



# U.S. History/Civics, Mathematics Teacher Background Questionnaire

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**2006  
Grade 4**

# TEACHER QUESTIONNAIRE

## GRADE 4

During the 2005–2006 school year, a sample of students across the country, including some of your fourth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in U.S. history, civics, 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, civics, reading, and/or mathematics 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 three parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Social Studies

Part III – Classroom Organization and Instruction–Mathematics

**You should complete parts I through III. 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.**



# Teacher Questionnaire – Grade 4

## 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.

VB331330

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

- Ⓐ 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.

VB331331

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

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

VB333653

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00."

Years

VB333654

4. 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 6*
  - Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → *Go to Question 5*
  - Ⓒ 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 5*
  - Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → *Go to Question 5*
  - Ⓔ 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 5*
  - Ⓕ No certificate → *Go to Question 5*

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

- Ⓐ Yes
- Ⓑ No

6. What is the highest academic degree you hold?

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

7. 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. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB482657
b. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB482658
c. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VB608497
d. History or history education	Ⓐ	Ⓑ	Ⓒ	VB333659
e. Political science	Ⓐ	Ⓑ	Ⓒ	VB607676
f. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VB334021
g. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VB610604
h. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VB482660



8. 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. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
d. History or history education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB345620
e. Political science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB607677
f. General social science or social studies education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB374403
g. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB610605
h. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473840

VB543426

9. As part of either your undergraduate or graduate coursework, how many **advanced mathematics** courses (such as trigonometry, calculus, or statistics) did you take?

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

VB543427

10. As part of either your undergraduate or graduate coursework, how many **mathematics education** courses did you take?

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses





11. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. How students learn mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543502
b. Mathematics theory or applications	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543503
c. Content standards in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543504
d. Curricular materials available in mathematics (units, texts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543505
e. Instructional methods for teaching mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543506
f. Effective use of manipulatives in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB519181
g. Effective use of calculators in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543507
h. Use of computers or other technology in mathematics instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543508
i. Methods for assessing students in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543509
j. Preparation of students for district and state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543510
k. Issues related to ability grouping in mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543512

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

	Yes, related to history, civics, or social studies	Yes, related to mathematics	No	
a. College course taken after your first certification	(A)	(B)	(C)	VB556179
b. Workshop or training session	(A)	(B)	(C)	VB556180
c. Conference or professional association meeting	(A)	(B)	(C)	VB556181
d. Observational visit to another school	(A)	(B)	(C)	VB561282
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	(A)	(B)	(C)	VB561283
f. Committee or task force focusing on curriculum, instruction, or student assessment	(A)	(B)	(C)	VB561284
g. Regularly scheduled discussion or study group	(A)	(B)	(C)	VB561285
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	(A)	(B)	(C)	VB561286
i. Individual or collaborative research	(A)	(B)	(C)	VB561287
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	(A)	(B)	(C)	VB561288
k. Co-teaching/team teaching	(A)	(B)	(C)	VB561289
l. Consultation with a subject specialist	(A)	(B)	(C)	VB561290



13. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

VB556174

**Yes** **No**

a. History, civics, or social studies

A

B

VC101614

b. Mathematics

A

B

VB556176

14. 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?

VC110270

**Yes** **No**

a. Within your school

A

B

VC110296

b. As part of a team outside your school

A

B

VC110314

## Part II: Classroom Organization and Social Studies Instruction – Grade 4

If you teach more than one fourth-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. How many students are in this class?

VB473856

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

2. 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.

3. 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.



