
Preparing High-quality and Effective Teachers

Presentation to the
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and the
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Preparing High-quality and Effective Teachers

Over the past few years concerns about the capability of teacher preparation programs to produce high-quality teachers has garnered much attention. This can be attributed to a variety of factors including persistent achievement gaps between low- and high-poverty schools and continuing poor academic performance of U.S. students compared to those in other countries. In 2013, the National Council on Teacher Quality (NCTQ) released the *Teacher Prep Review*, which concluded that, of the over 2,400 teacher preparation programs, four out of five "...are weak or even failing." Although controversial, the report brought to the forefront the question of how to measure or evaluate the quality of teacher programs and the teachers they train.

The concerns about the quality of teacher preparation programs becomes more acute with the implementation of the Common Core State Standards (CCSS) throughout the country, or in Maryland – the Maryland College- and Career-Ready Standards (MCCRS) – which sets higher learning standards for students. Programs need to ensure their curricula are aligned with this new approach to teaching and are preparing and producing teachers with the skill set needed to improve student learning.

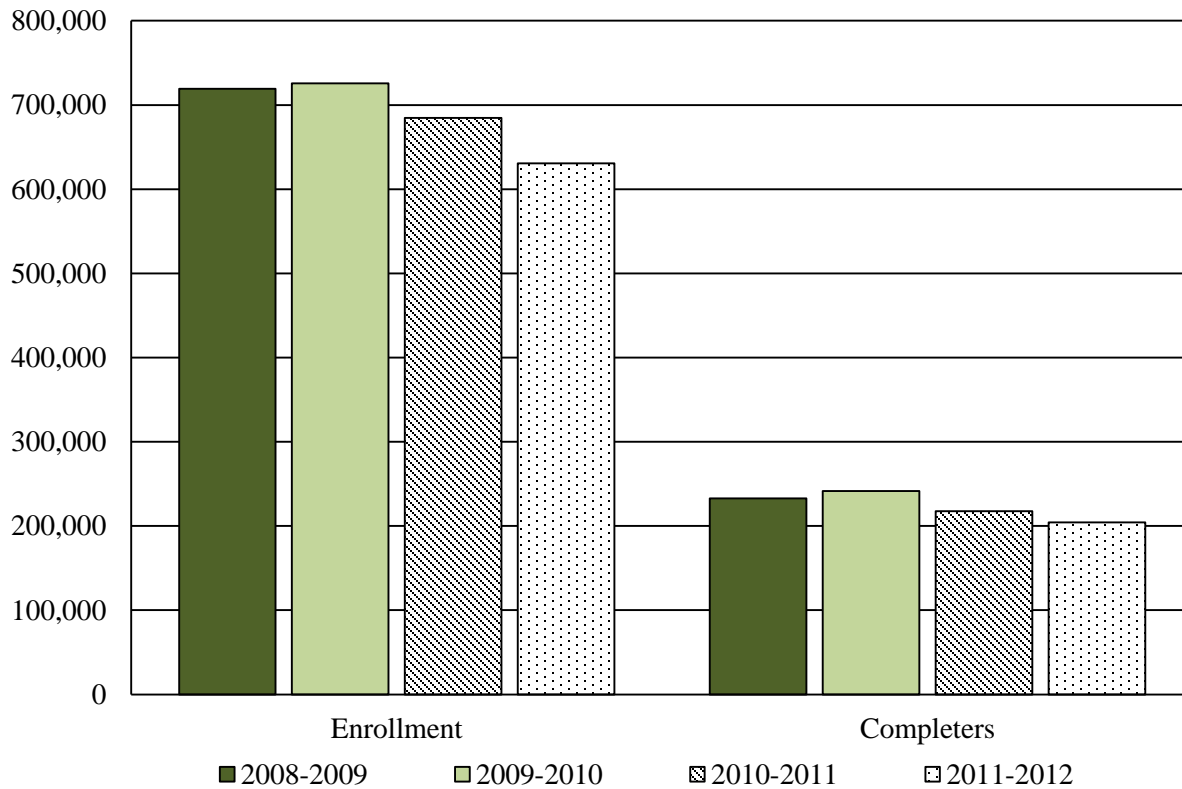
Enrollment and Completion Trends in Prep Programs

Nationally, both enrollment in teacher preparation programs and the number of program completers declined 12.3% from 2008-2009 to 2011-2012 academic years (AY), as illustrated in **Exhibit 1**. However, the declines did not begin until the 2010-2011 AY when enrollment fell by 5.6% and completers declined by 9.9%. In the same period in Maryland, enrollments and completions increased 1.1% and 12.2%, respectively, as shown in **Exhibit 2**. However, as occurred nationally, these numbers started declining in 2010-2011 AY with enrollment and completers dropping 3.1% and 4.6%, respectively. Over the past two years, enrollment in Maryland teacher programs declined 11.8% and completers are down 6.9%.

Demand for Teachers

The issue of the quality of teacher programs becomes more critical as a significant number of older (baby boomer) teachers are expected to retire between 2012 and 2022, according to the Bureau of Labor Statistics (BLS). While this is expected to create job openings, there are regions in the country that have a surplus of kindergarten and elementary teachers while there are shortages of high school science, technology, engineering, and mathematics (STEM); English as a Second Language; and special education teachers. This is the case in Maryland. Similarly, the national outlook for teaching positions is positive due to a projected growth in school-age enrollment. However, according to BLS, in the Northeast (which includes Maryland), it is expected that enrollment will decline resulting in a lower demand for teachers.

