

Attachment 1: 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

[Page 1. Introduction]

Thank you for participating in the 2017 CDC Science Ambassador summer course! The information you provide will be used to guide the direction of future summer courses. Your participation is voluntary and your answers will not affect earning continuing education units.

You may take this survey anonymously. Information will be treated in a secure manner.

This survey will take approximately **20 minutes** to complete. By continuing to the next page, you have consented to complete this survey.

Please contact scienceambassador@cdc.gov if you have any questions or problems concerning this survey.

The public reporting burden of this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to - CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333 ATTN: PRA (0920-1050).

[Page 2.] Type of Participant]

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1. Is this your first year participating in the CDC Science Ambassador Fellowship (previously the CDC Science Ambassador Workshop)?
 - Yes (*Continue to Page 3. Pre-Summer course (First Year Science Ambassadors)*)
 - No, I am a returning Science Ambassador. (*Continue to Page 9. Pre-summer course (Science Ambassador Peer Leader)*)

[Page 3. Pre-summer course (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

Pre-summer Course Interaction

The following set of questions pertains to the pre-summer course period.

2. Please provide suggestions for improvement to application process. {Open Response, Unlimited Characters Allowed}
3. Please provide suggestions for improvement to the phone interview. {Open Response, Unlimited Characters Allowed}
4. Please provide suggestions for improvement to the pre-summer course information packet. {Open Response, Unlimited Characters Allowed}
5. Please provide suggestions for improvement to the overall pre-summer course interaction with Science Ambassador Fellowship organizers. {Open Response, Unlimited Characters Allowed}

Past Experience

6. In the last school year, how often did you use examples or activities in epidemiology or public health science (e.g., breaking news articles about the Zika virus or significant public health issues such as antimicrobial resistance or obesity) in your classroom?
 - More than twice a week (***Continue to Page 4. Past Experience (First Year Science Ambassadors)***)
 - Once or twice a week (***Continue to Page 4. Past Experience (First Year Science Ambassadors)***)
 - Once or twice month (***Continue to Page 4. Past Experience (First Year Science Ambassadors)***)
 - Once or twice a school year (***Continue to Page 5. Past Experience, continued (First Year Science Ambassadors)***)
 - Never (***Continue to Page 5. Past Experience, continued (First Year Science Ambassadors)***)

[Page 4. Past Experience (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

7. Please indicate your level of agreement with the following statements about your use of epidemiology or public health science in your classroom prior to becoming a Science Ambassador Fellow.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) Using examples from epidemiology or public health science has increased my students’ critical thinking skills.	0	0	0	0	0
b) Using examples from epidemiology or public health science has improved my students’ science literacy (e.g., antimicrobial resistance).	0	0	0	0	0
c) Using examples from epidemiology or public health science has improved my students’ math literacy (e.g., probability/risk calculations).	0	0	0	0	0
d) Using examples from epidemiology or public health science has improved my students’ health literacy in topic areas such as nutrition, physical activity, or vaccinations.	0	0	0	0	0
e) Using examples from epidemiology or public health science has increased my students' awareness about public health as a career choice.	0	0	0	0	0

[Page 5. Past Experience, continued (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

8. In the last school year, how often did you use a complete lesson plan designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)]?
 - More than twice a week (***Continue to Page 6. Past Experience, continued (First Year Science Ambassadors)***)
 - Once or twice a week (***Continue to Page 6. Past Experience, continued (First Year Science Ambassadors)***)
 - Once or twice a month (***Continue to Page 6. Past Experience, continued (First Year Science Ambassadors)***)
 - Once or twice a school year (***Continue to Page 7. Summer Course (First Year Science Ambassadors)***)
 - Never (***Continue to Page 7. Summer Course (First Year Science Ambassadors)***)

[Page 6. Past Experience, continued (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

9. What was the source(s) of the lesson plans that you used to teach epidemiology or public health science? (Select all that apply.)
- Science Ambassador
 - Young Epidemiology Scholar (YES)
 - Other (please specify)

