

## Consent

Welcome! This survey will ask questions about yourself, and then ask you about individuals you interact with professionally. Full names are encouraged but not required. If you use nicknames or abbreviations, please choose distinct identifiers that you will remember during the survey.

Contacts should be provided on different screens corresponding to their location related to you: same school, district/county, state, and national/international. You will also be asked what you think your teacher interaction networks look like.

Please note that your responses are CONFIDENTIAL. The individual results will be kept confidential, and all results will be either aggregated and/or de-identified. Average survey time is 30 minutes.

Informed consent

[Consent Form](#)

After reading the Consent Form, click on a choice below.

- ☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- ☐ I do not agree to participate in the research, and will be excluded from the remainder of the questions.

## Response section

Please provide an email address. This information will be used to identify and correlate your responses each year during the longitudinal study. Please provide an email address you will remember.

How many years of teaching have you completed? (whole number format)

Enter your age (whole number format):

Answer the question below as completely as possible. Interactions may include positive/negative, giving/receiving, and obligatory/optional interactions. Full names are encouraged but not required. If you use nicknames or abbreviations, please choose distinct identifiers that you will remember during the survey. Five additional fields will appear if the initial fields are filled. Leave unused fields blank (please do not type N/A) and hit the next button to proceed to the next question.

Who do you interact with related to teaching content and/or pedagogy in the school in which you work?

For example, face-to-face interactions with colleagues in your department or electronic interactions with others in departments at your school. If you do not work at a school, list contacts within the office that you work.

|           |                      |
|-----------|----------------------|
| Contact 1 | <input type="text"/> |
| Contact 2 | <input type="text"/> |
| Contact 3 | <input type="text"/> |
| Contact 4 | <input type="text"/> |
| Contact 5 | <input type="text"/> |

|            |                      |
|------------|----------------------|
| Contact 6  | <input type="text"/> |
| Contact 7  | <input type="text"/> |
| Contact 8  | <input type="text"/> |
| Contact 9  | <input type="text"/> |
| Contact 10 | <input type="text"/> |

Answer the question below as completely as possible. Interactions may include positive/negative, giving/receiving, and obligatory/optional interactions. Full names are encouraged but not required. If you use nicknames or abbreviations, please choose distinct identifiers that you will remember during the survey. Five additional fields will appear if the initial fields are filled. Leave unused fields blank (please do not type N/A) and hit the next button to proceed to the next question.

Who do you interact with related to teaching content and/or pedagogy in the district/county in which you work?

For example, electronic interactions with colleagues at other nearby schools or face-to-face interactions with others at the district office.

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Who do you interact with related to teaching content and/or pedagogy in the state in which you work?  
For example, face-to-face interactions within state teacher professional organizations, or social media interactions with others at high schools and colleges outside your district.

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| Contact 10 | <input type="text"/> |

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Who do you interact with related to teaching content and/or pedagogy in a different state within the nation or internationally?  
For example, blogs or conference meetings with colleagues working primarily in other states regardless of position, or contacts at national teacher professional societies.

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| Contact 10 | <input type="text"/> |

For each contact, indicate the frequency of interactions related to teaching content and/or pedagogy.

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For each contact, indicate the direction of interactions related to teaching content and/or pedagogy.

| Give information | Receive information | Both Give and Receive |
|------------------|---------------------|-----------------------|
|------------------|---------------------|-----------------------|

To the best of your knowledge, indicate whether each contact is involved in a Noyce teacher development program? (For example: faculty, participating teachers, or outside speakers)

