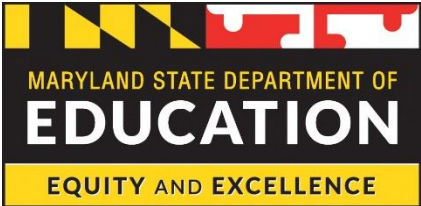


Report on the 2021 Survey of Social Studies Teachers and Supervisors

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Executive Summary

Pursuant to House Bill 1227: Education-Core Content Areas Accountability Program, this report overviews the results of the social studies subsection of the 2021 Annual Social Studies and Science Teacher Survey. The 2021 survey is consistent with the 2020 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.

The majority of elementary teacher respondents reported that social studies is taught in an integrated school schedule by teachers responsible for multiple subject areas (82%), versus a departmentalized schedule (18%) with teachers assigned to teach both science and social studies. Of those in departmentalized schedules 62% indicated that they taught either grade 4 or 5, with 38% teaching grades PreK–3.

Responses suggest that integration of social studies and English Language Arts (ELA) is fractured in some classrooms. A healthy integration would include the teaching of the identified state standards in social studies. Social studies related content was mostly used to support English Language Arts instruction (ELA) in 32% of integrated schedules and 34% of departmentalized schedules. More than half (52%) of teachers in departmentalized school schedules indicated that they mostly taught social studies using the identified state standards in social studies, as opposed to only 35% of teachers in integrated school schedules.

In both integrated and departmentalized school schedules, teachers reported that short writing tasks were used more frequently over other social studies writing skills of formulation of thesis statements, extended writing, and using evidence to support an argument. More teachers in departmentalized school schedules indicated that they regularly have students practice using text-based evidence to support an argument (67% and 53% respectively).

Instructional time for social studies at the elementary level is inconsistent across local education agencies. Fewer elementary respondents who work in integrated school schedules indicated that they provide daily social studies instruction than those who work in departmentalized schedules (26% and 36% respectively). All others ranged in the number of days students were offered social studies instruction from never to four days a week.

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. The majority of all respondents indicated that computers were available and used regularly for instructional purposes. Elementary teachers in departmentalized schedules reported using primary sources more regularly than teachers in integrated schedules (44% and 27% respectively).

The survey indicates that the most frequent type of professional development in social studies is individual teacher planning time followed by planning with colleagues. Middle school teachers had more frequently attended district level professional development in social studies (77%) than high school and elementary respondents (73% and 41% respectively). Social Studies Supervisor participants indicate that 100% offer social studies specific professional development on the secondary level, and 90% offer it on the elementary level.

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Introduction

House Bill 1227: Education-Core Content Areas Accountability Program requires the Maryland State Department of Education (MSDE) to conduct a survey of public schools and public school teachers annually to measure the amount of instructional time spent on social studies and science instruction in elementary school; the availability and use of appropriate instructional resources and teaching technology in social studies and science classrooms; the availability and use of appropriate professional development for social studies and science teachers; and the number of secondary school social studies and science classes that are taught by teachers who are certified and not certified in the subject being taught.

Annually since 2012, elementary, middle, and high school teachers of science and social studies have been invited to respond to these surveys. Traditionally, separate surveys for science and social studies were designed and promulgated. Whereas middle school and high school teachers generally teach *either* social studies or science, elementary teachers frequently teach both subjects. This meant that in the past, elementary teachers often confronted requests to complete two separate surveys. To reduce burden, the MSDE Office of Social Studies and Office of Science collaborated to produce a single survey in 2021. The survey was administered via Survey Monkey between October 4 and November 5, 2021, and routed respondents only to questions relevant to respondents' current teaching assignment. This revised format meant that elementary teachers received a request to complete only a single survey; middle and high school teachers saw no change to their requests.

An annual survey has also been distributed to content area supervisors in Social Studies and Science since 2012. The supervisor survey has traditionally asked supervisors to report information on professional learning and certification of teachers. In a further effort to reduce burden on school system personnel, the MSDE Office of Social Studies and Office of Science redesigned the annual Social Studies and Science Supervisor survey to eliminate the requirement for supervisors to compile teachers' certification information. As an alternative in 2021, the MSDE Office of Social Studies and Office of Science partnered with the MSDE Office of Accountability to compile and report information on teacher certification.

As shown in Figure 1, and the corresponding Table 1, there were 4,512 total responses to the teacher survey. Respondents represented each of the 24 LEAs in the state. There were 2,077 responses from elementary teachers; 1,207 responses from middle school teachers; and 1,228 responses from high school teachers in total. Survey respondents were permitted to skip questions within the survey. Thus, the number of responses to questions may vary.

The Social Studies Supervisor survey also collected information from each of the 24 LSS. There were 26 responses to the Social Studies Supervisor survey. The responses being greater than 24 reflect the varying number of the content staff in the LEAs for social studies.

Respondents

Figure 1

Grade Level of Primary Teaching Assignment

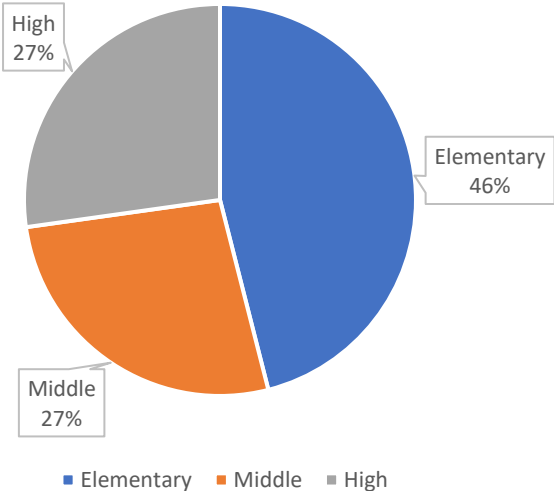


Table 1

Grade Level of Primary Teaching Assignment

Grade Level	Response Percent	Responses
Elementary	46.0%	2,077
Middle	26.7%	1,207
High	27.2%	1,228
	Total	4,512

Elementary Instruction Overview of Respondents

Grade Band of Science and Social Studies Respondents

The majority (70%) of respondents indicated that they were assigned to a Prek – 3 grade level.

Figure 2

Grade Band Respondents

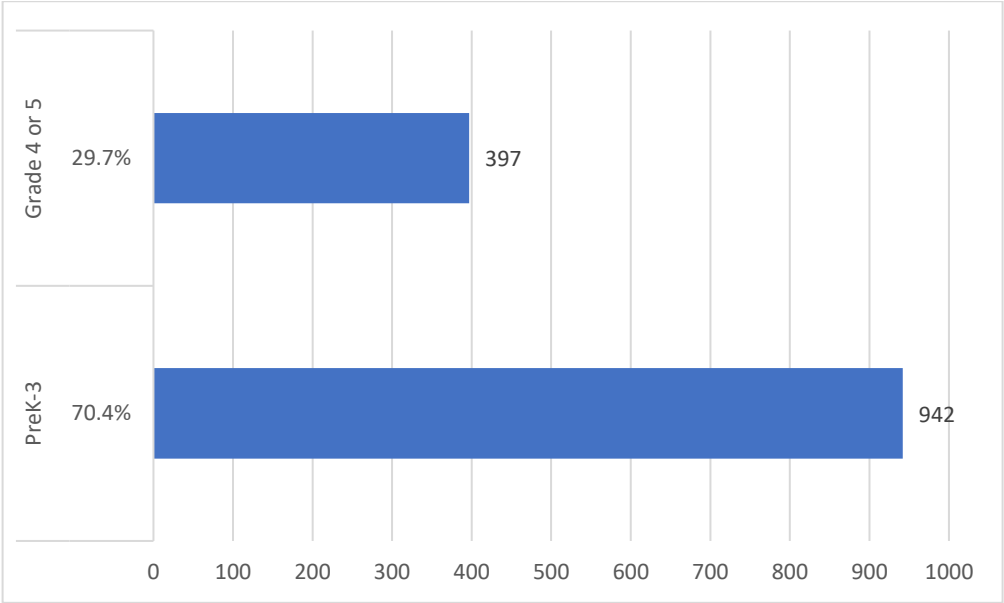


Table 2

Grade Band Respondents

Grade Band	Response Percent	Responses
PreK-3	70.4%	942
Grade 4 or 5	29.7%	397
	Total	1,339

Teaching Responsibility

The majority (82%) of elementary respondents indicated that they are responsible for teaching both social studies and science content.

Figure 3

Elementary Teaching Responsibility

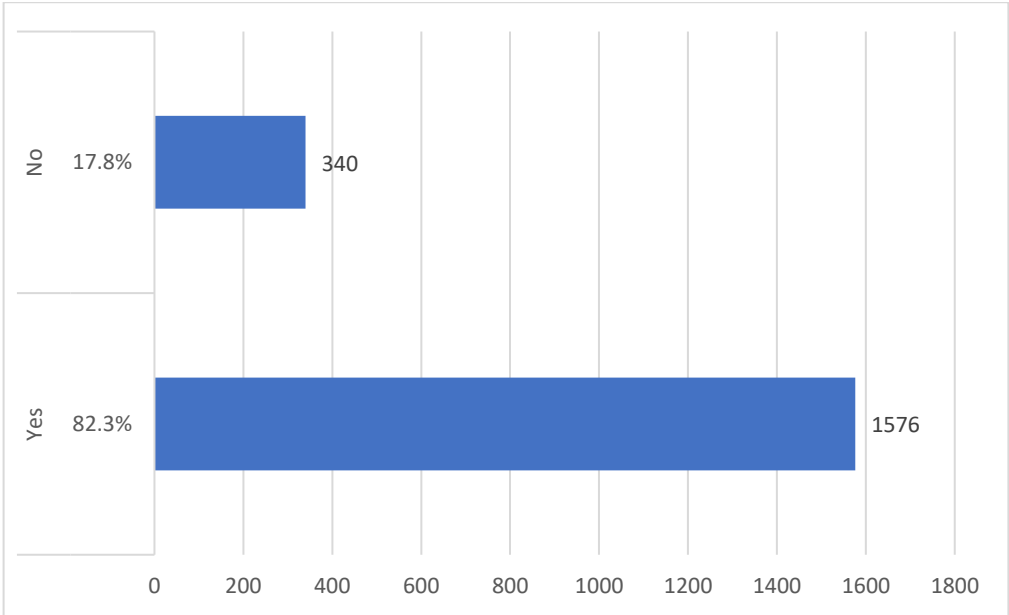


Table 3

Elementary Teaching Responsibility

In your current teaching assignment, are you responsible for teaching students in both Social Studies and Science content?	Response Percent	Responses
Yes	82.3%	1576
No	17.8%	340
	Total	1916

Primary Teaching Assignment

Half of the elementary respondents (50%) indicated that they were assigned to science, while the remaining half were divided between social studies (39%) and neither (11%).

Figure 4

Elementary Primary Teaching Assignment

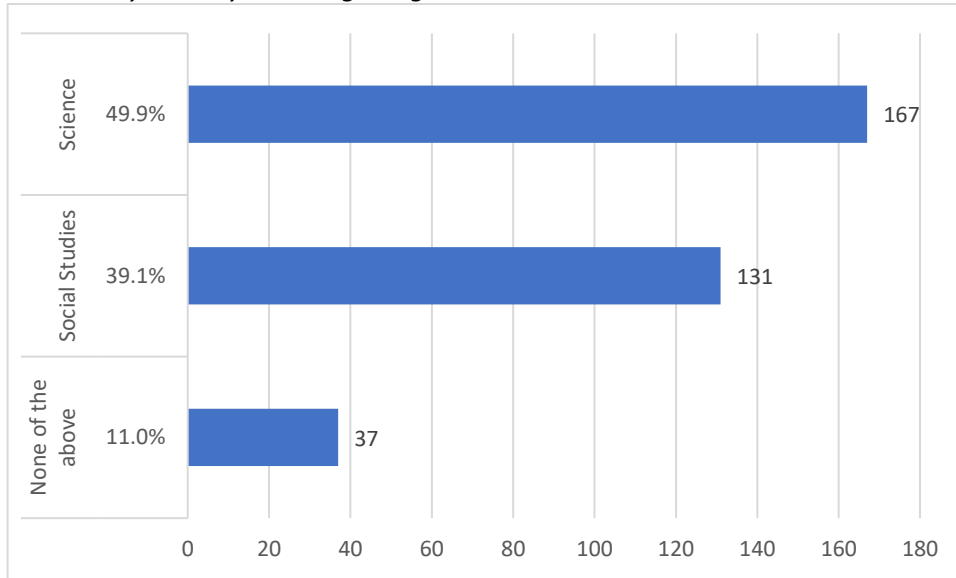


Table 4

Elementary Primary Teaching Assignment

Select the subject that is included in your primary teaching assignment.	Response Percent	Responses
None of the above	11.0%	37
Social Studies	39.1%	131
Science	49.9%	167

Grade Band of Respondents from Departmentalized Schedules

The majority (62%) of respondents who identified social studies as their primary teaching responsibility and as working in departmentalized school schedules indicated that they teach in grades 4 or 5.

Figure 5

Grade Band of Departmentalized Respondents

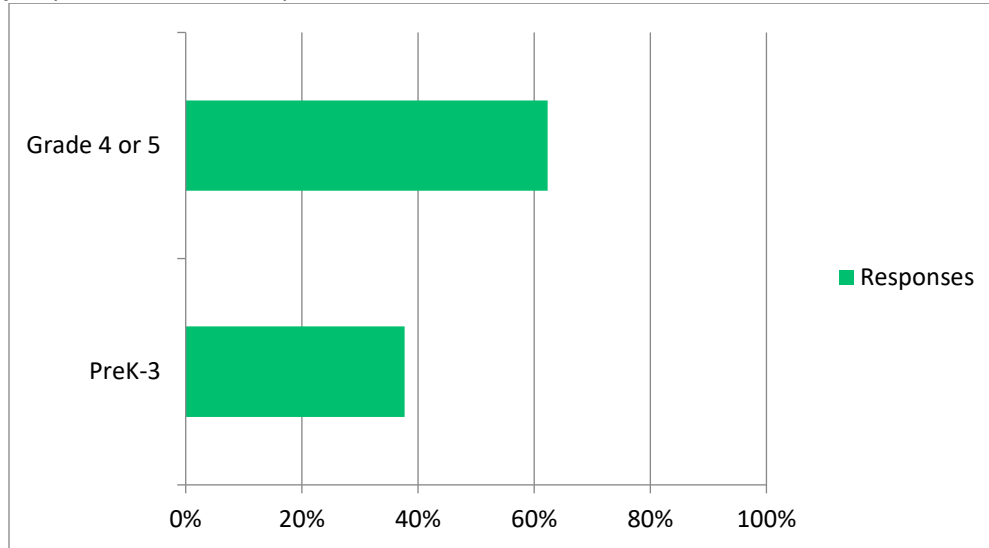


Table 5

Elementary Primary Teaching Assignment

In which grade band do you teach?	Response Percent	Responses
PreK-3	37.7%	46
Grade 4 or 5	62.3%	76
	Total	122

Instructional Time: Elementary

Frequency of Social Studies Instruction – Integrated School Schedules

The frequency of social studies instruction across the state varied among survey respondents who identified as working in an integrated school schedule. A third (30%) of respondents indicated that they teach social studies three days a week, fewer indicated two days a week and everyday (26% each), while fewer indicated one day a week (4%) or never.