10. Please indicate your level of agreement with the following statements about your use of complete lesson plans designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] prior to becoming a Science Ambassador Fellow.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) These materials have increased my students’ critical thinking skills.	0	0	0	0	0
b) These materials have improved my students’ science literacy (e.g., antimicrobial resistance).	0	0	0	0	0
c) These materials have improved my students’ math literacy (e.g., probability/risk calculations).	0	0	0	0	0
d) These materials have improved my students’ health literacy in topic areas such as nutrition, physical activity, or vaccinations.	0	0	0	0	0
e) These materials have increased my students’ awareness about public health as a career choice.	0	0	0	0	0

[Page 7. Summer Course (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

The below questions pertain to the 2017 Science Ambassador Fellowship summer course.

11. Select a response for each of the following sessions from the summer course. Select “N/A” if you did not attend that session.	Taught me something useful	Should be kept for future summer courses	Level of Difficulty
Introduction to Epidemiology and One Health Case Study	{Dropdown menu: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A}	{Dropdown menu: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A}	{Dropdown menu: Too hard, Just right, Too easy, N/A}
EIS Case Study: It’s Potluck at Emory University			
Topic 1: Population Health			
Topic 2: One Health and Pandemic Influenza			
Topic 3: Foodborne and Waterborne Disease: Shigellosis			
Lesson Planning, Part 1: Creating clear learning objectives			
Lesson Planning, Part 2: Designing the activity outline			
Lesson Planning, Part 3: Writing the scientific content			
Lesson Planning, Part 4: Peer Review			
Lesson Planning, Part 5: Drafting the activity details			
Lesson Planning, Part 6: Presenting your work			
Stephen B. Thacker CDC Library Tour			
David J. Sencer CDC Museum Tour			
CDC Entomology Insectary Laboratory Walkthrough			
Emergency Operations Center Tour			
Reflections on EIS circa 1981: the early AIDS investigations in the U.S. at Emory University			
Teacher Talks			
CDC Panel of Experts			

- 12. Please provide suggestions for improvement to any session you attended. [Identify each session, then provide the suggestions] {Open Response, Unlimited Characters Allowed}
- 13. Please provide suggestions for improvement to the Lesson Plan Template. {Open Response, Unlimited Characters Allowed}
- 14. Please provide any specific suggestions for any additional topics to include that align with current science standards. {Open Response, Unlimited Characters Allowed}
- 15. Please provide suggestions for improvement to the consultation with CDC Subject Matters Experts (SMEs). {Open Response, Unlimited Characters Allowed}

[Page 8. Post-summer course (First Year Science Ambassadors)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

16. Please indicate your level of agreement with the following statements about the incorporation of Science Ambassador (SA) Lesson Plans in your teaching.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) I plan to incorporate SA Lesson Plans in my classroom this school year.	0	0	0	0	0
b) Incorporating SA Lesson Plans into my teaching will increase my students’ critical thinking skills.	0	0	0	0	0
c) Incorporating SA Lesson Plans into my teaching will improve my students’ science literacy.	0	0	0	0	0
d) Incorporating SA Lesson Plans into my teaching will increase my students’ math literacy.	0	0	0	0	0
e) Incorporating SA Lesson Plans into my teaching will improve my students’ health literacy.	0	0	0	0	0
f) Incorporating SA Lesson Plans will increase my students’ awareness about public health as a career choice.	0	0	0	0	0
g) I believe my lesson plan will be a valuable contribution to other teachers like me.	0	0	0	0	0

17. Rank the following potential barriers to incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching.

	1 – Not a barrier	2- Somewhat of a barrier	3- Moderate barrier	4- Extreme barrier
Resources/Materials: Limited availability of an effective public health or epidemiology curriculum	0	0	0	0
Resources/Materials: Limited availability of effective public health or epidemiology resources to use in classrooms	0	0	0	0
Resources/Materials: Limited availability of effective public health or epidemiology resources that can be tailored to my grade level or subject area	0	0	0	0
Individual level: Lack of time to incorporate public health or epidemiology examples into courses	0	0	0	0
Individual level: Lack of knowledge of public health or epidemiology content	0	0	0	0
Individual level: Low comfort level teaching public health or epidemiology topics	0	0	0	0
Environment: Lack of support from school leadership	0	0	0	0
Environment: Lack of support from district leadership	0	0	0	0
Environment: Lack of student interest	0	0	0	0
Environment: Competing school priorities (e.g., standardized testing)	0	0	0	0