|                                                            | This contact is...    |                       |
|------------------------------------------------------------|-----------------------|-----------------------|
|                                                            | Noyce related         | not Noyce related     |
| <input type="radio"/> \${q://QID19/ChoiceTextEntryValue/1} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID19/ChoiceTextEntryValue/2} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID19/ChoiceTextEntryValue/3} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID19/ChoiceTextEntryValue/4} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID19/ChoiceTextEntryValue/5} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID22/ChoiceTextEntryValue/1} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID22/ChoiceTextEntryValue/2} | <input type="radio"/> | <input type="radio"/> |
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| <input type="radio"/> \${q://QID22/ChoiceTextEntryValue/4} | <input type="radio"/> | <input type="radio"/> |
|                                                            | Noyce related         | not Noyce related     |
| <input type="radio"/> \${q://QID22/ChoiceTextEntryValue/5} | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> \${q://QID23/ChoiceTextEntryValue/1} | <input type="radio"/> | <input type="radio"/> |
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| <input type="radio"/> \${q://QID25/ChoiceTextEntryValue/3} | <input type="radio"/> | <input type="radio"/> |
|                                                            | Noyce related         | not Noyce related     |
| <input type="radio"/> \${q://QID25/ChoiceTextEntryValue/4} | <input type="radio"/> | <input type="radio"/> |

For each contact, indicate their level of importance for your feelings of effectiveness in the classroom?

| Not important | Somewhat<br>important | Very important |
|---------------|-----------------------|----------------|
|---------------|-----------------------|----------------|

For each contact, indicate their level of importance for your identity as a teaching professional? (For example, identity as a member of the larger teaching profession)

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For each contact, indicate their level of importance for your identity as a member of the STEM community? (For example, identity as a STEM degree holder or participant in the STEM workforce)

|       | This contact is...    |                       |                       |
|-------|-----------------------|-----------------------|-----------------------|
|       | Not important         | Somewhat important    | Very important        |
| Q19_1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q19_2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q19_3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q19_4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q19_5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q22_1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| Q22_3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q22_4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|       | Not important         | Somewhat important    | Very important        |
| Q22_5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q23_1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q23_2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate the degree to which each contact energizes you as a teacher.

|                                                                                                                                                                                                                                                                                                                                                                                                       | This contact...            |                              |                       |                       |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------|-----------------------|-----------------------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                       | Mostly<br>de-<br>energizes | Slightly<br>de-<br>energizes | Neutral               | Slightly<br>energizes | Mostly<br>energizes   |
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For each contact, indicate their level of importance for your decision to  
remain as a teacher?

|                                                                                                                                                                                          | This contact is...    |                       |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|                                                                                                                                                                                          | Not important         | Somewhat important    | Very important        |
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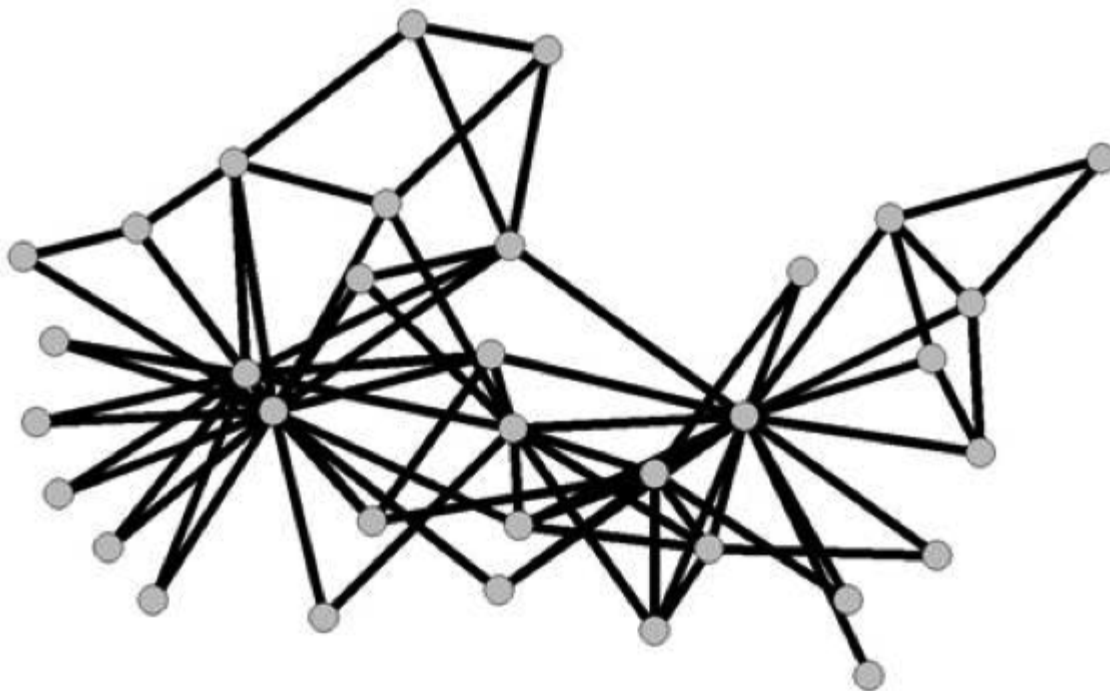
For each contact, indicate whether you consider them to be a positive teacher role model?