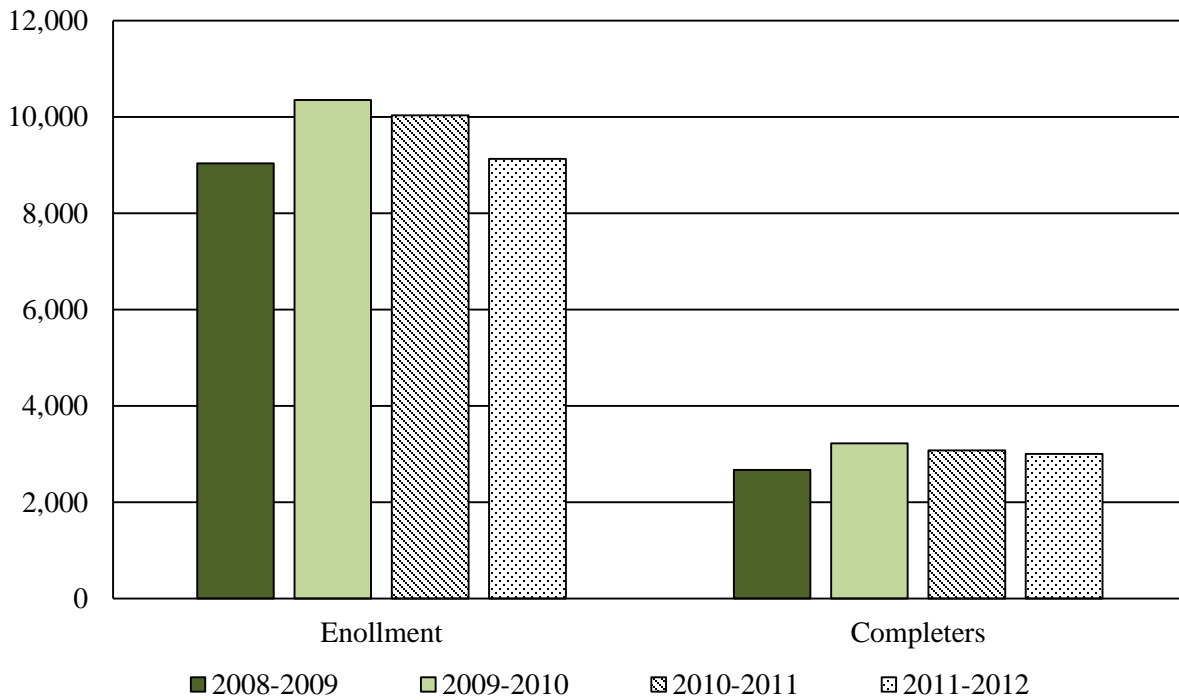
Exhibit 1
National Enrollment and Program Completers in
Teacher Preparation Programs
2008-2009 to 2011-2012 Academic Years



Note: Completers are persons who have met all the requirements of a state-supported teacher preparation program, including traditional and alternative programs.

Source: Secretary's Annual Report, 2013-2009 *Title II Report*, U.S. Department of Education

Exhibit 2
Enrollment and Program Completers in
Maryland Teacher Preparation Programs
2008-2009 to 2011-2012 Academic Years

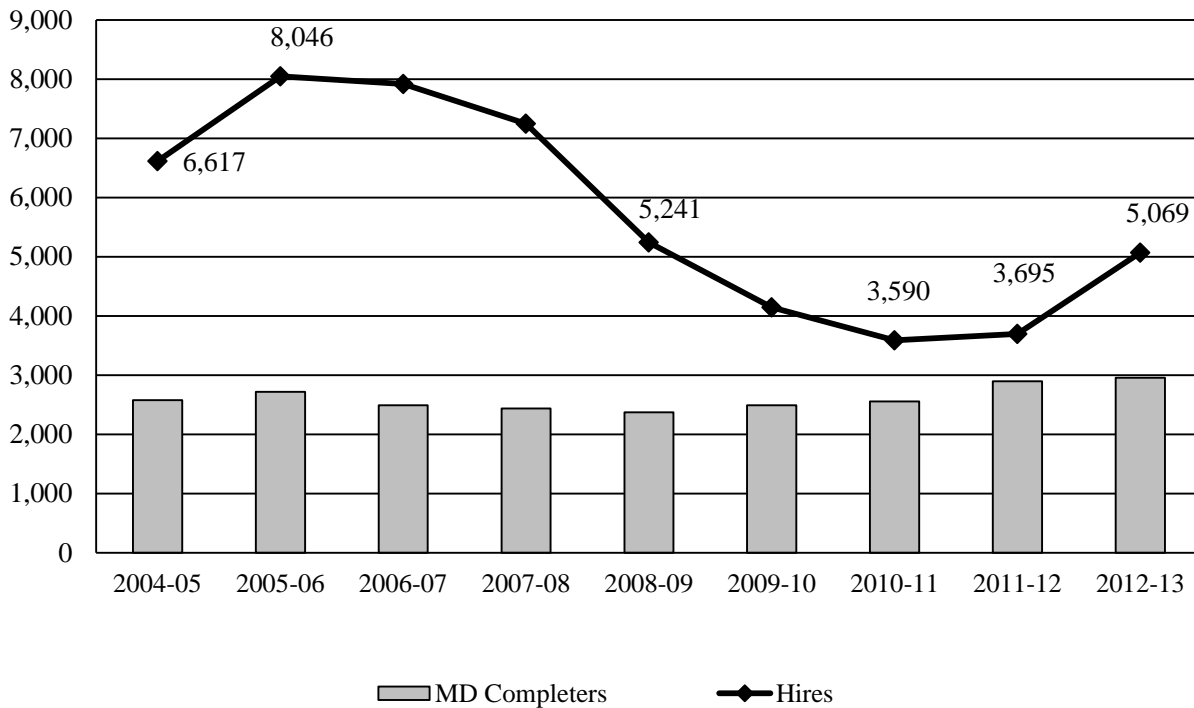


Note: Completers are persons who have met all the requirements of a State-supported teacher preparation program, including traditional and alternative programs.

