

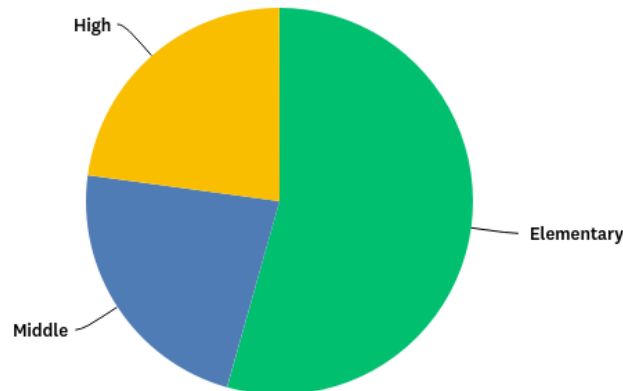


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 State Superintendent of Schools

Results of the 2018 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 2018. 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 3,641 participants in the survey.

Respondents



Answer Choices	Responses	
Elementary	54.38%	1980
Middle	22.77%	829
High	22.85%	832
Answered		3641

Summary

The 2018 survey is consistent with the 2017 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. Notable in this year's survey is the significant drop in the frequency of social studies instruction in elementary schools. Teachers indicated that daily social studies instruction dropped from 54% in 2017 to only 18% in 2018, with the majority of respondents indicating 2 – 3 times a week.

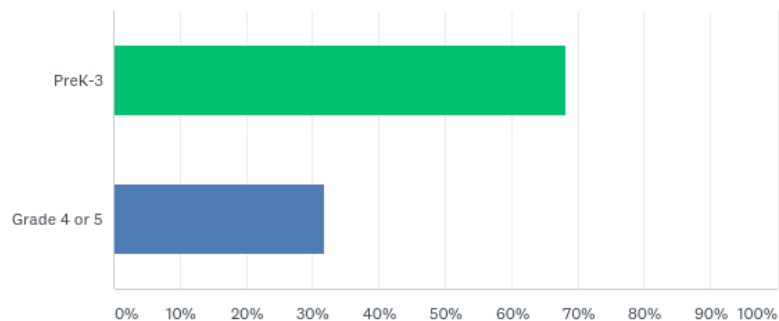
The majority of elementary teachers report social studies is taught as a stand-alone subject, by teachers responsible for multiple subject areas. When taught as a part of the English Language Arts (ELA) bloc, teachers reported that social studies is used to support reading instruction to a greater extent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

Additionally, this year's data indicate that foundational skills in social studies 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.

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 desire for social studies specific professional development is most pronounced at the elementary level. When compared to the 2017 survey, professional development opportunities on the elementary level decreased by 31% resulting in only 41% of elementary teachers in 2018 indicating that there were no social studies specific, district level, professional development opportunities available to them.

Elementary Social Studies Instruction Overview

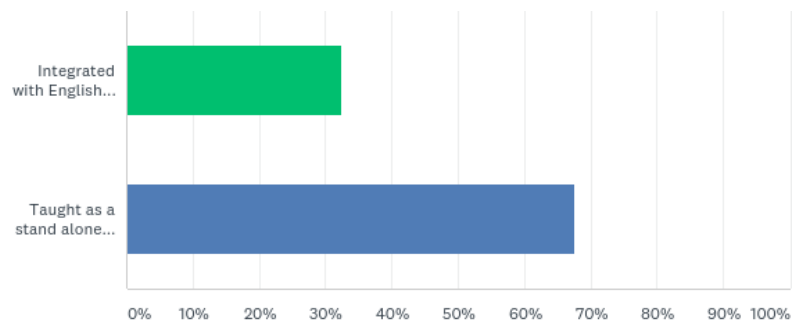
In which grade band do you teach social studies?



Answer Choices	Responses	
PreK-3	68.17%	1311
Grade 4 or 5	31.83%	612
Answered		1923

How do you teach social studies?

