

# APPENDIX B

## SURVEY

## RESPONDING TO EBOLA TEACHER QUESTIONNAIRE

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**Thank you for agreeing to complete the questionnaire. Your responses are important whether or not you addressed Ebola in your science instruction. Please complete the entire questionnaire even if you did not teach about Ebola.**

- 1. How many science classes do you teach this school year (2014–15)? If you teach the same group of students all day (you have a self-contained classroom), please enter 1.**

- 2. During the 2014–15 school year, did you devote any class time to Ebola (e.g., class discussion, formal lesson, student presentation, current event coverage)? (select one)**

- Yes  
 No, skip to Question 14

- 3. Did you devote any class time to Ebola in *more than one* of your science classes? (select one)**

- Yes  
 No

***If yes, please answer the following questions for the one class that best represents how you addressed Ebola with your students.***

**4. What grade levels are included in the class you are answering about? (select all that apply)**

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**5. Which of the following best describes the content focus of the class you are answering about? (select one)**

- Earth science (e.g., geology, astronomy, meteorology, oceanography)
- Life science (e.g., biology, ecology, anatomy and physiology)
- Physical science (e.g., chemistry, physics)
- Environmental science
- General science
- Integrated science
- Other (please specify):

**6. About how many sessions in this class devoted any time to Ebola? (select one)**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- >10

**7. On average, about how many minutes per session were devoted to Ebola in this class? (Enter your response as numerals, e.g., "45")**

**8. Did you use Ebola to address topics you are responsible for teaching in this class (e.g., characteristics of viruses; spread, treatment, and prevention of disease)?**

- Yes
- No

**9. Did you address Ebola as a stand-alone topic, unrelated to the rest of your science curriculum (e.g., a current event topic outside of the specified curriculum of this class)?**

- Yes
- No

**10. Did your students ask questions about Ebola before you began addressing it in this class?**

- Yes
- No, skip to Question 12

**11. Would you have addressed Ebola in this class if your students had not asked questions about it?**

- Yes
- No

**12. Which of the following took place when Ebola was addressed in this class? (select all that apply)**

- I lectured or gave a presentation about Ebola.
- I led a whole class discussion about Ebola.
- I answered questions about Ebola asked by students.
- Small groups discussed about Ebola.
- Students read about Ebola.
- Students did a hands-on activity or laboratory investigation.
- Students did a worksheet or answered written questions about Ebola.
- A student (or students) gave a presentation about Ebola.
- A guest speaker talked about Ebola.
- Students watched a video about Ebola.
- Students searched the Internet for information or current events related to Ebola.
- Other:

**13. In addressing Ebola in this class, which of the following topics were covered? (select all that apply)**

- What Ebola is (e.g., Ebola is a virus)
- How Ebola is transmitted to humans from other animals
- How Ebola is transmitted among humans
- Ways to prevent Ebola transmission
- Factors that place people at risk for contracting Ebola
- Symptoms of Ebola in humans
- How Ebola is diagnosed
- How Ebola is treated
- Survival rates of Ebola victims
- Where Ebola originated (i.e., what part of the world)
- History of Ebola (e.g., first discovered in the 1970s)
- Likelihood of a widespread Ebola outbreak in the United States
- Common misconceptions about Ebola
- Other:

**14. Please rate the influence of each of the following factors on your decision of whether to address Ebola in this class. (select one on each line)**

	<b>Discouraged me from addressing Ebola with my students</b>	<b>Not a Factor</b>	<b>Encouraged me to address Ebola with my students</b>
Your school administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your district administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/state standards for science instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/state-administered tests in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/state-administered tests in other subjects (e.g., mathematics, English/Language arts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district pacing guides for science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School/district pacing guides for other subjects (e.g., mathematics, English/Language arts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of time for science instruction in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of resources for teaching about Ebola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student interest in Ebola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of the topic of Ebola for the age group I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/guardian beliefs or opinions about Ebola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers in your school or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your knowledge of Ebola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your knowledge of how to teach about Ebola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. Of the factors listed below and any others you listed, what was the single most important factor that determined whether you addressed Ebola in this class? Please describe why that factor was so important.**

