# 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
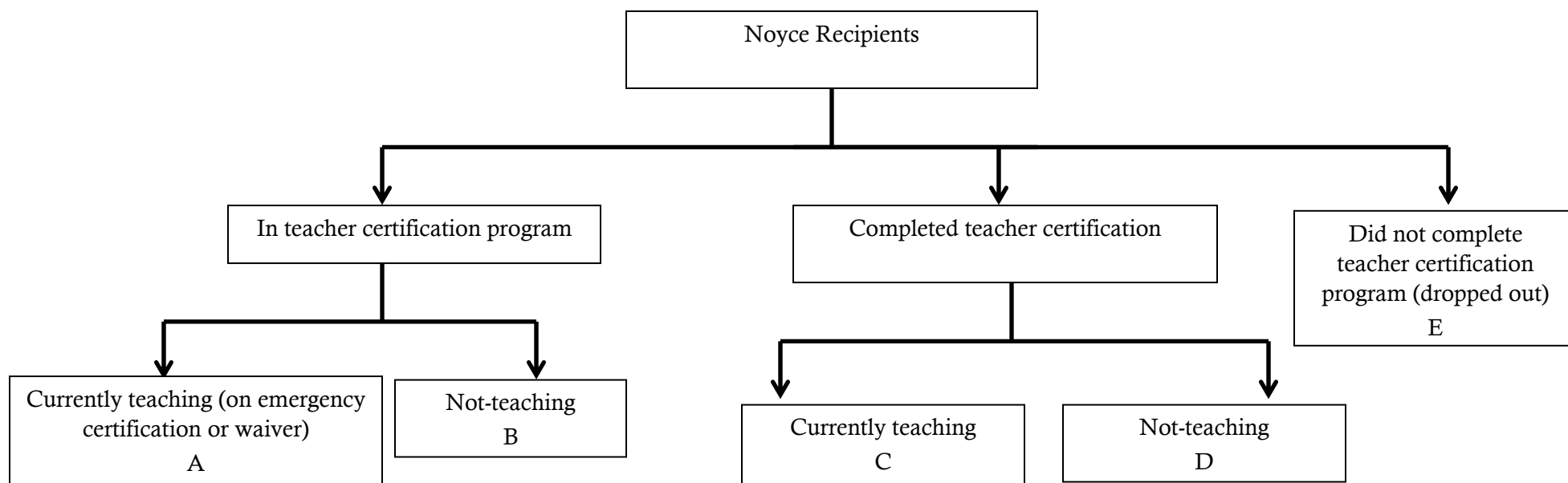
Items Covered Across Modules in Recipient Survey					
Key Topics	**Updated Survey Items**				
	Module A	Module B	Module C	Module D	Module E
Respondent Background and Demographic Information					
Background information	A1	A1	A1	A1	A1
Employed within a school during most recently completed school year?	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 Note: the survey items below appear in one or more of the recipient survey modules.	RQ 1c	RQ 1d	RQ 2e	RQ 3b	RQ 4a	Analysis[2]
Respondent Background and Demographic Information						
Background information						A
Classification of Recipient: Current Status						M,A
Highest educational achievement						M,A
Classification of Recipient: Initial status when first received Noyce support						M
Undergraduate major/area of concentration						M
Undergraduate GPA						M
Occupation prior to Noyce program: STEM professional?					•	P
Employment status						M
Current teaching certification status						M
Certification subject area, grade level, & other certifications						M
Current undergraduate status/undergraduate status as of Feb 1st						M
Preparation for teaching (course & student teaching)						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

[1]Research 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?

[2]Analysis Notes

A: indicates that the variable from this item is used for administrative purposes (e.g., backgorund 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 D

SECTION C: YOUR CERTIFICATION STATUS ON FEBRUARY 1, 2010
(Note: this section appears on the surveys for Group A,C & D)

*The following questions ask about your teacher certification status on **February 1, 2010**.*

C1.   Which of the following most accurately describes the type of teaching certificate you held *on February 1, 2010*? *(Please select one)*

$\square_1$ Regular or standard state certificate or advanced professional certificate

$\square_2$ Certificate issued after satisfying all requirements except the completion of a probationary period

$\square_3$ Certificate that requires some additional coursework, student teaching or passage of a test before regular certification can be obtained

$\square_4$ Certificate issued to persons who must complete a certification program in order to continue teaching

$\square_5$ I was not certified or licensed to teach [SKIP to Section D]

If you held more than one of the following certificates as of February 1, 2010, you will be asked to report additional certificates in later questions.