Figure 6

Frequency of Instruction in Integrated School Schedules

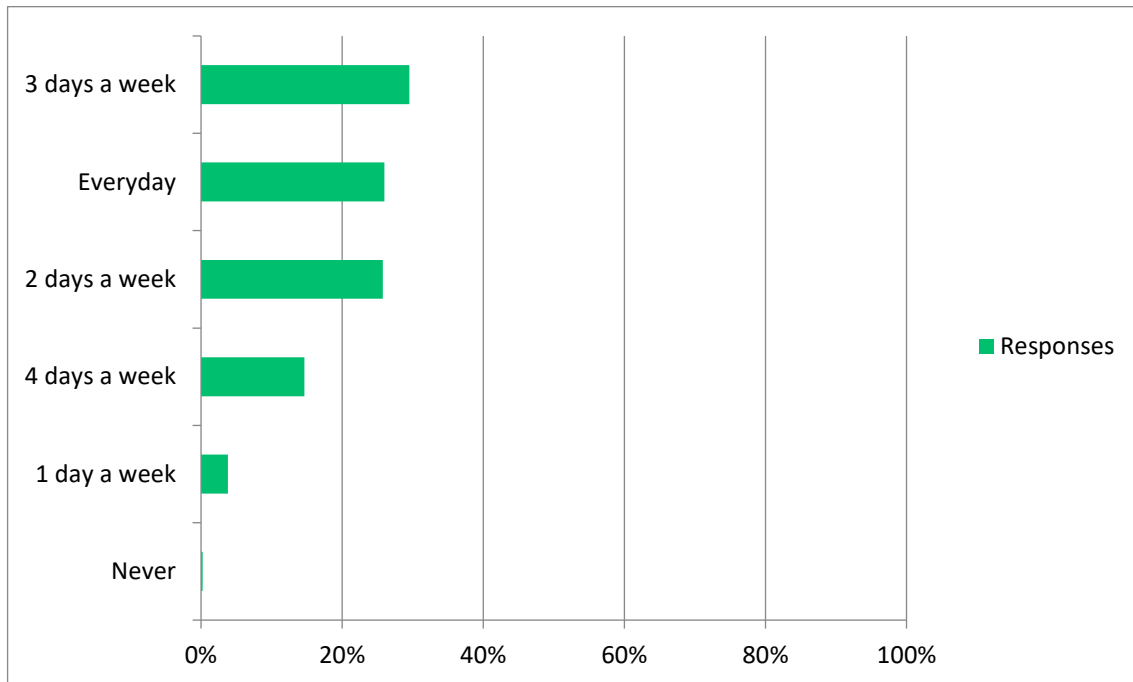


Table 6

Frequency of Instruction in Integrated School Schedules

Approximately how often do you teach social studies throughout the year?	Response Percent	Responses
Never	0.2%	3
1 day a week	3.8%	51
4 days a week	14.7%	195
2 days a week	25.8%	343
Everyday	26.0%	346
3 days a week	29.5%	393
	Total	1331

Frequency of Social Studies Instruction – Departmentalized School Schedules

Similar to respondents from integrated school schedules, the frequency of social studies instruction among survey respondents varied significantly. Different from the integrated respondents was that most of the departmentalized school schedule respondents indicated that they teach social studies everyday (36%). All other categories varied in similar proportions to those in integrated schedules.

Figure 7

Frequency of Instruction in Departmentalized School Schedules

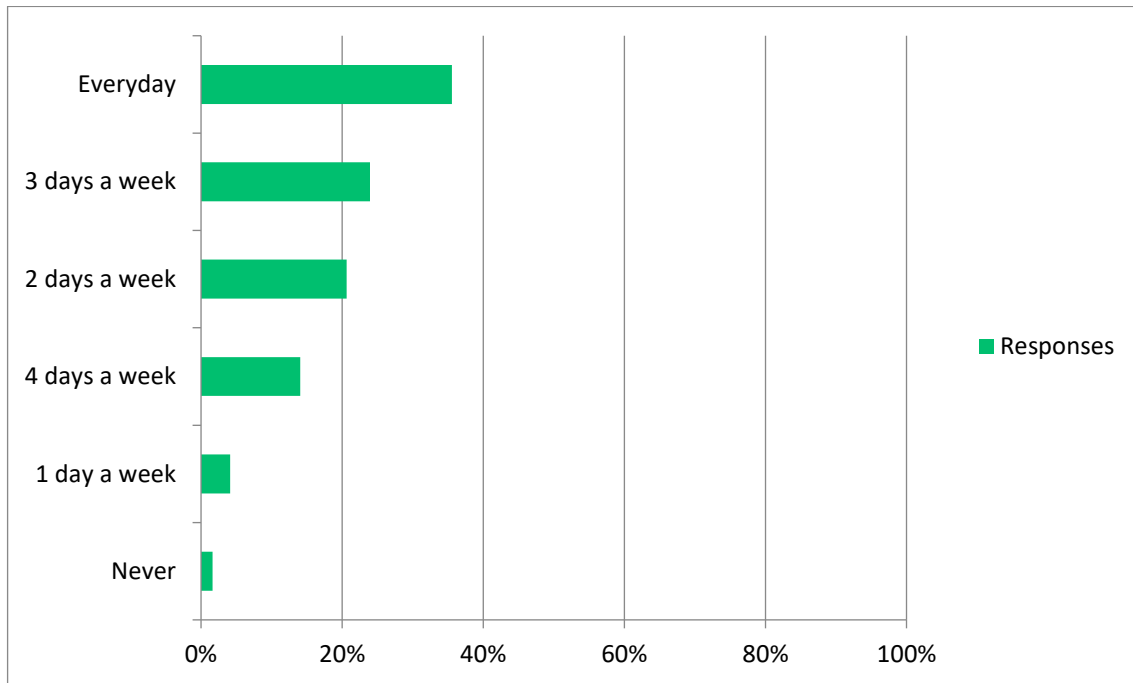


Table 7

Frequency of Instruction in Departmentalized School Schedules

Approximately how often do you teach social studies throughout the year?	Response Percent	Responses
Never	1.7%	2
1 day a week	4.1%	5
4 days a week	14.1%	17
2 days a week	20.7%	25
3 days a week	24.0%	29
Everyday	35.5%	43
	Total	121

Daily Social Studies Instructional Time – Integrated School Schedules

The majority (67%) of respondents indicated that they spend 30 – 60 minutes on dedicated social studies instruction when it is taught. Fewer respondents indicated less than 30 minutes (30%) and small minority of respondents (3%) indicated over sixty minutes.

Figure 8

Daily Time Dedicated to Social Studies in Instruction Integrated Schedule

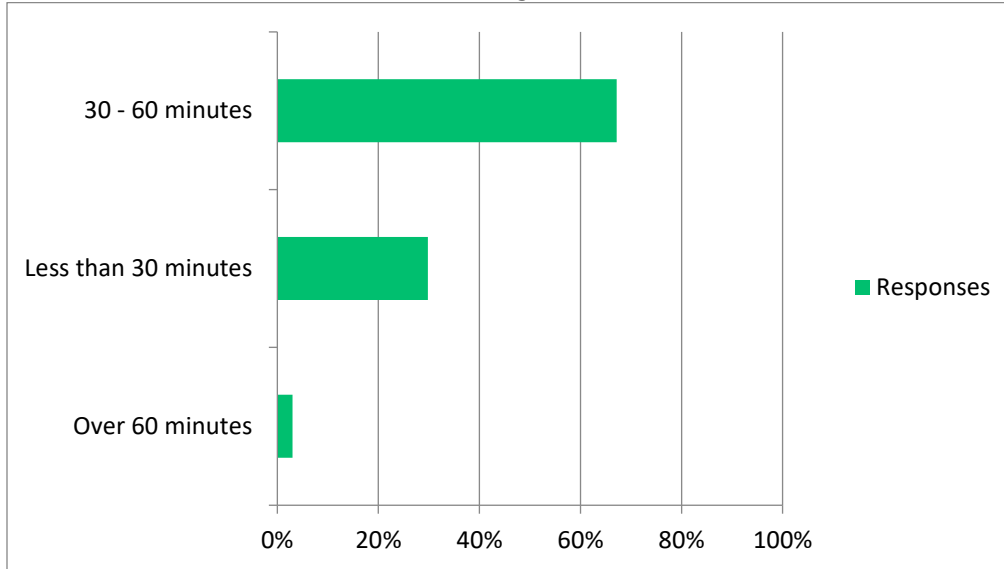


Table 8

Daily Time Dedicated to Social Studies in Instruction Integrated Schedule

When taught, how much time do you dedicate to social studies per day?	Response Percent	Responses
Over 60 minutes	3.0%	40
Less than 30 minutes	29.8%	399
30 - 60 minutes	67.2%	899
	Total	1338

Daily Social Studies Instructional Time – Departmentalized School Schedules

The majority (55%) of respondents indicated that they spend 30 – 60 minutes on dedicated social studies instruction when it is taught. Fewer respondents indicated less than 30 minutes (44%) and one respondent indicated over sixty minutes.

Figure 9

Daily Time Dedicated to Social Studies in Instruction Departmentalized Schedule

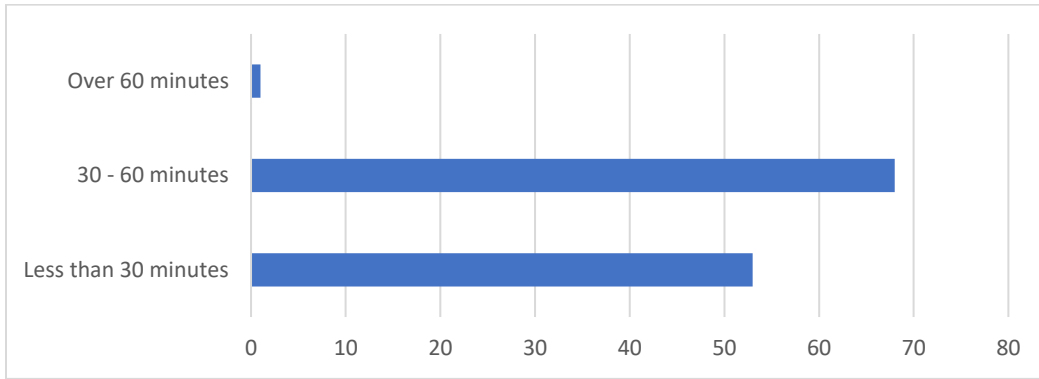


Table 9

Daily Time Dedicated to Social Studies in Instruction Departmentalized Schedule

When taught, how much time do you dedicate to social studies per day?	Response Percent	Responses
Less than 30 minutes	43.4%	53
30 - 60 minutes	55.7%	68
Over 60 minutes	0.8%	1
	Total	122

Instructional Time: Middle School

Frequency of Social Studies Instruction – Middle School

Most respondents (98%) indicated that students are receiving three or more hours of social studies instruction each week. This is 24% higher than 2020 in which 74% of respondents indicated 3 or more hours of instruction per week.

Figure 10

Weekly Instructional Hours Middle School

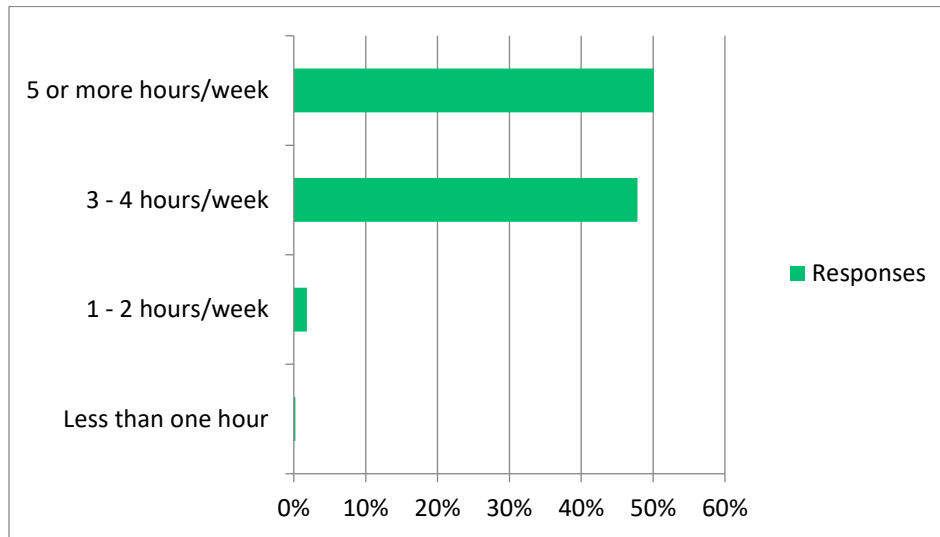


Table 10

Weekly Instructional Hours Middle School

When taught, how much time do you dedicate to social studies per day?	Percent Response	Response
Less than one hour	0.2%	1
1 - 2 hours/week	1.8%	8
3 - 4 hours/week	47.8%	210
5 or more hours/week	50.1%	220
	Total	439

Instructional Time: High School

Frequency of Social Studies Instruction – High School

Most respondents (96%) indicated that students are receiving three or more hours of social studies instruction each week. This is 25% higher than 2020 in which 71% of respondents indicated 3 or more hours of instruction per week.

Figure 11

Weekly Instructional Hours High School

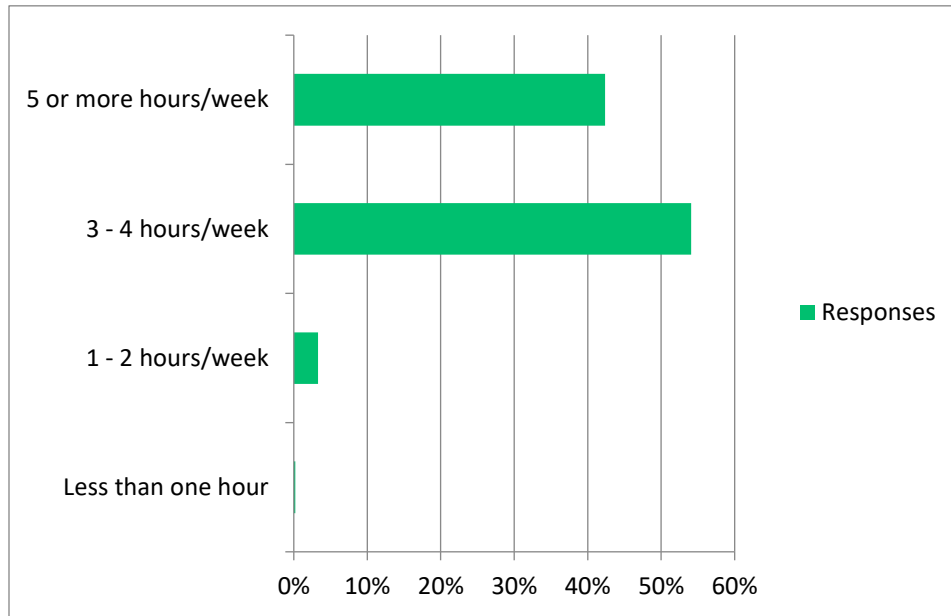


Table 11

Weekly Instructional Hours High School

When taught, how much time do you dedicate to social studies per day?	Percent Response	Response
Less than one hour	0.2%	1
1 - 2 hours/week	3.3%	15
3 - 4 hours/week	54.1%	245
5 or more hours/week	42.3%	192
	Total	453

Disciplinary Literacy: Elementary

Instruction: Disciplinary Literacy in Elementary Social Studies in Integrated School Schedules

When ranked by participants from integrated school schedules, the total score for teaching social studies standards (2.24) was greater than that of using social studies content for reading instruction (2.16) and teaching social studies skills and processes (1.78).

