



Maryland

STATE DEPARTMENT OF EDUCATION

Annual Survey Report of Social Studies Teachers

Office of Instructional Programs and Services

January 2025

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Dr. Tenette Smith

Interim Deputy State Superintendent
Office of Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Joshua L. Michael, Ph.D.

President, Maryland State Board of Education

Monica Goldson, Ed.D. (Vice President)

Clarence C. Crawford (President Emeritus)

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Kenny Clash

Nick Greer

Dr. Irma E. Johnson

Kim Lewis, Ed.D.

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Samir Paul, Esq.

Xiomara V. Medina, M.Ed.

Alverne "Chet" Chesterfield

Abhiram Gaddam (Student Member)

Table of Contents

Introduction	3
Elementary School.....	4
Middle School	7
High School	9
Secondary Teacher Certification.....	11

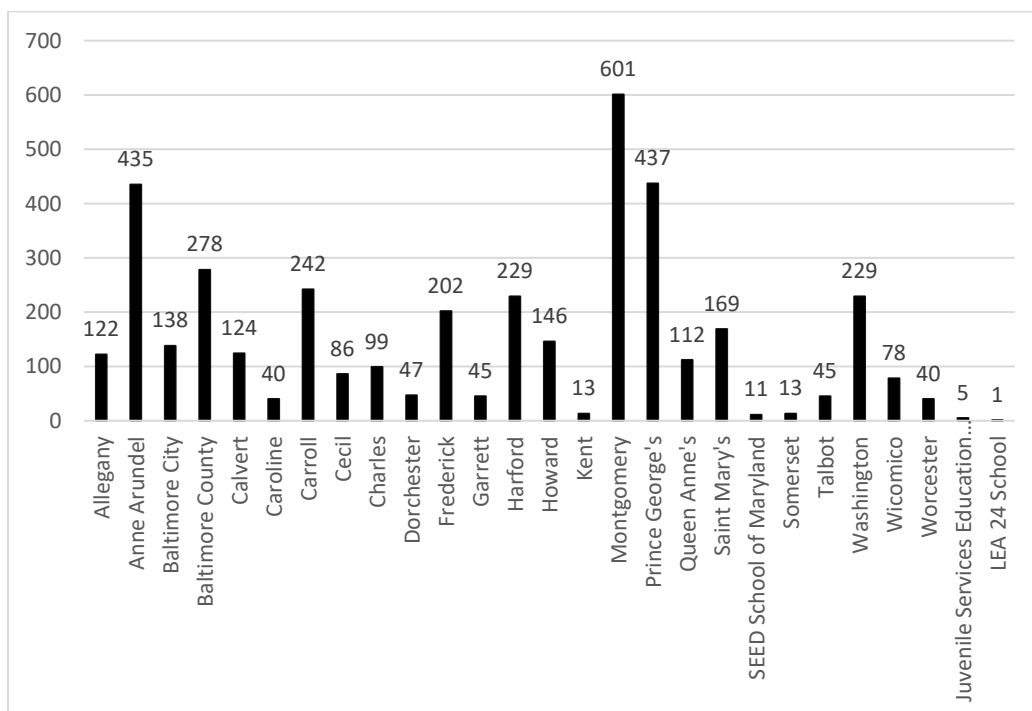
Introduction

Section 7-203 (e) of the Education Code of the Annotated Code of Maryland requires the Maryland State Department of Education (MSDE) to survey a statewide, representative sample of public schools and public school teachers annually to measure the amount of instructional time spent on social studies and science instruction in elementary schools; 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 in the subject being taught and not certified in the subject being taught.

In accordance with this requirement, the 2024 annual survey opened on November 1st, 2024 and accepted responses until December 6th, 2024. Responses totaled 4,155. Approximately two-fifths (41.64%) of respondents identified themselves as teachers in elementary schools. The remaining respondents were nearly evenly split between middle school teachers (26.71%) and high school teachers (27.53%) and identified themselves as educators within each of Maryland's twenty-four local education agencies (LEA).

This report provides an analysis of the responses related to social studies instruction in Maryland and is organized by school level beginning with elementary school.

Figure 1: Number of Social Studies Teacher Responses by LEA.



Elementary School Social Studies

Elementary teacher respondents provided information about the amount of time dedicated to teaching social studies along with information about instructional methods, instructional resources, technology resources, and professional learning. There were 1,730 respondents who identified as elementary teachers.