C2a.   In what content area(s) did this teaching certificate allow you to teach?   *(Check all that apply)*

[Programming instruction: Display a table with 2 columns of all the categories listed in the "Certification Content Area" document (Noyce Recipient Survey Certification Content Areas.doc) and allow R to select multiple options.]

C2b.   For which of the following grade ranges did your **[one C2a selection]** certificate apply? (*Check all that apply)*

If your certificate did not restrict you to a specific grade range, check all three grade ranges.

$\square_1$ Early childhood, preschool, and/or any of grades K-5
$\square_1$ Any of grades 6-8
$\square_1$ Any of grades 9-12

[Programming instruction: Ask C2b for each item selected for C2a. For example, if R checks "English as Second Language (ESL)," "Mathematics," and 'Computer Science" in C2a, ask C2b for each.]

C3.   Did you have another teaching certificate *as of February 1, 2010*?

$\square_1$ Yes   [Ask C4]

$\square_0$ No   [SKIP to Section D]

C4.   Which of the following describes this other teaching certificate?

Please note that this question will be asked for each teaching certificate you held as of February 1, 2010. If you held multiple teaching certificates, you should only answer questions about one certificate at a time.

☐₁ Regular or standard state certificate or advanced professional certificate

☐₂ Certificate issued after satisfying all requirements except the completion of a probationary period

☐₃ Certificate that requires some additional coursework, student teaching or passage of a test before regular certification can be obtained

☐₄ Certificate issued to persons who must complete a certification program in order to continue teaching

C5a.   In what content area(s) did this other teaching certificate allow you to teach?   *(Check all that apply)*

[Programming instruction: Display the table with 2 columns of all the categories listed in the "Certification Content Area" document and allow R to select multiple options.]

[Programming instruction: For each item selected in the table, display the following question as a pop-up. For example, if R checks "English as Second Language (ESL)," "Mathematics," and 'Computer Science" in C5a, C5b will appear as a follow-up to each selection.]

C5b.   For which of the following grade ranges did your **[one C5a selection]** certificate apply? (*Check all that apply*)

If your certificate did not restrict you to a specific grade range, check all three grade ranges.

☐₁ Early childhood, preschool, and any of grades K-5
☐₁ Any of grades 6-8
☐₁ Any of grades 9-12

[Programming instruction: Ask C5b for each item selected for C5a.]

Programming instructions: Repeat questions C3 through C5b until R indicates they did not have another teaching certificate as of February 1, 2010, i.e. C3=0.

Question C3 should appear on its own screen. Just above this question, add a matrix that summarizes all certificates that R describes. Below is a template:

As of February 1, 2010, you held the following teaching certificates:

#	Type	Content area	Grade range(s)
1	Regular or Standard	Middle grades, general	Any of grades 6-8
2	Probationary	Mathematics	Any of grades 6-8 Any of grades 9-12
3	Probationary	Computer Science	Any of grades 9-12

Also, add a text box with the following text instruction: "If any of this information is incorrect or incomplete, please explain below. Please be specific about any errors and, if applicable, include the certificate number displayed in the first column of the matrix. Once all your certifications are properly noted, click "Next" to continue. Thank you."

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 underlined initial status – i.e., when you just started receiving Noyce funding or just prior to this time point.

D1.   **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 D2b]

☐₉₅ Other (Please Specify)

[Programming instruction: 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!"]

D2a.   **When you first began receiving Noyce funds,** what was your major/area of concentration in your undergraduate program? *(Check all that apply)*

☐₁ Biological sciences   ☐₁ Mathematics

☐₁ Chemistry   ☐₁ Physical sciences

☐₁ Computer science   ☐₁ Physics

☐₁ Engineering   ☐₁ Other (Please specify)

☐₁ Geosciences/environmental sciences

D2b. 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.

