

Council of Chief State School Officers  
Wisconsin Center for Education Research

**SURVEYS OF ENACTED CURRICULUM®**  
**ENGLISH LANGUAGE LEARNER STUDY**

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**Survey Of Instructional Practices**  
**Academic Teacher Survey**  
**Grades K-12**  
**Social Studies**

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Thank you for agreeing to participate in this survey of instructional practices and content. This survey is part of a collaborative effort to provide education researchers, policymakers, administrators, and most importantly, teachers like yourself with comparative information about instruction in districts participating in the SEC Collaborative or in associated initiatives from states and districts around the country. To learn more about the surveys of enacted curriculum and their use in other projects, please visit the project website;  
<http://www.secsurvey.org>

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with staff in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You may withdraw from the study simply by returning the questionnaire without completing it, without penalty or loss of services or benefits to which you would be otherwise entitled.

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin-Madison School of Education's Human Subjects Committee office at (608) 262-2463.

**Reporting Period:** Most recent school year (current year, if reporting after March 1st)

**Instructions for Selecting the Target Class**

*Social Studies Instruction: For all questions about classroom practices, please refer only to activities in the social studies class that you teach. If you teach more than one social studies class, select the first class that you teach each week. If you teach a split class (i.e., the class is split into more than one group for social studies instruction) select the group with the most ELLs to describe as the target class.*

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

# Survey of Instructional Practices for Social Studies

## SCHOOL DESCRIPTION

- 1 Which of these categories best describes the way your classes at this school are organized? (Check all that apply)
- ① Departmentalized Instruction
  - ② Subject-Area Specialist (non-departmental)
  - ③ Self-Contained (i.e., teach multiple subjects)
  - ④ Team Taught
- 2 If your school is departmentalized, or if you are a subject-area specialist, how many different social studies classes do you currently teach?
- ① ② ③ ④ ⑤ ⑥ ⑦  
(Number of classes taught)

## CLASS DESCRIPTION

- 3 Which term best describes the target class, or course, you are teaching?
- ① Social Studies
  - ② Civics/Pol.Sci./Law/Gov.
  - ③ Economics
  - ④ Geography
  - ⑤ State History
  - ⑥ US History
  - ⑦ World History
  - ⑧ Anthropology, Psychology, Sociology
  - ⑨ Other
- 4 During a typical week, approximately how many hours will the target class spend in your subject area?
- Number of instructional hours=**
- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  
0 1 2 3 4 5 6 7 8 9
- 5 What is the average length of each class period for the target class?
- ① Not applicable
  - ② 30 to 40 minutes
  - ③ 41 to 50 minutes
  - ④ 51 to 60 minutes
  - ⑤ 61 to 90 minutes
  - ⑥ 91 to 120 minutes
  - ⑦ Varies due to block scheduling or integrated instruction
- 6 For how many weeks will the target class meet this school year in total?
- Total number of weeks=**
- ① ② ③  
1 to 12 13 to 24 25 to 36



## **HOMEWORK (work assigned to be completed *outside of class* )**

Answer the following questions with regard to your target class:

- 16 How often do you usually assign social studies homework to be completed outside of class?
- ① Never (Go to question #28)  
 ① Less than once per week  
 ② Once or twice per week  
 ③ Three to four times per week  
 ④ Every day
- 17 How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class?
- ① I do not assign homework  
 ① Less than 15 minutes  
 ② From 15 to 30 minutes  
 ③ From 31 to 60 minutes  
 ④ From 61 to 90 minutes  
 ⑤ More than 90 minutes
- 18 Does homework completed outside of class count toward student grades?
- ① Never  
 ① Usually does not  
 ② Usually does  
 ③ Always does
- 19 How often do you assign homework to be completed in a small group outside of class?
- ① Never  
 ① Less than once per week  
 ② Once or twice per week  
 ③ Three to four times per week  
 ④ Every day
- 20 What is the usual purpose of homework in this class?
- ① Finish class work  
 ② Prepare for tests  
 ③ More in-depth study of a topic  
 ④ Application of class concepts

