

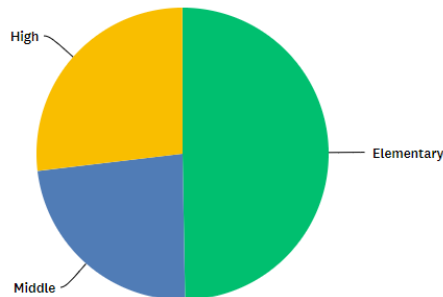


Karen B. Salmon, Ph.D.
State Superintendent of Schools

Results of the 2019 Social Studies Survey Education Core Content Areas – Accountability Program

The following is a summary of the survey of local school systems that were conducted pursuant to House Bill 1227: Education-Core Content Areas Accountability Program. The information was gathered through an online survey in the fall of 2019. The administration of the social studies survey contained questions to explore the legislatively mandated areas of focus: instructional time for social studies, availability and use of appropriate instructional materials, instructional technology, and teacher certification. There were 3,736 participants in the survey.

Respondents



Answer Choices	Percentage	Responses
Elementary	49.73%	1858
Middle	23.39%	874
High	26.87%	1004
	Answered	3736

Summary

The 2019 survey is consistent with the 2018 results, and data going back to the first survey in 2012. The data indicate strong differences between the instructional time, materials, and professional development available to elementary level social studies teachers and their secondary counterparts.

Instructional time for social studies at the elementary level is dramatically lower and less consistent between counties than instructional time in the middle and high schools. Daily elementary social studies instruction continues to fall in 2019. In 2018 there was a significant drop from 54% to 18% of respondents indicating that they had daily social studies instruction. In 2019, the decline continues with 17% of respondents indicating that they teach social studies every day.

The majority of elementary teachers report social studies is taught as a stand-alone subject, by teachers responsible for multiple subject areas. When taught as a part of the English Language Arts (ELA) bloc, teachers reported that social studies is used to support reading instruction to a greater extent than to develop social studies specific standards and skills.

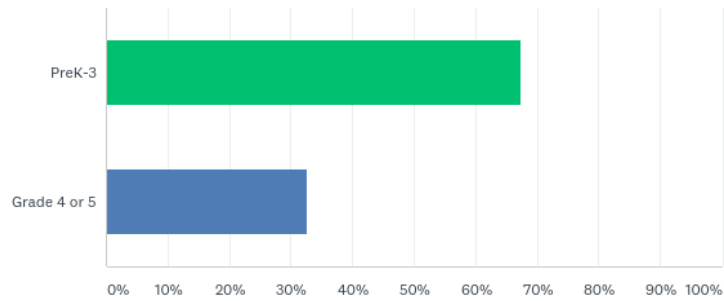
Additionally, this year's data indicate that foundational, social studies specific skills are taught less frequently than those that are common to both ELA and social studies. When asked about the writing skills taught during social studies, "formulating a thesis statement" was the least frequently taught skill, while "writing short tasks" was the most common. This is noteworthy since thesis development is a key component of PreK-12 social studies skills instruction.

Across elementary and secondary levels, respondents indicated that an adequate number and type of resources are available for instruction in their social studies classrooms with computers, maps, district-created materials, textbooks, and primary source materials as the most common. Additionally, a majority of respondents indicated that both teachers and students had computers available to them for instructional purposes.

The survey indicates that most teachers across grade bands engage in social studies specific professional development during teacher planning time and planning time shared with colleagues. The availability of professional development differs on the secondary and elementary level with over 90% of middle and high school respondents and 46% of elementary respondents indicating that social studies specific professional development was available to them.

Elementary Social Studies Instruction Overview

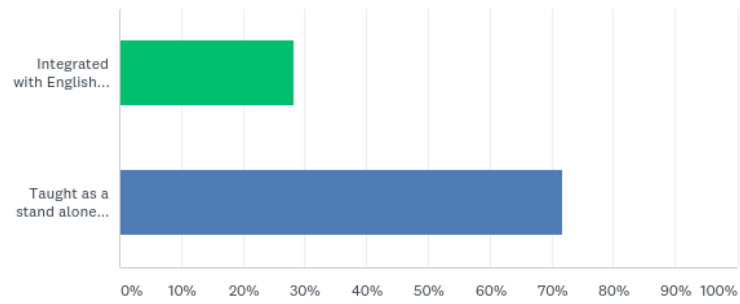
In which grade band do you teach social studies?