☐₁3.75 to 4.0 (Mostly As)   ☐₅1.75 to 2.24 (Mostly Cs)

☐₂3.25 to 3.74 (About half As and half Bs)   ☐₆1.25 to 1.74 (About half Cs and half Ds)

☐₃2.75 to 3.24 (Mostly Bs)   ☐₇Less than 1.25 (Mostly Ds or below)

☐₄2.25 to 2.74 (About half Bs and half Cs)   ☐₈Not applicable – my undergraduate institution did not assign grades.

☐₉₈ I Don't Remember

D3.   **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 D4]

☐₀   No [SKIP to Section E]

[Programming instruction: If D3=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!"]

D4. 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 instruction: If D4=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]**.**

D4a.   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 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.

E1. When did you complete your teacher preparation program (including any required student teaching)?
Month: Year:

<!-- input boxes -->

[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.	☐1	☐0	☐98
b. My program (is/was) an alternative teacher certification program.	☐1	☐0	☐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.	☐1	☐0	☐98
d. My program (encourages/encouraged) new teacher-trainees to select learning experiences best suited for their individual development	☐1	☐0	☐98
e. My program (matches/matched) new teachers (new graduates) with program alumni	☐1	☐0	☐98
f. My program (clusters/clustered) teacher-trainees into the same schools whenever possible for field experiences or student teaching	☐1	☐0	☐98
g. My program (includes/included) a formal peer-to-peer discussion group or network	☐1	☐0	☐98
h. My program (includes/included) current K-12 mathematics or science teachers as mentors, instructors, or leaders	☐1	☐0	☐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. Did you <u>complete</u> a formal period of "student teaching" (practicum) while in your teacher preparation program?

☐1 Yes   [Ask E4]

☐2 I started a formal period of student teaching, but did not complete it [SKIP to E9]

☐3 No   [SKIP to E9]

[Programming instructions: This version of E3 should be used for Groups C, D and E. The question is worded differently for Groups A and B. If E3=Missing, display the following soft prompt: "Please provide a response below." Also, add the following text (in black) just before the question: "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 is still left blank, skip to E6.]

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

$\square_1$ Yes, my "student teaching" was done **in a STEM subject area**

$\square_0$ 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 **s**cience, 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.]

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

$\square_1$ Less than 12 weeks (less than 3 months)

$\square_2$ 12 to 26 weeks (3 to 6 months)

$\square_3$ More than 26 weeks (longer than 6 months)

E6. [Did you complete / Are you completing] your "student teaching" in a <mark>high-need district</mark>?

$\square_1$ Yes

$\square_0$ No

$\square_{98}$ 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).

$\square$ **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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b. Was knowledgeable about pedagogical methods for teaching in my subject area.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c. Met with me frequently.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d. Taught me useful strategies for addressing student misconceptions in mathematics/science	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e. Taught me useful strategies for classroom management	$\square_1$	$\square_2$	$\square_3$	$\square_4$

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 <u>clinical supervisor</u> you had during your student teaching (practicum).

$\square$ **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	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b. Was knowledgeable about pedagogical methods for teaching in my subject area.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c. Met with me frequently.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d. Taught me useful strategies for addressing student misconceptions in mathematics/science	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e. Taught me useful strategies for classroom management	$\square_1$	$\square_2$	$\square_3$	$\square_4$

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	$\square_1$	$\square_0$
b. Observed in one or more K-12 classroom(s)	$\square_1$	$\square_0$
c. Worked as a student tutor or work as a classroom assistant in a K-12 classroom	$\square_1$	$\square_0$
d. Planned or conducted lessons in a K-12 classroom	$\square_1$	$\square_0$
e. Conducted a research project	$\square_1$	$\square_0$
f. Worked with children/youth outside of school settings (e.g. as a summer camp instructor, science museum guide/educator)	$\square_1$	$\square_0$

