



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education

**FROM:** Mohammed Choudhury, State Superintendent of Schools

**DATE:** July 26, 2022

**SUBJECT:** Maryland’s Teacher Workforce: Supply, Demand, and Diversity

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**PURPOSE:**

To provide a briefing to the State Board of Education on the supply and demand of teachers in Maryland, as well as the national landscape of the diversity of the teacher pipeline.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

It is critically important that we better understand and adequately address teacher shortages across the state of Maryland. We must acknowledge that a lack of qualified teachers, in addition to teacher turnover, threatens students’ ability to learn and consumes economic resources that could be used elsewhere. Research indicates that the cost of separation, recruitment, hiring, and training has been estimated to cost between \$9,000 and \$21,000 per teacher. While teacher vacancies continue to increase, total enrollment in Maryland’s Educator Preparation programs has declined by 33%. Teacher supply issues have long predated the COVID pandemic, and there were nearly 2,000 educator vacancies in Maryland in September of 2021.

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. Studies show that increased diversity amongst teachers and broader sets of school professionals benefit student test-score performance and leads to improved school behaviors. 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. Maryland has an opportunity to implement innovative solutions through the Blueprint for Maryland’s Future, in addition to looking at best in class national trends in addressing these critical issues.

**EXECUTIVE SUMMARY:**

The presentation will include a discussion on teacher supply, district demand, barriers to certification, and opportunities to diversify the teacher workforce through five sections:

1. Teacher Workforce Demand
2. Teacher Workforce Supply
3. Diversity of the Teacher Workforce and Pipeline
4. National Initiatives to Removing Barriers
5. Maryland Initiatives and Opportunities

**ACTION:**

No action required; this information is for discussion only.



# Maryland's Teacher Workforce: Supply, Demand, and Diversity

MARYLAND STATE BOARD OF EDUCATION | July 26, 2022

Presented By | Mohammed Choudhury, State Superintendent of Schools  
Maryland State



# 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 Initiatives to Removing Barriers
5. Maryland Initiatives and Opportunities

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1. **Teacher Workforce Demand**
  2. Teacher Workforce Supply
  3. Diversity of the Teacher Workforce and Pipeline
  4. National Initiatives to Removing Barriers
  5. Maryland Initiatives and Opportunities

# Teacher Workforce Demand

*Educators needed to successfully support all Maryland students*

# 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

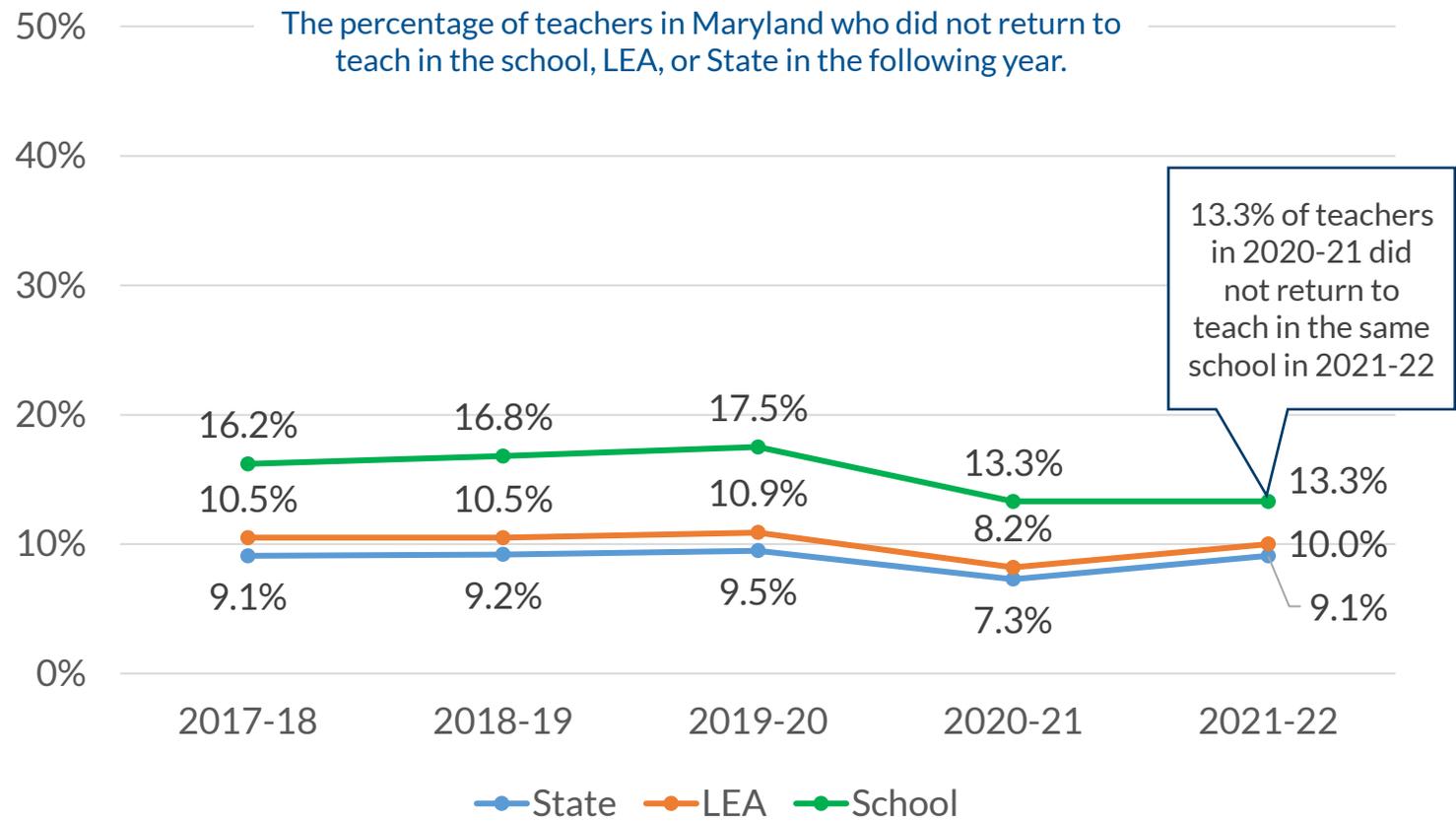
The percentage of Maryland public school teachers in the prior year who **did not return as a teacher in the same school in the following year**

### 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

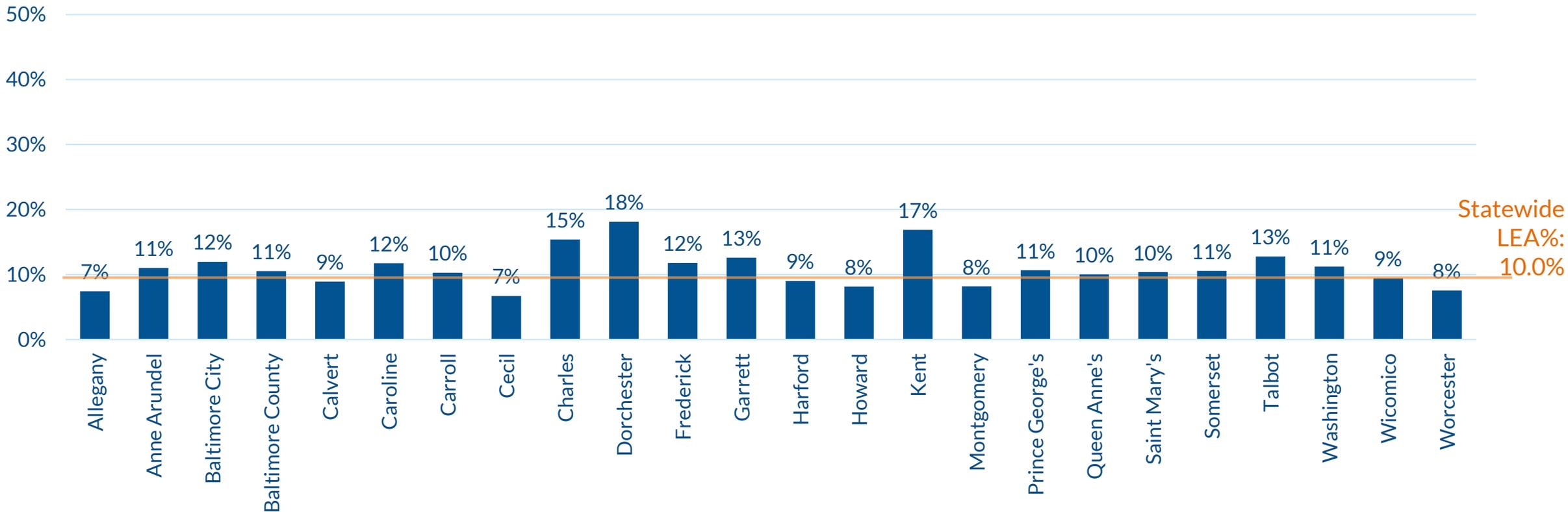
The percentage of Maryland public school teachers in the prior year who **did not return as a teacher in Maryland in the following year**



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.

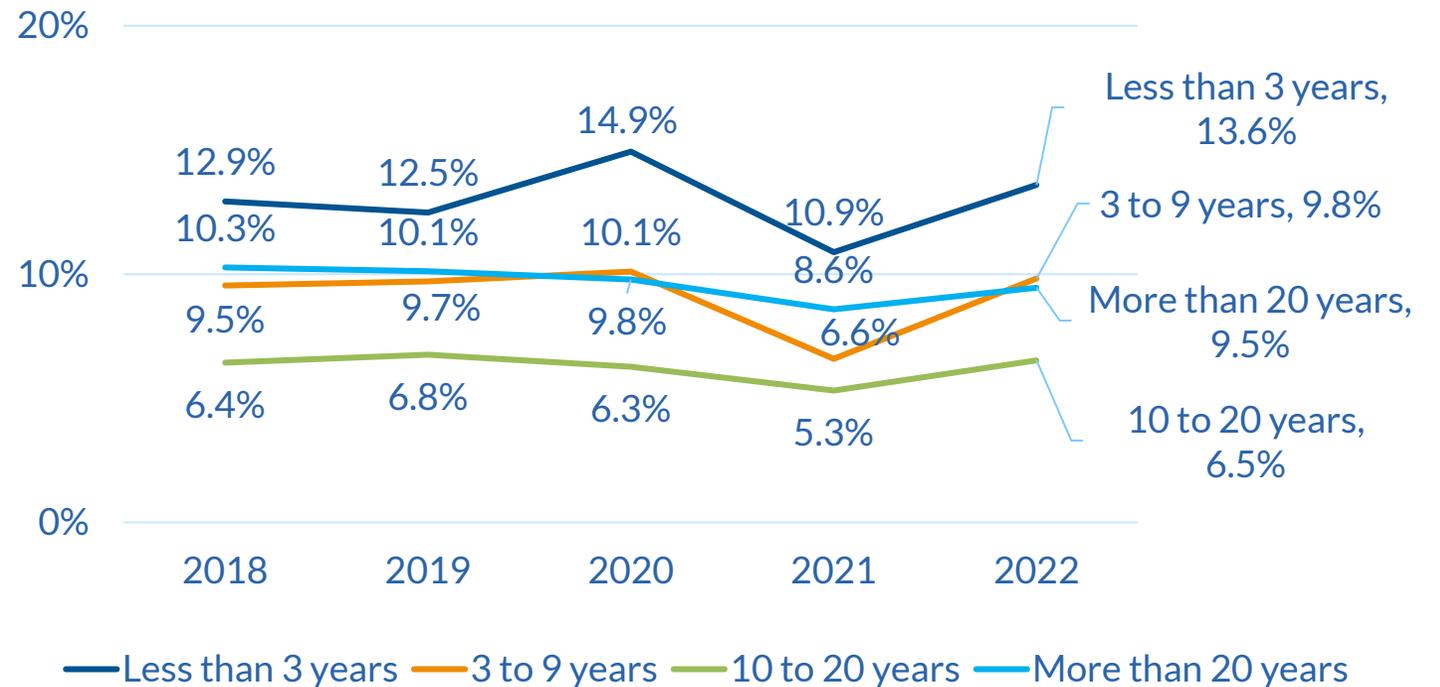


Rates indicate the percentage of teachers in an LEA in 2020-21 who did not return to teach in the same LEA in 2021-22

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

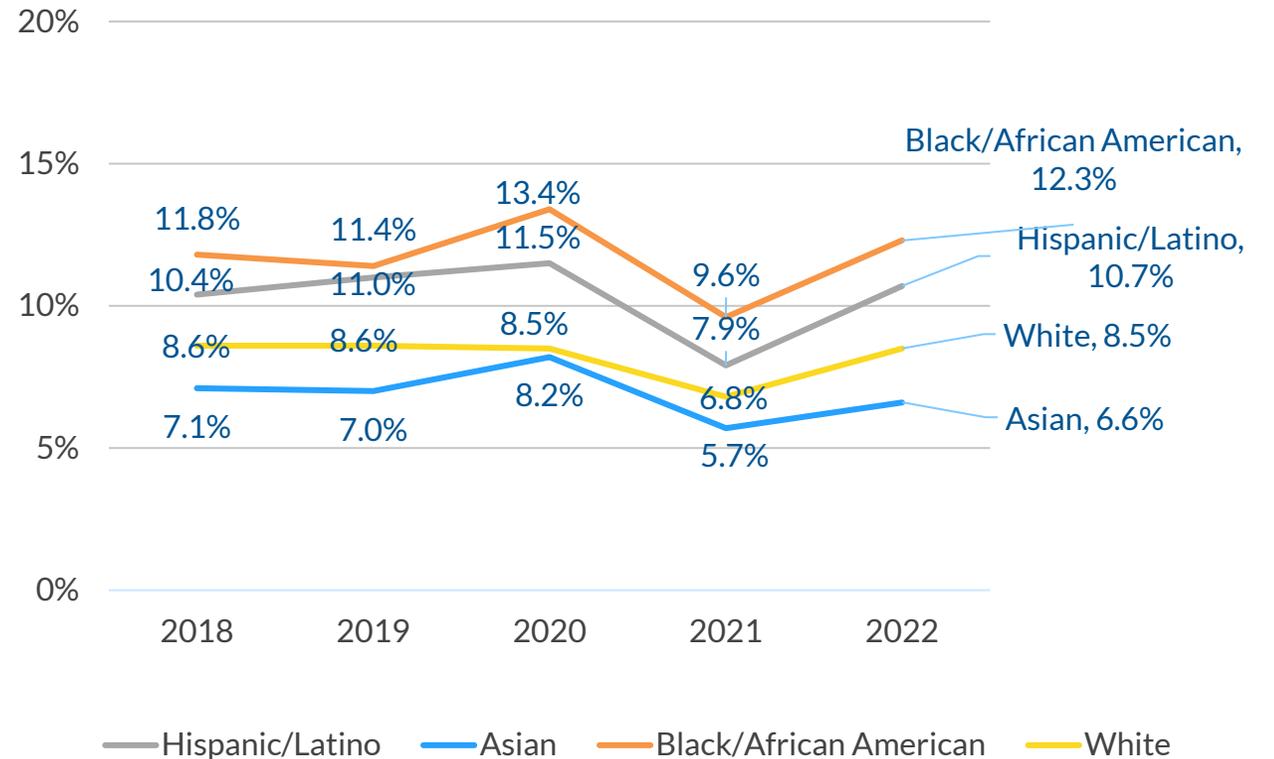


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state, LEA or school in 2021-22

Source: <https://nces.ed.gov/pubs2015/2015337.pdf>

# 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”

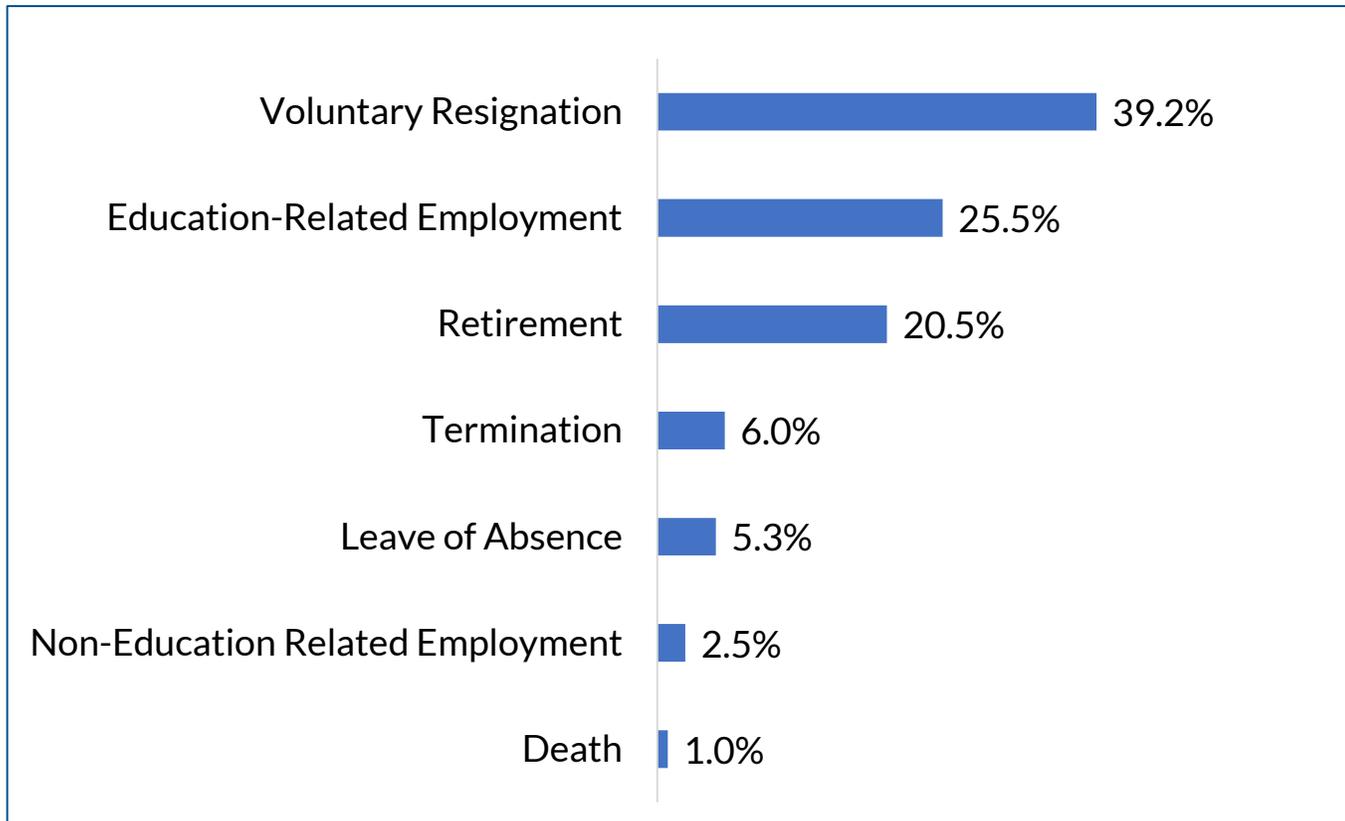


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22

Sources: <https://irle.berkeley.edu/retaining-teachers-of-color-to-improve-student-outcomes/>; <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf> ; <http://wapo.st/1TcorIV>

