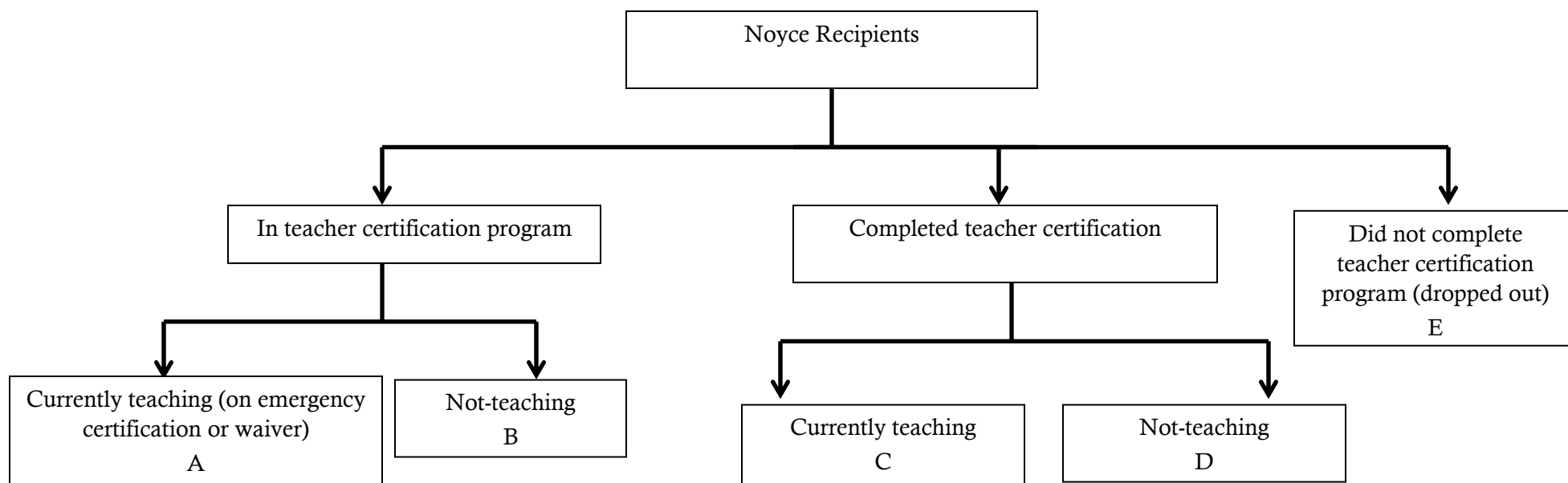


Appendix G: Noyce Recipients Survey Flow Chart

The recipient survey will be programmed as one online survey, with different modules depending on how the respondents answer the questions about Current Status in the survey. For ease of reviewing, we have presented them as five separate modules, as laid out in the flow chart below. Sections A and B of each survey, which include questions to determine a recipient's status, are identical in all surveys. The table on the following page shows which items are included in each of the modules of the surveys. The third page of this appendix includes the crosswalk of survey items (across the modules) to research questions. Finally, the introductory Sections A and B of the recipient survey are presented, followed by each of the five recipient survey modules, each beginning from Section C.

- Module A: In the teacher certification program and currently teaching
- **Module B: Currently in the teacher certification program and not employed as a teacher**
- Module C: Completed teacher certification program and currently teaching
- Module D: Completed teacher certification program and not teaching
- Module E: Dropped out of complete teacher certification program