Answer Choices	Percentage	Responses
PreK-3	67.30%	1173
Grade 4 or 5	32.70%	570
	Answered	1743

How do you teach social studies?

The majority of respondents indicated that they teach social studies as a stand-alone subject.

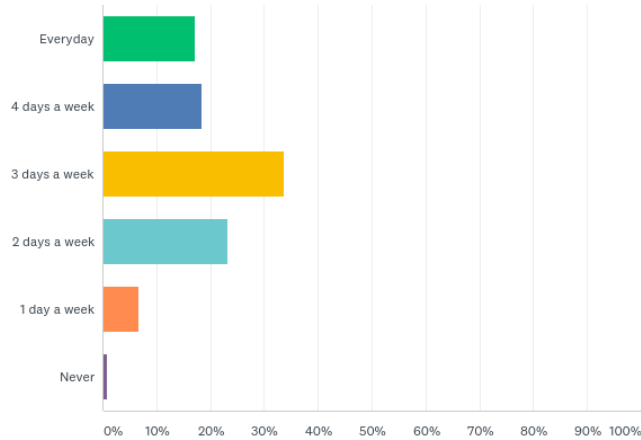


Answer Choices	Percentage	Responses
Integrated with English Language Arts (or another subject)	28.28%	481
Taught as a stand-alone subject	71.72%	1220
	Answered	1701

Instructional Time: Elementary Schools

Approximately how often do you teach social studies throughout the year?

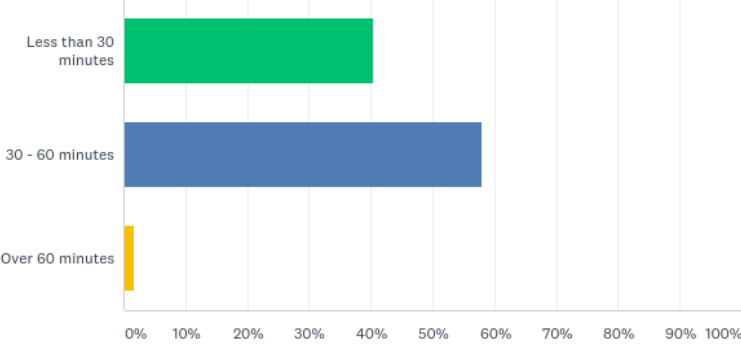
The frequency of social studies instruction across the state varies significantly. About a third of teachers indicated that they teach social studies three days a week, a third indicated more than three days a week, and a third indicated less than three days a week.



Answer Choices	Percentage	Responses
Everyday	17.23%	281
4 days a week	18.45%	301
3 days a week	33.60%	548
2 days a week	23.24%	379
1 day a week	6.62%	108
Never	0.86%	14
	Answered	1631

When taught, how much time do you dedicate to social studies per day?

The majority (58%) of respondents indicated that they spend 30 – 60 minutes on dedicated social studies instruction when it is taught while almost all of the rest (42%) indicated that they spend less than 30 minutes.

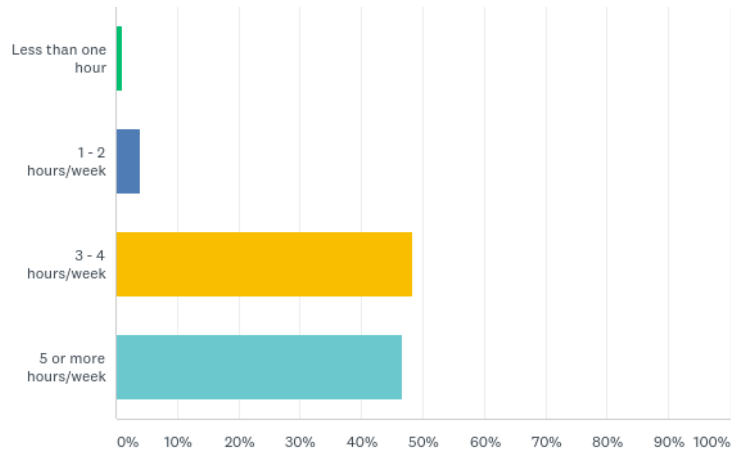


Answer Choices	Percentage	Responses
Less than 30 minutes	40.33%	490
30 - 60 minutes	57.94%	704
Over 60 minutes	1.73%	21
Answered		1215

Instructional Time: Middle School

On average, how many hours of social studies instruction are students receiving per week?