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

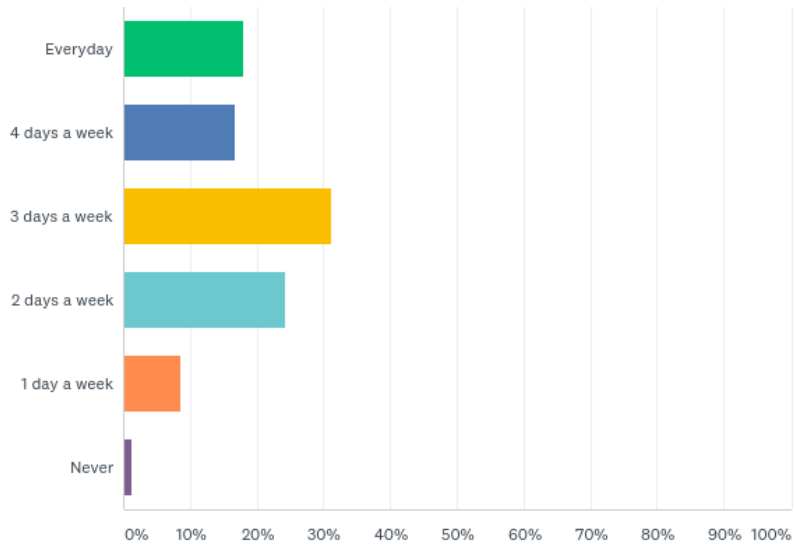


Answer Choices	Responses	
Integrated with English Language Arts (or another subject)	32.45%	612
Taught as a standalone subject	67.55%	1274
	Answered	1886

Instructional Time: Elementary Schools

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

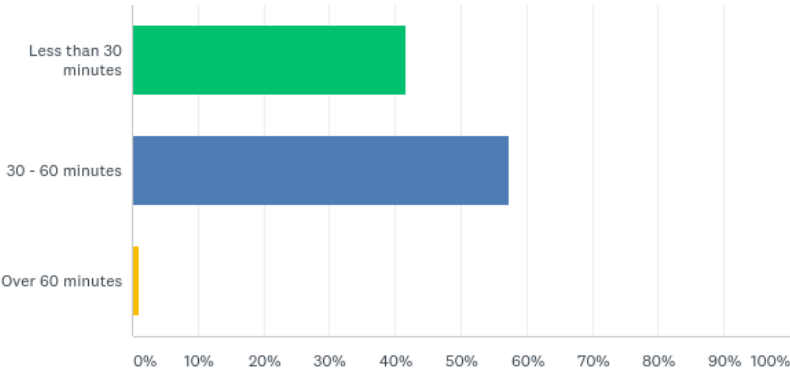
The frequency of social studies instruction across the state varies significantly. About a third of teachers indicated that they teach social studies three days a week, a third indicated more than three days a week, and a third indicated less than three days a week.



Answer Choices	Responses	
Everyday	17.96%	330
4 days a week	16.77%	308
3 days a week	31.08%	571
2 days a week	24.33%	447
1 day a week	8.66%	159
Never	1.20%	22
Answered		1837

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

The majority (57%) 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.

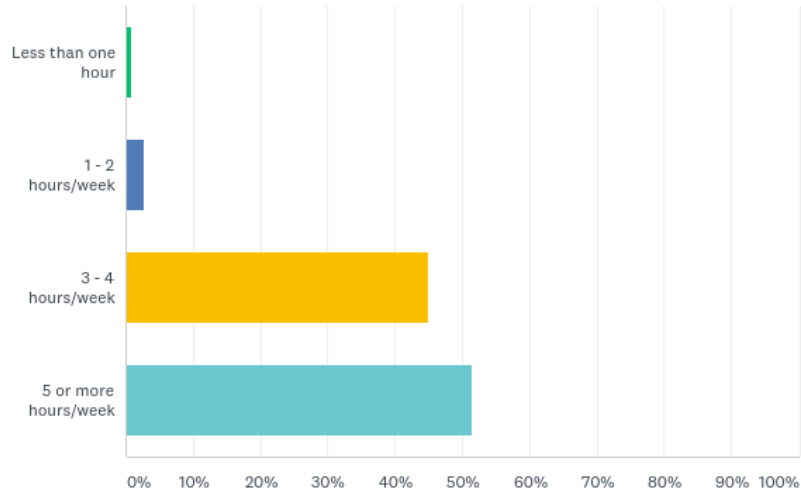


Answer Choices	Responses	
Less than 30 minutes	41.64%	528
30 - 60 minutes	57.33%	727
Over 60 minutes	1.03%	13
Answered		1268

Instructional Time: Middle School

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

A small majority (51%) of respondents indicated that students were receiving 5 or more hours of social studies instruction per week, with 45% indicating 3 -4 hours a week.