18. What other barrier(s) (if any) do you face in incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching? {Open Response, Unlimited Characters Allowed}

19. Please indicate your level of agreement with the following statements about serving as a Science Ambassador Fellow.	Yes	No	Maybe
a) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>local</u> conference, meeting, or professional development training session.	0	0	0
b) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>state/regional</u> conference, meeting, or professional development training session.	0	0	0
c) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>national</u> conference, meeting, or professional development training session.	0	0	0

d) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>international</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I plan to develop and teach a course on epidemiology or public health science at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. If you are planning to present information about or related to the Science Ambassador Fellowship in the future, what is the name of the meeting and when does it take place? {Open Response, Unlimited Characters Allowed}

21. Please indicate your level of agreement with the following statements about the Science Ambassador Fellowship summer course as a whole.	Strongly Agree	Agree	Disagree	Strongly Disagree
a) Because of the summer course, I have more knowledge and skills in epidemiology or public health science.	0	0	0	0
b) Because of the summer course, I feel more confident in my ability to incorporate epidemiology or public health science into my teaching.	0	0	0	0
c) Because of the summer course, I feel more confident in my ability to use epidemiology or public health science in my teaching because I met teachers who are doing this (Science Ambassador Peer Leaders).	0	0	0	0
d) Because of the summer course, I feel more confident in my ability to teach my colleagues how to incorporate epidemiology or public health science into their teaching.	0	0	0	0
e) Because of the summer course, I gained at least one professional contact (e.g., subject matter expert, colleague) that I plan to connect with about incorporating epidemiology or public health science into my teaching.	0	0	0	0
f) Interacting with the second year Science Ambassador Fellowship peer leader was a valuable part of the summer course.	0	0	0	0
g) Because of the summer course, I will recommend the Science Ambassador Fellowship to my colleagues.	0	0	0	0
h) I am satisfied with the Science Ambassador Fellowship summer course.	0	0	0	0

22. Please provide suggestions for the Science Ambassador Fellowship summer course (e.g., sessions, focus, topic areas, new teaching strategies, technologies,) that will result in the greatest impact on student learning and achievement in epidemiology or public health science. {Open response, Unlimited Characters Allowed}

23. I am interested in participating in a future Science Ambassador Fellowship as a peer leader.

- Yes
- No
- Undecided

Continue to Page 16. Grade and Subjects You Teach

[Page 9. Pre-Summer course (Science Ambassador Peer Leader)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

Pre-Summer Course Interaction

The following set of questions pertains to the pre-summer course period.

24. Thank you for returning as a Science Ambassador Fellowship Peer Leader!

In what year did you first participate in the Science Ambassador Fellowship summer course (previously called the Science Ambassador Workshop)? {Dropdown menu of years 2003-2016}

25. Please indicate your level of agreement with the following statements about the Science Ambassador Quarterly Newsletters that you should have received.	Strongly Agree	Agree	Disagree	Strongly Disagree	I do not receive a newsletter.
a) The newsletter helps me identify new resources to teach epidemiology and public health science.	o	o	o	o	o
b) The newsletter allows me to connect with my Science Ambassador cohort during the school year.	o	o	o	o	o
c) The newsletter keeps me updated on Science Ambassador activities.	o	o	o	o	o
d) The newsletter prompts me to share information about the Science Ambassador Fellowship to colleagues.	o	o	o	o	o
e) The newsletter prompts me to share information about teaching epidemiology and public health science to colleagues.	o	o	o	o	o

~~26.~~ Please provide suggestions for improvement to the Science Ambassador Quarterly Newsletter. {Open Response, Unlimited Characters Allowed}

27. Please provide suggestions for improvement to the pre-summer course information packet. {Open Response, Unlimited Characters Allowed}

28. Please provide suggestions for improvement to the overall pre-summer course interaction with Science Ambassador Fellowship organizers. {Open Response, Unlimited Characters Allowed}

[Page 10. Past Experience (Science Ambassador Peer Leader)]

29. In the last school year, how often did you use examples from epidemiology or public health science (e.g., breaking news articles about the Zika virus or significant issues such as antimicrobial resistance or obesity) in teaching required units?