Slightly less than half (48%) of respondents indicated that students were receiving 3 -4 hours of social studies instruction per week, with 47% indicating 5 or more hours a week. The remaining respondents indicated 2 hours or less a week.

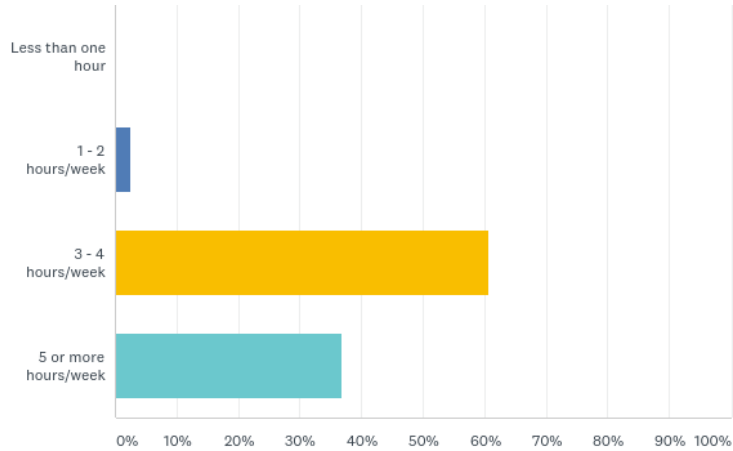


Answer Choices	Percentage	Responses
Less than one hour	1.04%	9
1 - 2 hours/week	4.04%	35
3 - 4 hours/week	48.27%	418
5 or more hours/week	46.65%	404
	Answered	866

Instructional Time: High School

On average, how many hours of social studies instruction are students receiving per week?

Most respondents (97%) indicated that students are receiving three or more hours of social studies instruction each week. This is similar to results from last year in which 96% of respondents also indicated 3 or more hours of instruction per week.

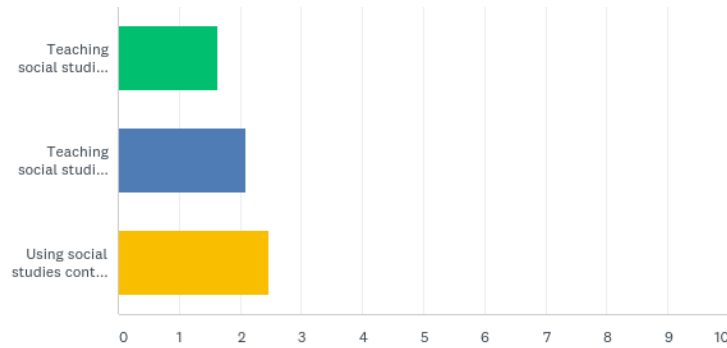


Answer Choices	Percentage	Responses
Less than one hour	0.00%	0
1 - 2 hours/week	2.55%	25
3 - 4 hours/week	60.67%	594
5 or more hours/week	36.77%	360
	Answered	979

Disciplinary Literacy: Elementary Schools

How do you teach social studies in your integrated ELA block? Rank each option with #1 being the most used and #3 being the least used. Select N/A if not used in your class.

The majority of respondents (59%) indicated that their primary instructional approach was to use social studies content to support reading instruction. Teaching social studies specific standards and skills in their integrated ELA block were secondary and tertiary approaches (28% and 13% respectively).

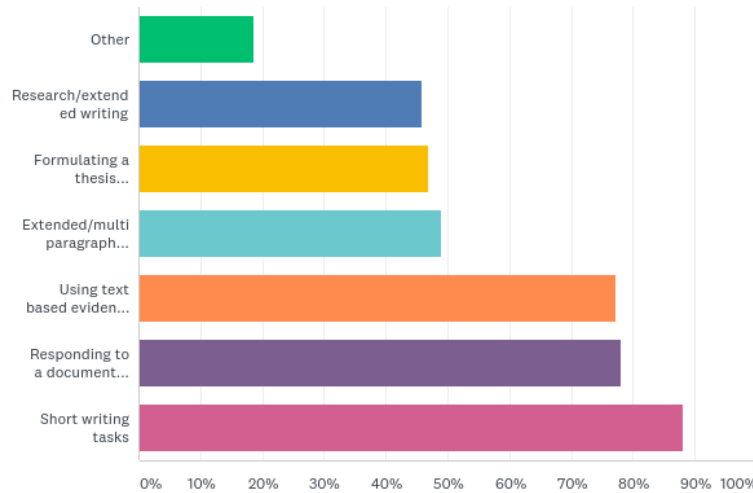


	1	2	3	N/A	Total
Using social studies content for reading instruction	58.59%	21.72%	13.89%	5.81%	396
Teaching social studies standards including civics, people and nations of the world, geography, economics, history	28.39%	43.72%	18.84%	9.05%	398
Teaching social studies skills and processes	13.48%	30.50%	45.39%	10.64%	423