To describe social studies instruction more fully at the elementary level, the survey asked teachers to indicate whether the respondents were responsible for teaching students in both social studies and science class. For the purposes of the survey, the models were either **departmentalized** or **integrated**.

- Departmentalized – Teachers are assigned to teach either science or social studies.
- Integrated – Teachers are assigned to teach both science and social studies.

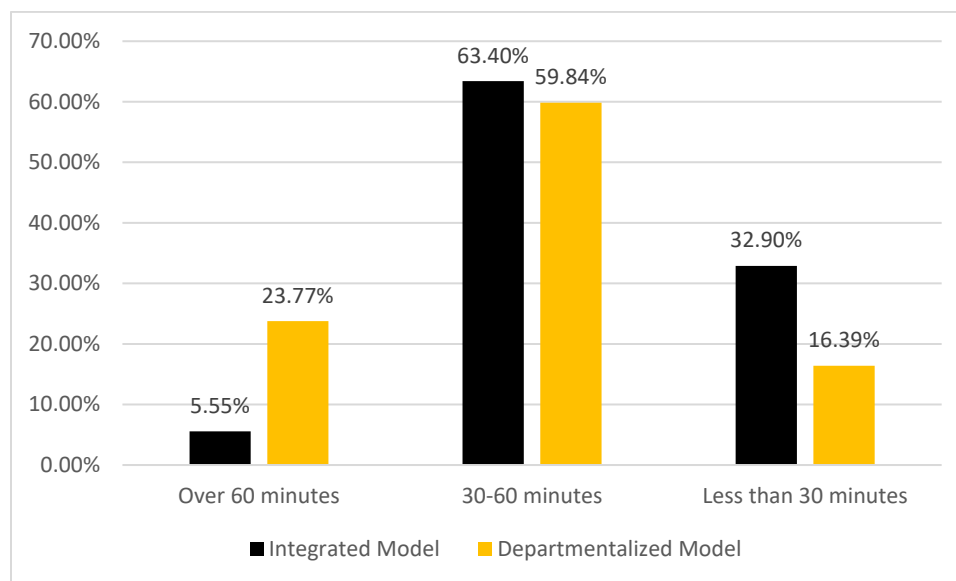
Only 1,707 respondents answered this question, with 23 respondents not providing a response. Most respondents (76.86% or 1,312) reported they teach in elementary schools that use an integrated instructional model. The balance of respondents (23.14% or 395) reported teaching in a departmentalized model.

Instructional Time

To understand the amount of time available for elementary students to learn social studies, the survey asked elementary teachers to provide estimates on the approximate number of minutes and number of days for social studies instruction.

Of the total respondents who answered this question (1,243), the majority of respondents from both departmentalized (59.84%) and integrated (63.40%) models report spending between 30 and 60 minutes on social studies instruction when social studies is taught.

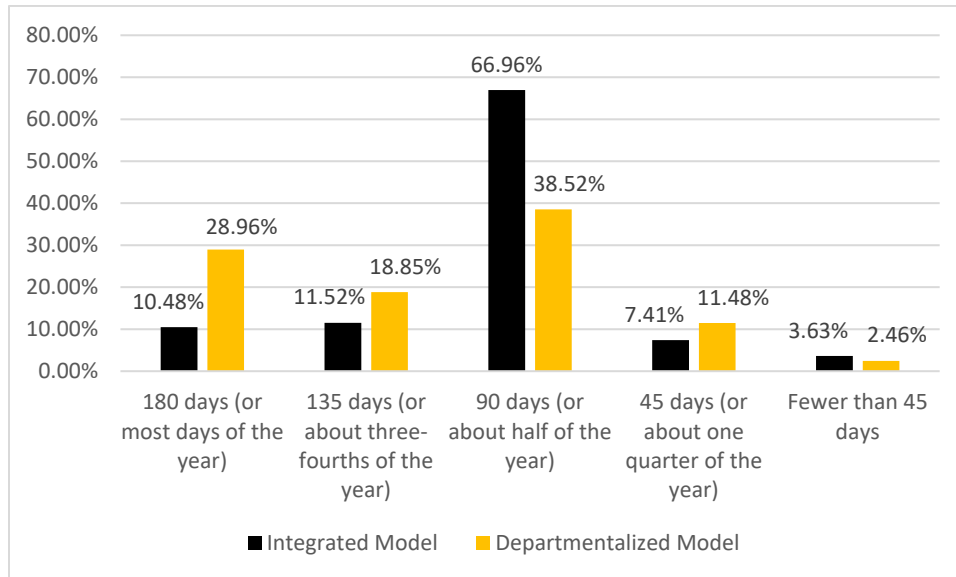
Figure 2: Number of Minutes for Social Studies Instruction



The number and distribution of days for social studies instruction differ across the two organizational models. Students attending schools using the departmentalized model were more likely to engage in

social studies instruction during most days of the school year. Conversely, students attending schools where the integrated model is in use are more likely to engage in social studies instruction for about half of the days of the school year.