Figure 12

Disciplinary Literacy Integrated School Schedule

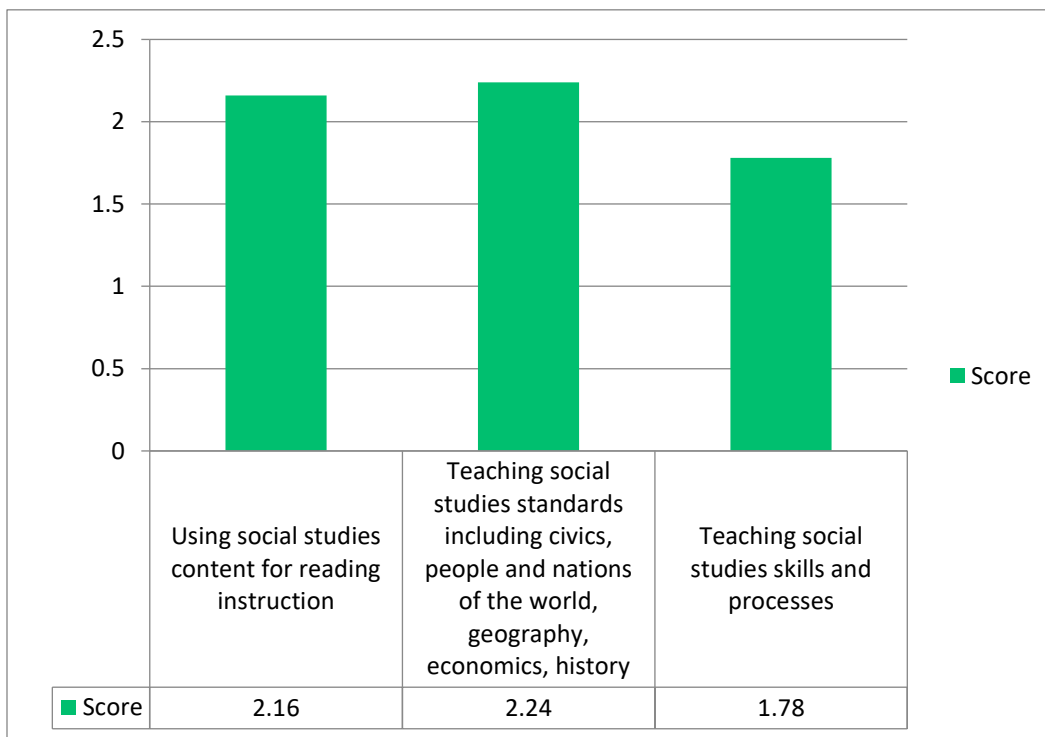


Table 12

Disciplinary Literacy Integrated School Schedule

How do you teach social studies in your integrated ELA block?	1	2	3	N/A
Using social studies content for reading instruction	32.4%	23.2%	20.0%	24.5%
Teaching social studies including civics, peoples and nations of the world, geography, economics, and history	35.8%	27.9%	16.1%	20.9%
Teaching social studies skills and processes	15.6%	31.2%	33.2%	20.0%

Instruction: Disciplinary Literacy in Elementary Social Studies in Departmentalized School Schedules

When ranked by participants from integrated school schedules, the total score for teaching social studies standards (2.34) was greater than that of using social studies content for reading instruction (2.04) and teaching social studies skills and processes (1.7).

Figure 13

Disciplinary Literacy Departmentalized School Schedule

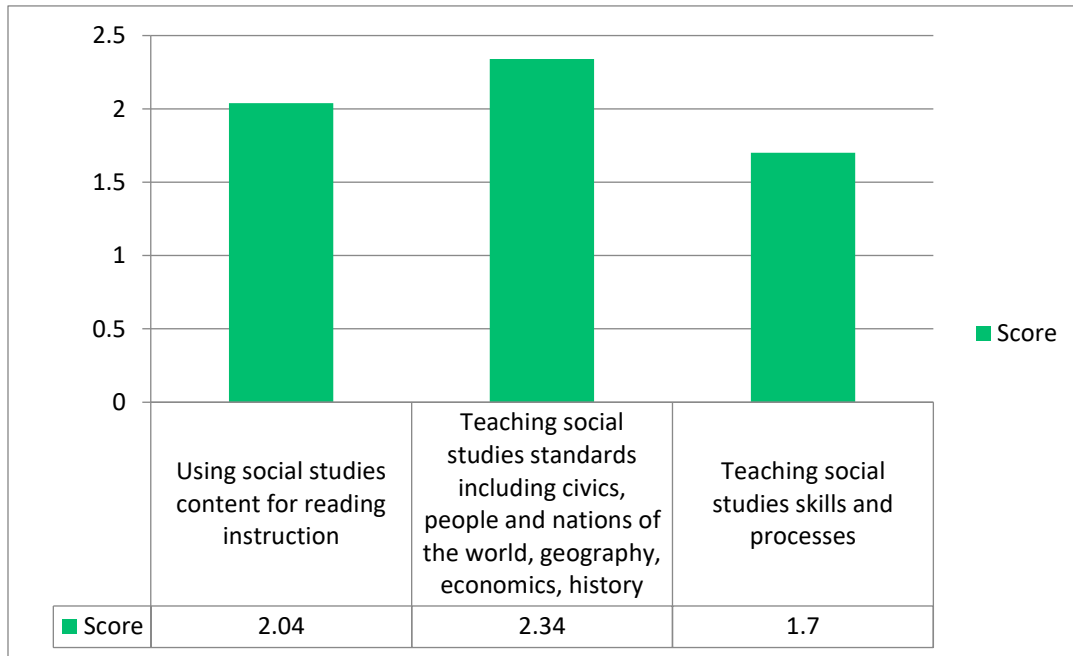


Table 13

Disciplinary Literacy Departmentalized School Schedule

How do you teach social studies in your integrated ELA block?	1	2	3	N/A
Using social studies content for reading instruction	33.9%	24.8%	30.3%	11.0%
Teaching social studies including civics, peoples and nations of the world, geography, economics, and history	51.8%	23.2%	19.6%	5.4%
Teaching social studies skills and processes	11.1%	41.0%	37.6%	10.3%

Instruction: Writing Skills in Elementary Social Studies in Integrated School Schedules

Consistent with the 2020 survey results, responses indicated that the most common writing exercise in elementary social studies instruction is short writing tasks. Research, extended writing, formulating thesis statements, and “other” were the least frequent response for both integrated and departmentalized school schedules.

Figure 14

Writing Skills - Integrated Schedules

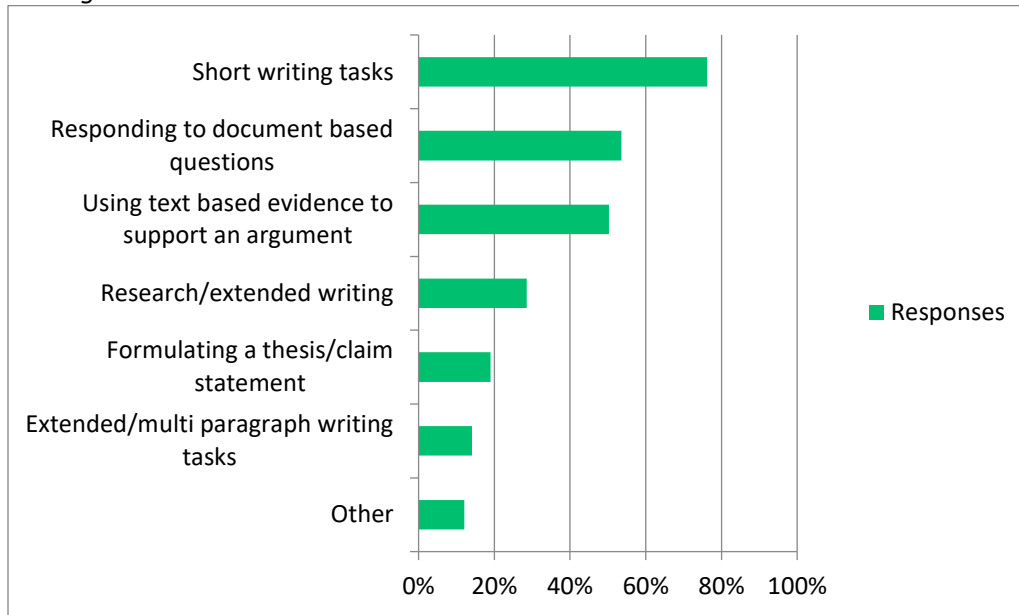


Table 14

Writing Skills - Integrated Schedules

Please select all of the following writing skills that you teach and have students regularly practice during social studies instructional time.	Percent Response	Responses
Short writing tasks	76.2%	999
Responding to document based questions	53.6%	703
Using text based evidence to support an argument	50.3%	659
Research/extended writing	28.6%	375
Formulating a thesis/claim statement	19.0%	249
Extended/multi paragraph writing tasks	14.1%	185
Other	12.1%	158
	Total	1311

Figure 15

Writing Skills - Departmentalized Schedules

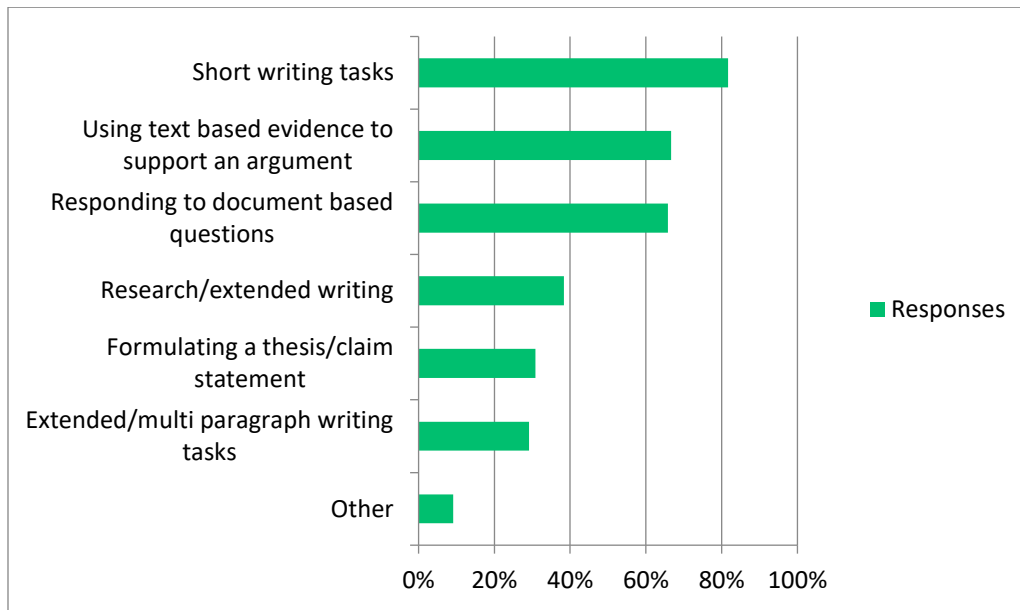


Table 15

Writing Skills - Departmentalized Schedules

Please select all of the following writing skills that you teach and have students regularly practice during social studies instructional time.	Percent Response	Responses
Other	9.8%	11
Extended/multi paragraph writing tasks	29.2%	35
Formulating a thesis/claim statement	30.8%	37
Research/extended writing	38.3%	46
Responding to document based questions	65.8%	79
Using text based evidence to support an argument	66.7%	80
Short writing tasks	81.7%	98
	Total	120

Instruction: Reading and Document Analysis in Elementary Social Studies in Integrated School Schedules

Consistent with the 2020 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 (82% in 2021 and 87% in 2020). Annotating sources continues to be the least identified skill being taught and practiced in social studies courses. Less than half of respondents from integrated school schedules indicated that they regularly have students practice sourcing documents including analyzing context, authority, and corroborative value.

Figure 16

Reading and Document Analysis - Integrated Schedules

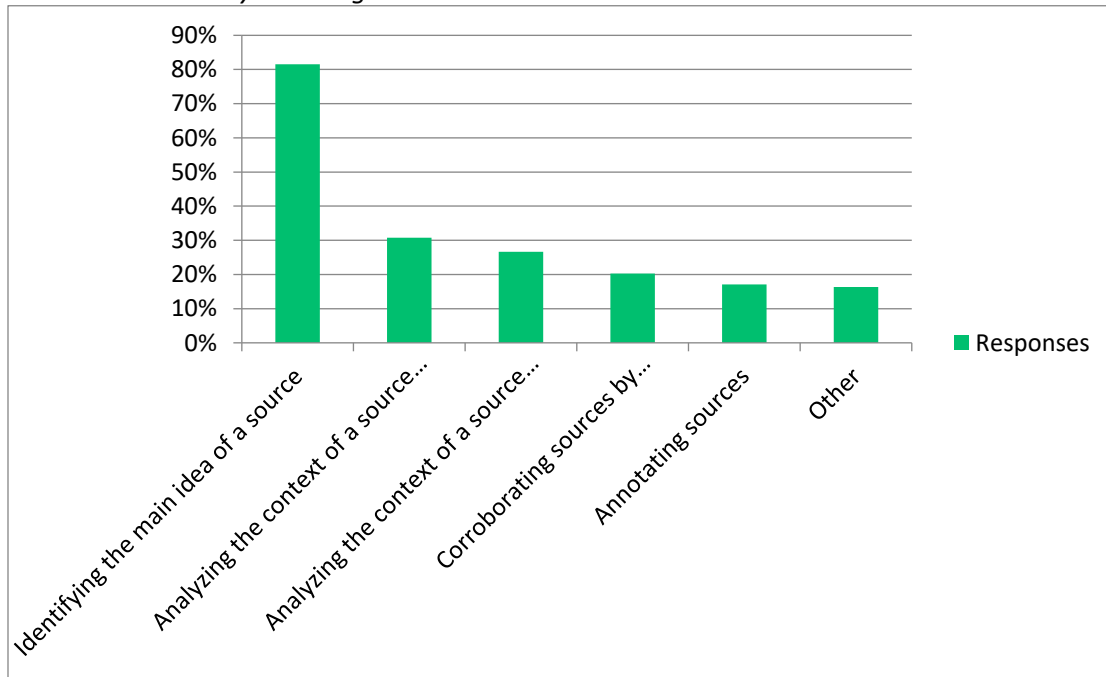


Table 16

Reading and Document Analysis - Integrated Schedules

Please select all of the following reading and document analysis skills that you teach and have students regularly practice in your class.	Percent Response	Response
Identifying the main idea of a source	81.5%	1046
Analyzing the context of a source including the author's background and perspective	30.8%	395
Analyzing the context of a source and how the context influences the message	26.7%	342
Corroborating sources by identifying main areas of agreement and disagreement	20.3%	260
Annotating sources	17.1%	219
Other	16.4%	210
	Total	1283

Instruction: Reading and Document Analysis Skills in Elementary Social Studies in Departmentalized School Schedules

A greater percentage of teacher respondents from departmentalized schedules than integrated schedules indicated that they regularly had students engage in the social studies skills of sourcing documents including analyzing context, authority, and corroborative value.

