

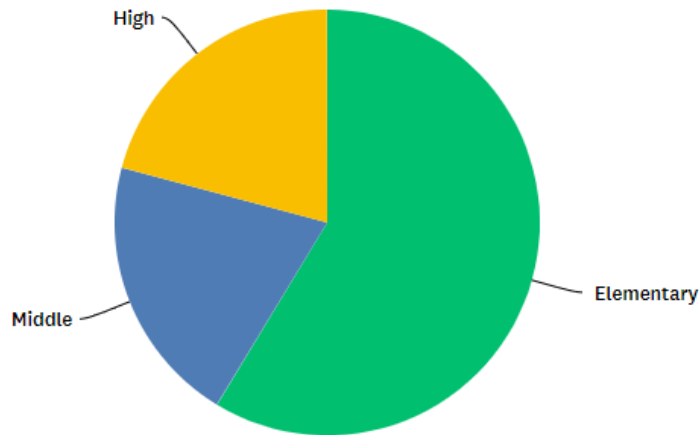


**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

## Results of the 2020 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 2020. 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 3,897 participants in the survey.

### Respondents



Answer Choices	Percentage	Responses
Elementary	58.69%	2,287
Middle	20.48%	798
High	20.84%	812
<b>Answered</b>		<b>3,897</b>

## Summary

The 2020 survey is consistent with the 2019 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 2020. 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 continued to 17% and in 2020 only 14% of respondents indicated daily elementary instruction in social studies.

Consistent with survey results from 2019, the majority of elementary teachers in 2020 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 continue to report that social studies is used to support reading instruction to a greater extent than to develop social studies specific standards and skills.

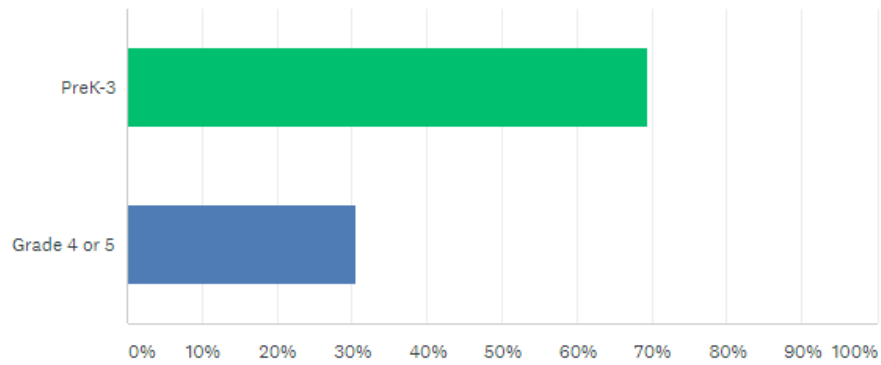
Additionally, this year's data indicate that foundational, social studies specific skills are taught less frequently than those that are common to both ELA and social studies. When asked about the writing skills taught during social studies, "formulating a thesis statement" was the least frequently taught skill (36%), while "writing short tasks" was the most common (85%). This is noteworthy since formulating thesis statements is a key component of PreK-12 social studies skills instruction and is assessed on the Social Studies Grade 8 and High School American Government assessments.

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. Notable to the results in 2020 is that more respondents indicated that primary sources were available to them (57%) than textbooks (50%). This is the first year in which primary sources were utilized in social studies instruction to a greater extent than textbooks since they were added to the survey question in 2016.

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 94% of middle and high school teacher respondents and 67% of elementary teacher respondents indicating that social studies specific professional development was available to them. While still lower than their secondary colleagues, there was a dramatic increase from 46% in 2019 to 67% in 2020 in the number of elementary teacher respondents who indicated that social studies specific professional development was available to them.

# Elementary Social Studies Instruction Overview

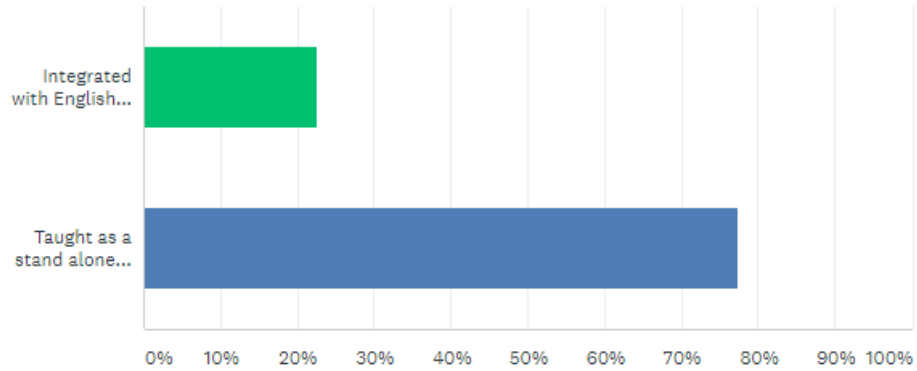
**In which grade band do you teach social studies?**



Answer Choices	Percentage	Responses
PreK-3	69.36%	1,551
Grade 4 or 5	30.64%	685
	<b>Answered</b>	<b>2,236</b>