# 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%).

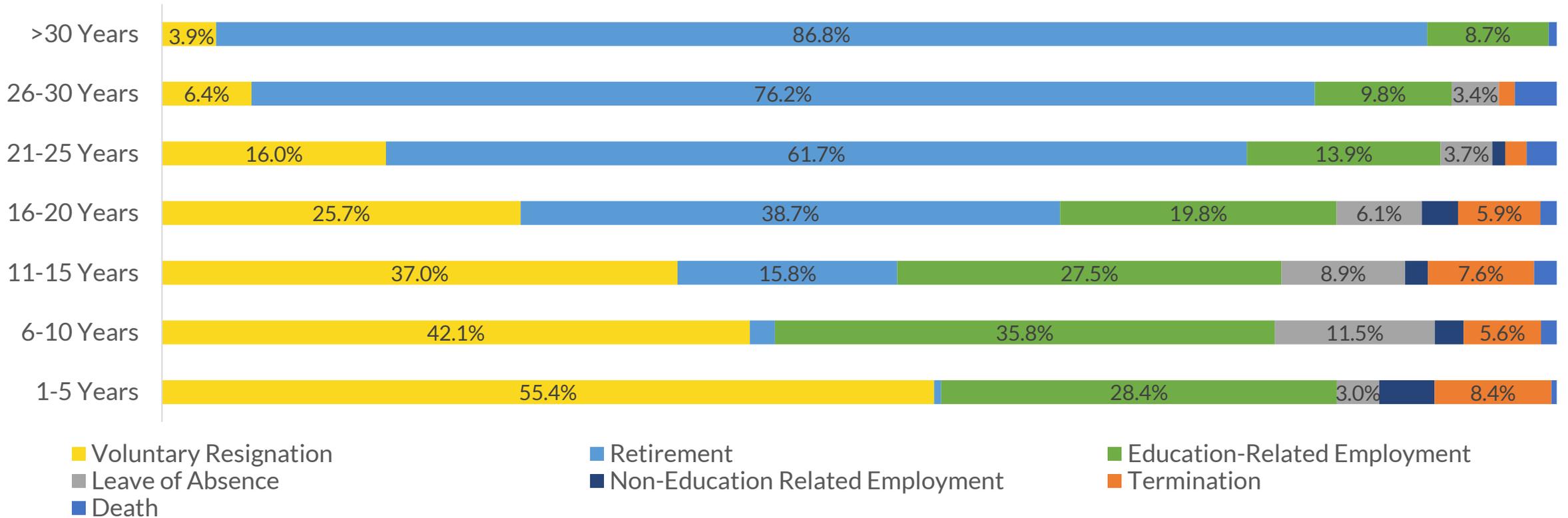


Exit Reason	Count
Voluntary Resignation	2,163
Education Related Employment	1,406
Retirement	1,132
Termination	333
Leave of Absence	290
Non-Education Related Employment	139
Death	53
<b>Total</b>	<b>5,516</b>

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

# Reasons Maryland Teachers Exit by Years of Experience, 2022

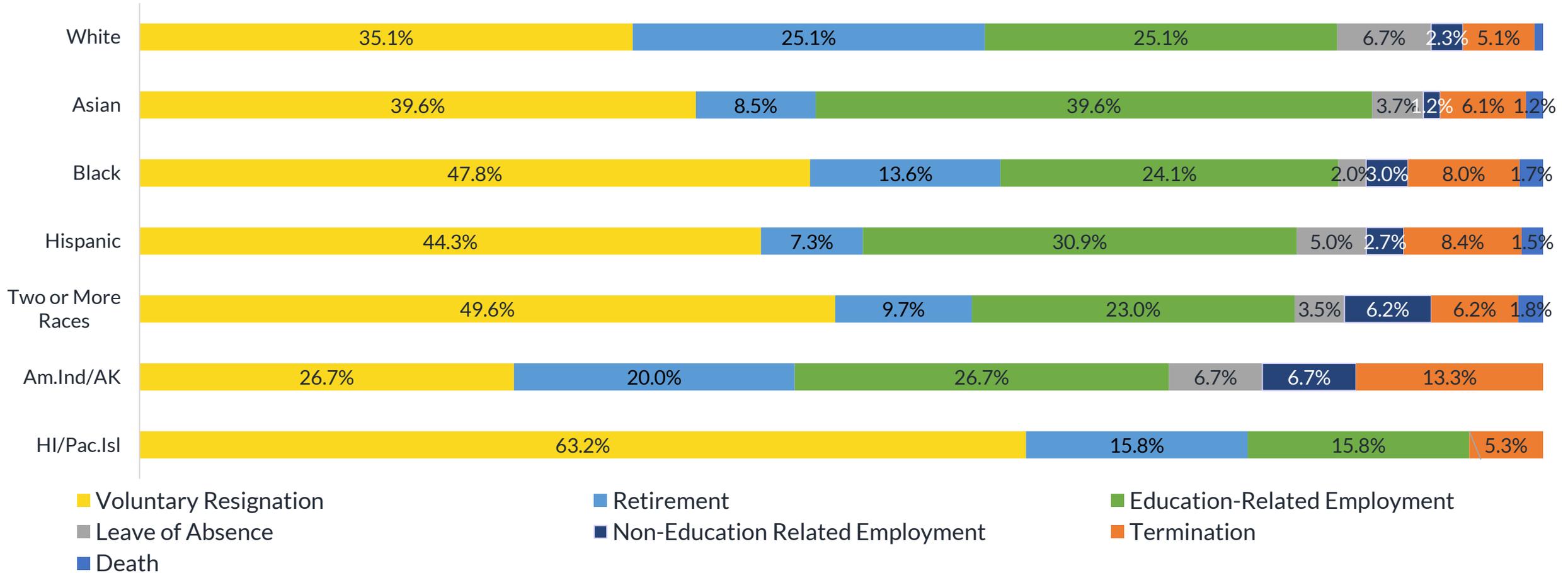
New teachers in Maryland cite voluntary resignation (55.4%) as the most common reason for exiting.



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.



Source: Staff Data 2021-2022

# Maryland Teacher Vacancies, 2019 to 2022

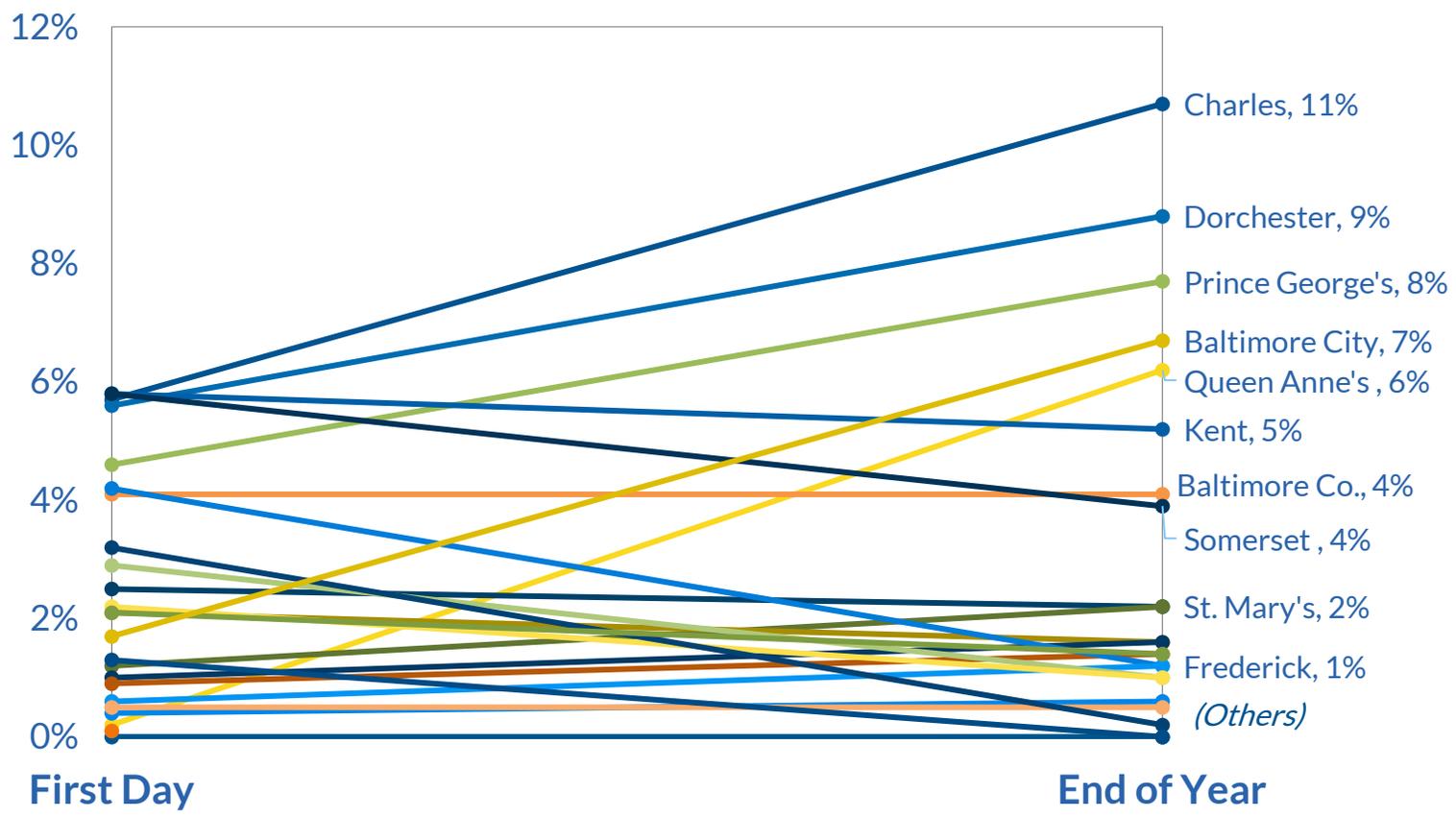
- Nearly all Maryland LEAs started the **2021-2022 school year with a greater number of teacher vacancies** as compared to prior school years
- There were **nearly 2,000 educator vacancies** in Maryland in September 2021
- **According to the National Center for Education Statistics 44% of public schools 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	2018-2019	2019-2020	2020-2021	2021-2022
Allegany	0	1	3	13
Anne Arundel	38	62	29	108
Baltimore City	106.5	88.5	46.5	81.5
Baltimore County	43.4	53.4	18.2	265
Calvert	11	12.5	9.5	12
Caroline	0	4	3	12
Carroll	1	0	14	3.5
Cecil	12	5	7	4
Charles	97	95	108	103
Dorchester	6	7	9	19
Frederick	66	46	35	124
Garrett	3	0	3	4
Harford	20	17	4	83
Howard	4.4	8.2	8.5	43.8
Kent	2	2	4	10
Montgomery	128	54	317	249
Prince George's	54.32	204.5	399.1	422.2
Queen Anne's	1	3	2	1
St. Mary's	13	29	23	27
Somerset	3	6	0	15
Talbot	1	0	4	2
Washington	2	13	17	8
Wicomico	3	21	13	11
Worcester	0	0	0	0

Source: 2018-2021: Self-reported By Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection

## Maryland Teacher Vacancies, 2022

11 LEAs had an increased number of teacher vacancies over the course of the school year.

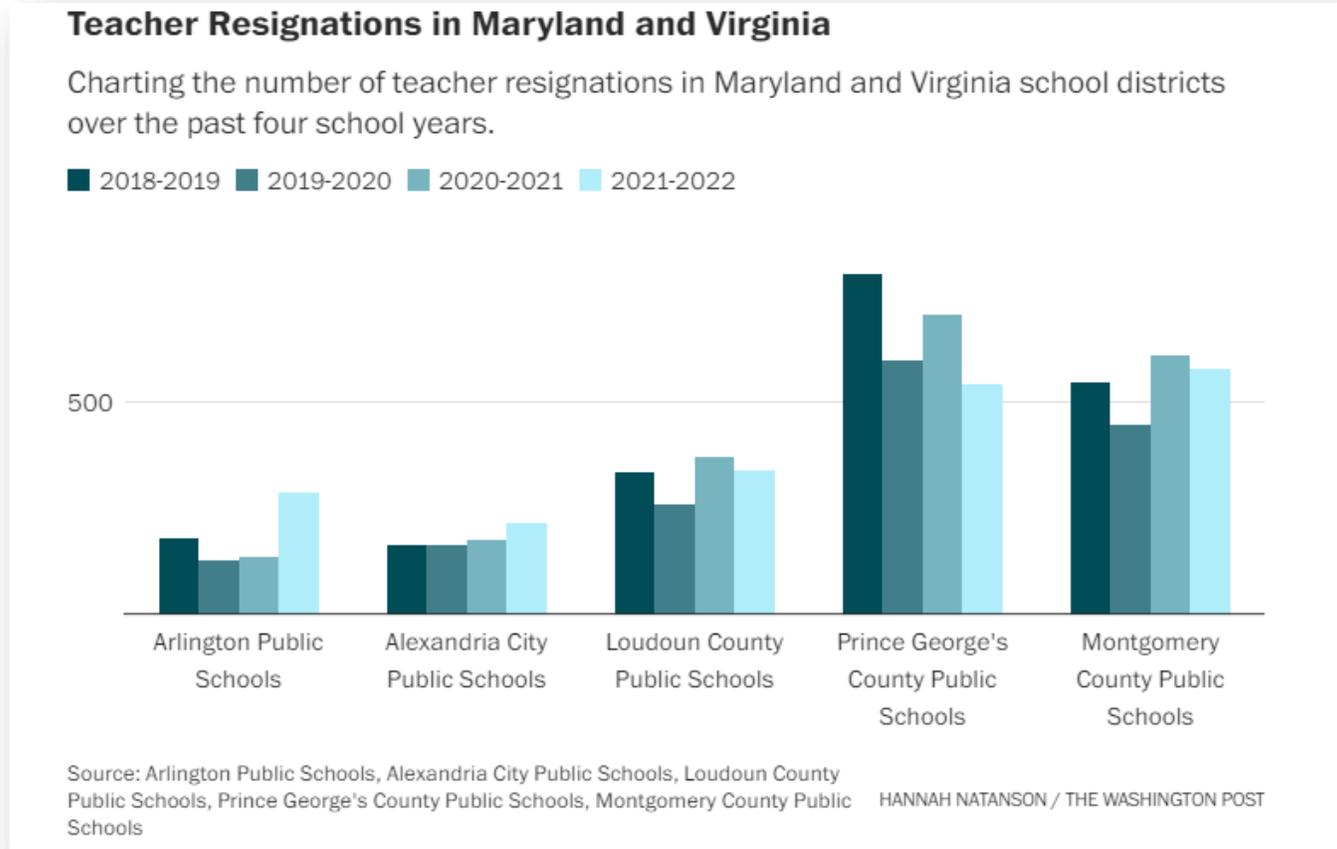


LEA	First Day	End of Year
Allegany	13	10
Anne Arundel	108	51
Baltimore City	81.5	325
Baltimore County	265	270
Calvert	12	21.5
Caroline	12	4
Carroll	3.5	No data
Cecil	4	7
Charles	103	194
Dorchester	19	30
Frederick	124	35
Garrett	4	0
Harford	83	6
Howard	43.8	67.4
Kent	10	9
Montgomery	249	161
Prince George's	422.2	714
Queen Anne's	1	32
St. Mary's	27	24
Somerset	15	10
Talbot	2	4
Washington	8	7
Wicomico	11	17
Worcester	0	0

Source: First Day: 2021-2022 Vacancy Data Collection; End Of Year; Self-reported By LEAs

# 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

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

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**

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

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**

- 
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# 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%2C%20too.>

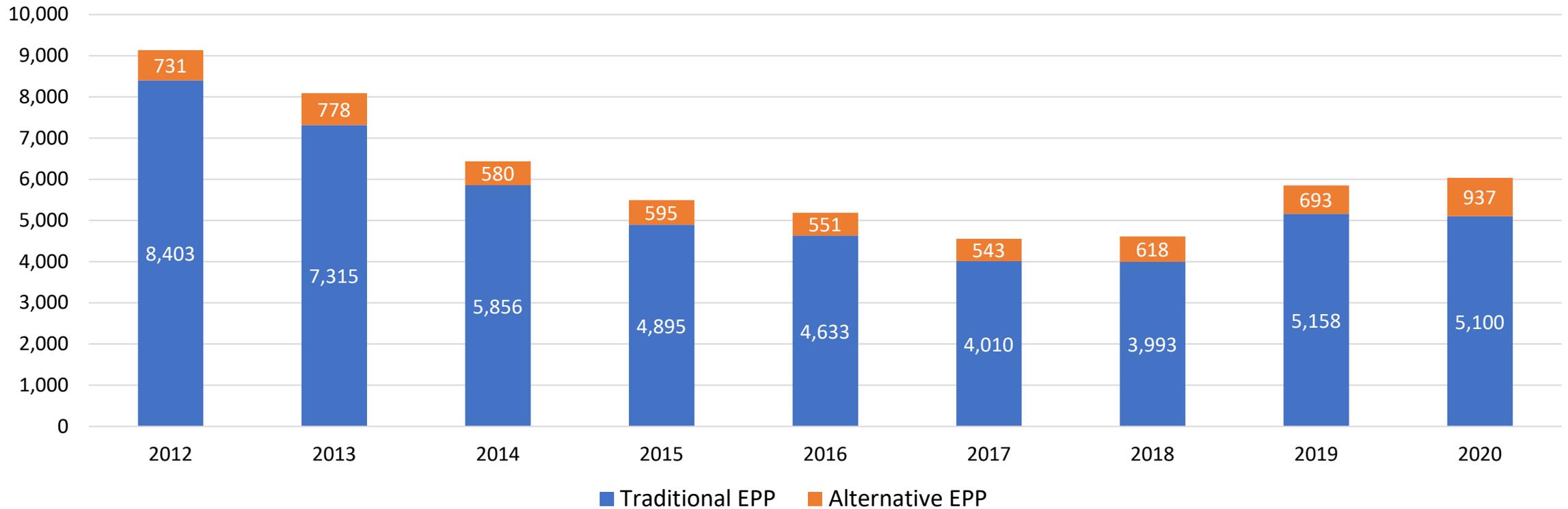
# Preparation and Certification Definitions

- **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.