Source: Secretary’s Annual Report, 2013-2009 *Title II Report*, U.S. Department of Education

The number of new hires at Maryland’s public schools dropped from a high of 8,046 in the 2005-2006 AY to 3,695 in the 2011-2012 AY, as illustrated in **Exhibit 3**. This can be partly attributed to an enrollment decrease related to the last of those in the baby boom echo graduating from high school. However, the number of new hires increased 1,374 to 5,069 in the 2012-2013 AY, the highest level since the 2008-2009 AY. According to the Maryland State Department of Education (MSDE), this may be an anomaly, or it may reflect an improving economy in which teachers feel more comfortable retiring, and school districts that are able to hire more teachers. Overall, the number of new hires continues to exceed those completing a Maryland teacher program resulting in a reliance on those not trained in the State to fill positions.

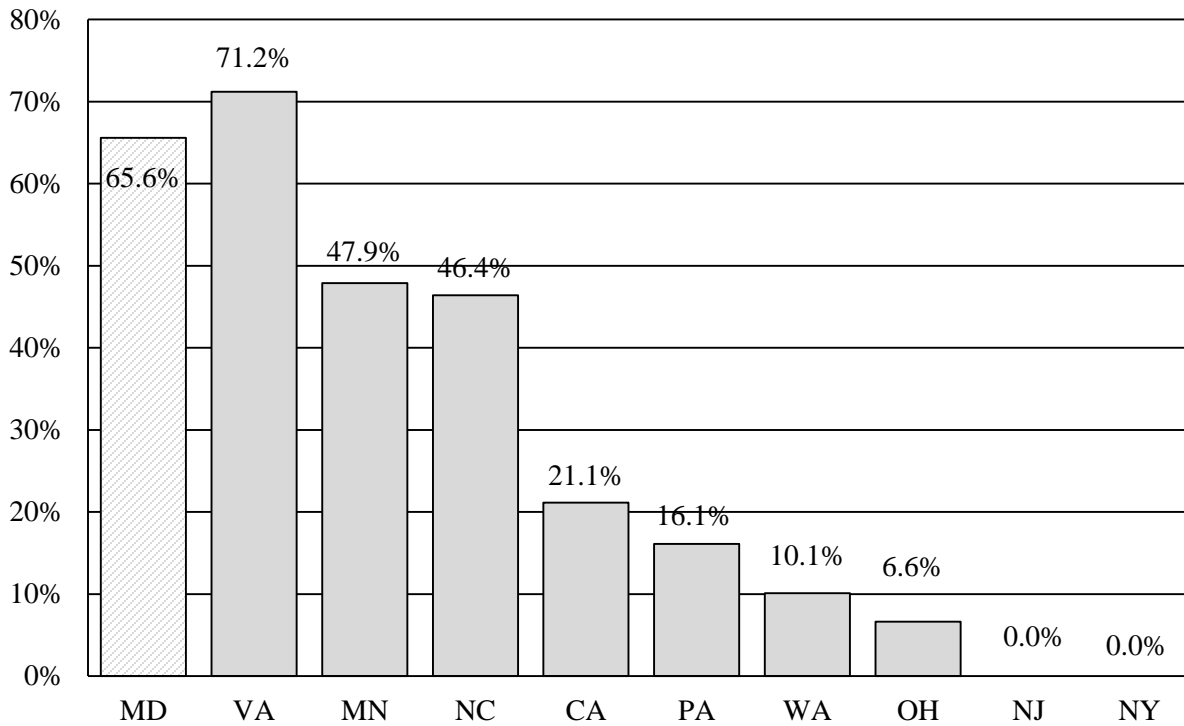
Exhibit 3
Hiring Trends at Maryland Public Schools and
Completers of Maryland Approved Programs
2004-2005 to 2012-2013 Academic Years



Source: Maryland Department of Education; *Maryland Teacher Staffing Report, 2014-2016*

This makes for a unique challenge in Maryland. Despite, as previously shown in Exhibit 2, over 3,000 students completing a teacher program, the State is still a net importer of teachers. In the 2011-2012 AY, 65.5% of the teachers who received their initial credential in Maryland trained in another state, as illustrated in **Exhibit 4**. In comparison to Maryland's competitor states, only Virginia imported more teachers, with 71.2% of its teachers completing a program elsewhere. This suggests there may be a regional factor at play. In contrast, New York and New Jersey produced enough teachers to meet their demand. Nationally, New York had the most students enrolled in its programs, accounting for 11.8%, or 81,406 students, of all students in the country enrolled in a teacher program; New Jersey was tenth with 18,884 students, or 3.0%, of all students enrolled in its teacher programs. In general, Maryland school districts tend to hire teachers from states that have larger teacher preparation programs, such as New York, Ohio, and Pennsylvania.

Exhibit 4
Percentage of Teachers Receiving Initial Teacher Credential in State
But Trained in Another State
By Competitor States
2011-2012 Academic Year