## How do you teach social studies?

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

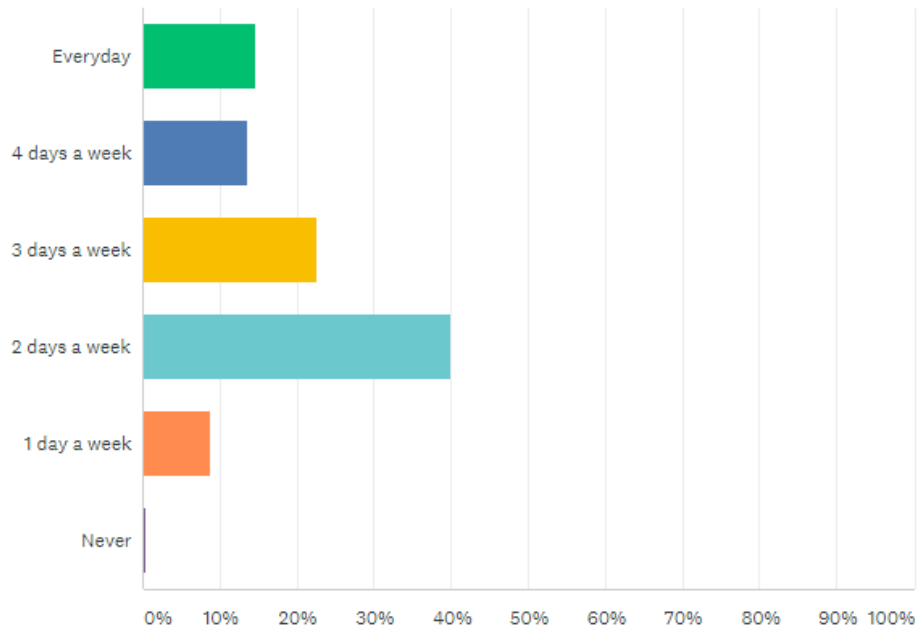


Answer Choices	Percentage	Responses
Integrated with English Language Arts (or another subject)	22.50%	498
Taught as a stand-alone subject	77.50%	1,715
	<b>Answered</b>	<b>2,213</b>

# Instructional Time: Elementary Schools

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

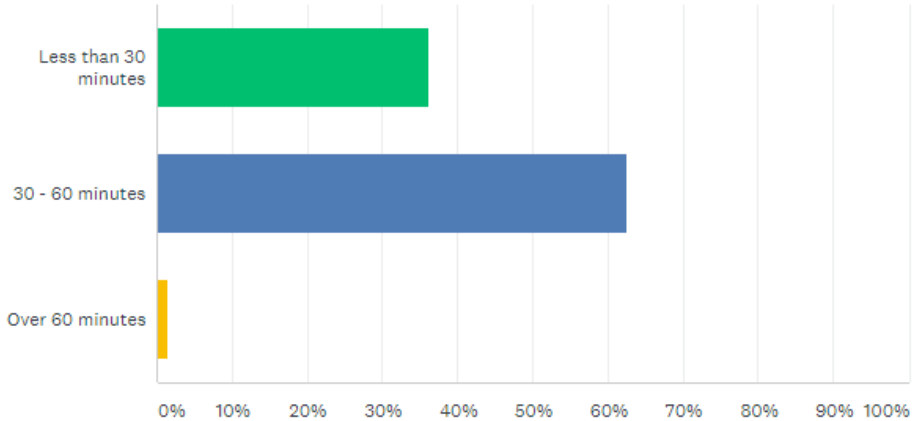
The frequency of social studies instruction across the state varies significantly. Most teachers indicated that they teach social studies two days a week (39.91%), while fewer indicated that they teach it three days a week (22.55%). Only 14.63% indicated that they teach social studies every day and 13.61% indicating four times a week.



Answer Choices	Percentage	Responses
Everyday	14.63%	316
4 days a week	13.61%	294
3 days a week	22.55%	487
2 days a week	39.91%	862
1 day a week	8.89%	192
Never	0.42%	9
	<b>Answered</b>	<b>2,160</b>

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

The majority (62%) of respondents indicated that they spend 30 – 60 minutes on dedicated social studies instruction when it is taught while almost all of the rest (36%) indicated that they spend less than 30 minutes.

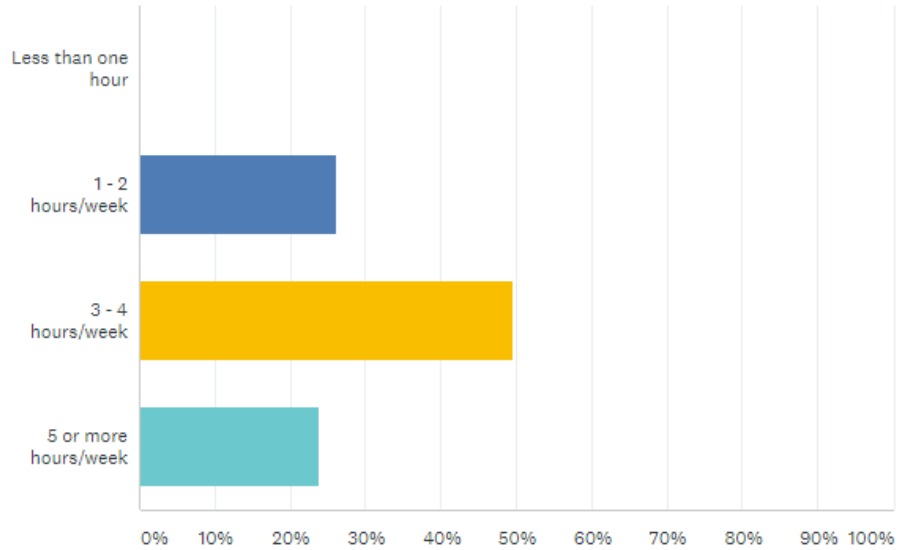


Answer Choices	Percentage	Responses
Less than 30 minutes	36.10%	617
30 - 60 minutes	62.49%	1,068
Over 60 minutes	1.40%	24
<b>Answered</b>		<b>1,709</b>

