

# Social Studies Standards Economic Impact Report

DRAFT SUMMARY



# Table of Contents

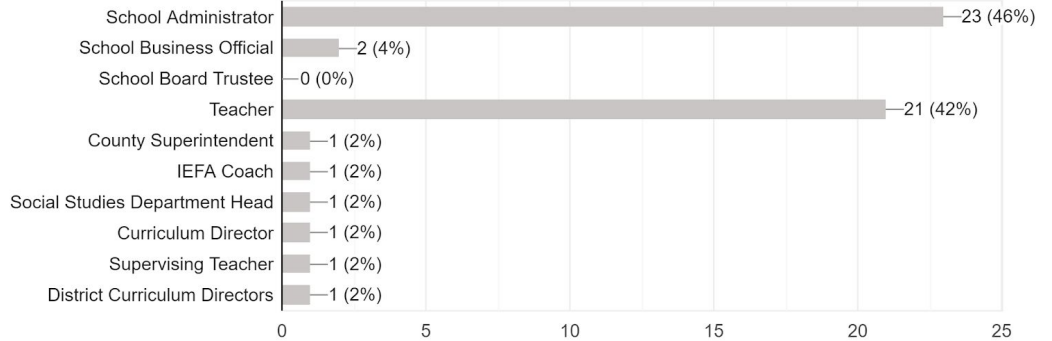
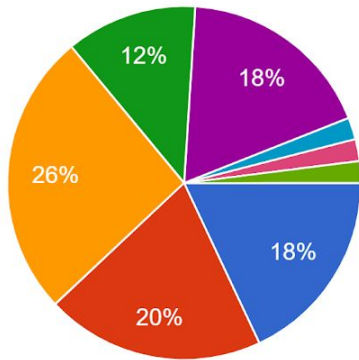
- Social Studies Economic Impact Survey **3**
- Survey Demographics (n=50\*) **3**
- Instructional Materials **4**
- Personnel **5**
- Professional Learning **5**
- Curriculum Development **6**
- General Feedback **7**
- 2018-2019 Social Studies Course Data (TEAMS) **8**

\*Note: This is a summary of the Economic Impact Survey. Not all questions or written responses are included.

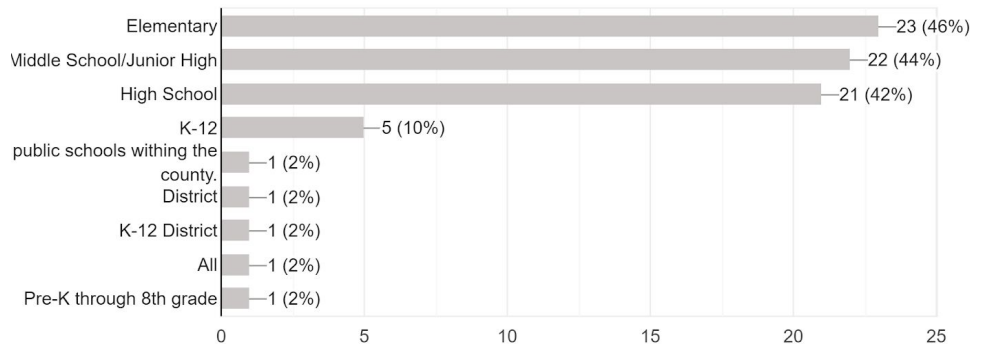
# Social Studies Economic Impact Survey

## Survey Demographics (n=50\*)

\*many of the questions were optional



- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- I represent 6 school systems in the county the smallest has 6 students the...
- Multiple School Districts (approximately 12,200 students)
- Rural School K-8 !9 students



## Content Standards Implementation

Question	Yes	No
Do you anticipate that your district will be able to meet the proposed social studies standards with existing resources?	29 (58%)	21 (42%)
Will your district be able to implement the proposed program delivery standards for social studies?	28 (65.1%)	15 (34.9%)

The three most significant challenges to implementation were: Instructional Materials, Professional Development and Curriculum Development.