Disciplinary Literacy: All Levels

Please select all of the following writing skills that you teach and have students regularly practice during social studies instructional time:

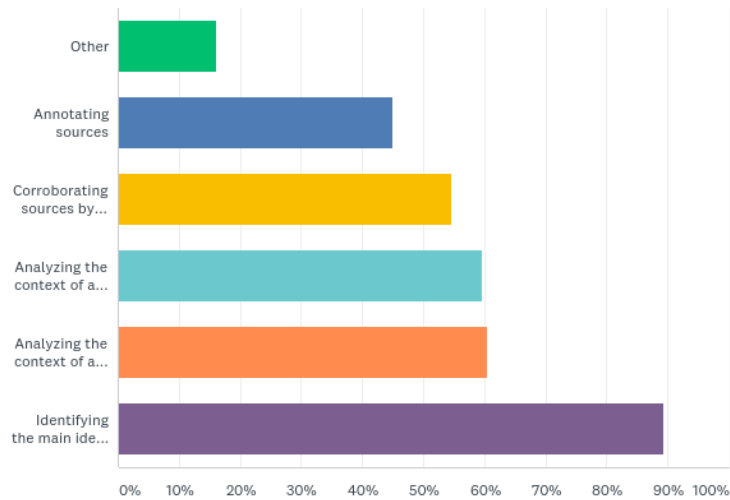
Consistent with the 2018 survey results, responses indicated that the most common writing exercise (88% in 2019) on all levels of social studies instruction is short writing tasks. Research, extended writing, formulating thesis statements, and “other” were the least frequent response (46%, 47%, 19% respectively). This indicates that students in these classrooms are not regularly provided opportunities to do the type of writing central to the disciplinary literacies associated with social studies.



Answer Choices	Percentage	Responses
Other	18.57%	612
Research/extended writing	45.75%	1508
Formulating a thesis statement	46.81%	1543
Extended/multi paragraph writing tasks	48.91%	1612
Using text based evidence to support an argument	77.09%	2541
Responding to a document based question	78.00%	2571
Short writing tasks	88.11%	2904
	Answered	3296

Please select all of the following reading and document analysis skills that you teach and have students practice in your class:

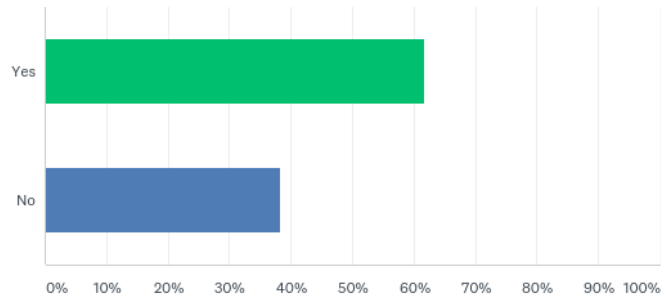
Consistent with the 2018 survey results, responses indicated that identifying the main idea of a source is the most common reading and document analysis skill being taught in social studies (89% in 2019). Annotating sources continues to be the least identified skill being taught and practiced in social studies courses. A slight majority of respondents indicated that the skills of corroboration, contextualization, and analyzing authority were taught in their classrooms (55%, 60%, and 61% respectively).