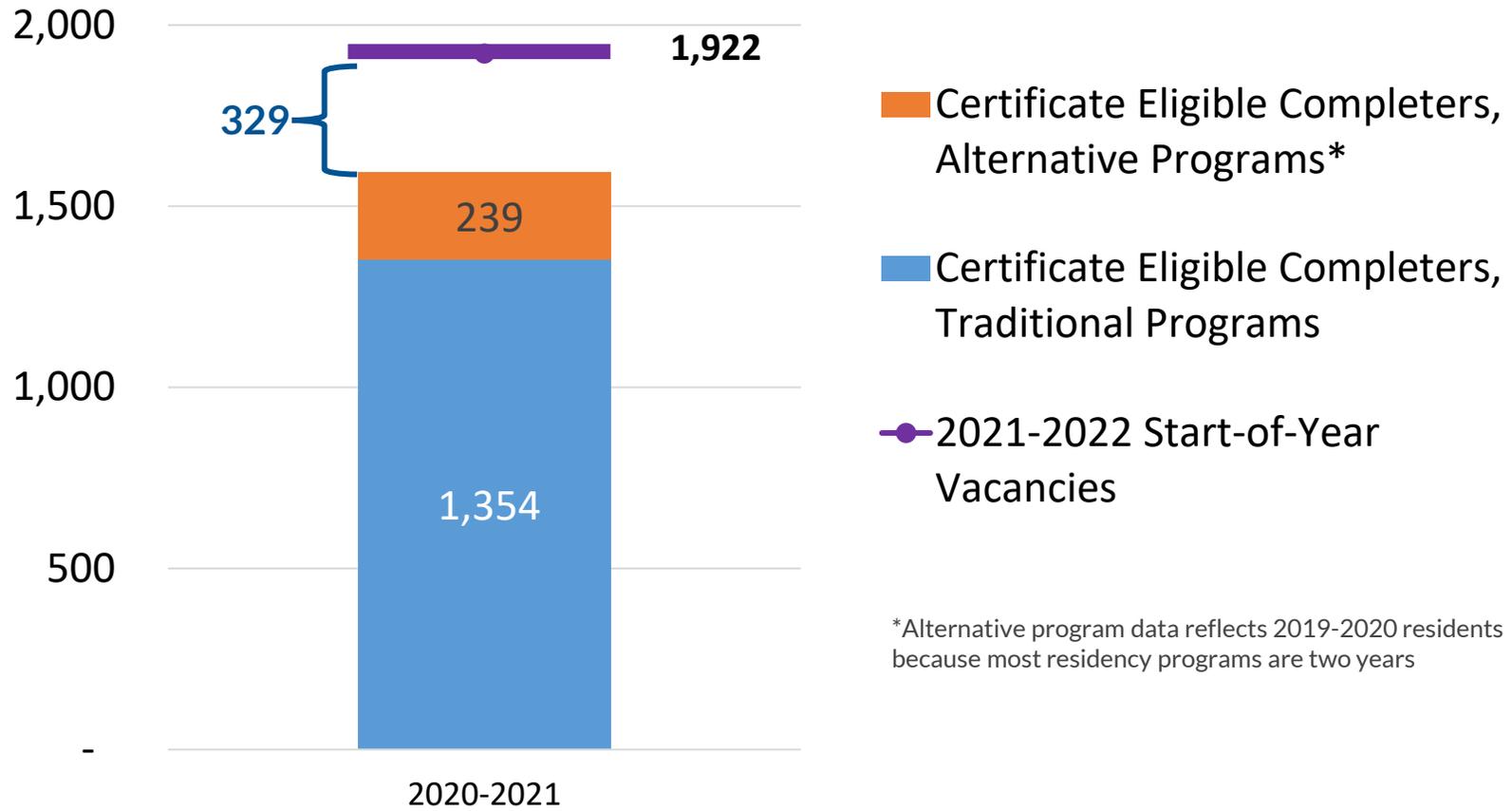
Teacher Preparation Program Enrollment by Year



Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

# Maryland Supply of Teachers vs. Demand for Teachers

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



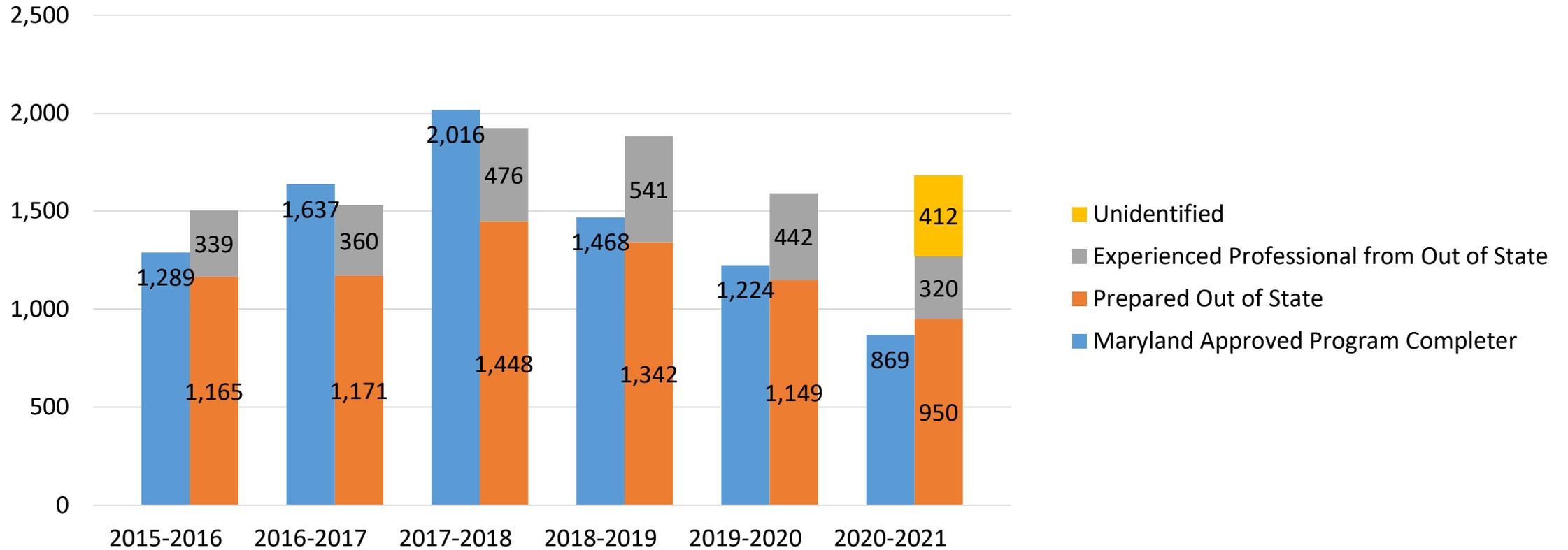
\*Alternative program data reflects 2019-2020 residents because most residency programs are two years

Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

# Maryland Certification Applicants

Approximately 50% of Maryland certification applicants are prepared in another state.

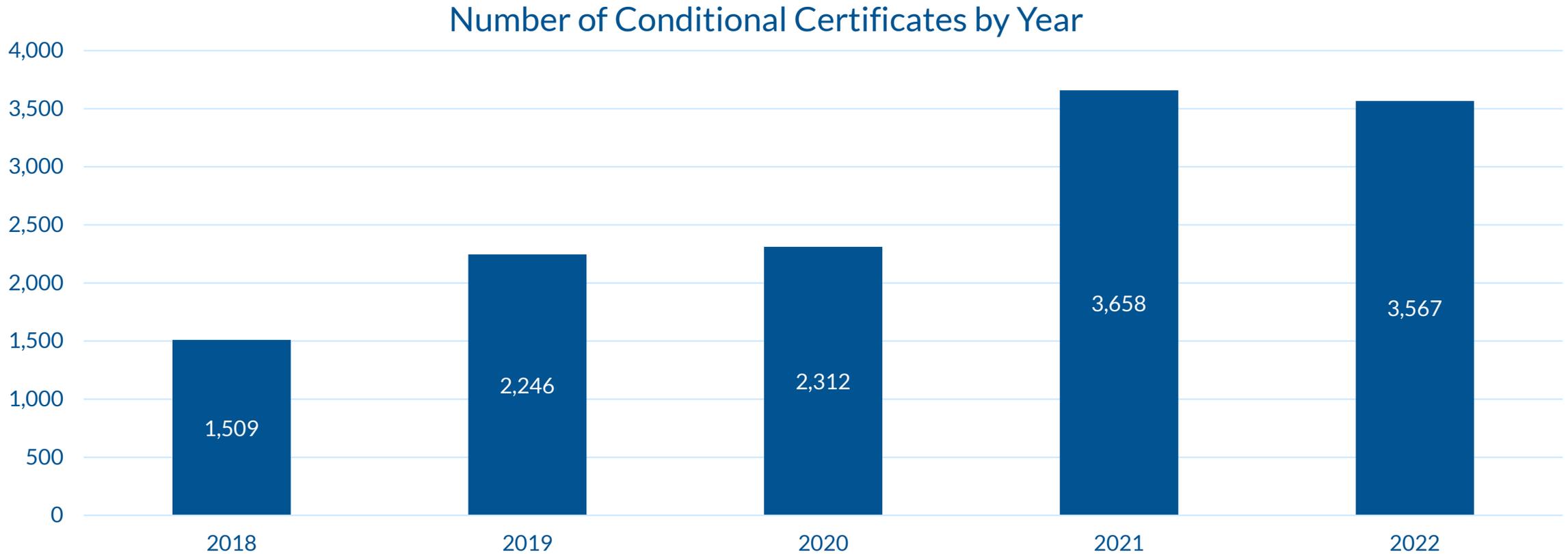
Preparation Location of Initial Certificates



Source: MSDE Educator Information System

# Maryland Conditional Certification

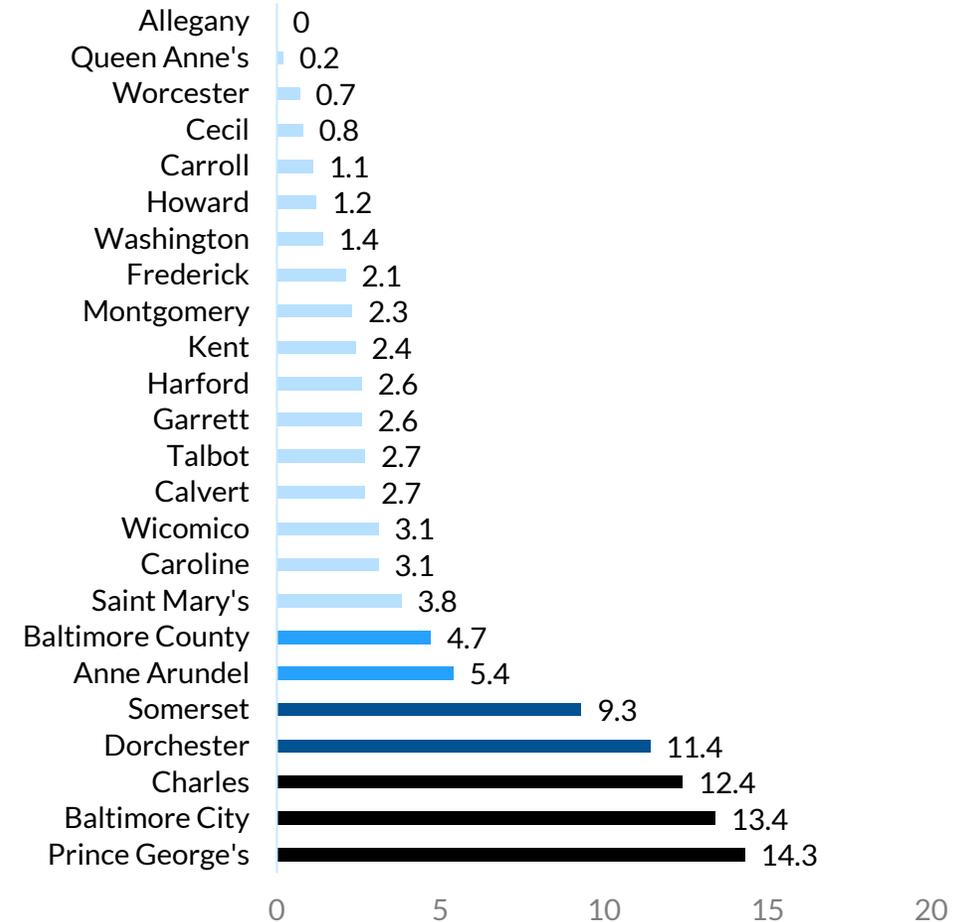
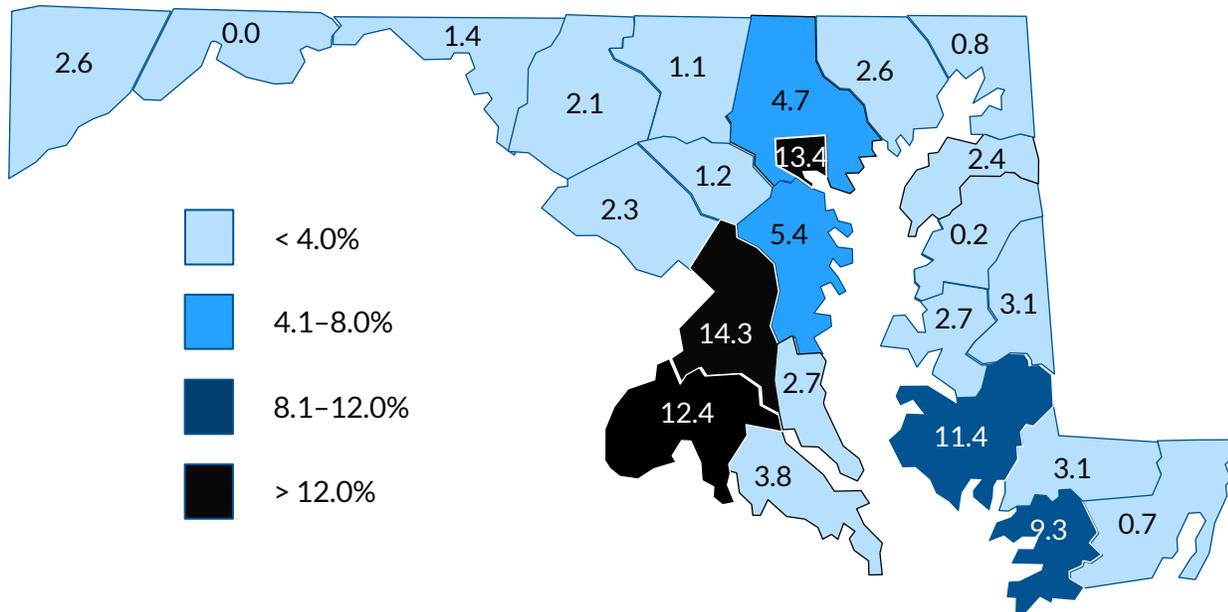
The issuance of conditional certificates has increased by 136% over the last 5 years. Conditional certificates are issued while the applicant successfully pursues a pathway to professional certification.



Source: MSDE Staffing Data Collection

# Teachers with Conditional Certificates by Local Education Agency, 2021

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.



Source: MSDE Staff Data As Of October 15, 2020; MSDE Certification Data As Of January 15, 2021



# Teacher Licensure Tests as a Barrier to Supply

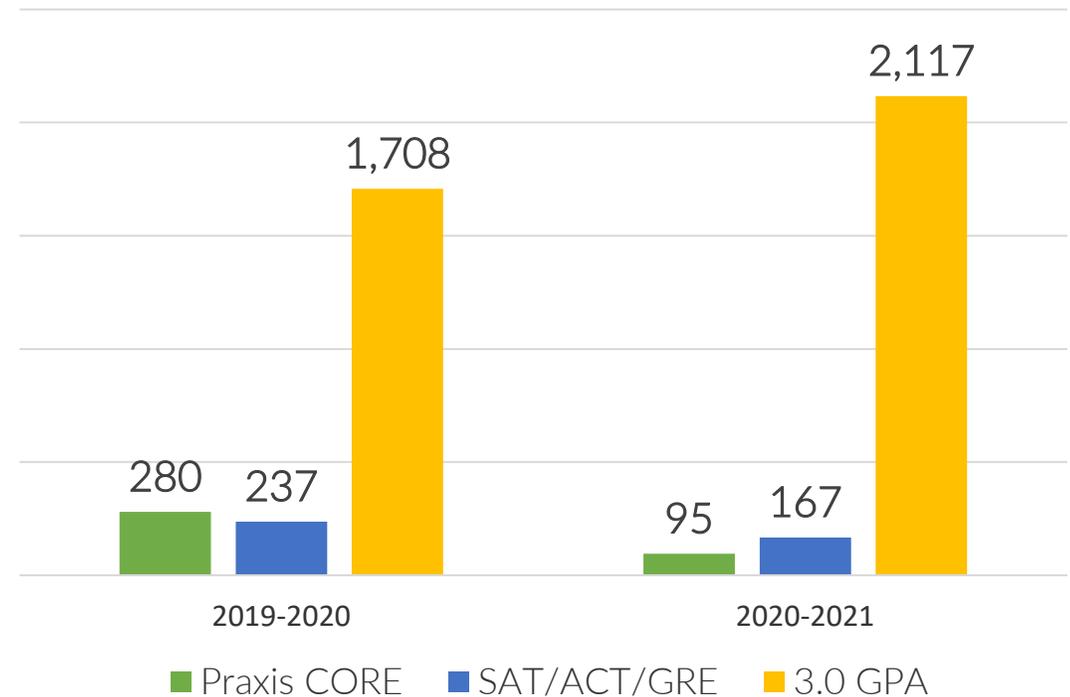
# Teacher Licensure Tests as a Barrier to Supply

- Longstanding body of research finds that **certification exams are not strong predictors of teaching effectiveness** and there is little evidence that testing translates to better teachers overall
- A 2011 study planned by the National Education Association and Educational Testing Service **examined performance differences between African American and white test-takers on basic skills and selected subject tests of Praxis**
  - The analyses revealed **very large score gaps between African American and white teacher candidates** on selected Praxis I (basic skills) and selected Praxis II (subject) tests
  - **African American test-takers who attended similarly selective colleges and universities, had a parent with comparable educational attainment, achieved similar undergraduate grade point averages, were in similar major fields, and were at comparable stages of the educational process as their white counterparts, were still likely to have a score seven points lower on the Praxis basic skills math test compared to their white contemporaries**

# Maryland Traditional Preparation Program Entrance Requirement

- Effective September 2019, **State Board approved acceptance of 3.0 Grade Point Average (GPA)** in lieu of passing scores on basic skills assessment battery for professional certification
- The **GPA pathway is used by nearly all EPPs** and has contributed to an increase in admission into programs
- An **approved basic skills assessment measure** is required to enter an educator preparation program:
  - 3.0 GPA; or
  - Praxis Core; or
  - GRE; or
  - ACT; or
  - SAT

Number of Entrants to EPP, by Basic Skills Measure Used for Admittance (Graduate and Undergraduate)



Source: 2020-2021 Traditional Program Annual Report

# Praxis Content Assessments: Traditional Program Pass Rates

Candidates of color are less likely to pass the content assessment than their white peers.