Figure 17

Reading and Document Analysis Skills - Departmentalized Schedules

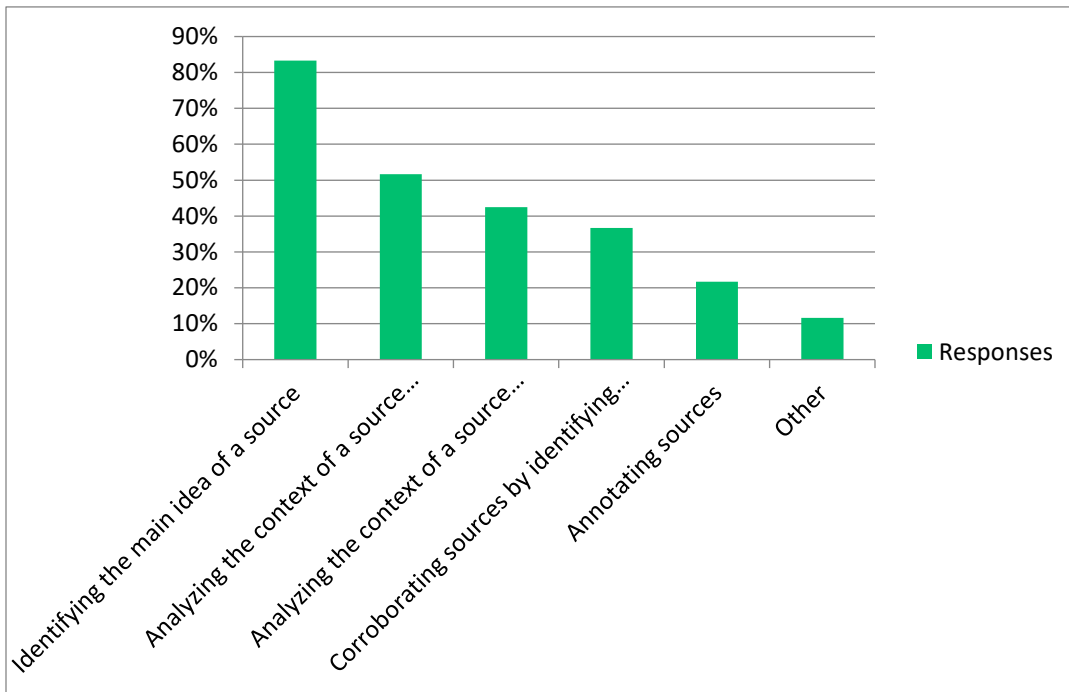


Table 17

Reading and Document Analysis Skills - Departmentalized Schedules

Please select all of the following reading and document analysis skills that you teach and have students regularly practice in your class.	Percent Responses	Responses
Identifying the main idea of a source	83.3%	100
Analyzing the context of a source including the author's background and perspective	51.7%	62
Analyzing the context of a source and how the context influences the message	42.5%	51
Corroborating sources by identifying main areas of agreement and disagreement	36.7%	44
Annotating sources	21.7%	26
Other	11.7%	14
	Total	120

Disciplinary Literacy: Middle School

Instruction: Writing Skills in Middle School Social Studies

A greater percentage of teacher respondents from middle school than elementary school indicated that they regularly had students engage in the social studies skills of sourcing documents including analyzing context, authority, and corroborative value.

Figure 18

Writing Skills in Social Studies – Middle School

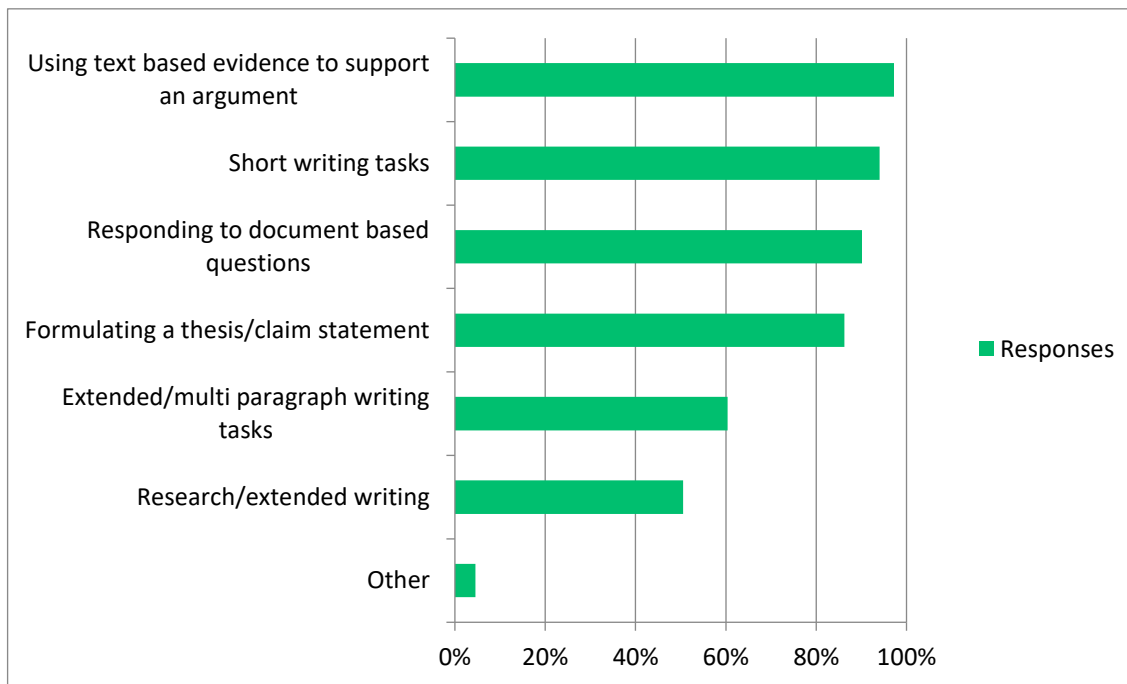


Table 18

Writing Skills in Social Studies – Middle School

Please select all of the following writing skills that you teach and have students regularly practice during social studies instructional time.	Percent Responses	Responses
Other	4.58%	20
Research/extended writing	50.57%	221
Extended/multi paragraph writing tasks	60.41%	264
Formulating a thesis/claim statement	86.27%	377
Responding to document based questions	90.16%	394
Short writing tasks	94.05%	411
Using text based evidence to support an argument	97.25%	425
	Total	437

Instruction: Reading and Document Analysis Skills in Middle School Social Studies

A greater percentage of teacher respondents from high school than middle school and elementary school indicated that they regularly had students engage in the social studies skills of sourcing documents including analyzing context, authority, and corroborative value.

Figure 19

Reading and Document Analysis Skills – Middle School

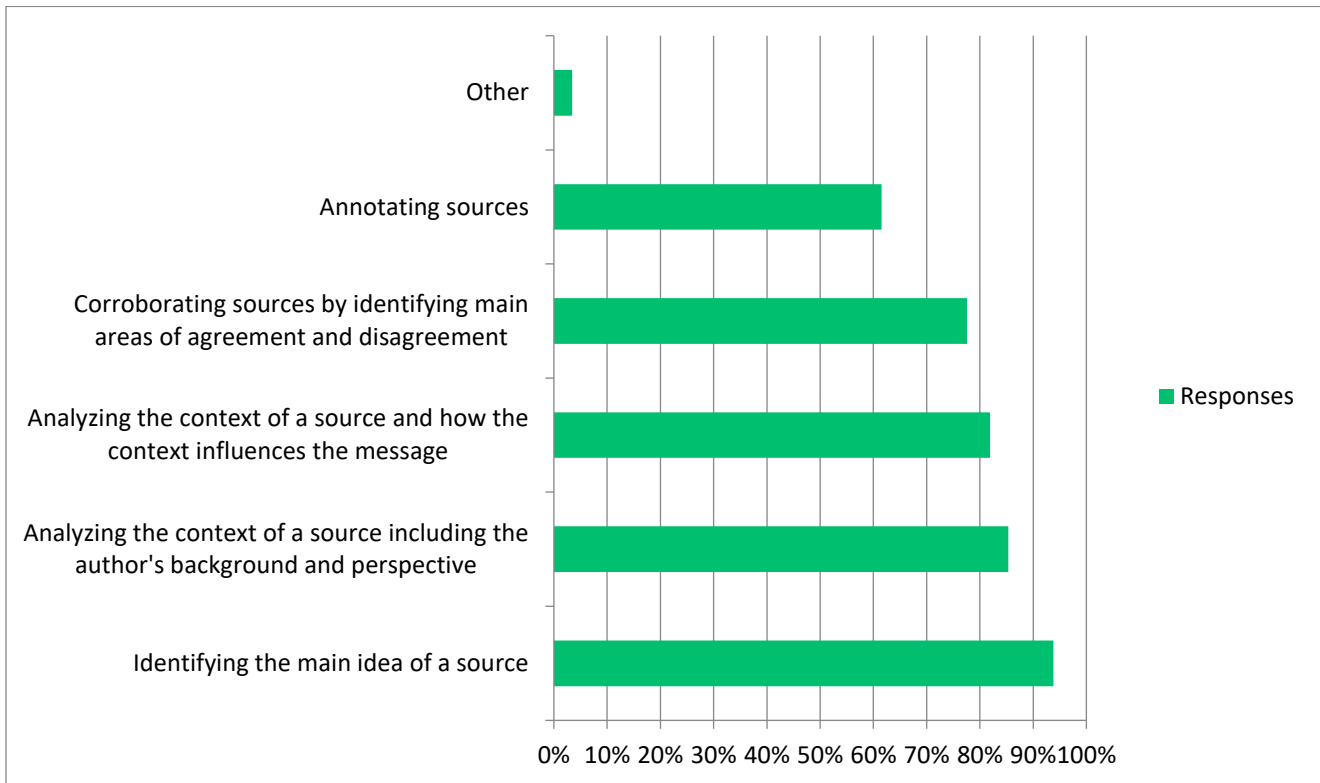


Table 19

Reading and Document Analysis Skills – Middle School

Please select all of the following reading and document analysis skills that you teach and have students regularly practice in your class.	Percent Response	Responses
Identifying the main idea of a source	93.82%	410
Analyzing the context of a source including the author's background and perspective	85.35%	373
Analyzing the context of a source and how the context influences the message	81.92%	358
Corroborating sources by identifying main areas of agreement and disagreement	77.57%	339
Annotating sources	61.56%	269
Other	3.43%	15
	Total	437

Disciplinary Literacy: High School

Instruction: Writing Skills in High School Social Studies

Figure 20

Writing Skills in Social Studies – High School

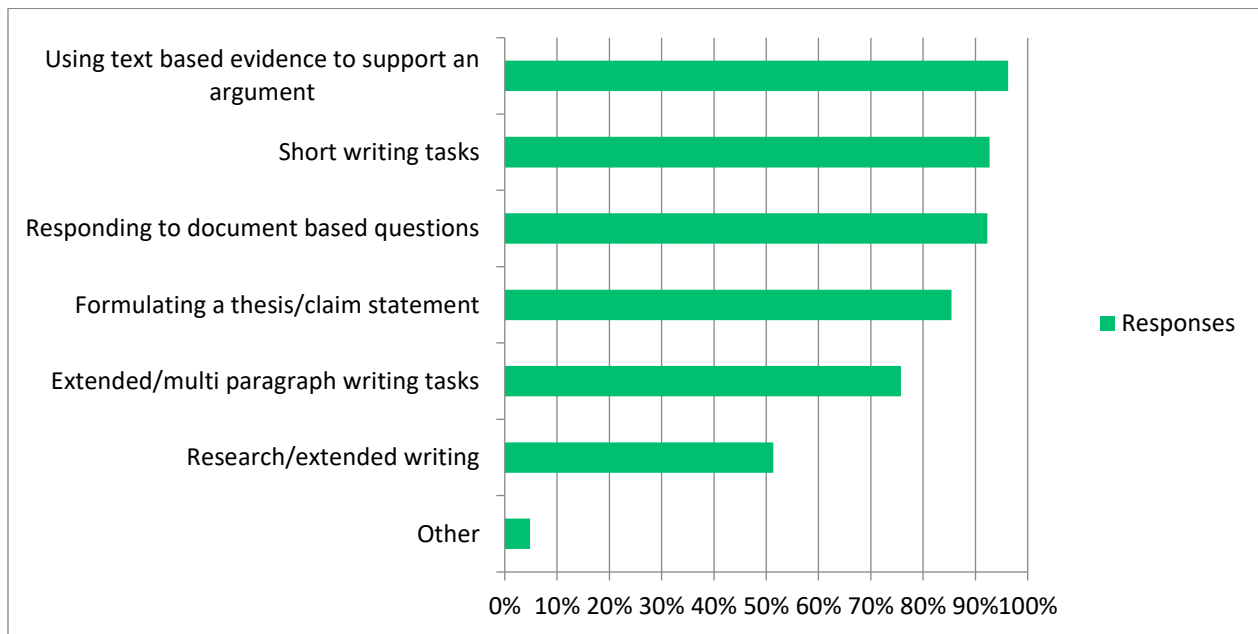


Table 20

Writing Skills in Social Studies – High School

Please select all of the following writing skills that you teach and have students regularly practice during social studies instructional time.	Responses	
	Other	4.85%
Research/extended writing	51.32%	233
Extended/multi paragraph writing tasks	75.77%	344
Formulating a thesis/claim statement	85.46%	388
Responding to document based questions	92.29%	419
Short writing tasks	92.73%	421
Using text based evidence to support an argument	96.26%	437
	Total	454

Figure 21

Reading and Document Analysis Skills – High School

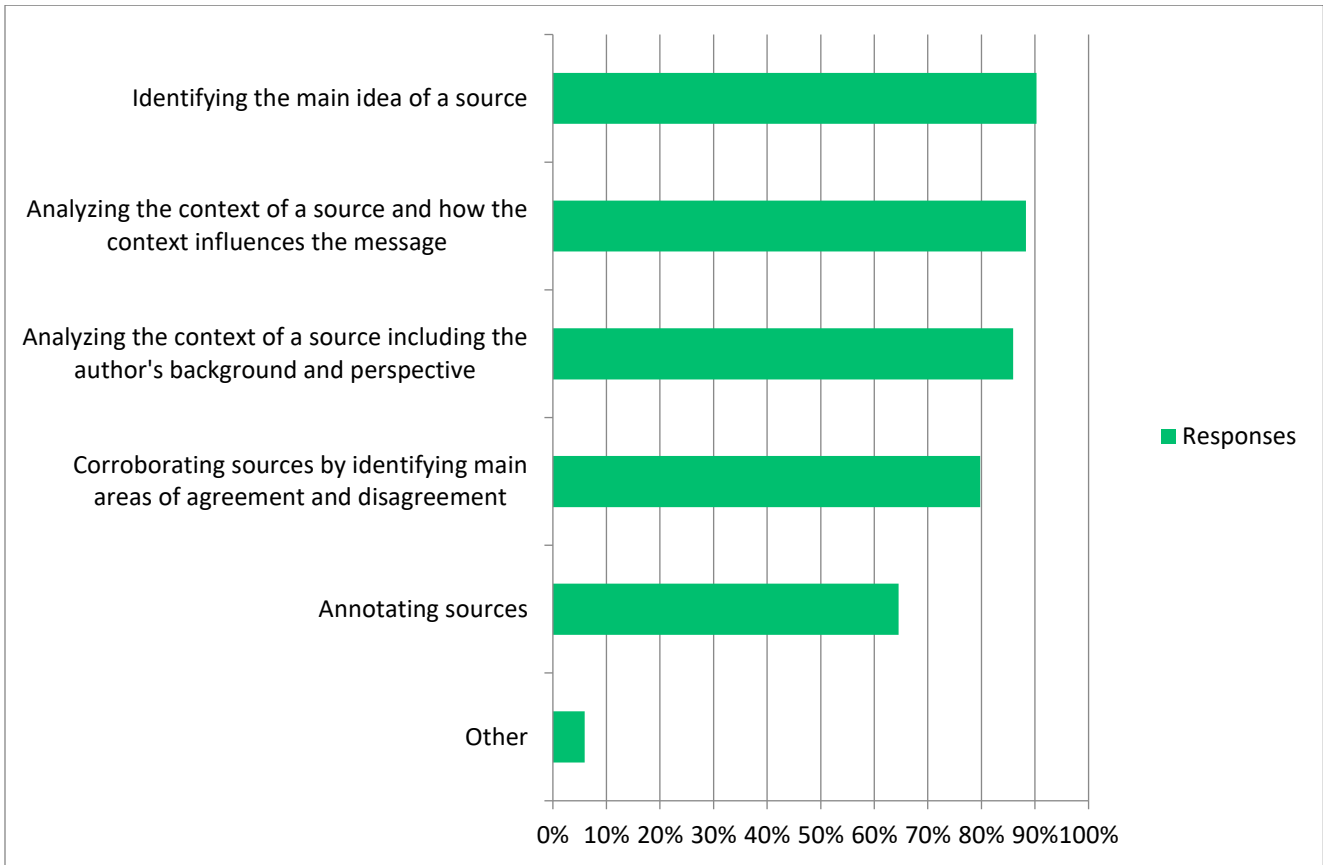


Table 21

Reading and Document Analysis Skills – High School

Please select all of the following reading and document analysis skills that you teach and have students regularly practice in your class.	Percent Response	Responses
Other	6%	27
Annotating sources	64.5%	293
Corroborating sources by identifying main areas of agreement and disagreement	79.7%	362
Analyzing the context of a source including the author's background and perspective	85.9%	390
Analyzing the context of a source and how the context influences the message	88.3%	401
Identifying the main idea of a source	90.3%	410
	Total	454