## Instructional Materials

Question	Yes	No	Maybe
Would the proposed standards impose a cost for instructional materials beyond that required to implement the current standards?	28 (63.6%)	16 (36.4%)	
Will your district have difficulty finding instructional materials to implement the proposed standards?	9 (20.9%)	18 (41.9%)	16 (37.2%)

### Additional Feedback:

*"We have not been able to provide new resources in high school until the passing of the high school levy last year. It's not that we had difficulty finding it is that we had a hard time finding the funding to implement new resources."*

*"We will need to conduct a curriculum audit and review process of materials that align with the standards"*

*"We currently have the teachers and materials needed at the middle school level."*

*"There would be no additional cost for first grade materials. Finding instructional materials would cost no more than current costs and could be easily found"*

*"Instructional Minutes are too small to address all standards, increase instructional days to 195, plus 10 PIR days, this requires a state increase in AnB funding. What confounds us is that you think it's about the materials, it is really about the time students attend school."*

*"much of the newer material is delivered electronically. That does not work for a small school with limited technology capabilities and financial resources to continually pay for licenses."*

*"The cost of adopting new materials will be prohibitive as we are not successful in passing mill levies."*

*"Due to lack of focus on Social Studies Standards at the state level since 1999 and the fact that it is not a tested area, there is a lack of accountability or incentive to keep these materials as up to date as other areas. Therefore, most of the schools I represent have not budgeted for or purchased new social studies materials and have expressed that they are lacking the resources to do so, with or without new standards."*

*"Our greatest challenge is resources. Many of our textbooks haven't been updated for fifteen to twenty years. Additionally, there isn't a great deal of supplementary materials due to finances."*

*"We struggle finding materials for the K-3 grade levels and will probably continue to do so. Curriculum programs are expensive to purchase."*

*"Filling the needs for the "Montana History" components will take some work, but it would be doable."*

### **What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)**

Answers ranged from \$2,000, \$50 per student to 7 million.

## Personnel

Question	Yes	No
Would the proposed standards impose a cost for personnel beyond what is required to implement the current standards?	10 (22.7%)	34 (77.3%)
Will your district have a shortage of teachers endorsed to teach social studies?	5 (11.6%)	38 (88.4%)

If you answered "yes" additional feedback:

*"All of our teachers are K-8 elementary endorsed. With that being said their individual depth of knowledge varies greatly and considerable professional development would be required to fully implement the new standards."*

*"The cost would be to pay teachers in the summer for curriculum development."*

One school indicated it would need to add a second high school teacher.

---

## Professional Learning

Question	Yes	No
Would the proposed standards impose a cost for professional learning beyond those expenses already required to implement the current standards?	23 (52.3%)	21 (47.7%)
Will your district have difficulty finding professional development opportunities for social studies educators?	18 (24.9%)	24 (57.1%)

Summary if answered "yes"

*"Our district does not do specialized professional development."*

*"We can use PLC time hopefully but we have a difficult time with finding subs."*

*"There shouldn't be any difficulty "finding" PD opportunities however our school does not focus on PD specific to each area but rather generalized PD mostly focused on standardized testing."*

*"We have not looked for training outside the district. Our location makes it challenging to send people to trainings that are cost effective."*

*"The Montana Teaching/Learning Hub has a variety of options. However, the main cost will be trying to figure out a curriculum that can implement the standards. Since some of the standards are poorly worded and no examples of lessons or questions or supplied, we will need to spend a great deal of time and money."*

*"increase PIR days to a required 10, Teachers get a required 7, 2 at the start of the year, 2 for MEA days, 2 for P/T conferences, that leaves just 1 day for the rest of the year."*

*"Social Studies PD is nearly non-existent in our state. There are very few resources."*

DRAFT SUMMARY Updated: February 7,2020

*"We do have funds for providing professional development for our teachers. Currently we are dependent upon grants to fund professional development. Title funds cannot be used to support social studies training."*

*"Additional IEFA training opportunities."*

*"New standards require K-12 teachers to receive updated professional development. Social Studies is often one of the more challenging content areas to find engaging and relevant staff development opportunities"*

### **What increase in total dollars would be required to cover the cost associated with professional development?**

Answers: Answers varied from \$40 per teacher to \$1 to 2 million over a multi-year period.

