



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

Accountability and Implementation Board

August 25, 2022

Mohammed Choudhury
State Superintendent of Schools



- 
1. Expert Review Team Update
 2. Teacher Workforce: Supply, Demand, and Diversity

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:

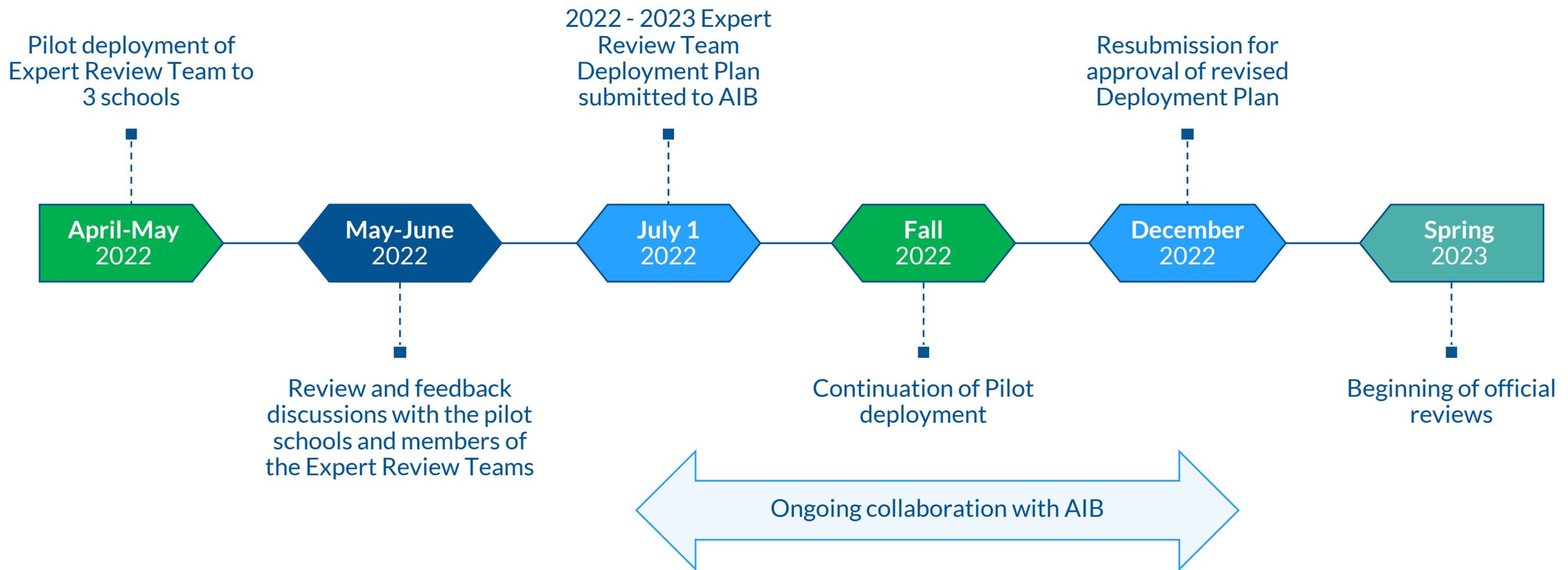
- (1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland's Future is being implemented; and
- (2) Collaborate with school-based faculty and staff and local school system staff to:
 - (i) Determine reasons why student progress is insufficient; and
 - (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

Project Timeline



School Selection Methodology 1.0

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

	Method	Definition
1	Largest Learning Loss	Difference in weighted average percent proficient between 2019 and 2021 ELA and Math assessments.
2	Lowest Performing	Weighted average percent proficient on the 2019 ELA and Math assessments.
3	Largest In-school Learning Gaps	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.

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

- 
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

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

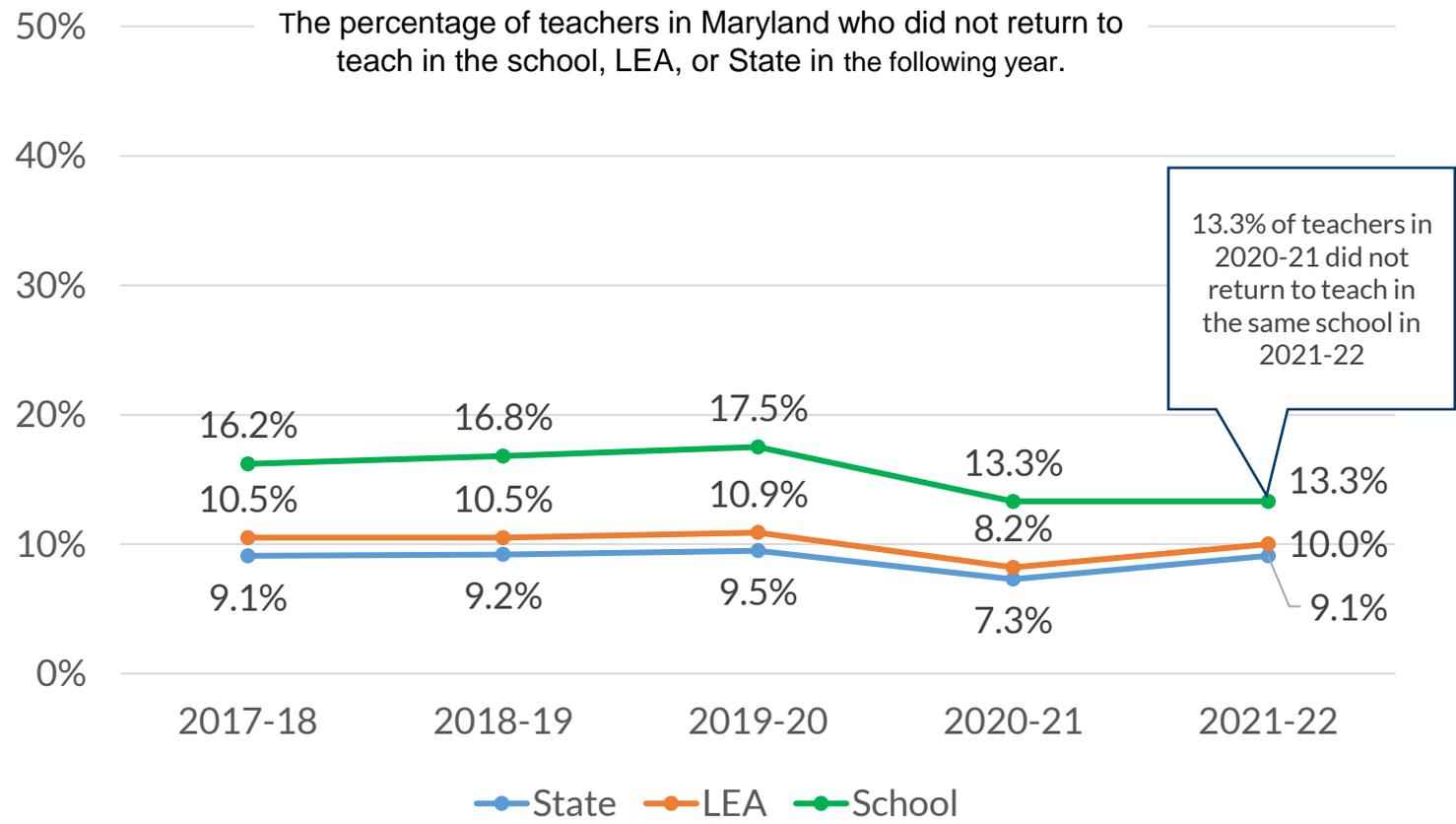
The percentage of Maryland public school teachers in the prior year who **did not return as a teacher in the same school in the following year**

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

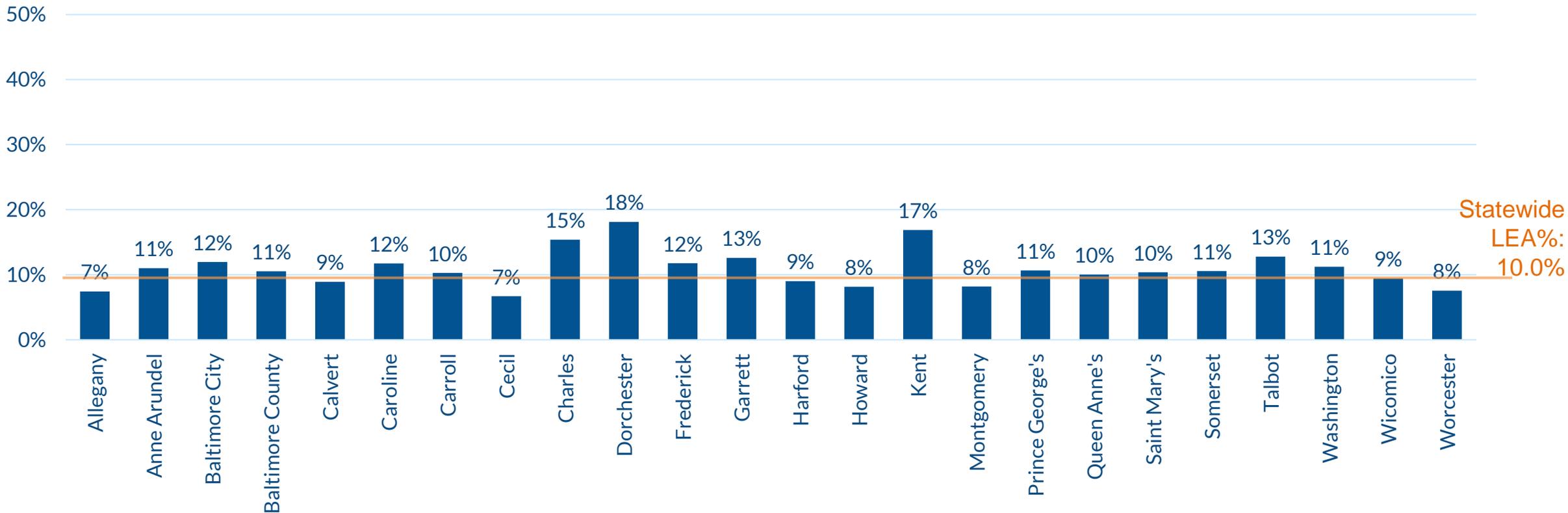
The percentage of Maryland public school teachers in the prior year who **did not return as a teacher in Maryland in the following year**



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.

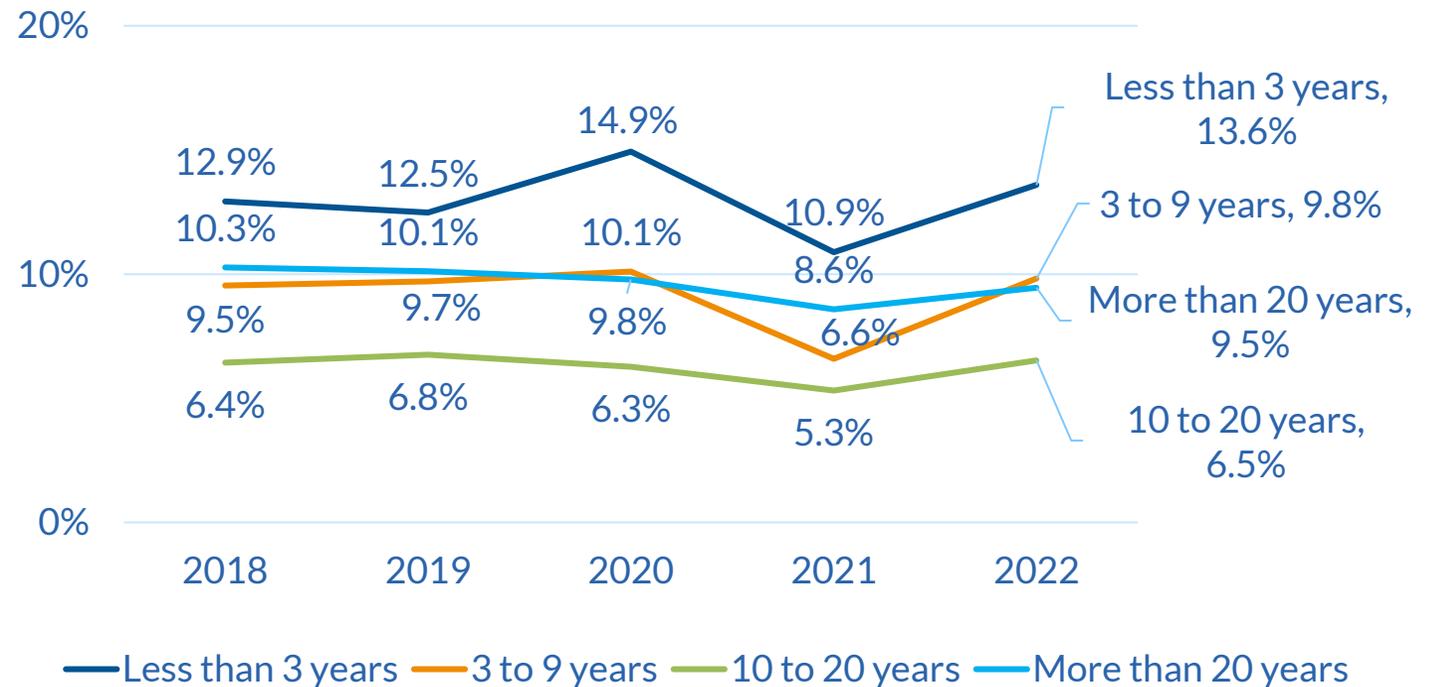


Rates indicate the percentage of teachers in an LEA in 2020-21 who did not return to teach in the same LEA in 2021-22