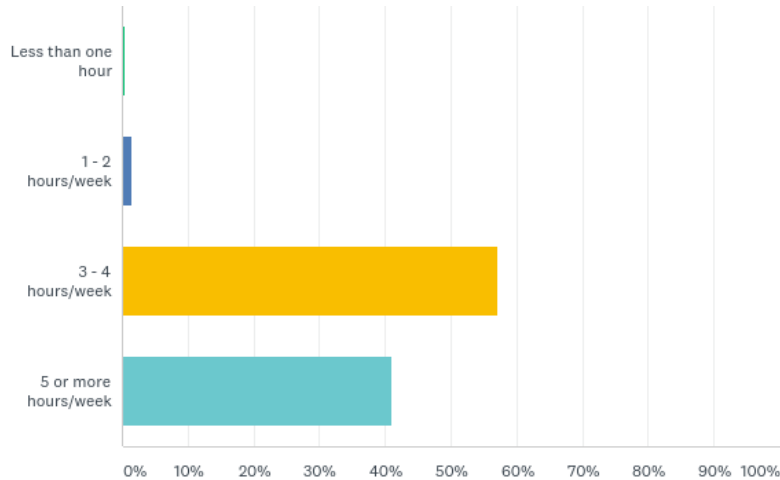


Answer Choices	Responses	
Less than one hour	0.85%	7
1 - 2 hours/week	2.81%	23
3 - 4 hours/week	44.93%	368
5 or more hours/week	51.40%	421
Answered		819

Instructional Time: High School

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

Most respondents (98%) indicated that students are receiving three or more hours of social studies instruction each week. This mirrors results from last year in which 98% of respondents also indicated 3 or more hours of instruction per week.

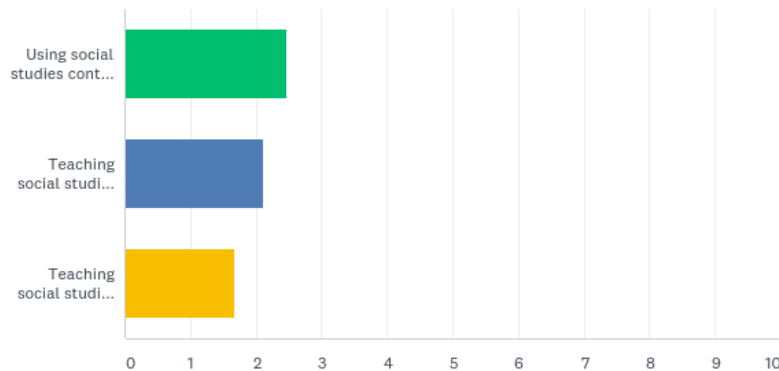


Answer Choices	Responses	
Less than one hour	0.85%	7
1 - 2 hours/week	2.81%	23
3 - 4 hours/week	44.93%	368
5 or more hours/week	51.40%	421
Answered		819

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 (29% and 15% respectively).

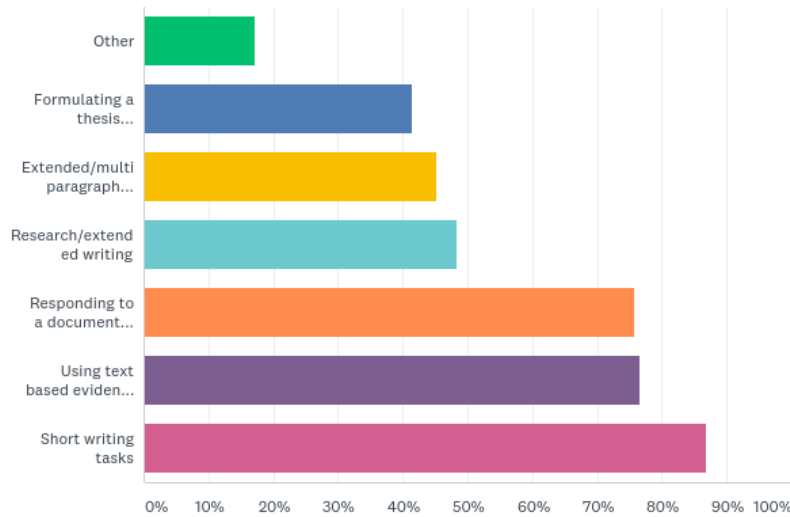


	1		2		3		N/A		Total	Score
Using social studies content for reading instruction	56.75%	287	23.91%	121	13.44%	68	5.93%	30	506	2.46
Teaching social studies standards including civics, people and nations of the world, geography, economics, history	28.63%	148	41.78%	216	19.15%	99	10.44%	54	517	2.11
Teaching social studies skills and processes	15.10%	85	31.08%	175	45.47%	256	8.35%	47	563	1.67

