MSDE Updates and Maryland’s Teacher Workforce: Supply, Demand, and Diversity

Accountability and Implementation Board
August 25, 2022

Mohammed Choudhury
State Superintendent of Schools
Expert Review Team Update

Development and Deployment of Expert Review Teams
Purpose of the Expert Review Team

(c) The purpose of the Program is for teams of expert educators to:

• (1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland's Future is being implemented; and
• (2) Collaborate with school-based faculty and staff and local school system staff to:
  o (i) Determine reasons why student progress is insufficient; and
  o (ii) Develop recommendations, measures, and strategies to address the issues identified by the Expert Review Team.

MD Code, Education, § 5-411

• (e)(3) If the Department, based on a recommendation of an Expert Review Team, determines that a school's low performance on assessments is, largely, due to curricular problems, the school shall adopt the curriculum resources developed under this section.
• (4) Except as provided in paragraph (3) of this subsection, this section does not require a public school or county board to adopt the Department’s curriculum standards and curriculum resources and may not be construed to restrict a county board's authority to adopt curricula under § 4-111 of this article.

MD Code, Education, § 7-202.1
Expert Review Team Update

Project Timeline

- **April-May 2022**: Pilot deployment of Expert Review Team to 3 schools.
- **May-June 2022**: Review and feedback discussions with the pilot schools and members of the Expert Review Teams.
- **July 1 2022**: 2022 - 2023 Expert Review Team Deployment Plan submitted to AIB.
- **Fall 2022**: Continuation of Pilot deployment.
- **December 2022**: Resubmission for approval of revised Deployment Plan.
- **Spring 2023**: Beginning of official reviews.

Ongoing collaboration with AIB.
## School Selection Methodology 1.0

A sampling of schools will be selected using each of the three methods below in 2022-2023.

<table>
<thead>
<tr>
<th>Method</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Largest Learning Loss</td>
<td>Difference in weighted average percent proficient between 2019 and 2021 ELA and Math assessments.</td>
</tr>
<tr>
<td>2    Lowest Performing</td>
<td>Weighted average percent proficient on the 2019 ELA and Math assessments.</td>
</tr>
<tr>
<td>3    Largest In-school</td>
<td>Difference in weighted average percent proficient on the 2019 ELA and Math assessments for individual student groups (race/ethnicity, Students with Disabilities, English Learners, and Economically Disadvantaged) compared to their same school peers.</td>
</tr>
<tr>
<td>Learning Gaps</td>
<td></td>
</tr>
</tbody>
</table>
Updates and Next Steps

- **School Selection Methodology**: MSDE has been consulting with AIB staff as we work to ensure an appropriate cross section of schools are visited for both the continuation of the pilot process and for official reviews beginning in early 2023.
  - MSDE will begin to reach out to schools selected for the pilot continuation and will wait to communicate to schools selected for official visits until AIB formally approves the methodology.

- **Expert Review Team Rubric**: Responding to multiple rounds of feedback, MSDE is continuing to revise the Expert Review Team review rubric to further strengthen the prevalence of relevant Blueprint requirements in the review process.

- **Supporting Materials**: All of the supporting materials for the Expert Review Team, including the final report template, the classroom review protocols, and the interview and focus group protocols will be updated to ensure alignment with the review rubric.

- **Reviewer Calibration**: Continuation of calibrating reviewers to accurately review and support schools across the state.
Maryland’s Teacher Workforce: Supply, Demand, and Diversity
Teacher Workforce Supply and Demand: Why it Matters

- Lack of sufficient, qualified teachers and staff instability threaten students’ ability to learn
- High teacher turnover consumes economic resources that could be used elsewhere. Separation, recruitment, hiring, and training is estimated to cost between $9k-$21k per teacher
- High turnover makes it difficult to build a solid reputation for the profession, perpetuating the shortage
- Newer teachers are generally less effective and less familiar with students’ needs
- A study of 14 states found that between 8 and 18 percent of teachers left the profession in the three years leading up to the pandemic
- Some teacher turnover is unavoidable:
  - Teachers retiring
  - Teachers moving into administration
  - Teachers pursuing another career
- Teacher shortages are driven by local conditions and issues and will vary by location

MARYLAND’S TEACHER WORKFORCE: SUPPLY, DEMAND, AND DIVERSITY

1. Teacher Workforce Demand
2. Teacher Workforce Supply
3. Diversity of the Teacher Workforce and Pipeline
4. National Examples Tackling Teacher Workforce Challenges
5. Maryland Initiatives and Opportunities
Teacher Workforce Demand

Educators needed to successfully support all Maryland students
Teacher Workforce Demand

Maryland Teacher Attrition

Teacher attrition declined in 2020-2021, as compared to the 2019-2020 school year. Teacher attrition for the State and Local Education Agencies (LEA) returned to pre-pandemic levels in the 2021-2022 school year, however, remained the same for within-school.

School
The percentage of Maryland public school teachers in the prior year who did not return as a teacher in the same school in the following year

LEA
The percentage of Maryland public school teachers in the prior year who did not return as a teacher in the same LEA in the following year

State
The percentage of Maryland public school teachers in the prior year who did not return as a teacher in Maryland in the following year

The percentage of teachers in Maryland who did not return to teach in the school, LEA, or State in the following year.

Source: MSDE Staff Data, As of October 15 of each school year.
Maryland Teacher Attrition by LEA

In the 2021-2022 school year, 10% of teachers did not return to teach from the prior school year. Attrition by LEA varied with a low of 7% in Allegany and Cecil to a high of 18% in Dorchester.

Rates indicate the percentage of teachers in an LEA in 2020-21 who did not return to teach in the same LEA in 2021-22

Source: MSDE Staff Data, As of October 15 of each school year.
Maryland Teacher Attrition by Years of Experience

- In Maryland, **new teachers are the most likely to leave teaching** with 13.6% leaving at less than 3 years.
- The U.S. Department of Education's National Center for Educational Statistics reports a **nationwide trend of 17 percent of beginning teachers leaving the field** in their first five years on the job.

Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state, LEA or school in 2021-22.

Maryland Teacher Attrition Rates by Race/Ethnicity

- In Maryland, Black and Hispanic teachers are most likely to not return to teach in the state.

- Nationally, teachers of color have a 18.9% turnover rate, compared to 15% for their white peers, and Black teachers have one of the highest rates of turnover, according to the Institute for Research and Labor Employment.

- Even where schools have strategies in place to recruit teachers of color, recruiting and retaining teachers of color has been difficult.

- Black teachers report that they shoulder additional responsibilities due to their race, also known as the “invisible tax.”

Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22.

### Reasons for Maryland Teachers Exiting, 2022

Most Maryland Teachers who exit the LEA voluntarily resign (39.2%) or leave for an education-related job (25.5%).

<table>
<thead>
<tr>
<th>Exit Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Resignation</td>
<td>2,163</td>
</tr>
<tr>
<td>Education Related Employment</td>
<td>1,406</td>
</tr>
<tr>
<td>Retirement</td>
<td>1,132</td>
</tr>
<tr>
<td>Termination</td>
<td>333</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>290</td>
</tr>
<tr>
<td>Non-Education Related Employment</td>
<td>139</td>
</tr>
<tr>
<td>Death</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,516</strong></td>
</tr>
</tbody>
</table>

Source: Staff Data 2021-2022, As of October 15, 2021
Teacher Workforce Demand

**Reasons Maryland Teachers Exit by Years of Experience, 2022**

New teachers in Maryland cite voluntary resignation (55.4%) as the most common reason for exiting.