## Instructional Time: Middle School

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

Half (50%) of the respondents indicated that students were receiving 3 -4 hours of social studies instruction per week, with 24% indicating 5 or more hours a week. The remaining respondents (26%) indicated 2 hours or less a week.

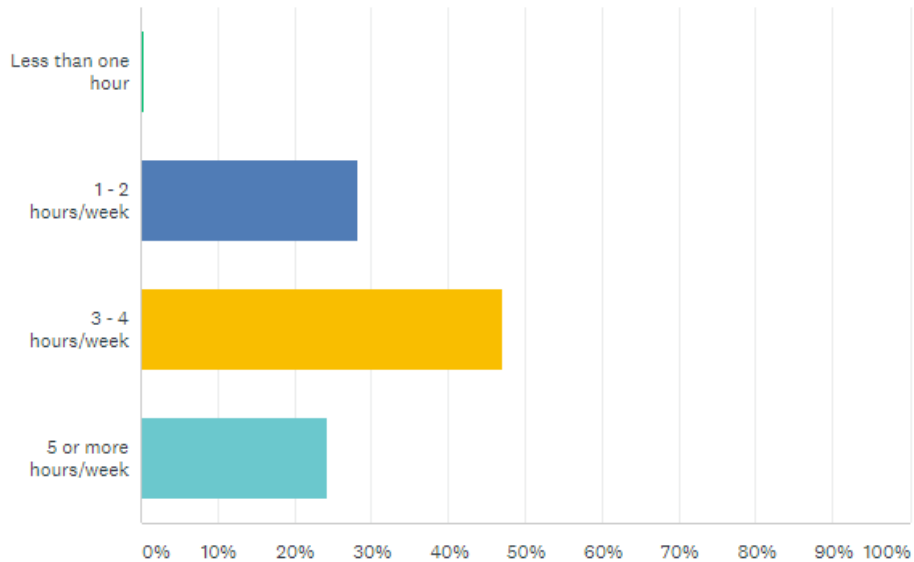


Answer Choices	Percentage	Responses
Less than one hour	0.13%	1
1 - 2 hours/week	26.25%	205
3 - 4 hours/week	49.68%	388
5 or more hours/week	23.94%	187
<b>Answered</b>		<b>781</b>

# Instructional Time: High School

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

More than half of the respondents (71%) indicated that students are receiving three or more hours of social studies instruction each week. This is 26% lower than last year in which 97% of respondents also indicated 3 or more hours of instruction per week.



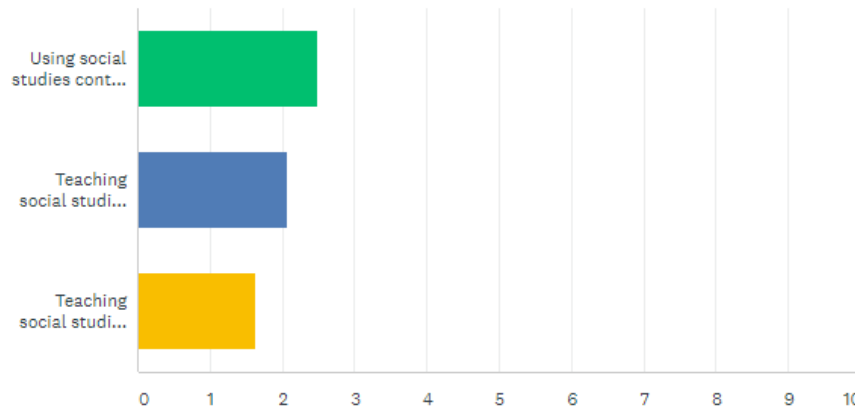
Answer Choices	Percentage	Responses
Less than one hour	0.38%	3
1 - 2 hours/week	28.26%	223
3 - 4 hours/week	47.15%	372
5 or more hours/week	24.21%	191
	<b>Answered</b>	<b>789</b>



## 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 (57%) 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 16% respectively).