	Passed First-attempt	Passed Best-attempt	Did not Pass
Asian	80%	90%	10%
Black/African American	42.7%	63.3%	36.7%
Hispanic	57.7%	85.9%	14.1%
White	78.7%	93.3%	6.7%
2 or more Races	55.6%	81.5%	18.5%

Source: 2019-2020 Traditional Preparation Annual Report Data

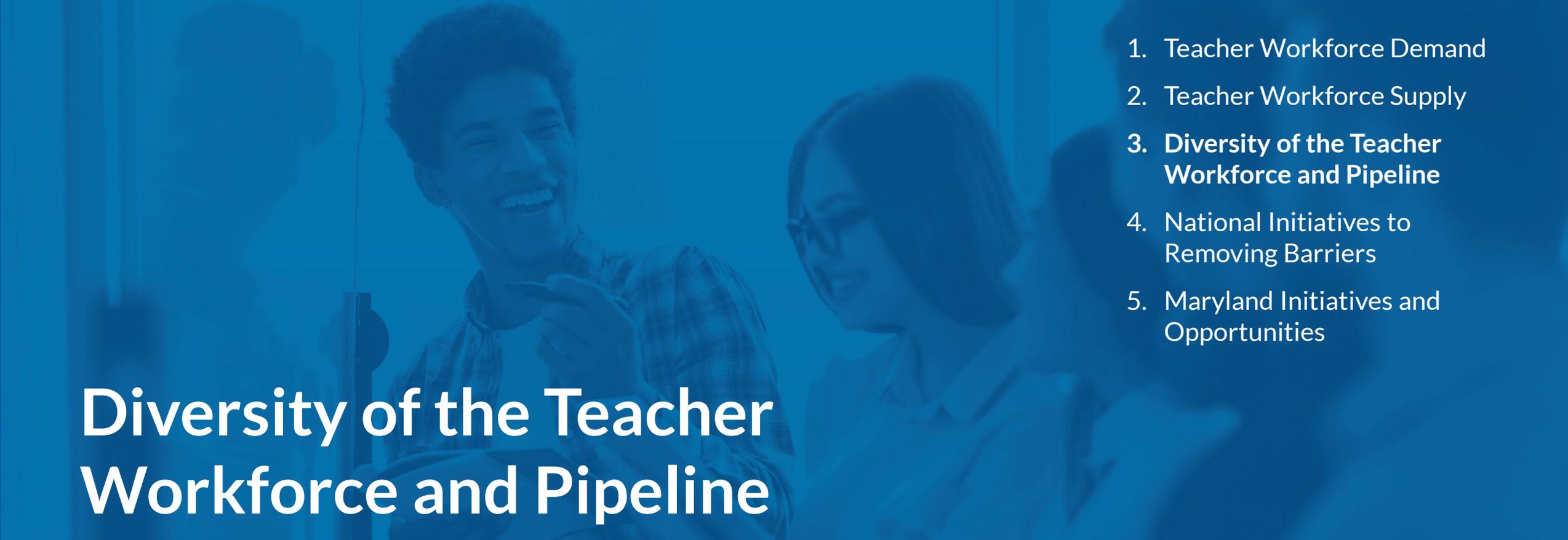
# Maryland Alternative Preparation Program Entrance Requirements

- Code of Maryland Regulation 13A.12.01.07 requires alternative program candidates to pass a basic skills assessment test to receive the Resident Teacher Certificate
- The **GPA alternative may not be used** by alternative candidates for this reason
- Most alternative candidates take the Praxis Core battery
- **During the 2019-2020 school year, alternative programs lost 23% of their black candidates due to the basic skills assessment requirement**

Race/Ethnicity Subgroup	Total #	# Passed First-Attempt	# Passed Multiple Attempts	# Did not Pass
White	76	64	6	6
Black/African Amer.	92	52	18	22
Asian	9	8	1	0
Hispanic	7	4	3	0
2 or More Races	12	8	1	3
<b>Total</b>	<b>194</b>	<b>136</b>	<b>29</b>	<b>29</b>

# 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
- Teacher licensure exams are **not a strong predictor of teacher effectiveness and can be a barrier to the supply of teachers of color**
- Requiring alternative program candidates who have a 3.0 GPA or higher to pass a basic skills assessment **limits an opportunity to diversify the profession**



# Diversity of the Teacher Workforce and Pipeline

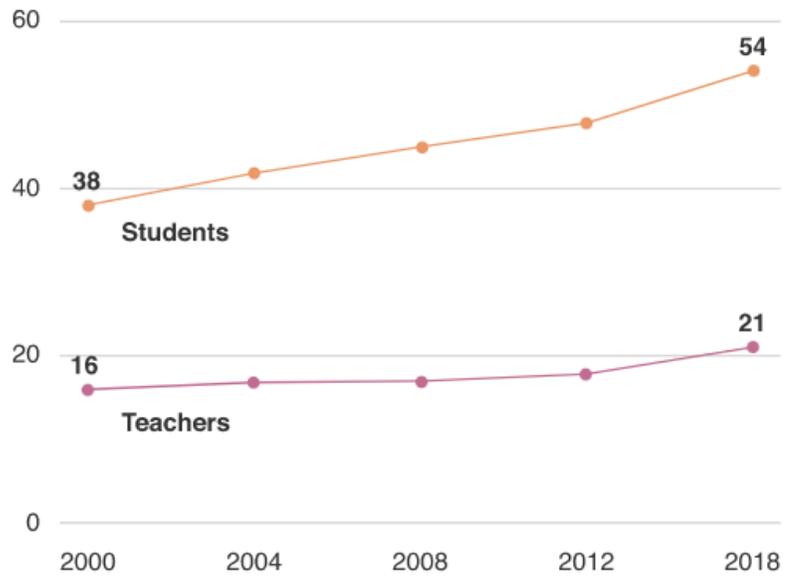
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*Diversifying the pool of high-quality teachers is critical to Maryland students*

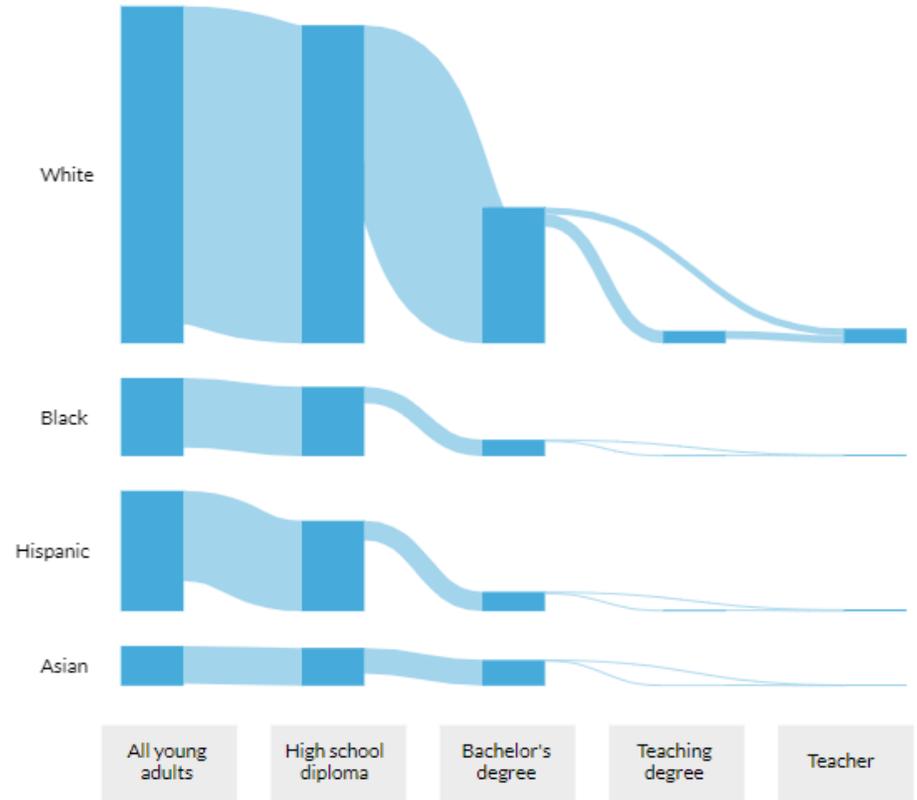
# National Context on Diversity of the Teacher Workforce

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**



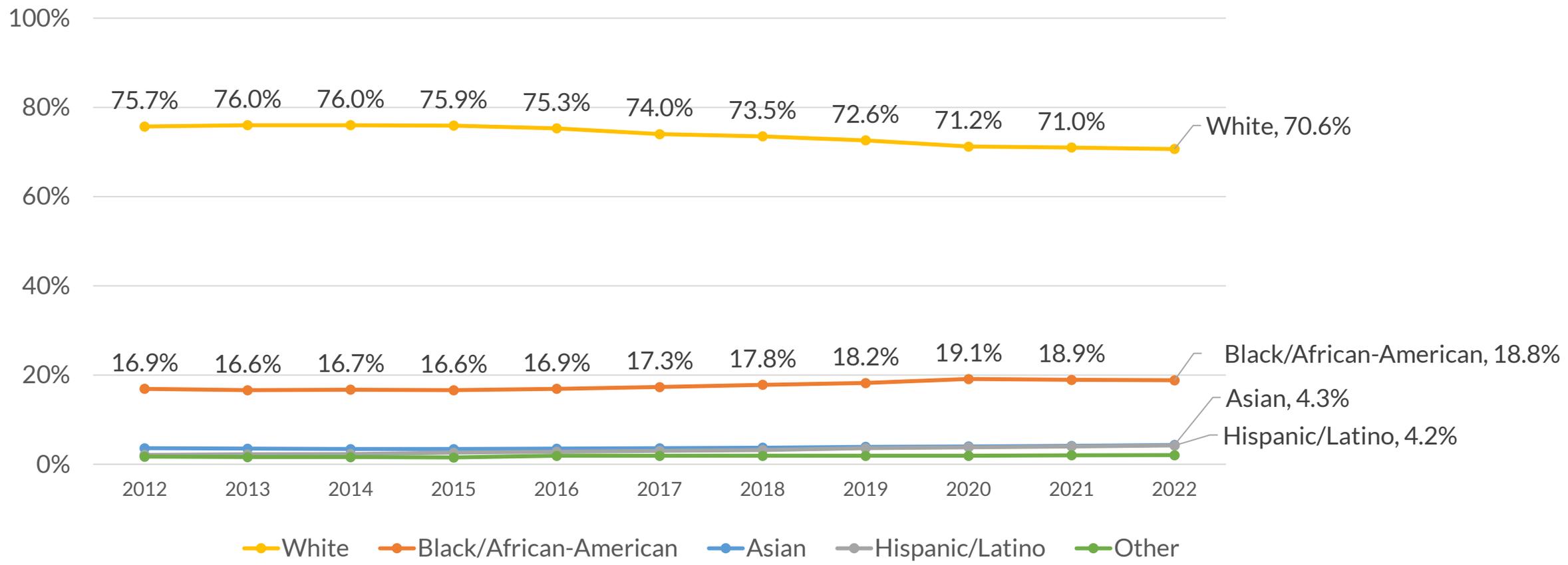
Source: Student data was retrieved from the National Center for Education Statistics' Common Core of Data. Teacher data was retrieved from the National Center for Education Statistics' Schools and Staffing Survey, renamed the National Teacher and Principal Survey in 2015



Source: American Community Survey Uniform Extracts, Version 1.2, Washington, DC: Center for Economic and Policy Research, 2016. Notes: Young adults are defined here as those ages 25–34. Teacher totals may not add up due to rounding.

# Maryland Teachers Race/Ethnicity, 2012 to 2022

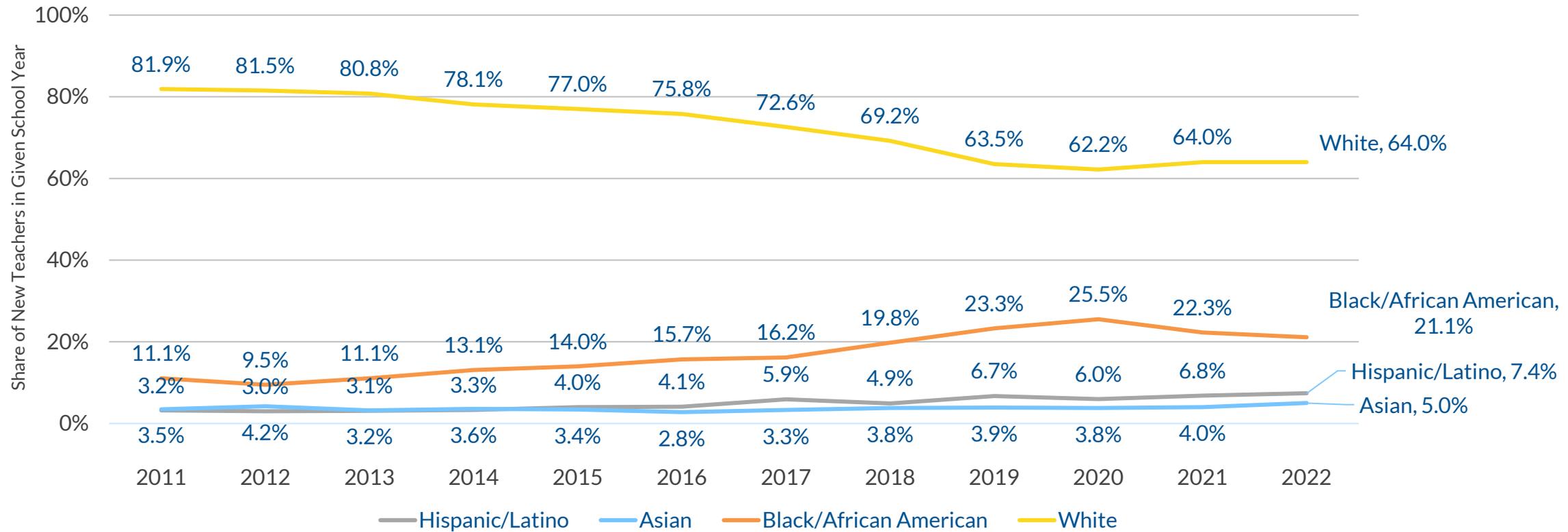
The teaching workforce in Maryland has remained persistently white even as the student population has grown more diverse. Over the past 10 years, less than 30% of Maryland teachers were teachers of color.



Source: MSDE Staffing Data Collection

# Maryland New\* Teachers Race/Ethnicity, 2011 to 2022

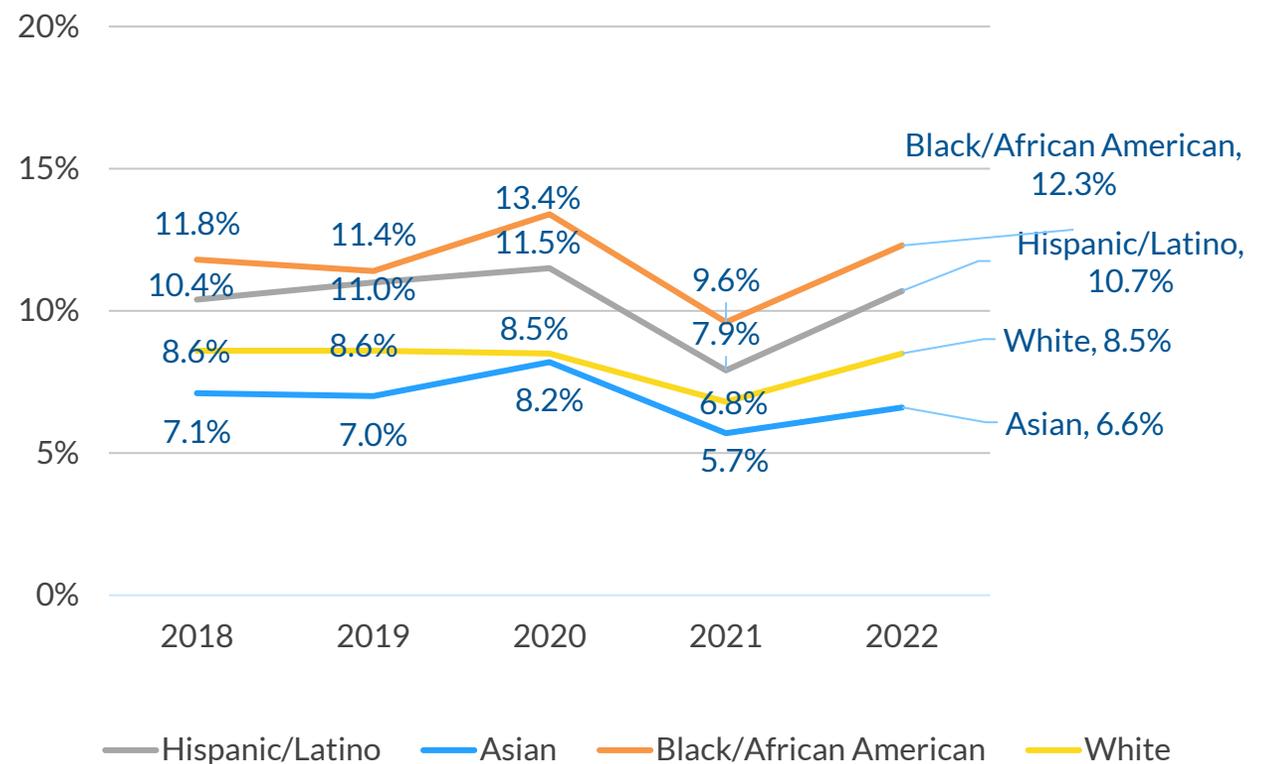
The greatest share of newly employed teachers are white. Maryland’s new teachers do not reflect the demographics of the student population. Maryland’s student population is more than a third Black and 20% Hispanic.