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:

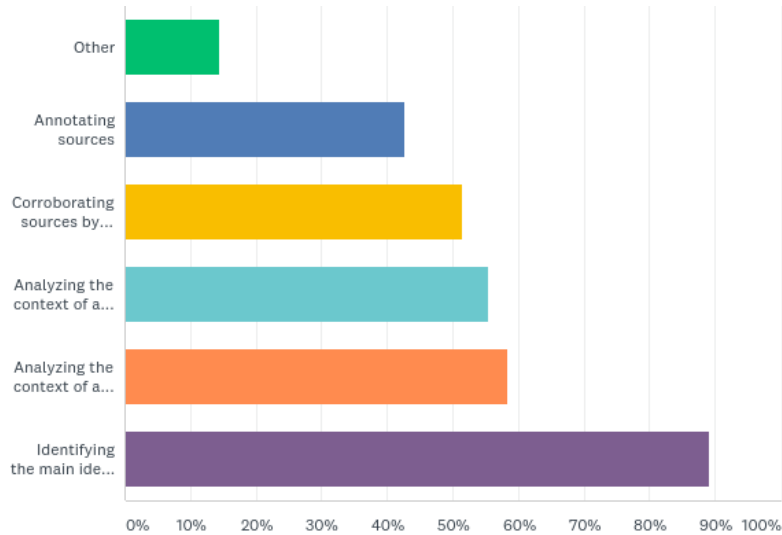
Consistent with the 2017 survey results, responses indicated that the most common writing exercise (87% in 2018) on all levels of social studies instruction is short writing tasks. Formulating a thesis, a foundational skill in social studies was the least frequent response with 42% indicating that students regularly practiced this skill during social studies instructional time.



Answer Choices	Responses	
Formulating a thesis statement	41.45%	1369
Using text based evidence to support an argument	76.66%	2532
Responding to a document based question	75.78%	2503
Short writing tasks	86.89%	2870
Extended/multi paragraph writing tasks	45.20%	1493
Research/extended writing	48.38%	1598
Other	17.08%	564
Answered		3303

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

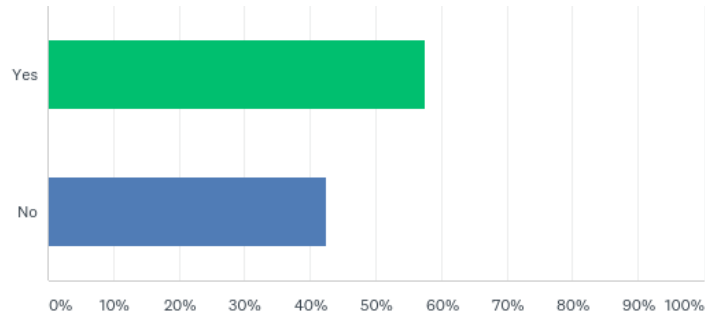
Consistent with the 2017 survey results, responses indicated that identifying the main idea of a source is the most common reading and document analysis skill being taught in social studies (94% in 2018). Annotating sources continues to be the least identified skill being taught and practiced in social studies courses.



Answer Choices	Responses	
Identifying the main idea of a source	89.05%	2919
Analyzing the context of a source including the author's background and perspective	58.39%	1914
Analyzing the context of a source and how the context influences the message	55.43%	1817
Corroborating sources by identifying main areas of agreement and disagreement	51.56%	1690
Annotating sources	42.77%	1402
Other	14.46%	474
Answered		3278