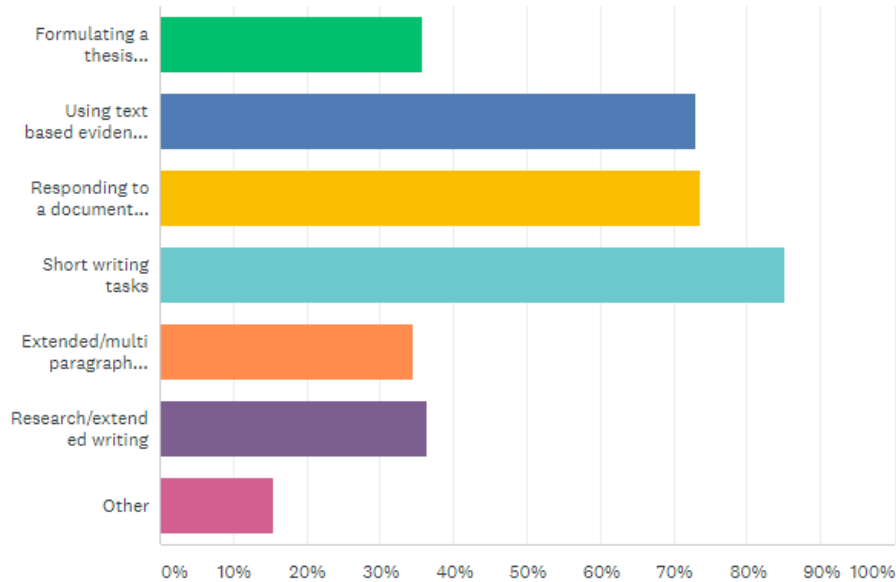


	1	2	3	N/A	Total
Using social studies content for reading instruction	57.36%	24.44	12.47%	5.74	401
Teaching social studies standards including civics, people and nations of the world, geography, economics, history	27.63%	45.90	19.91%	6.56	427
Teaching social studies skills and processes	16.15%	27.21	50.22%	6.42	452

## 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:**

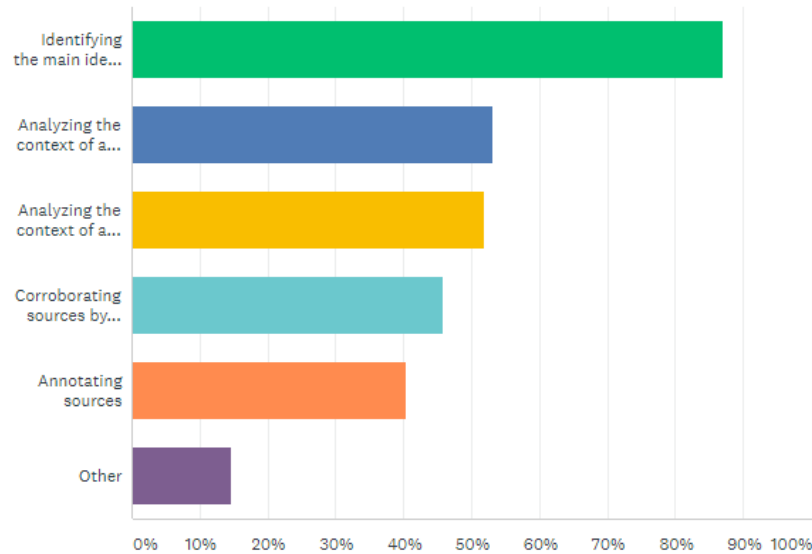
Consistent with the 2019 survey results, responses indicated that the most common writing exercise (85% in 2020 and 88% in 2019) on all levels of social studies instruction is short writing tasks. Research, extended writing, formulating thesis statements, and “other” were the least frequent response (36%, 34%, 36%, 16% 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
Formulating a thesis statement	35.84%	1,262
Using text based evidence to support an argument	72.96%	2,569
Responding to a document based question	73.59%	2,591
Short writing tasks	85.06%	2,995
Extended/multi paragraph writing tasks	34.56%	1,217
Research/extended writing	36.35%	1,280
Other	15.51%	546
	<b>Answered</b>	<b>3,521</b>

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

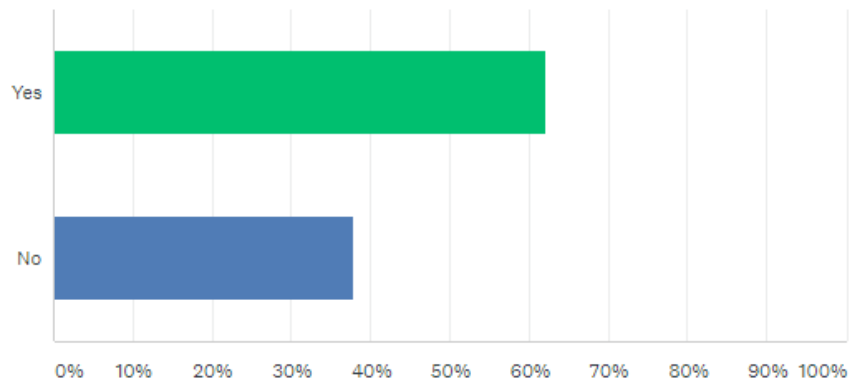
Consistent with the 2019 survey results, responses indicated that identifying the main idea of a source is the most common reading and document analysis skill being taught in social studies (89% in 2019, 87% in 2020). Annotating sources continues to be the least identified skill being taught and practiced in social studies courses. A slight majority of respondents indicated that the skills of contextualization and analyzing authority were taught in their classrooms (52%, and 53% respectively). Just under half of respondents indicated that they teach skills of corroboration and analysis of argumentation (46%).