Items Covered Across Modules in Recipient Survey					
Key Topics	Updated Survey Items				
	Module A	Module B	Module C	Module D	Module E
Respondent Background and Demographic Information					
Background information	A1	A1	A1	A1	A1
Employed within a school during most recently completed school year?	B1-B1c	B1-B1c	B1-B1c	B1-B1c	B1-B1c
Highest educational achievement	B2	B2	B2	B2	B2
Classification of recipient: current status	B3a-B3b	B3a-B3b	B3a-B3b	B3a-B3b	B3a-B3b
Classification of recipient: initial status when first received Noyce support	D1	C1	D1	D1	D1
Undergraduate major/area of concentration	D2a	C2a	D2a	D2a	D2a
Undergraduate GPA	D2b	C2b	D2b	D2b	D2b
Occupation prior to Noyce program: STEM professional?	D3-D4a	C3-C4a	D3-D4a	D3-D4a	D3-D4a
Employment status				I1-I3	C2-C3
Current teaching certification status	C1		C1	C1	
Certification subject area, grade level, & other certifications	C2-C5b		C2-C5b	C2-C5b	
Current undergraduate status/undergraduate status		D1			C1-C1b
Preparation for teaching (course & student teaching)		D2			
Year completed teacher preparation program			E1	E1	E1
Gender, race/ethnicity, age, & children	I1-I5	G1-G5	K1-K5	J1-J5	H1-H5
Entry into Teaching/Leadership Roles					
Number of years teaching in a K-12 school	F1		F1		
Prior teaching experience				F1-F4	
Name of current school/school district where employed most recently employed as K-12 teacher	G1		H1	F7	
Grade level(s) currently teaching/taught/intend to teach/intended to teach	G2/E12	E12	H2	F5	E12
Subject area(s) currently teaching/intend to teach/taught/intended to teach	G3/E13	E13	H3	F6	E13
Working with teaching colleagues/other Noyce recipients	G6-G7		H6-H7		
Leadership responsibilities/positions			I1-I3		
Interest in teaching/ teaching in high-need district	H1	F1-F2	J1-J2	H1-H2	G1-G2
Fulfilled Noyce required years of teaching?			J3	H3	
Primary reasons not employed as K-12 teacher				H6	
Likelihood of continuing to teach after fulfilling Noyce service years	H4	F4	J4	H4	G6a-b
Reasons unlikely to be teaching after fulfilling Noyce service years	H5a-b	F5a-b	J5a-b	H5a-c	
Characteristics of Teacher Preparation Program					
Characteristics of teacher preparation program	E2	E2	E2	E2	E2
Characteristics of student teaching experiences	E3-E6	E3-E6	E3-E6	E3-E6	E3-E6
Characteristics of cooperating teacher or clinical supervisor	E7-E8	E7-E8	E7-E8	E7-E8	E7-E8
Other activities as part of teacher preparation	E9	E9	E9	E9	E9
Preparedness for teaching responsibilities	E10	E10	E10	E10	
Other comments about teacher preparation program (open response)	E11	E11	E11	E11	E11
Support Received During Teaching and School Climate					
Types of supports received during first years of teaching	F2		F2	G2	
Professional development in math/science teaching: duration and intensity			G1-G2		
School climate	G5		H5	F8	
Reasons for Leaving Program					
Reasons for leaving teacher preparation program					F1
Reasons for withdrawing from Noyce					F2

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 4a	
Note: the survey items below appear in one or more of the recipient survey modules.						
Respondent Background and Demographic Information						
Background information						A
Classification of Recipient: Current Status						M,A
<i>Highest educational achievement</i>						M,A
Classification of Recipient: Initial status when first received Noyce support						M
<i>Undergraduate major/area of concentration</i>						M
<i>Undergraduate GPA</i>						M
<i>Occupation prior to Noyce program: STEM professional?</i>					•	P
<i>Employment status</i>						M
Current teaching certification status						M
<i>Certification subject area, grade level, & other certifications</i>						M
Current undergraduate status/undergraduate status as of Feb 1st						M
<i>Preparation for teaching (course & student teaching)</i>						M
Gender, race/ethnicity, age, & children					•	C
Entry into Teaching/Leadership Roles						
Number of years teaching in a K-12 school					•	C
Prior teaching experience						M
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, M
Leadership responsibilities/positions					•	O
Interest in teaching & motivation to teach			•			D
Primary reasons not employed as K-12 teacher			•			D
Likelihood of continuing to teach after fulfilling Noyce service years					•	O
Reasons unlikely to be teaching after fulfilling Noyce service years			•			D
Characteristics of Teacher Preparation Program						
Characteristics of teacher preparation program	•	•			•	D,P
Characteristics of student teaching experiences	•				•	D,P
Characteristics of cooperating teacher or clinical supervisor					•	M,P
Other activities as part of teacher preparation	•				•	D,P
Preparedness for teaching responsibilities			•			D
Other comments about teacher preparation program (open response)						M
Support Received During Teaching and School Climate						
Types of supports received during first years of teaching		•				M
Professional development in math/science teaching: duration and intensity					•	C
School climate				•	•	D,C
Reasons for Leaving Program						
Reasons for leaving teacher prep program					•	C
Reasons for withdrawing from Noyce					•	P

¹Research Questions Answered by Recipient Survey

- RQ1c: What activities and supports 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?
- 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?
- 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?

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

Recipient Survey Items – Module B

[Programming instruction: Display the following survey questions if responses to intro sections indicate that R should complete Scenario B.]