- |                                                         |                                                                 |
|---------------------------------------------------------|-----------------------------------------------------------------|
| Your school administration                              | Availability of resources for teaching about Ebola              |
| Your district administration                            | Student interest in Ebola                                       |
| District/state standards for science instruction        | Appropriateness of the topic of Ebola for the age group I teach |
| District/state-administered tests in science            | Parent/guardian beliefs or opinions about Ebola                 |
| District/state-administered tests in other subjects     | Other teachers in your school or district                       |
| School/district pacing guides for science               | Your knowledge of Ebola                                         |
| School/district pacing guides for other subjects        | Your knowledge of how to teach about Ebola                      |
| Availability of time for science instruction in general |                                                                 |



**16. Practical constraints aside, should teachers at your grade level address Ebola *in their science instruction*? (Note: If you teach multiple grades, please answer for the lowest grade level you teach.)**

- Yes, teachers at my grade level **should** address Ebola, **regardless** of whether it relates to their science curriculum.
- Yes, teachers at my grade level **should** address Ebola, **but only** if it directly relates to their science curriculum.
- No, teachers at my grade level **should NOT** address Ebola, **regardless** of whether it relates to their science curriculum.



**17. To what extent has each of the following been a *source of information* for you about Ebola? (select one on each line)**

	<b>Not at All</b>	<b>Minimal</b>	<b>Moderate</b>	<b>To a Great Extent</b>
Local news station (e.g., NBC4), via radio, TV, or Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National broadcast TV news program (e.g., NBC Nightly News, CBS Nightly News)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 hour TV news (e.g., CNN, MSNBC, FOX, BBC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV talk show (e.g., the View, Today Show, Daily Show)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio talk show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online-only sources (e.g., Huffington Post, Yahoo News, AOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers, whether print or online (e.g., NY Times, Boston Globe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular science magazines (e.g., Scientific American, Discover)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other magazines, whether print or online (e.g., Time, New Yorker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites from health organizations (e.g., the Centers for Disease Control, National Institutes of Health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media (e.g., Facebook, Twitter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17 (continued). To what extent has each of the following been a *source of information* for you about Ebola? (select one on each line)**

Printed publications from federal agencies (e.g., the Centers for Disease Control, National Institutes of Health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed publications from international health organizations (e.g., World Health Organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed publications from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources provided by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with health professionals (e.g., nurses, doctors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with others (i.e., not health professionals or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Respondents who did not address Ebola, skip to Question 19**

**18. Please rate the *usefulness* of the sources of information about Ebola you explored for *planning your instruction*. (select one on each line)**

	<b>Not at All Useful</b>	<b>Minimally Useful</b>	<b>Moderately Useful</b>	<b>Very Useful</b>
Local news station (e.g., NBC4), via radio, TV, or Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National broadcast TV news program (e.g., NBC Nightly News, CBS Nightly News)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 hour TV news (e.g., CNN, MSNBC, FOX, BBC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV talk show (e.g., the View, Today Show, Daily Show)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio talk show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online-only sources (e.g., Huffington Post, Yahoo News, AOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers, whether print or online (e.g., NY Times, Boston Globe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular science magazines (e.g., Scientific American, Discover)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other magazines, whether print or online (e.g., Time, New Yorker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites from health organizations (e.g., the Centers for Disease Control, National Institutes of Health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media (e.g., Facebook, Twitter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18 (continued). Please rate the *usefulness* of the sources of information about Ebola you explored for *planning your instruction*. (select one on each line)**

Printed publications from federal agencies (e.g., the Centers for Disease Control, National Institutes of Health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed publications from international health organizations (e.g., World Health Organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed publications from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources provided by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with health professionals (e.g., nurses, doctors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with others (i.e., not health professionals or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. Have you actively searched for information about the Ebola virus? (select one)**

- Yes
- No, skip to Question 21

**20. In which of the following ways have you actively *searched for* information about the Ebola virus? (select all that apply)**

