

**Noyce Recipient Module A:
Recipients in the
Teacher Preparation Program and
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? (Check only one response)

- 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. [\[Go to Group E\]](#)

BEGIN GROUP A VERSION OF SURVEY:

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: YOUR CERTIFICATION STATUS AS OF FEBRUARY 1, 2010

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

C1. On February 1, 2010, what was your teaching certification status? (Check only one response)

- ₁ I was certified or licensed to teach
- ₂ I had emergency, probationary or temporary certification or license to teach
- ₃ I was not certified or licensed to teach [[SKIP to Section D](#)]

C2. In what area(s) were you certified or licensed 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"/> ₁ Chemistry <input type="checkbox"/> ₁ Computer science <input type="checkbox"/> ₁ Engineering <input type="checkbox"/> ₁ Geosciences/environmental sciences <input type="checkbox"/> ₁ Mathematics <input type="checkbox"/> ₁ Physical sciences <input type="checkbox"/> ₁ Physics <input type="checkbox"/> ₁ Technology	<input type="checkbox"/> ₁ Elementary grade certification <input type="checkbox"/> ₁ Elementary science <input type="checkbox"/> ₁ Elementary mathematics <input type="checkbox"/> ₁ Elementary mathematics & science	<input type="checkbox"/> ₁ Middle school certification <input type="checkbox"/> ₁ Middle school science <input type="checkbox"/> ₁ Middle school mathematics <input type="checkbox"/> ₁ Middle school mathematics & science
<input type="checkbox"/> ₁ Special education <input type="checkbox"/> ₁ Teaching English as a Second Language <input type="checkbox"/> ₁ Gifted/talented education	<input type="checkbox"/> ₁ Other (Please Specify: _____)	

SECTION D: 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 D1.

D1. **At the time you first received a Noyce scholarship or stipend**, which one of the following most accurately described your educational status:
(Check only one response)

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

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

₁ Biological sciences

₁ Mathematics

₁ Chemistry

₁ Physical sciences

₁ Computer science

₁ Physics

₁ Engineering

₁ Other

₁ Geosciences/environmental sciences

(Please specify: _____)

D2b. 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.

D3. **Prior to accepting Noyce funding**, had you ever been employed in a full-time capacity (at least 30 hours/week)?

- 1 Yes [\[Go to question D4\]](#)
- 0 No [\[SKIP to question D5\]](#)

D4. Which of the categories listed on pages 11 and 12 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 11 and 12. Select the category that BEST fits your occupation prior to beginning your teacher preparation program and write the 3 digit code here:

D4a. 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

D5. How old were you when you **when you first began receiving Noyce funds**?

Enter age in years: years

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 & 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

	<ul style="list-style-type: none"> • technologists/technicians, licensed practical nurses, medical or laboratory technicians, radiological technicians • OTHER health occupations 	<ul style="list-style-type: none"> • Economists • Mathematicians • Operations research analysts, including modeling • Statisticians • Technologists and technicians in the mathematical sciences • OTHER mathematical scientists 	<ul style="list-style-type: none"> • Historians • Political scientists • Psychologists, OTHER THAN clinical (see Health Occupations) • Sociologists • OTHER social scientists 	
090	Lawyers/judges		170	Teachers – Precollege
100	Librarians/Archivists/Curators		171	Teachers—Professors/Postsecondary
	Managers and Supervisors, First-line: please find the category that best describes the occupation of the people you manage and select that code	130		172
		Physical scientists. This category includes:		Teachers – OTHER (e.g., private tutors, dance, yoga, fitness, flying, martial arts instructors)
		<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 		
	Managers, Other (people who manage other managers): select the code that best describes the occupation of the people you manage		180	Writers/Editors/Public Relations Specialists/Artists/Entertainers/Broadcasters
111	Managers, Top-level Executives/Administrators (e.g., CEO/COO/CFO, president, district manager, general manager, chancellor, provost, legislator)	Research Associates/Assistants: Please find the category that comes closest to your research field and select that code		
112	Management-related occupations	140		190
	<ul style="list-style-type: none"> • Accountants, auditors, other financial specialists • Personnel, training, labor relations specialists • OTHER management related occupations 	Sales/Marketing Occupations		Other professions. This category includes:
120	Mathematical Scientists. This category includes:	150		<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
	<ul style="list-style-type: none"> • Actuaries 	Service Occupations OTHER THAN Health		
		160		
		Social Scientists. This category includes		
		<ul style="list-style-type: none"> • Anthropologists • Economists please see Mathematical Scientistis 		