[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	□1	□2	□3
b. Methods for teaching mathematics/science	□1	□2	□3
c. Methods for addressing student misconceptions in mathematics/science	□1	□2	□3
d. Methods for integrating technology into my teaching	□1	□2	□3
e. Methods for using student assessments to guide instruction	□1	□2	□3
f. Enhancing student interest in mathematics or science	□1	□2	□3
g. Teaching students whose native language is other than English	□1	□2	□3
h. Teaching students of diverse (e.g., cultural, racial/ethnic, socio-economic) backgrounds	□1	□2	□3
i. Teaching students with varying skill levels in mathematics/science	□1	□2	□3
j. Managing the classroom effectively to maximize student learning opportunities	□1	□2	□3
k. Special issues and challenges present in a high-need school	□1	□2	□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]

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

F. PRIOR TEACHING EXPERIENCE

*Questions in this section refer to paid teaching assignments as the "teacher of record" or "official" teacher in charge of a classroom. They do **not** refer to experiences as a "student teacher".*

[Note: This Section only appears for Group D, although most of the questions are analogous to questions in section H of the Group C survey.]

F1.   Earlier, you indicated that you were <u>not</u> employed within a K-12 school as teacher of record during the most recently completed academic year (2009-2010). At any point since completing your teacher preparation program have you been employed as a K12 teacher of record?

☐₁   Yes   (Ask F2)

☐₀   No   (SKIP to Section H)

[Programming instruction: If missing, ask F2 and F3.]

F2.   In what semester/year did you complete your teacher prep program?

[Dropdown Menu]	[Dropdown Menu]
Fall	**2009-2010** academic year
Spring	**2008-2009** academic year
	2007-2008 academic year
	2006-2007 academic year
	2005-2006 academic year
	2004-2005 academic year
	2003-2004 academic year
	Before the **2003-2004** academic year

F3.   Please indicate which of the following semesters you were employed as a teacher of record in a K-12 school. (Select all that apply).

Only include semesters where you had a paid teaching assignment as a "teacher of record" or "official" teacher in charge of a classroom for at least 3 consecutive months. Do **not** refer to experiences as a "student teacher".

☐ Fall ☐ Spring   …of the **2010-2011** academic year
☐ Fall ☐ Spring   …of the **2009-2010** academic year
☐ Fall ☐ Spring   …of the **2008-2009** academic year
☐ Fall ☐ Spring   …of the **2007-2009** academic year
☐ Fall ☐ Spring   …of the **2006-2007** academic year
☐ Fall ☐ Spring   …of the **2005-2006** academic year
☐ Fall ☐ Spring   …of the **2004-2005** academic year
☐ Fall ☐ Spring   …of the **2003-2004** academic year
☐   Before the 2003-2004 academic year

[Programming instructions: Only display semesters/years that are > or = to the response entered for F2. If F2 was left blank, display all of the F4 options.
If none of the boxes are checked, display soft prompt: "Please provide a response below. If you are not sure of the exact semesters or years, please provide your best guess and select the number of semesters that corresponds with the total number of semesters in which you have taught between the time you completed your teacher prep program and December 2010."
If F1 and F3 are left blank after soft prompt, SKIP to Section H.]

F4. Within which of these semesters where you were employed as a teacher of record in a K-12 school within a high-need district? If you are unsure whether the school was in a high need district, select "Don't Know."

	High Need District?		
	Yes	No	Don't Know
Fall of the **2010-2011** academic year	☐	☐	☐
Spring of the **2010-2011** academic year	☐	☐	☐
Fall of the **2009-2010** academic year	☐	☐	☐
Spring of the **2009-2010** academic year	☐	☐	☐
Fall of the **2008-2009** academic year	☐	☐	☐
Spring of the **2008-2009** academic year	☐	☐	☐
Fall of the **2007-2008** academic year	☐	☐	☐
Spring of the **2007-2008** academic year	☐	☐	☐
Fall of the **2006-2007** academic year	☐	☐	☐
Spring of the **2006-2007** academic year	☐	☐	☐
Fall of the **2005-2006** academic year	☐	☐	☐
Spring of the **2005-2006** academic year	☐	☐	☐
Fall of the **2004-2005** academic year	☐	☐	☐
Spring of the **2004-2005** academic year	☐	☐	☐
Fall of the **2003-2004** academic year	☐	☐	☐
Spring of the **2003-2004** academic year	☐	☐	☐
Before the 2003-2004 academic year	☐	☐	☐

[Programming instructions: Only display semesters/years that are selected in F3. If F3 was left blank, display all of the F4 options.]

