

**Noyce Recipient Module B:
Recipients in the
Teacher Preparation Program and
NOT Currently Teaching**

Draft Recipient Survey Items

Dear [\[Respondent Name\]](#),

As a current or former recipient of the **Robert Noyce Teacher Scholarship program**, you are invited to participate in a short survey about your experiences.

This survey is being conducted by [Abt Associates Inc.](#), an independent social research firm, for the [National Science Foundation](#) (NSF) to gain a better understanding of the implementation and effectiveness of the Robert Noyce Teacher Scholarship program. It is part of a comprehensive evaluation, the results of which will be used to make recommendations regarding the Noyce program.

| | |
|--|-----------------------------|
| OMB Clearance Number: XXXX-XXXX | Expiration Date: XX/XX/XXXX |
| <i>Burden Disclosure Statement</i> According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this collection is XXXX-XXXX. Public reporting burden for this collection of information is estimated to average 30 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. | |

Confidentiality and Participation

Participation in the survey is voluntary and nonparticipation will have no impact on you or your institution. You may skip questions on the survey or discontinue participation at any time. Your responses to this survey will be protected under the Privacy Act. There is minimal risk of breach of confidentiality. Procedures are in place to minimize this risk. All information that would permit identification of an individual respondent will be held in strict confidence, will be used by only persons engaged in and for the purpose of the survey, and will not be disclosed or released to others for any purpose except as required by law. You will not be identified by name, and information from the study will be reported only in the aggregate at the program level.

If you have questions about the study, please contact the Project Director at Abt Associates, Ellen Bobronnikov, by e-mailing NoyceEval@abtassoc.com or calling (617) 349-2718. You may also contact Connie Kubo Della-Piana, the Program Evaluation Officer at the Division of Undergraduate Education within the National Science Foundation, by e-mailing cdellapi@nsf.gov.

Completing the Survey

Please use the survey's navigation buttons (not your browser buttons) to move through the questionnaire. You may exit the survey by closing your browser window and returning to the survey to finish at a later time; simply click the link below and you will return to the point where you left off.

We estimate that it will take approximately 30 minutes to complete the survey. If you need help accessing the survey or navigating the screens, you may contact Paul Schroeder, the survey director at Abt SRBI, at p.schroeder@srbi.com. Or, call us toll-free at 1-888 772-4269 between 9:00 a.m. and 9:00 p.m. EDT, and ask to speak to someone about Study XXXX.

Throughout this survey, key terms will be underlined and include definitions as you roll-over the text with your mouse. For a complete list of these key terms, click here. [\[Add Hyperlink to Glossary\]](#).

For answers to commonly asked questions about this study, click here [\[Add Hyperlink\]](#).

Consent

If you agree to participate in this study, please press “Next” to continue with the survey.

Programming Instructions:

- Programming instructions are indicated in blue text.
- Terms that require rollover definitions are highlighted in blue. See Glossary at end of survey for full list of definitions.
- A text box should appear whenever a respondent selects a response option with the text “Other (Specify)”, “Other (Explain)” or something similar.
- Unless otherwise indicated, only one response is allowed per question.

- If response list includes “None of the above,” only allow this to be checked if all the other items are unchecked.

SECTION A: BACKGROUND INFORMATION

A1. Our records indicate you are [name of respondent], who was enrolled at [Institution] during the academic year [year of data on which PI is basing identification of Noyce recipients: e.g., 2009-10]?

If this information is not correct, please check the box below and explain, to the best of your ability, what information is incorrect:

- This is incorrect. Please explain:

Programmer: If A1 = “incorrect” EXIT survey

Otherwise, if this information is correct, please check below and continue to the next item.

- This is correct.

SECTION B: YOUR STATUS ON FEBRUARY 1, 2010

The following questions ask about your education and career status as of February 1, 2010.