Resources for Social Studies: Elementary

Available Resources: Elementary Social Studies in Integrated School Schedules

Figure 22

Available Resources for Social Studies – Integrated Schedule

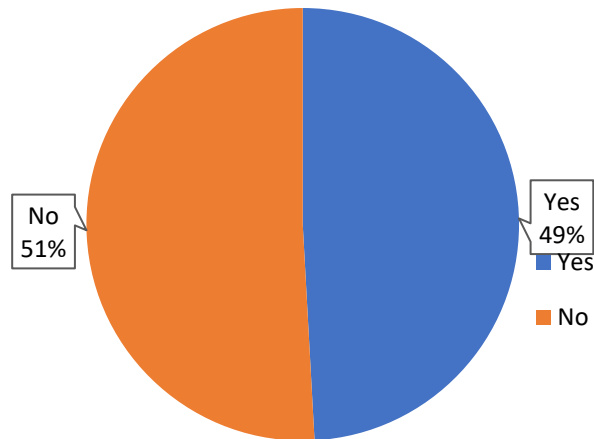


Table 22

Available Resources for Social Studies – Integrated Schedule

Are an adequate number and type of resources available for instruction in your social studies classroom?	Percent Response	Responses
Yes	49.1%	653
No	50.9%	676
	Total	1329

Figure 23

Available Resources for Social Studies – Departmentalized Schedule

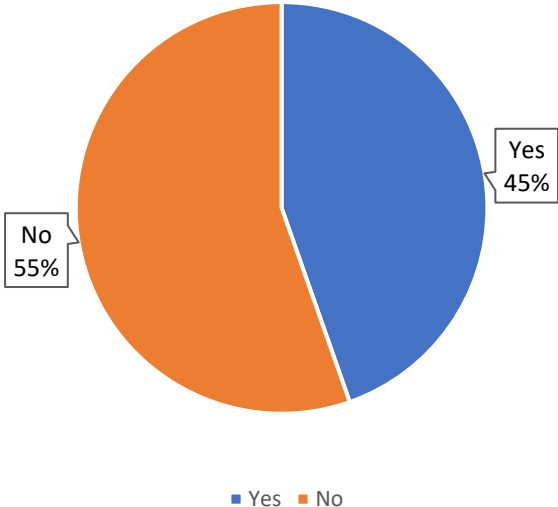


Table 23

Available Resources for Social Studies – Departmentalized Schedule

Are an adequate number and type of resources available for instruction in your social studies classroom?	Percent Response	Responses
Yes	44.63%	54
No	55.37%	67
	Total	121

Instructional Resource Use: Elementary Social Studies in Integrated School Schedules

Figure 24

Instructional Resource Use – Integrated Schedule

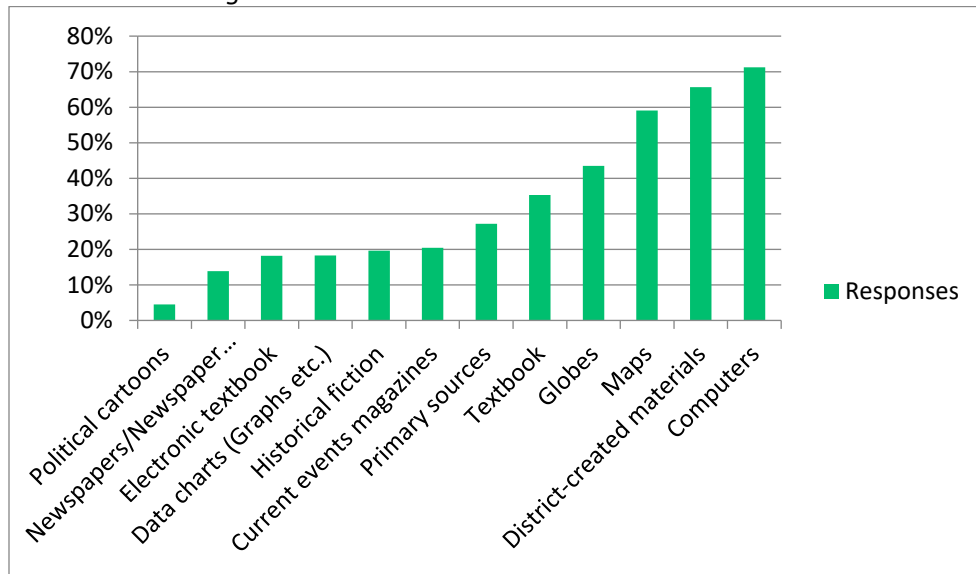


Table 24

Instructional Resource Use – Integrated Schedule

Select all of the instructional resources you use regularly as a part of your social studies instruction	Percent Response	Responses
Political cartoons	4.5%	59
Newspapers/Newspaper articles	13.9%	183
Electronic textbook	18.2%	240
Data charts (Graphs etc.)	18.3%	241
Historical fiction	19.7%	259
Current events magazines	20.4%	269
Primary sources	27.2%	358
Textbook	35.3%	465
Globes	43.5%	573
Maps	59.1%	778
District-created materials	65.6%	864
Computers	71.2%	938
	Total	1317

Figure 25

Instructional Resource Use – Departmentalized Schedule

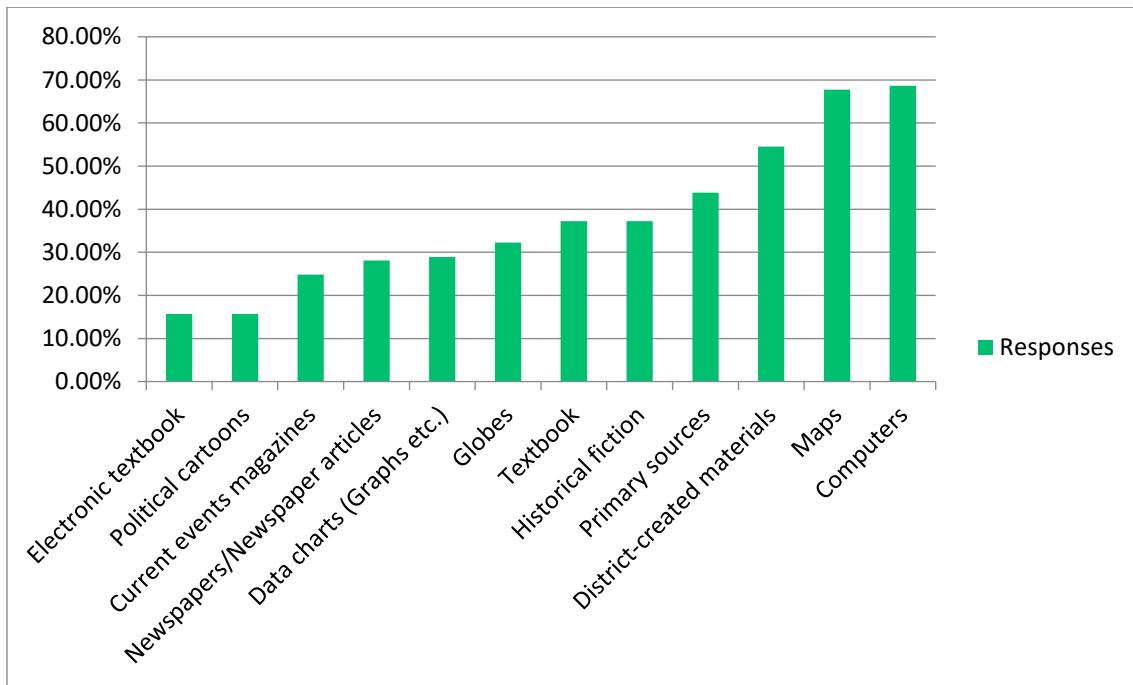


Table 25

Instructional Resource Use – Departmentalized Schedule

Select all of the instructional resources you use regularly as a part of your social studies instruction.	Percent Response	Responses
Electronic textbook	15.7%	19
Political cartoons	15.7%	19
Current events magazines	24.8%	30
Newspapers/Newspaper articles	28.1%	34
Data charts (Graphs etc.)	28.9%	35
Globes	32.2%	39
Textbook	37.2%	45
Historical fiction	37.2%	45
Primary sources	43.8%	53
District-created materials	54.6%	66
Maps	67.8%	82
Computers	68.6%	83

Resources for Social Studies: Middle School

Available Resources: Middle School Social Studies

Figure 26

Available Resources for Social Studies – Middle School

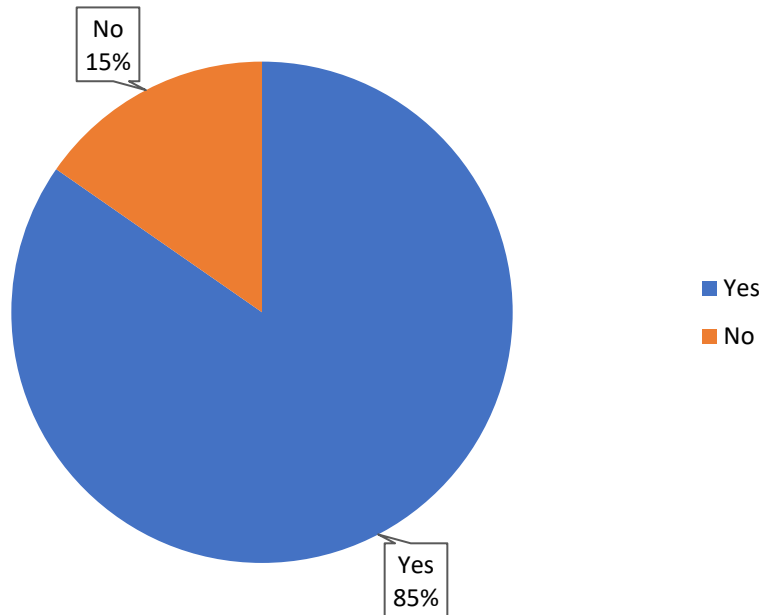


Table 26

Available Resources for Social Studies – Middle School

Are an adequate number and type of resources available for instruction in your social studies classroom?	Percent Response	Responses
Yes	84.67%	370
No	15.33%	67
	Total	437

Instructional Resource Use: Middle School Social Studies

Figure 27

Instructional Resource Use – Middle School

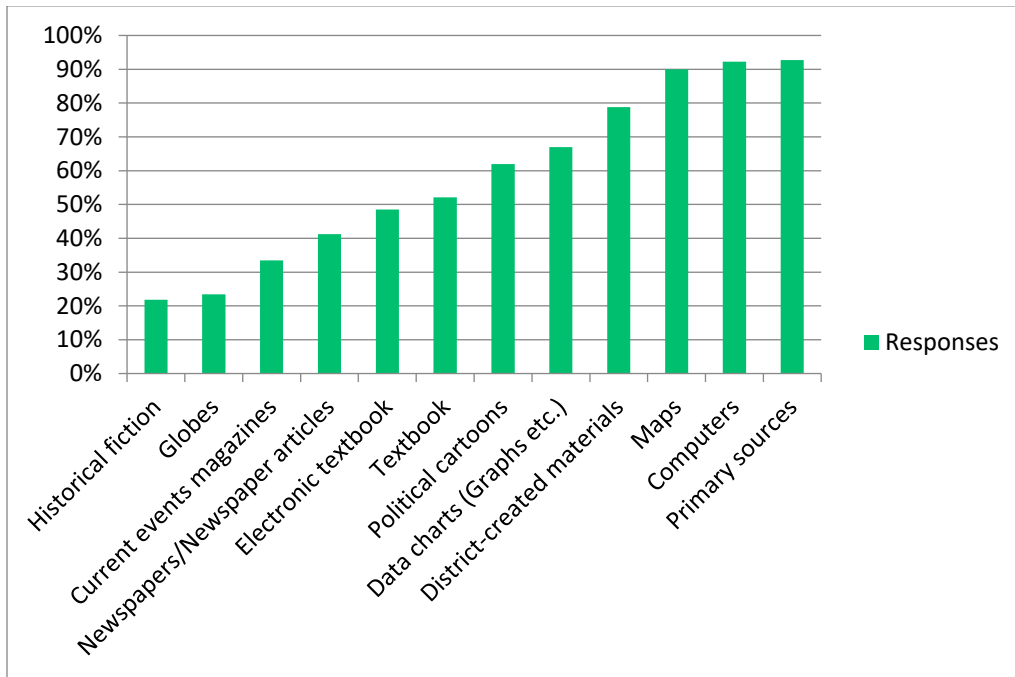


Table 27

Instructional Resource Use – Middle School

Select all of the instructional resources you use regularly as a part of your social studies instruction.	Percent Responses	Responses
Historical fiction	21.9%	96
Globes	23.5%	103
Current events magazines	33.5%	147
Newspapers/Newspaper articles	41.2%	181
Electronic textbook	48.5%	213
Textbook	52.2%	229
Political cartoons	62.0%	272
Data charts (Graphs etc.)	67.0%	294
District-created materials	78.8%	346
Maps	90.0%	395
Computers	92.2%	405
Primary sources	92.7%	407
	Total	439

Resources for Social Studies: High School

Available Resources: High School Social Studies

Figure 28

Available Resources for Social Studies – High School

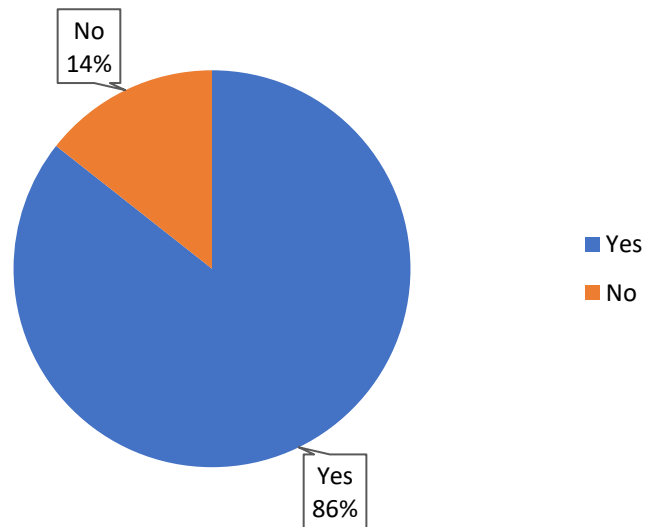


Table 28

Available Resources for Social Studies – High School

Are an adequate number and type of resources available for instruction in your social studies classroom?	Percent Response	Responses
Yes	85.62%	387
No	14.38%	65
	Total	452