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

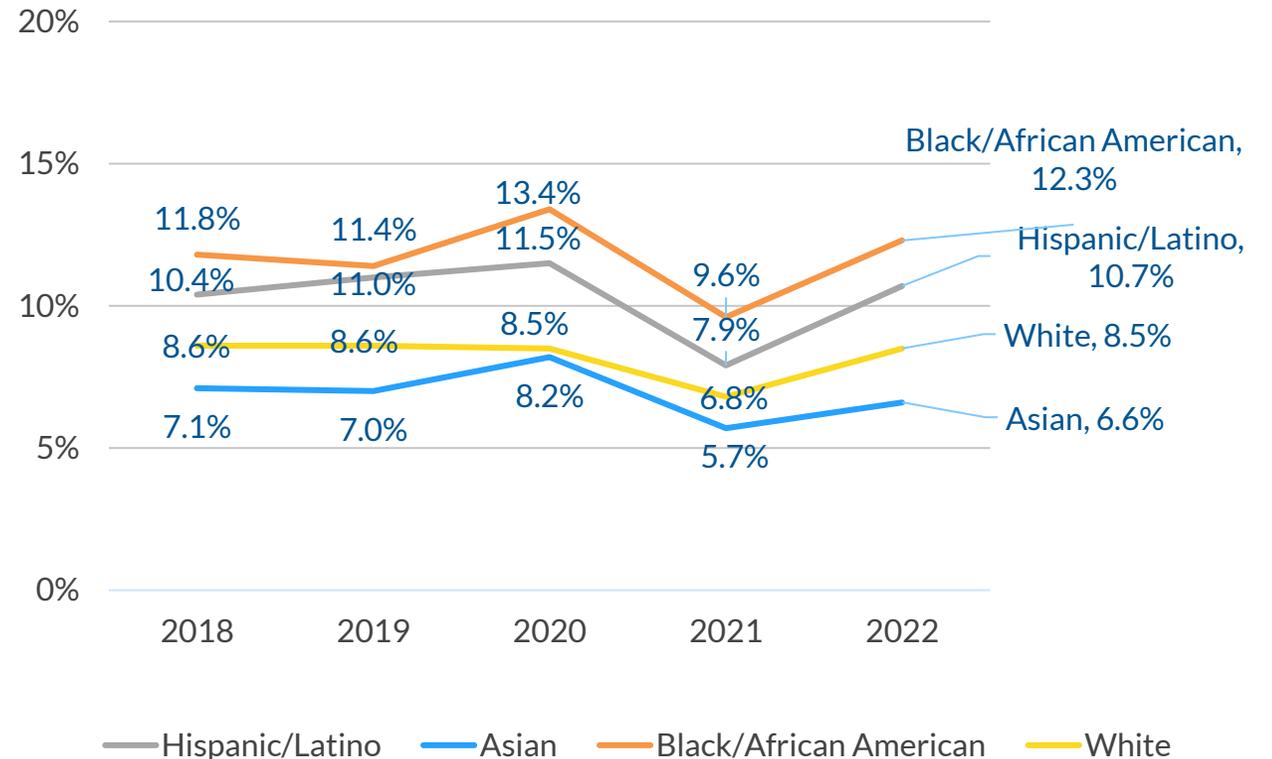


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state, LEA or school in 2021-22

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”

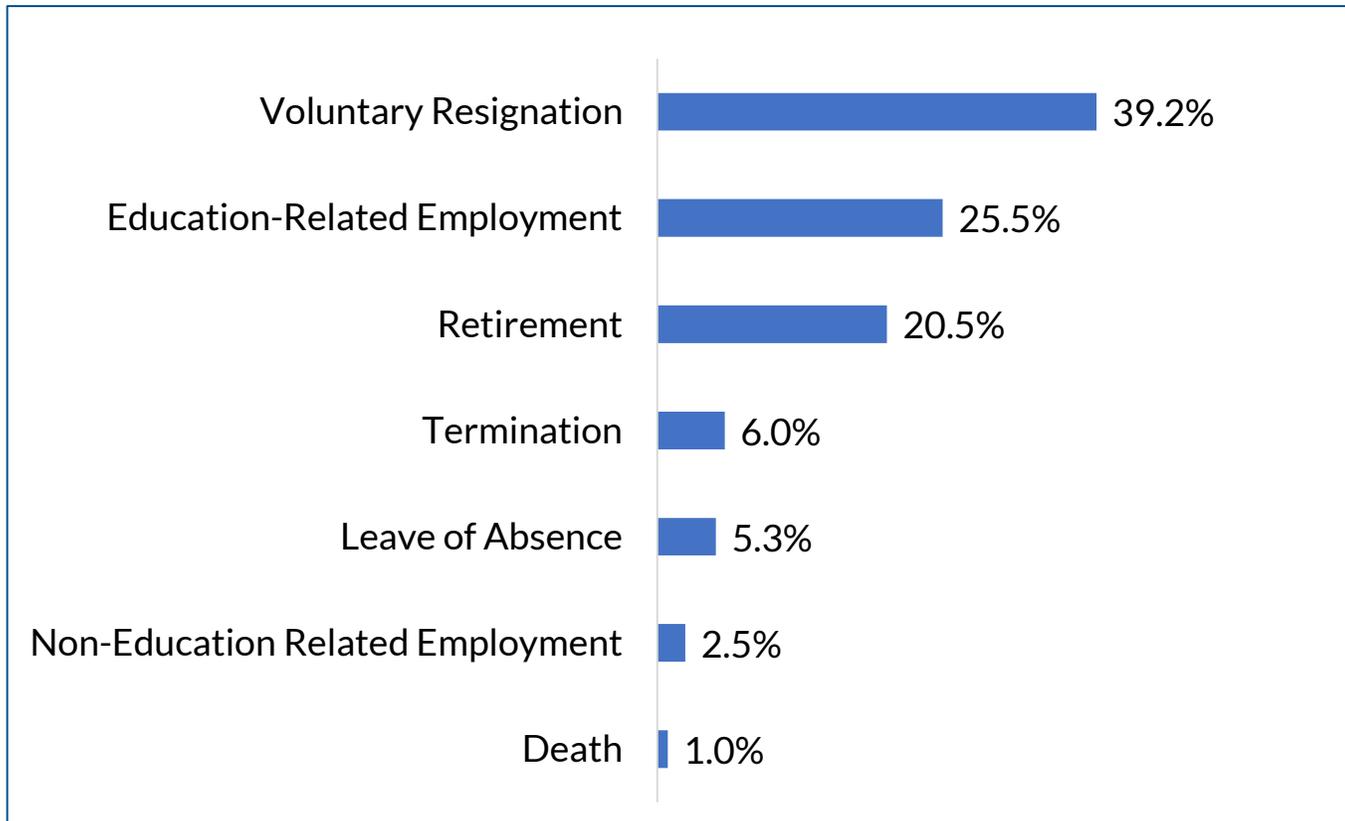


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22

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/1TcorlV>

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%).

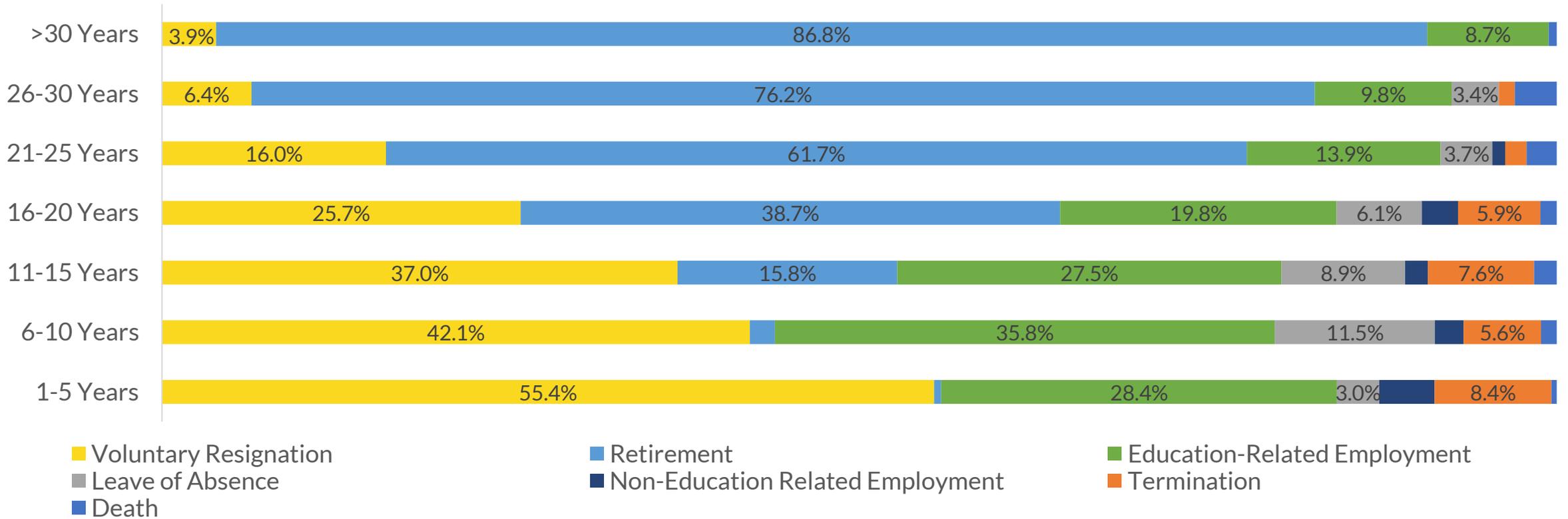


Exit Reason	Count
Voluntary Resignation	2,163
Education Related Employment	1,406
Retirement	1,132
Termination	333
Leave of Absence	290
Non-Education Related Employment	139
Death	53
Total	5,516

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

Reasons Maryland Teachers Exit by Years of Experience, 2022

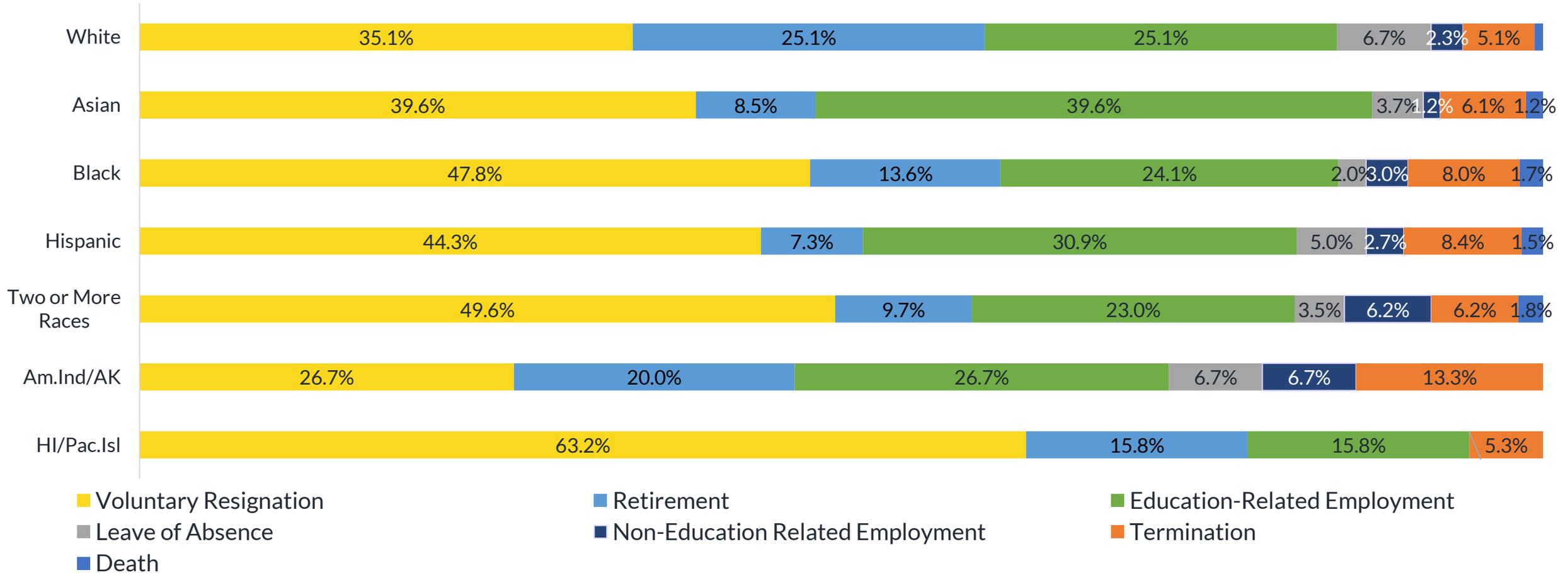
New teachers in Maryland cite voluntary resignation (55.4%) as the most common reason for exiting.



