

Civics, Geography, & U.S. History Teacher Background Questionnaire

**2010
Grade 8**

TEACHER QUESTIONNAIRE

GRADE 8 – CIVICS, GEOGRAPHY, AND U.S. HISTORY

During the 2009–2010 school year, a sample of students across the country, including some of your eighth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in civics, geography, U.S. history and writing. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach civics, geography, or U.S. history to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Instructions

This questionnaire contains two parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Civics, Geography, and U.S. History

You should complete all parts. Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

Civics, Geography, and U.S. History

Teacher Questionnaire – Grade 8

Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

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For the purposes of this questionnaire, “civics” means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

VB331330

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals**.

VB331331

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

Questions 3–4. For the next two questions, include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching.

VB337243

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter “00.”

Years

VE041101

4. Counting this year, how many years have you taught civics, geography, history, or social studies in grades 6 through 12? If less than 4 months total experience, enter “00.”

Years

VC309863

5. Did you enter teaching through an alternative certification program?

(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

Ⓐ Yes

Ⓑ No

- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 8.*
- Ⓑ Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 7.*
- Ⓒ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 7.*
- Ⓓ Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 7.*
- Ⓔ I do not hold any of the above certificates in the state where I currently teach. → *Go to Question 7.*

- Ⓐ Yes
- Ⓑ No

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)

- ☐ A Yes
- ☐ B I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- ☐ C No

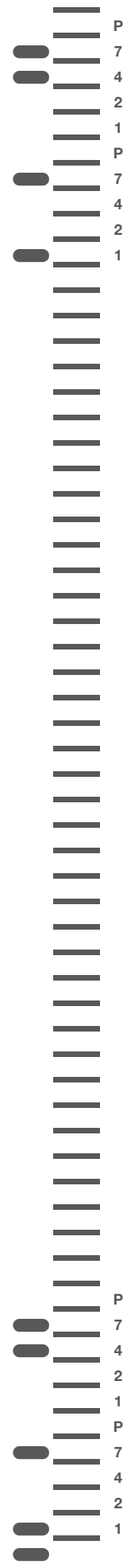
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- [illegible]

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- [illegible]

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VB345619

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB345620
b. Geography or geography education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB374402
c. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB607677
d. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB374403
e. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB610605
f. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482939
g. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
h. English-language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

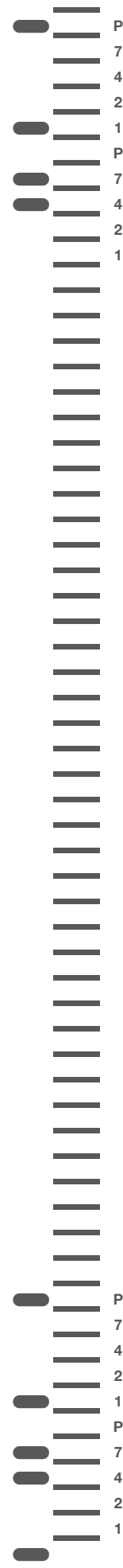
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13. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of civics, geography, history, or social studies**? Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VE041048
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VE041051
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VE041053
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VE041056
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VE041059
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VE041060
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VE041063
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	<input type="radio"/> A	<input type="radio"/> B	VE041065
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VE041068
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	VE041069
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VE041076
l. Consultation with subject specialist	<input type="radio"/> A	<input type="radio"/> B	VE041078



VC191232

14. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191233
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191234
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191235
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191238

VE041087

15. Do you have special leadership responsibilities for **civics, geography, history, or social studies** at your school—for example, responsibilities as a departmental chair, lead teacher, master teacher, mentor teacher, or resource specialist?

- ☐ A Yes
- ☐ B No

VC304724

16. During the last **two years**, have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards?

- ☐ A Yes
- ☐ B No

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Part II: Classroom Organization and Instruction – Social Studies (Civics, Geography, and U.S. History)

The following questions ask about the organization of your classroom for social studies instruction. If you teach more than one eighth-grade social studies class, please pick a single class to use as the basis for answering the questions.

1. Which best describes your role in teaching social studies to this class? Fill in **one** oval. VE217248

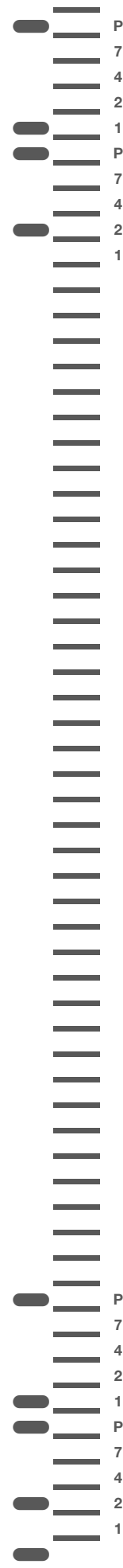
- ☐ Ⓐ I teach all or most subjects, including social studies.
- ☐ Ⓑ The only subject I teach is social studies.
- ☐ Ⓒ We team teach, and I have primary responsibility for teaching social studies.