Instructional Resource Use: High School Social Studies

Figure 29

Instructional Resource Use – High School

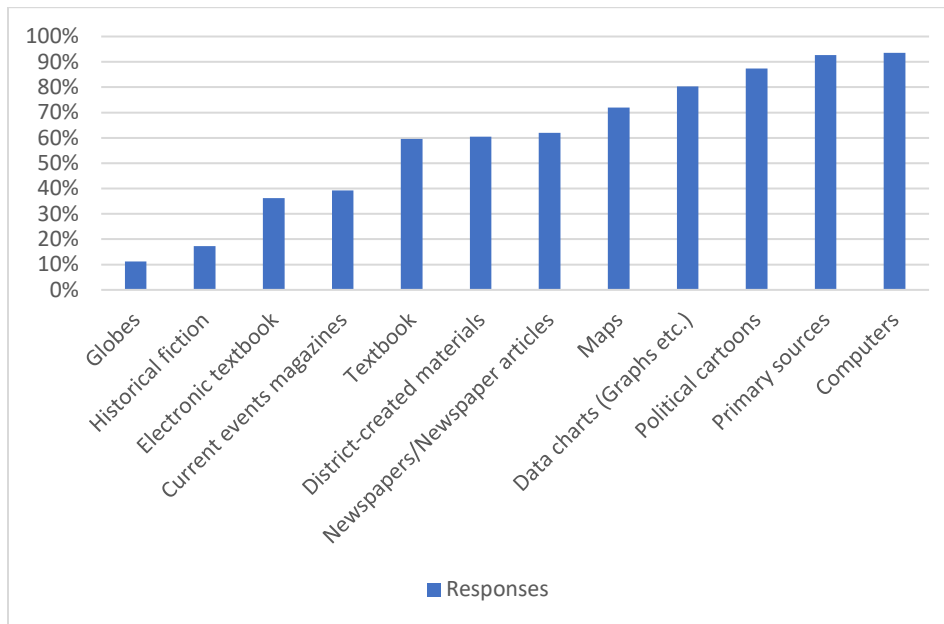


Table 29

Instructional Resource Use – High School

Select all of the instructional resources you use regularly as a part of your social studies instruction.	Percent Response	Response
Globes	11.3%	51
Historical fiction	17.2%	78
Electronic textbook	36.2%	164
Current events magazines	39.3%	178
Textbook	59.6%	270
District-created materials	60.5%	274
Newspapers/Newspaper articles	62.0%	281
Maps	72.0%	326
Data charts (Graphs etc.)	80.4%	364
Political cartoons	87.4%	396
Primary sources	92.7%	420
Computers	93.6%	424
	Total	453

Instructional Technology

Instructional Technology: Elementary Science and Social Studies

The majority of respondents indicated that teacher computers (92%) are available types of technology for science and social studies instruction.

Figure 30

Types of Available Instructional Technology - Elementary

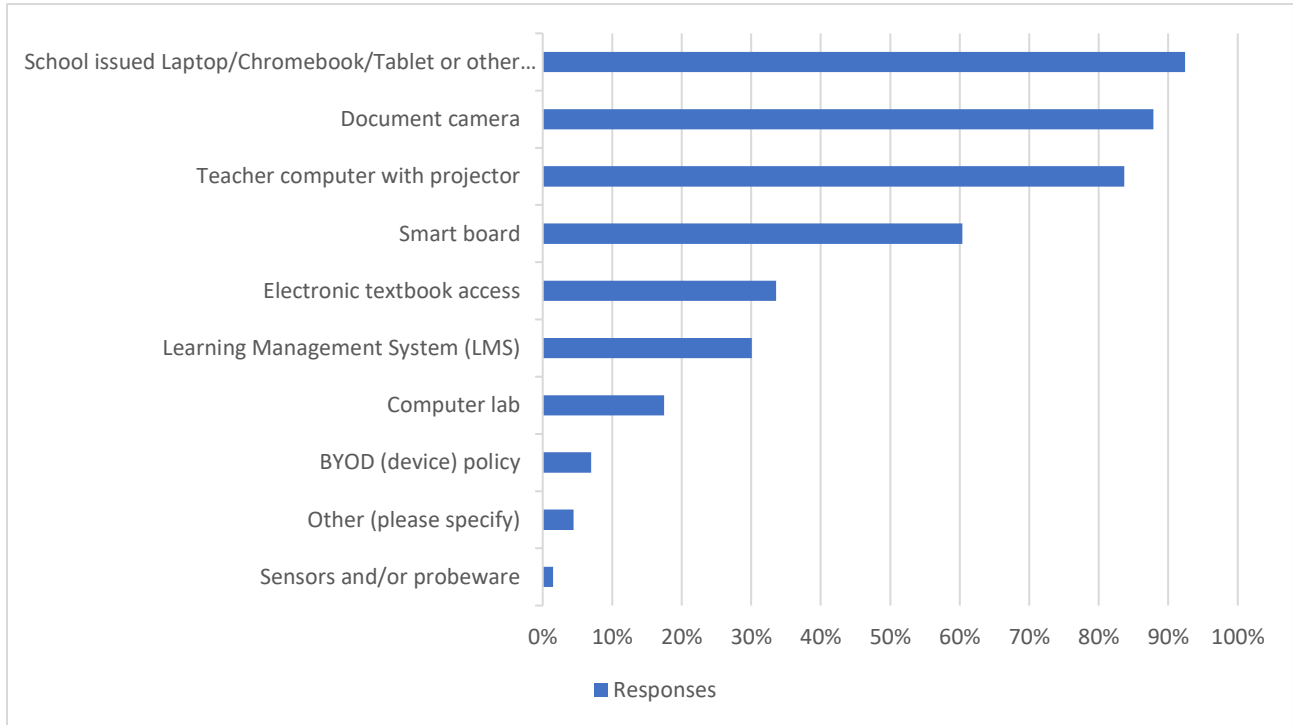


Table 30

Types of Available Instructional Technology - Elementary

Select all of the types of technology available to you for instructional purposes.	Responses	
Sensors and/or probeware	1.5%	29
Other (please specify)	4.4%	85
BYOD (device) policy	7.0%	134
Computer lab	17.5%	335
Learning Management System (LMS)	30.1%	576
Electronic textbook access	33.6%	643
Smart board	60.4%	1157
Teacher computer with projector	83.7%	1603
Document camera	87.8%	1683
School issued Laptop/Chromebook/Tablet or other electronic device for students	92.43%	1771
	Total	1916

Types of Instructional Technology: Middle School Social Studies

The majority of respondents indicated that teacher computers (98%) are available types of technology for science and social studies instruction.

Figure 31

Types of Available Instructional Technology – Middle School

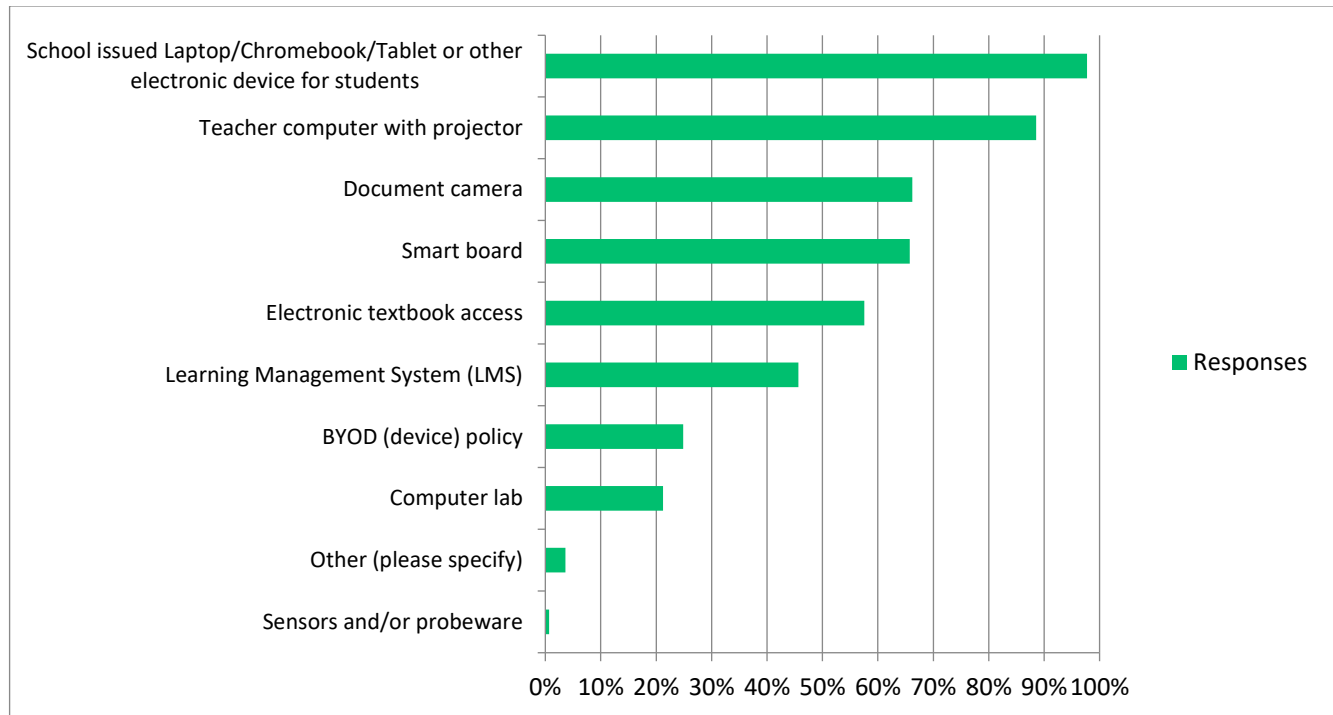


Table 31

Types of Available Instructional Technology – Middle School

Select all of the types of technology available to you for instructional purposes.	Percent Response	Responses
Sensors and/or probeware	0.7%	3
Other (please specify)	3.7%	16
Computer lab	21.2%	93
BYOD (device) policy	24.9%	109
Learning Management System (LMS)	45.7%	200
Electronic textbook access	57.5%	252
Smart board	65.8%	288
Document camera	66.2%	290
Teacher computer with projector	88.6%	388
School issued Laptop/Chromebook/Tablet or other electronic device for students	97.7%	428
	Total	438

Types of Instructional Technology: High School Social Studies

The majority of respondents indicated that teacher computers (97%) are available types of technology for science and social studies instruction.

Figure 32

Types of Available Instructional Technology – High School

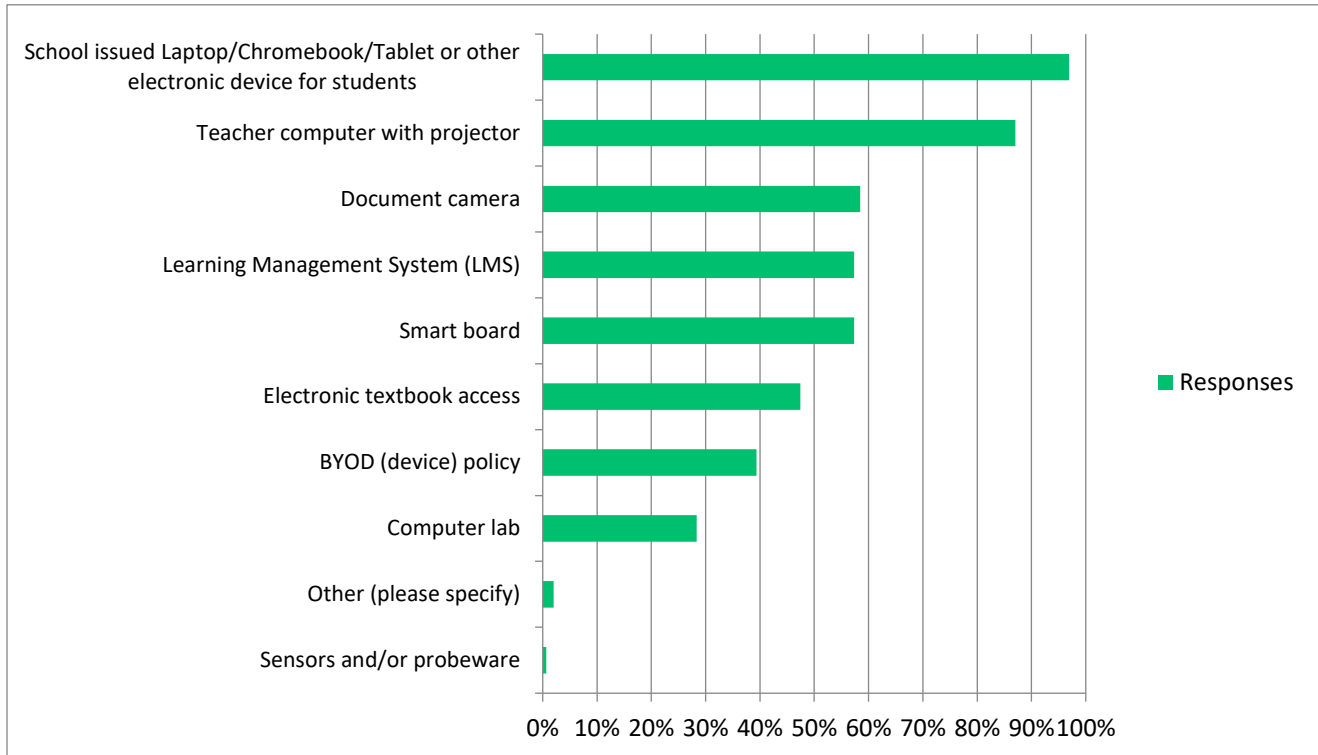


Table 32

Types of Available Instructional Technology – High School

Select all of the types of technology available to you for instructional purposes.	Percent Response	Responses
Sensors and/or probeware	0.67%	3
Other (please specify)	2.0%	9
Computer lab	28.4%	129
BYOD (device) policy	39.3%	179
Electronic textbook access	47.5%	216
Smart board	57.4%	261
Learning Management System (LMS)	57.4%	261
Document camera	58.5%	266
Teacher computer with projector	87.0%	396
School issued Laptop/Chromebook/Tablet or other electronic device for students	96.9%	441
	Total	455

Professional Development

Professional Learning Availability: All Grade Levels Teacher Respondents

More than half (59%) of respondents indicated that social studies specific professional development is available to them. This is a decrease from 2020, but still higher than the 2019 survey data (46% in 2019 and 67% in 2020). Consistent with previous surveys, elementary respondents indicated fewer opportunities than middle school level respondents (95% in 2021 and 94% in 2020) and high school level respondents (94% in 2021 and 97% in 2020).