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

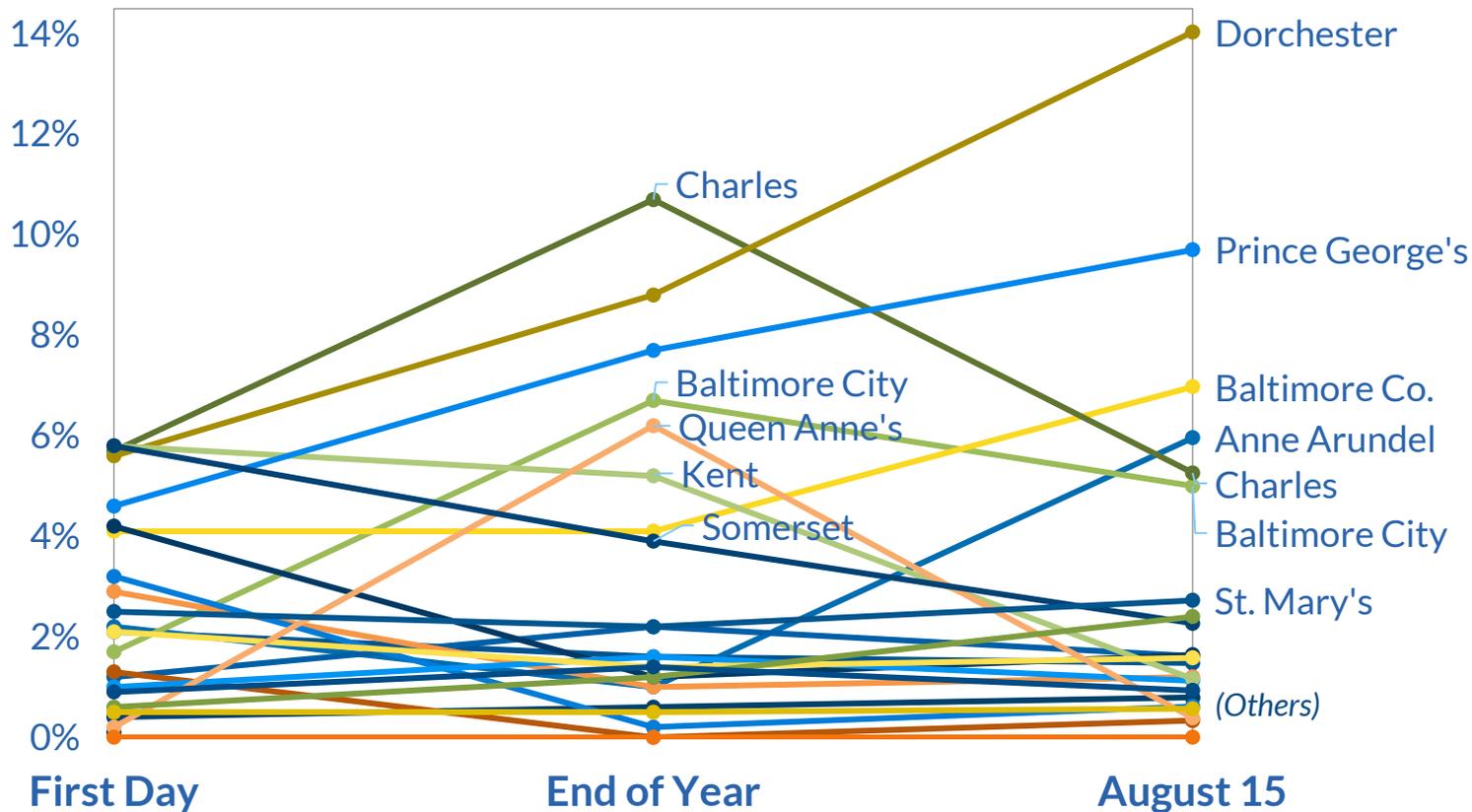
- Nearly all Maryland LEAs started the **2021-2022 school year with a greater number of teacher vacancies** as compared to prior school years
- There were **nearly 2,000 educator vacancies** in Maryland in September 2021
- **According to the National Center for Education Statistics 44% of public schools 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, 2021-2022

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



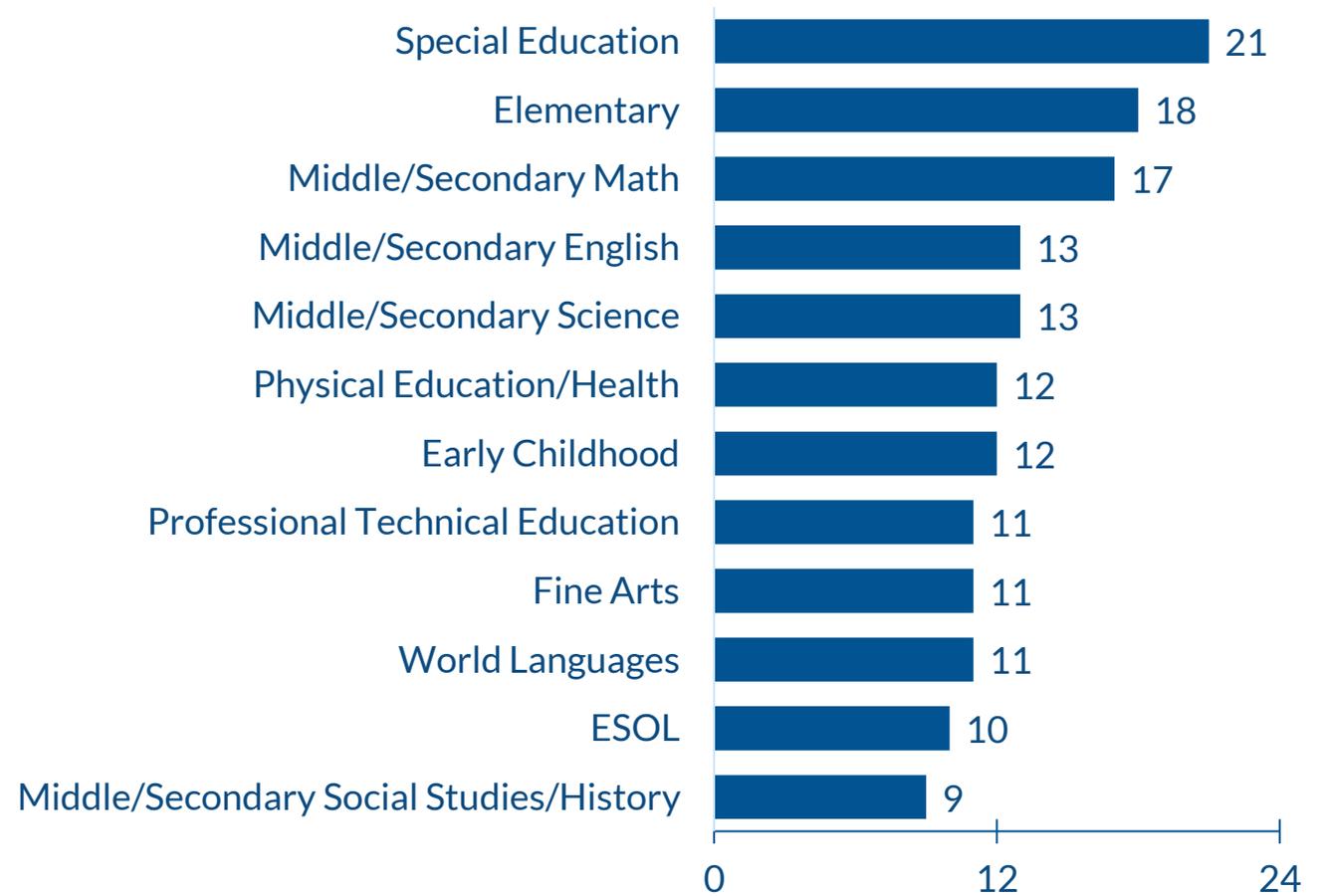
LEA	First Day	End of Year	Aug 15 2022
Allegany	13	10	9
Anne Arundel	108	51	300
Baltimore City	81.5	325	240
Baltimore County	265	270	430
Calvert	12	21.5	16
Caroline	12	4	5
Carroll	3.5	No data	14
Cecil	4	7	9
Charles	103	194	95
Dorchester	19	30	48
Frederick	124	35	48
Garrett	4	0	1
Harford	83	6	16
Howard	43.8	67.4	48
Kent	10	9	2
Montgomery	249	161	187
Prince George's	422.2	714	900
Queen Anne's	1	32	2
St. Mary's	27	24	25
Somerset	15	10	7
Talbot	2	4	8
Washington	8	7	8.5
Wicomico	11	17	11
Worcester	0	0	0

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

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

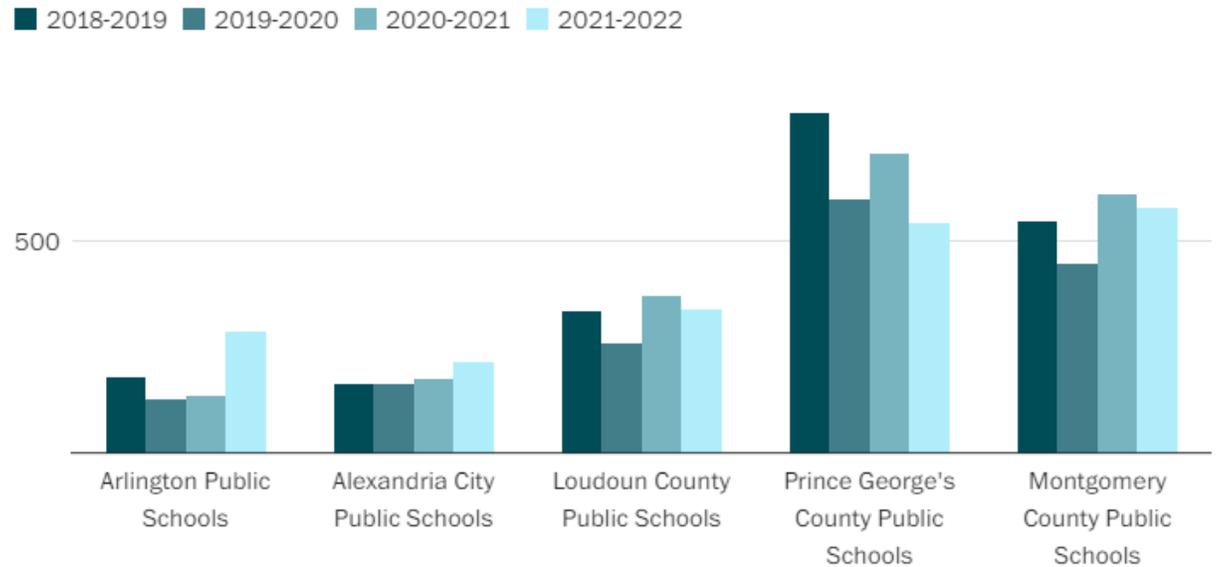


Vacancies Vary By Region

- 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

Teacher Resignations in Maryland and Virginia

Charting the number of teacher resignations in Maryland and Virginia school districts over the past four school years.



Source: Arlington Public Schools, Alexandria City Public Schools, Loudoun County Public Schools, Prince George's County Public Schools, Montgomery County Public Schools HANNAH NATANSON / THE WASHINGTON POST

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
Total	1,922.4

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	TOTAL	1,922.4

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**

- 
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 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.>

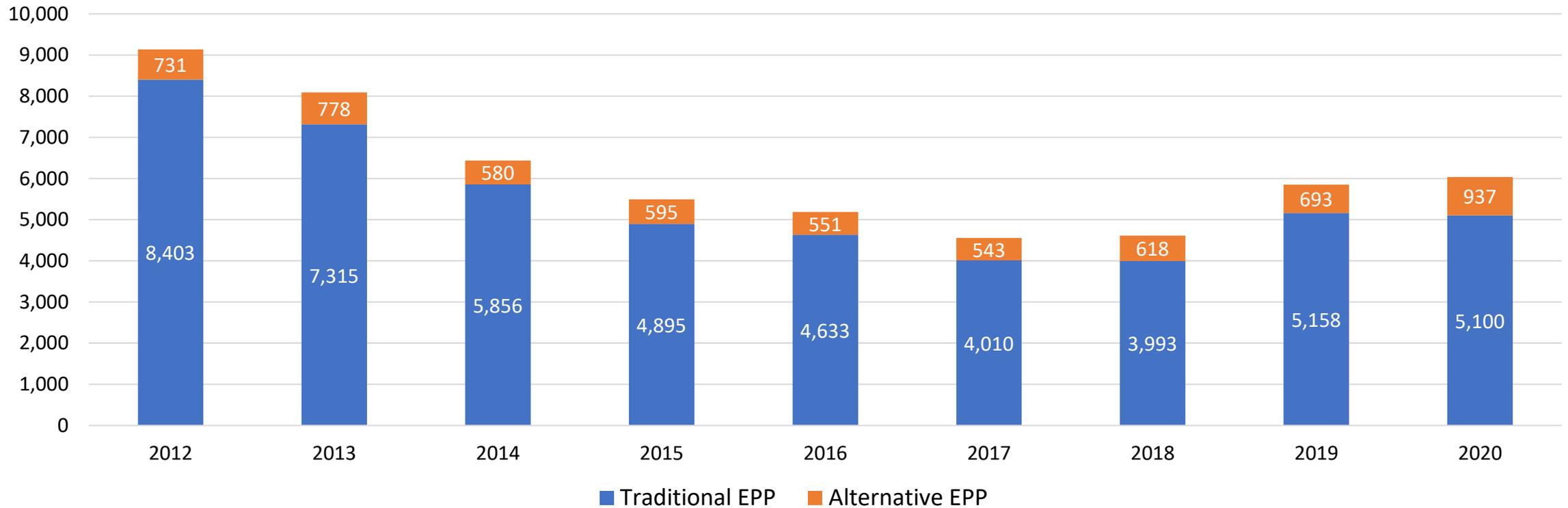
Preparation and Certification Definitions

- **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.

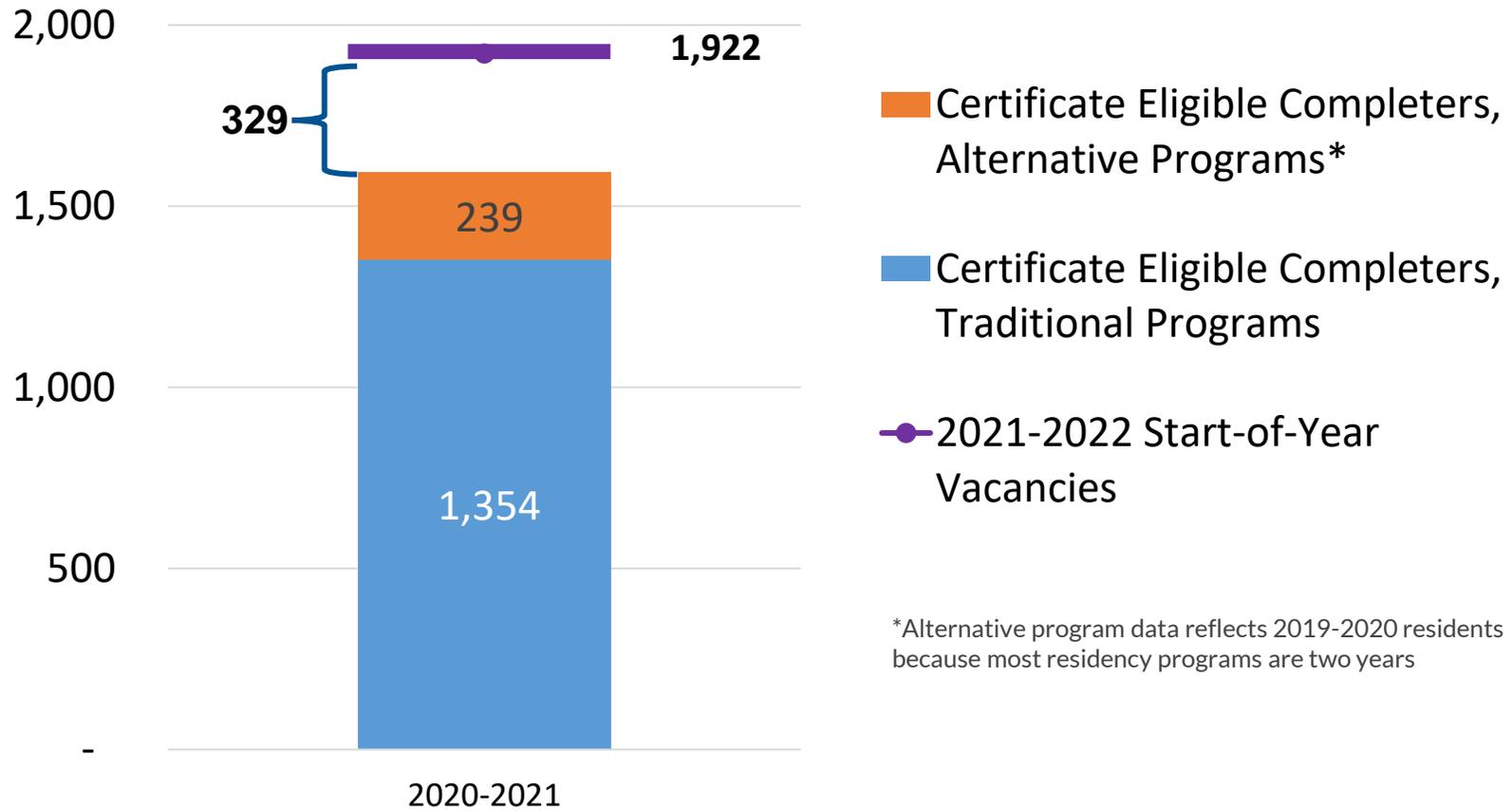
Teacher Preparation Program Enrollment by Year



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.