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

# 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**
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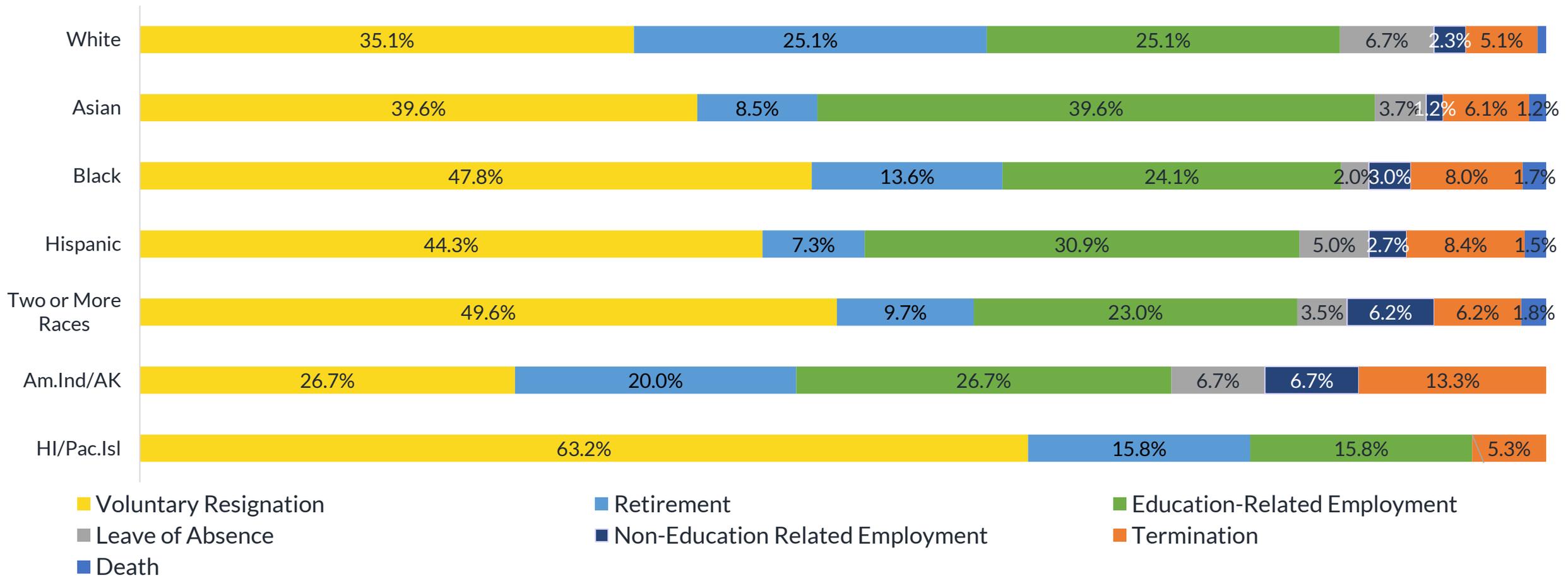


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22.

Sources: <https://irle.berkeley.edu/retaining-teachers-of-color-to-improve-student-outcomes/>; <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

# Reasons Maryland Teachers Exit by Race/Ethnicity, 2022

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



Source: Staff Data 2021-2022

# Insight from the MSDE Teacher Diversity Roundtable

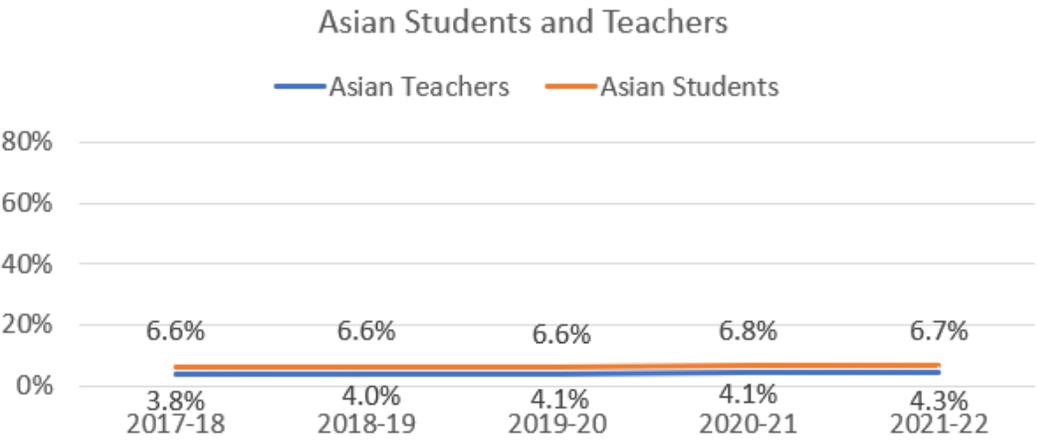
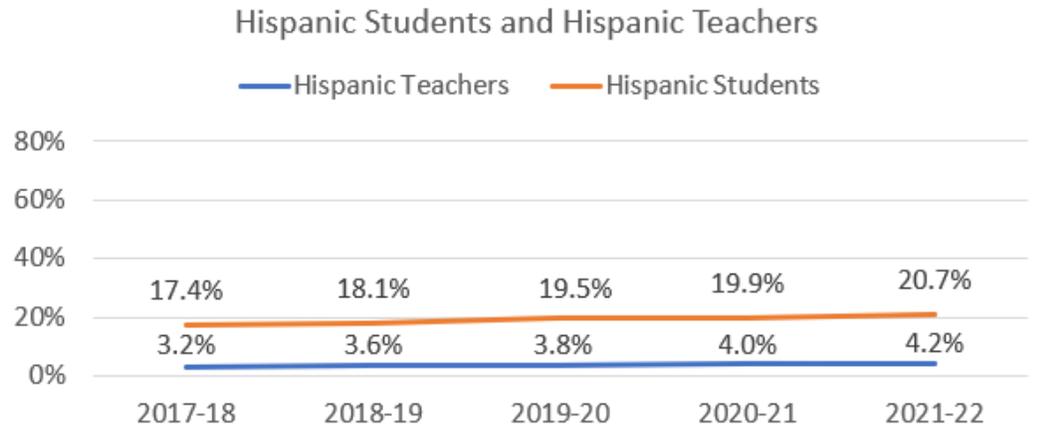
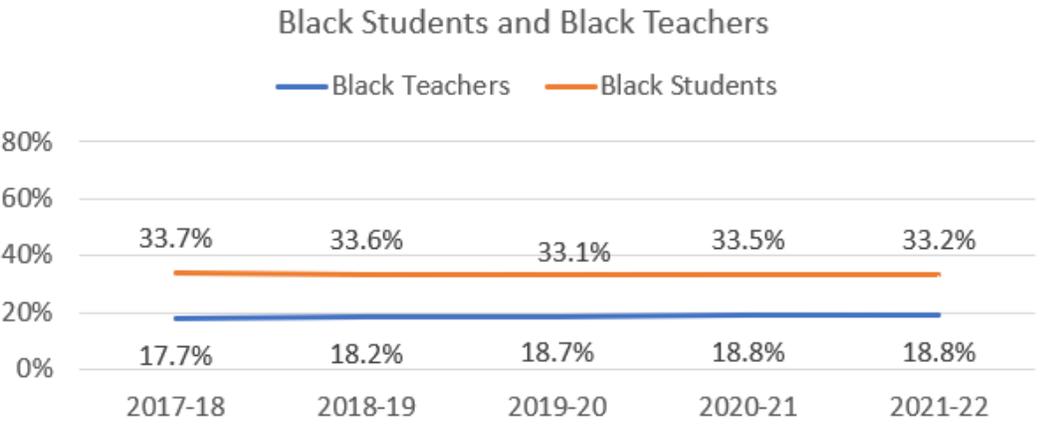
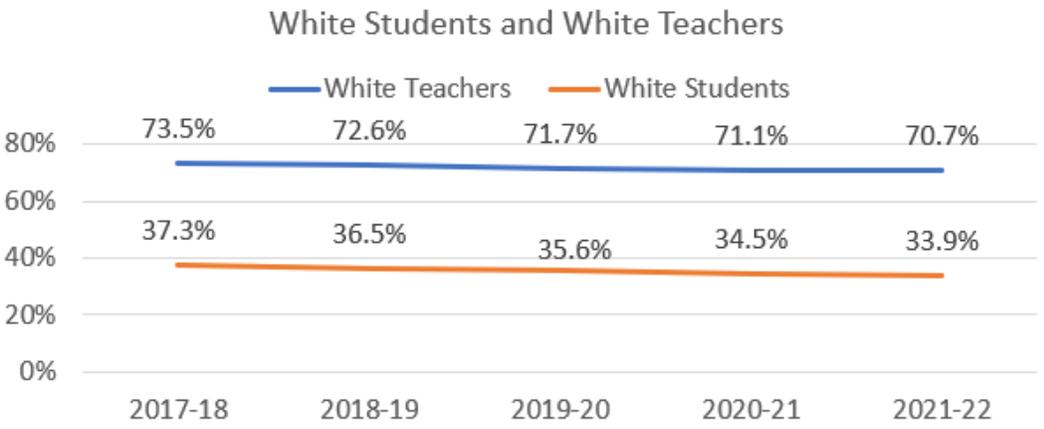
“I was able to put **my students’ heritage in** because I’m Mexican, so I was able to connect from students from Central America, South America, bring in the slang and it also was something I could bring to the table for all of the veteran teachers...

**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...”

# Maryland Teacher and Student Demographics, 2017 to 2022

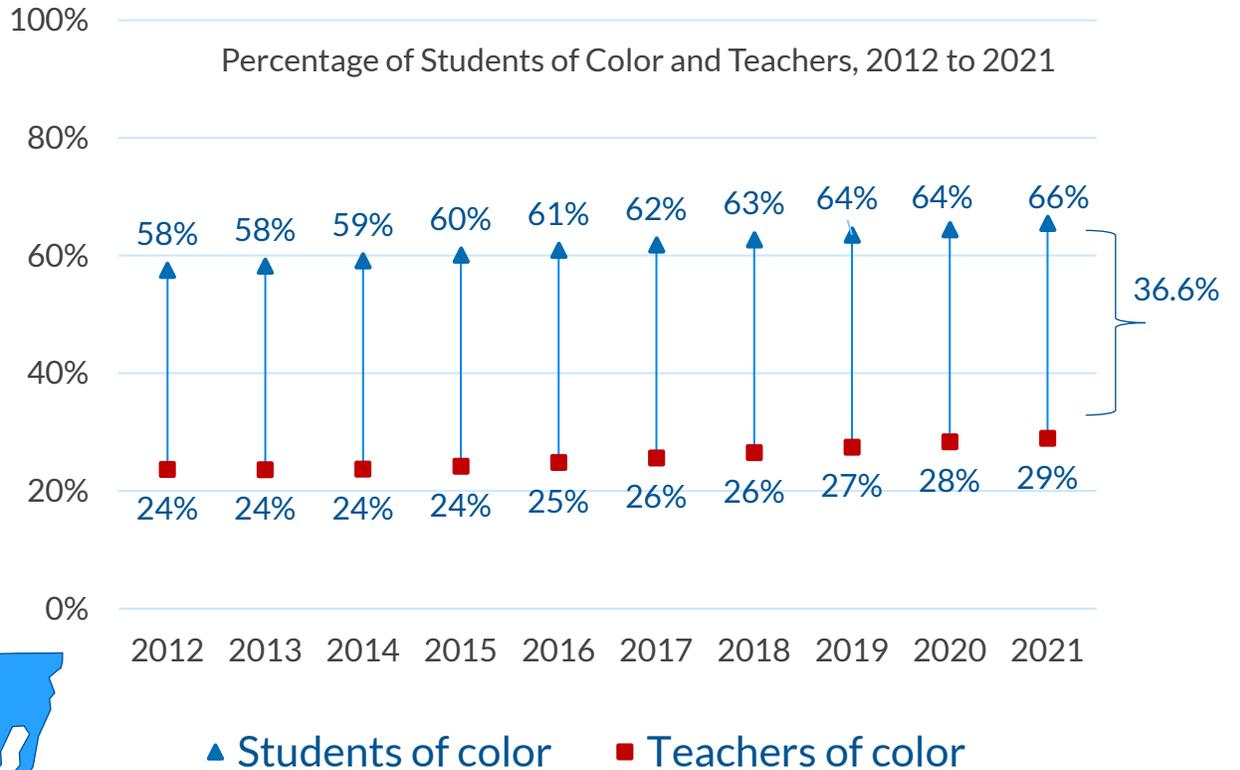
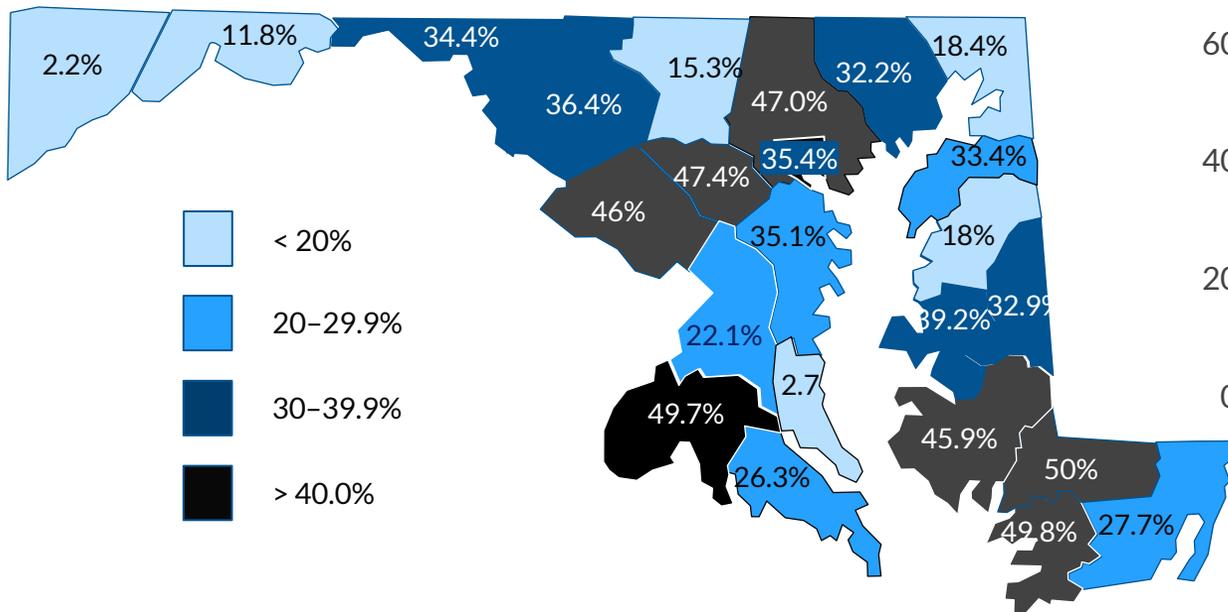


Source: MSDE staff and student data collections

## 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.

Gap Between Percentage of Students of Color and Teachers



Source: MSDE Staff Data Collection, MSDE Attendance Data Collection

# 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.”

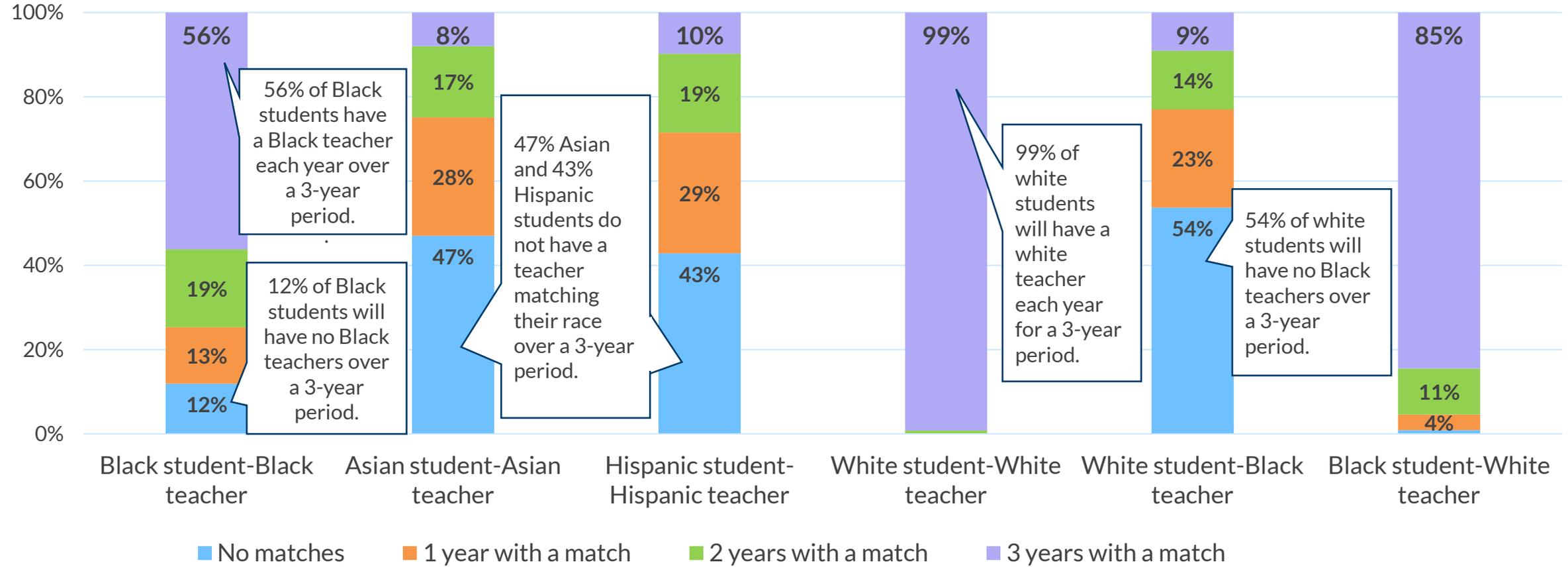
*“White students are benefitting from what is happening here, from having teachers of color, from culturally responsive teaching. This doesn’t need to be a them or us discussion.”*

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

*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.