F5. **Since completing your teacher preparation program**, what grade level(s) have you taught? If you were teaching multiple grades, check all that apply.

☐$_0$ Prekindergarten ☐$_4$ 3rd ☐$_8$ 7th ☐$_{12}$ 11th

☐$_1$ Kindergarten ☐$_5$ 4th ☐$_9$ 8th ☐$_{13}$ 12th

☐$_2$ 1st ☐$_6$ 5th ☐$_{10}$ 9th ☐$_{95}$ Other (e.g. in a GED/Alternative High School) (Please specify)

☐$_3$ 2nd ☐$_7$ 6th ☐$_{11}$ 10th

F6. Please indicate below all courses/grade levels you taught **since completing your teacher preparation program.** (*Check all that apply*)
[Programming instruction: Display a 2-column 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.]

F7.   Please provide the following information for the school in which you were **most recently** employed as a K-12 teacher of record:

a.   Name of School

[   ]

b.   Name of School District

[   ]

c.   City and State

[   ]   [Add dropdown menu]

F8.   For the school in which you were **most recently** employed as a K-12 teacher of record (i.e., [Response to F7a]), please indicate whether you agree or disagree with each of the following statements:

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	Administrators at the school supported me in my work with students	☐1	☐2	☐3	☐4
b.	My school promoted an appreciation of student diversity	☐1	☐2	☐3	☐4
c.	Most students at my school were motivated to learn	☐1	☐2	☐3	☐4
d.	There was active communication between teachers and students	☐1	☐2	☐3	☐4
e.	Parents were supportive of my work	☐1	☐2	☐3	☐4
f.	Student discipline problems (such as disruptive behavior, absenteeism, physical conflicts among students) hindered my teaching	☐1	☐2	☐3	☐4
g.	Faculty members worked together as a team to address problems	☐1	☐2	☐3	☐4
h.	I respected my colleagues	☐1	☐2	☐3	☐4
i.	I had influence over school policies that affect student behavioral rules	☐1	☐2	☐3	☐4
j.	I had influence over school policies that affect science and/or mathematics curricula and instruction	☐1	☐2	☐3	☐4
k.	I felt isolated from other teachers	☐1	☐2	☐3	☐4
l.	I had adequate opportunities to improve my teaching (increase content knowledge, learn new instructional methods, etc)	☐1	☐2	☐3	☐4
m.	I had the necessary materials and resources to do my job effectively (text books, lab supplies/equipment)	☐1	☐2	☐3	☐4
n.	My colleagues respected me	☐1	☐2	☐3	☐4

[Programming instructions: If any of the rows in F8 are left blank, display the following soft prompt: "Please provide a response for each of the items below. Thank you!" If F7a was left blank, don't display any of "(i.e., [Response to F7a])".]

[Note: Group D should not get the questions about meeting with other teachers in their school or other Noyce recipients (i.e., question H6 & H7 of the Group C survey).]

SECTION G: ACTIVITIES TO SUPPORT TEACHERS DURING FIRST YEARS OF TEACHING
 (Note: this section appears on the surveys for Group A, C & D)

*Questions in this section refer to your **first paid** teaching assignment and your initial years as the "teacher of record" or "official" teacher in charge of a K-12 classroom. They do **not** refer to experiences as a "student teacher".*

[Note: Question 1 does not appear in the Group D survey]

G2. Which of the following supports did you receive during your <u>first three years</u> of teaching? (*Check all that apply*)