SECTION E: CHARACTERISTICS OF YOUR TEACHER PREPARATION PROGRAM

Question 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 (regardless of what grade levels you are currently teaching)? *(Check all that apply)*

Kindergarten

4th

8th

12th

1st

5th

9th

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

2nd

6th

10th

3rd

7th

11th

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

<input type="checkbox"/> Biological sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Computer science <input type="checkbox"/> Engineering <input type="checkbox"/> Geosciences/environmental sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical sciences <input type="checkbox"/> Physics <input type="checkbox"/> Technology	<input type="checkbox"/> Elementary grade certification <input type="checkbox"/> Elementary science <input type="checkbox"/> Elementary mathematics <input type="checkbox"/> Elementary mathematics & science	<input type="checkbox"/> Middle school certification <input type="checkbox"/> Middle school science <input type="checkbox"/> Middle school mathematics <input type="checkbox"/> Middle school mathematics & science
<input type="checkbox"/> Special education <input type="checkbox"/> Teaching English as a Second Language <input type="checkbox"/> Gifted/talented education	<input type="checkbox"/> 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. 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 (or 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 (or 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: ACTIVITIES TO SUPPORT TEACHERS DURING FIRST YEARS OF TEACHING

Questions in this section refer to your **first** paid teaching assignment as the “teacher-of-record” or “official” teacher in charge of a classroom. They do **not** refer to experiences as a student teacher.

F1. What was your first year of employment as a K-12 teacher?

- ₁ 2009-2010
- ₂ 2008-2009 [\[Skip to Section G\]](#)
- ₃ 2007-2008 [\[Skip to Section G\]](#)
- ₆ Earlier: Please specify the academic year: (Fall) _____ to (Spring)_____

F2. In your first, second, and third years of employment as a teacher after completing your teacher preparation program, were you teaching mathematics or science (including computer science and/or engineering)? *(Check only one response)*

After completing my teacher preparation program, I was teaching math, computer science, engineering, or science:	Yes	No	Does not apply (I have not worked as a teacher for this number of years)
In my first year of employment as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉
In my second year of employment as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉
In my third year of employment as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₉

F3. Which of the following supports have you received (or are you receiving) during your first year of teaching?

Check if you received this type of support in your... (Check all that apply)

Types of support received during your first year of teaching :	1 st Year of Teaching
a. My teacher preparation program offered me teaching resources (e.g., lesson plans, activities, equipment, materials, online discussion forums)	<input type="checkbox"/> 1
b. My teacher preparation program offered me online or telephone coaching	<input type="checkbox"/> 1
c. My teacher preparation program offered me an opportunity to participate in a professional learning community for math/science teachers.	<input type="checkbox"/> 1
d. My teacher preparation program offered me additional university/college courses in my subject area	<input type="checkbox"/> 1
e. My teacher preparation program offered me mentoring from a master teacher or teaching coach in my subject area	<input type="checkbox"/> 1
f. Faculty, staff, an affiliated teacher or teaching coach from my teacher preparation program observed and gave me feedback on my teaching	<input type="checkbox"/> 1
g. My teacher preparation program offered me the opportunity to participation in summer research to enhance my content knowledge and/or pedagogical content knowledge	<input type="checkbox"/> 1
h. A teacher or coach not affiliated with my teacher preparation program observed and gave me feedback on my teaching	<input type="checkbox"/> 1
i. I had support (financial, time off) to attend professional conferences for math or science teachers	<input type="checkbox"/> 1

SECTION G: YOUR TEACHING POSITION

Questions in this section refer to your teaching position during the most recently completed school year (2009-2010).

