

Teacher Post-Questionnaire

Please read all of the following.

If you administered the Student Questionnaire in your classroom, the researchers request that you complete this Teacher Post-Questionnaire at the end of the semester/school year at the same time students complete the Student Post-Questionnaire.

This Post-Questionnaire will ask you questions about your teaching throughout the year. Reflect on how you taught these students as you answer these questions.

Question 1

What is your name?

My name is: _____

Question 2

What is your e-mail address?

My e-mail address is: _____

Question 3

What grade did you teach this year?

- ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th
- ☐ Kindergarten ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th

Question 4

What course(s) did you teach this year?

- ☐ World Geography ☐ AP Human Geography ☐ World History ☐ AP World History
- ☐ Pre-AP World Geography ☐ 6th Grade (World Cultures/Social Studies) ☐ Other

Question 5

How many students were in your class(es) this year in which the Powerful Geography questionnaire was administered in?

The number of students in my class was: _____

Question 6

In a typical week, about how much time in total did you spend with this class on social studies instruction PER WEEK? (Fill in the blank)

I spent about _____ hours and _____ minutes per week.

Question 7

During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Please select one response in each row.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History (U.S., World, or State)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civics/U.S. Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8

Which best describes how social studies instruction in your school is organized? Please select one or more responses

- ☐ 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.

Question 9

During this school year, how often have you done the following as part of social studies instruction with this class? Please select one response in each row

	Never	About one or twice a year	About one or twice a month	About once or twice a week	Every day or almost every day
Had student read materials from a social studies textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students read extra material about social studies not in the regular textbook (e.g., newspapers, magazines, or online sources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students conduct research about social studies topics (e.g., online, in a library, or through interviews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students use primary sources (e.g., letters, diaries, photographs, films, or essays written by people from the past)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students give class presentations on social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students write about their opinion on a problem or issue (e.g., in a letter, e-mail, or blog post)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students take part in debates or panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students take part in role-playing, mock trials, or dramas about social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had outside speakers in class discuss social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had students listen to or watch movies, videos, or online content about social studies topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 10

When students in this class work on social studies, to what extent do they use computers or other digital devices to do the following? Please select one response in each row

	Never	Once in a while	Sometimes	Often	Always or almost always
Use the Internet to look for evidence or sources (e.g., text documents, photographic images, or films)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play games or use apps in which students play a role (e.g., an explorer, geographer, or historian)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once in a while	Sometimes	Often	Always or almost always
Create reports or projects about social studies using different forms of media (e.g., a slide presentation that combines text and video clips)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize information about social studies topics by creating tables, charts, or graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 11

In your social studies class this year, how much have you emphasized the following topics in geography? *Please select one response in each row*

	Not at all	Very little	Some	Quite a bit	A lot
Countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental issues (e.g., pollution, recycling, climate change, or genetically modified food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic concepts of physical and human geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variation among regions and how people interact across space via communication, transportation, or trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 12

In your social studies class this year, how much have you emphasized teaching your students each of the following topics in geography? *Please select one response in each row*

	Not at all	Very little	Some	Quite a bit	A lot
How you can use geographic knowledge to get a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How you can use geographic knowledge to live a better civic life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a map (e.g., a road map, MapQuest, or Google Maps), atlas, or globe to locate different cities, countries, and continents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examining how natural features of Earth (e.g., rivers or mountains) are formed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring distances and the sizes of areas on maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examining what makes different regions in the United States unique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Very little	Some	Quite a bit	A lot
Examining why groups of people migrate to different parts of the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examining how humans affect the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examining how humans adjust to the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examining why different food and energy resources are traded globally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using geographic information (e.g., maps, satellite images, or population data) to answer a question or solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 13

How often do you do the following? Please select one response in each row

	Never	About one or twice a year	About one or twice a month	About once or twice a week	Every day or almost every day
Attend professional development workshops in social studies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend professional development workshops in geography?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe other teachers' classes and provide feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in discussions about the learning development of specific students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 14

Are you a part of any of the following organizations? Please select all that apply

- ☐ National Council for Geographic Education (NCGE) ☐ National Council for the Social Studies (NCSS)
- ☐ Your state's Geographic Alliance (i.e., TAGE, MAGE, IGA, SCGA, etc.)
- ☐ Your state's Council for the Social Studies (i.e., TxCSS, ICSS, MCSS, NSCSS, etc.)

Question 15

Do you hold any of the following extra credentials, certificates? *Please select all that apply*

- ☐ Google Educator
 ☐ National Geographic Educator
☐ Esri Educator
 ☐ Other: _____

Question 16

What is your gender? *Please select one response*

- ☐ Female
 ☐ Male
 ☐ Prefer Not to Answer

Question 17

Which best describes your Race/Ethnic Identification? *Please select one or more responses*

- ☐ White/Anglo
 ☐ American Indian or Alaska Native
☐ Hispanic
 ☐ Native Hawaiian or Other Pacific Islander
☐ Black or African American
 ☐ Two or more Races
☐ Asian American
 ☐ Prefer Not to Answer

Question 18

In your school, how severe is each problem? *Please select one response in each row*

	Not a problem	Minor problem	Moderate problem	Serious problem
The school building needs significant repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms are overcrowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher have too many teaching hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers do not have adequate instructional materials and supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not a problem	Minor problem	Moderate problem	Serious problem
Students do not have access to technology, internet at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school does not have adequate technology for students to utilize.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>