Answer Choices	Percentage	Responses
Identifying the main idea of a source	86.98%	3,047
Analyzing the context of a source including the author's background and perspective	53.04%	1,858
Analyzing the context of a source and how the context influences the message	51.81%	1,815
Corroborating sources by identifying main areas of agreement and disagreement	45.85%	1,606
Annotating sources	40.31%	1,412
Other	14.73%	516
<b>Answered</b>		<b>3,503</b>

## Resources for Social Studies Instruction: All Levels

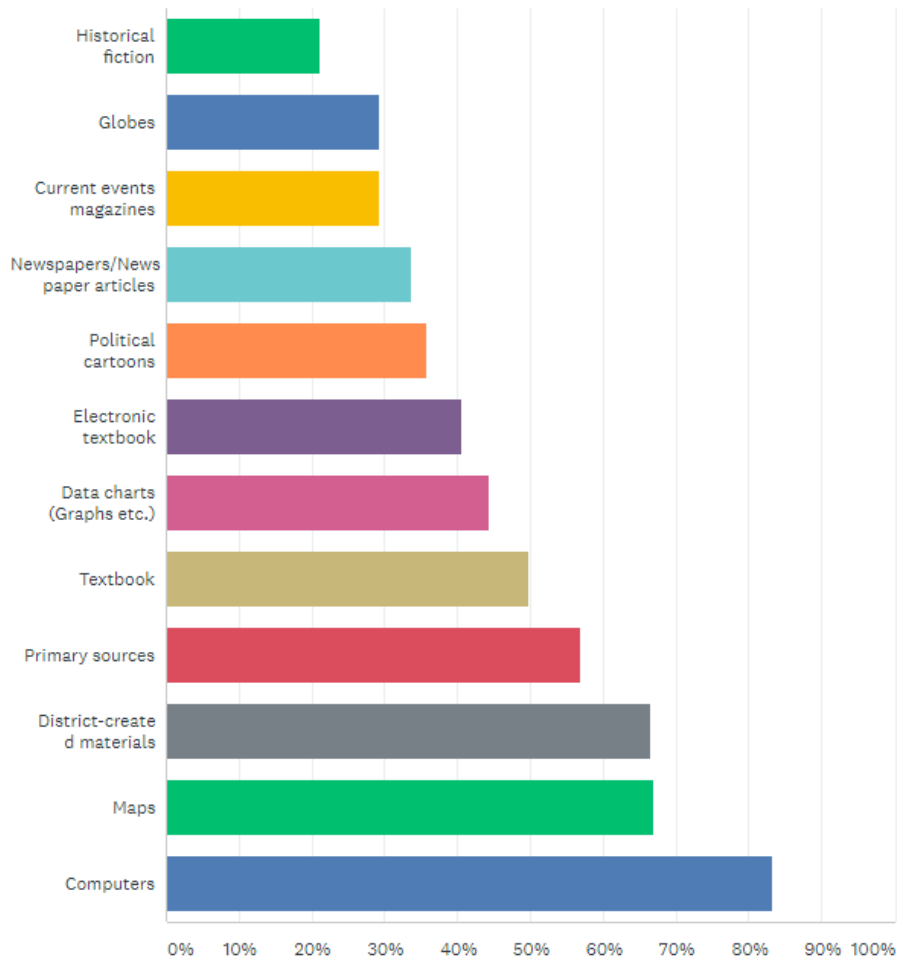
Are an adequate number and type of resources available for instruction in your social studies classrooms?



Answer Choices	Percentage	Responses
Yes	62.14%	2,188
No	37.86%	1,333
	<b>Answered</b>	<b>3,521</b>

**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 2019. Fewer than half reported that data charts, newspaper articles, current event magazines, and political cartoons were used regularly in instruction. A slight majority (57%) of respondents indicated that primary sources were used in as instructional resources regularly.