During my first 3 years of teaching:	1st Year of Teaching	2nd and/or 3rd Year of Teaching
a. I received teaching resources (e.g., lesson plans, activities, equipment, materials, online discussion forums) *from my teacher preparation program.*	$\square_1$	$\square_2$
b. I received online or telephone coaching *from my teacher preparation program.*	$\square_1$	$\square_2$
c. I participated in a professional learning community for math/science teachers that was *organized by my teacher preparation program.*	$\square_1$	$\square_2$
d. I received additional university/college courses in my subject area *from my teacher preparation program.*	$\square_1$	$\square_2$
e. I received mentoring in my subject area from faculty *affiliated with my teacher preparation program...*	$\square_1$	$\square_2$
f. Faculty, staff, an affiliated teacher, or teaching coach *from my teacher preparation program* observed and gave me feedback on my teaching.	$\square_1$	$\square_2$
g. I participated in a summer research opportunity *provided by my teacher preparation program* to enhance my content knowledge and/or pedagogical content knowledge.	$\square_1$	$\square_2$
h. A teacher or coach *not affiliated with my teacher preparation program* observed and gave me feedback on my teaching.	$\square_1$	$\square_2$
i. I received support (financial, time off) to attend professional conferences for math or science teachers.	$\square_1$	$\square_2$
j. I received other types of support *from my teacher preparation program*	$\square_1$	$\square_2$

$\square_{10}$ Check here if you did not receive any support during your first year of teaching.

$\square_{11}$ Check here if you did not receive any support during your 2nd and/or 3rd years of teaching.

$\square_{12}$ Check here if you were teaching in a school that was NOT geographically near to your teacher preparation program.

[Programming instructions:
If G1= "1 year," change question wording for G2 to "…during your first year of teaching?" and do not display the column for "2nd and/or 3rd year of teaching" or the check box that reads "I did not receive any support during my 2nd and/or 3rd years of teaching."
If G1 = "2 years," change question wording to "…during your first two years of teaching?" and revise the last column heading and checkbox 11 to read "2nd Year of Teaching."
If G1=<3 years, revise "During my first 3 years of teaching" header.
If all the rows under "1st year of teaching" are left blank and checkbox 10 is not checked, display the following soft prompt: "Please indicate which types of support you received from your teacher prep program during your first year of

teaching. If you did not receive any support, please select "Check here if you did not receive any support during my first year of teaching." Thank you!"

If G1=2 years, all the rows under "2nd year of teaching" are left blank and checkbox 11 is not checked, display the following soft prompt: "Please indicate which types of support you received from your teacher prep program during your 2nd year of teaching. If you did not receive any support, please select "Check here if you did not receive any support during your 2nd year of teaching." Thank you!"

If G1>2 years, all the rows under "2nd and/or 3rd years of teaching" are left blank and checkbox 11 is not checked, display the following soft prompt: "Please indicate which types of support you received from your teacher prep program during your 2nd and/or 3rd year of teaching. If you did not receive any support, please select "Check here if you did not receive any support during your 2nd and/or 3rd year of teaching." Thank you!"]

[Programming instruction: If "I received other types of support *from my teacher preparation program" is selected under the* "1st Year of Teaching" column for G2, ask G2a.]

G2a. On the previous screen, you indicated that you received other types of support *from my teacher preparation program* during your 1st Year of Teaching. Please specify other types of support received during this time period.

[Programming instruction: If "I received other types of support *from my teacher preparation program" is selected under the "*2nd and/or 3rd Year of Teaching*" column for G2, ask G2b. If F1 = "2 years," change question wording to "…during your first two years of teaching?"]

G2b. On the previous screen, you indicated that you received other types of support *from your teacher preparation program* during your 2nd and/or 3rd year of teaching. Please specify other types of support received during this time period.

SECTION H: 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.]

H1.   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

H2.   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:	☐1	☐0	☐98
b. Already decided to work in a high-need district	☐1	☐0	☐98

[Programming note: If any row in H2=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."]

H3.   As of July 1, 2010, had you fulfilled your Noyce-required years of teaching?

    ☐1 Yes

    ☐0 No

    ☐98 I'm not sure

[Programming instruction: If H3=Missing, display soft prompt: "Please provide a response. If you are not sure how to answer this question, please select "I'm not sure."]

[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.]

H4. How likely is it that you will do the following?