Answer Choices	Percentage	Responses
Other	16.18%	531
Annotating sources	45.03%	1478
Corroborating sources by identifying main areas of agreement and disagreement	54.66%	1794
Analyzing the context of a source and how the context influences the message	59.72%	1960
Analyzing the context of a source including the author's background and perspective	60.54%	1987
Identifying the main idea of a source	89.40%	2934
Answered		3282

Resources for Social Studies Instruction: All Levels

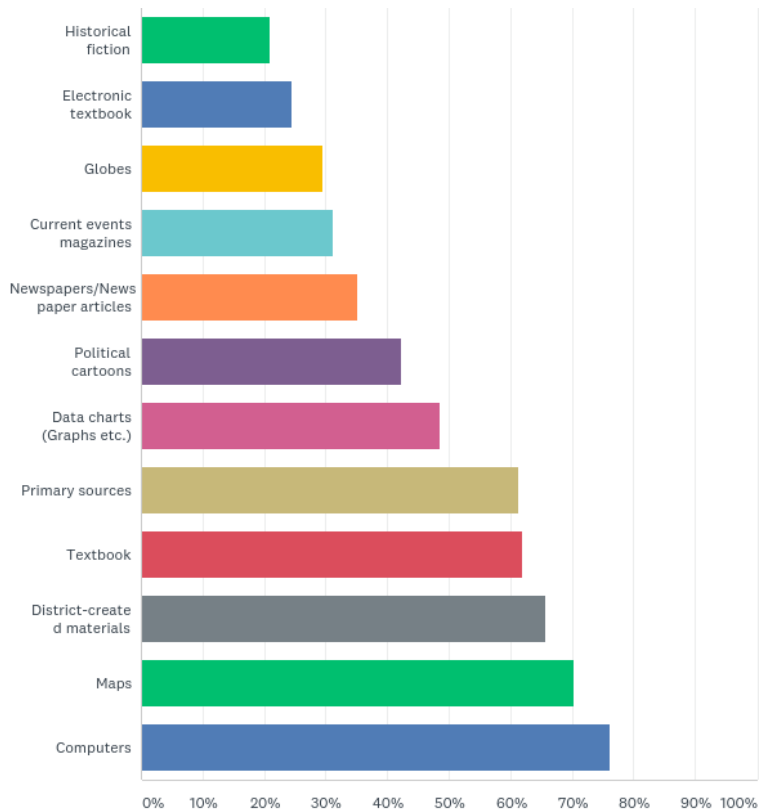
Are an adequate number and type of resources available for instruction in your social studies classrooms?



Answer Choices	Percentage	Responses
Yes	61.82%	2043
No	38.18%	1262
	Answered	3305

Select all of the instructional resources you use regularly as a part of your social studies instruction.

More than half of the respondents indicated that they use computers, maps, district created materials, textbooks, and primary sources in their instruction, which is consistent with the data from 2018. Fewer than half reported that data charts, newspaper articles, current event magazines, and political cartoons were used regularly in instruction. A slight majority (61%) of respondents indicated that primary sources were used in as instructional resources regularly.

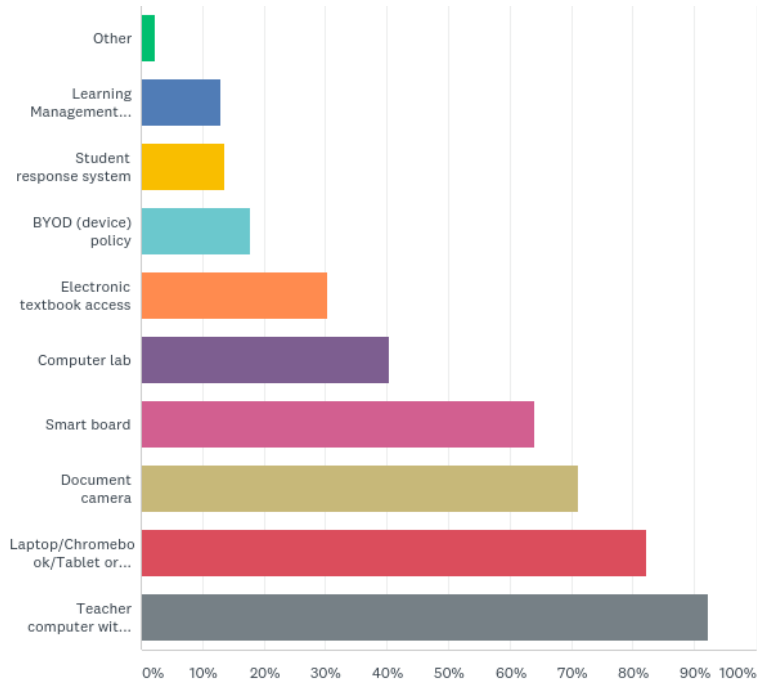


Answer Choices	Percentage	Responses
Historical fiction	20.97%	692
Electronic textbook	24.52%	809
Globes	29.58%	976
Current events magazines	31.18%	1029
Newspapers/Newspaper articles	35.24%	1163
Political cartoons	42.18%	1392
Data charts (Graphs etc.)	48.61%	1604
Primary sources	61.27%	2022
Textbook	61.97%	2045
District-created materials	65.64%	2166
Maps	70.39%	2323
Computers	76.24%	2516
Answered		3300

Instructional Technology: All Levels

Select all of the types of technology available to you for social studies instructional purposes.