B1. As of February 1, 2010, were you employed as a K-12 teacher-of-record? The teacher-of-record is the “official” teacher in charge of a classroom, not a student teacher. If you were completing your student teaching (sometimes called a practicum), please check “No, I was not employed as a teacher-of-record.” *(Check only one response)*

- ₁ Yes, I was employed as a teacher of record.
- ₂ No, I was not employed as a teacher-of-record.
- ₃ No, but I was employed as a short-term substitute teacher, teacher’s aide or classroom paraprofessional.

B2. As of February 1, 2010, had you completed your undergraduate degree?

- ₁ Yes [\[Go to Question B3b\]](#)
- ₀ No [\[Go to Question B3a\]](#)

B3a. As of February 1, 2010, which of the following best describes you? (Check only one response)

- ₁ I was an undergraduate receiving financial support for teacher preparation from the Robert Noyce Teacher Scholarship Program. [\[If B1 = 1 then Go to Group A; else If B1=2,3 then Go to Group B\]](#)
- ₂ I was an undergraduate but had decided not to continue with teacher preparation. [\[Go to Group E\]](#)
- ₃ I had suspended my education without yet completing my Bachelor’s degree. [\[Go to Group E\]](#)
- ₄ I continued with teacher preparation but had decided to permanently withdraw from the Robert Noyce Teacher Scholarship Program. [\[Go to Group E\]](#)

B3b. As of February 1, 2010 which of the following best describes you?

- ₁ I was enrolled in a teacher preparation program (and/or I was student teaching) [\[If B1 = 1 then Go to Group A; else If B1=2,3 then Go to Group B\]](#)
- ₂ I had completed a teacher preparation program [\[If B1=1 then Go to Group C; else if B1=2,3 Go to Group D\]](#)
- ₃ I had enrolled in a teacher preparation program but I left prior to completing the program [\[Go to Group E\]](#)
- ₄ I was enrolled in a teacher preparation program but had decided to permanently withdraw from the Robert Noyce Teacher Scholarship Program. [\[Go to Group E\]](#)

B4. **As of February 1, 2010**, what was the highest level of education you had completed? *(Check only one response)*

- ₁ High school/GED
- ₂ Associates degree (A.A.)
- ₃ Bachelor's of Arts, Bachelor's of Science
- ₄ Bachelor's degree and teacher certification
- ₅ Master's (Master of Arts, Master of Science, Master of Arts in Teaching) degree
- ₆ Doctoral (PhD, EdD) degree
- ₉₅ Other advanced degree (Please Specify: _____)

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

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 start receiving Noyce funding or just prior to this time point.

If B2=0 [R was undergraduate student on Feb 1, 2010], SKIP to question C2a, otherwise go to Question C1.

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

- 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

C2a. What was your major/area of concentration in your undergraduate program **when you first began receiving Noyce funds?** *(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 |
| <input type="checkbox"/> ₁ Geosciences/environmental sciences | (Please specify: _____) |

C2b. What was your cumulative undergraduate grade point average **when you first began receiving Noyce funds**? If you were an undergraduate please indicate your GPA as of February 1, 2010. If you had completed your bachelor's degree, please indicate your GPA at the time you graduated. *(Check only one response)*

- ₁ 3.75 to 4.0 (Mostly A's)
- ₂ 3.25 to 3.74 (About half As and half Bs)
- ₃ 2.75 to 3.24 (mostly Bs)
- ₄ 2.25 to 2.74 (About half Bs and half Cs)
- ₅ 1.75 to 2.24 (Mostly Cs)
- ₆ 1.25 to 1.74 (About half Cs and half Ds)
- ₇ Less than 1.25 (Mostly Ds or below)
- ₈ Not applicable – my undergraduate institution did not assign grades.

C3. **Prior to accepting Noyce funding**, had you ever been employed in a full-time capacity (at least 30 hours/week)? *(Check only one response)*

- ₁ Yes [\[Go to question C4\]](#)
- ₀ No [\[SKIP to question C5\]](#)

C4. Which of the categories listed on pages 9 and 10 best describes that occupation? If you had more than one occupation prior to beginning your teacher preparation program please select the code for the occupation in which you worked the longest amount of time.

