Sci-I Teacher Exit Survey

(Note: this survey will be administered primarily online using a SurveyMonkey link)

It has been a great pleasure and privilege to work with you on SCI-I this year. As part of the project and our reporting requirements to the National Science Foundation, we are asking every teacher that was trained on this project to complete this Sci-I Teacher Exit Survey.

All responses to this survey will be anonymous - your name will not be used nor comments attributed directly to you—and will be reported in summary only to the National Science Foundation.

Thank-you for your participation and collaboration in the Polar ICE Sci-I project.

1. Please enter your unique ID (it should match your pre-survey ID).

2. On a scale from 1 to 5 with 1 being "very confident" and 5 being "not confident at all", please rate yourself on the following:
    a. Accessing data for science investigations
    b. Using data to develop testable questions
    c. Designing an investigation to explore a question with data
    d. Conducting a self-designed investigation
    e. Creating data visualizations
    f. Interpreting data
    g. Synthesizing data
    h. Presenting your conclusions of an investigation to peers

3. How often do you have your students: (Answer categories: Never; less than once a month; once a month; two to three times a month; once a week; 2-3 times a week; daily)
    a. Collect data outside
    b. Collect data in the lab or classroom
    c. Find real-time or archived data from online sources
    d. Analyze data *they* collected
    e. Analyze data from real-time or archived online resources

4. If you were unable to conduct polar data activities with your students, would you be willing to share why?

5. What types of data were your students using (please provide examples)?

6. What were some of the challenges associated with using polar data?

7. Based on your experience, what needs to happen to the data before your students can use it?

8. The Sci-I workshop focused on the process of using real-time data to develop testable questions. Did you apply this process across all units?

9. Can you provide examples of the testable questions your students were using data to answer?

10. Did you and your students participate in the Student Research Symposium (SRS)?

11. What was the impact of the SRS on your students?

12. What were the challenges you and your students experienced in preparing for and/or attending the SRS?

13. How did interacting with real scientists during the workshop impact your teaching?

14. Did you continue to interact with scientists during the school year? If so, in what ways?

15. Did your overall participation in the Sci-I project have an impact on the way you teach the process of science? If so, how?

16. What was the most valuable component of Sci-I?

17. Overall, did the Sci-I project meet your expectations?