|                                                                                                                                         |                                                    |                       |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------|-----------------------|
|                                                                                                                                         | This contact is ____ a positive teacher role model |                       |                       |
|                                                                                                                                         | Not                                                | Somewhat              | Very much             |
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## Visual Network Scales

### Explaining Network Images (read only)

In this section of the questionnaire, we ask about your perceptions of the pattern of interactions in your professional networks (related to teaching content and/or pedagogy). As you are probably aware, we can represent the structure of professional interactions as a network in which a small circle is used to represent a person, and a line between two circles indicates that those two people have professional interactions. Here is a made-up example to illustrate what we mean:

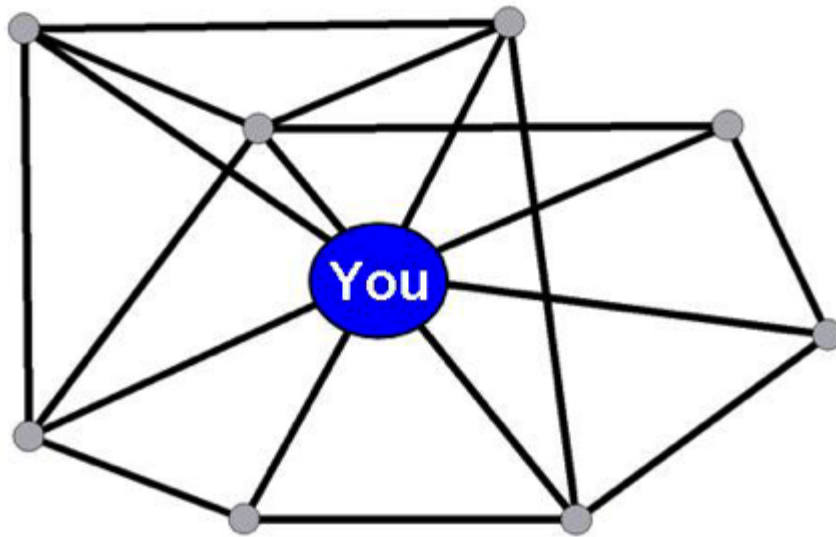


Click the next button after you have read this section to proceed to the next prompt.