### Voluntary Resignation
- >30 Years: 3.9%
- 26-30 Years: 6.4%
- 21-25 Years: 16.0%
- 16-20 Years: 25.7%
- 11-15 Years: 37.0%
- 6-10 Years: 42.1%
- 1-5 Years: 55.4%

### Retirement
- >30 Years: 86.8%
- 26-30 Years: 76.2%
- 21-25 Years: 61.7%
- 16-20 Years: 38.7%
- 11-15 Years: 15.8%
- 6-10 Years: 35.8%
- 1-5 Years: 28.4%

### Leave of Absence
- >30 Years: 8.7%
- 26-30 Years: 9.8%
- 21-25 Years: 13.9%
- 16-20 Years: 19.8%
- 11-15 Years: 8.9%
- 6-10 Years: 11.5%
- 1-5 Years: 3.0%

### Non-Education Related Employment
- >30 Years: 3.4%
- 26-30 Years: 3.7%
- 21-25 Years: 7.6%
- 16-20 Years: 5.9%
- 11-15 Years: 7.6%
- 6-10 Years: 5.6%
- 1-5 Years: 8.4%

### Education-Related Employment
- >30 Years: 3.0%
- 26-30 Years: 6.1%
- 21-25 Years: 8.9%
- 16-20 Years: 8.9%
- 11-15 Years: 8.9%
- 6-10 Years: 11.5%
- 1-5 Years: 3.4%

### Death
- >30 Years: 0.0%
- 26-30 Years: 0.0%
- 21-25 Years: 0.0%
- 16-20 Years: 0.0%
- 11-15 Years: 0.0%
- 6-10 Years: 0.0%
- 1-5 Years: 0.0%

Source: Staff Data 2021-2022
### Reasons Maryland Teachers Exit by Race/Ethnicity, 2022

Teachers in Maryland across most races/ethnicities cite voluntary resignation as the primary reason for exiting.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Voluntary Resignation</th>
<th>Retirement</th>
<th>Leave of Absence</th>
<th>Education-Related Employment</th>
<th>Non-Education Related Employment</th>
<th>Termination</th>
<th>Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>35.1%</td>
<td>25.1%</td>
<td>25.1%</td>
<td>6.7%</td>
<td>2.3%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>39.6%</td>
<td>8.5%</td>
<td>39.6%</td>
<td>3.7%</td>
<td>2%</td>
<td>6.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black</td>
<td>47.8%</td>
<td>13.6%</td>
<td>24.1%</td>
<td>2.0%</td>
<td>3.0%</td>
<td>8.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44.3%</td>
<td>7.3%</td>
<td>30.9%</td>
<td>5.0%</td>
<td>2.7%</td>
<td>8.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49.6%</td>
<td>9.7%</td>
<td>23.0%</td>
<td>3.5%</td>
<td>6.2%</td>
<td>6.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Am.Ind/AK</td>
<td>26.7%</td>
<td>20.0%</td>
<td>26.7%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>13.3%</td>
<td></td>
</tr>
<tr>
<td>HI/Pac.Isl</td>
<td>63.2%</td>
<td>15.8%</td>
<td>15.8%</td>
<td>5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Staff Data 2021-2022
Maryland Teacher Vacancies, 2019 to 2022

- Nearly all Maryland LEAs started the 2021-2022 school year with a greater number of teacher vacancies as compared to prior school years.

- There were nearly 2,000 educator vacancies in Maryland in September 2021.

- According to the National Center for Education Statistics, 44% of public schools reported full- or part-time teaching vacancies at the start of the 2021-2022 school year. More than half of the schools said those vacancies were due to resignations.

### Local Education Agency

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>38</td>
<td>62</td>
<td>29</td>
<td>108</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>106.5</td>
<td>88.5</td>
<td>46.5</td>
<td>81.5</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>43.4</td>
<td>53.4</td>
<td>18.2</td>
<td>265</td>
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<tr>
<td>Calvert</td>
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<td>12.5</td>
<td>9.5</td>
<td>12</td>
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<tr>
<td>Caroline</td>
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<td>Carroll</td>
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<td>0</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>Cecil</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Charles</td>
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<td>95</td>
<td>108</td>
<td>103</td>
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<td>Dorchester</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>19</td>
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<td>46</td>
<td>35</td>
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<tr>
<td>Garrett</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Harford</td>
<td>20</td>
<td>17</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Howard</td>
<td>4.4</td>
<td>8.2</td>
<td>8.5</td>
<td>43.8</td>
</tr>
<tr>
<td>Kent</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Montgomery</td>
<td>128</td>
<td>54</td>
<td>317</td>
<td>249</td>
</tr>
<tr>
<td>Prince George's</td>
<td>54.32</td>
<td>204.5</td>
<td>399.1</td>
<td>422.2</td>
</tr>
<tr>
<td>Queen Anne's</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>13</td>
<td>29</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Somerset</td>
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<td>6</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Talbot</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Washington</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Wicomico</td>
<td>3</td>
<td>21</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Worcester</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: 2018-2021: Self-reported By Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection
## Maryland Teacher Vacancies, 2021-2022

20 LEAs had an increased number of teacher vacancies over the course of the school year, or in August 2022.

### Teacher Workforce Demand

<table>
<thead>
<tr>
<th>LEA</th>
<th>First Day</th>
<th>End of Year</th>
<th>Aug 15 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>108</td>
<td>51</td>
<td>300</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>81.5</td>
<td>325</td>
<td>240</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>265</td>
<td>270</td>
<td>430</td>
</tr>
<tr>
<td>Calvert</td>
<td>12</td>
<td>21.5</td>
<td>16</td>
</tr>
<tr>
<td>Caroline</td>
<td>12</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Carroll</td>
<td>3.5</td>
<td>No data</td>
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</tr>
<tr>
<td>Cecil</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Charles</td>
<td>103</td>
<td>194</td>
<td>95</td>
</tr>
<tr>
<td>Dorchester</td>
<td>19</td>
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<td>48</td>
</tr>
<tr>
<td>Frederick</td>
<td>124</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Garrett</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Harford</td>
<td>83</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Howard</td>
<td>43.8</td>
<td>67.4</td>
<td>48</td>
</tr>
<tr>
<td>Kent</td>
<td>10</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Montgomery</td>
<td>249</td>
<td>161</td>
<td>187</td>
</tr>
<tr>
<td>Prince George's</td>
<td>422.2</td>
<td>714</td>
<td>900</td>
</tr>
<tr>
<td>Queen Anne's</td>
<td>1</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>St. Mary’s</td>
<td>27</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Somerset</td>
<td>15</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Talbot</td>
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<td>4</td>
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<td>Washington</td>
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<tr>
<td>Wicomico</td>
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</tr>
<tr>
<td>Worcester</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: First Day: 2021-2022 Vacancy Data Collection; End Of Year and August 15; Self-reported By LEAs
Teacher Workforce Demand

Teacher Vacancy trends 2021-2022

• Across the 24 districts in Maryland, nearly all (23) have teacher vacancies as of August 15th.

• Over half of the districts (13) had more teacher vacancies on August 15th than at the end of the school year.

• Special education continues to be a hard-to-staff area.