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.

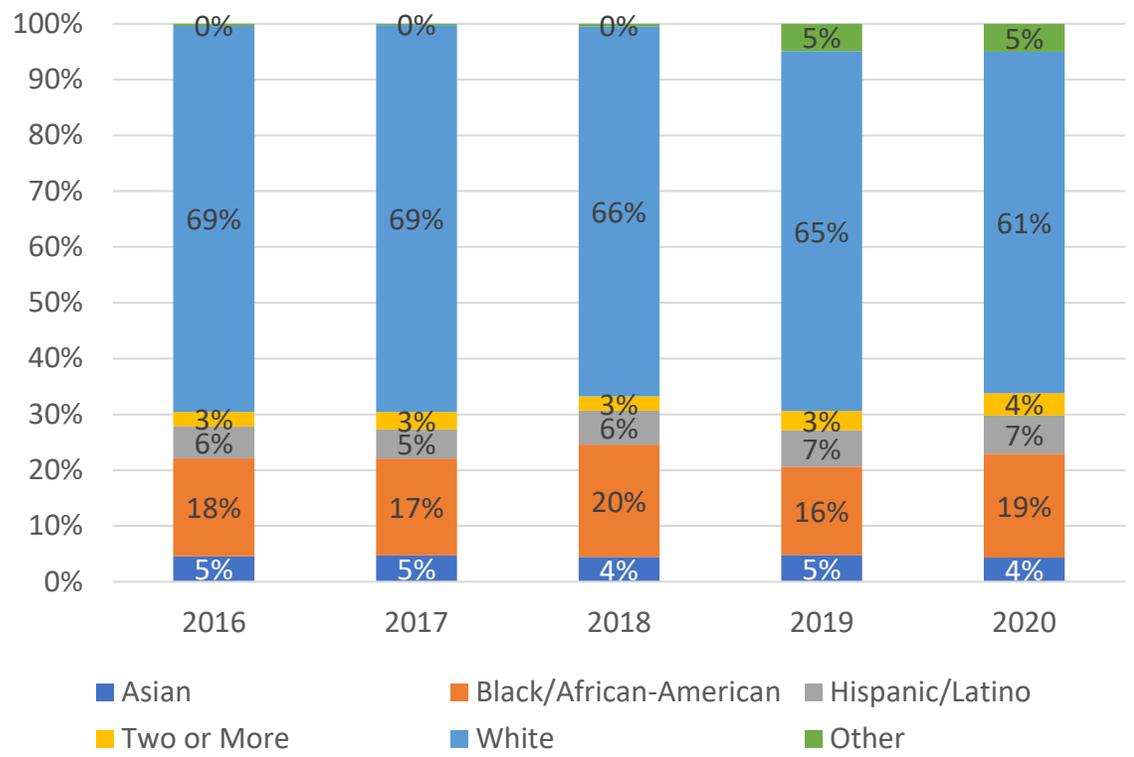
**And I just didn't see it represented in the classroom.**

And so it was dissonance for me. I said,  
“I don't see it translating. And why is that?”

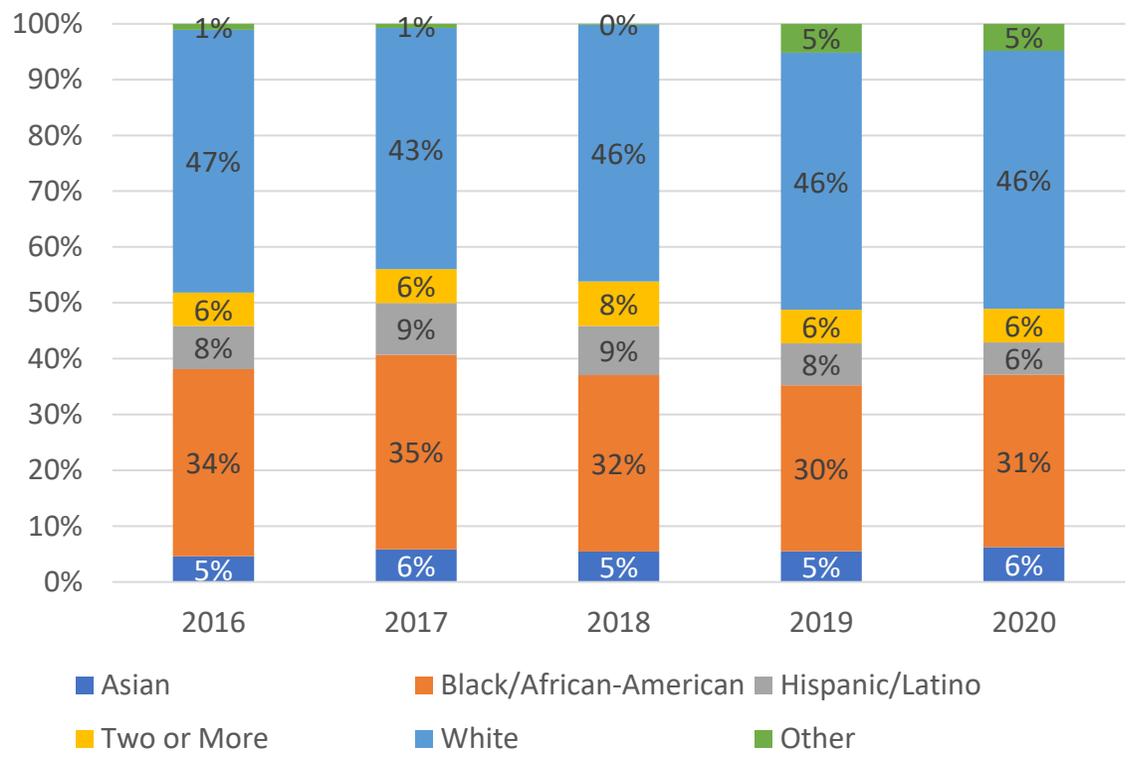
## Maryland Teacher Preparation Enrollment Demographics

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

### Traditional Educator Preparation Programs



### Alternative Educator Preparation Programs

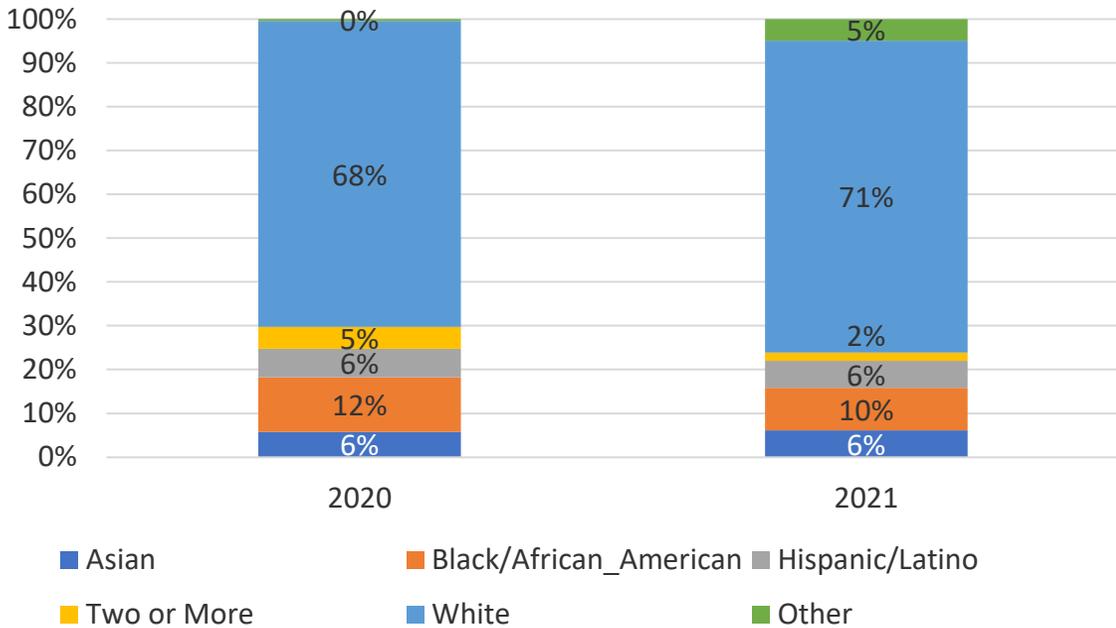


Source: Title II Reports ([title2.ed.gov](http://title2.ed.gov))

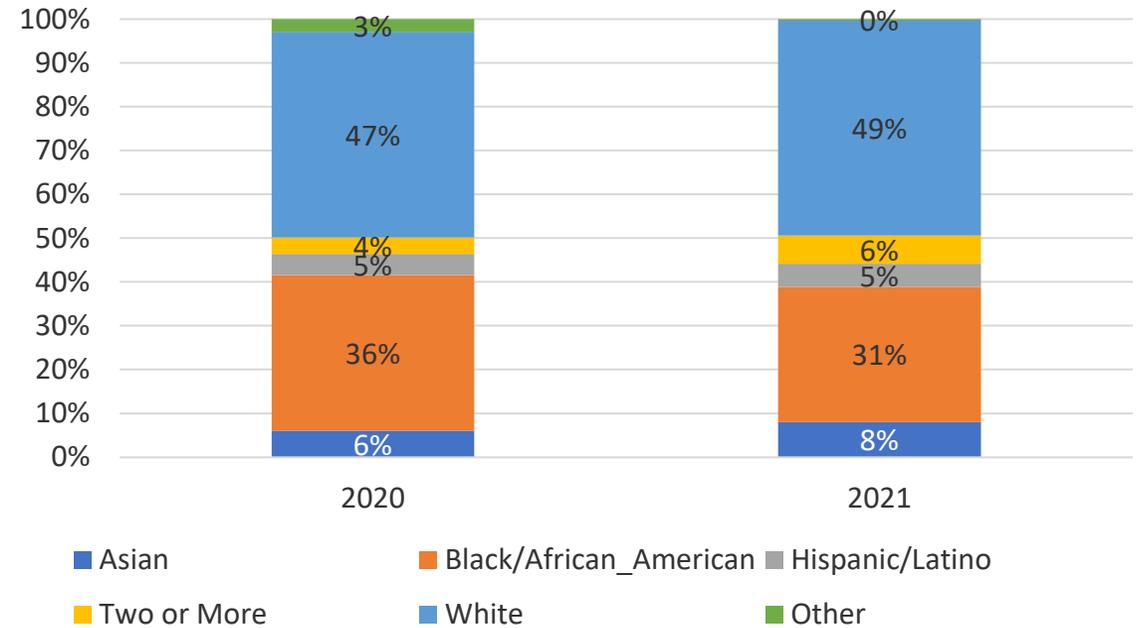
# Maryland Teacher Preparation Program Completers

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

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



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

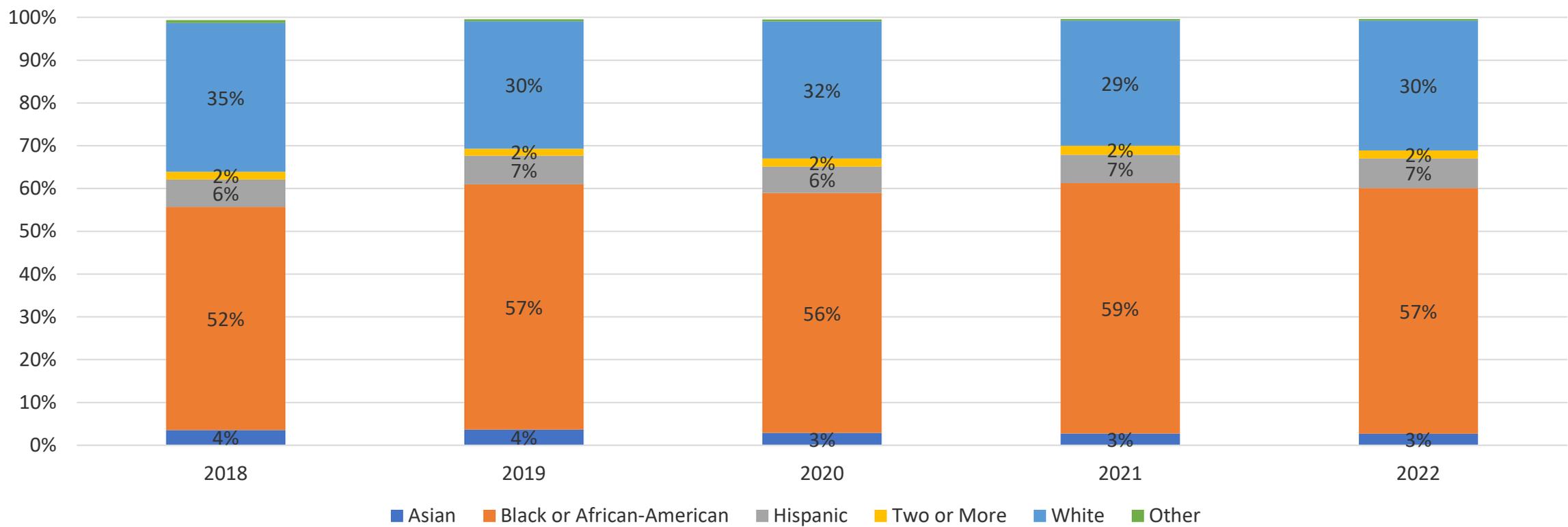


Source: MSDE staff data collection

# 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

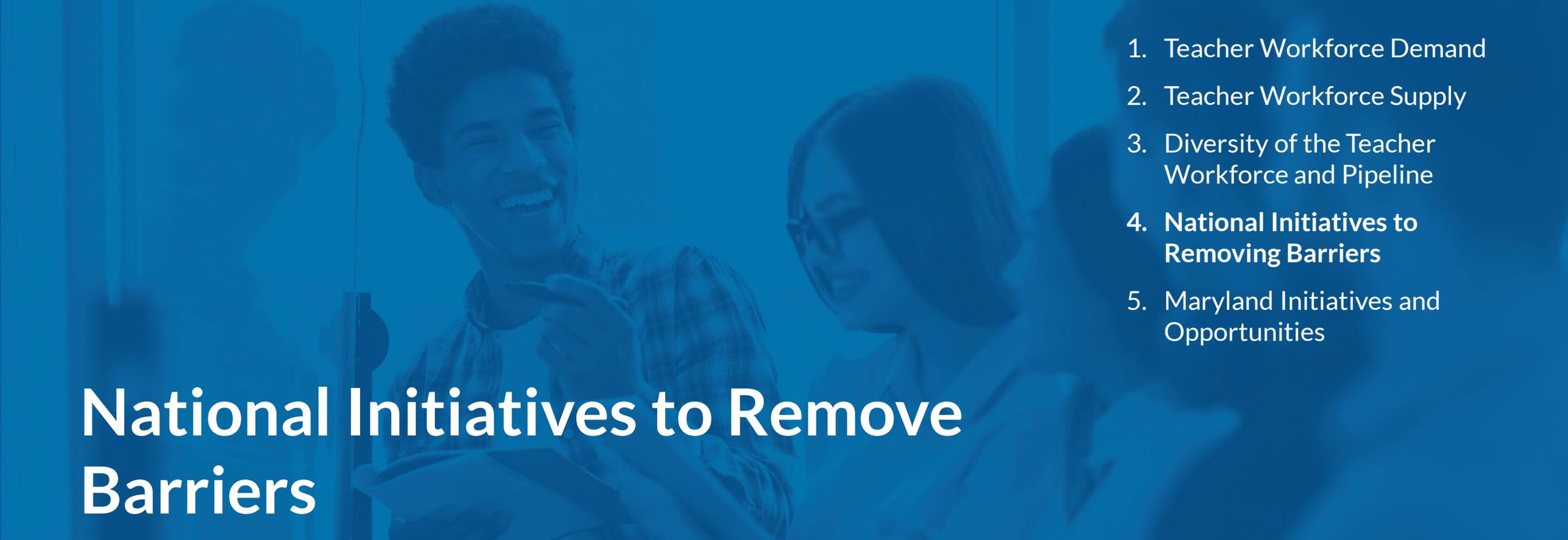
and the one note that was given to me was that if I wanted to continue to teach in my area,

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
  - **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 Initiatives to Remove Barriers

1. Teacher Workforce Demand
2. Teacher Workforce Supply
3. Diversity of the Teacher Workforce and Pipeline
4. **National Initiatives to Removing Barriers**
5. Maryland Initiatives and Opportunities

*Identifying solutions to remove barriers across the nation*

# Case Studies: States Creating 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 State Superintendent has **recommended several changes to licensing rules** to include:
  - **Alternative teacher preparation pathways**
  - **Increased access for expired licenses to reenter the classroom**
  - **Flexibility of initial license competencies through testing, portfolios, or verified GPA**
  - **Acceptance of lifetime licenses**

# 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**
  - **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**
  - 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
  - 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

The Blueprint requires that starting in 2025, a teacher candidate must pass a nationally recognized, portfolio-based assessment of teaching ability and pass a rigorous exam of mastery of reading instruction and content for the grade level the individual will be teaching.