### Explaining Personal Network Images (read only)

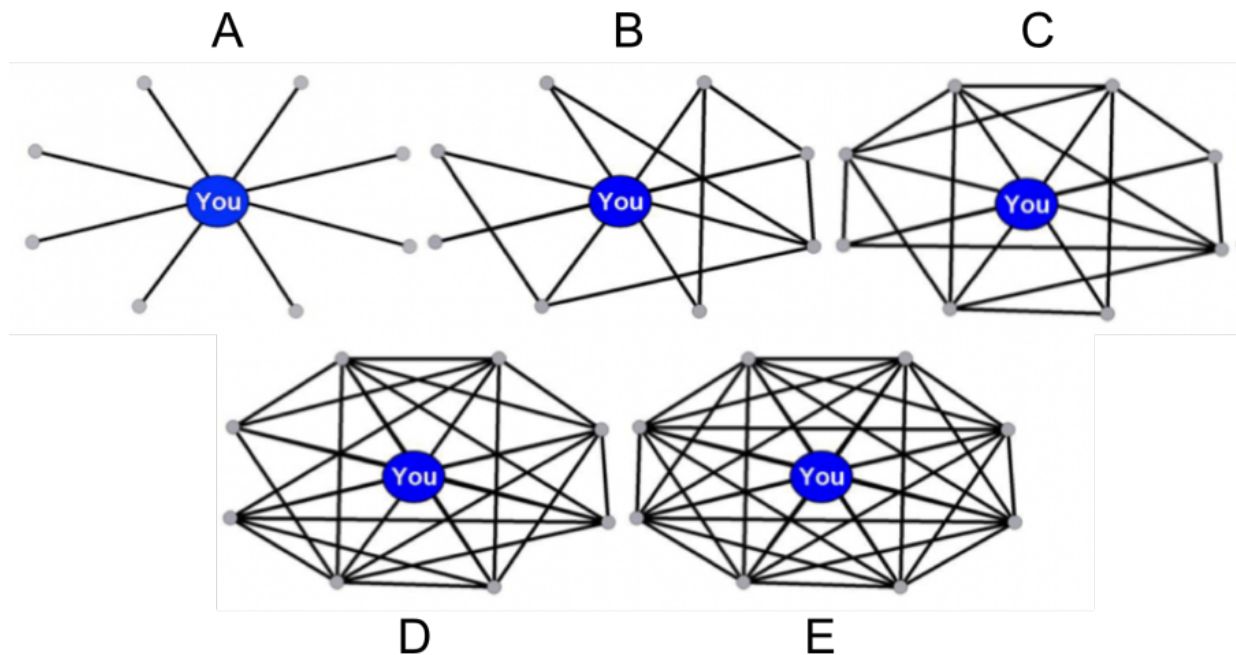
In this section, we are going to show you some stylized pictures of your personal

network of professional interactions (related to teaching content and/or pedagogy). By personal network we mean the set of interactions among you, your contacts, and the interactions between your contacts. In the made-up diagram below, the larger circle in the center is you; the other circles represent your contacts, and the lines between the circles represent professional interactions. Please take a look at the pictures and their verbal descriptions, and then tell us which network YOU think looks like your own personal network of professional interactions.



Click the next button after you have read this section to proceed to the next question.

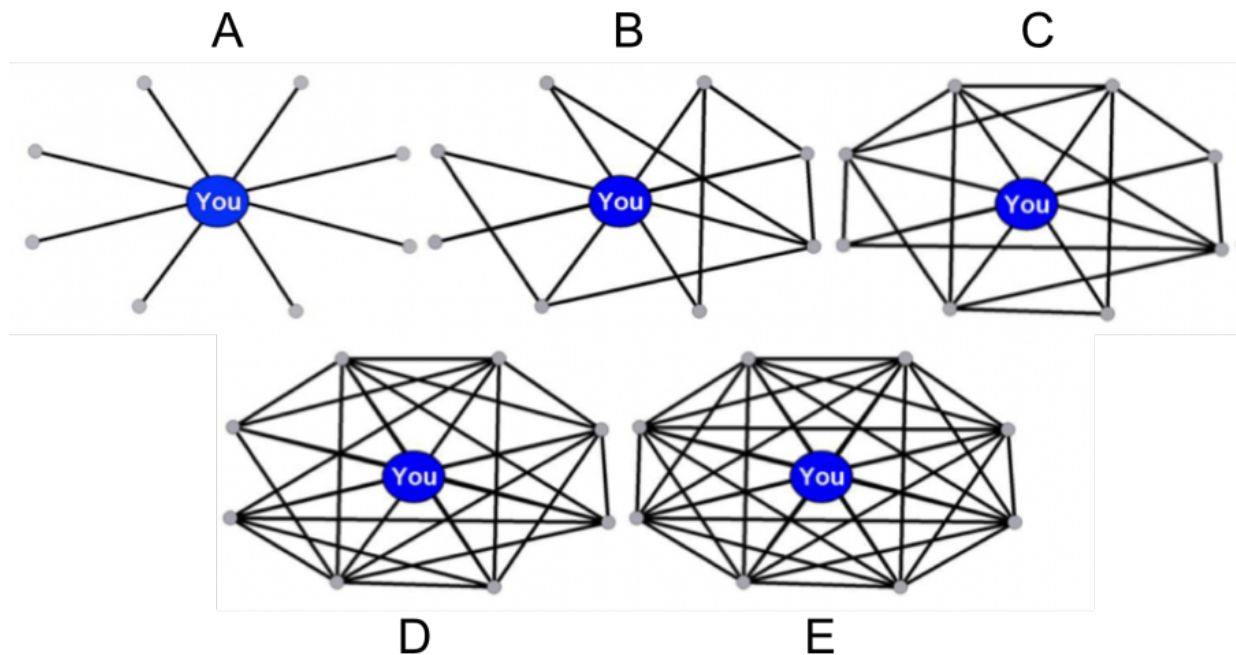
This question focuses on your perceptions of the degree of interconnectedness among your professional contacts related to teaching content and/or pedagogy.