- More than twice a week (*Continue to Page 10. Past Experience (Science Ambassador Peer Leader)*)
- Once or twice a week (*Continue to Page 10. Past Experience (Science Ambassador Peer Leader)*)
- Once or twice a month (*Continue to Page 10. Past Experience (Science Ambassador Peer Leader)*)
- Once or twice a year (*Continue to Page 11. Past Experience, continued (Science Ambassador Peer Leader)*)
- Never (*Continue to Page 11. Past Experience, continued (Science Ambassador Peer Leader)*)

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

30. Please indicate your level of agreement with the following statements about your use of epidemiology or public health science in your classroom prior to becoming a 2017 Science Ambassador Fellowship Peer Leader.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) Using examples from epidemiology or public health science has increased my students’ critical thinking skills.	0	0	0	0	0
b) Using examples from epidemiology or public health science has improved my students’ science literacy (e.g., antimicrobial resistance)	0	0	0	0	0
c) Using examples from epidemiology or public health science has improved my students’ math literacy (e.g., probability/risk calculations)	0	0	0	0	0
d) Using examples from epidemiology or public health science has improved my students’ health literacy in topic areas such as nutrition, physical activity, or vaccinations.	0	0	0	0	0
e) Using examples from epidemiology or public health science has increased my students' awareness about public health as a career choice.	0	0	0	0	0

[Page 11. Past Experience, continued (Science Ambassador Peer Leader)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

31. In the last school year, how often did you use a complete lesson plan designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)]?
- More than twice a week (***Continue to Page 12. Past Experience, continued (Science Ambassador Peer Leader)***)
 - Once or twice a week (***Continue to Page 12. Past Experience, continued Ambassador Peer Leader)***)
 - Once or twice a month (***Continue to Page 12. Past Experience, continued (Science Ambassador Peer Leader)***)
 - Once or twice a year (***Continue to Page 13. Past Experience, continued (Science Ambassador Peer Leader)***)
 - Never (***Continue to Page 13. Past Experience, continued (Science Ambassador Peer Leader)***)

[Page 12. Past Experience, continued (Science Ambassador Peer Leader)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

32. What was the source(s) of the lesson plans that you used to teach epidemiology or public health science? (Select all that apply.)
- Science Ambassador
 - Young Epidemiology Scholar (YES)
 - Other (please specify)

33. Please indicate your level of agreement with the following statements about your use of full lesson plans [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology prior to becoming a 2017 Science Ambassador Fellowship peer leader.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) These materials have increased my students’ critical thinking skills.	0	0	0	0	0
b) These materials have improved my students’ science literacy (e.g., antimicrobial resistance).	0	0	0	0	0
c) These materials have improved my students’ math literacy (e.g., probability/risk calculations)	0	0	0	0	0
d) These materials have improved my students’ health literacy in topic areas such as nutrition, physical activity, or vaccinations.	0	0	0	0	0
e) These materials have increased my students’ awareness about public health as a career choice.	0	0	0	0	0

[Page 13. Past Experience (Science Ambassador Peer Leader)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