### **What professional development would be needed?**

*"Training on materials to meet new standards, training on C3, time to develop units to meet standards."*

*"1) review of standards 2) planning and instructional delivery 3) rigorous curriculum development, implementation, delivery, and grading"*

*"Teachers would need professional development on the inquiry process for all four domains of social studies. Most K-8 certified teachers are comfortable with direct instruction of facts but struggle to develop questions that develop an inquiry mindset that allows students to link the four domain together to create a well rounded understanding of social studies."*

*"Hands on training using primary and secondary resources which focus on the standards for middle school"*

*"Ideally, something in our area that is ongoing, and not just a one time training."*

*"Teaching abstract concepts in new standards"*

*"Training sessions related to integrating social studies and literacy provided at our school because access to substitute teachers is also a problem."*

*"IEFA implementation ideas"*

*"I believe that we need the most assistance in applying economic and geographic standards to our history classes. Currently, our geography and economics courses are elective classes which are sparsely attended."*

*"Understanding the C3 Framework as used to create the Montana Standards, especially the Inquiry Arc and Taking Action components. Also, a process or structure to create local curriculum that incorporates the new standards, such as a scope and sequence and pacing guides (with time allotted to do this type of work). Finally, there would be a need for training on specific programs adopted by each district for their teachers to fully implement the program(s) successfully."*

*"Level 1 Awareness on new standards and the pedagogy required to implement them. Level 2 Resources and implementation of new curriculum Level 3 Proficiency Based Assessments towards those standards."*

*"Integrating curriculum, especially new geography and economics standards."*

## Curriculum Development

Question	Yes	No	Maybe (if option)
Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?	14 (31.8%)	20(45.5%)	10(22.7%)
Would the proposed standards impose a cost for curriculum development beyond what is required to implement the current standards?	21 (48.8%)	22 (51.2%)	

Summary if answered "yes"

*"again: increase state PIR requirements"*

*"We need resources and time to align the curriculum and develop a implementation plan"*

*"We barely have time and money to implement the curriculum that we presently have. We have not done any major curriculum work in 10 years so there is a backlog that would require sufficient time."*

*"Again, the acquiring of new materials is difficult. A small school does not have the resources to research nor purchase the multiple grade levels needed to meet the curriculum for all grade levels taught."*

*"Curriculum development is always difficult in a rural district. ACE provides the training, but it can be difficult when you are the only person in the subject matter in a district to do it alone."*

*"We need paid time during the summer. Missing significant amounts of time during school does not serve our students well. We need to create innovative ways to be sure the content standards are taught well within the content structure of our district, particularly as an IB school. IB has its own curriculum that is to be taught and we need to work to dovetail that with the Montana standards."*

*"Not enough substitutes available to send teachers for professional development"*

### What new purchases would be needed?

- books, accompanying materials, subscriptions to databases
- New instructional materials (textbooks, techbooks, artifacts, and visual aids).
- A vertical alignment of standards and curriculum would be needed. This work would need to be done by teachers through co-ops or RESA's. Teacher time would need to be compensated.
- A new curriculum that is specific to Montana.
- Books, professional development materials
- Release time or summer time work for teachers

### What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: \$1,500-\$1,500,000

*1,500 (figuring 20 per teacher rep on social studies curriculum teams)*

*\$1,500,000 for textbooks \$13,000 for Curriculum Review, (25 teachers x 6 days out of the classroom)*



## General Feedback

*In addition to curriculum, bandwidth to support technology and technology itself would be required to fully implement these standards.*

*Standards have not been revised in over two decades. With this comes a great deal of change that will need to take place in regard to curriculum, materials, and instructional practices. Ideal this would be done on a statewide level.*

*provide professional development to implement programs*

*However, there is always a need for quality professional development. The cost of that training varies depending on location and the personnel you bring in.*

*There is always a need for professional development and the price varies depending on geographic location and numbers. If we need to travel, that limits attendance. Bringing someone in also varies in cost.*

*I believe that OPI should consider making the standards clearer with examples of lessons provided. How might these standards be assessed? Examples should be provided also. As a 4th grade teacher, I focused most of my attention on those standards.*

*The focus in the standards should support curriculum for all levels, not just the top 10% of students. The public school was designed for the majority of the students, those in the middle of the educational spectrum. We are too focused on the top tier and its needs.*