2. Which best describes how social studies instruction is organized? VB336261

- ☐ Ⓐ Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- ☐ Ⓑ Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject.
- ☐ Ⓒ Social studies lessons are primarily integrated with instruction in other subjects.

3. About how much time in total do you spend with your class on social studies instruction in a typical week? VB608032

- ☐ Ⓐ Less than 1 hour
 - ☐ Ⓑ 1–2.9 hours
 - ☐ Ⓒ 3–4.9 hours
 - ☐ Ⓓ 5–6.9 hours
 - ☐ Ⓔ 7 hours or more
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VB473856

4. How many students are in this class?

- ☐ A 15 or fewer
- ☐ B 16–18
- ☐ C 19–20
- ☐ D 21–25
- ☐ E 26 or more

VE040760

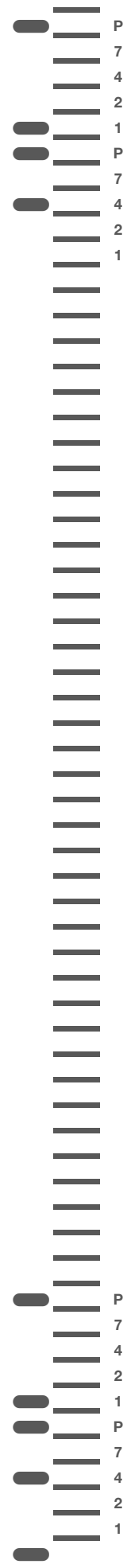
5. What is the primary basis on which you create instructional groups for social studies in this class?

- ☐ A I don't create groups for social studies in this class.
- ☐ B Achievement
- ☐ C Interest
- ☐ D Diversity
- ☐ E Other

VB608033

6. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Fill in **one** oval on each line.

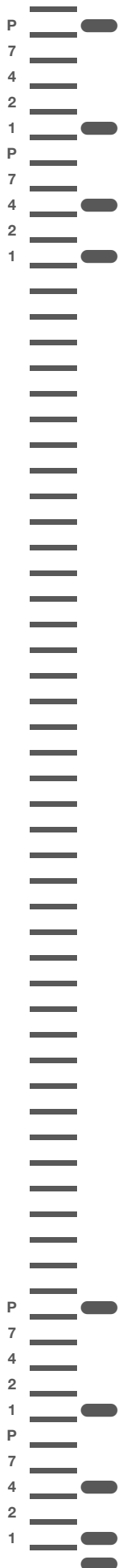
	None	1–10%	11–40%	41–60%	61–90%	More than 90%	
a. U.S. history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB608034
b. Geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE217925
c. Civics/government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB608035



VB608064

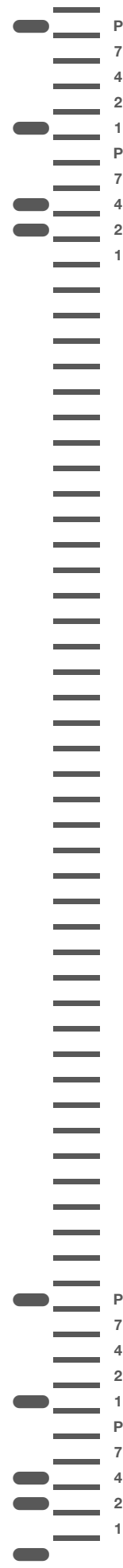
9. How often do you do the following as part of social studies instruction with this class?
Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to complete a worksheet	(A)	(B)	(C)	(D)	VB608065
b. Give a lecture to the class about social studies	(A)	(B)	(C)	(D)	VB608066
c. Have students participate in debates or panel discussions	(A)	(B)	(C)	(D)	VB608067
d. Have students participate in mock trials, role-playing, or dramatization	(A)	(B)	(C)	(D)	VB608068
e. Have students write letters to state an opinion or solve a community problem	(A)	(B)	(C)	(D)	VB608069
f. Have visitors from your community meet with the class to discuss important events and ideas	(A)	(B)	(C)	(D)	VB608070
g. Have students participate in community volunteer projects or services	(A)	(B)	(C)	(D)	VB608072
h. Have students access information through the Internet for use in the classroom	(A)	(B)	(C)	(D)	VB608073
i. Discuss current events	(A)	(B)	(C)	(D)	VB608074
j. Use student government	(A)	(B)	(C)	(D)	VB608075
k. Give students social studies homework	(A)	(B)	(C)	(D)	VB608076



10. How often do you use each of the following to assess student progress in social studies?
Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Tests with multiple-choice, true/false, or matching type questions	(A)	(B)	(C)	(D)	VE229585
b. Tests with fill-in-the-blank questions	(A)	(B)	(C)	(D)	VE229590
c. Paragraph-length written responses about what students have read	(A)	(B)	(C)	(D)	VE229592
d. Extended essays/papers on assigned topics	(A)	(B)	(C)	(D)	VE229594
e. Individual projects	(A)	(B)	(C)	(D)	VE229596
f. Individual presentations	(A)	(B)	(C)	(D)	VE229597
g. Group projects	(A)	(B)	(C)	(D)	VE229598
h. Group presentations	(A)	(B)	(C)	(D)	VE229599



VB595266

11. About how many weeks during the school year do you spend covering the following periods in U.S. history? Fill in **one** oval on each line.

