Fall 2022 Fellows' Pre-Program Survey Results

Following the recruitment of the program's first cohort of fellows, a brief pre-program survey was administered to capture birds-eye snapshots of the awardees' professional backgrounds; experiences implementing STEM curriculum in their K-12 classrooms; perceptions of their own knowledge and efficacies toward broadening STEM applications in their classrooms; and reflections of the professional connections and support systems they have in place to help incorporate curricular changes. The survey participant group consisted of **more than 400 fellowship awardees** (K-12 educators) projected to begin engaging in professional development workshops during the Spring 2023 academic semester.

ASAP Fellows' Backgrounds

- A majority of respondents consisted of **veteran teachers** who have taught for 10 years or more (63.4%, n = 268) and/or who plan to teach for at least 10 more years (56.7%, n = 241).

- On average, participants can spend up to 80 hours per week preparing and incorporating STEM-related course content; however, a strong majority (86.4%) spend up to 10 hours per week.

- Participants represented a nearly-even mix between **urban** (n = 133), **suburban** (n = 144), and **rural** (n = 128) communities. Other school setting descriptors included digital/virtual schooling (n = 2), schools located on reservations (n = 2), Title 1 (n = 2), and mixed communities (n = 3).

- Participants who anticipated discontinuing teaching within the next five years commonly cited retirement (n = 46), career changes (n = 27), and career dissatisfaction (n = 24) as their primary reasoning. Other reasons (not included as survey options) included low job payback or support (financial return/reward) (n = 6), life changes (n = 4), position changes (n = 2), and burn-out (n = 2).

Background Teaching STEM

- A majority of respondents (61.3%, n = 258) reported currently teaching STEM content in their classrooms.

- The majority of respondents reported teaching various STEM disciplines in the format of general education, specialist/elective education, gifted education, and/or extracurricular programming.

- The majority of respondents reported teaching general mathematics and/or science courses OR general coursework pertaining to STEM concepts.

STEM Self-Efficacy

- Participants reported high confidence (ratings of 5 or higher) in incorporating or enhancing STEM concepts in their classes, but were slightly less affirmative (66% agreement) toward their knowledge about **how to incorporate STEM effectively**.

STEM Identity

- Participants reported high levels of awareness toward how they utilize STEM in their daily lives and how they could incorporate it into their classrooms. Participants were less affirmative regarding the perspectives of others (family, friends, teachers) toward their STEM teaching abilities.

- Participants **nearly universally agreed (95%)** that they could see themselves incorporating more STEM content in their classroom.

Support and Connection

- Participants generally felt well-supported, connected, and understood by colleagues and administrators at their school.

Collaborations/Connections

- Participants generally acknowledged having and/or utilizing professional connections with individuals who can support their teaching and/or incorporation of STEM content.

- However, a majority of respondents (71.4%) reported only collaborating with up to four individuals outside of their schools per year.