*OPI needs to recommend a new funding structure for public education that adequately addresses the needs of small rural school systems in Montana. The funding needs to cover the expenses for personnel, professional development, and resources.*

*So much of this is just having paid time to make sure that the curriculum standards are effectively implemented. Trying to do it piecemeal is ineffective.*

*I believe that many schools will have a difficult time putting these in place due to finances. I am very lucky that I have a veteran staff member who can easily adapt what we have in place already to meet the new standards. Is it possible to offer grants to help needy schools meet the new requirements?*

*Consider adding a lot of additional support at the OPI level in terms of professional development and curriculum guidance to lessen the financial impact on individual districts.*

## 2018-2019 Social Studies Course Data (TEAMS)

Prior to Secondary (PTS) Category	Number
Number of PTS Social Sciences Courses	1,931
Total Enrollment of PTS Social Sciences Courses	37,539
School Systems with PTS Social Sciences Courses	211
Schools with PTS Social Sciences Courses	279
Number of PTS Social Sciences Teachers/Facilitators	612
PTS Social Sciences Course Codes Available	18
PTS Social Sciences Course Codes Used	15

Course Code	Prior to Secondary Social Sciences and History Courses	Courses	Enrollment
54001	World Geography	111	2155
54005	U.S. Geography	8	193
54051	World History—Overview	63	1455
54061	World Area Studies	1	20
54062	World People Studies	18	237
54063	Western Civilization	0	0
54064	Contemporary World Issues	2	19
54101	U.S. History—Comprehensive	79	1486
54105	State-Specific Studies	106	1583
54106	Contemporary U.S. Issues	12	137
54151	U.S. Government—Comprehensive	0	0
54161	Civics	15	270
54171	IB Humanities, Middle Years Program	0	0
54435	Social Studies (grade 5)	78	1724
54436	Social Studies (grade 6)	361	7857
54437	Social Studies (grade 7)	474	9541
54438	Social Studies (grade 8)	446	8218
54439	Social Studies	157	2644
<b>Total</b>		<b>1,931</b>	<b>37,539</b>

Secondary Category	Number
Number of Secondary Social Sciences Courses	3,353
Total Enrollment of Secondary Social Sciences Courses	57,662
School Systems with Secondary Social Sciences Courses	172
Schools with Secondary Social Sciences Courses	180

Number of Secondary Social Sciences Teachers/Facilitators	545
Secondary Social Sciences Course Codes Available	51
Secondary Social Sciences Course Codes Used	44

Course Code	Secondary Social Sciences and History Courses	Courses	Enrollment
04001	World Geography	187	3749
04003	IB Geography	1	10
04004	AP Human Geography	21	472
04051	World History—Overview	490	9361
04052	World History and Geography	68	992
04053	Modern World History	40	769
04054	IB History	39	561
04056	AP European History	9	151
04057	AP World History	41	775
04061	World Area Studies	10	33
04062	World People Studies	35	511
04063	Western Civilization	59	1492
04064	Contemporary World Issues	23	386
04101	U.S. History—Comprehensive	602	9921
04102	Early U.S. History	102	2086
04103	Modern U.S. History	134	2593
04104	AP U.S. History	93	1388
04105	State-Specific Studies	125	2237
04106	Contemporary U.S. Issues	11	112
04108	U.S. Gender Studies	3	65
04151	U.S. Government—Comprehensive	486	8058
04153	Political Science	50	1147
04155	International Relations	0	0
04156	United States and World Affairs	59	1129
04157	AP U.S. Government and Politics	51	967
04158	AP Comparative Government and Politics	2	46
04159	AP Government	26	347
04161	Civics	52	670
04162	Law Studies	31	624
04163	Consumer Law	1	26
04164	Business Law	4	15
04201	Economics	51	723
04202	Comparative Economics	9	150
04203	AP Microeconomics	7	9

DRAFT SUMMARY Updated: February 7,2020

04204	AP Macroeconomics	0	0
04205	AP Economics	2	41
04206	IB Economics	0	0

Montana course codes are a subset of the NCES (National Center for Education Statistics) Standard Codes. Along with the course code, a content description for each course is provided: [Montana K-12 Course Codes and Description](#)