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

- Ⓐ Less than 30 minutes
- Ⓑ 30 to 60 minutes
- Ⓒ 61 to 120 minutes
- Ⓓ 121 to 180 minutes
- Ⓔ More than 180 minutes

5. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VB608034
b. Civics/government	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VB608035

6. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608037
b. Books, newspapers, magazines, or other periodicals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608038
c. Primary documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608039
d. Quantitative data (such as that on maps, charts, or graphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608040
e. Computer software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608041
f. Films, videos, or filmstrips	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608062
g. Materials from other subject areas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608063

7. 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

8. 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





9. 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

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

	<b>Little or no emphasis</b>	<b>Moderate emphasis</b>	<b>Heavy emphasis</b>	
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



## Part III: Classroom Organization and Mathematics Instruction – Grade 4

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

1. How many hours of mathematics instruction do your students receive in a typical week? VB543515
- Ⓐ Less than 3 hours
  - Ⓑ At least 3 hours, but less than 5 hours
  - Ⓒ At least 5 hours, but less than 7 hours
  - Ⓓ 7 or more hours
2. Which best describes your role in teaching mathematics? VB543514
- Ⓐ I teach multiple subjects, including mathematics.
  - Ⓑ The only subject I teach is mathematics.
3. Are computers available for use by you or your students? VB543516
- Ⓐ Yes, computers are available to my students and to me.
  - Ⓑ Yes, I have access to computers, but my students do not.
  - Ⓒ No, neither my students nor I have access to computers at school.
4. Are students assigned to this class by ability? HE002412
- Ⓐ Yes
  - Ⓑ No

5. If students are assigned by ability, what is the mathematics ability level of the students in this class?

- Ⓐ Students are not assigned by ability.
- Ⓑ Primarily high ability
- Ⓒ Primarily average ability
- Ⓓ Primarily low ability
- Ⓔ Widely mixed ability

6. Do you create groups within this class for mathematics instruction on the basis of ability?

- Ⓐ Yes
- Ⓑ No

**Questions 7 and 8.** These questions refer to your mathematics instruction in general. If you teach more than one 4th grade mathematics class, please pick a single one of these classes to use as the basis for answering these questions.

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

	<b>Never or hardly ever</b>	<b>Once or twice a year</b>	<b>Once or twice a month</b>	<b>Once or twice a week</b>	
a. Multiple-choice tests	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE001131
b. Problem sets	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE001132
c. Short (e.g., a phrase or sentence) or long (e.g., several sentences or paragraphs) written responses	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE001133
d. Individual or group projects or presentations	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE001134

8. Approximately how much mathematics homework do you assign to students in this class each day?

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

9. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted

10. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

T044600

11. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Fill in **one** oval on each line.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110366
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110367
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110368
d. Data analysis, statistics, and probability (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110369
e. Algebra and functions (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110370

VC102234

12. Think about your **most advanced** mathematics students. Do these students receive mathematics instruction that differs in any of the following ways from the instruction provided to the **average-ability** students? Fill in **one** oval on each line.

	Yes	No	
a. I set different achievement standards for these students.	<input type="radio"/> A	<input type="radio"/> B	VC102236
b. I supplement the regular course curriculum with additional material for these students.	<input type="radio"/> A	<input type="radio"/> B	VC102238
c. I have these students engage in different classroom activities.	<input type="radio"/> A	<input type="radio"/> B	VC102239
d. I use a different set of methods in teaching these students.	<input type="radio"/> A	<input type="radio"/> B	VC102241
e. I pace my teaching differently for these students.	<input type="radio"/> A	<input type="radio"/> B	VC102245

13. Think about your **least advanced** mathematics students. Do these students receive mathematics instruction that differs in any of the following ways from the instruction provided to the **average-ability** students? Fill in **one** oval on each line.

- |  | Yes                     | No                      |          |
|--|-------------------------|-------------------------|----------|
| a. I set different achievement standards for these students.   | <input type="radio"/> A | <input type="radio"/> B | VC102247 |
| b. I reduce the regular course curriculum and provide additional practice in the topics covered with these students. | <input type="radio"/> A | <input type="radio"/> B | VC102248 |
| c. I have these students engage in different classroom activities.   | <input type="radio"/> A | <input type="radio"/> B | VC102249 |
| d. I use a different set of methods in teaching these students.  | <input type="radio"/> A | <input type="radio"/> B | VC102250 |
| e. I pace my teaching differently for these students.  | <input type="radio"/> A | <input type="radio"/> B | VC102251 |