	Not covered in curriculum	One to two weeks	Three to five weeks	Six or more weeks	
a. The period before 1815: beginnings through the Revolution (e.g., colonization, settlement, revolution)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VB595267
b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VB595268
c. The period between 1865 and 1945: the development of modern America (e.g., Reconstruction, industrial growth, United States' role in world affairs, the Great Depression, the First and Second World Wars, immigration)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VB595269
d. The period between 1945 and the present: contemporary America (e.g., civil rights movement, women's rights movement, Korean and Vietnam wars, environmental movement)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VB595270

12. To what extent have you emphasized each of the following topics in your U.S. history class? Fill in **one** oval on each line.

VC787816

	Not applicable	Not at all	Small extent	Moderate extent	Large extent	
a. Change and continuity in U.S. democracy	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787819
b. Gathering and interactions of people from various cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787821
c. Technological changes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787823
d. Economic changes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787824
e. Changing role of the U.S. in the world	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787825

13. To what extent have you emphasized each of the following topics in your civics or government class? Fill in **one** oval on each line.

VC787826

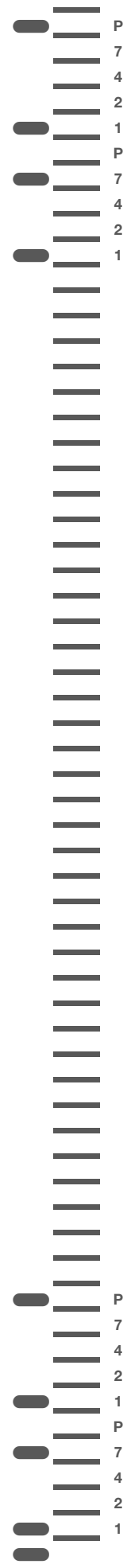
	Not applicable	Not at all	Small extent	Moderate extent	Large extent	
a. Politics and government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787828
b. Foundations of the U.S. political system	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787829
c. The U.S. Constitution	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787831
d. World affairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787832
e. Roles of citizens in U.S. democracy	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC787833

14. Do you give instruction on geography to your students?

VE217247

☐ A Yes → Go to Question 15.

☐ B No → Skip to Question 16.



VE109641

15. How often do you teach the following skills and topics as part of geography instruction with this class? Fill in **one** oval on each line.

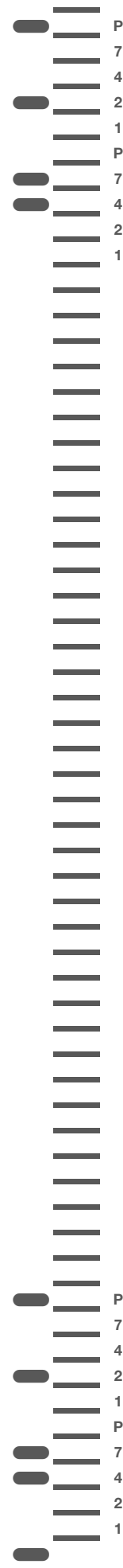
	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Using maps and globes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109644
b. Natural resources (e.g., oil, forests, and water)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109662
c. Other countries and cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109666
d. Environmental issues (e.g., pollution and recycling)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109669
e. Space and place (i.e., basic concepts of physical and human geography)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109673
f. Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE109676

16. When students in this class work on social studies, to what extent do they use computers to do the following? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate and retrieve social studies information through the Internet	(A)	(B)	(C)	(D)	VB379261
b. Look up social studies information in electronic reference works (for example, atlases, almanacs, encyclopedias)	(A)	(B)	(C)	(D)	VE112555
c. Use exploration or simulation software to “experience” history or geography	(A)	(B)	(C)	(D)	VB379282
d. Write social studies reports using word processing	(A)	(B)	(C)	(D)	VB379283
e. Create social studies presentations or projects using specialized software (such as PowerPoint, HyperStudio)	(A)	(B)	(C)	(D)	VB379284
f. Organize social studies information using spreadsheets or databases	(A)	(B)	(C)	(D)	VB379285

17. To what extent do you use a computer when instructing students in each of the following subjects? Fill in **one** oval on each line.

	Not applicable	Not at all	Small extent	Moderate extent	Large extent	
a. U.S. history	(A)	(B)	(C)	(D)	(E)	VE102452
b. Civics or government	(A)	(B)	(C)	(D)	(E)	VE102453
c. Geography	(A)	(B)	(C)	(D)	(E)	VE102454



VE102439

18. To what extent are computers available for students to use in each of the following classes in school (e.g., a classroom or a computer lab)? Fill in **one** oval on each line.

	Not applicable	Not at all	Small extent	Moderate extent	Large extent	
a. U.S. history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE102442
b. Civics or government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE102444
c. Geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE102446