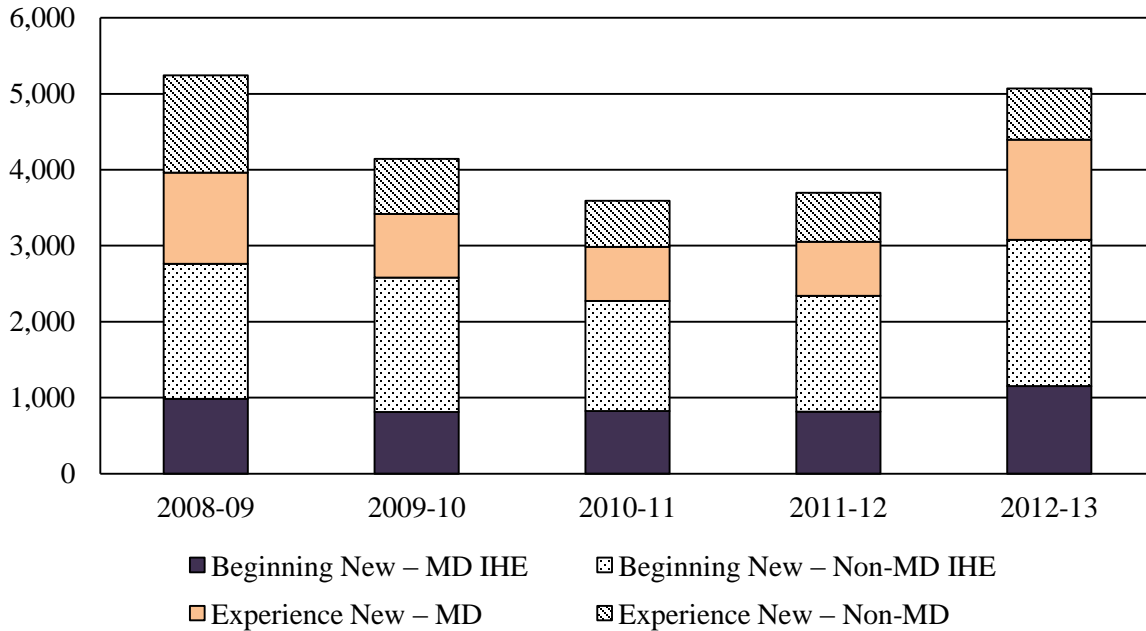


Source: Secretary’s Annual Report, 2013-2009 *Title II Report*, U.S. Department of Education

In Maryland, for the 2008-2009 to the 2011-2012 AY, on average, 41.4% of new hires at Maryland public schools either graduated from a Maryland institution of higher education (IHE) or were already Maryland teachers, as shown in **Exhibit 5**. That percentage increased to 48.7% in the 2012-2013 AY due to a 37.2% increase in new hires.

Generally, the number of beginning new hires in any given year is more than the number of completers in Maryland teacher preparation programs. According to MSDE, there are various reasons that graduates choose not to apply for teaching positions in the State including the following: the desire to move out-of-state; moving back to their home state; going on to graduate school; pursuing other careers; or delaying entering the teaching profession.

Exhibit 5
In- and Out-of-state Trained New Maryland Public School Hires
2008-2009 to 2012-2013 Academic Years



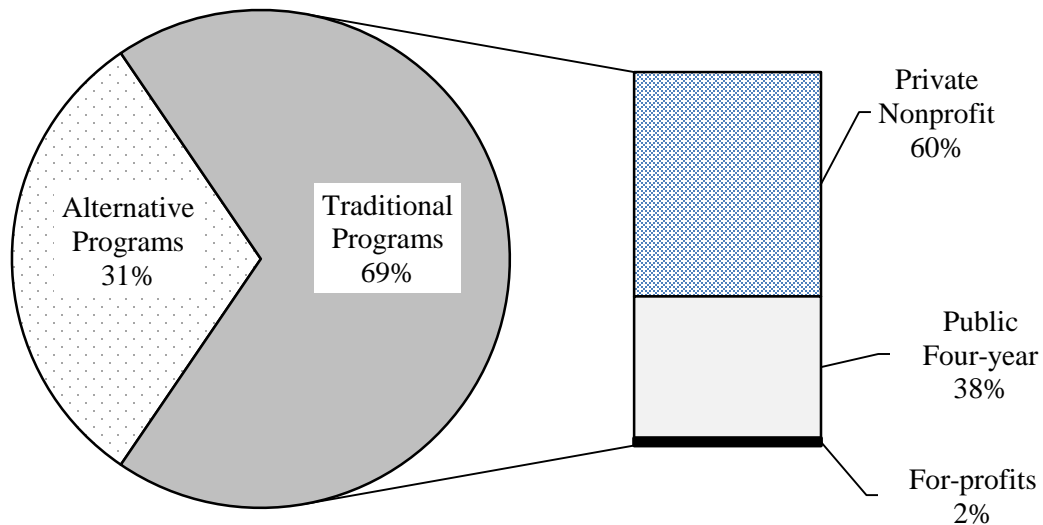
IHE: institution of higher education
 MD: Maryland

Source: Maryland Department of Education; *Maryland Teacher Staffing Report, 2014-2016*

Teacher Preparation Programs

For the 2011-2012 AY, states reported data to the U.S. Department of Education on 2,124 teacher preparation providers. Of these providers 69%, or 1,466, were classified as traditional providers who typically offer an undergraduate teaching degree. As shown in **Exhibit 6**, 60% are private nonprofit, 38% are public four-year institutions, and 2% are for-profits. Of the remaining 658 providers, 21% and 10% offer programs categorized as alternative route teacher programs based at or not based at an IHE, respectively. Overall, 25,000 teacher preparation programs were offered nationally. In Maryland, 23 traditional and 13 alternative route providers (not based at an IHE) offered 215 programs. Of the 23 traditional providers, 11 are public and 12 are private institutions.

Exhibit 6
Providers of Teacher Training Programs
2011-2012 Academic Year



Source: Secretary’s Annual Report, 2013-2009 *Title II Report*, U.S. Department of Education

Nationally, 88% of prospective teachers follow the traditional route to prepare for the profession, enrolling in an undergraduate program at a four-year institution focusing on teaching. A majority of the students, 60%, are enrolled in a public IHE even though these institutions, as previously mentioned, only account for 38% of the providers.

In Maryland, for 2011-2012 AY, of the 8,302 students in a traditional program, 79.2% were enrolled in a public four-year institution with 61.0% of the students attending either Towson University (2,853) or the University of Maryland, College Park (1,158). The remaining 1,730 students were enrolled in a private nonprofit institution with Notre Dame of Maryland (292), the Johns Hopkins University (289), and Loyola University of Maryland (270) accounting for almost half of the enrollments. While four out of five teacher candidates attend a public institution, those institutions appear to account for a lower percentage of program completers. For example, as shown in **Exhibit 7**, in fiscal 2014, 65.0% of those completing programs were from public institutions.