Number of LEAs with Vacancies, by Area

- Special Education: 21
- Elementary: 18
- Middle/Secondary Math: 17
- Middle/Secondary English: 13
- Middle/Secondary Science: 13
- Physical Education/Health: 12
- Early Childhood: 12
- Professional Technical Education: 11
- Fine Arts: 11
- World Languages: 11
- ESOL: 10
- Middle/Secondary Social Studies/History: 9
Vacancies Vary By Region

- Due to the localized nature of teacher workforce recruitment practices, the magnitude of teacher turnover can vary significantly from county to county.

- Resignations in Montgomery County have remained roughly unchanged over the past four years.

- Prince George's County's resignations for the most recent year represent a 23 percent decrease from the average between 2018-2019 and 2020-2021.

Source: https://www.washingtonpost.com/education/2022/07/15/teacher-resignations-rise-dc-area/
Maryland Educator Vacancies by Certification Area, 2022

- The greatest number of educator vacancies are in single-subject secondary areas
- Special education continues to be a critical shortage area
- Maryland districts have vacancies in non-teaching positions such as speech-language pathologists and school counselors

<table>
<thead>
<tr>
<th>Certification Areas</th>
<th>Vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Subjects (Middle and High School)</td>
<td>528.4</td>
</tr>
<tr>
<td>Special Education</td>
<td>446.7</td>
</tr>
<tr>
<td>Early Childhood and Elementary (PreK-6)</td>
<td>358.0</td>
</tr>
<tr>
<td>Specialists (non-teaching)</td>
<td>304.4</td>
</tr>
<tr>
<td>Specialty Areas (PreK-12)</td>
<td>282.9</td>
</tr>
<tr>
<td>Principals</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,922.4</strong></td>
</tr>
</tbody>
</table>

Source: MSDE 2021-2022 Vacancy Data Collection
Maryland Educator Vacancies by Certification Area, 2022

- There are widespread vacancies, covering every subject area in Maryland.
- Most districts had vacancies in the areas of special education, early childhood education, and elementary education.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Vacancies</th>
<th>Certification Area</th>
<th>Vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Generic: birth-adult</td>
<td>402.7</td>
<td>Library/Media Specialist</td>
<td>27</td>
</tr>
<tr>
<td>Elementary Education (1-6)</td>
<td>254</td>
<td>Severely &amp; Profoundly Disabled</td>
<td>22</td>
</tr>
<tr>
<td>Speech/Language Pathologist</td>
<td>117.1</td>
<td>Hearing Impaired</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics (7-12)</td>
<td>111</td>
<td>Computer Science (7-12)</td>
<td>16</td>
</tr>
<tr>
<td>Early Childhood (PreK-3)</td>
<td>104</td>
<td>Family and Consumer Sciences</td>
<td>13</td>
</tr>
<tr>
<td>School Counselors</td>
<td>96.5</td>
<td>Social Studies (4-9)</td>
<td>12</td>
</tr>
<tr>
<td>ESOL (PreK-12)</td>
<td>82.8</td>
<td>Health (PreK-12)</td>
<td>10</td>
</tr>
<tr>
<td>English (7-12)</td>
<td>82</td>
<td>Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Technology Education</td>
<td>54.5</td>
<td>Business Education</td>
<td>8.5</td>
</tr>
<tr>
<td>English/Language Arts (4-9)</td>
<td>54.5</td>
<td>Physics</td>
<td>7.5</td>
</tr>
<tr>
<td>Mathematics (4-9)</td>
<td>54</td>
<td>French</td>
<td>5</td>
</tr>
<tr>
<td>Music (PreK-12)</td>
<td>52</td>
<td>Earth/Space Science</td>
<td>4.4</td>
</tr>
<tr>
<td>Spanish</td>
<td>49.6</td>
<td>Visually Impaired</td>
<td>4</td>
</tr>
<tr>
<td>Art (PreK-12)</td>
<td>46</td>
<td>Agriculture/Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PreK-12)</td>
<td>33</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>Science (4-9)</td>
<td>32</td>
<td>Dance (PreK-12)</td>
<td>2.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>32</td>
<td>Theatre (7-12)</td>
<td>2</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>32</td>
<td>Chinese</td>
<td>2</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>31.8</td>
<td>Principals</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>29</td>
<td><strong>TOTAL</strong></td>
<td><strong>1,922.4</strong></td>
</tr>
</tbody>
</table>

Source: MSDE 2021-2022 Vacancy Data Collection
Key Takeaways for Maryland

- **Attrition has held steady** in Maryland over the last five years
- **Nearly all LEAs** started the 2021-2022 school year with **more vacancies than previous years**
- Teacher shortages are **driven by local conditions**, leading to variance across the State
- The most **common vacancies are in single-subject secondary areas**
- **Special education** continues to be a struggle to properly staff
- **Teachers of color** tend to leave their position **more frequently**
Teacher Workforce Supply

*Producing and certifying educators for all students in Maryland*
National and State Overview

• Between the 2008-2009 and the 2018-2019 school years, the number of people completing a teacher-education program declined by almost a third.

• Traditional teacher-preparation programs saw the largest decline—35 percent—but alternative programs experienced drops, too.

• The number of bachelor’s degrees conferred in education declined by 22 percent between 2005-2006 and 2018-2019. At the same time, the total number of bachelor’s degrees conferred in all fields rose by 29 percent.

• Alternative preparation programs are more diverse than traditional colleges of education: 71 percent of those who complete a traditional program are white, compared to 55 percent of those who complete an alternative program that’s not based at an institute of higher education.

• Total enrollment in Maryland teacher preparation programs has declined by 33% since 2012.

Source: https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03#--text=The%20downward%20trend%20has%20been.alternative%20programs%20experienced%20drops%20too.
Preparation and Certification Definitions

• **Educator Preparation Program (EPP):** A course of study, approved by the MSDE Office of Program Approval, that provides candidates with the coursework and experiences necessary for teaching certification

• **Traditional EPPs:**
  - Combination of undergraduate, graduate, and post-baccalaureate certificate programs that lead to certification
  - There are currently 22 Institutions of Higher Education in Maryland approved to operate over 300 EPPs
  - Programs must be approved by the Maryland Higher Education Commission and the Maryland State Department of Education

• **Alternative EPPs:**
  - Intensive on-the-job program that leads to certification
  - 11 programs throughout the state (Anne Arundel, Prince George’s, and Montgomery Counties and Baltimore City)
  - May be offered in partnership with a Maryland Institution of Higher Education

• **Certificate-eligible program completer:** Individual who has met all EPP program exit requirements and has passed all required certification assessments

• **Professional certificate:** A Standard Professional or Advanced Professional certificate

• **Conditional certificate:** A certificate issued for 2 years (renewable once) while the applicant successfully pursues an acceptable plan to meet the professional certificate requirements
Maryland Teacher Preparation Enrollment Trends

Total enrollment in teacher preparation programs has declined by 33% since 2012.

Maryland Supply of Teachers vs. Demand for Teachers

Maryland Educator Preparation Programs do not produce enough teachers to fill the state’s vacancies.


*Alternative program data reflects 2019-2020 residents because most residency programs are two years
Maryland Certification Applicants
Approximately 50% of Maryland certification applicants are prepared in another state.

Preparation Location of Initial Certificates

- Unidentified
- Experienced Professional from Out of State
- Prepared Out of State
- Maryland Approved Program Completer

Source: MSDE Educator Information System
Maryland Conditional Certification

The issuance of conditional certificates has increased by 136% over the last 5 years. Conditional certificates are issued while the applicant successfully pursues a pathway to professional certification.