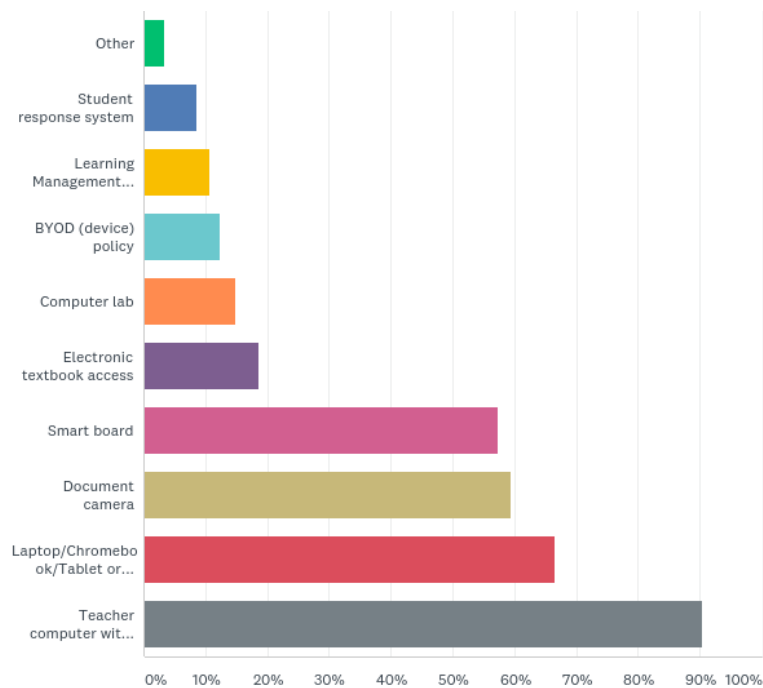
Consistent with data from 2018, teacher computers and laptops are the most frequently available types of technology for social studies instruction.



Answer Choices	Percentage	Responses
Other	2.21%	73
Learning Management System (LMS)	12.87%	426
Student response system	13.63%	451
BYOD (device) policy	17.77%	588
Electronic textbook access	30.28%	1002
Computer lab	40.40%	1337
Smart board	64.10%	2121
Document camera	71.14%	2354
Laptop/Chromebook/Tablet or other electronic device for students	82.23%	2721
Teacher computer with projector	92.20%	3051
	Answered	3309

Select all of the types of technology you use regularly for social studies instructional purposes.

Consistent with the 2018 responses, teacher computers and projectors, student computers, and document cameras are the most commonly available forms of technology for social studies instruction.

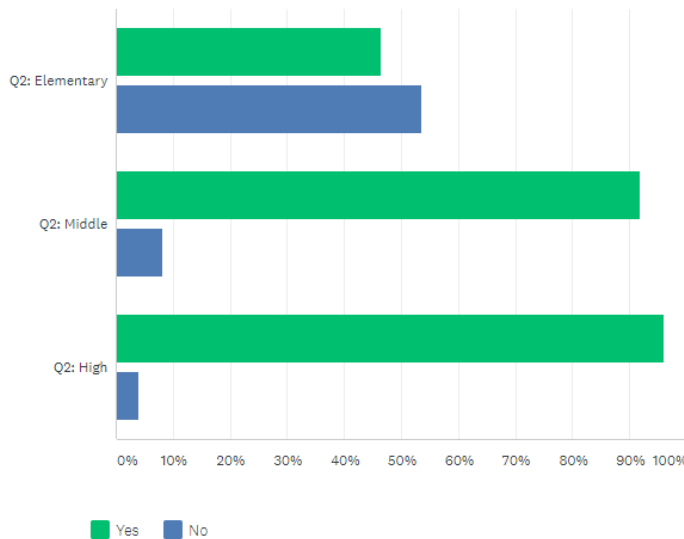


Answer Choices	Percentage	Responses
Other	3.25%	107
Student response system	8.67%	286
Learning Management System (LMS)	10.71%	353
BYOD (device) policy	12.41%	409
Computer lab	14.95%	493
Electronic textbook access	18.71%	617
Smart board	57.39%	1892
Document camera	59.39%	1958
Laptop/Chromebook/Tablet or other electronic device for students	66.61%	2196
Teacher computer with projector	90.42%	2981
	Answered	3297