Exhibit 7
Completers of Maryland Approved Teacher Programs
Fiscal 2014

<u>Public Institutions</u>		<u>Private Nonprofit Institutions</u>	
Towson University	896	Loyola University of Maryland	365
UM, College Park	348	Notre Dame of Maryland University	257
Salisbury University	308	Johns Hopkins University	141
Frostburg State University	190	Mount St. Mary's University	107
UM Baltimore County	76	Hood College	68
Morgan State University	69	Stevenson University	53
Bowie State University	55	McDaniel College	38
UM University College	43	Goucher College	37
St. Mary's College of Maryland	24	Washington Adventist University	19
Coppin State University	22	Maryland Institute College of Art	17
UM Eastern Shore	22	Sojourner-Douglass College	4
Total	2,053		1,106
Total Completers	3,159		

UM: University of Maryland

Source: Maryland Higher Education Commission

The Associates of Arts in Teaching (AAT) provides students an alternative pathway to earn a four-year teaching degree in which students satisfy the lower division requirements of a teacher's education program at a community college. This is an outcomes-based transfer degree, built upon State and national standards, developed between the two- and four-year public and private nonprofit institutions. Students must have a minimum grade point average of 2.75 and have acceptable scores on State-approved basic skills tests. While the AAT does not guarantee admissions to a four-year institution, it does provide assurance of eligibility. Students are increasingly using this pathway toward earning a teachers degree with the number of students transferring to a four-year institution with an AAT increasing 37.9%, from 2,535 in fiscal 2009 to 3,495 in fiscal 2013 (see **Appendix 1** for more detailed information on student transfers).

Evaluating Programs to Ensure Quality Teachers

Given the current situation in Maryland, there are concerns regarding not only the quality of the teachers that IHE providers are training but also whether they are aligning their programs with CCSS/MCCRS to ensure teacher candidates have the skills necessary to improve student learning. This section looks at how Maryland providers rank against other programs in the country; how programs are accredited and are progressing in aligning with MCCRS; best practices from other countries; and next steps for Maryland to take in order to ensure programs are producing high quality teachers.

Current State of Programs

In 2014, NCTQ released its second review of teacher preparation programs with the purpose of identifying those program components that should be common to all programs throughout the country. Although the methodology used to determine rankings, such as reviewing certain course syllabi and required textbooks, proved controversial, it brought to the forefront the discussion on how to strengthen and improve the effectiveness of teacher programs. Findings included:

- of the 1,668 programs ranked in the review, only 26 elementary and 81 secondary programs are top-ranked programs¹;
- elementary programs are far weaker than secondary programs with 1.7 times as many elementary programs found to be failing;
- 23 states do not have a program providing solid math preparation that resembles practices of high-performing nations, and nearly half of the programs fail to ensure that teacher candidates are capable STEM instructors; and
- three out of four programs do not require applicants to be in the top half of the college-going population; but
- there was progress in training teacher candidates in how to manage classrooms.

¹ Top-ranked programs require coursework and clinical practice that make their teacher graduates better prepared to handle classroom responsibilities than they would have been without such preparation. Top-ranked programs have scores that set them apart from lower ranked programs.

NCTQ reviewed 38 elementary, secondary, and special education programs at 18 Maryland institutions. As shown in **Exhibit 8**, 12 elementary programs at 11 institutions and 6 secondary programs at 5 institutions were ranked. It should be noted that the rankings of 11 programs at 9 institutions fell into the bottom half of the rankings and were thus not reported, and there was insufficient data to rank 7 programs at 5 institutions, as shown in **Exhibit 9**.

Exhibit 8
Rankings of Maryland's Teacher Programs

<u>Elementary Programs</u>		<u>Secondary Programs</u>	
<u>Institution</u>	<u>Rank</u>	<u>Institution</u>	<u>Rank</u>
McDaniel College (U)	19*	Univ. of MD, College Park (U)	113
Johns Hopkins Univ. (G)	22*	Goucher College (U)	127
Salisbury Univ. (U)	34	Johns Hopkins Univ. (G)	127
Univ. of MD, College Park (U)	44	Morgan State Univ. (U)	157
Univ. of MD, College Park (G)	60	Univ. of MD, College Park (G)	178
Towson Univ. (U)	71	Frostburg State Univ. (G)	265
Notre Dame of MD Univ. (G)	144		
Morgan State Univ. (U)	181	<u>Special Education</u>	
Univ. of MD Baltimore County (U)	188	Univ. of MD, College Park (G)	14
St. Mary's College of MD (G)	203		
Frostburg State Univ. (G)	260		
Loyola Univ. of MD (G)	360		

U: undergraduate

G: graduate

* Top-ranked programs.

Source: National Council on Teacher Quality, 2014 Teacher Preparation Review

Exhibit 9
Maryland Teacher Programs Not Ranked

Rankings Not Reported¹

Elementary	Secondary	
Bowie State Univ. (G)	Bowie State Univ. (G)	Notre Dame of Maryland Univ. (U)
Mount St. Mary's Univ. (G)	Hood College (U)	St. Mary's College of Maryland (G)
	Loyola Univ. of Maryland (G)	Univ. of Maryland Univ. College (G)
	McDaniel College (G)	Univ. of Maryland Eastern Shore (U)
	Mount St. Mary's Univ. (U)	

Data Insufficient to Rank²

Elementary	Secondary
Coppin State Univ. (G)	Stevenson Univ. (U)
Goucher College (U)	Washington College (U)
Hood College (U)	Coppin State Univ. (G)
	Stevenson Univ. (U)
	Washington College (U)

U: undergraduate
G: graduate

¹ Programs that could be ranked but fell into the bottom half of rankings.

² Programs that could not be ranked because necessary course materials could not be obtained.

