Ocean-related environmental issues.                                                                    | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| Climate-related environmental issues.                                                                  | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| How to access NOAA research data that can be incorporated into my classroom lessons.                   | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |
| The range of educational resources offered by NOAA.                                                    | ☺                   | ☺ | ☺ | ☺ | ☺ | ☺                |

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5. Because of my involvement with this NOAA program, I feel more confident about my ability to:

|                                                               | Strongly disagree 1   | 2                     | 3                     | 4                     | 5                     | Strongly agree 6      |
|---------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teach science as it applies to the world's oceans.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teach science as it applies to the world's atmosphere.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teach science as it applies to the world's climate.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Incorporate NOAA education resources in my classroom(s).      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrate NOAA-related science lessons into the curriculum.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Research a NOAA-related environmental issue with my students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use NOAA research data and other resources with my students.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. As a result of my NOAA experience, my students:

|                                                                                                        | Strongly disagree 1   | 2                     | 3                     | 4                     | 5                     | Strongly agree 6      |
|--------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Are better prepared to use the results of real world science.                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are more engaged in their science learning.                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Know more about science as it applies to the world's oceans/atmosphere/climate.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have an appreciation for the relevance of scientific research.                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are familiar with NOAA and what NOAA scientists do.                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Are more likely to act to protect the environment.                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understand that NOAA provides research-based information that they can use to make important decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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7. Overall, how would you rate your NOAA experience?

☐ 1 Not at all worthwhile    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6    ☐ 7 Extremely worthwhile

8. Are topics related to the world's oceans part of the required science curriculum for your:

|          | Yes                   | No                    | N/A                   |
|----------|-----------------------|-----------------------|-----------------------|
| School   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Are topics related to weather and atmosphere part of the required science curriculum for your:

|          | Yes                   | No                    | N/A                   |
|----------|-----------------------|-----------------------|-----------------------|
| School   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Are topics related to the world's climate part of the required science curriculum for your:

|          | Yes                   | No                    | N/A                   |
|----------|-----------------------|-----------------------|-----------------------|
| School   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

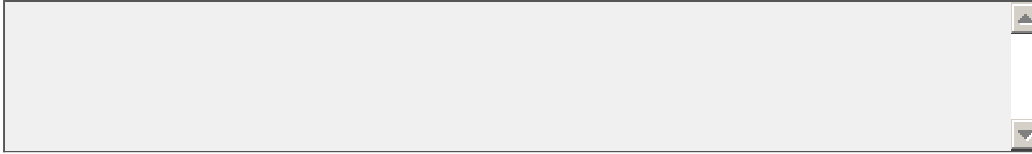
11. In reference to your experience with NOAA, are the research topics you learned about part of the required science curriculum for your:

|          | Yes                   | No                    | N/A                   |
|----------|-----------------------|-----------------------|-----------------------|
| School   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Please tell us about your science background (e.g., undergraduate courses or degree(s), graduate courses or degree(s), professional development experiences, previous research experiences):

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13. How could this NOAA program be improved to better prepare educators to teach about climate/ocean/atmospheric sciences?



Thank you for participating in this survey. Your responses are important. The results will be used by NOAA to improve their professional development programs.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Jennifer Hammond, Director NOAA's Teacher at Sea Program, 1315 East West Hwy Division F, Room 14250, Silver Spring, MD 20910. Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subjected to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.