SECTION C: INITIAL STATUS WHEN YOU FIRST RECEIVED FUNDS FROM THE ROBERT NOYCE TEACHER SCHOLARSHIP PROGRAM

(Note: this section appears on the surveys for Group A,B,C,D & E)

When answering questions in this section, please refer to the time when you first received your Noyce scholarship funding. This information may have changed at some point during your teacher preparation program or thereafter, but, for this section, we are interested in your initial status – i.e., when you just started receiving Noyce funding or just prior to this time point.

[Note: This is Section D for Groups A, C, D and E.]

When answering questions in this section, please refer to the time when you first received your Noyce scholarship funding. This information may have changed at some point during your teacher preparation program or thereafter, but, for this section, we are interested in your initial status – i.e., when you just started receiving Noyce funding or just prior to this time point.

C1. **At the time you first received a Noyce scholarship or stipend**, which one of the following most accurately described your educational status: *(Please select one)*

- ₁ I was enrolled as an undergraduate in a bachelor’s degree program
- ₂ I had completed my undergraduate degree and was enrolled in a post-baccalaureate teacher preparation program [\[SKIP to DCb\]](#)
- ₉₅ Other (Please Specify)

[Programming note: If D1=Missing, display soft prompt: “Please provide a response. If you are not sure how to answer this question please describe under “Other.” Thank you!”]

C2a. **When you first began receiving Noyce funds**, what was your major/area of concentration in your undergraduate program? *(Check all that apply)*

- | | |
|--------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> ₁ Biological sciences | <input type="checkbox"/> ₁ Mathematics |
| <input type="checkbox"/> ₁ Chemistry | <input type="checkbox"/> ₁ Physical sciences |
| <input type="checkbox"/> ₁ Computer science | <input type="checkbox"/> ₁ Physics |
| <input type="checkbox"/> ₁ Engineering | <input type="checkbox"/> ₁ Other (Please specify) |
| <input type="checkbox"/> ₁ Geosciences/environmental sciences | |

C2b. What was your cumulative undergraduate grade point average **when you first began receiving Noyce funds**? If you had completed your bachelor's degree, please indicate your GPA at the time you graduated.

- | | |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> ₁ 3.75 to 4.0 (Mostly As) | <input type="checkbox"/> ₅ 1.75 to 2.24 (Mostly Cs) |
| <input type="checkbox"/> ₂ 3.25 to 3.74 (About half As and half Bs) | <input type="checkbox"/> ₆ 1.25 to 1.74 (About half Cs and half Ds) |
| <input type="checkbox"/> ₃ 2.75 to 3.24 (Mostly Bs) | <input type="checkbox"/> ₇ Less than 1.25 (Mostly Ds or below) |
| <input type="checkbox"/> ₄ 2.25 to 2.74 (About half Bs and half Cs) | <input type="checkbox"/> ₈ Not applicable – my undergraduate institution did not assign grades. |
| | <input type="checkbox"/> ₉₈ I Don't Remember |

C3. **Prior to receiving Noyce funding**, had you ever been employed in a full-time capacity (at least 30 hours/week)? Please do not include internship experiences in your response.

- ₁ Yes [\[Ask C4\]](#)
₀ No [\[SKIP to Section D\]](#)

[Programming note: If C3=Missing, display soft prompt: "Please indicate whether you held a paid job, for at least 30 hours per week, prior to receiving funding from [Noyce Program Name/Response to A1cc1/"the Noyce Program."]. Thank you!"]

C4. Which category listed below best describes your occupation prior to receiving Noyce funding?

If you had more than one occupation prior to receiving Noyce funding, please select the occupation in which you worked for the longest amount of time.

[Programming instruction: Display a drop-down menu with all the categories listed in the "Job Categories" document and allow R to select one option. If "Other Professions" is selected, add a "Please specify:" text box.]

[Programming note: If C4=Missing, display soft prompt: "Please provide a response. If you do not see your occupation in the list of job categories, please select "Other Professions" and describe. Thank you!"]

To view or print the full list of job categories and examples, click here [\[Link to page with all job categories listed\]](#).

C4a. Please indicate the total number of years you were employed in this occupation].