Resources for Social Studies Instruction: All Levels

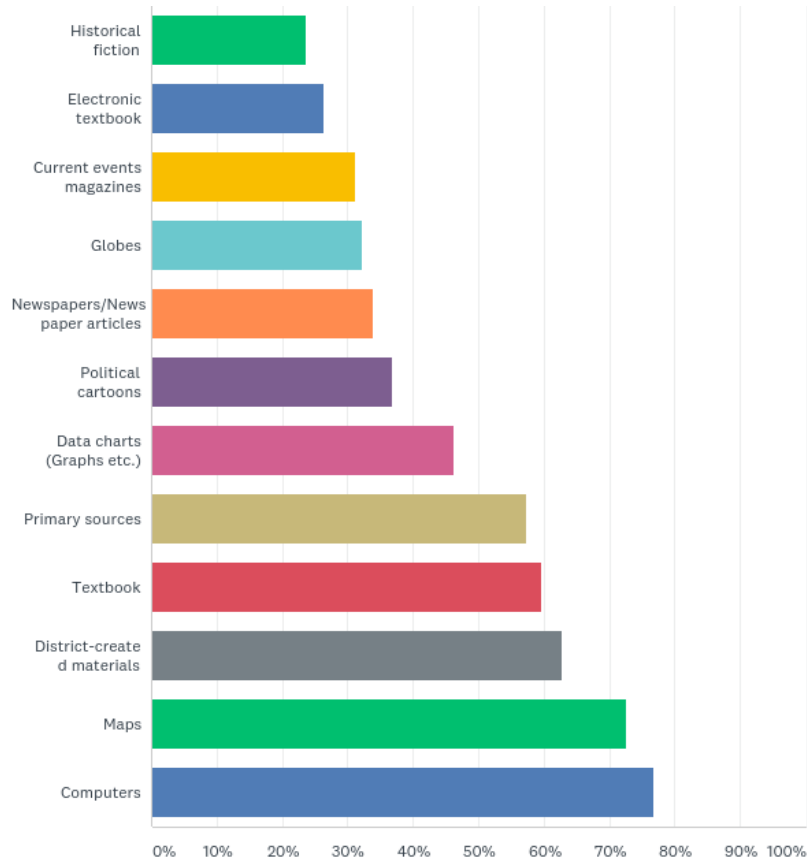
Are an adequate number and type of resources available for instruction in your social studies classrooms?



Answer Choices	Responses	
Yes	57.48%	1905
No	42.52%	1409
Answered		3314

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 2017. Fewer than half reported that data charts, newspaper articles, current event magazines, and political cartoons were used regularly in instruction.

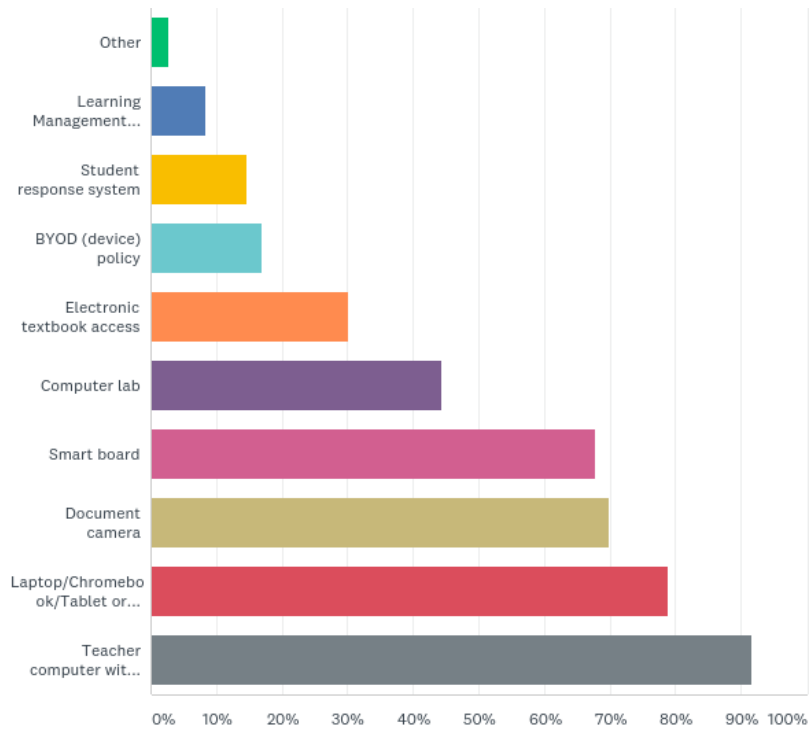


Answer Choices	Responses	
Textbook	59.66%	1967
District-created materials	62.69%	2067
Electronic textbook	26.42%	871
Computers	76.68%	2528
Maps	72.55%	2392
Globes	32.30%	1065
Newspapers/Newspaper articles	33.82%	1115
Current events magazines	31.21%	1029
Primary sources	57.26%	1888
Historical fiction	23.66%	780
Political cartoons	36.91%	1217
Data charts (Graphs etc.)	46.13%	1521
Answered		3297