Number of Conditional Certificates by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1,509</td>
</tr>
<tr>
<td>2019</td>
<td>2,246</td>
</tr>
<tr>
<td>2020</td>
<td>2,312</td>
</tr>
<tr>
<td>2021</td>
<td>3,658</td>
</tr>
<tr>
<td>2022</td>
<td>3,567</td>
</tr>
</tbody>
</table>

Source: MSDE Staffing Data Collection
The Statewide percentage of teachers with conditional certificates for the 2020–2021 school year was 5.8%. There were 5 LEAs having a percent greater than the State.
Teacher Workforce Supply

Key Takeaways for Maryland

• The number of people completing teacher-education programs across the country is **steadily declining**

• **Enrollment** in Maryland educator preparation programs has **decreased by 33%** since 2012

• The issuance of **Conditional Certificates** has **increased by 136%** in Maryland over the last 5 years
Diversity of the Teacher Workforce and Pipeline

*Diversifying the pool of high-quality teachers is critical to Maryland students*
National Context on Diversity of the Teacher Workforce

The teaching workforce in the United States remains predominantly white, even as the student body grows increasingly diverse.

Figure 1: Percentage of Teachers and Students Identifying as Non-White

Source: Student data was retrieved from the National Center for Education Statistics’ Common Core of Data. Teacher data was retrieved from the National Center for Education Statistics' Schools and Staffing Survey, renamed the National Teacher and Principal Survey in 2010.


Notes: Young adults are defined here as those ages 25-34. Teacher totals may not add up due to rounding.
Maryland Teacher Race/Ethnicity, 2012 to 2022

The teaching workforce in Maryland has remained persistently white even as the student population has grown more diverse. Over the past 10 years, less than 30% of Maryland teachers were teachers of color.

<table>
<thead>
<tr>
<th>Year</th>
<th>White (%)</th>
<th>Black/African-American (%)</th>
<th>Asian (%)</th>
<th>Hispanic/Latino (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>75.7</td>
<td>16.9</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2013</td>
<td>76.0</td>
<td>16.6</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2014</td>
<td>76.0</td>
<td>16.7</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2015</td>
<td>75.9</td>
<td>16.6</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2016</td>
<td>75.9</td>
<td>16.6</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2017</td>
<td>75.3</td>
<td>17.3</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2018</td>
<td>74.0</td>
<td>17.8</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>2019</td>
<td>73.5</td>
<td>18.2</td>
<td>4.2</td>
<td>0.0</td>
</tr>
<tr>
<td>2020</td>
<td>72.6</td>
<td>19.1</td>
<td>4.2</td>
<td>0.0</td>
</tr>
<tr>
<td>2021</td>
<td>71.2</td>
<td>18.9</td>
<td>4.2</td>
<td>0.0</td>
</tr>
<tr>
<td>2022</td>
<td>71.0</td>
<td>18.9</td>
<td>4.2</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: MSDE Staffing Data Collection
Maryland New* Teachers Race/Ethnicity, 2011 to 2022

The greatest share of newly employed teachers are white. Maryland’s new teachers do not reflect the demographics of the student population. Maryland’s student population is more than a third Black and 20% Hispanic.

* A new teacher is defined as one with less than one year of experience at the start of the given school year.

Source: MSDE Staffing Data Collection
Maryland Teacher Attrition Rates by Race/Ethnicity

- In Maryland, Black and Hispanic teachers are most likely to not return to teach in the state.
- Nationally, teachers of color have a 18.9% turnover rate, compared to 15% for their White peers, and Black teachers have one of the highest rates of turnover, according to the Institute for Research and Labor Employment.
- Even where schools have strategies in place to recruit teachers of color, recruiting and retaining teachers of color has been difficult.
- Black teachers report that they shoulder additional responsibilities due to their race.

Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22.

### Reasons Maryland Teachers Exit by Race/Ethnicity, 2022

Teachers in Maryland across most race/ethnicity cite voluntary resignation as the primary reason for exiting.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Voluntary Resignation</th>
<th>Retirement</th>
<th>Leave of Absence</th>
<th>Non-Education Related Employment</th>
<th>Education-Related Employment</th>
<th>Termination</th>
<th>Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>35.1%</td>
<td>25.1%</td>
<td>25.1%</td>
<td>6.7%</td>
<td>2.3%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>39.6%</td>
<td>8.5%</td>
<td>39.6%</td>
<td>3.7%</td>
<td>2%</td>
<td>6.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black</td>
<td>47.8%</td>
<td>13.6%</td>
<td>24.1%</td>
<td>2.0%</td>
<td>3.0%</td>
<td>8.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44.3%</td>
<td>7.3%</td>
<td>30.9%</td>
<td>5.0%</td>
<td>2.7%</td>
<td>8.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49.6%</td>
<td>9.7%</td>
<td>23.0%</td>
<td>3.5%</td>
<td>6.2%</td>
<td>6.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Am.Ind/AK</td>
<td>26.7%</td>
<td>20.0%</td>
<td>26.7%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>13.3%</td>
<td></td>
</tr>
<tr>
<td>HI/Pac.Isl</td>
<td>63.2%</td>
<td>15.8%</td>
<td>15.8%</td>
<td>5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Staff Data 2021-2022
Insight from the MSDE Teacher Diversity Roundtable

“I was able to put my students’ heritage in because I’m Mexican, so I was able to connect from students from Central America, South America, bring in the slang and it also was something I could bring to the table for all of the veteran teachers...

It was great that I could speak Spanish, ‘Oh my gosh, you understand where these students are coming from.’

But it was a double-edged sword because it led to many of my schools that they would ask me during my own personal time, ‘Hey, I have a parent who doesn't speak English, can you translate?’

And I felt like as a new teacher I could not say no and so it was definitely like I was backed into a corner...”
Diversity of the Teacher Workforce and Pipeline

Maryland Teacher and Student Demographics, 2017 to 2022

The racial disparity between students and teachers has not improved over the last five years.

Source: MSDE staff and student data collections
Disparity of Teacher Student Race/Ethnicity, 2012 to 2021

In Maryland, the gap between the percentage of students of color and the percentage of teachers of color has consistently been greater than 30% since 2012. This disparity varies by LEA ranging from a low of 2% in Garrett and Calvert and a high of 50% in Wicomico.
Significance of Matching Effects in Education

• “For both Black and Hispanic students, we find consistent evidence that increased diversity amongst teachers and broader sets of school professionals benefits test-score performance, and—in several instances—also leads to improved school behaviors.”

• “Increased shares of same-race/ethnicity professionals result in increased test scores, and decreased suspensions and absences for Black and Hispanic students. We also find that exposure to non-White school staff leads to improved outcomes for these students, whether or not they are from the same racial/ethnic group.”

— David Blazar, Professor at the University of Maryland College Park

“White students are benefitting from what is happening here, from having teachers of color, from culturally responsive teaching. This doesn’t need to be a them or us discussion.”

Findings based on Maryland data, courtesy of the Maryland Longitudinal Data System

Many Maryland Students Do Not Have the Same Race Teacher

Looking across 3 years of data, nearly all white students will have the same race teacher for all 3 years. Only 56% of Black students, 8% of Asian, and 10% of Hispanic will have the same race teacher experience.