Professional Development

Is social studies professional development available to you? Teacher Respondents

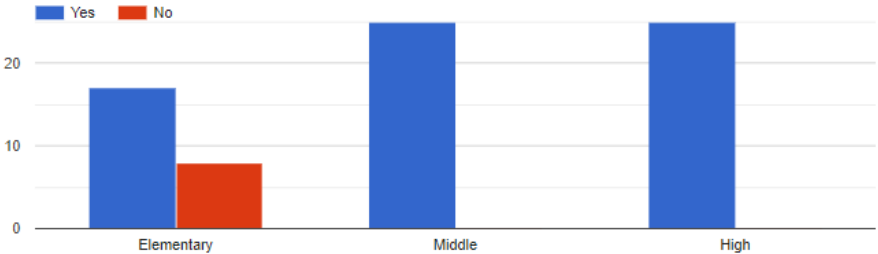
Consistent with the 2018 survey, elementary teachers reported that they have fewer opportunities for social studies professional development options than their secondary colleagues, with 54% in 2019 indicating none. In contrast, 92% of the middle school respondents and 96% of the high school respondents indicated professional development is available to them.



	Yes		No		Total	
	Percentage	Responses	Percentage	Responses	Percentage	Responses
Elementary	46.47%	710	53.53%	818	46.60%	1528
Middle	91.90%	749	8.10%	66	24.86%	815
High	96.05%	899	3.95%	37	28.55%	936
Total	71.91%	2358	28.09%	921	100.00%	3279
					Answered	3279

Are there district-level, social studies-specific, professional development opportunities for teachers? Supervisors Respondents

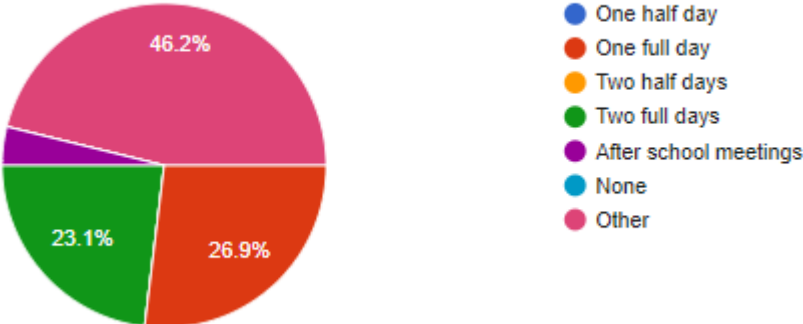
Supervisor respondent data indicates that there are fewer social studies specific professional development opportunities for the elementary level.



Grade Level	Yes	No
Elementary	17	8
Middle	25	0
High	25	0

District-level social studies professional development meetings are held (per school year):

Less than half of the respondents indicated that there were one or two full days of professional development held in the school year. The majority indicated “other” and did not select half days, none, or after school meetings.