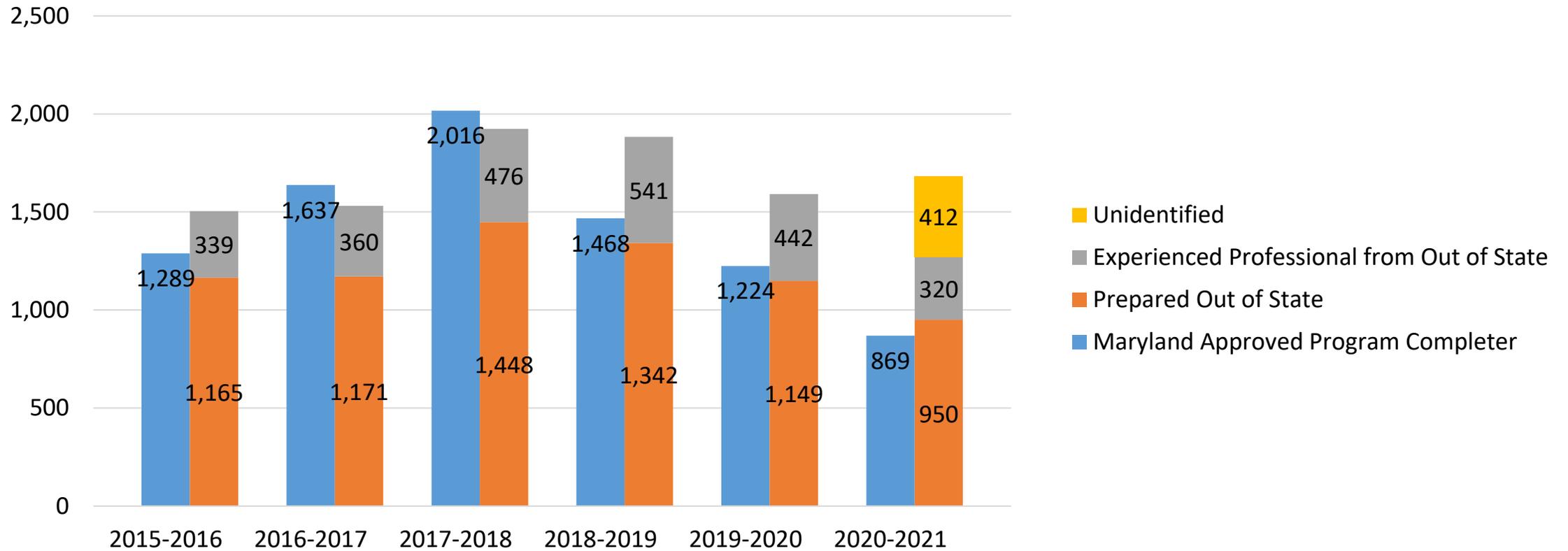


Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

Maryland Certification Applicants

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

Preparation Location of Initial Certificates

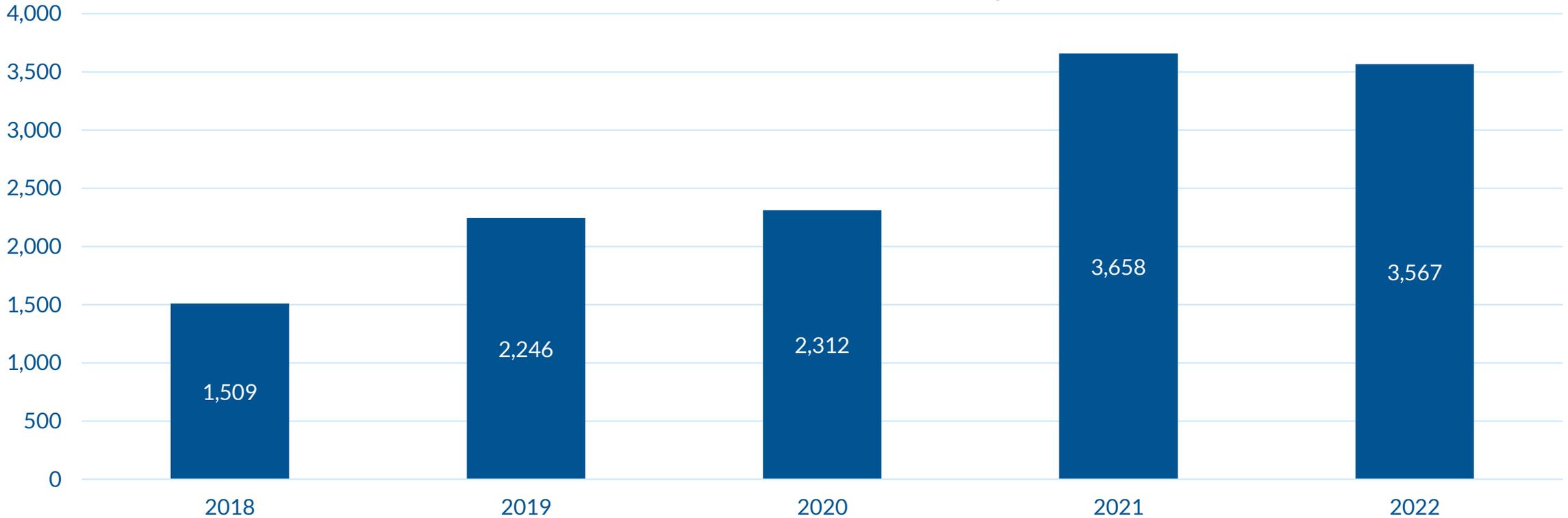


Source: MSDE Educator Information System

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.

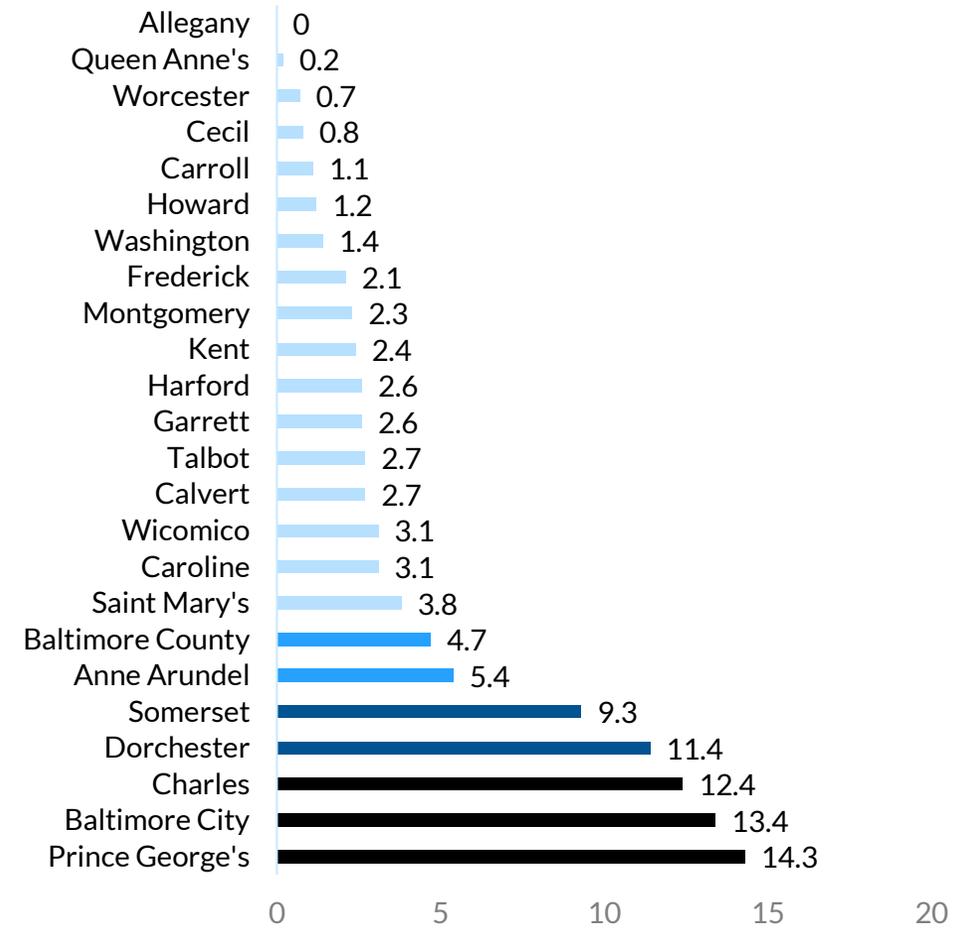
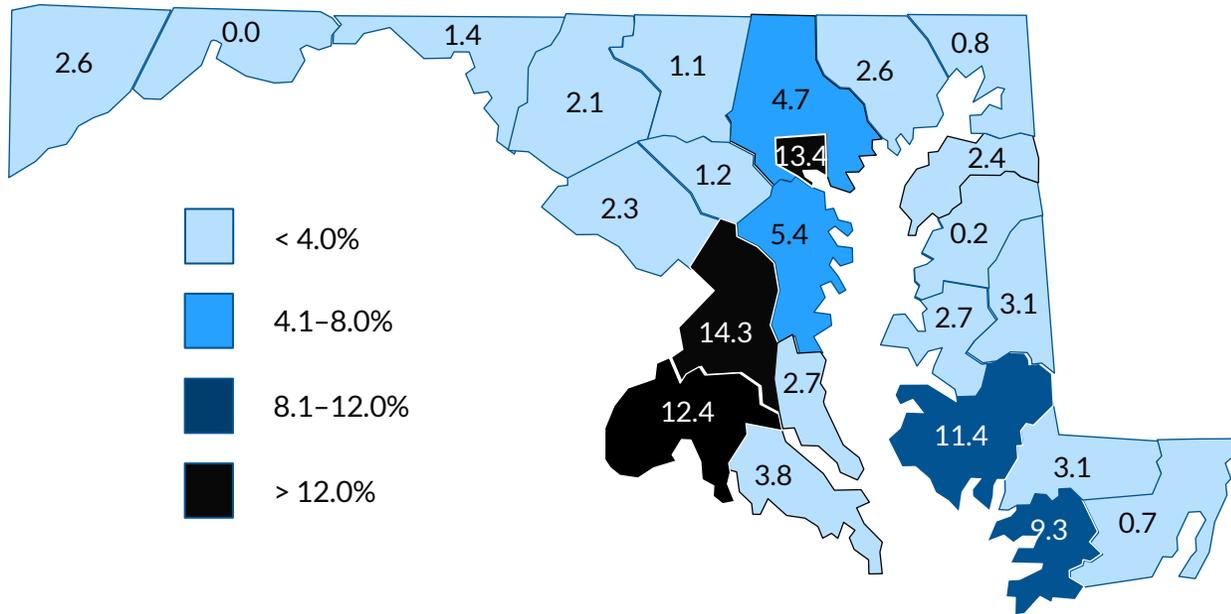
Number of Conditional Certificates by Year



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

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

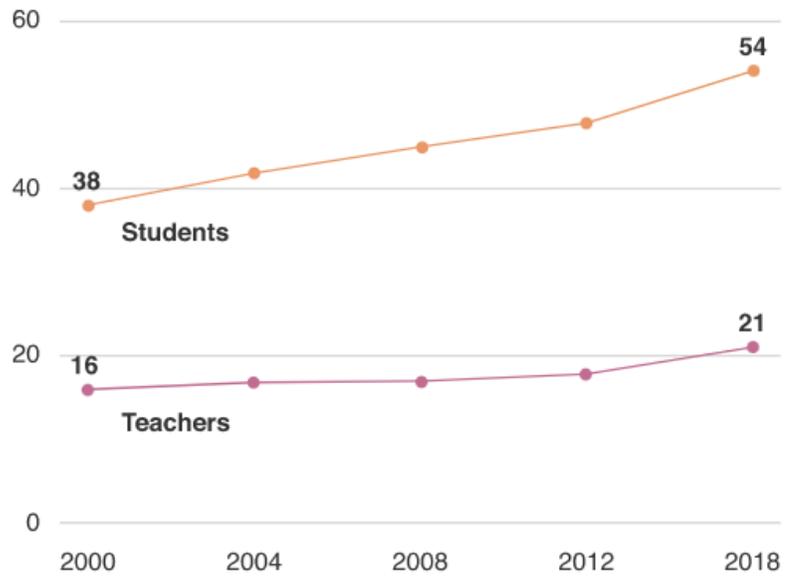
1. Teacher Workforce Demand
2. Teacher Workforce Supply
3. **Diversity of the Teacher Workforce and Pipeline**
4. National Examples Tackling Teacher Workforce Challenges
5. Maryland Initiatives and Opportunities