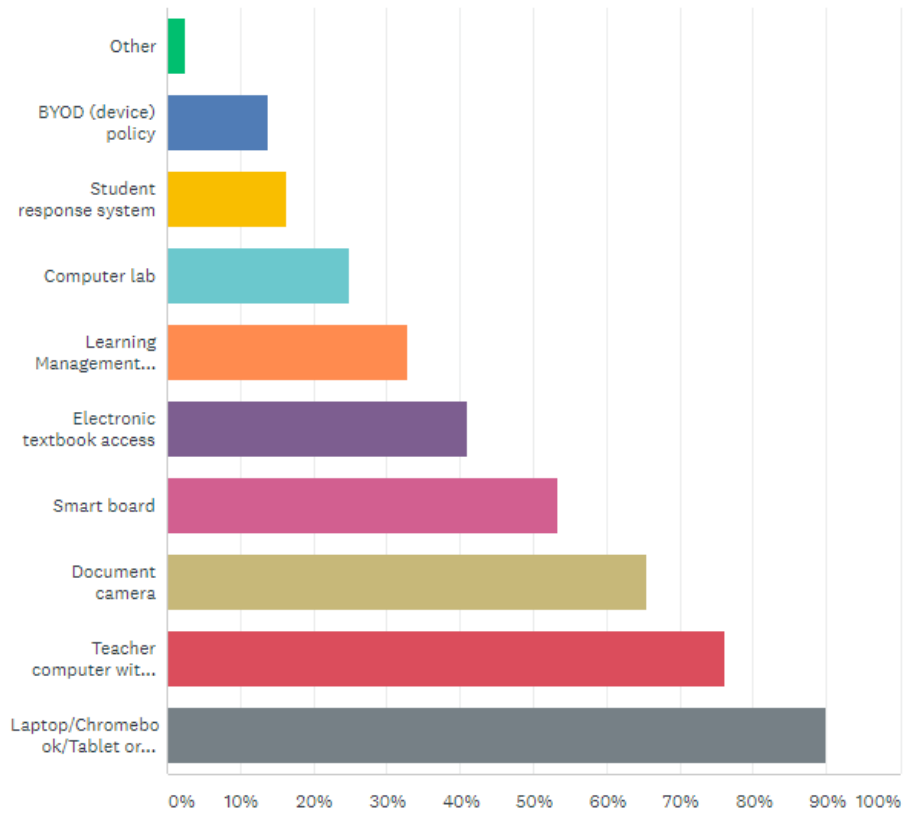


Answer Choices	Percentage	Responses
Historical fiction	21.18%	746
Globes	29.27%	1,031
Current events magazine	29.39%	1,035
Newspapers/newspaper articles	33.67%	1,186
Political cartoons	35.80%	1,261
Electronic textbook	40.52%	1,427
Data charts (graphs, etc.)	44.26%	1,559
Textbook	49.77%	1,753
Primary sources	56.93%	2,005
District-created materials	66.47%	2,341
Maps	66.87%	2,355
Computers	83.33%	2,935
<b>Answered</b>		<b>3,522</b>

## Instructional Technology: All Levels

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

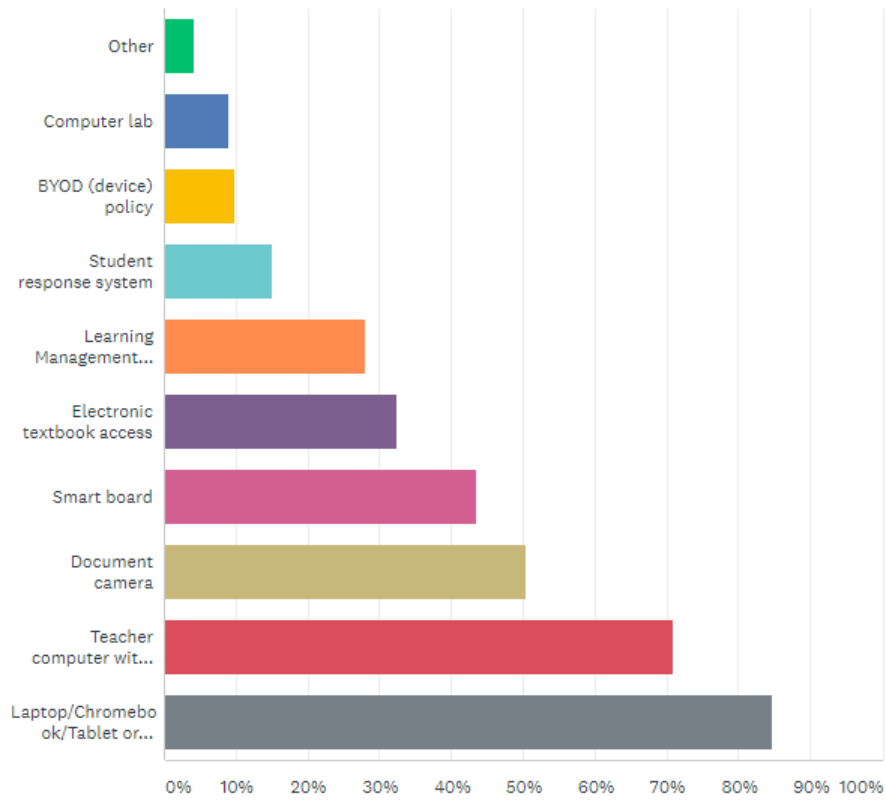
Consistent with data from 2019, teacher computers (76%) and laptops (90%) are the most frequently available types of technology for social studies instruction.



Answer Choices	Percentage	Responses
Other	2.58%	91
BYOD (device) policy	13.81%	487
Student response system	16.33%	576
Computer Lab	24.95%	880
Learning Management System (LMS)	32.86%	1,159
Electronic textbook access	41.05%	1,448
Smart board	53.36%	1,882
Document camera	65.38%	2,306
Teacher computer with projector	76.18%	2,687
Laptop/Chromebook/Tablet or other electronic device for students	89.99%	3,174
	<b>Answered</b>	<b>3,527</b>

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

Consistent with the 2019 responses, student laptops and teacher computers are the most common forms of technology used for social studies instruction.