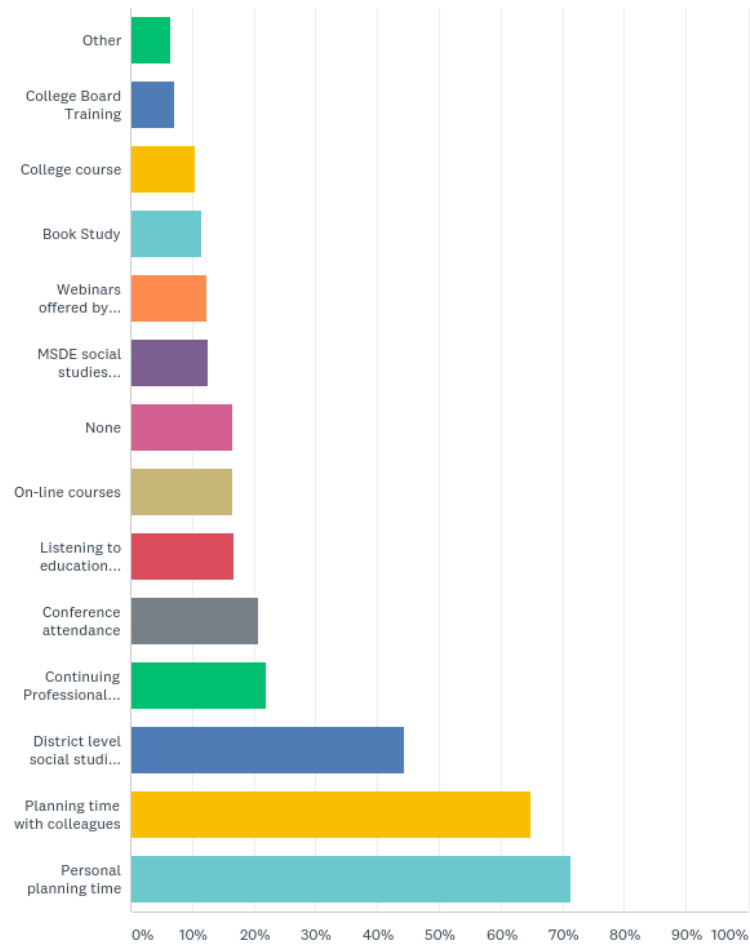


Other	46.2%
One full day	26.9%
Two full days	23.1%
After school meetings	3.8%

Select all the types of social studies specific professional development you engaged in during the past 12 months:

Similar to 2018, individual and team planning were the most commonly identified forms of professional development, followed by district-level professional development.

All Levels:



Answer Choices	Percentage	Responses
Other	6.45%	211
College Board Training	7.21%	236
College course	10.55%	345
Book Study	11.40%	373
Webinars offered by MSDE, your local district, or another social studies organization	12.41%	406
MSDE social studies professional development	12.66%	414
None	16.45%	538
On-line courses	16.63%	544
Listening to education and/or social studies related podcasts	16.81%	550
Conference attendance	20.70%	677
Continuing Professional Development (CPD) course	22.04%	721
District level social studies professional development	44.42%	1453
Planning time with colleagues	64.81%	2120
Personal planning time	71.32%	2333
Answered		3271

Social Studies Certification

How many current middle school social studies teachers are elementary certified (Grades 1- 6)?

How many current middle school social studies teachers are middle school certified (Grades 4 - 9)?

How many current middle school social studies teachers are secondary certified (Grades 7 - 12)?

Middle School Teachers

Local School System	Number of teachers that are elementary certified (Grades 1 – 6)	Number teachers that are middle school certified (Grades 4 –9)	Number of teachers that are secondary certified (Grades 7 – 12)
Allegany	No Data Reported	No Data Reported	No Data Reported
Anne Arundel	58	762	762
Baltimore City	112	11	54
Baltimore County	48	37	178
Calvert	20	12	21
Caroline	1	2	12
Carroll	4	7	44
Cecil	20	1	24
Charles	9	7	31
Dorchester	4	6	10
Frederick	18	9	61
Garrett	6	10	4
Harford	23	9	55
Howard	2	30	78
Kent	2	No Data Reported	0
Montgomery	12	527	1487
Prince George's	904	520	308
Queen Anne's	43	7	34
Somerset	2	2	4
St. Mary's	6	7	58
Talbot	7	13	6
Washington	13	8	28
Wicomico	3	5	22
Worcester	9	11	8

What is the number of secondary school social studies sections (Grade 6-12) taught by teachers who are teaching a majority of classes out of their area of certification? (Middle School)

Local School System	Middle School Sections	High School Sections
Allegany	No Data Reported	No Data Reported
Anne Arundel	No Data Reported	No Data Reported
Baltimore City	152	110
Baltimore County	1	8
Calvert	18	0
Caroline	4	1
Carroll	5	0
Cecil	0	0
Charles	39	5
Dorchester	0	0
Frederick	10	0
Garrett	1	1
Harford	0	0
Howard	No Data Reported	No Data Reported
Kent	No Data Reported	No Data Reported
Montgomery	101	113
Prince George's	523	149
Queen Anne's	0	2
Somerset	2	0
St. Mary's	0	0
Talbot	No Data Reported	No Data Reported
Washington	0	0
Wicomico	0	0
Worcester	0	0