### ***AMOUNT OF HOMEWORK TIME***

**0 - None**

**1 - Little** (*Less than 10% of homework time outside of class*)

**2 - Some** (*10-25% of homework time outside of class*)

**3 - Moderate** (*26-50% of homework time outside of class*)

**4 - Considerable** (*More than 50% of homework time outside of class*)

**What percentage of the time that students in the target class spend on social studies homework done *outside of class* do you expect them to:**

- |  | <b>None</b> | <b>Little</b> | <b>Some</b> | <b>Moderate</b> | <b>Considerable</b> |
|--|-------------|---------------|-------------|-----------------|---------------------|
| 21 Answer questions or complete exercises or activities from a textbook or worksheet | ①           | ①             | ②           | ③               | ④                   |
| 22 Read materials in preparation for class   | ①           | ①             | ②           | ③               | ④                   |
| 23 Explain their reasoning or thinking in drawing a conclusion                       | ①           | ①             | ②           | ③               | ④                   |
| 24 Work on a demonstration of real-world applications                                | ①           | ①             | ②           | ③               | ④                   |
| 25 Collect data as part of social studies homework                                   | ①           | ①             | ②           | ③               | ④                   |
| 26 Work on an assignment, report, or project that takes longer than a week to finish | ①           | ①             | ②           | ③               | ④                   |
| 27 Solve novel or non-routine social studies problems                                | ①           | ①             | ②           | ③               | ④                   |

# INSTRUCTIONAL ACTIVITIES IN SOCIAL STUDIES

Listed below are questions about the types of activities *that students in the target class* may engage in during social studies instruction. Please estimate the relative amount of time a typical student in your class will spend engaged in *each activity* over the course of a school year. The activities are not necessarily mutually exclusive; across activities, **your answers will probably exceed 100%**. Consider each activity on its own, estimating the range that best indicates the relative amount of social studies instructional time that a typical student in your target class engages in over the course of a school year for that category.

*AMOUNT OF INSTRUCTIONAL TIME*

**0 - None**

**1 - Little** (*Less than 10% of instructional time for the school year*)

**2 - Some** (*10-25% of instructional time for the school year*)

**3 - Moderate** (*26-50% of instructional time for the school year*)

**4 - Considerable** (*More than 50% of instructional time for the school year*)

<b>How much of the social studies instructional time in the target class do students use to engage in the following tasks?</b>	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
28 Watch the teacher explain social studies concepts or terms	①	②	③	④	⑤
29 Read about social studies in books, magazines, or articles ( <b>not</b> textbooks)	①	②	③	④	⑤
30 Present or demonstrate to the whole class	①	②	③	④	⑤
31 Participate in debates or panel discussions	①	②	③	④	⑤
32 Collect data related to social studies inquiry	①	②	③	④	⑤
33 Work individually on social studies exercises, problems, or tasks	①	②	③	④	⑤
34 Work in pairs or small groups on social studies exercises, problems, or tasks	①	②	③	④	⑤
35 Do a social studies activity with the class outside the classroom, e.g., take a field trip	①	②	③	④	⑤
36 Use computers or other technology to learn social studies	①	②	③	④	⑤
37 Maintain and reflect on a social studies portfolio of their own work	①	②	③	④	⑤
38 Take a quiz or test	①	②	③	④	⑤
39 Discuss current events	①	②	③	④	⑤
40 Analyze different perspectives	①	②	③	④	⑤

Listed below are some questions (items 41-73) about what students in the target class do in social studies. For each activity pick one of the choices to indicate the percentage of instructional time that students are doing each activity. Please think of an average student in the class while responding.