*MD Code, Education, § 6-126*

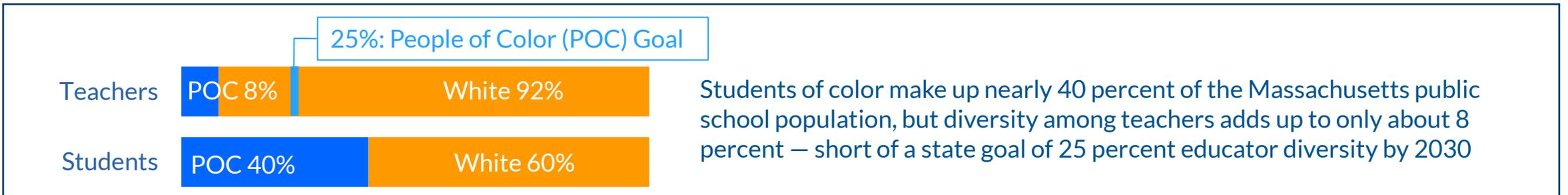
Sources: New York may soon ditch its controversial teacher certification exam. Reema Amin. Chalkbeat New York. <https://ny.chalkbeat.org/2021/12/17/22838616/new-york-state-teacher-certification-edtpa-workforce-diversity>; Researchers: Stop Using EdTPA Scores in Teacher-Certification Decisions. Madeline Will. Education Week. <https://www.edweek.org/teaching-learning/researchers-stop-using-edtpa-scores-in-teacher-certification-decisions/2019/12>; Dan Goldhaber, James Cowan, Roddy Theobald (2016). Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA (Update). CALDER Working Paper No. 157; Georgia Eliminates the edTPA Requirement for Teacher Candidates. Madeline Will. Education Week. <https://www.edweek.org/teaching-learning/georgia-eliminates-the-edtpa-requirement-for-teacher-candidates/2020/06>; edTPA eliminated as a state requirement for teacher certification. Washington Office of Superintendent of Public Instruction. <https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7d4ac>; State Education Department Proposes Changes to Teacher Certification Requirements to Reduce Barriers to Certification While Maintaining Rigorous Standards. New York State Education Department. <http://www.nysed.gov/news/2021/state-education-department-proposes-changes-teacher-certification-requirements-reduce>

# 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



Sources: <https://www.doe.mass.edu/mtel/annual/2021resultsbycategory.html?section=ByEthnicity>; <https://www.bostonglobe.com/2022/06/26/metro/legislation-aims-improve-diversity-among-mass-educators/>; <https://www.latinosforeducation.org/wp-content/uploads/2022/04/EDA-Fact-Sheet.pdf>

# 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>

# 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**

Sources: <https://www.chfa.org/homebuyers/teacher-programs/>; <https://hed.state.nm.us/financial-aid/loan-repayment-programs/teacher>; <https://heab.state.wi.us/files/programs/mtl-flver.pdf>

# 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:**
  - top 25% in high school graduating class
  - 3.00 GPA in competency courses (4.00 = "A")
  - ACT: 22 (24 nonresidents)
  - SAT: 1120 (1180 nonresidents)
- For any candidates not meeting the above criteria, they **may undergo a holistic review**

**Number of teachers who completed an Academy program of study**

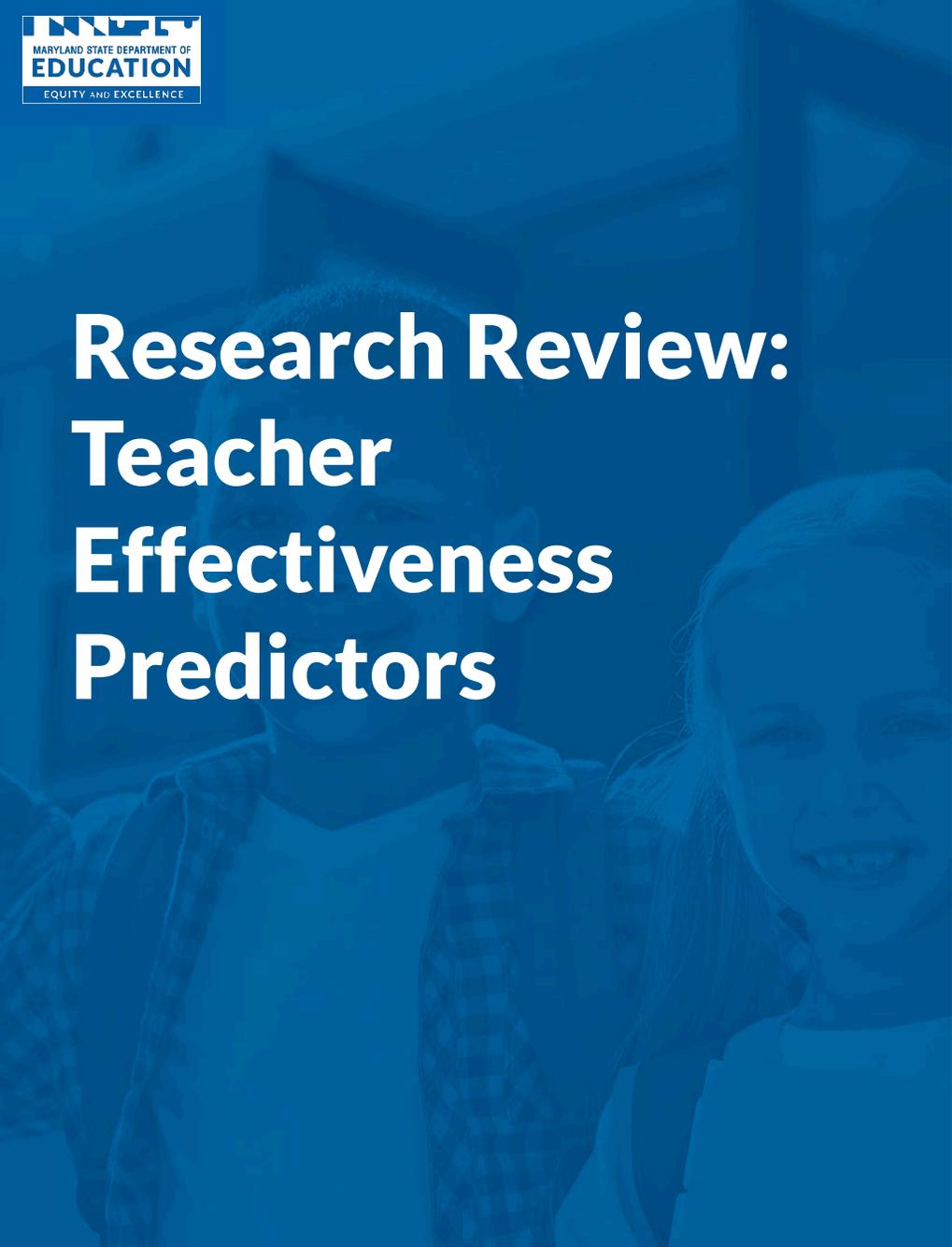
	2017-2018	2018-2019	2019-2020	2020-2021
<b>ASU</b>	87	116	406	380
<b>NAU</b>	NA	26 <sup>4</sup>	265 <sup>4</sup>	298 <sup>5</sup>
<b>UA</b>	15	28	91	142
<b>Maricopa CC</b>			44	105
<b>Pima CC</b>			5	24
<b>Total</b>	<b>102</b>	<b>170</b>	<b>811</b>	<b>949</b>

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
  - 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
  - **Grit and life satisfaction are found to be significant predictors in teacher effectiveness**, as measured by the academic gains of students
- Assessments
  - 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
  - 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
  - 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
  - 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**
  - Increased shares of **same-race/ethnicity professionals result in increased test scores, and decreased suspensions and absences for Black and Hispanic students**

Sources: Angela Lee Duckworth, Patrick D. Quinn & Martin E.P. Seligman (2009): Positive predictors of teacher effectiveness, *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 4:6, 540-547; <sup>2</sup>Dan Goldhaber - What's in a Teacher Test? Assessing the Relationship Between Teacher Licensure Test Scores and Student STEM Achievement and Course-Taking [https://caldercenter.org/sites/default/files/WP%20158\\_0.pdf](https://caldercenter.org/sites/default/files/WP%20158_0.pdf); <sup>3</sup>Blazar, David, and Francisco Lagos. (2021). Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity-Matching Effects in Education. (EdWorkingPaper: 21-500). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/bz9t-7640>; <sup>4</sup>NCTQ Driven by Data | Using licensure tests to build a strong, diverse teacher workforce (2021). [nctq.org/review/passrates](https://www.nctq.org/review/passrates). <sup>5</sup>Goldhaber, D., & Hansen, M. (2010). Race, Gender, and Teacher Testing: How Informative a Tool Is Teacher Licensure Testing? *American Educational Research Journal*, 47(1), 218–251. <http://www.jstor.org/stable/40645423>

# What Does The 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**
- **Far less evidence exists on the impact of licensure on the pool of potential teachers**, or who school district hiring officials would employ in the face of fewer requirements, or the absence of requirements altogether

Source: Goldhaber, D., Ph.D. (2011). Chapter 6 - Licensure: Exploring the value of this gateway to the teacher workforce. In Handbook of the economics of education (Vol. 3, pp. 315-339). Elsevier. <https://doi.org/10.1016/B978-0-444-53429-3.00006-5>

# 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: Atteberry, A., Loeb, S., Wyckoff, J. (2013) *Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness*. CALDER Working Paper No. 90. Available at <https://files.eric.ed.gov/fulltext/ED587158.pdf>.

<sup>2</sup>Goldhaber, D., Krieg, J., & Theobald, R. (2018a). *Effective Like Me? Does Having a More Productive Mentor Improve the Productivity of Mentees?* CEDR Work Paper No. 11232018-1-1. University of Washington, Seattle, WA.

# Key Takeaways for Maryland

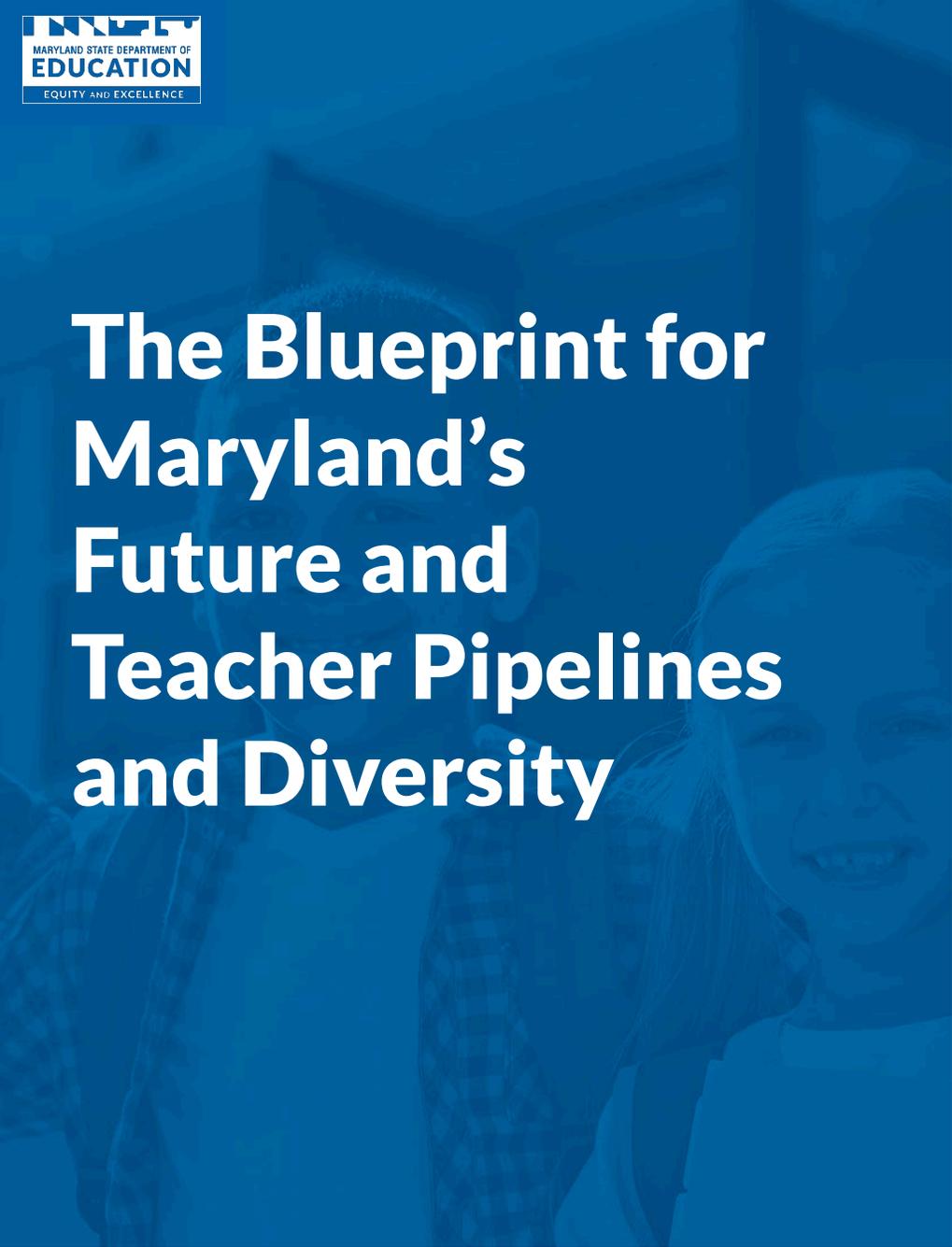
- Many states are taking action to **create multiple rigorous pathways to certification** that do not solely rely on certification exams
- Grow your own (GYO) programs are a proven approach to **recruit more people of color** into teaching
- The Interstate Teacher Mobility Compact creates an opportunity 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 teacher certification** to licensure tests does not fully grasp the **early career elements** (i.e., induction or mentoring) that shape a teacher's **long-term effectiveness**



# Maryland Initiatives and Opportunities

1. Teacher Workforce Demand
2. Teacher Workforce Supply
3. Diversity of the Teacher Workforce and Pipeline
4. National Context
5. **Maryland Initiatives and Opportunities**

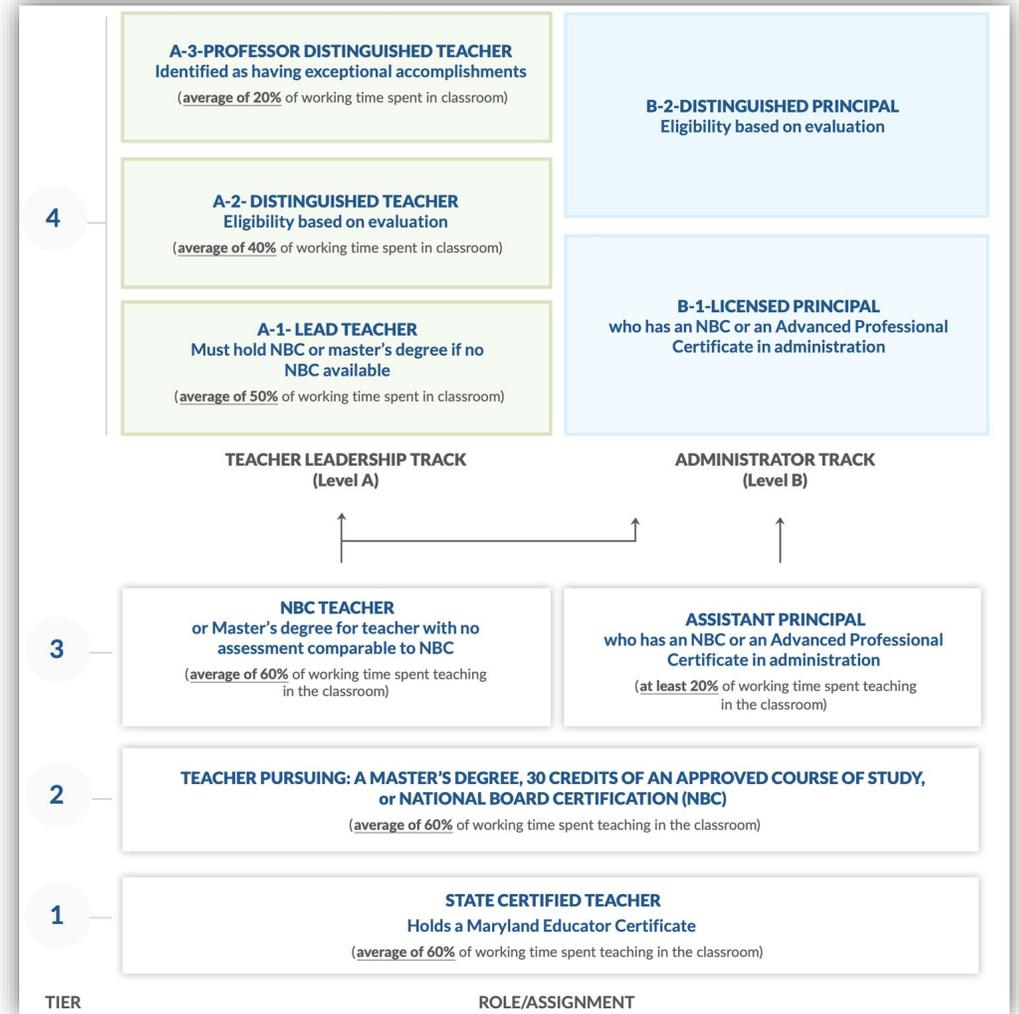
*Strategies to support the Supply, Demand, and Diversity of Maryland's Teacher Workforce*



# 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



# 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:
  - 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;
  - 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;
  - 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
  - A composite ACT score of 25; or
  - A score of 50% on the GRE;
- Have demonstrated an exceptional dedication to or aptitude for teaching

# Teaching Fellows for Maryland Scholarship: Data

Year	Applicants	Awards Made	Awards Disbursed
FY2020	158	93	58
FY2021	259	109	103
FY2022	293	108	105