- ₁ Less than 1 year
₂ 1 to 5 years
₃ More than 5 years but less than 10 years
₄ 10 years or longer

SECTION D: YOUR UNDERGRADUATE STATUS ON FEBRUARY 1, 2010

[Programmer Instruction: If B2=3-6 or 96 (R had completed your undergraduate degree by February 1, 2010), SKIP TO Section E. Else, continue with Section D]

The following two questions ask about your education status as of February 1, 2010 or during most recently completed academic year (2009-2010).

[Note: This section is only asked for Group B (Confirmed that this should NOT appear on Group A survey). Question D1 appears on Group E survey as C1.]

D1. **On February 1, 2010** what was your undergraduate enrollment status? (*Check only one response*)

- ₁ Junior (or equivalent number of credits)
- ₂ Senior (or equivalent number of credits)
- ₉₅ Other (Please explain)

[Note: This question is also asked to Group E (see item C1) and followed by questions about PT vs. FT status and undergrad major.]

D2. Which of the following best describes your preparation for teaching?
(*Check only one response*)

- ₁ By the time I receive my undergraduate degree, I will have completed all required teacher preparation components **except for required student teaching**
- ₂ By the time I complete my undergraduate degree, I will have completed all required teacher preparation components, including any required coursework, any required field work, and/or any required student teaching (if applicable)
- ₃ After I complete my undergraduate degree, I will continue teacher preparation in a post-baccalaureate program

SECTION E: CHARACTERISTICS OF YOUR TEACHER PREPARATION PROGRAM AT [IHE]

(Note: this section appears on the surveys for Group A,B,C,D & E)

Questions in this section refer to your teacher preparation program and experiences while in this program, including “student teaching” experiences.

[Programming instruction: Question E1 does not appear on surveys for groups A and B]

E2. Which of the following, if any, (characterize/characterized) your experiences in your teacher preparation program?

Characteristics of your teacher preparation program	Yes	No	Don't Know
a. My program (is/was) a traditional teacher education program designed to lead to full certification.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
b. My program (is/was) an alternative teacher certification program.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
c. My program (uses/used) a cohort model, grouping new teacher-trainees together in a shared, common set of courses and/or learning activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
d. My program (encourages/encouraged) new teacher-trainees to select learning experiences best suited for their individual development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
e. My program (matches/matched) new teachers (new graduates) with program alumni	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
f. My program (clusters/clustered) teacher-trainees into the same schools whenever possible for field experiences or student teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
g. My program (includes/included) a formal peer-to-peer discussion group or network	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
h. My program (includes/included) current K-12 mathematics or science teachers as mentors, instructors, or leaders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈

[Programming instruction: The wording for this question/matrix should be in present tense for groups A and B and past tense for groups C, D and E.]

E3. Have you completed a formal period of “student teaching” (practicum) while in your teacher preparation program?

₁Yes [SKIP to E4]

₀No [Ask E3a]

E3a. Are you currently student teaching?

₁Yes [Ask E4]

₀No [SKIP to E9]

[Programming instructions: This version of E3 should be used for Groups A and B. The question is worded differently for Groups C, D and E.

If E3 or E3a=Missing, display soft prompt: “Please provide a response below. “Student teaching” refers to a structured, supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties. These skills are practiced under the direct supervision of the host/cooperating teacher who has official responsibility for the class.” If E3 or E3a is still left blank, skip to E6.]

E4. Was your student teaching done in a STEM subject area?

₁ Yes, my “student teaching” was done **in a STEM subject area**

₀ No, my “student teaching,” was **not** done in a STEM subject area (Please Explain)

Programming instructions: If E4=Missing, display soft prompt: “Please indicate whether you completed your student teaching in a science, technology, engineering and/or mathematics (STEM) subject area.”

For Groups A and B, if R is currently students teaching (i.e., E3a=Yes), E4 should be written in present tense. See below:

E4. Is your student teaching being done in a STEM subject area?

₁ Yes, my “student teaching” is being done **in a STEM subject area**

₀ No, my “student teaching” is **not** being done in a STEM subject area (Please Explain)

E5. What was/is the length of your “student teaching” experience?

₁ Less than 12 weeks (less than 3 months)

₂ 12 to 26 weeks (3 to 6 months)

₃ More than 26 weeks (longer than 6 months)

E6. [Did you complete / Are you completing] your “student teaching” in a **high-need district**?

₁ Yes

₀ No

₉₈ Don’t Know

[Programming instruction: The wording for this question should always be in past tense for groups C, D and E. For Groups A and B, this depends on respond to E3 (past tense if completed).]

E7. A “**cooperating teacher**” is the teacher of record in the classroom where you completed student teaching (practicum).