Source: National Council on Teacher Quality, 2014 Teacher Prep Review

One possible indicator that programs are not providing graduates with the needed classroom skills and content knowledge is the rate of teacher attrition during the first five years of teaching. In Maryland, 36.9% of the 4,204 teachers who left teaching in the 2012-2013 AY did so within the first five years, as shown in **Exhibit 10**. According to MSDE, approximately 30.6% of the total teacher workforce has less than five years of experience. This higher turnover results in schools having to spend money not only to fill vacant positions but also on professional development programs in order to provide new graduates with the skills they may not have gained in their teacher preparation program.

Exhibit 10
Teacher Attrition by Years of Experience
Maryland Public Schools
2012-2013 Academic Year

<u>Years of Experience</u>	<u>Number</u>	<u>% of Total Attrition</u>
< 1	128	3.0%
1 to 5	1,553	36.9%
6 to 10	978	23.3%
11 to 15	436	10.4%
16 to 20	236	5.6%
21 to 25	202	4.8%
26 to 30	143	3.4%
> 30	528	12.6%
Total	4,204	
 Total Teachers	 58,544	
 % Attrition	 7.2%	

Source: Maryland State Department of Education

Accreditation and Program Approval

Currently, there are no national standards to evaluate the effectiveness of teacher preparation programs nor is there a strong accreditation system that holds programs accountable for the quality of teachers they train. As it stands, it is up to each provider to decide if they want to seek accreditation. About half of the programs offered in the country are not accredited, but they still attract students who are subsequently hired by schools. In other professions, such as nursing, law, medicine, and engineering, employers will not hire graduates from an unaccredited program. Given the importance of a teacher's role in educating children, why is the same standard not applied to the teaching profession?

Maryland statute requires colleges and universities with an enrollment of 2,000 or more full-time equivalent students to receive and maintain national accreditation along with State

program approval. Sixteen Maryland providers are accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2012, NCATE and the other accrediting body for teacher preparation programs – the Teacher Education Accreditation Council – consolidated under a new agency: the Council for Accreditation of Educator Preparation (CAEP). This consolidation was an effort to raise the bar for teacher programs and to increase accountability through evidence-based accreditation focusing on outcome data and key program characteristic data. CAEP’s five standards align with the college and career ready standards:

- **Content and Pedagogical Knowledge** – ensure that candidates have an understanding of critical concepts and principles of their discipline;
- **Clinical Partnerships and Practice** – ensure effective partnerships and high-quality clinical practice;
- **Candidate Quality, Recruitment, and Selectivity** – establish more rigorous entry requirements for candidates based on test scores and grade point average;
- **Program Impact** – demonstrate the impact of completers on student learning and satisfaction of completers with the program; and
- **Provider Quality Assurance and Continuous Improvement** – use evidence-based data from multiple measures to evaluate effectiveness of completers.

Many of CAEP’s standards are based on best practices in other countries that have surpassed the United States on the Program for International Student Assessment scores. In particular, the standards are designed to make teacher education programs more selective when enrolling students and expanding the “student teaching” experience, which in Maryland is completed in professional development schools. These schools are a collaboration between IHEs and local school systems with the goal of improving teacher candidate performance through mentoring from experienced teachers and supervision from the IHE. While there are no additional admission requirements for Maryland programs, Praxis I and II tests are required for certification and are part of the teacher preparation program. Praxis I, typically taken after the freshman year, assesses basic knowledge in reading, writing, and mathematics, which a student must pass to continue in the program. Additionally, teacher candidates need to meet the required State scores on Praxis II, which measures knowledge of a candidate’s subject area in order to complete the clinical portion of a program.

IHEs are simultaneously addressing the NCATE standards for upcoming accreditation visits and working on implementing the new CAEP standards. Programs with accreditation visits scheduled from January 2014 through spring 2016 may choose whether to be evaluated on the NCATE or the CAEP standards. In terms of State approval, MSDE conducts program approval and national accreditation reviews (CAEP) through Redesign Performance Criteria, which

determines the level of implementation of the State's policy – Redesign of Teacher Education Policy.

National Review of Alignment Efforts

In 2014, NCTQ expanded its analysis to examine the extent to which states have aligned their requirements for teacher preparation and licensure with that of the CCSS. In that analysis, Maryland's teacher preparation policies received a D+ (the average grade for all states is C). No state received a "green" light for its policies, and the analysis concluded that Maryland's teacher preparation policies are not aligned with the CCSS. Specifically:

- standards for new teachers do not sufficiently and consistently articulate instructional requirements of the CCSS;
- content knowledge requirements for prospective teachers are not ambitious enough to meet the demands of the CCSS standards;
- preparation needs of special education teachers continue to be largely neglected;
- admissions requirements to programs are not selective; and
- meaningful data about the quality of programs is not collected nor are programs held accountable for the quality of teachers produced.

Aligning Programs with College and Career Ready Standards

Given that the CAEP standards were developed to align with the CCSS, Maryland programs should find it easy to transition from NCATE to CAEP, as programs align their curricula with the MCCRS. A 2014 *Joint Chairmen's Report* (JCR) required a report on how programs are aligned with the MCCRS and the Partnership for Readiness for College and Career (PARCC), expectations for students, and steps being taken to meet the new CAEP standards.

In regard to meeting the CAEP standards, while stating that it should be an easy transition, the report questions the need to obtain assessment of a candidate's post-completion performance as a classroom teacher. Programs currently conduct surveys and interviews of school system staff and graduates to determine the strengths and weaknesses of their programs, and implementing CAEP's new measures will require additional time and resources. Furthermore, some programs have already made investments in the edTPA – a multiple-measure assessment system aligned to CCSS. The edTPA helps to determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn. It is intended to be used for teacher licensure

and to support state and national program accreditation and support program renewal. Due to the high costs of the edTPA and CAEP, the report calls for a statewide effort to assess the return on investment on the different evaluation models to ensure that the State has the most effective and efficient process for producing quality teachers.