<table>
<thead>
<tr>
<th>Race Combination</th>
<th>No matches</th>
<th>1 year with a match</th>
<th>2 years with a match</th>
<th>3 years with a match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black student-Black teacher</td>
<td>56%</td>
<td>12%</td>
<td>19%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian student-Asian teacher</td>
<td>8%</td>
<td>17%</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic student-Hispanic teacher</td>
<td>10%</td>
<td>47%</td>
<td>43%</td>
<td>2%</td>
</tr>
<tr>
<td>White student-White teacher</td>
<td>99%</td>
<td>4%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>White student-Black teacher</td>
<td>9%</td>
<td>23%</td>
<td>54%</td>
<td>4%</td>
</tr>
<tr>
<td>Black student-White teacher</td>
<td>85%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: MSDE data collection, 2018-2020
Insight from the MSDE Teacher Diversity Roundtable

“My early experience in school, I did feel a void. I did kind of wonder where are the teachers that look like me?

Particularly as a young black boy, I knew there were black men in my family who were smart, creative, and loving. I knew that there were people of color in my community who were that same way.

And I just didn't see it represented in the classroom.

And so it was dissonance for me. I said, “I don’t see it translating. And why is that?”
Diversity of the Teacher Workforce and Pipeline

Maryland Teacher Preparation Enrollment Demographics

Enrollment in alternative preparation programs is more diverse than in traditional programs.

Traditional Educator Preparation Programs

Alternative Educator Preparation Programs

Source: Title II Reports (title2.ed.gov)
Maryland Teacher Preparation Program Completers

Completers in alternative preparation programs are more diverse than in traditional programs.

Distribution of Traditional Preparation Program Completers by Year and Race/Ethnicity

- 2020:
  - 68% Asian
  - 6% Black/African_American
  - 5% Hispanic/Latino
  - 6% Two or More
  - 6% White
  - 6% Other

- 2021:
  - 71% Asian
  - 6% Black/African_American
  - 6% Hispanic/Latino
  - 10% Two or More
  - 6% White
  - 6% Other

Distribution of Alternative Preparation Program Completers by Year and Race/Ethnicity

- 2020:
  - 47% Asian
  - 4% Black/African_American
  - 36% Hispanic/Latino
  - 5% Two or More
  - 6% White
  - 6% Other

- 2021:
  - 49% Asian
  - 5% Black/African_American
  - 31% Hispanic/Latino
  - 6% Two or More
  - 8% White
  - 8% Other

Source: MSDE staff data collection
Diversity of the Teacher Workforce and Pipeline

Maryland Conditional Certification Demographics

Conditional Certification offers an approach to diversifying the teaching workforce.

Conditional Certification by Year and Race/Ethnicity

Source: MSDE staff data collection
Insight from the MSDE Teacher Diversity Roundtable

“When I got to student teaching, where I taught, it was a predominantly white school and the one note that was given to me was that if I wanted to continue to teach in my area, I had to change my hair, they told me it was a little distracting.”
Key Takeaways for Maryland

• Many **students of color may never have a teacher of the same race**

• The teaching workforce in Maryland has **remained persistently white** even as the student population has grown more diverse

• Alternative Preparation Programs are a **mechanism to diversify teaching** in Maryland

• Alternative Preparation Programs can be developed within a district, or with an educator preparation partner

• The conditional certificate offers an **opportunity to recruit a diverse pool of candidates** into the teaching profession

• Increased **diversity amongst teachers** and broader sets of school professionals **benefit student test-score performance**, and—in several instances—also leads to improved school behaviors
  
  o Black students having just one black teacher by third grade were 13 percent more likely to enroll in college—and those having two were 32 percent more likely

Source: https://hub.jhu.edu/2018/11/12/black-students-black-teachers-college-gap/
National Examples Tackling Teacher Workforce Challenges

Identifying solutions across the nation
Case Studies: States Creating Alternative Pathways to Certification

- **Colorado**: As an alternative to licensure tests, allows applicants to demonstrate content knowledge through coursework review or submission of a portfolio. Colorado student teachers also now have access to up to $22,000 in stipends.

- **New Jersey**: Established a pilot program where districts can apply to the NJDOE to permit them to hire up to 10% of staff who haven’t met one of the requirements for certification — GPA, licensure assessments, or subject matter credits. To apply, districts must demonstrate the capability to provide support to those teachers and one of the following:
  - A demographic disparity between the district’s or school’s student population and teachers
  - A shortage of bilingual education teachers
  - A critical need to fill teacher vacancies or a hardship caused by teacher vacancies

- **Montana**: The Montana Board of Public Education recently adopted several changes to licensing rules to include:
  - Expanding pathways to licensing beyond the Praxis including GPA, portfolio, and experience
  - Increasing career technical educators by accepting diverse degrees and work experience equivalencies
  - Creating pathways to allow an educator to add additional endorsements to their license

Diversity Initiatives: Minnesota

• **Minnesota** recently enacted an ambitious education omnibus bill that continues funding for programs that incentivize increasing the number of teachers of color, including:
  
  o **$10 million for Grow-Your-Own Programs**, focusing on teachers of color. The district must ensure that the percentage of participating teacher candidates of color must be the same as or be greater than the percentage of students of color in the district.
  
  o **$400,000 for “Come Teach in Minnesota” hiring bonuses** for teachers of color, up to $4,000 per teacher.
  
  o **$4.5 million for Mentoring and Retention Grants** for teachers of color, and those supporting achievement of students of color.
  
  o **$2 million for the Collaborative Urban and Greater Minnesota Educators of Color Grants**, supporting teacher candidates of color through educator preparation programs.
  
  o **$750,000 for Black Men Teach**, a non-profit offering recruitment, training, induction, and support program.

Sources: [https://www.nctq.org/blog/Four-states-working-to-close-the-teacher-diversity-gap](https://www.nctq.org/blog/Four-states-working-to-close-the-teacher-diversity-gap); [https://edalliesmn.org/blog/legislators-finally-reach-a-deal-on-k-12-bill-what-did-didnt-make-the-cut/](https://edalliesmn.org/blog/legislators-finally-reach-a-deal-on-k-12-bill-what-did-didnt-make-the-cut/)
Incentives for Special Education Teachers: Hawaii

• **Special Education** continues to be one of the hardest to staff certification areas; a trend that is mirrored across nearly all states.

• Special Education teachers in Hawaii now earn an **additional $10,000 per year**.

• Since the pay raise in 2020, an additional 300 licensed special education teachers are now teaching.

• Before the incentive, nearly **30%** of special education positions were **vacant** or staffed by teachers without the appropriate license. This number is now less than **15%**.