- Internet search engine (e.g., Google, Bing, Yahoo!)
- Directly through a news organization that reports the news (e.g., newspaper, TV newscast, news website, newswires, news radio)
- Through websites that are not specifically news related (e.g., Centers for Disease Control, World Health Organization)
- Social media (e.g., Facebook, Twitter, Instagram)
- Asking friends or colleagues
- Asking health professionals
- Other:

**21. Did you complete any of the following types of biology/life science courses at the undergraduate or graduate level? (select one on each line)**

	Yes	No
General/introductory biology/life science courses (for example: Biology I, Introduction to Biology)	<input type="radio"/>	<input type="radio"/>
Biology/life science courses beyond the general/introductory level	<input type="radio"/>	<input type="radio"/>

**22. Which of the following *national professional organizations* are you currently a member of? (select all that apply)**

- AACT (American Association of Chemistry Teachers)
- AAPT (American Association of Physics Teachers)
- ACS (American Chemical Society)
- AFT (American Federation of Teachers)
- NABT (National Association of Biology Teachers)
- NAEYC (National Association for the Education of Young Children)
- NEA (National Education Association)
- NESTA (National Earth Science Teachers Association)
- NCTM (National Council of Teachers of Mathematics)
- NSTA (National Science Teachers Association)
- Other, please specify:
- None of the above

**23. Based on your current knowledge, please indicate whether you think each of the following statements about Ebola is *true or false*. Also, please indicate *how confident you are* in your response. (indicate true or false and confidence level on each line)**

	Statement		Confidence in Your Response		
	True	False	Not at All Confident	Somewhat Confident	Very Confident
The Ebola virus is only known to infect mammals, including humans, apes, monkeys and bats.	( )	( )	( )	( )	( )
There is currently no vaccine proven safe and effective for preventing the Ebola virus disease in humans.	( )	( )	( )	( )	( )
If a person is infected with the Ebola virus, symptoms generally appear within 24 hours.	( )	( )	( )	( )	( )
People who die from the Ebola virus disease typically die as a result of blood loss.	( )	( )	( )	( )	( )
The Ebola virus is transmitted to humans by only certain mammals, including other humans, bats, apes, and monkeys.	( )	( )	( )	( )	( )
Anyone who is infected with the Ebola virus will develop the Ebola virus disease.	( )	( )	( )	( )	( )
Anyone infected with Ebola will die as a result.	( )	( )	( )	( )	( )
Without specific laboratory tests, diagnosing a person in the early stages of the Ebola virus disease is difficult because the symptoms are similar to other diseases, such as flu, malaria, and typhoid fever.	( )	( )	( )	( )	( )
There is currently no Ebola drug available for treating people infected with the Ebola virus.	( )	( )	( )	( )	( )
Providing Ebola patients with intravenous (IV) fluids and balancing their electrolytes (body salts) can improve their chances of survival.	( )	( )	( )	( )	( )
The Ebola virus is typically transmitted from one human to another by some insects, including mosquitos.	( )	( )	( )	( )	( )
The Ebola virus can be spread through direct contact with blood or other bodily fluids of a person who is sick with the Ebola virus disease.	( )	( )	( )	( )	( )
The Ebola virus is likely to spread from one person to others through the air.	( )	( )	( )	( )	( )

**23 (continued). Based on your current knowledge, please indicate whether you think each of the following statements about Ebola is *true or false*. Also, please indicate *how confident you are* in your response. (indicate true or false and confidence level on each line)**

The Ebola virus is likely to spread from one person to others through water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people infected in an Ebola outbreak are infected by human-to-human transmission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People infected with the Ebola virus are unable to transmit it to someone else until they show symptoms (fever, fatigue, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If put on and taken off properly, protective garments such as gloves, gowns, and masks can be effective at preventing Ebola transmission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The risk of getting the Ebola virus disease is high when someone goes to a place where people have had Ebola, even if no one with the disease is still there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health care procedures in the United States make a widespread Ebola outbreak unlikely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controlling Ebola outbreaks where they start (in Africa, for example) is an important step in preventing infections from occurring in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank You!**