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

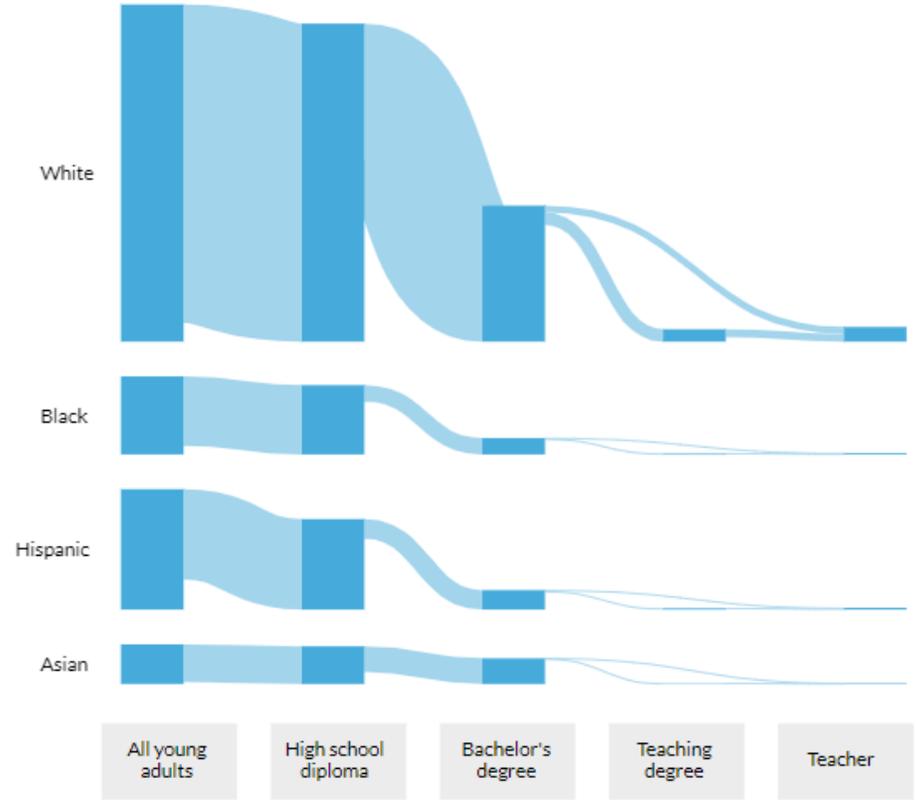
National Context on Diversity of the Teacher Workforce

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



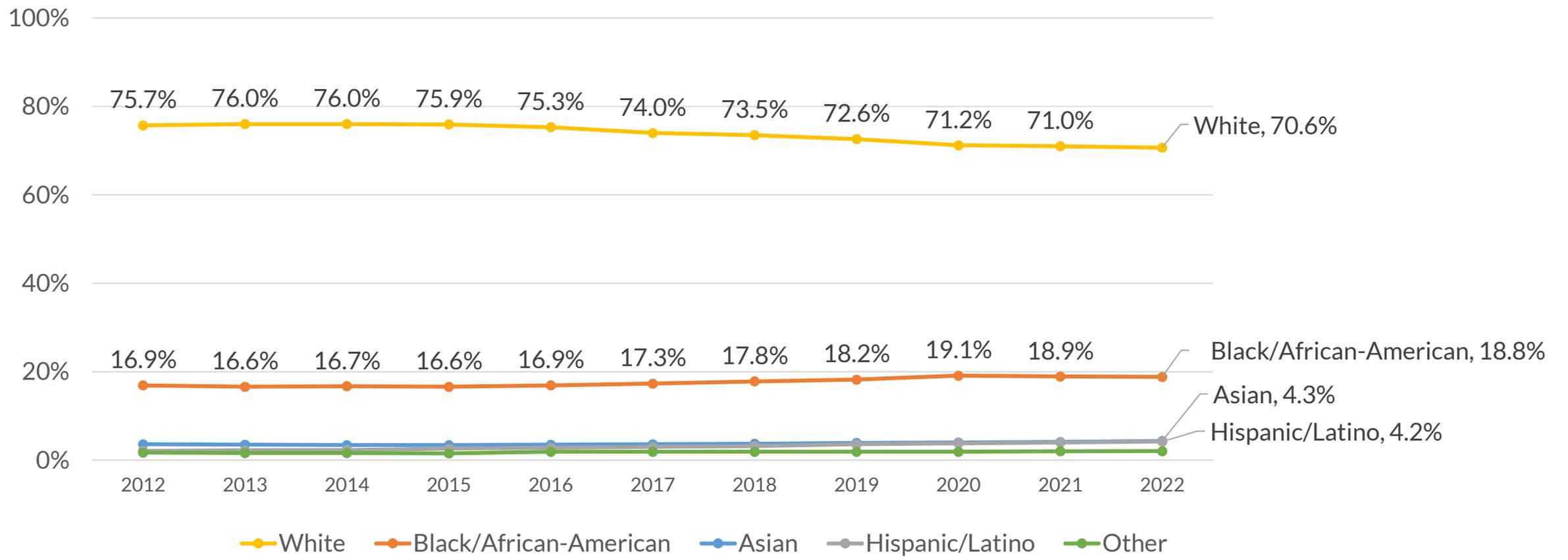
Source: Student data was retrieved from the National Center for Education Statistics' Common Core of Data. Teacher data was retrieved from the National Center for Education Statistics' Schools and Staffing Survey, renamed the National Teacher and Principal Survey in 2015



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

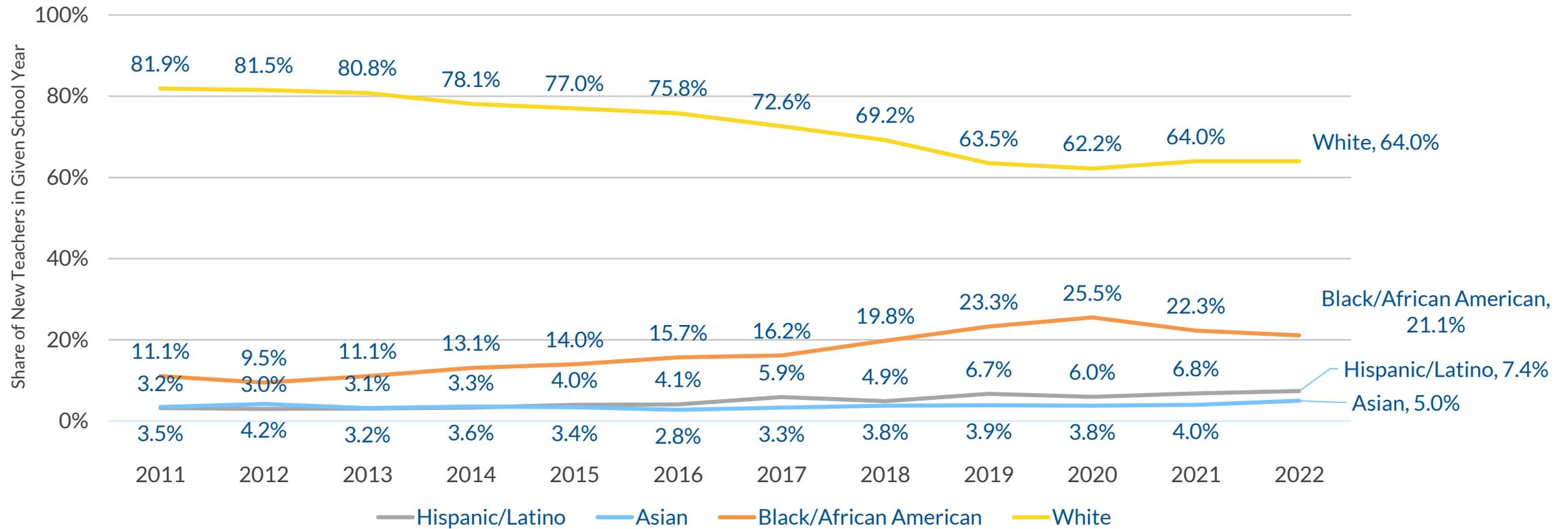
The teaching workforce in Maryland has remained persistently white even as the student population has grown more diverse. Over the past 10 years, less than 30% of Maryland teachers were teachers of color.



Source: MSDE Staffing Data Collection

Maryland New* Teachers Race/Ethnicity, 2011 to 2022

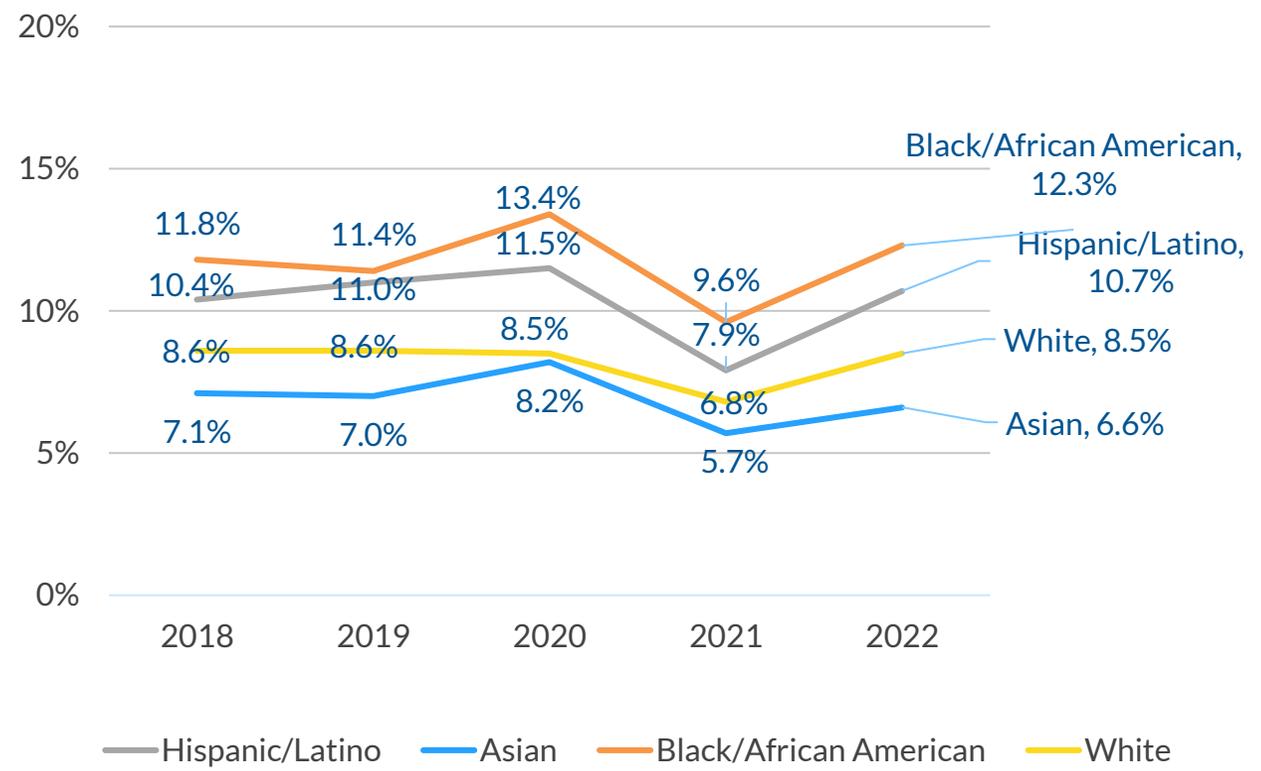
The greatest share of newly employed teachers are white. Maryland’s new teachers do not reflect the demographics of the student population. Maryland’s student population is more than a third Black and 20% Hispanic.



*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**
- **Black teachers report that they shoulder additional responsibilities due to their race**

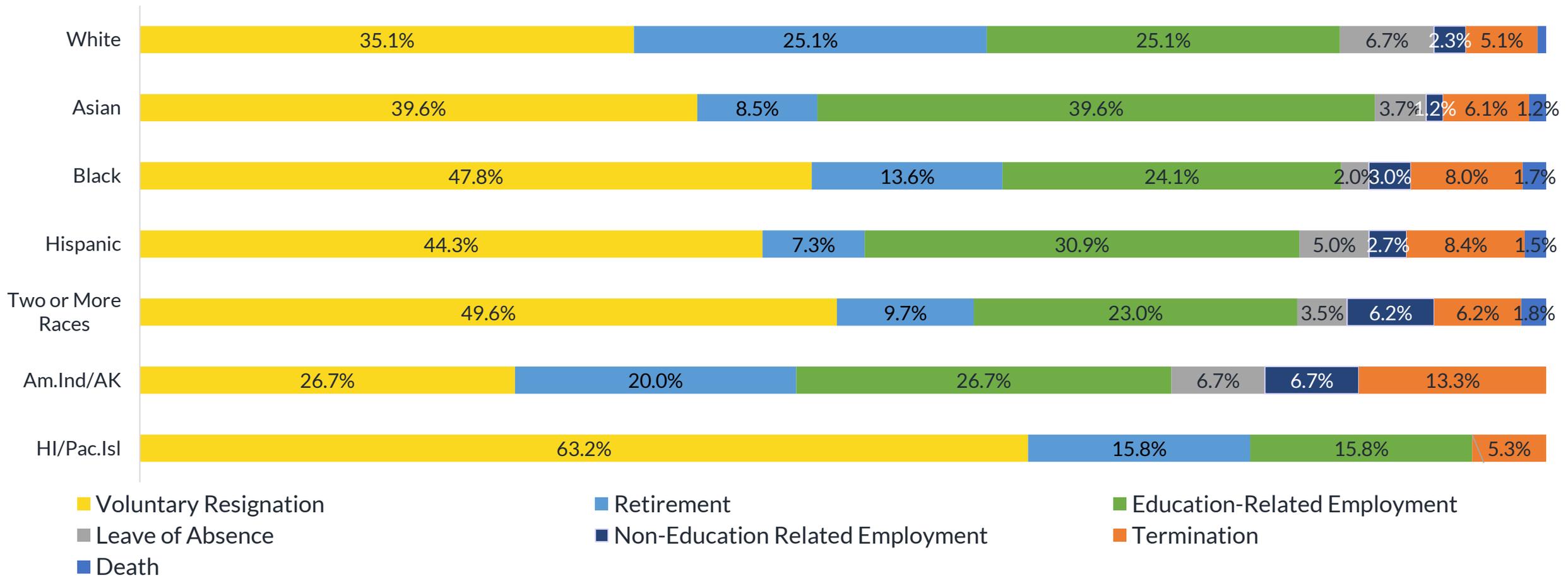


Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22.