Sources:
- [https://www.nctq.org/blog/Strategies-to-build-a-sustainable-special-education-teacher-workforce](https://www.nctq.org/blog/Strategies-to-build-a-sustainable-special-education-teacher-workforce)
- [https://www.npr.org/2022/04/21/1092343446/special-education-teachers-Hawaii](https://www.npr.org/2022/04/21/1092343446/special-education-teachers-Hawaii)
National Examples Tackling Teacher Workforce Challenges

Shifting Away From edTPA

• The edTPA, designed to determine if someone is ready to enter the classroom, is a performance-based, subject-specific assessment that requires candidates to prepare a portfolio of materials while they complete their clinical experience
• The exam costs $300 for the initial submission and $100 per task for retakes
• The requirements may be a barrier to diversifying the teaching workforce
  o Black test takers in New York were nearly twice as likely to fail the edTPA compared to white or Hispanic peers
• Recent research has found that the test results are not always reliable or precise
  o In most cases, one person scores the entire portfolio for any given teacher-candidate. When humans score assessments, there’s always going to be error
  o There was no correlation between edTPA scores and that teacher’s effectiveness in math instruction, measured by their students’ state test scores in math
• Georgia, Washington, New York, and New Jersey have recently (since 2020) dropped or in the process of dropping the statewide requirement that teacher-candidates must pass the edTPA

Sources:
Massachusetts’ Action to Increase Educator Diversity

- Passing rates for the MTEL licensure test have large racial disparities
  - 80% of white test-takers passed the test, compared to just 50% of Black test-takers and 62% of Latino test-takers passed the test

- The new Educator Diversity Act establishes permanent alternative certification pathways for teachers seeking licensure
  - Establishes alternatives to the MTEL as a pathway to certification by 2024, and provide safeguards for negative impacts of certification on candidates of color
  - Also creates a Data Diversity Dashboard; requires uniformity around hiring & promotional practices; and creates an Educator Diversity Grant Fund

“This bill is just the beginning of dismantling some of the obstacles that are in the way of educators of color seeking to become certified teachers”
- Merrie Najimy, President, Massachusetts Teachers Association

<table>
<thead>
<tr>
<th>Teachers</th>
<th>POC 8%</th>
<th>White 92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>POC 40%</td>
<td>White 60%</td>
</tr>
</tbody>
</table>

Students of color make up nearly 40 percent of the Massachusetts public school population, but diversity among teachers adds up to only about 8 percent — short of a state goal of 25 percent educator diversity by 2030

Interstate Teacher Mobility Compact
The compact supports the mobility of licensed teachers and seeks to reduce barriers to employment.

• The Council of State Governments is partnering with the Department of Defense and the National Association of State Directors of Teacher Education to draft the Interstate Teacher Mobility Compact (ITMC)

• The ITMC is an occupational licensure compact that aims to facilitate the licensure of teachers across member states

• Members will enter into a legally binding agreement

• Each member state will identify eligible licenses that will be considered equivalent and provided under the compact

• To learn more about the Compact, go to https://compacts.csg.org/compact-updates/teaching
National Examples Tackling Teacher Workforce Challenges

Financial Incentives and Supports to Diversify Teaching

- **Connecticut**: offers a Teachers Mortgage Assistance Program, which helps teachers become homeowners in the communities where they work, as well as to recruit and retain minority teachers. Teachers working in identified priority school districts or graduating from an educational reform district or HBCU are eligible for a lower interest rate and down payment assistance.

- **New Mexico**: Teacher Loan Repayment Program provides for repayment of federal loans for teacher education purposes. Teachers must teach in designated high-need disciplines that include STEM, special education, bilingual education, or at a low-performing school serving economically disadvantaged populations. Teachers from underrepresented backgrounds are given preference.

- **Wisconsin**: Minority Teacher Loan Program provides tuition support for teacher candidates who are of a minority population and will teach at a school with a high minority student population in a high-demand subject area. If a teacher continues to teach in a high-demand discipline and at a school with a high minority student population, the full amount of the loan will be forgiven after four years.

Case Study: Arizona Teachers Academy Scholarship

• Offers a year-for-year full tuition scholarship for students who commit to teach in Arizona public schools. In addition to tuition scholarships, students enrolled in the Academy have access to support services during and after completion of their program of study.

• The Academy started in 2018, with a significant funding increase in 2020, leading to a large increase in enrollment of teacher candidates.

• At Arizona State University, prospective teacher candidates for the traditional undergraduate EPPs must meet the standard university admission requirements, which include meeting one of the following:
  o top 25% in high school graduating class
  o 3.00 GPA in competency courses (4.00 = "A")
  o ACT: 22 (24 nonresidents)
  o SAT: 1120 (1180 nonresidents)

• For any candidates not meeting the above criteria, they may undergo a holistic review.

Sources: https://arizonateachersacademy.com/
“Earn and Learn” Models

- Local Grow Your Own (GYO) alternative teacher preparation programs can help to strengthen the diversity of the teaching workforce, as well as enable districts to address broader staffing challenges.

- Of 6 urban GYO programs studied, each recruited more people of color into teaching than the districts’ other recruitment efforts typically did.
  - On average, 52 percent of recruits were people of color, compared with 43 percent for other new teachers.

- The GYO programs were most effective when they accomplished three things:
  - Lowering Costs for Teacher Trainees, Recruiting from the Community, and Help with Licensing.

- Another model of GYO preparation – teacher apprenticeships – follow a "earn and learn" model of workforce development, learning the skills for a job while earning a wage.
  - Tennessee, the first state to be approved by the U.S. Department of Labor to establish a permanent GYO model, has partnered with Clarksville-Montgomery County Schools and two higher education institutions.

- Apprenticeship models offer lower cost to the candidates and may offer a more seamless and supportive approach, less likely to shed candidates as the result of inadequate support.

Sources: https://www.rand.org/blog/2022/03/grow-your-own-prep-programs-can-improve-diversity-of.html; https://www.nctq.org/blog/A-new-path-to-the-classroom:-What-could-Registered-Apprenticeship-mean-for-teaching
Research Review: Teacher Effectiveness Predictors
Predictors of Teacher Effectiveness: More Than a Test

• Positive Traits
  o Research has shown that teachers who demonstrate “grit”, defined as perseverance and passion for long-term goals, outperformed their less gritty colleagues and were less likely to leave their classrooms mid-year
  o Grit and life satisfaction are found to be significant predictors in teacher effectiveness, as measured by the academic gains of students

• Assessments
  o In a review of 15 studies conducted by NCTQ, 11 found a modest but statistically significant positive relationship between teachers who passed an elementary content test and future effectiveness in the classroom, generally measured by students’ gains on standardized tests in English language arts and math. Several of the 11 studies offer positive findings but warn of potential problems when the cut score is set too high
  o Licensure tests have different predictive validity for student achievement by teacher race. Different licensure tests are better predictors of a teacher’s quality, depending on the race of the teacher candidate, based on North Carolina data
  o A teacher’s subject-specific licensure test scores are a consistent and statistically significant predictor of student achievement only in high school biology. There is little evidence that middle school students with teachers with higher basic-skills test scores are more likely to take advanced math and science courses in high school, based on Washington data

• Matching Effects
  o Student achievement is impacted by the race/ethnicity match between teachers and their students, with Black students significantly benefitting from being matched with a Black teacher
  o Increased shares of same-race/ethnicity professionals result in increased test scores, and decreased suspensions and absences for Black and Hispanic students
What Does The Current Research Say About Licensure Tests?

• Teacher quality is the most important classroom variable impacting student achievement

• Most systems require teachers to graduate from an approved teacher training institution and pass one or more licensure tests, the notion being that these preservice requirements ensure a basic level of teacher competence

• These requirements discourage talented individuals from attempting to become teachers, thereby potentially lowering the diversity and quality of the teacher workforce

• The majority of research suggests only a weak link between specific licensure requirements and student achievement
Improving Effectiveness: Quality Induction and Mentoring

• On average, initial performance is predictive of future performance, far more so than measured teacher characteristics such as their own test performance or their educational experience.

• Excellent new teachers are far more likely to be future excellent teachers than are teachers who were not as effective in their first few years.