Please review the occupations on pages 9 and 10. Select the category that BEST fits your occupation prior to beginning your teacher preparation program and write the 3 digit code here:

C4a. Please indicate the total number of years you were employed in the occupation you entered above. *(Check only one response)*

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

C5. How old were you when you **when you first began receiving Noyce funds?**

Enter age in years: years

If B2=1 [R had completed your undergraduate degree by February 1, 2010], SKIP TO SECTION E, Item E1, else continue to Item D1

- 010 Biological/Life Scientists. This category includes:**
- Agricultural and food scientists
 - Biochemists and biophysicists
 - Biological scientists (botanists, ecologists, zoologists)
 - Forestry and conservation scientists
 - Medical scientists (excluding practitioners—please see Health Occupations)
 - Technologists and technicians in the biological/life sciences
 - OTHER biological and life sciences

- 015 Cognitive/behavioral scientists. This category includes:**
- Cognitive/experimental psychologists
 - Computational linguists
 - Cognitive neuroscientists

Computer engineers –please select Engineering

- 020 Computer occupations. This category includes:**
- Computer engineers –please select Engineering
 - Computer & information scientists, research
 - Computer programmers (business, scientific, process control)
 - Computer support specialists
 - Computer system analysts
 - Database administrators
 - Network and computer systems administrators

- Network systems and data communications analysts
- OTHER computer and information science occupations

030 Clerical/administrative/support occupations

040 Clergy/Other Religious Workers

050 Counselors – educational or vocational

Consultants: Please find the category that comes closest to your field of consulting and select that code

Economists: See 120, Mathematical scientists

060 Engineers. This category includes:

- Architects
- Aeronautical/aerospace/astronautical engineers
- Bioengineers or biomedical engineers
- Chemical engineers
- Civil, including architectural/sanitary engineers
- Computer engineers – hardware or software
- Electrical and electronics engineers
- Environmental engineers
- Industrial engineers
- Marine engineers and naval architects
- Materials and metallurgical engineers
- Mechanical engineers
- Mining and geological engineers
- Nuclear engineers

- Petroleum engineers
- Sales engineers
- OTHER engineers

061 Engineering Technologists/Technicians/Surveyors. This category includes:

- Electrical, electronic, industrial, and mechanical technicians
- Drafting occupations including computer drafting
- Surveying and mapping technicians
- Surveyors, cartographers, photogrammetrists
- OTHER engineering technologists and technicians

070 Farmers/Foresters/Fishermen

080 Health Occupations. This category includes:

- Diagnosing/treating practitioners (e.g., dentists, optometrists, physicians, psychiatrists, podiatrists, surgeons, veterinarians)
- Registered nurses, pharmacists, dieticians, therapists, physician assistants
- Clinical psychologists
- Counselors - including social workers, mental health and substance abuse counselors)
- Health technologists and technicians (e.g., dental hygienists, health record technologists/technicians, licensed practical nurses, medical or

