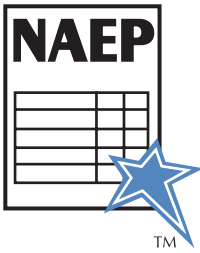


The
Nation's
Report
Card



Civics & U.S. History

Teacher Background Questionnaire

2006
Grade 8

TEACHER QUESTIONNAIRE

GRADE 8 – U.S. HISTORY AND CIVICS

During the 2005–2006 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 U. S. history, civics, economics, reading, writing, and mathematics. 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 U.S. history and/or civics 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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

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–Social Studies

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.



U.S. History and Civics 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:

0 9 5

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

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

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E 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

VB607675

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

Years

VB333654

5. What type of teaching certificate do you hold in the state where you currently teach?
- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 7*
 - Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → *Go to Question 6*
 - Ⓒ Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program” → *Go to Question 6*
 - Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → *Go to Question 6*
 - Ⓔ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) → *Go to Question 6*
 - Ⓕ No certificate → *Go to Question 6*

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?

- A Yes
- B No

7. What is the highest academic degree you hold?

- A High-school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

VB333658

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. History or history education	Ⓐ	Ⓑ	Ⓒ	VB333659
b. Political science	Ⓐ	Ⓑ	Ⓒ	VB607676
c. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VB334021
d. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VB610604
e. Education (including elementary, secondary, and early childhood)	Ⓐ	Ⓑ	Ⓒ	VB610150

VB345619

9. 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	Ⓐ	Ⓑ	Ⓒ	VB345620
b. Political science	Ⓐ	Ⓑ	Ⓒ	VB607677
c. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VB374403
d. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VB610605
e. Education (including elementary, secondary, and early childhood)	Ⓐ	Ⓑ	Ⓒ	VB610149



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

	Yes	No	
a. College courses (do not count courses taken prior to your first certification)	<input type="radio"/> A	<input type="radio"/> B	VB607679
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VB607680
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VB607681
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VB608022
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VB608023
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VB608024
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VB608025
h. Formal teacher collaborative or network (such as one organized by an outside agency or over the Internet)	<input type="radio"/> A	<input type="radio"/> B	VB608026
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VB608027
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="radio"/> A	<input type="radio"/> B	VB608028
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VB608029
l. Consultation with a subject specialist	<input type="radio"/> A	<input type="radio"/> B	VB608030

VB595264

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

Yes

No

VC110270

12. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. During the last two years have you participated in such activities?

Yes

No

a. Within your school

VC110296

b. As part of a team outside your school

VC110314



Part II: Classroom Organization and Social Studies Instruction – Grade 8

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

1. Which best describes your role in teaching social studies to this class?

VB608031

- Ⓐ 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

VB608033

4. 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. 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

VB608036

5. How often do you use the following resources to teach social studies in 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. A social studies textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608037
b. Books, newspapers, magazines, or other periodicals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608038
c. Primary documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608039
d. Quantitative data (such as that on maps, charts, or graphs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608040
e. Computer software	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608041
f. Films, videos, or filmstrips	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608062
g. Materials from other subject areas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608063



6. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608065
b. Give a lecture to the class about social studies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608066
c. Have students participate in debates or panel discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608067
d. Have students participate in mock trials, role-playing, or dramatization	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608068
e. Have students write letters to state an opinion or solve a community problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608069
f. Have visitors from your community meet with the class to discuss important events and ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608070
g. Have students participate in community volunteer projects or services	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608072
h. Have students access information through the Internet for use in the classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608073
i. Discuss current events	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608074
j. Use student government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608075
k. Give students social studies homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608076

7. 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 year	Once or twice a month	Once or twice a week	
a. Tests with multiple-choice, true/false, or matching type questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608078
b. Tests with fill-in-the-blank questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608079
c. Paragraph-length written responses about what students have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608080
d. Individual or group projects or presentations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608081
e. Extended essays/papers on assigned topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608482



8. 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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595267
b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595270

9. About how much do you emphasize the following historical themes? Fill in **one** oval on each line.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. The development of American democracy and politics	Ⓐ	Ⓑ	Ⓒ	VB595272
b. The gathering and interactions of peoples, ideas, and cultures	Ⓐ	Ⓑ	Ⓒ	VB595273
c. The impact of economic and technological changes	Ⓐ	Ⓑ	Ⓒ	VB595274
d. The changing role of the United States in the world	Ⓐ	Ⓑ	Ⓒ	VB595275