In your opinion, which of the network diagrams above best approximates the degree of interconnectedness in your own network of professional interactions at the SCHOOL level? Excludes other levels. Please make your selection by clicking one of the options below.

- ☐ A) None of my school contacts interact with each other
- ☐ B) A few of my school contacts interact with each other
- ☐ C) About half of my school contacts interact with each other
- ☐ D) Most of my school contacts interact with each other
- ☐ E) All of my school contacts interact with each other

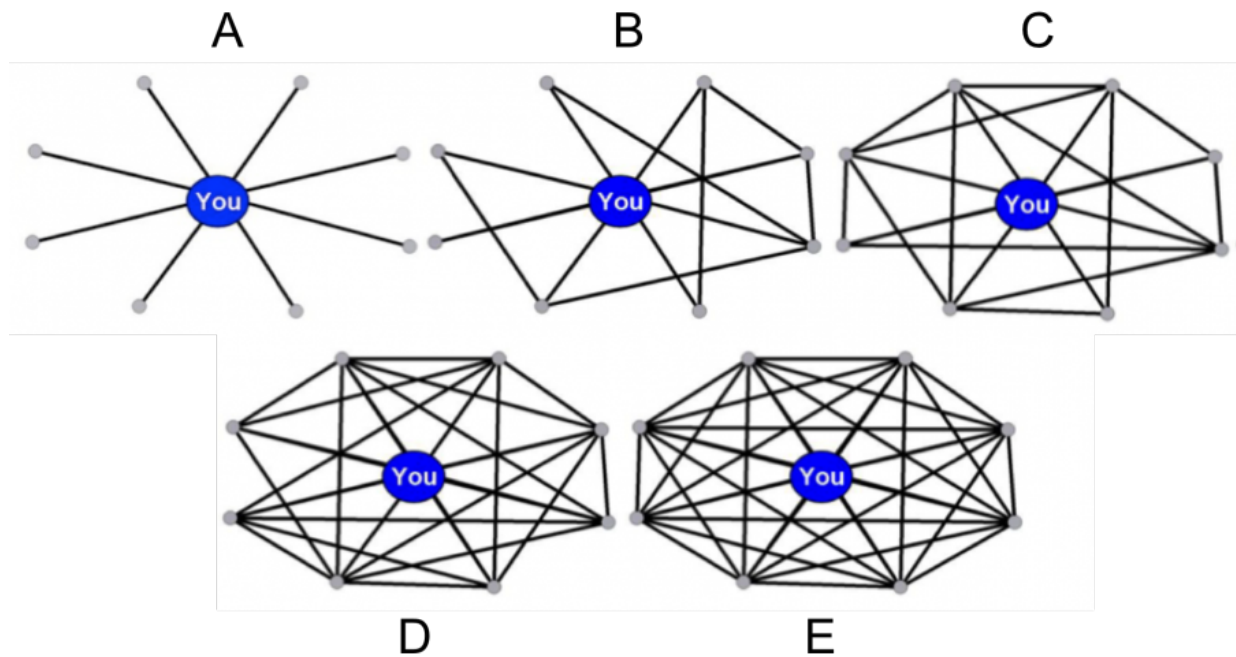
This question focuses on your perceptions of the degree of interconnectedness among your professional contacts related to teaching content and/or pedagogy.