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...”

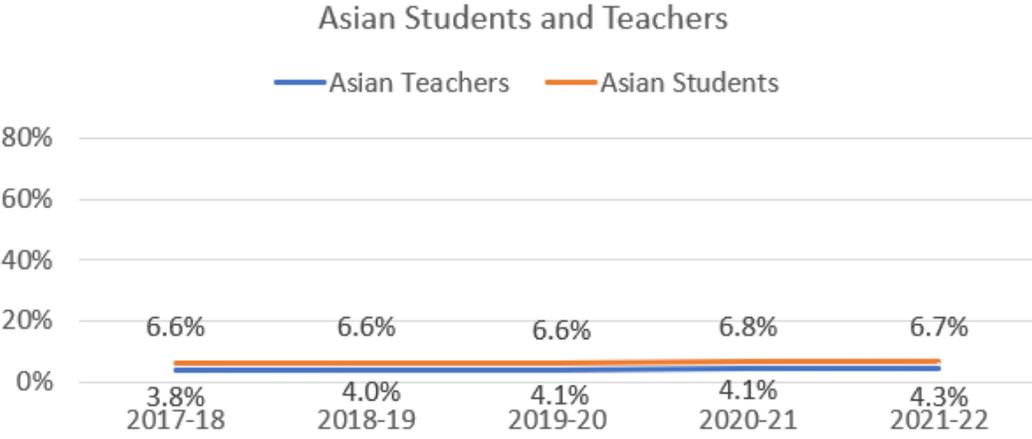
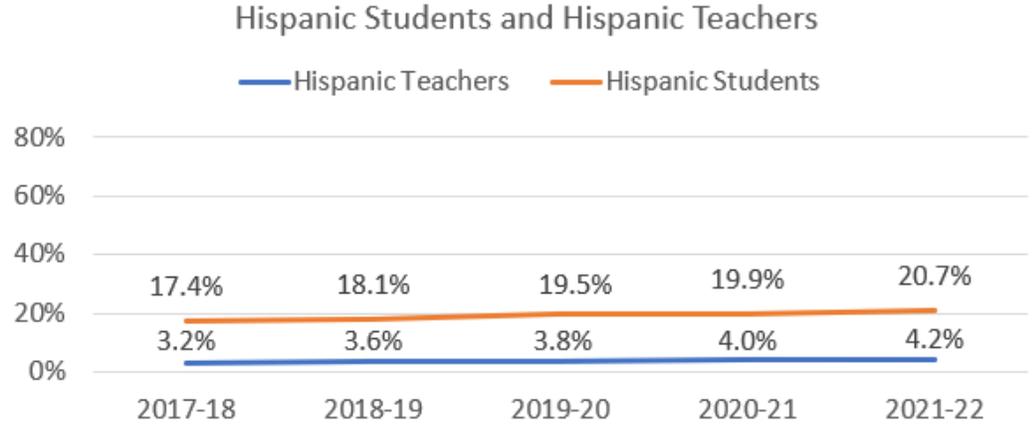
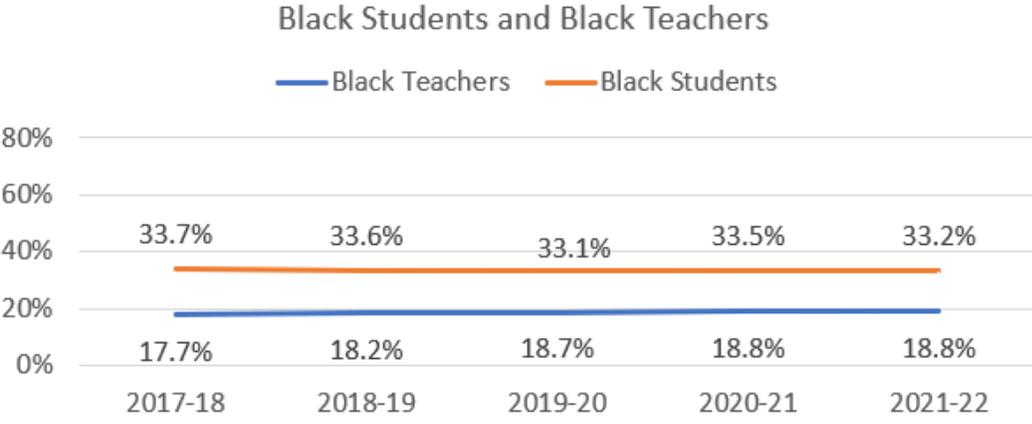
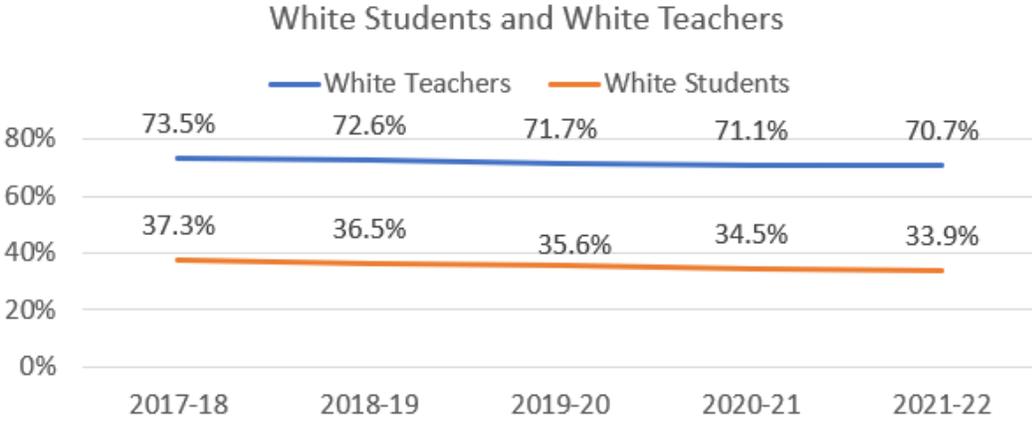
It was great that I could speak Spanish, ‘Oh my gosh, you understand where these students are coming from.’

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

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

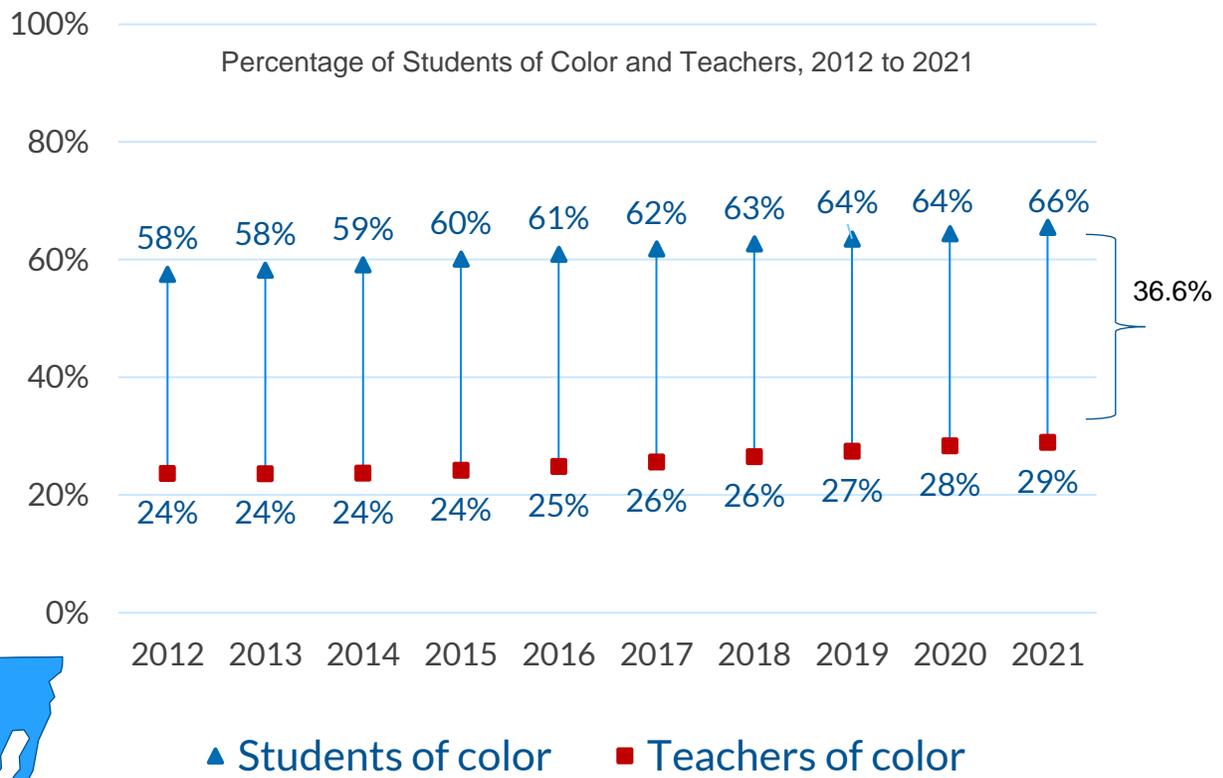
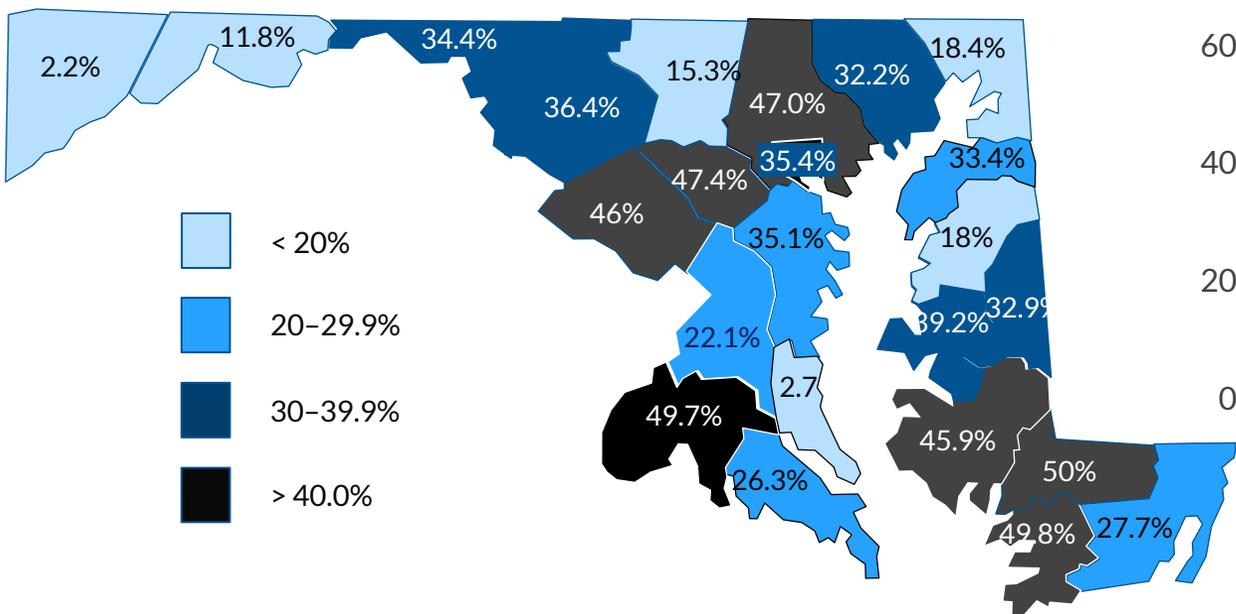


Source: MSDE staff and student data collections

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.

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.”**

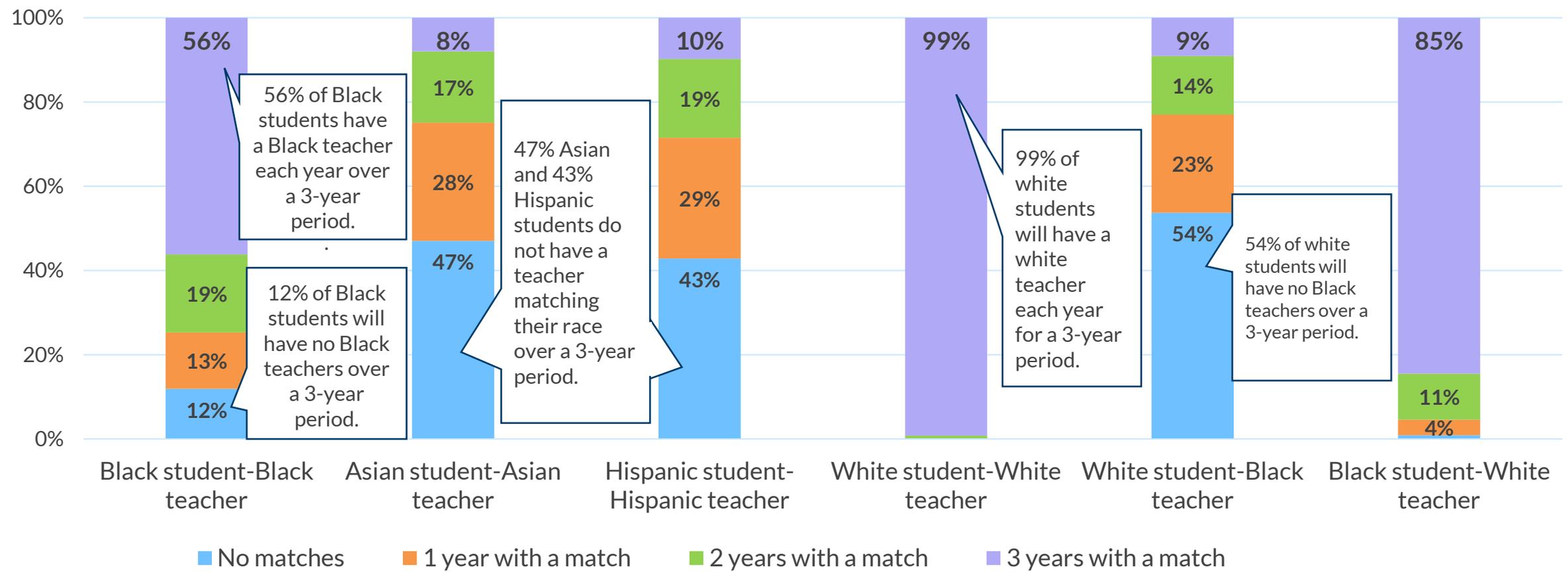
“White students are benefitting from what is happening here, from having teachers of color, from culturally responsive teaching. This doesn’t need to be a them or us discussion.”