Figure 33

Availability of Professional Learning

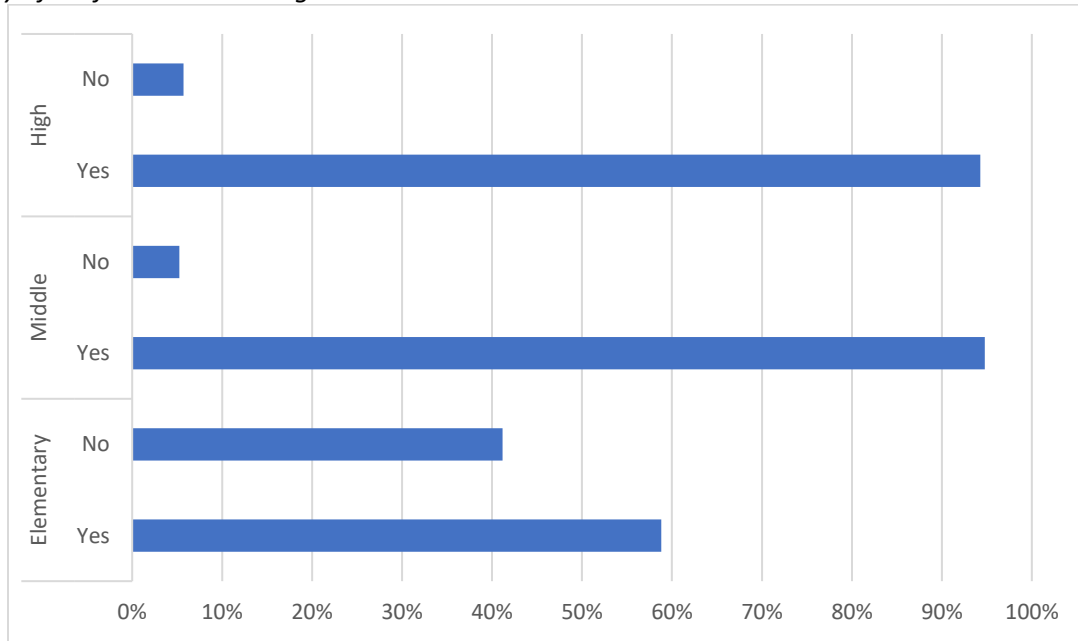


Table 33

Availability of Professional Learning

Grade Level	Are professional learning opportunities specific to social studies available to you?	Percent Response	Responses
Elementary	Yes	58.8%	1127
	No	41.2%	789
Middle	Yes	94.8%	416
	No	5.2%	23
High	Yes	94.3%	429
	No	5.7%	26

Professional Development Availability: Social Studies Supervisor Respondents

Consistent with survey results from 2020 and 2019, supervisor respondent data indicates that there are social studies specific professional development opportunities for the middle and high school levels. The 2021 responses show an increase from 76% indicating elementary opportunities in 2020 to 90% in 2021.

Figure 34

Professional Development Opportunities – Supervisor Respondents

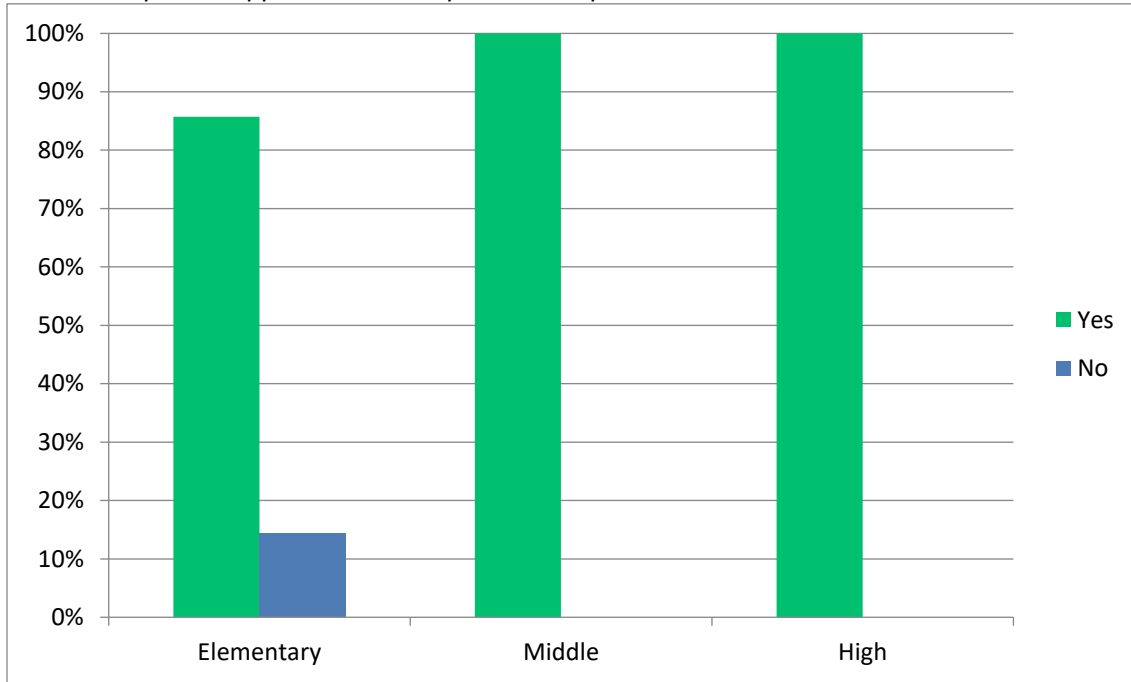


Table 34

Professional Development Opportunities – Supervisor Respondents

Are there district-level, social studies-specific, professional development opportunities for teachers?					
	Yes		No		Total
Elementary	90.00%	18	10.00%	2	20
Middle	100.00%	25	0.00%	0	23
High	100.00%	25	0.00%	0	24

Professional Development by Grade Level: 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 for all three grade levels. The majority indicated either “other” and did not select half days, none, or after school meetings.

Figure 35

Number of Professional Development Meetings - Elementary

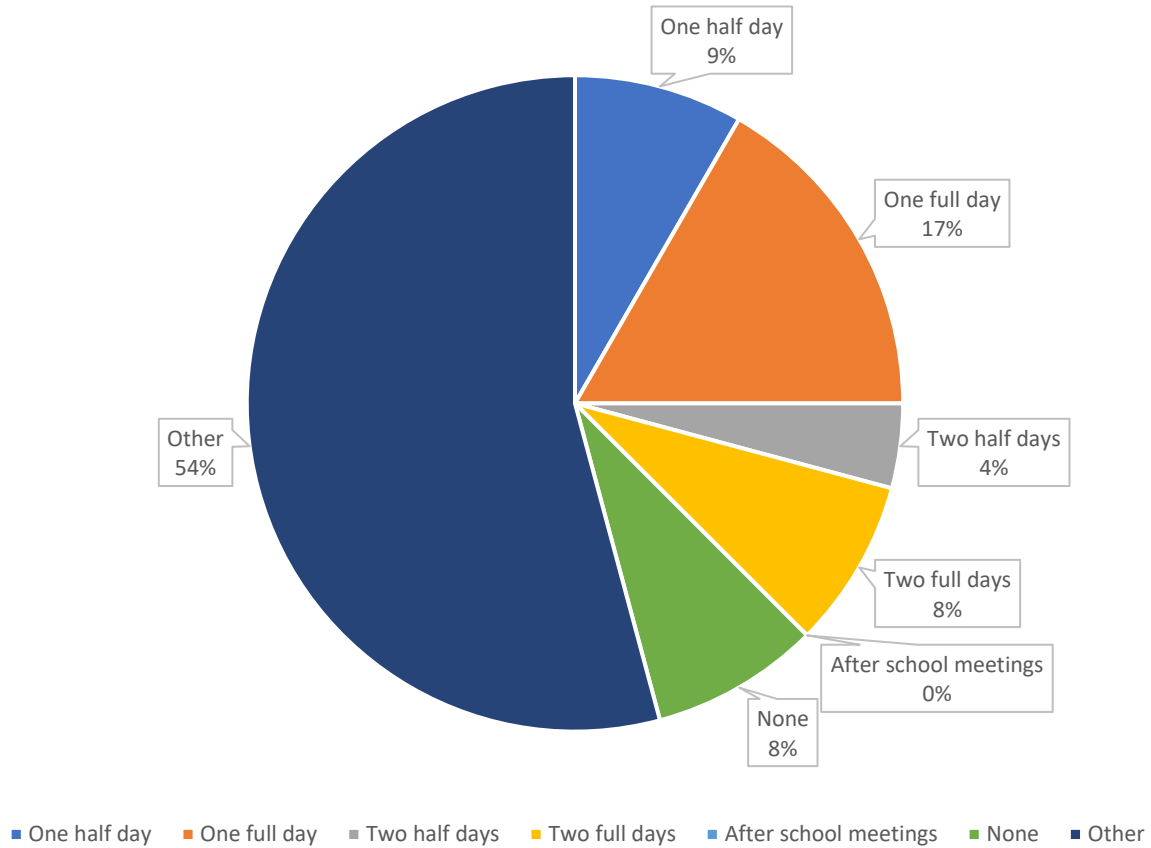


Table 35

Number of Professional Development Meetings - Elementary

How many district-level elementary social studies professional development meetings are held (per school year)?	Percent Response	Responses
After school meetings	0.0%	0
Two half days	4.2%	1
None	8.3%	2
One half day	8.3%	2
Two full days	8.3%	2
One full day	16.7%	4
Other	54.2%	13

Figure 36

Number of Professional Development Meetings - Middle

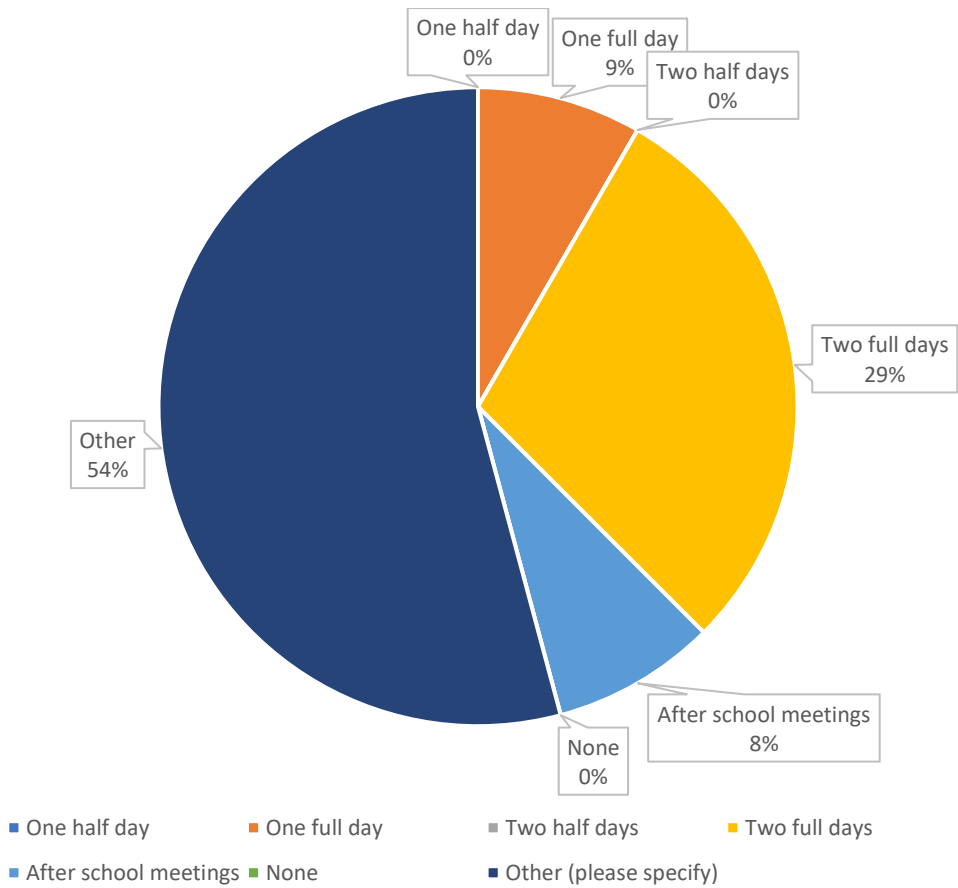


Table 36

Number of Professional Development Meetings - Middle

How many district-level middle school social studies professional development meetings are held (per school year)?	Percent Response	Responses
After school meetings	8.3%	2
Two half days	0.0%	0
None	0.0%	0
One half day	0.0%	0
Two full days	29.17%	7
One full day	8.3%	2
Other	54.17%	13

Figure 37

Number of Professional Development Meetings - High

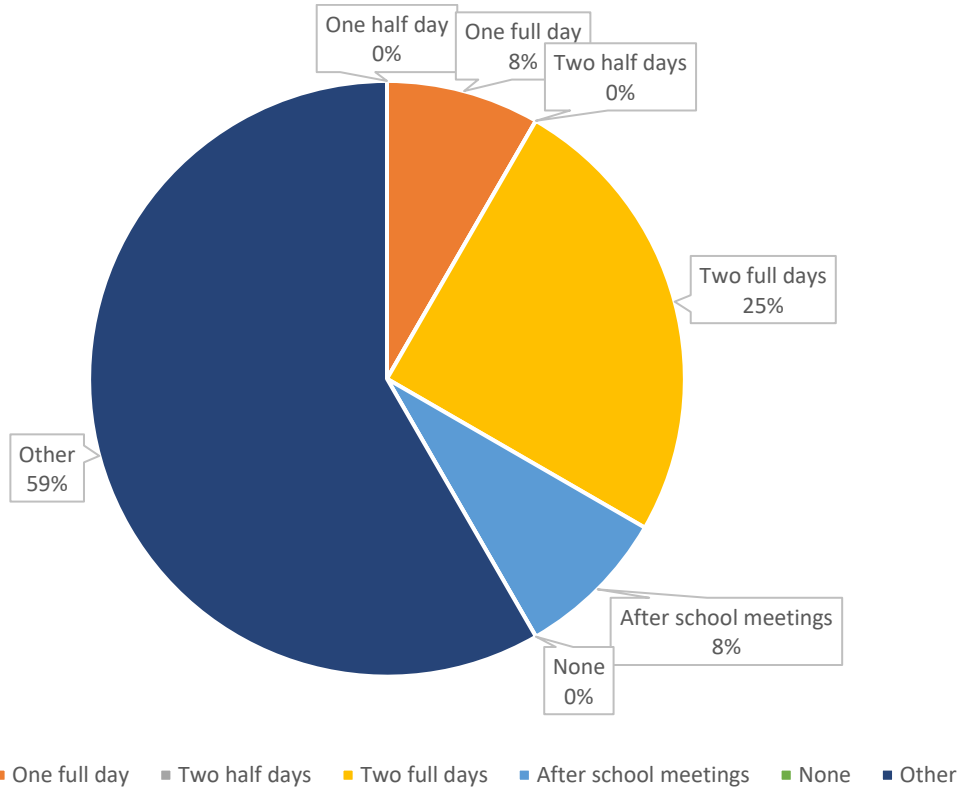


Table 37

Number of Professional Development Meetings - High

How many district-level high school social studies professional development meetings are held (per school year)?	Percent Response	Response
After school meetings	8.3%	2
Two half days	0.0%	0
None	0.0%	0
One half day	0.0%	0
Two full days	25.0%	6
One full day	8.3%	2
Other	58.3%	12

