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## Preparing for Success through the Robert Noyce Teacher Scholarship Program: Student Survey 2022

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## Research Question

What are the perceptions of current Noyce scholars, with regard to their participation in the Robert Noyce Teacher Scholarship Program?

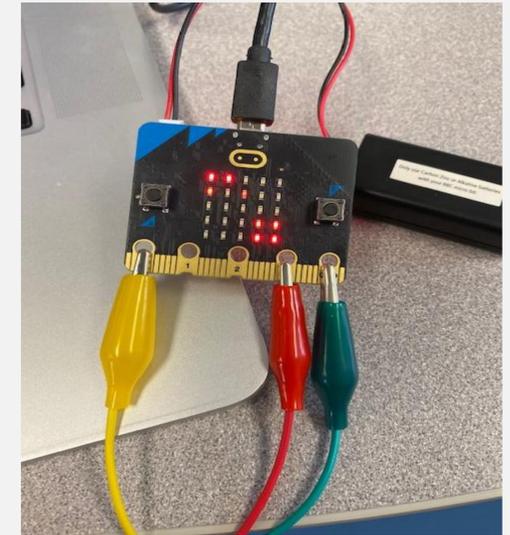
## Background

Induction programs such as this one can have a variety of benefits for participants, such as financial support, mentorship from experienced professionals, and decreased rates of career turnover (Ingersoll & Smith, 2004). Other potential benefits include improved attitudes toward teaching and increased levels of content knowledge (Luft, 2009).



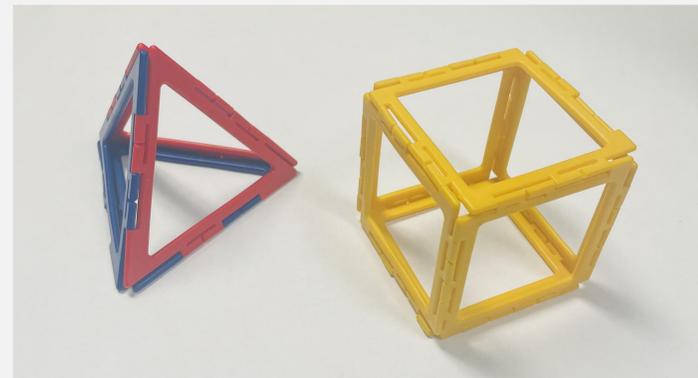
## Methods

In the spring of 2022, a survey was sent to Noyce participants in order to gain information on how they viewed their program. The survey consisted of 12 questions and gauged perceptions in three primary areas, including factors that lead to their participation in the Noyce program, what their experiences were with various parts of the program, and how successful they felt the program was in preparing them to teach.



## Conclusions

Overall, the Noyce scholars who responded to the perceptions survey reported feeling positively about their participation in the program. They acknowledged that there were several factors that drew them to the program, that they felt supported by university faculty and through the resources provided to them, and that they felt well-prepared to teach in their field.



## Results

- Three Noyce scholars responded to the survey. Results showed that two of the respondents were drawn to the program because of recruitment efforts through the university and because of the financial support that the program provided, while one was simply drawn to the program because of an inherent desire to teach.
- With regard to experiences within the program, all three respondents indicated that they had positive feelings toward the professors with whom they worked and that the teaching experiences offered through the program were all very helpful in preparing for their future career. Two respondents also reported that the program provided them with many helpful resources, while one mentioned that they were not fully aware of what was available to them. Biology and psychology courses were reported as being particularly helpful in preparation, while mathematics courses were seen as more demanding than what would be required for the background knowledge of a teacher.
- The respondents specifically indicated that they felt confident in both teaching within their content area and engaging their students due to their participation in the Noyce induction program.

## References

- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Luft, J. A. (2009). Beginning secondary science teachers in different induction programmes: The first year of teaching. *International Journal of Science Education*, 31(17), 2355-2384.

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