— 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.

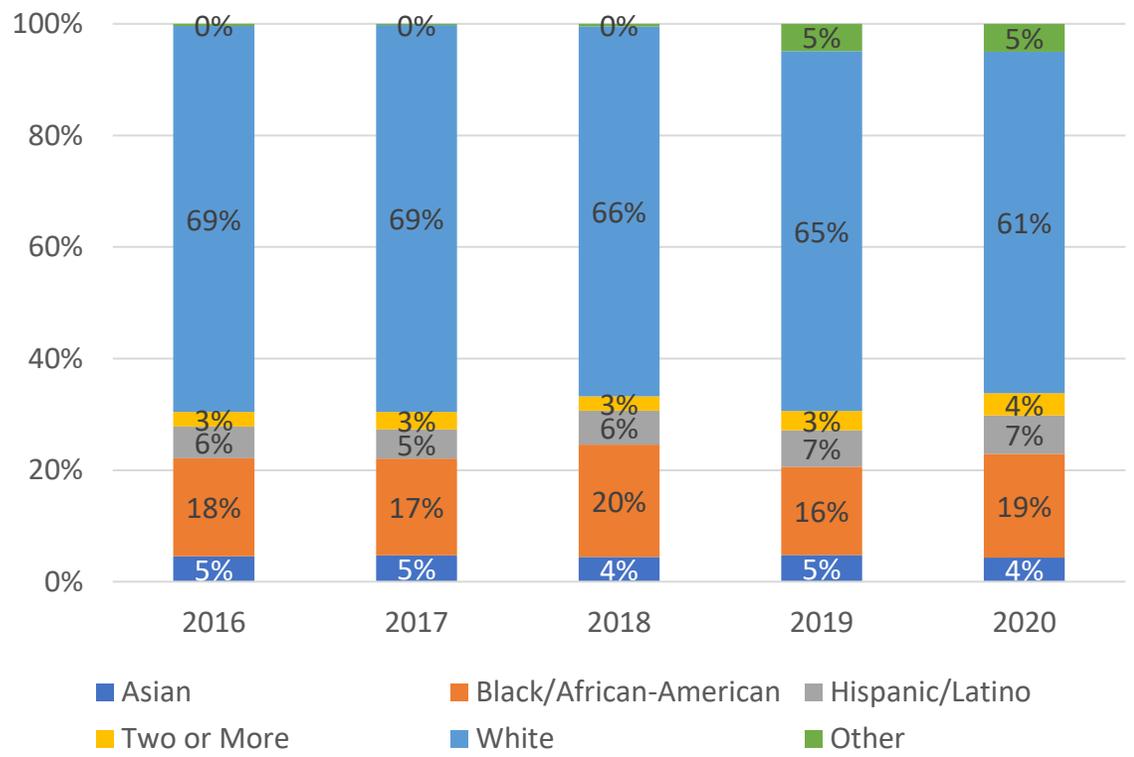
And I just didn't see it represented in the classroom.

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

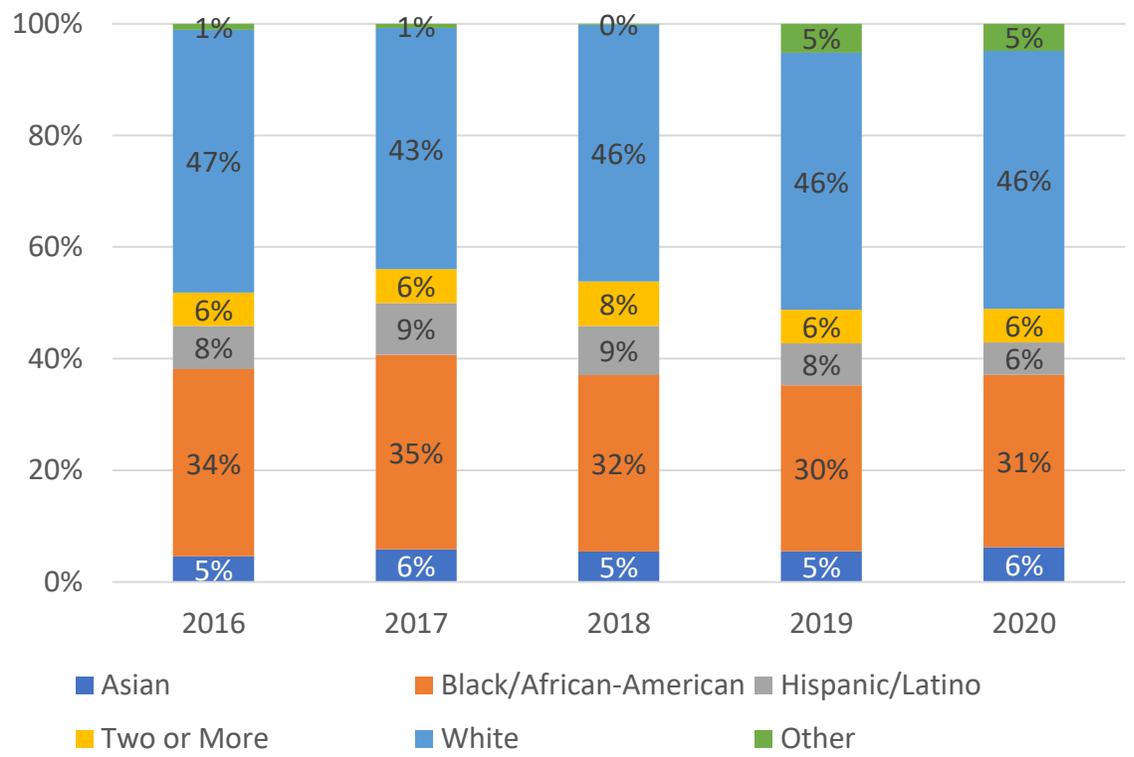
Maryland Teacher Preparation Enrollment Demographics

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

Traditional Educator Preparation Programs



Alternative Educator Preparation Programs

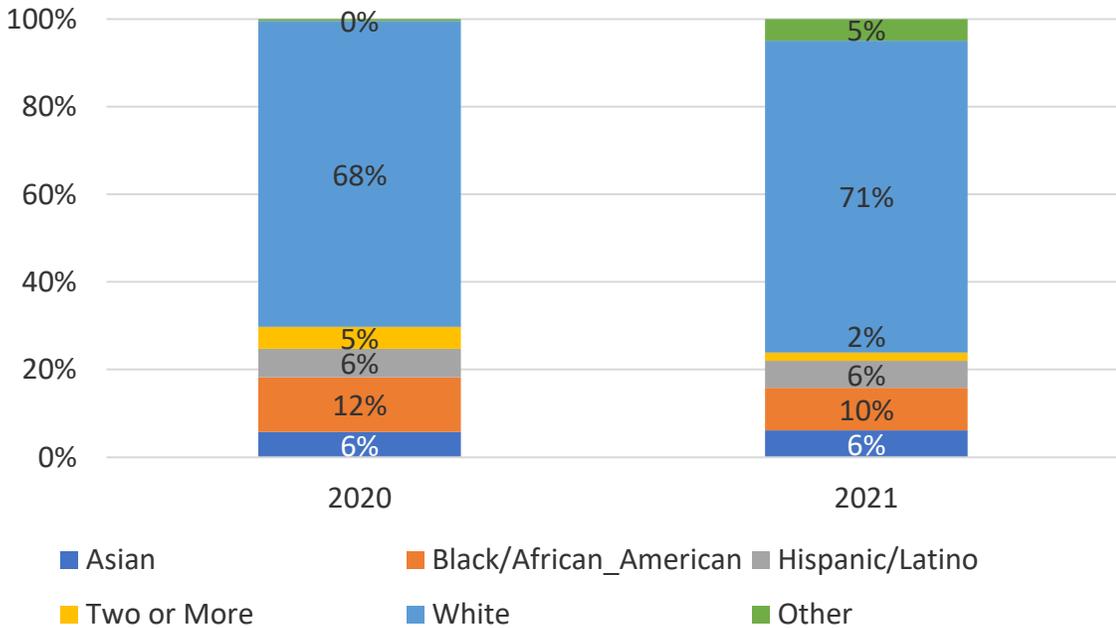


Source: Title II Reports (title2.ed.gov)

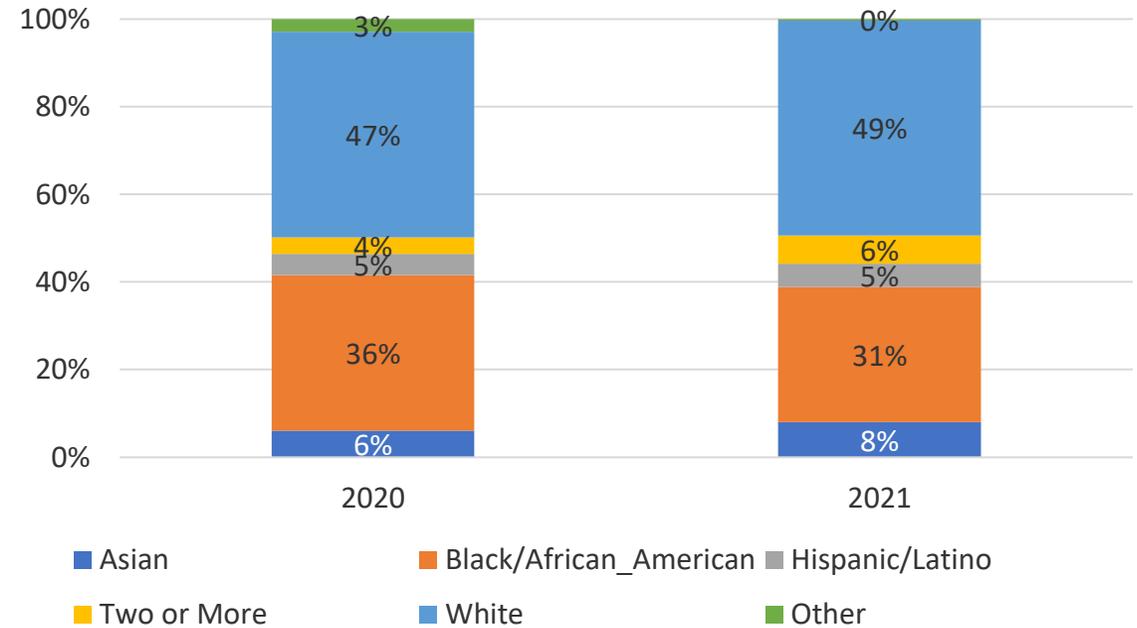
Maryland Teacher Preparation Program Completers

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

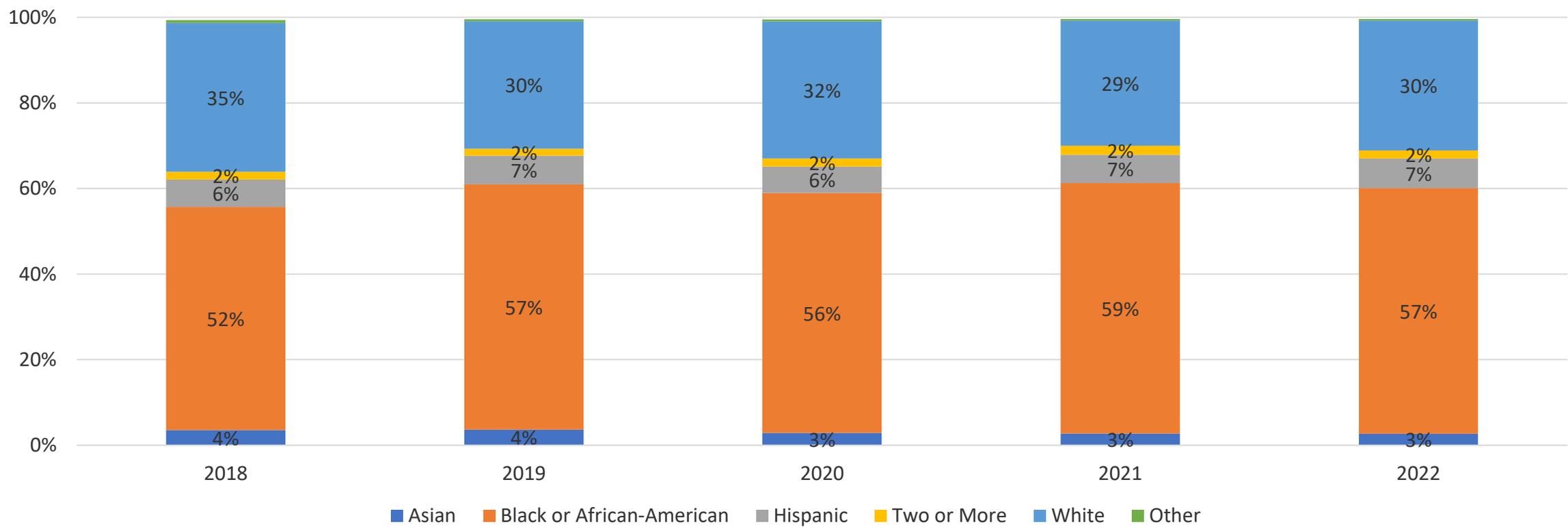


Source: MSDE staff data collection

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 Examples Tackling Teacher Workforce Challenges