To determine progress in adapting programs and curricula to the MCCRS, a stakeholder workgroup conducted a survey of all the IHEs with Maryland-approved programs and all community colleges with AAT programs. Overall, the following 20 institutions responded to the survey: 6 University System of Maryland (USM) institutions; 5 Maryland Independent College and University Association (MICUA) institutions; St. Mary's College of Maryland; and 8 community colleges. The survey results were mixed with some institutions further along in aligning programs to the MCCRS than others. Areas of strength identified by programs included:

- curriculum revision of required courses including content, technology, and assessment;
- faculty development both on campuses and at the State level through MSDE and USM-sponsored workshops and conferences;
- enhanced internship experiences and collaboration with elementary and secondary schools, *e.g.*, bringing expert, master, and mentor teachers to provide professional development for educators; and
- general education goals such as critical thinking aligned with the MCCRS at the community colleges.

Challenges to the alignment of programs included:

- on-campus dissemination of the MCCRS and the PARCC standards; there is an uneven understanding of the standards among arts and science faculty, especially at institutions that do not have campus-level committees;
- lack of a systematic means to collect data on how graduates performed once hired by Maryland schools;
- requirement of a minimum grade point average for incoming candidates, and concerns that this will reduce the candidate pool for teachers and thus reduce the number of completers;
- cost of implementing high-quality performance assessment for teachers, especially the edTPA, a performance-based assessment for new teachers to be aligned with the MCCRS;
- recruiting strong students into teaching and promoting a desirable career pathway; and

- inadequate strategic planning at community colleges and limited accountability for learning the MCCRS.

Several areas of concern that may impact full implementation and transition to the MCCRS include:

- **Gap Analysis** – many programs have yet to complete a gap analysis to identify which didactic and clinical elements of their curricula need to be aligned with the MCCRS;
- **PARCC Assessment** – lack of direction on the PARCC as an instructional tool or as an assessment or measure of college preparedness. Further complicating the alignment of the curricula with MCCRS are the 24 different local implementation models of the MCCRS;
- **Professional Development** – lack of a statewide strategic plan;
- **Accountability** – difficulty in obtaining data after students graduate; and
- **Ongoing Program Evaluation** – confusion and disparity in the collection of data specific to the MCCRS.

How to Ensure Program Quality?

Currently, many different entities evaluate teacher programs, each using different methods for different purposes with each posing advantages and disadvantages. At the federal level, Title II of the Higher Education Act requires states to annually report various data on their teacher programs such as the performance of candidates on licensure tests, requirements for student teaching, and initial certification to the U.S. Department of Education. States also provide criteria and identify low-performing programs. Race to the Top went one step further by encouraging states to link information on student achievement with specific programs and publicly report the data and expand those programs that seem to produce effective teachers.

As previously discussed, the CAEP standards intend to make the accreditation process more rigorous and outcome-based. Maryland has incorporated the CAEP standards into its evaluation of its programs. Other states conduct their own reviews using different tools. For example, California, Minnesota, New York, and Washington have policies in place requiring performance-based assessment, such as the edTPA, for teacher candidates.

Amid a lack of uniformity in the evaluation of teacher programs, the Obama Administration release proposed rules that would make states hold programs more accountable for how well their graduates perform and collect and publish more “robust” information about programs emphasizing outcomes. The proposed rules would require states to rank programs as

low-performing, at-risk, effective, or exceptional based on the following: student learning outcomes; employment outcomes; survey data from teachers and employers; and if the program is accredited or meets certain defined standards. States would be required to start reporting on these indicators beginning in April 2019 and annually thereafter.

Ultimately, the U.S. Department of Education will use the state ratings in the awarding of Teacher Education Assistance for College and Higher Education (TEACH) grants. Those grants will only go to those students attending programs rated as effective or higher for at least two years. TEACH grants provide up to \$4,000 per year to students who agree to teach in a high-need field at a school serving low-income families for at least four years. In the 2012-2013 AY, 35,783 students nationally received a total of \$109.8 million from TEACH grants, 48.4% and 43.3% of the aid going to public and private four-year institutions, respectively. However, the U.S. Department of Education estimates that approximately 74.0% of the students will fail to complete their required service commitment and will have their grants convert to loans. As shown in **Exhibit 11**, at USM institutions, 102 teacher candidates received a TEACH grant in fiscal 2014 totaling \$0.2 million.

Exhibit 11
University System of Maryland TEACH Grant Disbursement
Fiscal 2014

	<u>Candidates Receiving Grants</u>	<u>% of Candidates</u>	<u>Total Amount</u>
Bowie State University	22	51.0%	\$35,676
Coppin State University	14	13.5%	51,000
Frostburg State University	3	0.7%	9,910
Salisbury University	1	1.5%	1,854
Towson University	33	1.3%	61,441
University of Maryland Baltimore County	12	5.0%	46,800
University of Maryland, College Park	17	2.0%	31,601
Total	102		\$238,282

TEACH: Teacher Education Assistance for College and Higher Education

Source: University System of Maryland

Next Steps for Maryland to Ensure Quality Teachers

In November 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education to develop recommendations and create an action plan to ensure all teacher preparation programs in Maryland will produce high-quality teachers. The task force presented its recommendations in May 2014 that center around four key areas:

- **Pre-service Teacher Preparation** – establish higher standards for admission to teacher programs; align programs with the MCCRCS; transition to professional learning networks built on a model of internships and residencies; and increase the number and variety of field placements;
- **Pre-tenure Induction** – establish a three-year residency model for all pre-tenure teachers and establish Teaching Innovation Centers;
- **Professional Development for Current Teachers** – establish career-long professional programs and career ladders and a school/university partnership process for building professional development programs; and
- **Continuous Improvement through Accountability** – build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers, setting a high bar for qualifications and expectations for all programs; ensure that the IHEs have access to all data necessary for continuous improvement research; and align elements of CAEP with Maryland's priorities ensuring efficient and effective use of resources.