| | | | | | |
|------------|--|---|---|--|--|
| | laboratory technicians, radiological technicians | | | | |
| | <ul style="list-style-type: none"> OTHER health occupations | | <ul style="list-style-type: none"> Operations research analysts, including modeling Statisticians Technologists and technicians in the mathematical sciences OTHER mathematical scientists | | <ul style="list-style-type: none"> Psychologists, OTHER THAN clinical (See Health Occupations) Sociologists OTHER social scientists |
| 090 | Lawyers/judges | | | | |
| 100 | Librarians/Archivists/Curators | | | | |
| | Managers and Supervisors, First-line: please find the category that best describes the occupation of the people you manage and select that code | | | | |
| | Managers, Other (people who manage other managers): select the code that best describes the occupation of the people you manage | | | | |
| 111 | Managers, Top-level Executives/Administrators (e.g., CEO/COO/CFO, president, district manager, general manager, chancellor, provost, legislator) | | | | |
| 112 | Management-related occupations <ul style="list-style-type: none"> Accountants, auditors, other financial specialists Personnel, training, labor relations specialists OTHER management related occupations | | | | |
| 120 | Mathematical Scientists. This category includes: <ul style="list-style-type: none"> Actuaries Economists Mathematicians | 130 Physical scientists. This category includes: <ul style="list-style-type: none"> Astronomers Atmospheric and space scientists Biochemists and biophysicists Chemists Geologists, including earth scientists Oceanographers Physicists Technologists and technicians in the physical sciences OTHER physical scientists | | | |
| | | Research Associates/Assistants: Please find the category that comes closest to your research field and select that code | | | |
| | | 140 Sales/Marketing Occupations | | | |
| | | 150 Service Occupations OTHER THAN Health | | | |
| | | 160 Social Scientists. This category includes <ul style="list-style-type: none"> Anthropologists Economists please see Mathematical Scientists Historians Political scientists | | | |
| | | | 170 Teachers – Precollege | | |
| | | | 171 Teachers—Professors/Postsecondary | | |
| | | | 172 Teachers – OTHER (e.g., private tutors, dance, yoga, fitness, flying, martial arts instructors) | | |
| | | | 180 Writers/Editors/Public Relations Specialists/Artists/Entertainers/Broadcasters | | |
| | | | 190 Other professions. This category includes: <ul style="list-style-type: none"> Construction and/or extraction occupations Installation, maintenance, and repair occupations Precision/production occupations (e.g., metal workers, woodworkers, butchers, bakers, assemblers, printing occupations, tailors, shoemakers, photographic process) Transportation and material moving occupations | | |

SECTION D: YOUR UNDERGRADUATE STATUS AS OF FEBRUARY 1, 2010

If B2=1 [R had completed your undergraduate degree by February 1, 2010], SKIP TO SECTION E, Item E1, else continue to Item D1.

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

₁ Junior (or equivalent number of credits)

₂ Senior (or equivalent number of credits)

₃ Other (explain: _____)

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

D3. As an undergraduate receiving Noyce funding, did a faculty member encourage or require you to take any courses or to participate in activities (e.g. observing in classrooms, tutoring K12 students) related to teaching?

(Check only one response)

₁ I was **encouraged, but not required**, to take 1 or more teaching-related courses or participate in 1 or more teaching-related activities

₂ I was **required** to take 1 or more teaching-related courses or participate in 1 or more teaching-related activities

₃ I was **neither encouraged nor required** to take such courses or participate in such activities

D4. As an undergraduate receiving Noyce funding, did you complete coursework in any of the following topics?

(Please select based on the content of the course, even if the exact course title does not match an option below. Check all that apply)

- History or sociology of education
- Educational theory
- Educational policy
- Educational administration
- Current issues in education
- Educational psychology or school psychology
- Learning and motivation
- Cognitive development
- Early childhood development
- Adolescent development
- Curriculum and instruction
- Teaching methods for science teachers
- Teaching methods for mathematics teachers
- Inquiry-based teaching methods
- Educational fieldwork (e.g. direct observation of K-12 schools or participation in K-12 school instruction or activities)

D5. As an undergraduate receiving Noyce funding will you have (or have you already) completed student teaching by the time you complete your Bachelor's degree? *(Check only one response)*

- Yes
- No
- I'm not sure

SECTION E: CHARACTERISTICS OF YOUR TEACHER PREPARATION PROGRAM

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

E1. When do you anticipate completing your teacher preparation program (including any required student teaching)?