*AMOUNT OF INSTRUCTIONAL TIME (working individually)*

**0 - None**

**1 - Little** (*Less than 10% of instructional time working individually*)

**2 - Some** (*10-25% of instructional time working individually*)

**3 - Moderate** (*26-50% of instructional time working individually*)

**4 - Considerable** (*More than 50% of instructional time working individually*)

<b>When students in the target class are engaged <i>individually</i> in exercises, problems, investigations, or tasks as part of social studies instruction, how much of that time do they:</b>	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
41 Find information in a textbook and/or complete a worksheet	①	②	③	④	⑤
42 Solve real-world social studies problems (e.g., problems that require novel or non-formulaic thinking)	①	②	③	④	⑤
43 Assess the accuracy, credibility, and relevance of social studies materials	①	②	③	④	⑤
44 Explain their reasoning or thinking in solving a problem, using several sentences orally or in writing	①	②	③	④	⑤
45 Apply social studies concepts to real-world problems or situations	①	②	③	④	⑤
46 Make predictions and/or generate hypotheses	①	②	③	④	⑤
47 Analyze data to make inferences or draw conclusions	①	②	③	④	⑤
48 Work on a problem or project that takes at least 45 minutes to complete	①	②	③	④	⑤

*AMOUNT OF INSTRUCTIONAL TIME (in pairs or small groups)*

**0 - None**

**1 - Little** (*Less than 10% of instructional time in pairs or small groups*)

**2 - Some** (*10-25% of instructional time in pairs or small groups*)

**3 - Moderate** (*26-50% of instructional time in pairs or small groups*)

**4 - Considerable** (*More than 50% of instructional time in pairs or small groups*)

**When students in the target class work in *small groups or pairs* on exercises, problems, investigations, or tasks as part of social studies instruction, how much of that time do they:**

**None**

**Little**

**Some**

**Moderate**

**Considerable**

49 Find information in a textbook and/or complete a worksheet	①	②	③	④
50 Solve non-routine social studies problems (e.g., problems that require novel or non-formulaic thinking)	①	②	③	④
51 Use higher order thinking	①	②	③	④
52 Talk about their reasoning or thinking in solving a problem or answering a social studies question	①	②	③	④
53 Apply social studies concepts to real-world problems or situations	①	②	③	④
54 Make predictions and/or generate hypotheses	①	②	③	④
55 Analyze data to make inferences or draw conclusions	①	②	③	④
56 Work on a problem or project that takes at least two class periods to complete	①	②	③	④
57 Prepare and/or present information to others	①	②	③	④
58 Participate in simulations	①	②	③	④

**AMOUNT OF INSTRUCTIONAL TIME (collecting data)**

**0 - None**

**1 - Little** (*Less than 10% of instructional time collecting data*)

**2 - Some** (*10-25% of instructional time collecting data*)

**3 - Moderate** (*26-50% of instructional time collecting data*)

**4 - Considerable** (*More than 50% of instructional time collecting data*)

<b>When students in the target class collect data related to social studies inquiry, how much of that time do they:</b>	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
59 Work with primary sources (e.g., documents, diaries, or raw data) to understand concepts	①	②	③	④	⑤
60 Handle objects and artifacts	①	②	③	④	⑤
61 Represent social studies data using models, charts, graphs, exhibits, and maps	①	②	③	④	⑤
62 Collect data by observing, conducting surveys, or using primary source records	①	②	③	④	⑤
63 Use secondary sources to collect data related to social studies inquiry	①	②	③	④	⑤
64 Collect references, citations, and other information using library or internet searching tools	①	②	③	④	⑤
65 Present information to others using artifacts, models, or representations	①	②	③	④	⑤
66 Assess accuracy, credibility, and relevance of primary and/or secondary sources	①	②	③	④	⑤

*AMOUNT OF INSTRUCTIONAL TIME (using calculators, computers, or other educational technology)*

**0-None**

**1-Little** (*Less than 10% of instructional time using calculators, computers, or other educational technology*)

**2-Some** (*10-25 % of instructional time using calculators, computers, or other educational technology*)

**3-Moderate** (*26-50% of instructional time using calculators, computers, or other educational technology*)

**4-Considerable** (*More than 50% of instructional time using calculators, computers, or other educational technology*)

<b>When students in the target class are engaged in activities that involve the use of <i>computers, GIS, graphing calculators, palm pilots, or other educational technology</i> as part of social studies instruction, how much of that time do they:</b>	<b>None</b>	<b>Little</b>	<b>Some</b>	<b>Moderate</b>	<b>Considerable</b>
67 Learn facts and provide information	①	②	③	④	⑤
68 Practice skills	①	②	③	④	⑤
69 Develop understanding of concepts	①	②	③	④	⑤
70 Retrieve or exchange data or information (e.g., using Internet or interacting with another class)	①	②	③	④	⑤
71 Create or display information in a slideshow or on a webpage(s)	①	②	③	④	⑤
72 Use geographic information system (GIS) for data analysis and/or map creation	①	②	③	④	⑤
73 Assess accuracy, credibility, and relevance of information retrieved from electronic sources	①	②	③	④	⑤

## ASSESSMENTS

Please indicate how often you use each of the following strategies when assessing students in the target social studies class.