In your opinion, which of the network diagrams above best approximates the degree of interconnectedness in your own network of professional interactions at the DISTRICT level? Excludes other levels. Please make your selection by clicking one of the options below.

- ☐ A) None of my district contacts interact with each other
- ☐ B) A few of my district contacts interact with each other
- ☐ C) About half of my district contacts interact with each other
- ☐ D) Most of my district contacts interact with each other
- ☐ E) All of my district contacts interact with each other

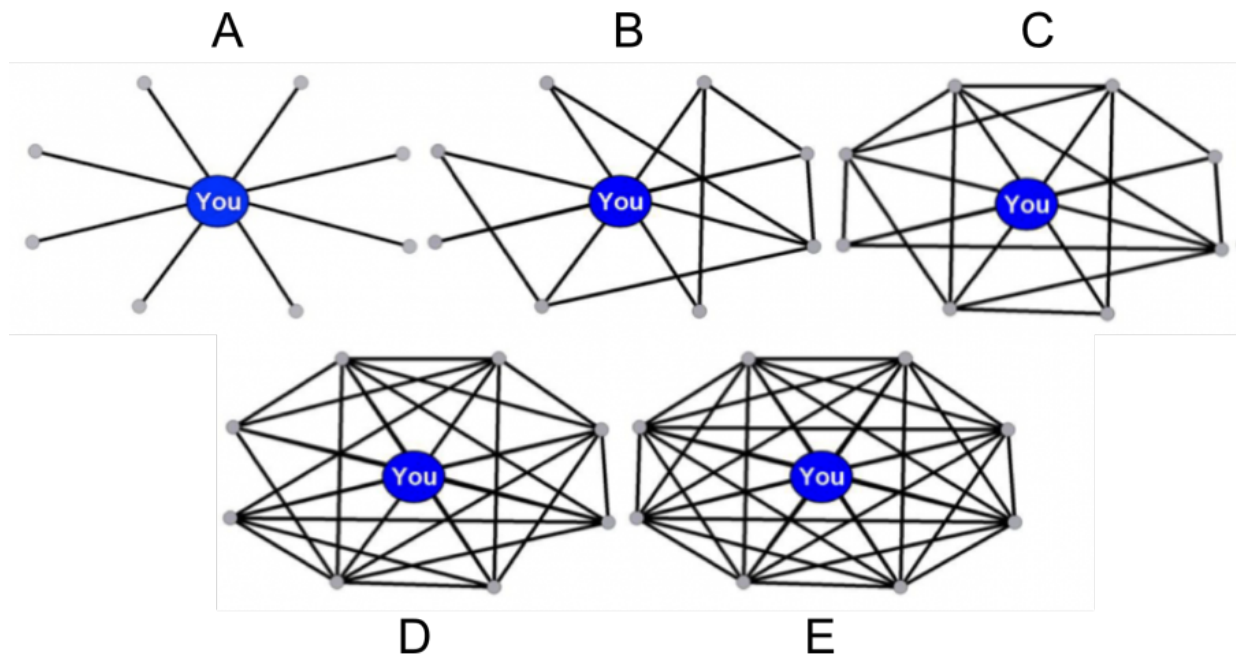
This question focuses on your perceptions of the degree of interconnectedness among your professional contacts related to teaching content and/or pedagogy.



In your opinion, which of the network diagrams above best approximates the degree of interconnectedness in your own network of professional interactions at the STATE level? Excludes other levels. Please make your selection by clicking one of the options below.