Month:

Year:

E2. Which grade levels do you intend to teach? *(Check all that apply)*

_k Kindergarten

₄ 4th

₈ 8th

₁₂ 12th

₁ 1st

₅ 5th

₉ 9th

₁₃ Other (e.g. in a GED/Alternative High School)

₂ 2nd

₆ 6th

₁₀ 10th

₃ 3rd

₇ 7th

₁₁ 11th

E3. For which of the following area(s) do you intend to teach? Please indicate the types of subject area, grade level, and other certifications.
(Check all that apply)

| | | |
|--|--|--|
| <input type="checkbox"/> ₁ Biological sciences <input type="checkbox"/> ₂ Chemistry <input type="checkbox"/> ₃ Computer science <input type="checkbox"/> ₄ Engineering <input type="checkbox"/> ₅ Geosciences/environmental sciences <input type="checkbox"/> ₆ Mathematics <input type="checkbox"/> ₇ Physical sciences <input type="checkbox"/> ₈ Physics <input type="checkbox"/> ₉ Technology | <input type="checkbox"/> ₁ Elementary grade certification <input type="checkbox"/> ₁ Elementary science <input type="checkbox"/> ₂ Elementary mathematics <input type="checkbox"/> ₃ Elementary mathematics & science | <input type="checkbox"/> ₁ Middle school certification <input type="checkbox"/> ₁ Middle school science <input type="checkbox"/> ₂ Middle school mathematics <input type="checkbox"/> ₃ Middle school mathematics & science |
| <input type="checkbox"/> ₁ Special education <input type="checkbox"/> ₂ Teaching English as a Second Language <input type="checkbox"/> ₃ Gifted/talented education | <input type="checkbox"/> ₁ Other (Please Specify: _____) | |

E4. Which of the following, if any, characterized your teacher preparation program? (Check Yes or No for each)

| Characteristics of your teacher preparation program | Yes | No |
|--|---------------------------------------|---------------------------------------|
| The program was a traditional teacher education program designed to lead to full certification. <i>(In a traditional program, coursework and pre-practicum field experiences are followed by supervised student teaching--also called a practicum--before an individual assumes full-time teaching responsibilities.)</i> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program was an alternative teacher certification program. <i>(In these programs, preparation for teaching is typically accelerated, to get individuals employed as full-time teachers as quickly as possible, and is followed by ongoing support to help the individual achieve full or regular certification/licensing.)</i> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program 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 |
| The program encouraged new teacher-trainees to select learning experiences best suited for their individual development | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program matched new teachers (new graduates) with program alumni | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program clustered teacher-trainees into the same schools whenever possible for field experiences or student teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program included a formal peer-to-peer discussion group or network | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| The program included current K-12 mathematics or science teachers as mentors, instructors, or leaders | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |

E5. Have you completed a formal period of “student teaching” (practicum)?

₁Yes [\[SKIP to E6a\]](#)

₀No [\[Go to E5a\]](#)

E5a. Are you currently student teaching?

₁Yes [\[Go to E5b\]](#)

₀No [\[SKIP to E9\]](#)

E5b. When did you begin your student teaching experience?

Month Year

E6a. Was (or is) your student teaching in a STEM subject area?

- ₁ Yes, my “student teaching” was/is **in a STEM subject area**
₀ No, my “student teaching,” was/is **not** in a STEM subject area (Please Explain)

E6b. What was/is the length of your “student teaching” experience? *(Check only one response)*

- ₁ Less than 12 weeks (less than 3 months)
₂ 12 to 24 weeks (3 to 6 months)
₃ More than 24 weeks (longer than 6 months)

E6c. Was/is your “student teaching” in a high-need district?

- ₁ Yes
₀ No
₉₈ Don’t Know

E7. A “**cooperating teacher**” is the teacher of record in the classroom where you were conducting your student teaching (practicum). Please indicate whether you agree or disagree with the following statements about your cooperating teacher.

| My cooperating teacher (teacher of record in the classroom where you are conducting student teaching) | Disagree | Agree |
|--|---------------------------------------|---------------------------------------|
| a. Was/Is knowledgeable about the content/subject area in which I was teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b. Was/Is knowledgeable about pedagogical methods for teaching in my subject area. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c. Met/Meets with me sufficiently/frequently. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d. Taught/Teacher me useful strategies for addressing student misconceptions in mathematics/science | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e. Taught/Teaches me useful strategies for classroom management | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please indicate whether you agree or disagree with the following statements about your clinical supervisor.