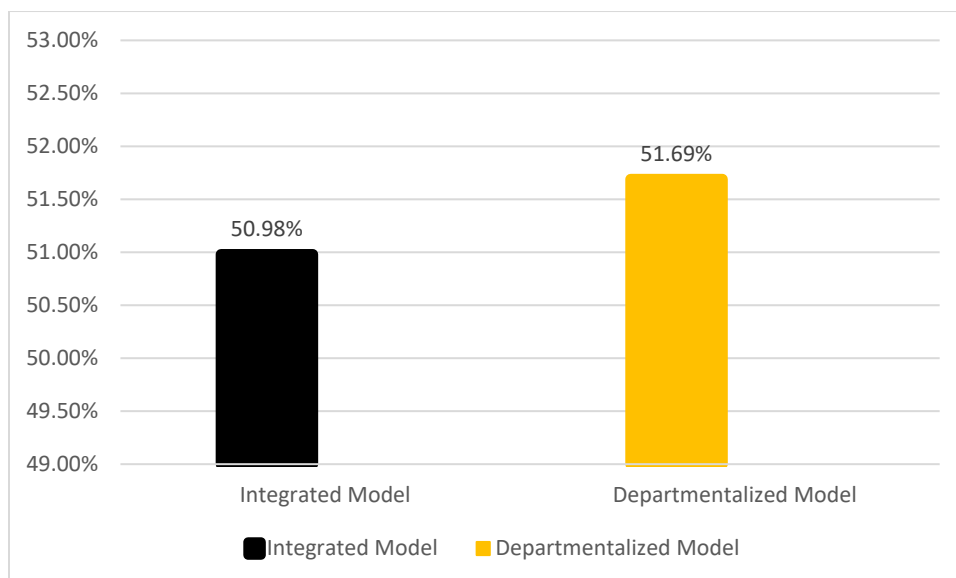
Figure 3: Days Allotted to Social Studies Instruction



Instructional Materials and Methods

Social studies instruction is resource intensive, and it is important that students have access to materials to engage actively in inquiry-based social studies instruction. The survey asked respondents to indicate whether they had adequate access to resources for student use when learning social studies. Over 51% of teachers within departmentalized schools and over 50% of teachers in integrated model schools reported adequate access to social studies resources.

Figure 4: Elementary School Respondents’ Perceptions of Resource Adequacy



The survey also asked respondents to indicate the types of materials they use with students. The most commonly reported materials among elementary respondents were:

- Textbooks
- Maps
- District created materials
- Globes
- Primary sources

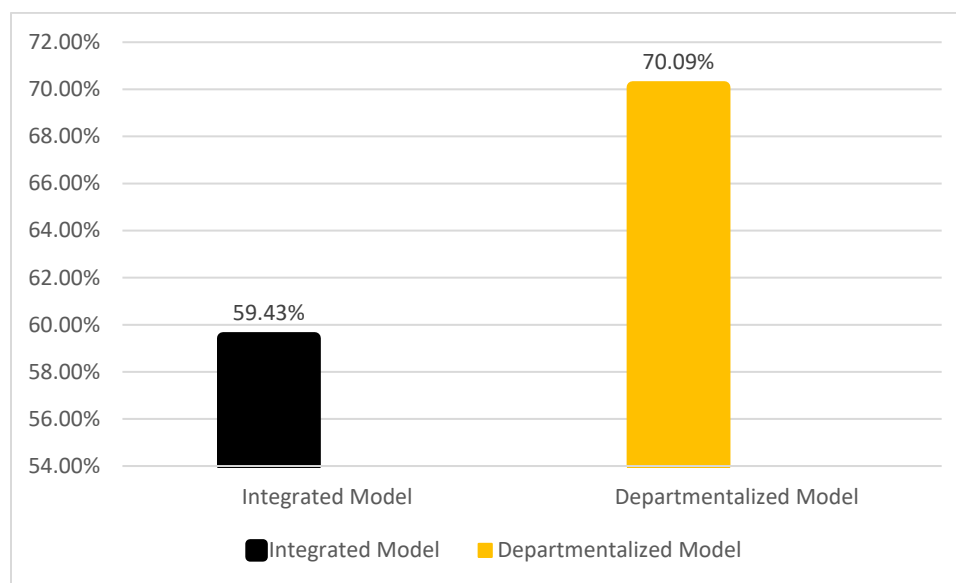
Instructional Technology

The survey asked respondents to indicate the types of instructional technology available for their use when teaching social studies. Elementary teachers report using a variety of instructional technologies. Among the most frequently cited were document cameras, teacher computers with projectors, and interactive displays for large group presentations. School issued computers for students used both in and out of school were also frequently cited.

Professional Learning

The survey asked respondents to indicate whether professional learning experiences specific to social studies were available to them. Most elementary level respondents confirmed they had access to social studies, specific professional learning.

Figure 5: Availability of Social Studies Specific Professional Learning Among Elementary Respondents



The survey asked respondents to indicate the types of professional learning available to them. The most common type of professional learning reported by teachers (59.04%) was planning time with colleagues. District level social studies professional learning was also reported as a frequent source of professional learning.

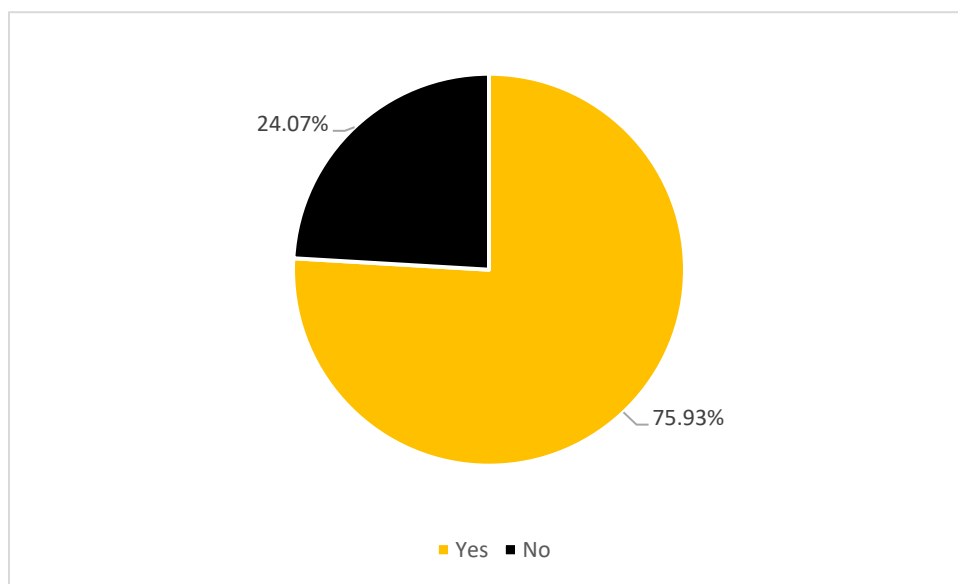
Middle School Social Studies

The survey asked middle school teacher respondents to provide information about the availability and types of instructional resources, instructional technology, and social studies specific professional learning.

Instructional Materials and Methods

The availability of instructional materials for students in middle school is fundamental to student learning. Nearly 76% of middle school respondents indicated that adequate resources were available for student use when learning social studies.

Figure 6: Middle School Respondents' Perception of Resource Availability



The most commonly reported materials in use were:

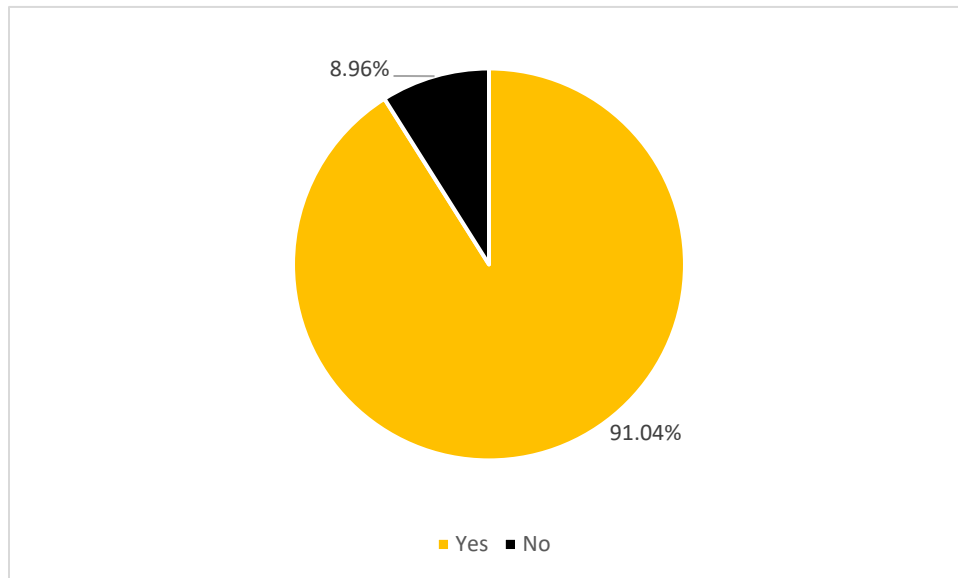
- Maps
- District created materials
- Data Charts
- Political cartoons
- Primary sources

Instructional Technology

Middle school teachers reported using a variety of instructional technologies with their students. Schools issued laptops, including Chromebooks and tablets, for use in and out of school were most commonly cited. Teacher computers with projectors, learning management systems, document cameras, and interactive displays for large group presentations were also frequently identified.

Professional Learning

The majority (91.04%) of middle school level respondents confirmed they had access to social studies specific professional learning.

Figure 7: Availability of Social Studies Professional Learning for Middle School Respondents

The most common type of professional learning reported by teachers (78.98%) was planning time with colleagues. District level social studies professional learning was also reported as a frequent source of professional learning (75.83%).

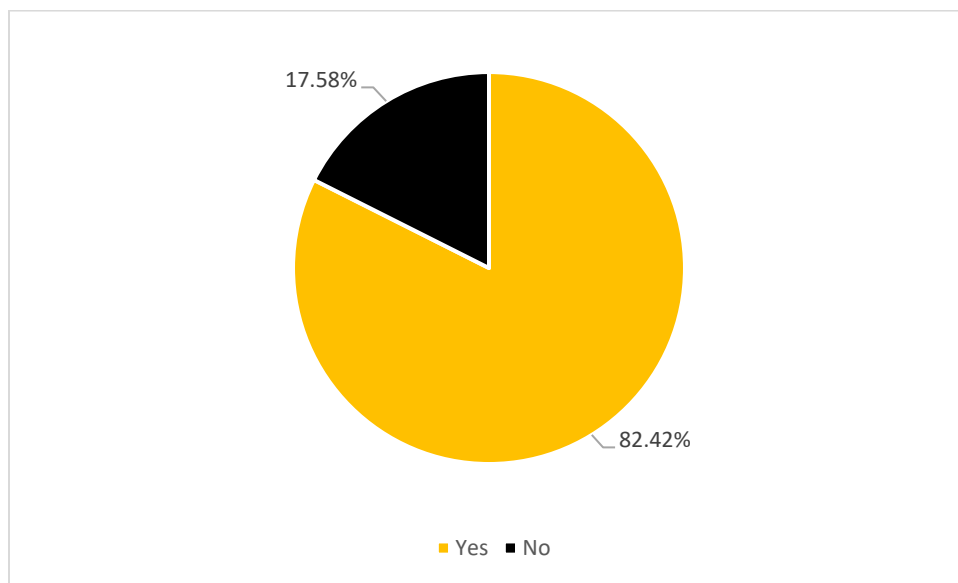
High School Social Studies

High school teacher respondents provided information about instructional materials and instructional technology used when teaching social studies. Respondents were also asked about the availability and types of social studies specific professional learning.

Instructional Materials and Methods

Student access to instructional materials for inquiry-based instruction in social studies remains critical in high school. Most high school respondents (82.42%) reported adequate access to instructional materials.