	Not at All	1 - 5 times per <u>year</u>	6-12 times per <u>year</u>	1 - 3 times per <u>month</u>	1 - 3 times per <u>week</u>	4 - 5 times per <u>week</u>
74 Objective items (e.g., multiple choice, true/false, fill in the blank)	<input type="checkbox"/>	①	①	②	③	④
75 Short answer questions (1-4 sentences)	<input type="checkbox"/>	①	①	②	③	④
76 Extended response item (e.g., 2-3 paragraphs) for which student must explain or justify solution, opinion, or information	<input type="checkbox"/>	①	①	②	③	④
77 Performance tasks or events	<input type="checkbox"/>	①	①	②	③	④
78 Individual or group demonstration or presentation	<input type="checkbox"/>	①	①	②	③	④
79 Social studies projects that are long-term and multi-tasked	<input type="checkbox"/>	①	①	②	③	④
80 Portfolios (compilation of work over time-- sharing progress toward an objective)	<input type="checkbox"/>	①	①	②	③	④
81 Systematic observation of students	<input type="checkbox"/>	①	①	②	③	④

## ASSESSMENT CHARACTERISTICS

*EXTENT OF USE (answers may exceed 100% across items )*

**0 - None**

**1 - Little** (*Less than 10% of assessment for the school year*)

**2 - Some** (*10-25% of assessment for the school year*)

**3 - Moderate** (*26-50% of assessment for the school year*)

**4 - Considerable** (*More than 50% of assessment for the school year*)

Please indicate the extent to which the following characteristics describe your assessment practices for the target class.	None	Little	Some	Moderate	Considerable
82 Assessment focusing on applying understandings and knowledge	①	①	②	③	④
83 Assessment using authentic contexts (e.g., real-world application and problems connected to the world)	①	①	②	③	④
84 Providing feedback to develop further student understanding	①	①	②	③	④
85 Assessment requiring students to explain, reason, support conclusions, and use appropriate sources as evidence	①	①	②	③	④
86 Use of rubrics to analyze student work	①	①	②	③	④
87 Use of assessment results to adjust teaching methods	①	①	②	③	④
88 Student evaluation of their own work	①	①	②	③	④
89 Assessment of information recall	①	①	②	③	④
90 Assessment of basic social studies skills (e.g., map reading)	①	①	②	③	④

## INSTRUCTIONAL INFLUENCES

For the following items, please indicate the degree to which the following factors positively (support) or negatively (constrain) influence your practice in the target social studies class.

	N/A	Strong Negative Influence	Somewhat Negative Influence	Little or No Influence	Somewhat Positive Influence	Strong Positive Influence
91 Your state's curriculum framework or content standards	①	②	③	④	⑤	
92 Your district's curriculum framework, standards, or guidelines	①	②	③	④	⑤	
93 Textbook or instructional materials	①	②	③	④	⑤	
94 State test or results from test	①	②	③	④	⑤	
95 District test or results from test	①	②	③	④	⑤	
96 National social science education standards	①	②	③	④	⑤	
97 Your pre-service preparation	①	②	③	④	⑤	
98 Students' special needs	①	②	③	④	⑤	
99 Parental or community preferences	①	②	③	④	⑤	
100 Preparation of students for next grade or level	①	②	③	④	⑤	
101 Local priorities, directives, or policies	①	②	③	④	⑤	
102 Your professional development experiences	①	②	③	④	⑤	
103 Screening, diagnostic, or classroom assessment results	①	②	③	④	⑤	
104 State standards for ELL/ESL/ELP/ELD	①	②	③	④	⑤	
105 Knowledge of second language acquisition processes	①	②	③	④	⑤	
106 Students' language needs/linguistic proficiency	①	②	③	④	⑤	
107 Students' first languages	①	②	③	④	⑤	
108 Previous teaching experience	①	②	③	④	⑤	