Please indicate the extent to which you agree or disagree with the following statements about the cooperating teacher to whom you were assigned during your student teaching (practicum).

Not Applicable: I did not have a cooperating teacher [SKIP to question E8].

My cooperating teacher...	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Was knowledgeable about the content/subject area in which I was teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b. Was knowledgeable about pedagogical methods for teaching in my subject area.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c. Met with me frequently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d. Taught me useful strategies for addressing student misconceptions in mathematics/science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e. Taught me useful strategies for classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

E8. A “clinical supervisor” is someone from your higher education institution who supervised your student teaching (practicum) experience.

Please indicate whether you agree or disagree with the following statements about the clinical supervisor you had during your student teaching (practicum).

Not Applicable: I did not have a clinical supervisor [SKIP to question E9].

My clinical supervisor...	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Was knowledgeable about the content/subject area in which I was teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b. Was knowledgeable about pedagogical methods for teaching in my subject area.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c. Met with me frequently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d. Taught me useful strategies for addressing student misconceptions in mathematics/science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e. Taught me useful strategies for classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

E9. Apart from any experiences as a “student teacher,” did you participate in any of the following activities as part of your teacher preparation program?

Activities	Participated in activity	
	Yes	No
a. Participated in a peer study group with others preparing to teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
b. Observed in one or more K-12 classroom(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
c. Worked as a student tutor or work as a classroom assistant in a K-12 classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
d. Planned or conducted lessons in a K-12 classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
e. Conducted a research project	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
f. Worked with children/youth outside of school settings (e.g. as a summer camp instructor, science museum guide/educator)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀

[Programming instructions: If any of the rows in E9 are not answered, display the following soft prompt: “Please provide a response for each item below. If you did not participate in a particular activity, select “No”.”]

E10. As a result of your teacher preparation program, how prepared (were/are) you for the teaching responsibilities listed below?

(Programming note: Use “were” for Groups A & D; use “are” for Groups A & B)

	Unprepared	Adequately Prepared	Very Well Prepared
a. Knowledge of mathematics/science content for grade levels I will teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b. Methods for teaching mathematics/science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c. Methods for addressing student misconceptions in mathematics/science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d. Methods for integrating technology into my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e. Methods for using student assessments to guide instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f. Enhancing student interest in mathematics or science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g. Teaching students whose native language is other than English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h. Teaching students of diverse (e.g., cultural, racial/ethnic, socio-economic) backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i. Teaching students with varying skill levels in mathematics/science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j. Managing the classroom effectively to maximize student learning opportunities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k. Special issues and challenges present in a high-need school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

[Programming notes: If any of the rows in E10 are left blank, display the following soft prompt: “Please provide a response for each of the items below. Thank you!”].

E11. Do you have any other comments about your teacher preparation program?

[TEXTBOX]

E12. After you complete your teacher preparation program at [IHE], which grade levels do you intend to teach (regardless of what grade levels you are currently teaching)? (Check all that apply)

- | | | | |
|---------------------------------------------|---------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> _0 Prekindergarten | <input type="checkbox"/> _4 3rd | <input type="checkbox"/> _8 7th | <input type="checkbox"/> _12 11th |
| <input type="checkbox"/> _1 Kindergarten | <input type="checkbox"/> _5 4th | <input type="checkbox"/> _9 8th | <input type="checkbox"/> _13 12th |
| <input type="checkbox"/> _2 1 st | <input type="checkbox"/> _6 5th | <input type="checkbox"/> _10 9th | <input type="checkbox"/> _95 Other (e.g. in a GED/Alternative High School) (Please specify) |
| <input type="checkbox"/> _3 2nd | <input type="checkbox"/> _7 6th | <input type="checkbox"/> _11 10th | |

E13. After you complete your teacher preparation program at [IHE], within which of the following subject area(s) do you intend to teach (regardless of what subjects you are currently teaching)?(Check all that apply)

[Programming instruction: Display a table with all the categories listed in the “Teaching Assignments” document (Noyce Recipient Survey Teaching Assignment Areas.doc) and allow R to select multiple options.]

_96 I have not yet decided which areas I intend to teach.

[Programming instruction: E12 and E13 only appear in surveys for Group A, B and E.]

SECTION F: MOTIVATION TO TEACH

[Note: This section appears in all recipient surveys, but under different section letters (Group A = Sec.H; Group B = Sec.F; Group C = Sec.J; Group D = Sec.H; Group E = Sec.G. Group E only asks the first 2 questions and first question is worded a bit differently.]