G1. Please provide the following information for the school in which you were employed as a K-12 teacher during the 2009-2010 school year.

a. Name of School

b. Name of School District

G2. What grade level(s) were you teaching in the 2009-2010 school year? If you were teaching multiple grades, check all that apply.

- | | | | |
|---------------------------------------|------------------------------|-------------------------------|--|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 4th | <input type="checkbox"/> 8th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 1st | <input type="checkbox"/> 5th | <input type="checkbox"/> 9th | <input type="checkbox"/> Other (e.g. in a GED/Alternative High School) |
| <input type="checkbox"/> 2nd | <input type="checkbox"/> 6th | <input type="checkbox"/> 10th | |
| <input type="checkbox"/> 3rd | <input type="checkbox"/> 7th | <input type="checkbox"/> 11th | |

G3. Please indicate below all courses/grade levels you taught during the most recently completed school year (2009-2010).
 (Check all that apply)

Elementary school

₁ I taught elementary grades only
₁ Elementary mathematics specialist
₁ Elementary science specialist

<i>Mathematics course(s): Middle or high school</i>	<i>Science course(s): Middle or high school</i>
<input type="checkbox"/> ₂ Business mathematics/accounting	<input type="checkbox"/> ₃ Biological sciences
<input type="checkbox"/> ₂ Pre-algebra	<input type="checkbox"/> ₃ Physical Sciences
<input type="checkbox"/> ₂ Algebra, geometry, or trigonometry	<input type="checkbox"/> ₃ Chemistry
<input type="checkbox"/> ₂ Statistics or probability	<input type="checkbox"/> ₃ Physics
<input type="checkbox"/> ₂ Pre-calculus	<input type="checkbox"/> ₃ Geosciences/environmental sciences
<input type="checkbox"/> ₂ Calculus	<input type="checkbox"/> ₃ OTHER middle or high school level science courses
<input type="checkbox"/> ₂ OTHER middle or high school mathematics	
<input type="checkbox"/> ₄ Technology course(s): Middle or high school	
<input type="checkbox"/> ₄ Engineering course(s): Middle or high school	
<input type="checkbox"/> ₄ Computer science course(s): middle or high school	

G4. Please indicate whether you agree or disagree with the following statements about the school where you were teaching during the most recently completed school year (2009-2010).

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

G5. During the most recently completed school year (2009-2010), how often did you meet with other teachers who taught the same subjects you taught?

I met with other teachers who taught the same subjects I taught	Few Times During the Year	About Once/Month	About Once/Week	More than Once/Week	Never
a. To coordinate instruction with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. To share pedagogical techniques, exercises, resources, or tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. To discuss student assessment results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. To receive mentoring from another teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. To provide mentoring to another teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. As part of a presentation I gave/we gave at a professional conference	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. To discuss conference proceedings with others who had attended	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

G6. How often, during the most recently completed academic year (2009-2010), did you meet with other Noyce scholarship or stipend recipients?

- ₁ Few times during the year
- ₂ About once/month
- ₃ About once/week
- ₄ More than once/week
- ₅ Never

SECTION H: MOTIVATION TO TEACH

H1. 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

H2a. 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 H2a: If respondent indicated “Likely” or “Very Likely” in any of the response options, go to question H2b. If respondent indicated “Unlikely or Very Unlikely” to be teaching in 3, 5, or 10 years then go to H2c.

H2b. 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

H2c. 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: _____

H2d. Do you think you will leave teaching permanently or temporarily?

- ₁ Permanently
- ₂ Temporarily

H3. Do you intend to teach **after** you have fulfilled the Noyce-required years of teaching?

Post obligation plans:	Yes	No
Continue teaching:	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Work in a high-need school/district:	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀

SECTION I: 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

11. What is your gender?

- ₁ Male
- ₂ Female

12. What is your ethnicity?

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

13. 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

14. 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.

5 years and younger

6 years and older

15. 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

16. 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 plan support for 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.