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Investigating the Influence of the CSU Robert Noyce Teacher Scholarship Program on College Students' Teaching Plans

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Case Selection & Methods: All Noyce applicants who had completed at least one year in teacher education during 2010-2014 were invited to complete a questionnaire regarding the impact of the Noyce Scholarship Program. A thematic analysis of returned questionnaires and original scholarship applications led us to identify different cases. We selected two cases to better understand what led to a student’s decision to become a teacher in a high-needs school and what helped him fulfill his obligation.

Case I: Adams -- A Current Scholar
Adams is a current high-school teacher. Adams entered college with no desire to pursue science teaching, but found himself on a path leading to teaching. His decision to pursue science teaching was influenced by the teaching experiences he had during his college education. Adams’ decision to pursue teaching was also influenced by the support and encouragement he received from his professors and mentors. He felt that teaching was a fulfilling career choice that allowed him to make a positive impact on his students.

Case II: Ford -- A Noyce Graduate
Ford successfully completed his degree and was in his first year teaching at a high-needs K-12 school in Georgia. Ford loves science, but teaching was a new experience for him. Despite the challenges, he found fulfillment in his career as a science teacher. Ford’s decision to pursue teaching was influenced by his passion for science and his desire to make a difference in his students’ lives.