F1. Approximately when did you decide to become a **K-12** teacher? (Please select one)

- ₁ Before I entered high school
- ₂ Before I entered college
- ₃ During college
- ₄ After college but before I felt that I had begun a career
- ₅ After working for a year or more after college in a career other than teaching
- ₉₈ I don't recall when

F2. Before you applied to the **Robert Noyce Teacher Scholarship Program**, had you already decided to enter teaching and/or work in a high-need district?

	Yes	No	Not sure/ Can't remember
a. Already decided to become a K-12 teacher:	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈
b. Already decided to work in a high-need district	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉₈

[Programming note: If any row in F2=Missing, display soft prompt: "Please provide a response to the items below. If you are not sure how to answer this question, please select "Not sure/Can't remember."]

[Note: Question 3 does not appear on surveys for Groups A, B or E because these recipients never finished their teaching certification program and, thus, would not likely have completed their teaching commitment yet.]

[Note: Group E survey does not include questions 4 and 5.]

F4. How likely is it that you will do the following?

How likely is it that you will. . .	Very Likely	Likely	Unlikely	Very Unlikely
a. Fulfill your Noyce service years of teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b. Continue to teach science/mathematics in a K-12 school after fulfilling your Noyce service years	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c. Teach in a high-need district after fulfilling your Noyce service years?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

[Programming instruction: If F4a or F4b=Missing, display soft prompt: "Please provide a response for each of the activities below. Thank you!" Only display row c if F4b = "Very Likely," "Likely" or blank.]

[Programming instructions: If F4a = “Unlikely” or “Very Unlikely”, ask F5a. Else, If F4b = “Unlikely” or “Very Unlikely”, ask F5b. Else, if neither F4a nor F4b = “Unlikely” or “Very Unlikely”, SKIP to Section G. Do not ask both F5a and F5b.]

F5a. Please indicate why it [Very Unlikely/Unlikely] that you will fulfill your Noyce service years of teaching. (Please check all that apply)

F5b. Please indicate why it is [Very Unlikely/Unlikely] that you will continue to teach science/mathematics in a K-12 school after fulfilling your Noyce service years. (Please check all that apply)

I plan to...

- ₁ move into a non-teaching leadership position in elementary/secondary education
- ₂ attend to personal or family obligations
- ₃ pursue career opportunities other than teaching
- ₄ pursue a job with better salary/compensation
- ₅ pursue a job with better working conditions
- ₆ pursue additional educational opportunities instead of teaching
- ₇ I do not enjoy teaching/I do not think I will enjoy teaching
- ₉₅ Other reason(s) (Please describe)

SECTION G: RESPONDENT BACKGROUND

(Programming instruction: This section appears on all the recipient surveys)

The following questions help us understand how different groups of individuals perceive their preparation and K-12 teaching as a career.

[Note: This section appears in all recipient surveys, but under different section letters (Group A = Sec.I; Group B = Sec.G; Group C = Sec.K; Group D = Sec.K; Group E = Sec.H.)

G1. What is your gender?

- ₁ Male
₂ Female

G2. What is your ethnicity?

- ₁ Hispanic or Latino/a
₂ Not Hispanic or Latino/a

G3. What is your race? (Check all that apply)

- ₁ American Indian or Alaska Native
₂ Asian
₃ Black or African-American
₄ Native Hawaiian or Other Pacific Islander
₅ White

G4. How many children in each of the following ages live in your household? Enter 0 if no children of that age live in your household.

Under 6 years old

6 to 18 years old

[Programming instructions: Valid ranges: 0-30]

G5. What is your age?

- ₁ Under 25 years old
₂ 26 to 35 years old
₃ 36 to 45 years old
₄ 46 to 55 years old
₅ 56 years or older

G6. We would like to interview a sample of individuals who complete this survey. If selected, may we contact you to conduct an interview? You are always free to change your mind, even if you provide your contact information now.

₁ Yes, you may contact me:

Preferred telephone number: _____

Preferred email address: _____

Best way to contact me to schedule an interview is: ₁ by telephone; ₂ by email; ₃ either

₀ No, please do not contact me for an interview.

[Programming instruction: Only allow R to select Yes or No.]

Thank you for taking the time to respond to this survey! Your responses will help the National Science Foundation support teacher preparation in the future.

[Programming instruction: Once R submits responses, send them a thank you e-mail/confirmation that responses have been submitted.]