Instructional Technology: All Levels

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

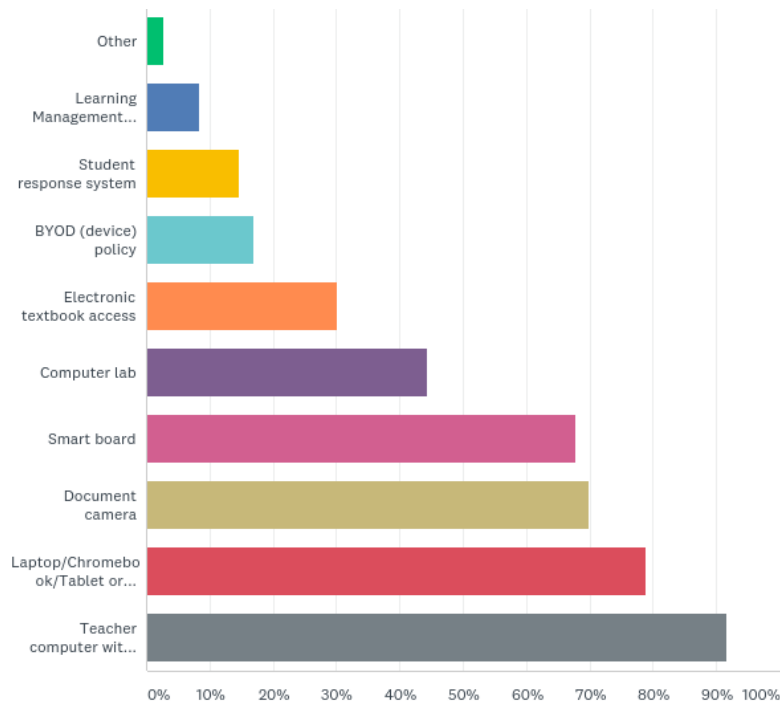
Consistent with data from 2017, teacher computers and laptops are the most frequently available types of technology for social studies instruction.



Answer Choices	Responses	
Laptop/Chromebook/Tablet or other electronic device for students	78.89%	2613
Teacher computer with projector	91.58%	3033
Document camera	69.78%	2311
Electronic textbook access	30.19%	1000
Smart board	67.84%	2247
Student response system	14.55%	482
Computer lab	44.32%	1468
BYOD (device) policy	16.85%	558
Learning Management System (LMS)	8.45%	280
Other	2.63%	87
Answered		3312

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

Consistent with the 2017 responses, teacher computers and projectors, student computers, and document cameras are the most commonly available forms of technology for social studies instruction.