# CLASSROOM INSTRUCTIONAL READINESS

For the following items, please indicate how well prepared you are to:

	Not Well Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
109 Provide social studies instruction that meets social studies content standards (district, state, or national).	①	②	③	④
110 Use a variety of assessment strategies.	①	②	③	④
111 Select and/or adapt instructional materials to implement the prescribed curriculum.	①	②	③	④
112 Teach students with physical disabilities.	①	②	③	④
113 Help students document and evaluate their own work.	①	②	③	④
114 Teach classes for students with diverse abilities and learning styles.	①	②	③	④
115 Teach students from a variety of cultural backgrounds.	①	②	③	④
116 Teach students who have limited English proficiency.	①	②	③	④
117 Group students in specific ways in order to support their language development.	①	②	③	④
118 Adapt your speech to students' proficiency level.	①	②	③	④
119 Integrate the academic language development of ELLs into instruction.	①	②	③	④
120 Connect instruction to ELLs' cultural background and personal experience.	①	②	③	④
121 Define language objectives for ELLs.	①	②	③	④
122 Provide learning strategies to support language development.	①	②	③	④
123 Choose research-based curricula / interventions for ELLs.	①	②	③	④
124 Support ELLs' literacy development needs in English.	①	②	③	④
125 Support ELLs' literacy development needs in their native language.	①	②	③	④
126 Use a first language to support second language acquisition.	①	②	③	④

## TEACHER OPINIONS AND BELIEFS

**For the following items, please indicate your opinion about each of the statements below:**

	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
127 ELLs need extensive practice applying specific grammar, usage, and language structure before engaging challenging social studies content.	①	②	③	④	⑤
128 I enjoy teaching ELLs.	①	②	③	④	⑤
129 I feel successful teaching ELLs.	①	②	③	④	⑤
130 My academic expectations are the same for all students, regardless of their English language abilities.	①	②	③	④	⑤
131 The ELLs in my class affect my ability to be an effective teacher.	①	②	③	④	⑤
132 I am supported by colleagues to try out new ideas in teaching social studies.	①	②	③	④	⑤
133 I receive support from the administration for teaching social studies.	①	②	③	④	⑤
134 Academic and ESL teachers in this school regularly share ideas and materials.	①	②	③	④	⑤
135 Academic and ESL teachers in this school regularly observe each other teaching classes.	①	②	③	④	⑤
136 I have many opportunities to learn new things about teaching ELLs in my present job.	①	②	③	④	⑤
137 I am required to follow rules at this school that conflict with my best professional judgment about teaching.	①	②	③	④	⑤
138 Most teachers in this school contribute actively to making decisions about the curriculum.	①	②	③	④	⑤
139 I have adequate time during the regular school week to work with my peers.	①	②	③	④	⑤
140 I have adequate curriculum materials available for instruction.	①	②	③	④	⑤
141 Student absenteeism is a problem in my class.	①	②	③	④	⑤
142 Mobility of students in and out of our school is a concern.	①	②	③	④	⑤

## PROFESSIONAL DEVELOPMENT IN SOCIAL STUDIES

In answering the following items, consider all the professional development activities related to social studies content or social studies education that you have participated in since June 1st of last year. Professional development refers to a variety of activities intended to enhance your professional knowledge and skills, including in-service training, teacher networks, course work, institutes, committee work, and mentoring. In-service training is professional development offered by your school or district to enhance your professional responsibilities and knowledge. Workshops are short-term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.

**Since June 1st of last year, how much time have you spent engaged in professional development activities focused on social studies?**

0 = N/A    1 = 1-5 hrs.    2 = 6-15 hrs.    3 = 16-35 hrs.    4 = 36-60 hrs.    5 = 60+ hrs.