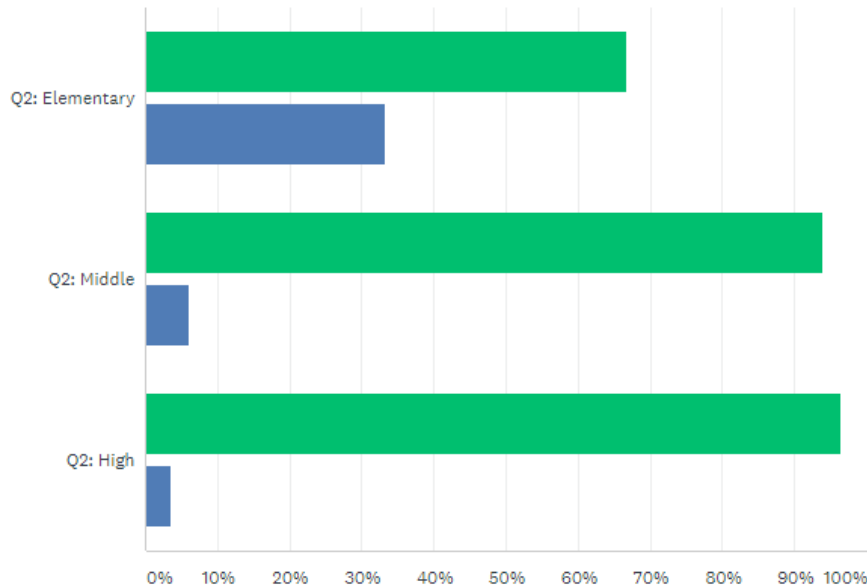


Answer Choices	Percentage	Responses
Other	4.26%	150
Computer Lab	9.09%	320
BYOD (device policy)	9.86%	347
Student response system	15.00%	528
Learning Management System	28.00%	986
Electronic textbook access	32.52%	1,145
Smart board	43.48%	1,531
Document camera	50.36%	1,773
Teacher computer with projector	70.92%	2,497
Laptop/Chromebook/Tablet or other electronic device for students	84.69%	2,982
<b>Answered</b>		<b>3,521</b>

# Professional Development

## Is social studies professional development available to you? Teacher Respondents

While still fewer than the secondary level an increased number of elementary teachers indicated that social studies professional development available to them in 2020 (46% in 2019 and 67% in 2020). In contrast, 94% of the middle school respondents and 97% of the high school respondents indicated professional development is available to them.

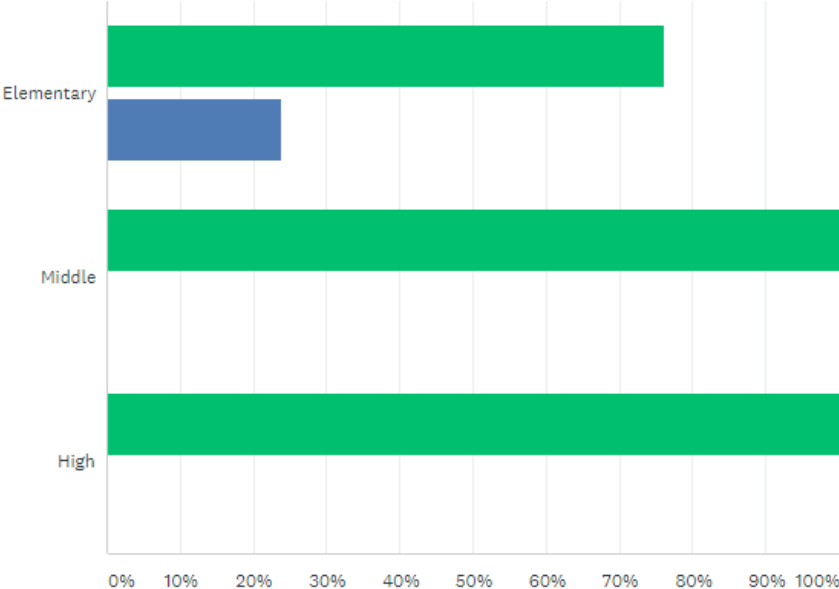


	Yes		No		Total	
	Percentage	Responses	Percentage	Responses	Percentage	Responses
Elementary	66.68%	1,349	33.32%	674	57.64%	2,023
Middle	93.96%	700	6.04%	45	21.23%	745
High	96.50%	716	3.50%	26	21.14%	742
Total		2,765		745		
					<b>Answered</b>	<b>3,510</b>



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

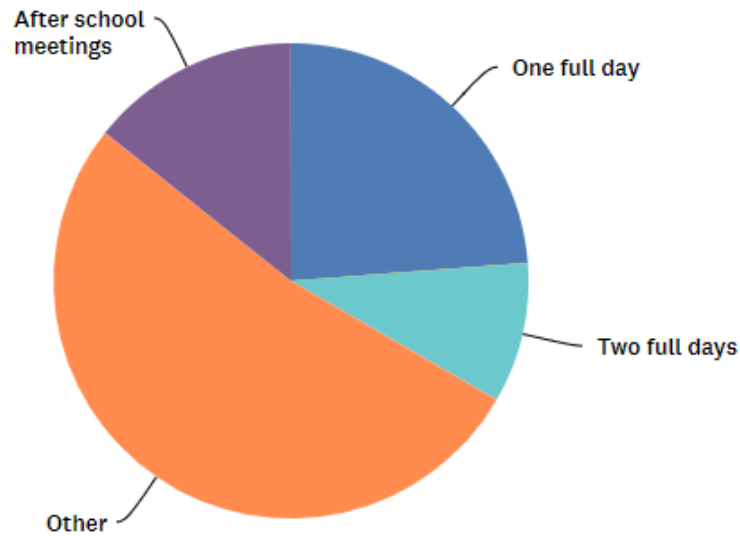
Supervisor respondent data indicates that there are fewer social studies specific professional development opportunities for the elementary level.