## Available Funding:

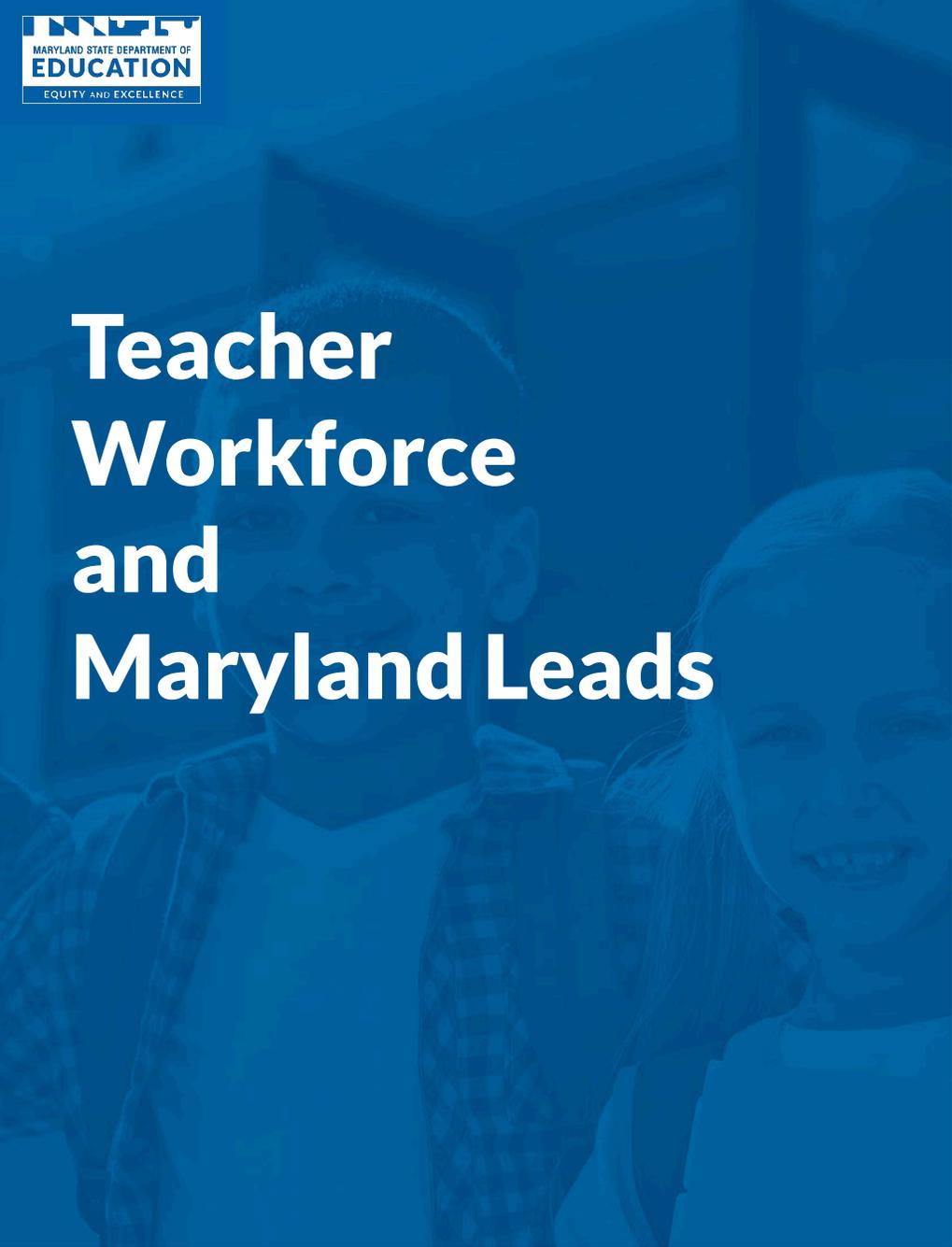
- Fiscal year 2022: \$4,000,000
- Fiscal year 2023: \$8,000,000
- Fiscal year 2024: \$12,000,000
- Fiscal year 2025 and each fiscal year thereafter: \$18,000,000

	FY2020		FY2021	
Statewide	58	\$ 832,662.00	103	\$ 1,748,620.00
Female	52	\$ 751,037.00	86	\$ 1,481,229.00
Male	6	\$ 81,625.00	17	\$ 267,391.00
Hispanic, Any Race	6	\$ 81,672.00	11	\$ 155,201.00
African-American/Black	14	\$ 209,401.00	36	\$ 618,021.00
White	35	\$ 510,639.00	51	\$ 900,108.00
All Other	3	\$ 30,950.00	5	\$ 75,290.00
Undergraduate	49	\$ 726,801.00	89	\$ 1,563,458.00
Graduate	9	\$ 105,861.00	14	\$ 185,162.00

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](#)



# 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.

**Maryland Leads**

## Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.

**Focus Areas**

- Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- Enable teaching assistants to become teachers.
- Develop programs to diversify the teaching corps (underrepresented groups).
- Create programs for high school students to pursue careers in education.
- Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- Build programs to support individuals in changing careers and entering the education field.

**Inspiration from the Field**

- [A 'TA to BA' Educator Fellowship in Rhode Island](#) - The 74
- [Detroit Public Schools' On the Rise Academy](#) - Chalkbeat Detroit
- [Teach Forward Houston: A Partnership to Recruit High School Students](#) - National Council on Teacher Quality

**Additional Readings**

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

**Potential Use of Funds**

- Tuition and fees
- Certification costs
- Stipends
- Training and Professional Development
- Salaries
- Consulting, Technical Assistance
- Non-Personnel LEA Implementation Costs
- Institution of Higher Education Costs
- Marketing and Communications
- Project Management

**Partnership Requirement**

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

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# 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

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

# 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).



**Maryland Leads**

## Staff Support & Retention

Design initiatives focused on supporting and retaining staff.

**Focus Areas**

- ◆ Pay retention incentives for key groups of staff in school years 2021-22 and 2022-23.
- ◆ Increase job-embedded planning time for teachers.
- ◆ Launch initiatives to support and promote positive organizational climate and culture designed to increase staff retention.
- ◆ Establish programs to support employee's health and wellness.
- ◆ Develop co-teach and/or mentorship programs.
- ◆ Redesign professional development models to increase job-embedded coaching and implementation.
- ◆ Establish systems to ensure meaningful feedback occurs among peers and/or during the appraisal process.
- ◆ Redesign induction experiences for early career teachers.
- ◆ Launch a cohort model to support teachers in obtaining National Board Certification.

**Inspiration from the Field**

- › [Mentors Matter for New Teachers: Advice on What Works and Doesn't](#)  
*Education Week*
- › [Teacher Wellness in Taos Municipal Schools](#)  
*The Hechinger Report*
- › [Developing Teacher Leaders in Baltimore City Public Schools](#)  
*Baltimore City Public Schools*

**Additional Readings**

- [Lessons of Covid-19 Underscore Need for Better Teacher Support, Study Says - Tulane News](#)
- [Teachers' Mental Health Has Suffered in The Pandemic, Here's How Districts Can Help - Education Week](#)
- [Mentors Matter: Good Teaching Really Can Be Passed Down to Student Teachers, New Research Finds - Chalkbeat](#)
- [Dallas ISD Implements Employee Retention Incentive For All Staff - Dallas ISD](#)
- [Structural Supports To Promote Teacher Well-Being - Ed Research for Recovery](#)

**Potential Use of Funds**

- 📦 Supplies and Materials
- 👤 Event Coordination
- 👤 Consulting, Technical Assistance
- 👤 Partnerships
- 💰 Supplemental Pay
- 💰 Non-Personnel LEA Implementation Costs
- 👤 Marketing and Communications
- 👤 Stipends
- 👤 Project Management
- 🏆 Awards and Incentives

**Partnership Optional**

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# 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

# 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.



# Teacher Workforce and Maryland Regulations

# Educator Preparation and Licensure Regulations

- These regulations are an opportunity to take a long-term approach to establish a **comprehensive** and systematic set of **flexible strategies** to build a **diverse stable high-quality profession**
- Provide **alternative ways to measure knowledge of basic skills and content** to determine entrance into a preparation program
- **Prescribe instruction in the science of reading** and require candidates to demonstrate effectiveness through multiple measures
- Ensure a **high-quality internship** that includes **quality mentoring by a compensated mentor** who has a track record of **improving student outcomes**
- Provide a **variety of criteria to determine a candidate's readiness to enter the classroom**, including portfolios, observations, and attestations

# Induction Regulations

- Promulgate regulations to establish an **evidence-based framework for induction** that **supports new teachers** and **provides the opportunity to increase effectiveness** during the first year of teaching
- Establish **requirements for participation** in the program, including a minimum of one full school year of mentorship for teachers new to the profession
- Incorporate **professional learning for mentees and mentors**
- Standardize **minimum qualifications for high-quality mentors**
- Requirements for **formative and summative assessment of mentees' teaching practice**
- Ensure **school leadership programs include an approach for overseeing teacher induction and mentoring systems**
- Require the **continuous evaluation** of induction and mentoring programs by LEAs and MSDE



# Taking Action Today

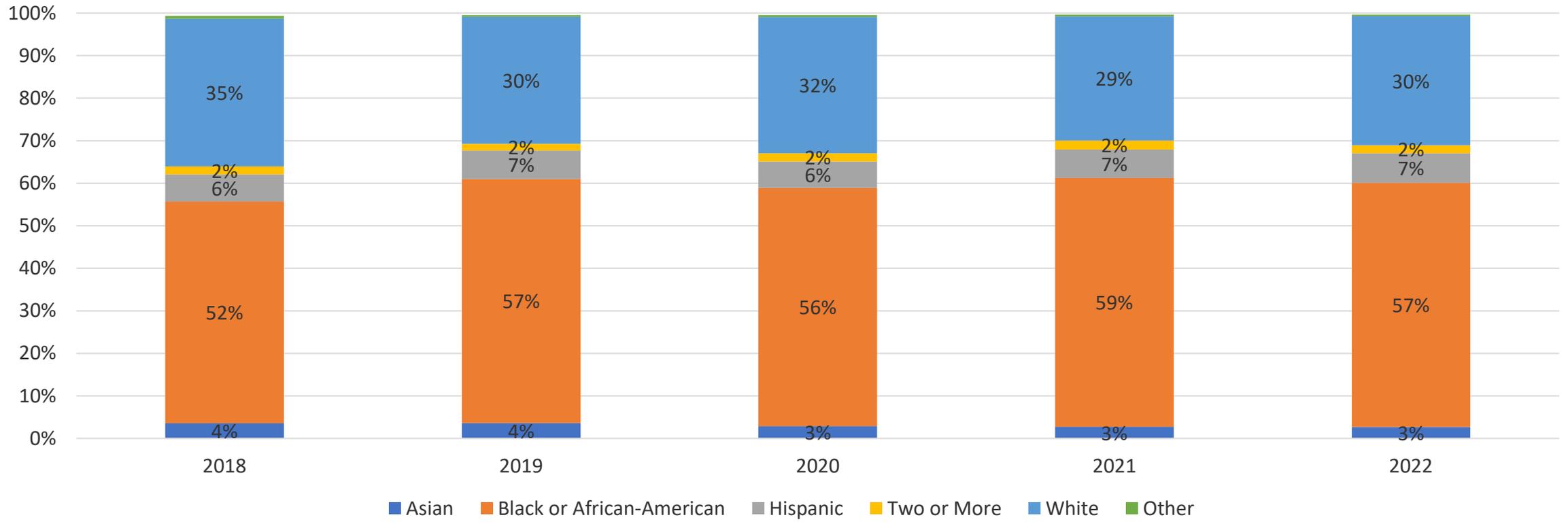
# Conditional Teacher Certificate: Renewal Requirements

- Maryland districts employed 3,567 conditionally certified teachers during the 2021-2022 school year, **double the number employed five years ago**
- Conditional Teacher Certificate holders are **significantly more likely to be black or African-American**
- Recruiting career changers into the classroom by means of issuing a Conditional Teacher Certificate is a **critical means of diversifying the teaching profession**
- **As a result of the pandemic**, many Conditional Teaching Certificate holders made the decision to focus their professional learning on virtual instruction, and in some instances, were not able to complete the coursework and tests required to renew the Conditional Teaching Certificate or advance to a professional certificate
- Prince George's County Public Schools alone lost 800 or 8% of the district's teachers this year due to Conditional Teacher Certificate holders **not having met the requirements to renew**

# 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

# Waiver of Regulations: Conditional Teacher Certificate

MSDE is recommending a waiver of COMAR 13A.12.01.11C(1):

*An applicant may hold **only one** Conditional Teacher Certificate which may be renewed in accordance with this regulation.*

Waiver: Effective July 26, 2022, a local education agency, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may renew a Conditional Teacher Certificate with an expiration date between July 1, 2020, and July 1, 2023, if that entity has hired the certificate holder to serve as a teacher of record in the subject area on that person's Conditional Teacher Certificate and attests to the certificate holder's ability to serve in that position on a Department-approved attestation form. This includes those certificate holders who have already held both the initial and renewed Conditional Teacher Certificate for a total of four years.

# Waiver of Regulations: Conditional Teacher Certificate

MSDE is recommending a waiver of COMAR 13A.12.01.11C(2):

*A Conditional Teacher Certificate may be renewed for 2 years, only one time, upon the recommendation of the local superintendent of schools, if the applicant has:*

*(a) Completed a minimum of 12 semester hours of course work toward the professional certificate during the 2-year period; and*

*(b) Achieved a qualifying score on the basic skills teacher certification test if required under Regulation .05A(3) of this chapter.*

Waiver: Effective July 26, 2022, a local education agency, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may renew a Conditional Teacher Certificate with an expiration date between July 1, 2020, and July 1, 2023, without the submission of the requirements established in COMAR 13A.12.01.11C(2) if that entity has hired the certificate holder to serve as a teacher of record in the subject area on that person's Conditional Teacher Certificate and attests to the certificate holder's ability to serve in that position on a Department-approved attestation form. The renewed certificate will be valid for two years and is not eligible for subsequent renewal.

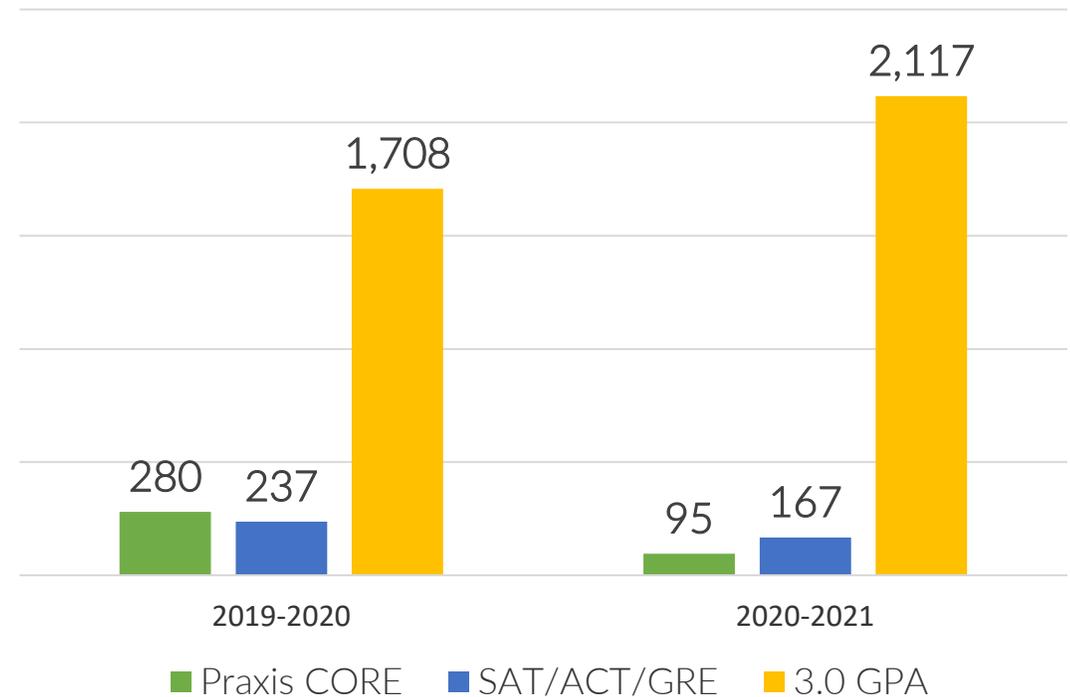
# Resident Teacher Certificate: Basic Skills Test Requirement

- The Resident Teacher Certificate is a non-professional certificate **required for an individual who has enrolled in a Maryland-approved alternative educator preparation program** to begin the residency phase of the program
- Enrollment in alternative preparation programs is **consistently more diverse than in traditional programs** making alternative programs **critical to the diversity of the Maryland teacher workforce**
- COMAR 13A.12.01.07C(2) requires candidates to submit a **qualifying score on a basic skills test** to obtain a Resident Teacher Certificate
- During the 2019-2020 school year alone, Maryland alternative preparation programs **lost 15% of enrolled candidates who did not pass a basic skills test** at the point of residency. Of these candidates, **76% were black or African American**
- The State Board previously adopted a minimum **3.0 GPA as approved basic skills measure** in lieu of a test to earn a **professional certificate**

# Maryland Traditional Preparation Program Entrance Requirement

- Effective Sept. 2019, **State Board approved acceptance of 3.0 Grade Point Average (GPA)** in lieu of passing scores on basic skills assessment battery for professional certification
- The **GPA pathway is used by nearly all EPPs** and has contributed to an increase in admission into programs
- An **approved basic skills assessment measure** is required to enter an educator preparation program:
  - 3.0 GPA; or
  - Praxis Core; or
  - GRE; or
  - ACT; or
  - SAT

Number of Entrants to EPP, by Basic Skills Measure Used for Admittance (Graduate and Undergraduate)



Source: 2020-2021 Traditional Program Annual Report

# Waiver of Regulations: Resident Teacher Certificate

MSDE is recommending a waiver of COMAR 13A.12.01.07C(2):

*C. An applicant for a Resident Teacher Certificate shall meet all of the following requirements:*

*(1) Hold a bachelor's or higher degree from an IHE;*

*(2) Obtain a qualifying score on a Department-approved **test in basic skills** or a comparable state-approved **test in basic skills**;*

*(3) Obtain a qualifying score on a Department-approved content area test or a comparable state-approved content test; and*

*(4) Present official documentation from the local superintendent of schools, or a Department-recognized head of an organization of nonpublic schools, of completion of standards-based pre-employment training.*

Waiver: Effective July 26, 2022, a local education agency, State-operated schools, and nonpublic schools approved under COMAR 13A.09.10 may issue a Resident Teacher Certificate if the applicant meets the requirements established under COMAR 13A.12.01.07, to include a minimum overall GPA of 3.0 on their most recently earned degree or a qualifying score on a Department-approved basic skills assessment battery if the approved alternative educator preparation program attests to the candidate's ability to serve as a resident on a Department-approved attestation form.

# 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](https://MarylandPublicSchools.org/Survey)**

More information is available at: [MarylandPublicSchools.org/Blueprint](https://MarylandPublicSchools.org/Blueprint)

Connect with the MSDE *Blueprint* implementation team: [Blueprint.MSDE@Maryland.gov](mailto:Blueprint.MSDE@Maryland.gov)