- ☐ A) None of my state contacts interact with each other
- ☐ B) A few of my state contacts interact with each other
- ☐ C) About half of my state contacts interact with each other
- ☐ D) Most of my state contacts interact with each other
- ☐ E) All of my state contacts interact with each other

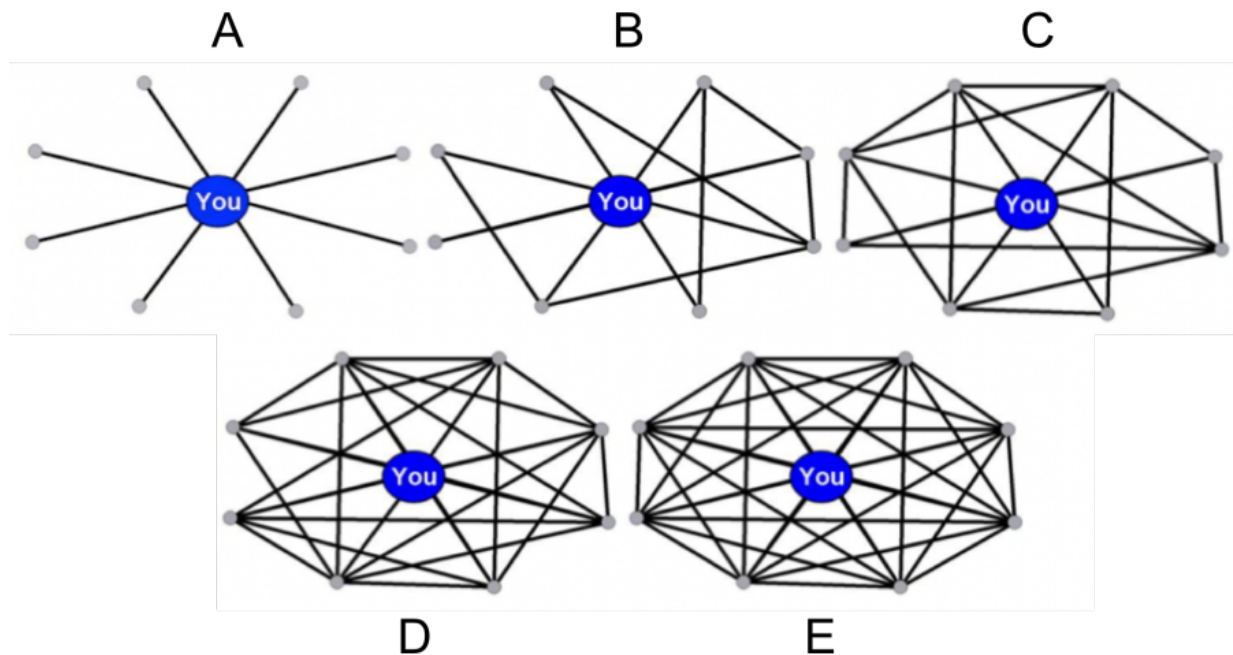
This question focuses on your perceptions of the degree of interconnectedness among your professional contacts related to teaching content and/or pedagogy.



In your opinion, which of the network diagrams above best approximates the degree of interconnectedness in your own network of professional interactions at the NATIONAL / INTERNATIONAL level? Excludes other levels. Please make your selection by clicking one of the options below.

- ☐ A) None of my national / international contacts interact with each other
- ☐ B) A few of my national / international contacts interact with each other
- ☐ C) About half of my national / international contacts interact with each other
- ☐ D) Most of my national / international contacts interact with each other
- ☐ E) All of my national / international contacts interact with each other