While the recommendations provide a good first step to improve teacher quality and aligning programs with the MCCRCS, all segments need to work together to attract quality candidates to the teaching profession who have the skill-set needed to improve student learning and to ensure the preparation of high-quality teachers. A common element identified in best practices, standard in CAEP, and discussed in the JCR, is the importance of evidence-based data to evaluate the effectiveness of completers. This can ultimately be used to hold programs more accountable and eliminate those programs that consistently turn out poorly prepared students. The State also needs to set more stringent licensing requirements that not only ensure that teachers are ready for the classroom (*i.e.*, making the edTPA a requirement) but also require a mastery of knowledge for all grade levels that meets the demands of the MCCRCS.

The K-12 and higher education sectors in Maryland are partnering together to lead an inclusive collaborative aimed at examining innovative opportunities and finding ways to improve pre-service teacher preparation, pre-tenure teacher education, and continuous professional development for current teachers.

The collaborative is co-chaired by MSDE and USM with membership from a broad array of stakeholder groups. The workgroup convened after the October 2013 statewide Summit on Teacher Preparation, co-sponsored by MSDE, USM, Maryland Higher Education Commission, Maryland Association of Community Colleges, and MICUA. The workgroup will prepare an action plan to ensure that all teacher preparation programs in Maryland are aligned with high standards and designed to support student success for all Maryland students. Specifically, the collaborative is ensuring a strong foundation of educational excellence in Maryland, by focusing on four key areas:

- pre-service teacher preparation;
- pre-tenure teacher induction;
- professional development for current teachers; and
- continuous improvement through accountability of teacher preparation programs.

The workgroup will also respond to the new federal regulations. Additionally, Marc S. Tucker from the National Center on Education and the Economy, presented recommendations that Maryland can undertake to improve teacher quality.

Best Practices from Around the World

While the aforementioned efforts are a good start to Maryland producing high-quality teachers, the practices of top-performing countries, such as Singapore, Finland, China, and Canada, can be instructional. Best practices common to these countries, according to the National Center on Education and the Economy, include:

- Producing high-quality teachers through:
 - recruiting teacher candidates from the top quarter of high school graduates;
 - having rigorous admissions processes;
 - requiring a high-level mastery of content, including elementary teachers;
 - requiring at least one year of clinical experience to master the craft of teaching; and
 - imposing high licensing standards.

- Professional school organization and management including:
 - well-established career ladders for teaching and management;
 - compensation based on advancement not seniority; and
 - more time for teachers to work together in groups to develop engaging lessons, research their effectiveness, develop probing questions for students, critique each others' practice, and mentor one another.
- Raising the level of lowest performing schools by:
 - using performance data to identify low-performing schools;
 - sending inspection teams to advise and prescribe;
 - pairing low-performing schools with top principles; and
 - sending top teachers to low-performing schools and leaders in low-performing schools to intern in top-performing schools, and making this type of service a key to moving up the career ladder.

Things to Consider

The State Superintendent, the USM Chancellor, and representatives of two- and four-year institutions with teacher preparation programs in Maryland should comment on these and other best practices and findings discussed in this report as well as any others, including:

- meeting the new federal rules for teacher preparation;
- developing a statewide K-12 and IHE plan for aligning teacher preparation programs with CCSS/MCCRS and professional development on PARCC, *etc.*;
- ensuring high-quality programs to prepare teachers for the classroom in the twenty-first century; and
- collecting data on students after they graduate and enter the teaching profession.

Associates of Arts in Teaching Degree Earners in the 2012-2013 Academic Year Who Transferred to Four-year Institutions in Fall 2013

	<u>BSU</u>	<u>CSU</u>	<u>FSU</u>	<u>SU</u>	<u>TU</u>	<u>UB</u>	<u>UMB</u>	<u>UMBC</u>	<u>UMCP</u>	<u>UMES</u>	<u>UMUC</u>	<u>MSU</u>	<u>SMCM</u>	<u>Total</u>
Allegany College	0	0	43	1	4	0	0	1	0	0	0	0	0	49
Anne Arundel Community College	8	1	6	8	115	19	7	67	99	0	62	4	3	399
Carroll Community College	0	0	1	8	70	14	2	24	15	0	10	0	1	145
Cecil College	0	0	0	11	6	1	1	2	0	0	3	1	0	25
College of Southern Maryland	6	0	5	20	38	8	3	7	82	0	102	2	18	291
Chesapeake College	1	1	2	31	6	0	1	2	8	1	3	0	0	56
Community Colleges of Baltimore County	3	15	3	5	176	97	3	74	21	0	26	17	1	441
Baltimore City Community College	0	18	0	0	3	21	0	3	3	2	8	10	0	68
Frederick Community College	1	1	9	18	41	6	3	23	54	0	33	1	2	192
Garrett College	0	0	17	1	1	0	0	0	0	0	0	0	0	19
Hagerstown Community College	0	0	36	8	12	0	1	5	12	0	17	0	0	91
Harford Community College	1	1	1	13	140	14	0	24	38	0	28	4	1	265
Howard Community College	7	5	4	13	81	15	4	90	91	2	29	3	2	346
Montgomery College	16	0	4	16	102	23	10	93	402	4	114	6	3	793
Prince George's Community College	47	2	0	3	16	6	4	12	60	2	56	2	0	210
Wor-Wic Community College	0	0	0	86	7	0	0	0	3	8	1	0	0	105
Total	90	44	131	242	818	224	39	427	888	19	492	50	31	3,495

BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 MSU: Morgan State University
 SMCM: St. Mary's College of Maryland
 SU: Salisbury University
 TU: Towson University

UB: University of Baltimore
 UMB: University of Maryland, Baltimore
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park
 UMES: University of Maryland Eastern Shore
 UMUC: University of Maryland University College

Source: Maryland Higher Education Commission