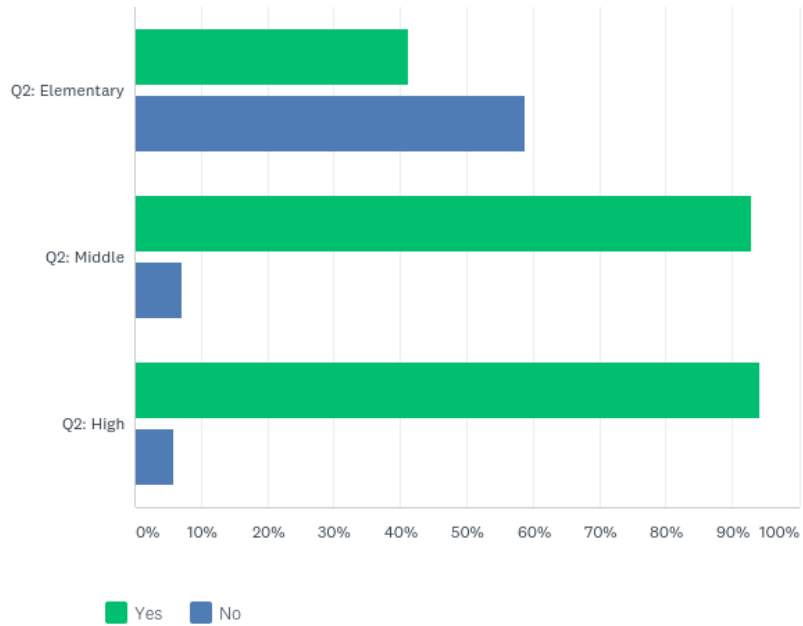


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Answered		3312

Professional Development

Is social studies professional development available to you? Teacher Respondents

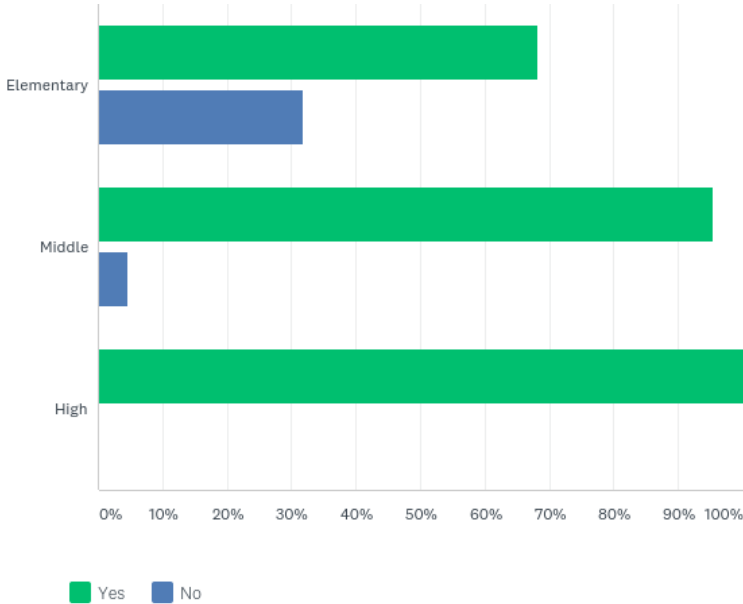
Consistent with the 2017 survey, elementary teachers reported that they have fewer opportunities for social studies professional development options, with 59% in 2018 indicating none. In contrast, 93% of the middle school respondents and 94% of the high school respondents indicated professional development is available to them.



	Yes		No		Total	
Q2: Elementary	41.24%	730	58.76%	1040	53.88%	1770
Q2: Middle	92.84%	713	7.16%	55	23.38%	768
Q2: High	94.11%	703	5.89%	44	22.74%	747
Total	65.33%	2146	34.67%	1139	100.00%	3285
Answered						3285

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

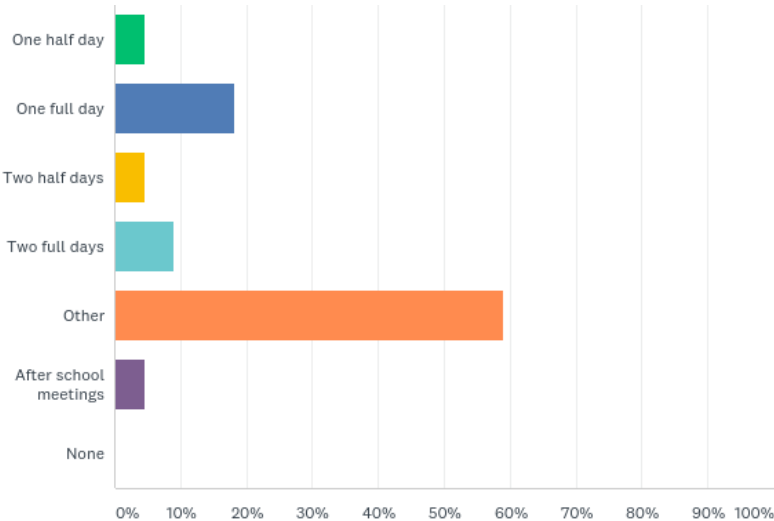
Supervisor respondent data indicates that there are fewer social studies specific professional development opportunities for the elementary level.



	Yes		No		Total
Elementary	68.18%	15	31.82%	7	22
Middle	95.83%	23	4.17%	1	24
High	100.00%	25	0.00%	0	25
Answered					25

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

The number of district level professional development days has decreased from the 2017 survey. In 2017, 50% of district supervisors reported one or two full day meetings per year. In 2018, this number dropped to 32% holding one or two full day social studies professional development meetings.