Not Applicable: I did not have a clinical supervisor [[skip to question E9](#)].

| My clinical supervisor (faculty member from your teacher preparation program) | Disagree | Agree |
|---|---------------------------------------|---------------------------------------|
| a. Was/Is knowledgeable about the content/subject area in which I was teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b. Was/Is knowledgeable about pedagogical methods for teaching in my subject area | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c. Taught/Teaches me useful strategies for addressing student misconceptions in mathematics/science | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d. Taught/Teacher me useful strategies for classroom management | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e. Met/Meets with me sufficiently/frequently | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

E9. **Separate 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 |
| Meetings with study group of peers interested in a career in teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Observe instruction in a K-12 school setting | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Serving as a tutor or classroom assistant to a student or teacher | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Planning lessons/conducting lessons in a K-12 school setting | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Discuss teaching with a current K-12 teacher | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Discuss teaching with any science, mathematics/computer science, or engineering faculty member | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Discuss teaching with any faculty member from your university’s department or school of education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Conduct a research project in a STEM area | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |
| Work with children/youth outside of school settings (e.g. as a summer camp instructor, science museum guide/educator, tutor) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₀ |

SECTION F: MOTIVATION TO TEACH

F1. 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 |

F2a. How likely is it that you will continue to be employed as a K-12 teacher in the future?

| How likely is it that you will be teaching: | Very Unlikely | Unlikely | Likely | Very Likely |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 year from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 3 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 5 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 10 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Note for F2a: If respondent indicated “Likely” or “Very Likely” in any of the response options, go to question F2b. If respondent indicated “Unlikely or Very Unlikely” to be teaching in 3, 5, or 10 years then go to F2c. Otherwise, SKIP to question F2c.

F2b. How likely is it that you will be teaching in a high-need district in the future?

| How likely is it that you will be teaching in a high-need district: | Very Unlikely | Unlikely | Likely | Very Likely |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 year from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 3 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 5 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 10 years from now | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

F2c. You indicated that [3 years from now, in 2012-2013/ 5 years from now, in 2014-2015/ 10 years from now, in 2019-2020] it is [Very Unlikely/Unlikely] that you will be teaching.

Why is it unlikely or very unlikely that you will be teaching then? 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 stop teaching once I have fulfilled my Noyce service years

₈ I do not enjoy teaching/I do not think I will enjoy teaching

₉₅ Other reason(s). Please describe: _____

F2d. Do you think you will leave teaching permanently or temporarily?

₁ Permanently

₂ Temporarily

F3. How likely is it that you will do the following?

| How likely is it that you will. . . | Very unlikely | Unlikely | Likely | Very likely |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Fulfill your Noyce service years of teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| Continue to teach after fulfilling your Noyce service years | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| 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 |

SECTION G: RESPONDENT BACKGROUND

The following questions help us understand how different groups of individuals perceive the Robert Noyce Teacher Scholarship program and K-12 teaching as a career

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 | <input type="text"/> |
| 6 years and older | <input type="text"/> |

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 some of those 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.

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.

Glossary

Throughout this survey, the following terms are used.

Alternative teacher certification program

In these programs, preparation for teaching is typically accelerated, to get individuals employed as full-time teachers as quickly as possible, and is followed by ongoing support to help the individual achieve full or regular certification/licensing.

Clinical Supervisor

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

Cooperating Teacher

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

Elementary school

Schools that offer any of grades K-4, and no grade higher than 8.

Ethnicity

A classification indicating general ethnic heritage based on self-identification, as in data collected by the U.S. Census Bureau. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

- Hispanic or Latino—A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race
- Not Hispanic or Latino—A person whose ethnicity is not Hispanic or Latino
- Not Reported—The data are unavailable or the participant has indicated that he or she does not want to provide this information.