• Substantial evidence suggests that on average teachers improve more (that is, change their performance more) over the first years of teaching than over subsequent years.

• Once teachers begin teaching, they are undoubtedly influenced by (for better or worse) the organizational nature of the schools to which they are assigned, their colleagues, school leaders, and opportunities for professional development.

• Placement with an effective mentor teacher has a greater influence on a future teacher's success than the characteristics of the placement school, and in their first year of teaching, new teachers can be as effective as typical third-year teachers if those new teachers spent their student teaching experience in the classroom of a mentor who is two standard deviations above average effectiveness.

Sources:
Key Takeaways for Maryland

• Many states are taking action to create multiple rigorous pathways to certification that do not solely rely on certification exams.

• Grow your own (GYO) programs are a proven approach to recruit more people of color into teaching.

• The Interstate Teacher Mobility Compact creates an opportunity for seamless reciprocity between member states.

• Strategic incentive programs (e.g., loan forgiveness, scholarships) can help eliminate financial barriers that limit entry into the teaching profession, especially for candidates of color, and encourage teachers to work and remain in hard-to-staff environments.

• Limiting entry into the teaching profession through high-stakes licensure tests does not fully grasp the early career elements (i.e., induction, mentoring, or school organizational context) that shape a teacher’s long-term effectiveness.
Maryland Initiatives and Opportunities

Strategies to support the Supply, Demand, and Diversity of Maryland’s Teacher Workforce
The Blueprint for Maryland’s Future and Teacher Pipelines and Diversity
Career Ladder Incentives

- Minimum base salary for teachers will be $60,000 by July 1, 2026
- Immediate salary increases for eligible National Board Certified Teachers of at least $10,000
- Increased teacher leadership opportunities
- Reimagining of the school day to allow for more support for teachers especially those new to the profession
- Career Ladders adopted by July 2024
MSDE Digital Marketing Efforts

Marketing Target Audience:

- Paid and organic national campaign, geo-targeting existing teachers using Facebook, Twitter, Instagram, and LinkedIn.
- Focus on Washington and California due to high NBCT rate and research showing willingness to relocate.
- Current Maryland teachers.

Key Messages:

- It Pays to Teach in Maryland!
- Up to $17,000 pay increase.
- Earn your certification fee free.
National Board Certified Teacher Incentive Marketing Materials

Social Media and Print Designs

The Blueprint for Maryland’s Future: Teacher Pipelines and Diversity

Visit www.marylandpublicschools.org/nbct
Teacher Quality and Diversity Program

Grants totaling at least $500,000 each year will be awarded to teacher preparation programs at institutions of higher education to assist students from groups historically underrepresented in the teaching profession in achieving teacher preparation and certification requirements.

Administered by the Maryland Higher Education Commission to assist institutions of higher education in:

- Taking advantage of national foundation efforts to develop highly qualified teachers and leaders from diverse backgrounds; and
- Aiding students from groups historically underrepresented in the teaching profession in achieving teacher preparation and certification requirements.
Janet L. Hoffman Loan Assistance Repayment Program

This program in the Maryland Higher Education Commission includes The Nancy Grasmick Teacher Award, which offers repayment assistance to teachers that have student loan debt and have taught in Maryland for the past 2 years.

Eligibility Requirements:
- A degree from a Maryland college or university, or
- A Maryland Resident Teacher Certificate (RTC); and
- To earn an income that is less than the maximum eligible total income levels; and
- Teach in Science, technology, engineering, or math subjects; or teach in a school in which at least 75% of the students are enrolled in the free meal program in the state for 2 years; and
- To receive the highest performance evaluation rating for the most recent year
Teaching Fellows for Maryland Scholarship

This program in the Maryland Higher Education Commission will award scholarships for students who pledge to work as public school or public prekindergarten teachers in Maryland upon completion of their studies at schools that have at least 50% of the students in the school eligible for free or reduced-price meals (FRPM).

Eligibility Requirements:

• Be a Maryland resident or have graduated from a Maryland high school;
• Be accepted for admission or currently enrolled at an eligible institution as a full–time or part–time undergraduate or graduate student pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher’s certificate;
• Have achieved at least:
  o For a student currently enrolled in high school, an overall grade point average of 3.3 on a 4.0 scale or its equivalent, or an overall grade point average in the top 15% of the student’s grade, after completion of the first semester of the senior year;
  o For a student currently enrolled as a full–time undergraduate student, a cumulative grade point average of 3.3 on a 4.0 scale and satisfactory progress toward a degree in an academic discipline leading to a Maryland professional teacher’s certificate;
  o A score of 500 on the reading and math portions of the SAT, with a combined score of at least 1100 on the reading and math portions of the SAT; or
  o A composite ACT score of 25; or
  o A score of 50% on the GRE;
• Have demonstrated an exceptional dedication to or aptitude for teaching
## Teaching Fellows for Maryland Scholarship: Data

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<tr>
<th>Year</th>
<th>Applicants</th>
<th>Awards Made</th>
<th>Awards Disbursed</th>
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<td>FY2021</td>
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<table>
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<tr>
<th></th>
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<th>FY2021</th>
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<tbody>
<tr>
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<tr>
<td>African-American/Black</td>
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<tr>
<td>White</td>
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<td>All Other</td>
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<tr>
<td>Graduate</td>
<td>$105,861.00</td>
<td>$185,162.00</td>
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Available Funding:
- Fiscal year 2022: $4,000,000
- Fiscal year 2023: $8,000,000
- Fiscal year 2024: $12,000,000
- Fiscal year 2025 and each fiscal year thereafter: $18,000,000

Source: https://mhec.maryland.gov/preparing/Pages/TeachingFellowsMDScholarship.aspx
Other Requirements

• On July 1, 2022 LEAs were **required to evaluate their hiring practices** to determine if those practices are contributing to a lack of diversity in Maryland’s teaching staff and make appropriate changes

• AIB shall **examine the school-level diversity** of public-school staff and student bodies §5–408

• Annual MLDS **report on progress made in increasing the preparation and diversity of teacher candidates** and new teachers in MD §5–413

• July 1, 2026 AIB and MLDS shall perform an **evaluation that measures effectiveness of efforts to increase diversity** §5–414

• MSDE Shall actively **monitor and assess new teacher standards and assessments** for any negative impact on the diversity of teacher candidates passing initial certification assessments §6–126
Waiver of Regulations: Resident Teacher Certificate

- Previously, teacher candidates in alternative educator preparation programs need to pass a basic skills assessment to earn a Resident Teacher Certificate, to start the teacher residency.
- Effective July 26, 2022, the State Board of Education allowed a local education agency, State-operated schools, and nonpublic schools to issue a Resident Teacher Certificate through the qualification of a 3.0 GPA, which has already been an option for traditional preparation programs.

Waiver of Regulations: Conditional Teacher Certificate

- Previously, teachers on a Conditional Teacher Certificate could have that certificate renewed only one time.
- Effective July 26, 2022, the State Board of Education allowed a local education agency, State-operated school, or nonpublic school approved to renew a Conditional Teacher Certificate with an expiration date between July 1, 2020, and July 1, 2023, more than once.