34. Please indicate which of the following, if any, you have participated in prior to the 2017 Science Ambassador Fellowship summer course (previously called the Science Ambassador Workshop). (Check all that apply.)
- Formally presented information about the Science Ambassador Fellowship program (e.g., conference, meeting, or professional development training session)
 - Formally presented information about incorporating public health or epidemiology examples into curricula with a teacher community (e.g., conference, meeting, or professional development training session)
 - Presented information about incorporating public health or epidemiology into teaching (e.g., Science Ambassador Lesson Plans, examples) to other teachers in the form of a workshop
 - Developed and taught a public health or epidemiology course at my school
35. Where have you presented about the Science Ambassador Fellowship (previously called the Science Ambassador Workshop) in the past (if applicable)? Please note the name of the meeting/conference and approximately how many teachers were in attendance. {Open Response, Unlimited Characters Allowed}
36. Describe any impact that the first CDC Science Ambassador Fellowship (previously called the Science Ambassador Workshop) had on your teaching. {Open Response, Unlimited Characters Allowed}

[Page 14. Summer Course (Science Ambassador Peer Leader)]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

The below questions pertain to the 2017 Science Ambassador Fellowship summer course.

37. Select a response for each of the following sessions from the summer course. <i>Select “N/A” if you did not attend that session.</i>	Taught me something useful	Should be kept for future summer courses	Level of Difficulty
Introduction to Epidemiology and One Health Case Study	{Dropdown menu: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A	{Dropdown menu: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A}	{Dropdown menu: Too hard, Just right, Too easy, N/A}
EIS Case Study: It’s Potluck at Emory University			
Topic 1: Population Health			
Topic 2: One Health and Pandemic Influenza			
Topic 3: Foodborne and Waterborne Disease: Shigellosis			
Lesson Planning, Part 1: Creating clear learning objectives			
Lesson Planning, Part 2: Designing the activity outline			
Lesson Planning, Part 3: Writing the scientific content			
Lesson Planning, Part 4: Peer Review			
Lesson Planning, Part 5: Drafting the activity details			
Lesson Planning, Part 6: Presenting your work			
Stephen B. Thacker CDC Library Tour			
David J. Sencer CDC Museum Tour			
CDC Entomology Insectary Laboratory Walkthrough			
Emergency Operations Center Tour			
Reflections on EIS circa 1981: the early AIDS investigations in the U.S. at Emory University			
Teacher Talks			
CDC Panel of Experts			

38. Please provide suggestions for improvement to any session you attended. [Identify each session, then provide the suggestions] {Open Response, Unlimited Characters Allowed}

39. Provide suggestions for improvement to the Lesson Plan Template. {Open Response, Unlimited Characters Allowed}

40. Provide any specific suggestions for any additional topics to include that align with current science standards. {Open Response, Unlimited Characters Allowed}

[Page 15. Post-Summer Course: Science Ambassador Peer Leader]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

41. Rank the following potential barriers in incorporating into your teaching what you learned during the 2017 Science Ambassador Fellowship summer course.

	1 – Not a barrier	2- Somewhat of a barrier	3- Moderate barrier	4- Extreme barrier
Resources/Materials: Limited availability of an effective public health or epidemiology curriculum	0	0	0	0
Resources/Materials: Limited availability of effective public health or epidemiology resources to use in classrooms	0	0	0	0
Resources/Materials: Limited availability of effective public health or epidemiology resources that can be tailored to my grade level or subject area	0	0	0	0
Individual level: Lack of time to incorporate public health or epidemiology examples into courses	0	0	0	0
Individual level: Lack of knowledge of public health or epidemiology content	0	0	0	0
Individual level: Low comfort level teaching public health or epidemiology topics	0	0	0	0
Environment: Lack of support from school leadership	0	0	0	0
Environment: Lack of support from district leadership	0	0	0	0
Environment: Lack of student interest	0	0	0	0
Environment: Competing school priorities (e.g., standardized testing)	0	0	0	0

42. What other barrier(s) (if any) do you face in incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching? {Open Response, Unlimited Characters Allowed}

43. Please indicate your level of agreement with the following statements about serving as a Science Ambassador Fellow.	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>local</u> conference, meeting, or professional development training session.	0	0	0	0
b) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>state/regional</u> conference, meeting, or professional development training session.	0	0	0	0
c) I plan to present information about incorporating epidemiology or public health	0	0	0	0

science examples into curricula at a <u>national</u> conference, meeting, or professional development training session.				
d) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>international</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I plan to develop and teach a course on epidemiology or public health science at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. If you are planning to present information about the Science Ambassador Fellowship in the future, what is the name of the meeting and when does it take place? {Open Response, Unlimited Characters Allowed}