How likely is it that you will. . .	Very Likely	Likely	Unlikely	Very Unlikely
a. Teach science/mathematics in a K-12 school at some point in the future	☐₁	☐₂	☐₃	☐₄
b. Fulfill your Noyce service years of teaching	☐₁	☐₂	☐₃	☐₄
c. Teach science/mathematics in a K-12 school after fulfilling your Noyce service years	☐₁	☐₂	☐₃	☐₄
d. Teach in a high-need district after fulfilling your Noyce service years	☐₁	☐₂	☐₃	☐₄

[Programming instructions:
Do not display row a if R is currently teaching (i.e., Fall or Spring of the 2010-2011 academic year is selected for F3);
Only display row b if (currently teaching OR H4a = "Likely," "Very Likely" or blank) AND H3="No";
Only display row c if currently teaching AND H3="No";
Only display row d if H4c = "Likely," "Very Likely" or blank;
If any of the displayed rows=Missing, display soft prompt: "Please provide a response for each of the activities below. Thank you!"]

[Programming instructions: If H4a, H4b or H4c = "Unlikely" or "Very Unlikely, ask one of the H5 questions (only ask one of the 3 questions; use the same response choices for each). Else, skip to H6.]

[If H4a = "Unlikely" or "Very Unlikely", ask H5a.]

H5a. Please indicate why is it [Very Unlikely/Unlikely] that you will teach science/mathematics in the K-12 school at some point in the future. (Please check all that apply)

[Else if H4b = "Unlikely" or "Very Unlikely", ask H5b.]

H5b. Please indicate why is it [Very Unlikely/Unlikely] that you will fulfill your Noyce service years of teaching. (Please check all that apply)

[Else if H4c = "Unlikely" or "Very Unlikely", ask H5c.]

H5c. Please indicate why it is [Very Unlikely/Unlikely] that you will 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)

H6. You previously indicated that you were not employed as a K-12 teacher of record on February 1, 2010. What are the primary reasons that you were not working as a K-12 teacher of record on February 1, 2010? (Check all that apply)

$\square_1$ I had not found a teaching position or I had been laid-off from a former teaching position

$\square_2$ I was offered a teaching position but turned it down

$\square_3$ I chose not to teach because of personal or family circumstances (e.g., child care/elder care responsibilities, health reasons, moving/relocating, etc.)

$\square_4$ I did not feel adequately prepared to teach

$\square_5$ I did not want to teach in a high-need school

$\square_6$ I was dissatisfied with my prior experience as a teacher

$\square_7$ I wanted a job with better salary/compensation

$\square_8$ I wanted a job with better working conditions

$\square_9$ I had fulfilled my Noyce service years

$\square_{10}$ I was pursuing additional educational opportunities

$\square_{11}$ I was pursuing different career opportunities

$\square_{95}$ Other reason(s) (Please describe)

(This section only appears on the Group D and E surveys; Group E survey also includes questions about education status.)

I1.   **On February 1, 2010**, were you employed?

☐₁ Yes, in a paid full-time position (at least 30 hours/week)

☐₂ Yes, in a paid part-time position

☐₃ Yes, in an unpaid position (e.g., internship)

☐₄ No [SKIP to Section J]

I2.   Were you employed in a K12 school or district? (e.g., as a substitute teacher, administrator, librarian, etc.)?

☐₁   Yes

☐₀   No

[Note: Question I2 is necessary even though it is similar to question B1.]

I3.   Which of the job categories listed below best describes the primary occupation you held on February 1, 2010?

If you had more than one occupation please select the code for the occupation in which you work the most hours each week.

[Programming instruction: Display all the categories listed in the "Job Categories" document and allow R to select one option.]

(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.]

J1.   What is your gender?

☐₁   Male

☐₂   Female

J2.   What is your ethnicity?

☐₁   Hispanic or Latino/a

☐₂   Not Hispanic or Latino/a

J3.   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

J4.   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]

J5.   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

J6.   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.

$\square_1$ Yes, you may contact me:

Preferred telephone number: _____ _____

Preferred email address: _____ _____

Best way to contact me to schedule an interview is: $\square_1$ by telephone; $\square_2$ by email; $\square_3$ either

$\square_0$ 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.]