Figure 8: High School Respondents' Perception of Resource Availability



The most commonly reported materials in use were:

- Data Charts
- Political Cartoons
- Primary sources
- Maps

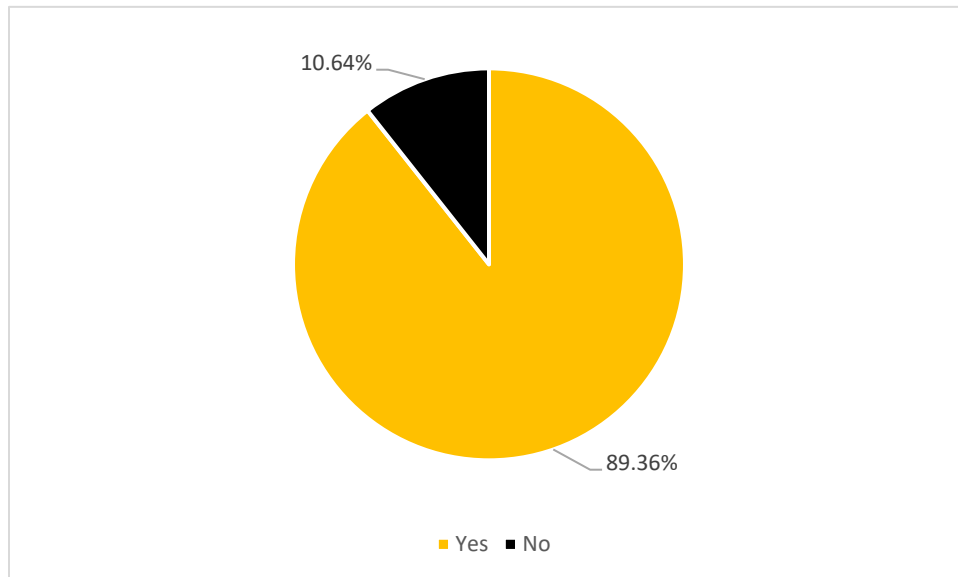
Instructional Technology

High school teachers reported the use of school issued laptops, including Chromebooks and tablets, as the most frequently available instructional technology. Teacher computers with projectors, learning management systems, and document cameras are also frequently in use.

Professional Learning

Over 89% of high school social studies teachers report access to professional learning opportunities specific to social studies. The most frequently cited professional learning activity is planning time with colleagues such as in professional learning teams or communities. High school teachers also report access to district level social studies professional learning events.

Figure 9: Availability of Social Studies Professional Learning for High School Respondents



Secondary Teacher Certification

At the secondary level, teachers hold certification in particular content areas. Their teaching assignments should correspond to their area of certification. Annually, each LEA reports the number of teachers at the secondary level who are teaching in-field and out-of-field.

- In-field means that the teacher is teaching a class that corresponds to the teacher's certification.
- Out-of-field means that the teacher is teaching a class that does not correspond to the teacher's certification.

Most teachers in each LEA teach within their field of certification. The following table shows the in-field and out-of-field certification status for social studies teachers in each LEA for the 2022-23 school year.

Figure 10: Secondary Social Studies Teacher Certification Status in School Year 2022-2023

Local Education Agency	Teachers	In-Field	In-Field Percent	Out-of-Field	Out-of-Field Percent
Allegany	35.88	35.63	99.30	0.25	0.70
Anne Arundel	327.24	279.23	85.33	48.01	14.67
Baltimore City	246.25	204.25	82.94	42.00	17.06
Baltimore	544.49	493.92	90.71	50.58	9.29
Calvert	72.47	63.92	88.20	8.56	11.80
Caroline	24.80	17.60	70.97	7.20	29.03
Carroll	111.50	111.50	100.00	0.00	0.00
Cecil	71.61	70.15	97.96	1.46	2.04
Charles	103.00	103.00	100.00	0.00	0.00
Dorchester	23.75	22.75	95.79	1.00	4.21
Frederick	173.87	169.34	97.40	4.53	2.60
Garrett	17.34	17.34	100.00	0.00	0.00
Harford	153.67	153.67	100.00	0.00	0.00

Local Education Agency	Teachers	In-Field	In-Field Percent	Out-of-Field	Out-of-Field Percent
Howard	250.61	247.63	98.81	2.98	1.19
Kent	7.00	7.00	100.00	0.00	0.00
Montgomery	635.70	615.30	96.79	20.40	3.21
Prince George's	490.11	414.87	84.65	75.24	15.35
Queen Anne's	34.25	27.17	79.32	7.08	20.68
St. Mary's	69.00	68.00	98.55	1.00	1.45
SEED School	5.00	5.00	100.00	0.00	0.00
Somerset	14.97	13.87	92.65	1.10	7.35
Talbot	19.38	19.38	100.00	0.00	0.00
Washington	98.27	95.62	97.30	2.65	2.70
Wicomico	62.00	62.00	100.00	0.00	0.00
Worcester	33.45	33.45	100.00	0.00	0.00