High-Need District

A school district that serves an elementary or secondary school located in an area in which there is:

1. a high percentage of individuals from families with incomes below the poverty line;
2. a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or
3. a high teacher turnover rate.

High School

Schools that have at least one grade higher than 8 and no grade in K–6.

Intern

An undergraduate student (freshman or sophomore) who participated in a Noyce summer internship to introduce them to STEM K-12 education as a career option

K-12

This acronym refers to the grades kindergarten (K) through 12th grade (12). It indicates that an individual has experience working with students or teachers in one or more of these grade levels.

Major

A field of study in which an individual has taken substantial academic coursework at the postsecondary level, implying that the individual has substantial knowledge of the academic discipline or subject area.

Mentoring

When an individual serves as a student’s counselor or advisor, especially in a direct, one-on-one setting

Middle school

Schools that have any of grades 5–8, and no grade lower than 5 and no grade higher than 8.

Noyce Program

The Robert Noyce Teacher Scholarship Program, funded by the National Science Foundation (NSF), awards grants to institutions to provide scholarships, stipends, fellowships, and internships to recruit and prepare talented Science, Technology, Engineering and Mathematics (STEM) professionals and students who commit to teaching in K-12 settings, particularly in high-need districts.

Practicum: see entry for **student teaching**.

Pre-Service

A “pre-service” is an individual enrolled in a post-baccalaureate teacher preparation program.

Race

A classification indicating general racial or ethnic heritage based on self-identification. The following descriptions should be used:

- American Indian or Alaska Native—A person having origins in any of the original peoples of North or South America (including Central America), and who maintains tribal affiliation or community attachment
- Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Indonesia, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American—A person having origins in any of the black racial groups of Africa

- Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- Not Reported—The data are unavailable or the participant has indicated that he or she does not want to provide this information.

Robert Noyce Teacher Scholarship Program: see entry for **Noyce Program**.

STEM

This acronym “STEM,” stands for **S**cience, **T**echnology, **E**ngineering and/or **M**athematics.

Stipend Recipient

An individual who:

- First began receiving Noyce funding as a post-baccalaureate (i.e., someone already holding a baccalaureate, master’s, or doctoral degree);
- Is enrolled in a teacher preparation or teacher certification program;
- Has received Noyce funding during the current reporting period.

This includes career changers.

Student Teaching

“Student teaching,” sometimes called “practicum teaching,” is a period of apprenticeship during which you have responsibility for teaching and day-to-day instruction under supervision by a host/cooperating teacher. You are not considered the “teacher-of-record,” nor are you employed (paid) as a teacher-of-record. Student teaching generally occurs after you have completed coursework, fieldwork, or other teacher preparation activities.

Teaching certification

A license or certificate awarded to teachers by the state to teach in a public school. Types of certification include: regular or standard state certification or advanced professional certificate; probationary certificate issued to persons who satisfy all requirements except the completion of a probationary period; provisional certificate issued to persons who are still participating in what the state calls an "alternative certification program;" temporary certificate issued to persons who need some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained; and emergency certificate issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

Teacher Preparation Program

A program designed to prepare college students or college graduates to obtain a license or certificate to teach in a public school. In a traditional program, coursework and pre-practicum field experiences are followed by supervised student teaching--also called a practicum-

-before an individual assumes full-time teaching responsibilities. In alternative certification programs, preparation for teaching is typically accelerated, to get individuals employed as full-time teachers as quickly as possible, and is followed by ongoing support to help the individual achieve full or regular certification/licensing

Teacher-of-record

The teacher-of-record is the “official” teacher in charge of a classroom, not a student teacher.

Traditional teacher education program

In a traditional program, coursework and pre-practicum field experiences are followed by supervised student teaching--also called a practicum--before an individual assumes full-time teaching responsibilities.