Amount of Time					
①	②	③	④	⑤	
①	②	③	④	⑤	
①	②	③	④	⑤	

- 143 Workshops or in-service training about social studies or social studies education.
- 144 Summer institutes or conferences about social studies or social studies education.
- 145 College courses that supported the teaching or learning of social studies.

**Since June 1st of last year, how frequently have you engaged in each of the following activities focused on the teaching and learning of social studies?**

	Never	Once or twice a <u>year</u>	Once or twice a <u>term</u>	Once or twice a <u>month</u>	Once or twice a <u>week</u>	Almost <u>daily</u>
146 Attended conferences related to social studies or social studies education.	①	②	③	④	⑤	
147 Participated in teacher study groups, networks, or collaboratives.	①	②	③	④	⑤	
148 Used teacher resource centers or internet resources to enrich your knowledge and skills.	①	②	③	④	⑤	
149 Worked on a committee or task force focused on curriculum and instruction.	①	②	③	④	⑤	
150 Engaged in informal self-directed learning (e.g., discussions with colleagues about social studies or social studies education topics).	①	②	③	④	⑤	
151 Participated in professional development activities <i>related to English language learners</i> .	①	②	③	④	⑤	
152 Engaged in action research.	①	②	③	④	⑤	
153 Participated in data retreats (e.g., looking at student data).	①	②	③	④	⑤	

**Thinking again about your professional development activities in social studies or social studies education since June 1st of last year, how often has the following occurred for you?**

	<b>Never</b>	<b>Rarely</b>	<b>Some-times</b>	<b>Often</b>
154 Observed demonstrations of teaching techniques.	①	②	③	④
155 Received coaching or mentoring about my instruction from an activity leader, coach, or mentor.	①	②	③	④
156 Led group discussions.	①	②	③	④
157 Conducted a demonstration of a lesson, unit, or skill.	①	②	③	④
158 Developed curricula or lesson plans with others.	①	②	③	④
159 Reviewed student work or scored assessments.	①	②	③	④
160 Developed assessments or tasks.	①	②	③	④
161 Given a lecture or presentation to colleagues.	①	②	③	④

**Still thinking about your professional development activities since June 1st of last year, indicate how often they have been:**

	<b>Never</b>	<b>Rarely</b>	<b>Some-times</b>	<b>Often</b>
162 Designed to support the school's improvement plan.	①	②	③	④
163 Consistent with your department's or grade level's plan to improve teaching.	①	②	③	④
164 Consistent with your personal goals for your professional development.	①	②	③	④
165 Built on what you learned in previous professional development activities.	①	②	③	④
166 Supported by follow-up activities that related clearly to what you learned.	①	②	③	④

**Since June 1st of last year, have you participated in professional development activities in the following ways?**

	<b>No</b>	<b>Yes</b>
167 I participated in professional development activities along with most or all of the teachers from my school.	①	②
168 I participated in professional development activities along with most or all of the teachers from my department or grade level.	①	②
169 I participated in professional development activities NOT attended by other staff from my school.	①	②
170 I discussed what I learned with other teachers in my school or department who did NOT attend the activity.	①	②

**Since June 1st of last year, how much emphasis have your professional development activities placed on the following topics?**

	<b>None</b>	<b>Minor</b>	<b>Moderate</b>	<b>Major</b>
171 State content standards.	①	②	③	④
172 Alignment of instruction to curriculum.	①	②	③	④
173 Instructional approaches.	①	②	③	④
174 In-depth study of a specific area in social studies or social studies education.	①	②	③	④
175 Study of how children learn particular topics in social studies.	①	②	③	④
176 Individual differences in student learning.	①	②	③	④
177 Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities).	①	②	③	④
178 Classroom social studies assessment (e.g., diagnostic, textbook-linked tests, teacher-developed tests).	①	②	③	④
179 State or district assessment (e.g., preparing, understanding, interpreting assessment data).	①	②	③	④
180 Technology to support student learning.	①	②	③	④
181 State ESL/ELL/ELP/ELD standards.	①	②	③	④
182 Methods for teaching English language learners.	①	②	③	④
183 Study of how children learn a second language.	①	②	③	④
184 Adapting instruction to individual differences in student learning.	①	②	③	④
185 Crosscultural communication and understanding.	①	②	③	④
186 Testing and Assessment in ESL/ ELL/ELD.	①	②	③	④
187 Curriculum and materials development in ESL/ELL/ELD.	①	②	③	④