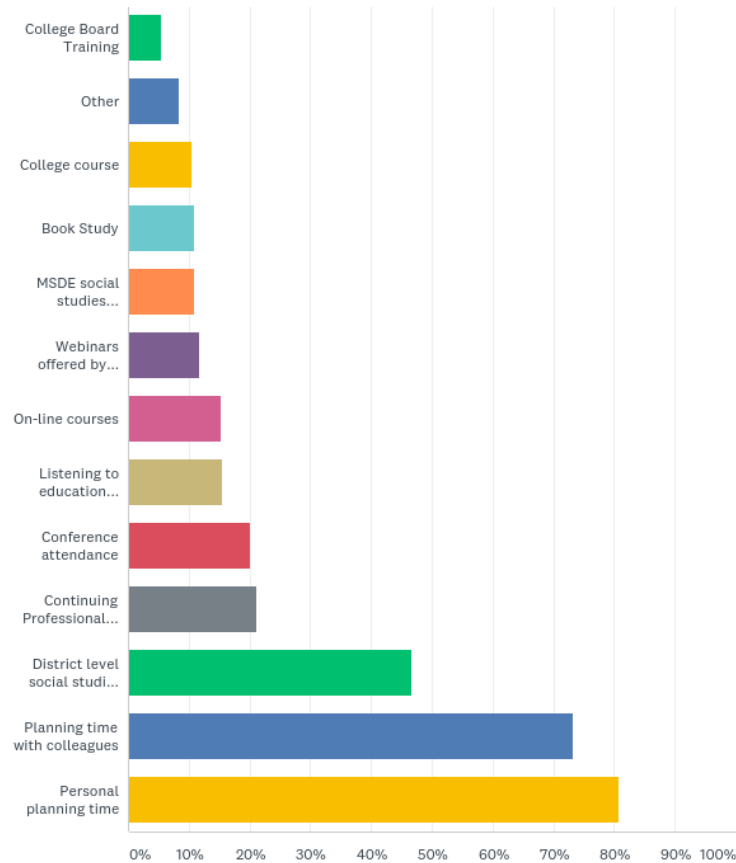


Answer Choices	Responses	
One half day	4.00%	1
One full day	20.00%	5
Two half days	8.00%	2
Two full days	12.00%	3
Other	52.00%	13
After school meetings	4.00%	1
None	0.00%	0
Answered		25

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

Similar to 2017, individual and team planning were the most commonly identified forms of professional development, followed by district-level professional development. New to the 2018 survey were options for professional development conducted by College Board (5%) and listening to educational podcasts (15%).

All Levels:



Answer Choices	Responses	
Conference attendance	20.04%	591
Webinars offered by MSDE, your local district, or another social studies organization	11.73%	346
On-line courses	15.19%	448
Planning time with colleagues	73.14%	2157
Personal planning time	80.74%	2381
College course	10.38%	306
Continuing Professional Development (CPD) course	21.06%	621
College Board Training	5.46%	161
Book Study	10.92%	322
District level social studies professional development	46.73%	1378
MSDE social studies professional development	10.95%	323
Listening to education and/or social studies related podcasts	15.43%	455
Other	8.44%	249
	Answered	2949

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

LEA	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	154	154	157
Baltimore City	105 82	6 282	53 162
Baltimore County	Data Not Available	Data Not Available	Data Not Available
Calvert	No Data Reported	No Data Reported	No Data Reported
Caroline	1	4	11
Carroll	4	8	42
Cecil	12	8	25
Charles	6	31	35
Dorchester	3	11	11
Frederick	12	10	56
Garrett	3	6	9
Harford	24	10	57
Howard	24	12	94
Kent	2	2	2
Montgomery	25	87	205
Prince George's	16	55	112
Queen Anne's	6	2	15
Somerset	2	4	3
St. Mary's	2	0	9
Talbot	No Data Reported	No Data Reported	No Data Reported
Washington	10	6	24
Wicomico	5	5	22
Worcester	6	4	8
Maryland School for the Deaf Columbia Campus	No Data Reported	No Data Reported	No Data Reported
Maryland State Department of Education-JSES	1	1	2

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)

LEA	Middle School Sections	High School Sections
Allegany	No Data Reported	No Data Reported
Anne Arundel	90	Data Not Available
Baltimore City	200 2	66 36
Baltimore County	Data Not Available	Data Not Available
Calvert	No Data Reported	No Data Reported
Caroline	4	1
Carroll	2	0
Cecil	0	0
Charles	35	4
Dorchester	0	0
Frederick	5	4
Garrett	0	0
Harford	0	0
Howard	96	5
Kent	1	0
Montgomery	306	81
Prince George's	44	58
Queen Anne's	0	0
Somerset	0	0
St. Mary's	1	0
Talbot	No Data Reported	No Data Reported
Washington	0	1
Wicomico	16	0
Worcester	24	0
Maryland School for the Deaf Columbia Campus	No Data Reported	No Data Reported
Maryland State Department of Education-JSES	0	0