45. Please indicate your level of agreement with the following statements about the overall 2017 Science Ambassador Fellowship summer course as a whole.	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I was given ample resources to lead my team in developing a quality draft of a lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Leading a team in lesson plan development was useful for my own professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe my team's lesson plan will be a valuable contribution to other teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Because of the summer course, I have more knowledge and skills in epidemiology or public health science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Because of the summer course, I feel more confident in my ability to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Because of the summer course, I feel more confident in my ability to lead teachers in my teaching community how to incorporate epidemiology or public health science into their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Because of the summer course, I feel more confident in my ability to present at conferences, meetings, or professional development training sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Because of the summer course, I gained at least one professional contact (e.g., subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

matter expert, colleague) that I plan to connect with about incorporating epidemiology or public health science into my teaching.				
i) I will recommend this fellowship to my colleagues.	0	0	0	0
j) Overall, I am satisfied with the summer course.	0	0	0	0

46. Please provide any suggestions for the Science Ambassador Fellowship summer course (e.g., sessions, focus, topic areas, teaching strategies, technologies, or others) that will result in the greatest impact on student learning and achievement in epidemiology or public health science.
 {Open response, Unlimited Characters Allowed}

[Page 16. Grade and Subjects You Teach]

To return to a previous page, use the “Previous” button at the bottom of the page (NOT the “Back” button on your browser menu). To advance, use the “Next” button at the bottom of the page.

47. What grade(s) did you teach last school year? (Select all that apply.)

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Community College
- College (Undergraduate)
- College (Graduate)
- Other: Curriculum Development Specialist
- Other: Professional Development Provider
- Other (please specify): _____

48. What grade(s) will you teach in next school year? (Select all that apply.)

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Community College
- College (Undergraduate)
- College (Graduate)
- Other: Curriculum Development Specialist
- Other: Professional Development Provider
- Other (please specify): _____

49. Which subject area(s) did you teach last school year? (Select all that apply.)

- High School Epidemiology or Public health science related
- High School Life Science (e.g., Biology)
- High School Physical Science (e.g., Chemistry, Physics)
- High School Earth and Space Science (e.g., Environmental science, Astronomy)
- High School Medical-related (e.g., medical terminology)
- High School Mathematics
- Middle School Epidemiology or public-health related
- Middle School Life Science (e.g., Biology)
- Middle School Physical Science (e.g., Chemistry, Physics)
- Middle School Earth and Space Science

- Middle School Medical-related (e.g., medical terminology)
- Middle School Mathematics
- Other (please explain): _____

50. Which subject area(s) will you teach in the next school year? (Select all that apply.)

- High School Epidemiology or Public health science related
- High School Life Science (e.g., Biology)
- High School Physical Science (e.g., Chemistry, Physics)
- High School Earth and Space Science (e.g., Environmental science, Astronomy)
- High School Medical-related (e.g., medical terminology)
- High School Mathematics
- Middle School Epidemiology or public-health related
- Middle School Life Science (e.g., Biology)
- Middle School Physical Science (e.g., Chemistry, Physics)
- Middle School Earth and Space Science
- Middle School Medical-related (e.g., medical terminology)
- Middle School Mathematics
- Other (please explain): _____

51. In the last school year, approximately how many students did you teach content in epidemiology or public health science as a part of your curriculum (e.g., science, math, health) or as an elective course (e.g., epidemiology, biotechnology)?

52. In the next school year, approximately how many students will you teach content in epidemiology or public health science as a part of your curriculum (e.g., science, math, health) or as an elective course (e.g., epidemiology, biotechnology)?

[Confirmation Page]

Thank you for attending the 2017 Science Ambassador Fellowship summer course and for completing the survey. Please contact scienceambassador@cdc.gov if you have any questions about the survey.