	Yes		No		Total Responses
	Percentage	Responses	Percentage	Responses	
Elementary	76.19%	14	23.81%	5	21
Middle	100%	18	0.00%	0	21
High	100%	18	0.00%	0	21
				<b>Answered</b>	<b>21</b>

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

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 either “other” and did not select half days, none, or after school meetings.

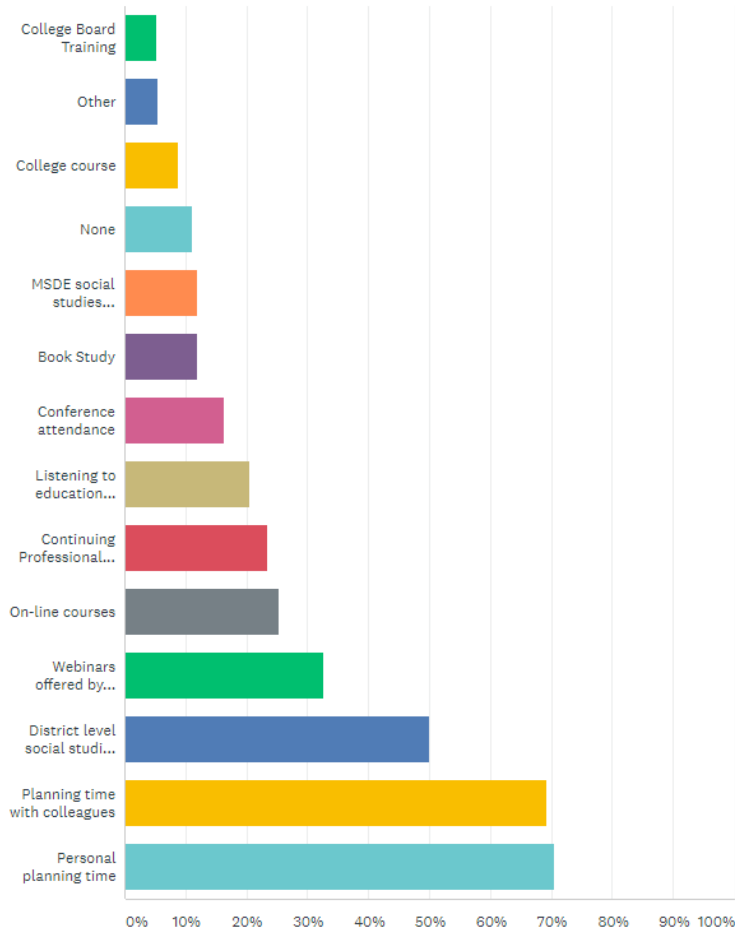


Answer Choices	Percentage	Responses
One half day	0.00%	0
One full day	23.81%	5
Two half days	0.00%	0
Two full days	9.52%	2
After School meetings	14.29%	3
None	0.00%	0
Other	52.38%	11
<b>Answered</b>		<b>21</b>

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

Similar to 2019, 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
College Board Training	5.15%	180
Other	5.49%	192
College course	8.86%	310
None	11.01%	385
MSDE social studies professional development	11.84%	414
Book study	11.90%	416
Conference attendance	16.39%	573
Listening to education and/or social studies related podcasts	20.45%	715
Continuing Professional Development (CPD) course	23.45%	820
Online courses	25.28%	884
Webinars offered by MSDE, your local district, or another social studies organization	32.69%	1,143
District level social studies professional development	50.07%	1,751
Planning time with colleagues	69.35%	2,425
Personal planning time	70.60%	2,469
<b>Answered</b>		<b>3,497</b>

## 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

<b>Local School System</b>	<b>Number of teachers that are elementary certified (Grades 1 – 6)</b>	<b>Number teachers that are middle school certified (Grades 4 –9)</b>	<b>Number of teachers that are secondary certified (Grades 7 – 12)</b>
Allegany	No Data Reported	No Data Reported	No Data Reported
Anne Arundel	35	119	119
Baltimore City	101	5	49
Baltimore County	29	213	180
Calvert	16	19	16
Caroline	3	2	7
Carroll	4	22	33
Cecil	15	4	22
Charles	4	8	28
Dorchester	3	7	5
Frederick	7	2	66
Garrett	2	1	6
Harford	15	6	56
Howard	No Data Reported	No Data Reported	No Data Reported
Kent	No Data Reported	No Data Reported	No Data Reported
Montgomery	0	91	222
Prince George's	64	10	90
Queen Anne's	8	4	10
Somerset	2	3	3
St. Mary's	3	0	17
Talbot	6	4	6
Washington	15	22	32
Wicomico	5	26	22
Worcester	26	10	7

**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)**

<b>Local School System</b>	<b>Middle School Sections</b>	<b>High School Sections</b>
Allegany	No Data Reported	No Data Reported
Anne Arundel	21	7
Baltimore City	96	52
Baltimore County	61	109
Calvert	15	13
Caroline	2	0
Carroll	2	0
Cecil	0	0
Charles	11	6
Dorchester	4	0
Frederick	0	2
Garrett	0	0
Harford	0	0
Howard	No Data Reported	No Data Reported
Kent	No Data Reported	No Data Reported
Montgomery	1	134
Prince George's	447	1114
Queen Anne's	0	0
Somerset	0	0
St. Mary's	1	0
Talbot	0	0
Washington	1	0
Wicomico	0	0
Worcester	0	0