LEA Impact Example: Baltimore County Public Schools

- As of August 18, 2022, BCPS had 400 vacancies out of the 9,100-member teacher workforce.
- In response to the Maryland State Board of Education approved conditional waiver extension, BCPS has invited 165 conditionally approved teachers who meet the requirements to return and BCPS will provide the quality supports to ensure successful instruction for students.
Teacher Workforce and Maryland Leads
Grow Your Own Staff

23
Number of LEAs

Total Investment (including matching)

$47,486,941

New Grow Your Own programs and activities have the potential to generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.
Grow Your Own Staff

- The GYO strategy allows LEAs to launch initiatives to grow the pipelines of teachers and other professional support staff, with particular attention to increasing the presence of underrepresented groups in Maryland’s teaching force.

- GYO includes several different types of programs that aim to recruit, train, and deploy new teachers and instructional support staff.
  - Multiple program designs are necessary because GYO programs recruit from different populations and create pipelines to fill different types of positions.
  - A variety of program design options also allows LEAs to cast a wider net in recruitment efforts.
## Grow Your Own Staff

<table>
<thead>
<tr>
<th>Program Design</th>
<th>Target Applicant</th>
<th>Target Credential</th>
<th>Time to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA Program</td>
<td>HS Graduates</td>
<td>AA/CDA/ParaPro</td>
<td>~2-3 Years</td>
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<tr>
<td>HS Student to BA Program</td>
<td>Interested HS Students</td>
<td>BA with Teaching Credential</td>
<td>~5-6 Years</td>
</tr>
<tr>
<td>TA to BA Program</td>
<td>Current Paras and IAs/TAs with a HS Degree or AA</td>
<td>BA with Teaching Credential</td>
<td>~2-6 Years</td>
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<tr>
<td>BA to Certification (including Alt Pathways) Program</td>
<td>Career Changers</td>
<td>MA/ Teaching Credential</td>
<td>~1-3 Years</td>
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<tr>
<td>Paid Residency Program</td>
<td>Current BA Holders</td>
<td>MA/ Teaching Credential</td>
<td>~1.5 Years</td>
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<tr>
<td>Degree-Based Teacher Apprenticeship Program</td>
<td>Current BA Holders</td>
<td>MA/ Teaching Credential</td>
<td>~2 Years</td>
</tr>
<tr>
<td>School Administrator Program</td>
<td>Current BA/MA with Teaching Credential</td>
<td>Administrator Cert/License</td>
<td>~1-2 Years</td>
</tr>
</tbody>
</table>
Grow Your Own Staff

EXAMPLE 1: BA to Certification (including Alternate Pathways)

- **Montgomery County**: Montgomery County Public Schools will create **MCPS University**, an alternative certificate pathway, to ensure that MCPS is able to build a pipeline of diverse candidates to serve and support our students. MCPS University will focus on the following degree programs: school counselors, school psychologists, social workers, special education teachers, and early childhood teachers.
  - MCPS will recruit **150 new staff**, comprised of special education teachers, school psychologists, school counselors, and certificated staff serving early childhood critical needs areas over the next four years.
Grow Your Own Staff

EXAMPLE 2: Paid Residency Program

- **Washington County: Maryland Accelerates** is a paid Residency Program, in **Partnership with Frostburg State University** that provides an accelerated 13-month program and a year-long mentorship by experienced teachers culminating in a Master of Arts in Teaching degree. Maryland Accelerates aims to build systemic capacities in **high-need rural communities** through teacher-leader residencies with career advancement pathways for inclusive excellence.
  - WCPS will have a minimum of 10 residents during the 2022-2023 school year. At the completion of the 2022-2023 residency, WCPS will hire at minimum 80% of the residents as full-time teachers. WCPS will have a minimum of 15 residents during the 2023-2024 school year. At the completion of the 2023-2024 residency, WCPS will hire at minimum, another 80% of the residents as full-time teachers.
Grow Your Own Staff

EXAMPLE 3: Degree-Based Teacher Apprenticeship Program

- **St. Mary's County:** Develop and Implement **Teacher Apprenticeship Program** where apprentices are assigned to schools and paired with other new teachers to develop classroom-based experiences. Apprentices will be assigned to support the non-tenured and conditionally certified teachers to provide co-teaching, small group instruction, classroom management, and monitoring classes while conditionally certified teachers are out of the classroom for professional development including instructional walkthroughs and observations. SMCPS will work with MSDE, local colleges and universities, and the Department of Labor on a process for awarding credit for classroom experiences.
  - SMCPS will support Level 1 Teacher Apprentices to earn an Associates of Arts in Teaching (AAT) with 80% completion by the end of SY 2024-2025 and support Level 2 Apprentices to earn full Maryland teaching certification with 80% eligible to be hired as fully certified teachers by the start of SY 2025-2026.
Grow Your Own Staff

EXAMPLE 4: School Administrator Program

- Worcester County: A pilot GYO administrator program, “RACE to Lead,” is proposed for the 2023-24 school year to increase diversity among administrators/supervisors. Within this program, three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and offered a one-year classroom sabbatical to intern in a leadership position.
  - By 2024, increase the number of teachers of color interviewing for the principal/vice principal pool by 30% and increase the number of teachers of color entering school administration by 20%
Staff Support and Retention

22
Number of LEAs

Total Investment (including matching)

$35,659,076

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than $20,000,000 in retention bonuses for LEA staff (including non-instructional staff).
Staff Support and Retention

LEAs, as part of Maryland Leads, are issuing more than $20,000,000 in stipends and retention payments to staff as part of their Maryland Leads work. Those stipends and retention incentives are deployed differently in the LEAs and target different groups of staff.

- **Premium Holidays ($1,095,826)**
  - Pay benefit premium for all employee groups: **Cecil** (Two pay periods, $400,000); **Kent** (Four pay periods $191,826); **Talbot** (Eight pay periods $504,000)

- **Retention Bonuses/Incentive Pay ($20,664,186)**
  - Retention bonuses for all regular employees: **Caroline** - $2,500,000; **Garrett** - $1,764,256; **Kent** - $611,800; **Washington** - $2,917,647; **Wicomico** - $6,277,500
  - Full-time employee retention incentive for all benefited employees and regularly reporting part-time staff: **Dorchester** - $4,293,000; **Queen Anne's** - $2,299,983

- **Recruitment Incentive Pay related to Extra Duties/Assignments ($400,000)**
  - Substitute incentive pay: **Cecil** $400,000
Teacher Workforce and Maryland Leads

Staff Support and Retention

Some LEAs, as part of Maryland Leads, are undertaking other initiatives that address employee pay and re-envision and align employee work and compensation structures to the Blueprint Career Ladder.

- Other Initiatives
  - Compensation Evaluation: Caroline County will conduct an Organizational Wage and Compensation study to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification. This review will in turn will aid the district in a more strategic implementation of resources to maximize CCPS' efforts to fully implement the Blueprint.
  - National Board Certification: National Board Certification provides a pathway to salary increases for many teachers. With Maryland Leads, Baltimore City will recruit “professional learning facilitators” from among City Schools’ 48 existing National Board Certified teachers to support colleagues seeking certification. Baltimore City Schools will also use a cohort model to provide support to participating teachers throughout the process.
  - Teacher Induction: PGCPS will provide a more targeted experience for early career educators, differentiated by teachers in their first year, those in years two and three, and veteran teachers new to PGCPS. The redesigned induction supports will include financial incentives for attendance, CPD credits, micro credentialing opportunities, increased systemic and school-based support, and a differentiated induction structure aimed towards addressing a diverse educator workforce.
Maryland Public Schools
Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

More information is available at: MarylandPublicSchools.org/Blueprint
Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov
Questions