Types of Professional Learning: Elementary

Figure 38

Types of Professional Learning - Elementary

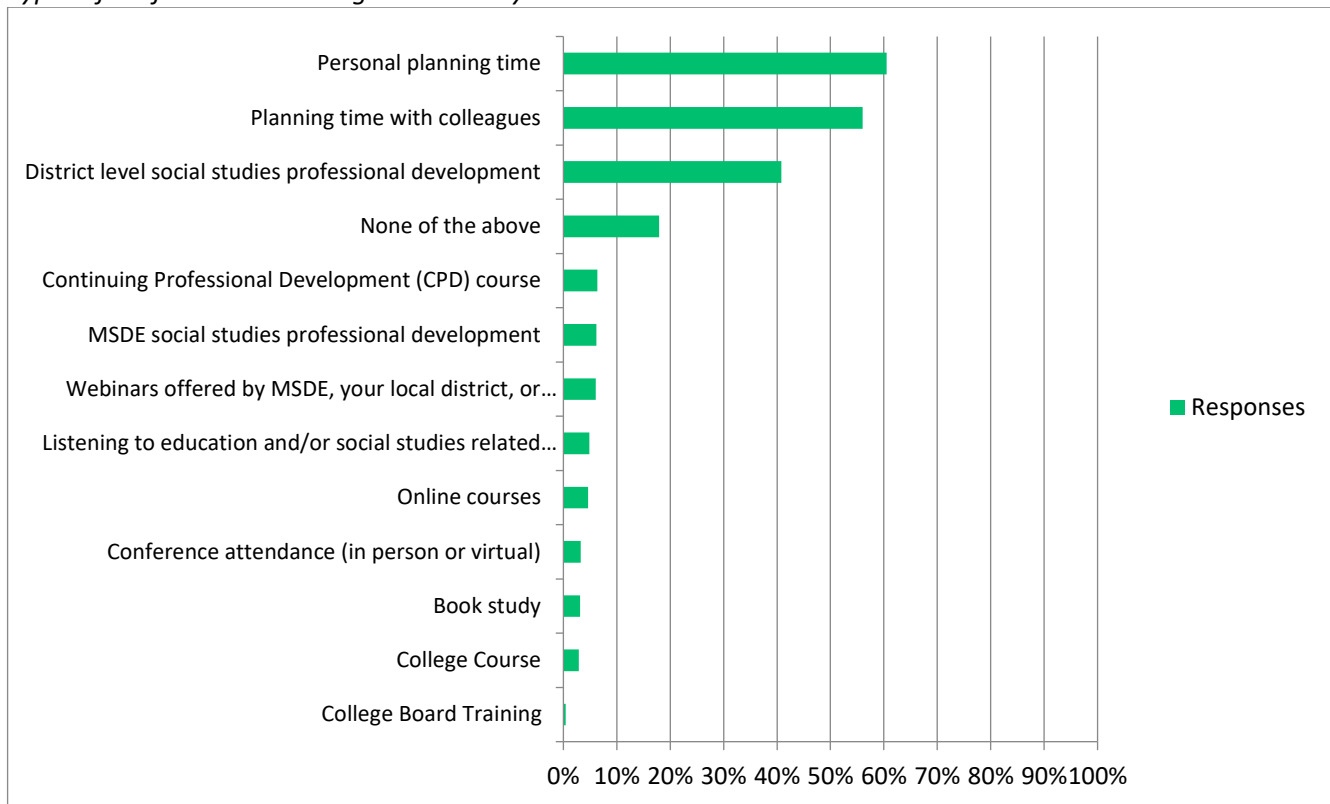


Table 38

Types of Professional Learning - Elementary

Select all the types of social studies specific professional development you engaged in during the past 12 months.	Percent Response	Responses
College Board Training	0.4%	8
College Course	2.9%	55
Book study	3.2%	60
Conference attendance (in person or virtual)	3.3%	62
Online courses	4.6%	88
Listening to education and/or social studies related podcasts	4.9%	93
Webinars offered by MSDE, your local district, or another social studies organization	6.0%	115
MSDE social studies professional development	6.2%	118
Continuing Professional Development (CPD) course	6.4%	121
None of the above	17.9%	341
District level social studies professional development	40.8%	776
Planning time with colleagues	56.0%	1066
Personal planning time	60.5%	1152
	Total	1903

Types of Professional Learning: Middle School

Figure 39

Types of Professional Learning – Middle

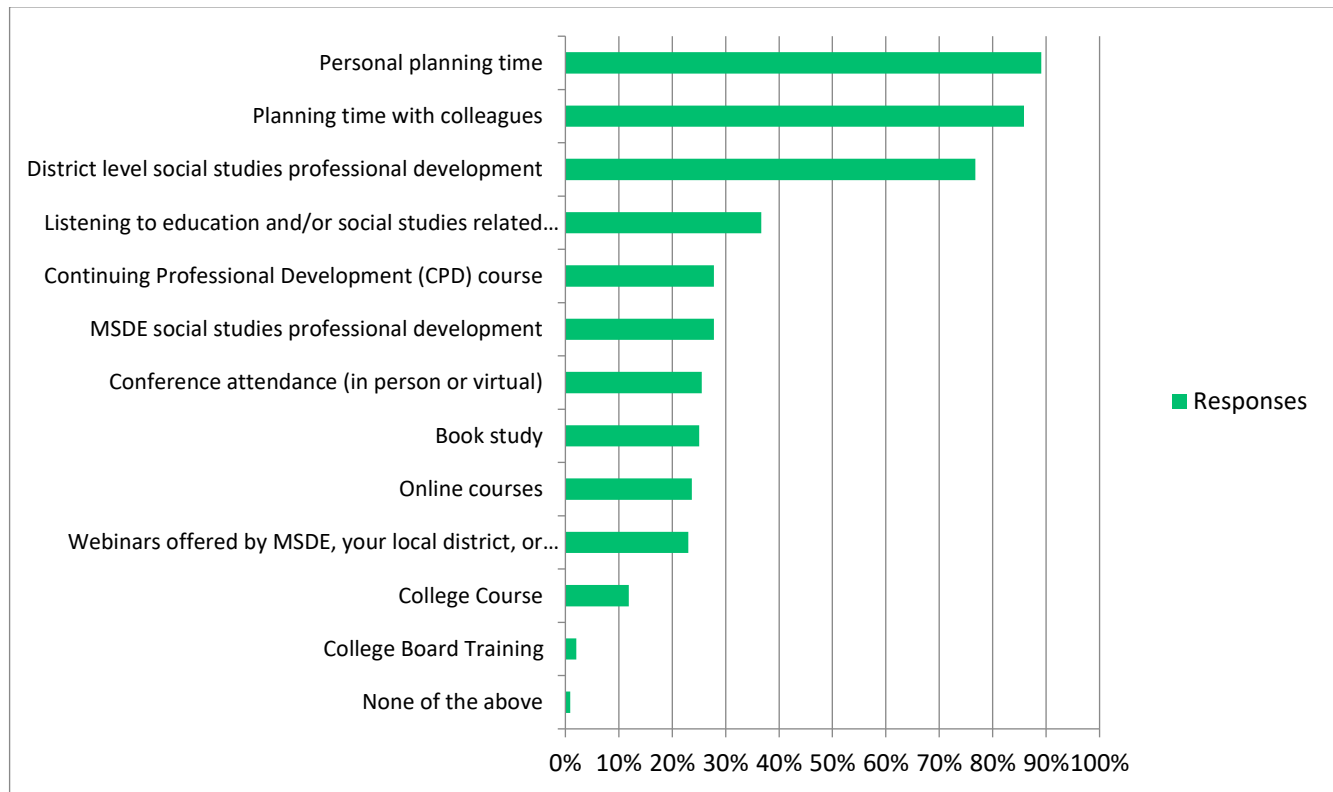


Table 39

Types of Professional Learning – Middle

Select all the types of social studies specific professional development you engaged in during the past 12 months.	Percent Response	Responses
None of the above	0.9%	4
College Board Training	2.0%	9
College Course	11.9%	52
Webinars offered by MSDE, your local district, or another social studies organization	23.0%	101
Online courses	23.7%	104
Book study	25.1%	110
Conference attendance (in person or virtual)	25.5%	112
MSDE social studies professional development	27.8%	122
Continuing Professional Development (CPD) course	27.8%	122
Listening to education and/or social studies related podcasts	36.7%	161
District level social studies professional development	76.8%	337
Planning time with colleagues	85.9%	377
Personal planning time	89.1%	391
	Total	439

Types of Professional Learning: High School

Figure 40

Types of Professional Learning – High

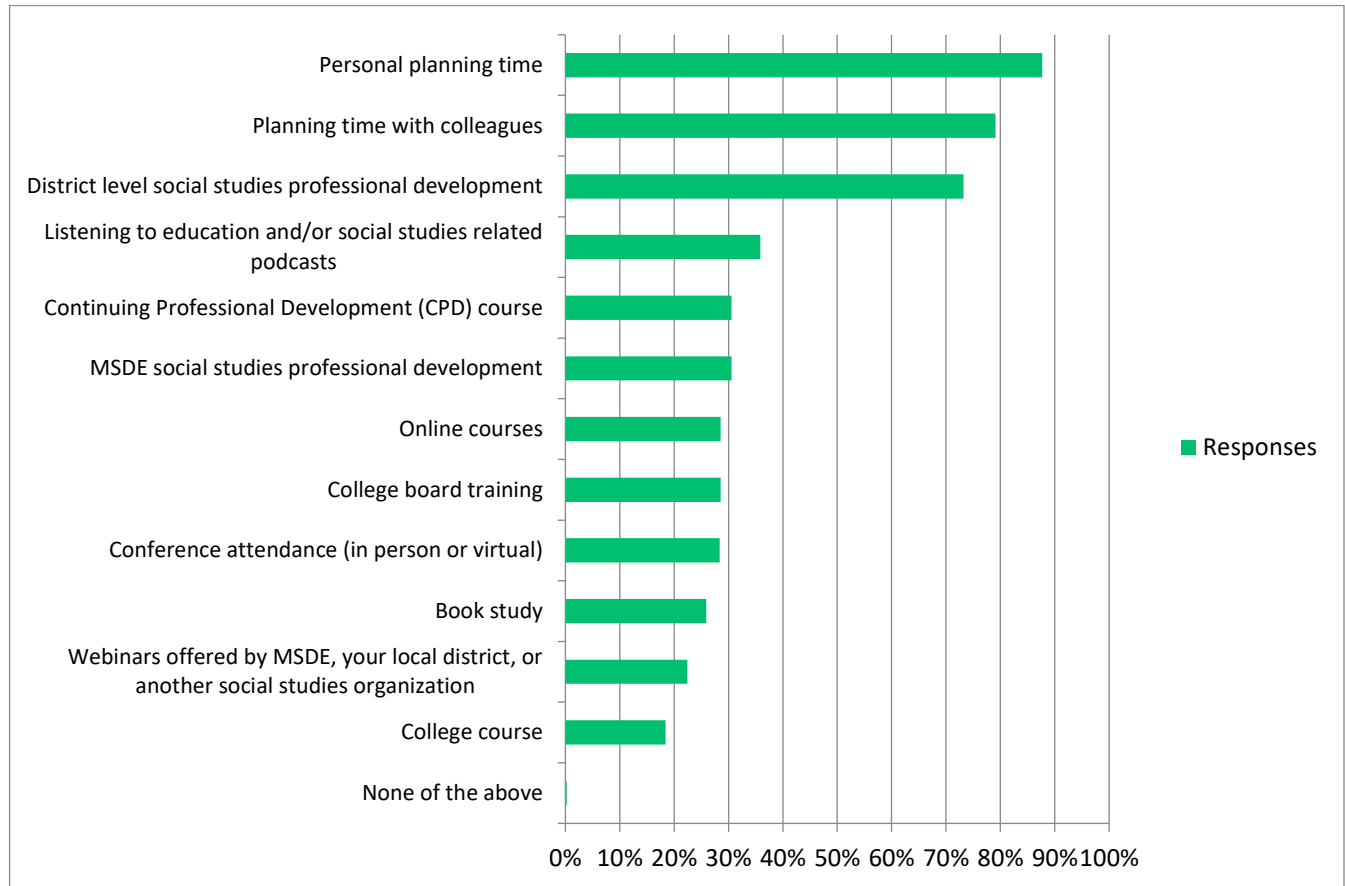


Table 40

Types of Professional Learning – High

Select all the types of social studies specific professional development you engaged in during the past 12 months.	Percent Response	Responses
None of the above	0.2%	1
College course	18.5%	84
Webinars offered by MSDE, your local district, or another social studies organization	22.4%	102
Book study	25.9%	118
Conference attendance (in person or virtual)	28.4%	129
College board training	28.6%	130
Online courses	28.6%	130
MSDE social studies professional development	30.6%	139
Continuing Professional Development (CPD) course	30.6%	139
Listening to education and/or social studies related podcasts	35.8%	163
District level social studies professional development	73.2%	333
Planning time with colleagues	79.1%	360
Personal planning time	87.7%	399
	Total	455

Social Studies Teacher Certification 2019 - 220

House Bill 1227 Education-Core Content Areas-Accountability Program requires that certification information for social studies teachers be reported as a part of this annual survey. In past years, Social Studies Supervisors were asked to report information regarding the number of social studies classes taught by teachers both certified and not certified to teach the classes at the middle school and high school levels. In an effort to reduce burden on local school system personnel, the MSDE Office of Social Studies partnered with the MSDE Office of Accountability to apply certification data already reported by local school systems in this annual report. The data reported in Table 41 and Table 42 reflect certification information for middle school and high school teachers in the 2019-2020 school year.

Table 41

Teacher Certification Middle School

Local Education Agency	Teachers (in FTE)	In-Field	In-Field Percent	Out-Field	Out-Field Percent
Allegany	17.5	16.5	94.3	0.5	2.6
Anne Arundel	152.0	147.5	97.0	4.6	3.0
Baltimore	212.8	187.3	88.0	25.5	12.0
Calvert	30.9	30.1	97.3	0.9	2.7
Caroline	13.5	11.5	85.2	2.0	14.8
Carroll	55.5	55.5	100.0	0.0	0.0
Cecil	40.0	39.9	99.7	0.1	0.3
Charles	38.0	38.0	100.0	0.0	0.0
Dorchester	11.3	9.3	82.3	2.0	17.7
Frederick	73.0	66.8	91.5	6.2	8.5
Garrett	9.5	9.5	100.0	0.0	0.0
Harford	68.7	67.7	98.5	1.0	1.5
Howard	122.8	110.3	89.8	12.5	10.2
Kent	6.0	6.0	100.0	0.0	0.0
Montgomery	287.3	280.5	97.6	6.8	2.4
Prince George's	164.7	121.8	74.0	42.9	26.0
Queen Anne's	16.5	16.3	98.5	0.3	1.5
St. Mary's	25.5	24.5	96.1	1.0	3.9
Somerset	5.3	5.2	96.5	0.2	3.5
Talbot	8.3	8.3	100.0	0.0	0.0
Washington	42.1	41.5	98.5	0.6	1.5
Wicomico	23.0	23.0	100.0	0.0	0.0
Worcester	8.0	8.0	100.0	0.0	0.0
Baltimore City ^a	-	-	-	-	-
State	1440.0	1324.8	92.0	115.2	8.0

^a The data for Baltimore City is not available for 2019-2020 due to a data reporting error.

Table 42*Teacher Certification High School*

Local Education Agency	Teachers (in FTE)	In-Field	In-Field Percent	Out-Field	Out-Field Percent
Allegany	19.9	19.4	97.4	0.5	2.6
Anne Arundel	148.0	146.5	99.0	1.5	1.0
Baltimore	300.7	272.9	90.8	27.8	9.2
Calvert	40.1	37.5	93.7	2.5	6.3
Caroline	12.7	10.0	78.9	2.7	21.1
Carroll	59.9	58.9	98.3	1.0	1.7
Cecil	36.6	36.6	100.0	0.0	0.0
Charles	71.0	71.0	100.0	0.0	0.0
Dorchester	11.2	10.6	95.1	0.6	4.9
Frederick	78.6	74.5	94.9	4.0	5.1
Garrett	8.6	8.6	100.0	0.0	0.0
Harford	71.0	69.0	97.3	1.9	2.7
Howard	161.7	146.5	90.6	15.3	9.4
Kent	4.0	4.0	100.0	0.0	0.0
Montgomery	399.9	392.8	98.2	7.1	1.8
Prince George's	263.3	221.3	84.0	42.0	16.0
Queen Anne's	19.0	16.3	85.5	2.8	14.5
St. Mary's	33.3	33.3	100.0	0.0	0.0
Talbot	6.5	6.5	100.0	0.0	0.0
Washington	47.0	45.6	97.0	1.4	3.0
Wicomico	29.0	29.0	100.0	0.0	0.0
Worcester	16.0	16.0	100.0	0.0	0.0
Baltimore City ^a					
State	1958.5	1728.1	88.2	230.4	11.8

^a The data for Baltimore City is not available for 2019-2020 due to a data reporting error.