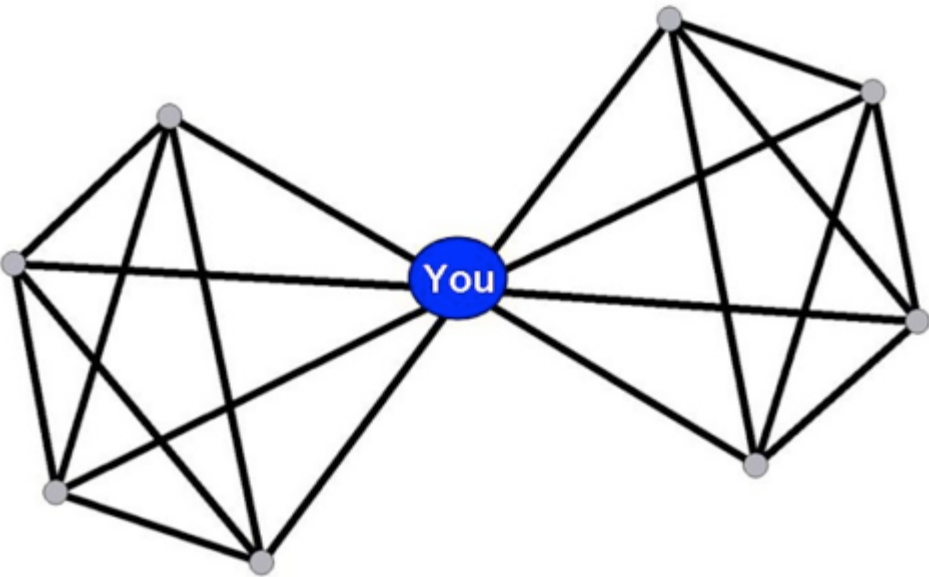
This question focuses on your perceptions of the degree of interconnectedness among your professional contacts related to teaching content and/or pedagogy.



In your opinion, which of the network diagrams above best approximates the OVERALL degree of interconnectedness in your own network of professional interactions? Please make your selection by clicking one of the options below.

- ☐ A) None of my contacts interact with each other
- ☐ B) A few of my contacts interact with each other
- ☐ C) About half of my contacts interact with each other
- ☐ D) Most of my contacts interact with each other
- ☐ E) All of my contacts interact with each other

In the diagram below, there are two groups of people. The large circle that connects the two groups can be thought of as a bridge. A bridge connects two groups, or even two people, who are not connected to each other. Without the bridge, the two groups or two people would not interact.



Using the scale below, please rate the extent to which you think you occupy a bridge position in your OVERALL personal network of professional contacts related to teaching content and/or pedagogy.

Number of bridge positions between people or groups

ZeroMany

In my overall network I occupy  
\_\_\_\_\_ bridge positions

☐

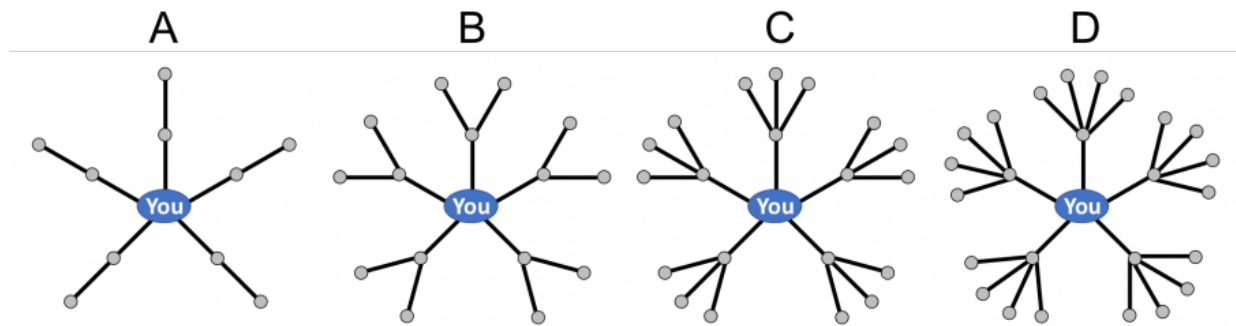
☐

☐

☐

☐

Some of your professional contacts may have few other professional contacts related to teaching content and/or pedagogy (pictured on the left). However, others might have many (pictured on the right).



In your opinion, which of the network diagrams above best approximates your OVERALL personal network of professional contacts related to teaching content and/or pedagogy? Please make your selection by clicking on one of the options below.

Few

Many

My contacts have  
----- professional  
contacts

☐☐☐☐

## Final Response

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