**TEACHER CHARACTERISTICS**

188 Please indicate your gender.	Female	Male
	①	①
189 Please indicate your race/ethnicity. (Indicate all that apply)	① American Indian or Alaska Native ② Asian ③ Black or African American ④ Hispanic or Latino ⑤ Native Hawaiian or other Pacific Islander ⑥ White or European-American ⑦ Others, multi-ethnic/multi-racial	

- |   | Less than 1 year  | 1 - 2 years | 3 - 5 years | 6 - 8 years       | 9 - 11 years   | 12 - 15 years | More than 15 years |
|---|---|-------------|-------------|-------------------|----------------|---------------|--------------------|
| 190 How many years have you taught social studies prior to this year?   | ①   | ②           | ③           | ④                 | ⑤              | ⑥             |                    |
| 191 How long have you been assigned to teach at your current school?  | ①   | ②           | ③           | ④                 | ⑤              | ⑥             |                    |
|   | N/A   | BA or BS    | MA or MS    | Multiple MA or MS | Ph.D. or Ed.D. | Other         |                    |
| 192 What is the highest degree you hold?  | ①   | ②           | ③           | ④                 | ⑤              |               |                    |
| 193 What was your major field of study for the bachelor's degree?   | <ul style="list-style-type: none"> <li>① Elementary Education</li> <li>② Middle School Education</li> <li>③ Social Studies Education</li> <li>④ Social Studies Education and a social sciences field</li> <li>⑤ Specific social science field (e.g., anthropology, economics, psychology, sociology, history, geography, or political science)</li> <li>⑥ Bilingual Education</li> <li>⑦ Multicultural Education</li> <li>⑧ Other Disciplines (includes other education fields, math, history, English, foreign languages, etc.)</li> </ul> |             |             |                   |                |               |                    |
| 194 <b>If applicable</b> , what was your <b>major field</b> of study for the <b>highest degree you hold</b> beyond a bachelor's degree? | <ul style="list-style-type: none"> <li>① Elementary Education</li> <li>② Middle School Education</li> <li>③ Social Studies Education</li> <li>④ Social Studies Education and a social sciences field</li> <li>⑤ Specific social science field (e.g., anthropology, economics, psychology, sociology, history, geography, or political science)</li> <li>⑥ Bilingual Education</li> <li>⑦ Multicultural Education</li> <li>⑧ Other Disciplines (includes other education fields, math, history, English, foreign languages, etc.)</li> </ul> |             |             |                   |                |               |                    |
| 195 What certifications do you currently possess? (Check all that apply)  | <ul style="list-style-type: none"> <li>① Emergency, provisional or temporary Certification</li> <li>② Elementary/Early Childhood Certification</li> <li>③ Middle School Certification</li> <li>④ Secondary Certification, in a field other than social studies or social science</li> <li>⑤ Secondary Social Studies or Social Science</li> <li>⑥ National Board Certification</li> </ul>   |             |             |                   |                |               |                    |

## FORMAL COURSE PREPARATION

Please estimate the total number of courses (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:

	(Number of courses)									
	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
196 Civics/Government	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
197 Economics	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
198 Geography	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
199 History	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
200 Social/Behavioral Sciences	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
201 Social Studies Methods and Pedagogy	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
202 Bilingual education, English as a second language, or related areas	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
203 Multicultural education	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨
204 Other	①	①	②	③	④	⑤	⑥	⑦	⑧	⑨

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**This is the end of the Instructional Practices portion of the survey. Please continue on to complete the Instructional Content portion. Thank you.**

Please provide the following information:  
(Note: Your personal information will be kept confidential.)

Name: \_\_\_\_\_

Email address: \_\_\_\_\_  
(required for on-line access to individual results)

District: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Providing your name and email address will allow you to gain access to your individual results along with results for your school and/or district.