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

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**

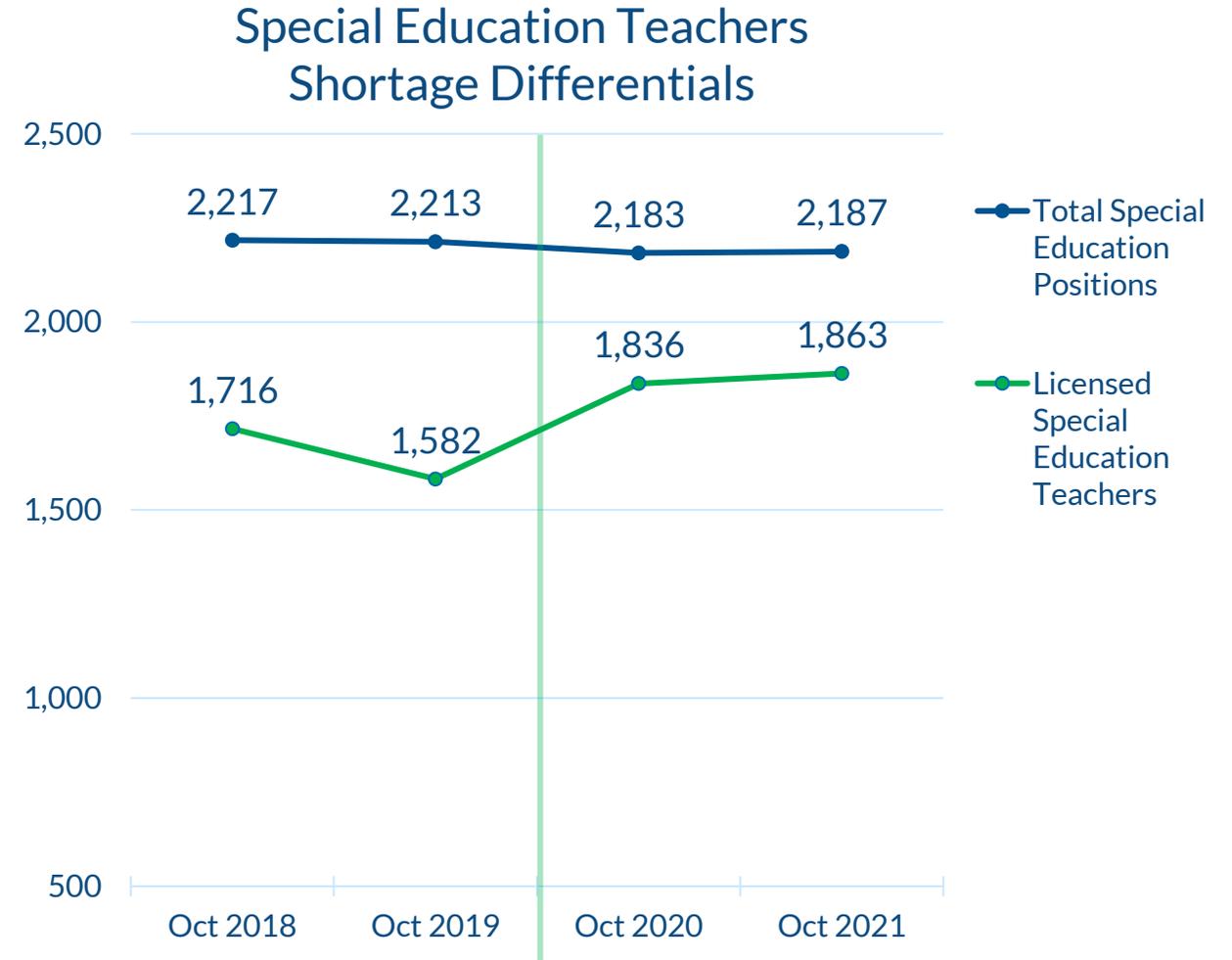
Diversity Initiatives: Minnesota

- **Minnesota** recently enacted an ambitious education omnibus bill that continues funding for programs that incentivize increasing the number of teachers of color, including:
 - **\$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.
 - **\$400,000 for “Come Teach in Minnesota” hiring bonuses** for teachers of color, up to \$4,000 per teacher.
 - **\$4.5 million for Mentoring and Retention Grants** for teachers of color, and those supporting achievement of students of color
 - **\$2 million for the Collaborative Urban and Greater Minnesota Educators of Color Grants**, supporting teacher candidates of color through educator preparation programs.
 - **\$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://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.npr.org/2022/04/21/1092343446/special-education-teachers-Hawaii>;
https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/HR_1202022_%20Presentation%20on%20Teacher%20Positions.pdf#page=3

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

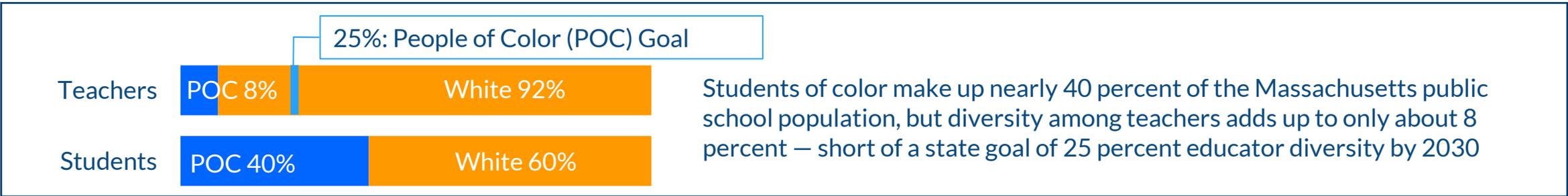
Sources: New York may soon ditch its controversial teacher certification exam. Reema Amin. Chalkbeat New York. <https://ny.chalkbeat.org/2021/12/17/22838616/new-york-state-teacher-certification-edtpa-workforce-diversity>; Researchers: Stop Using EdTPA Scores in Teacher-Certification Decisions. Madeline 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**

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

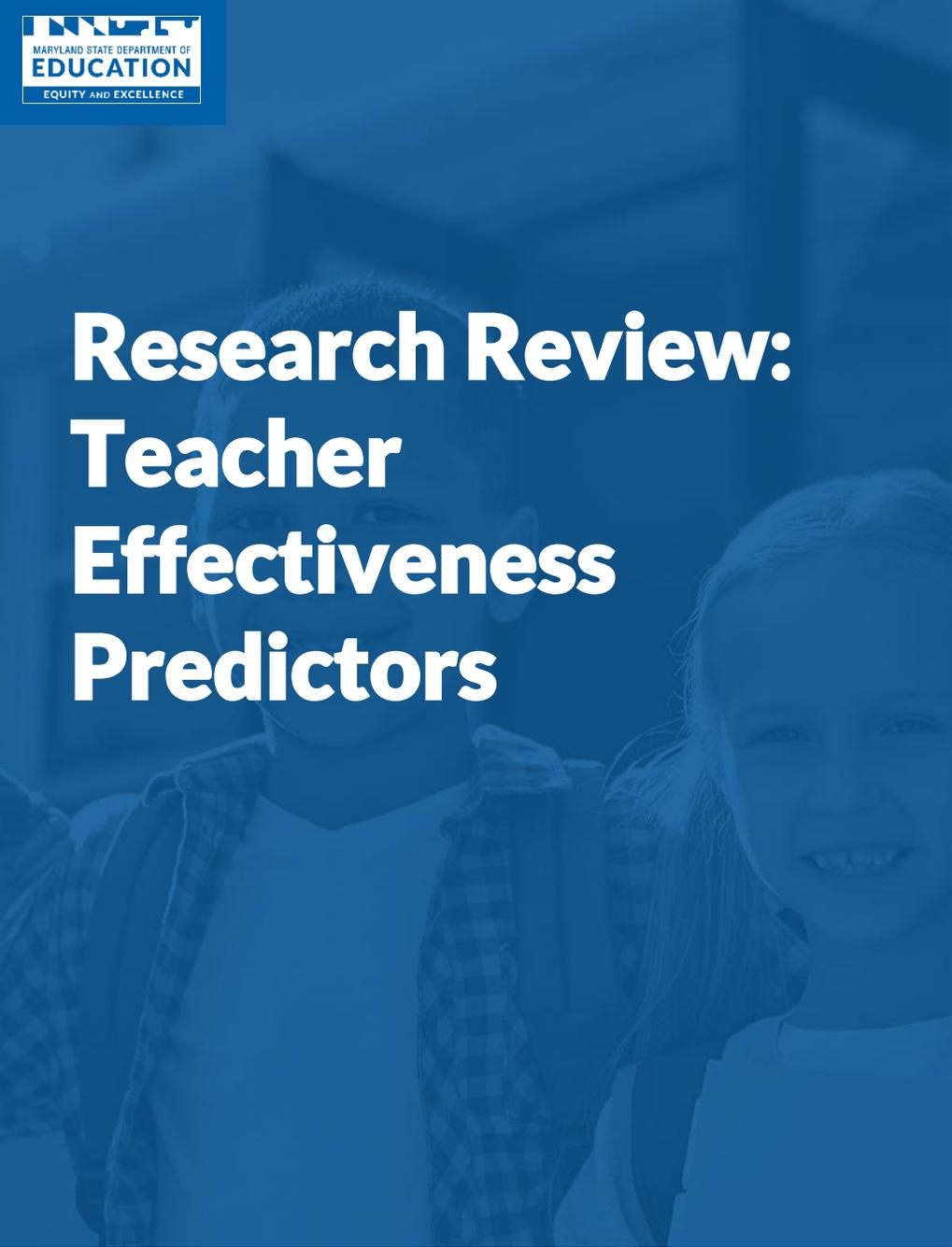
	2017-2018	2018-2019	2019-2020	2020-2021
ASU	87	116	406	380
NAU	NA	26 ⁴	265 ⁴	298 ⁵
UA	15	28	91	142
Maricopa CC			44	105
Pima CC			5	24
Total	102	170	811	949

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; ²Dan 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; ³Blazar, 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>; ⁴NCTQ Driven by Data | Using licensure tests to build a strong, diverse teacher workforce (2021). [nctq.org/review/passrates](https://www.nctq.org/review/passrates). ⁵Goldhaber, 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 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**

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>.

²Goldhaber, 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

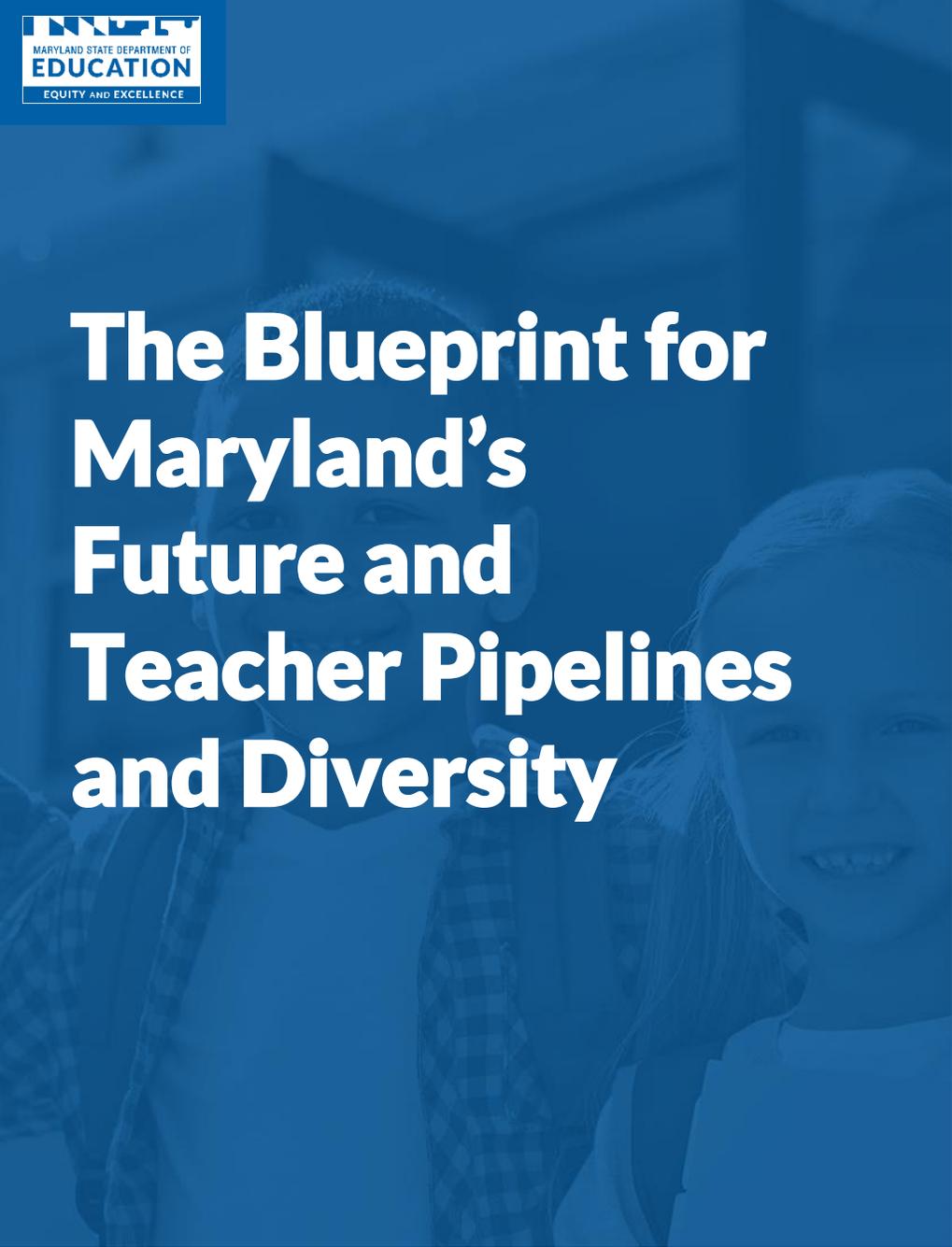
- Many states are taking action to **create multiple rigorous pathways to certification** that do not solely rely on certification exams
- Grow your own (GYO) programs are a proven approach to **recruit more people of color** into teaching
- The Interstate Teacher Mobility Compact creates an opportunity 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 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

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

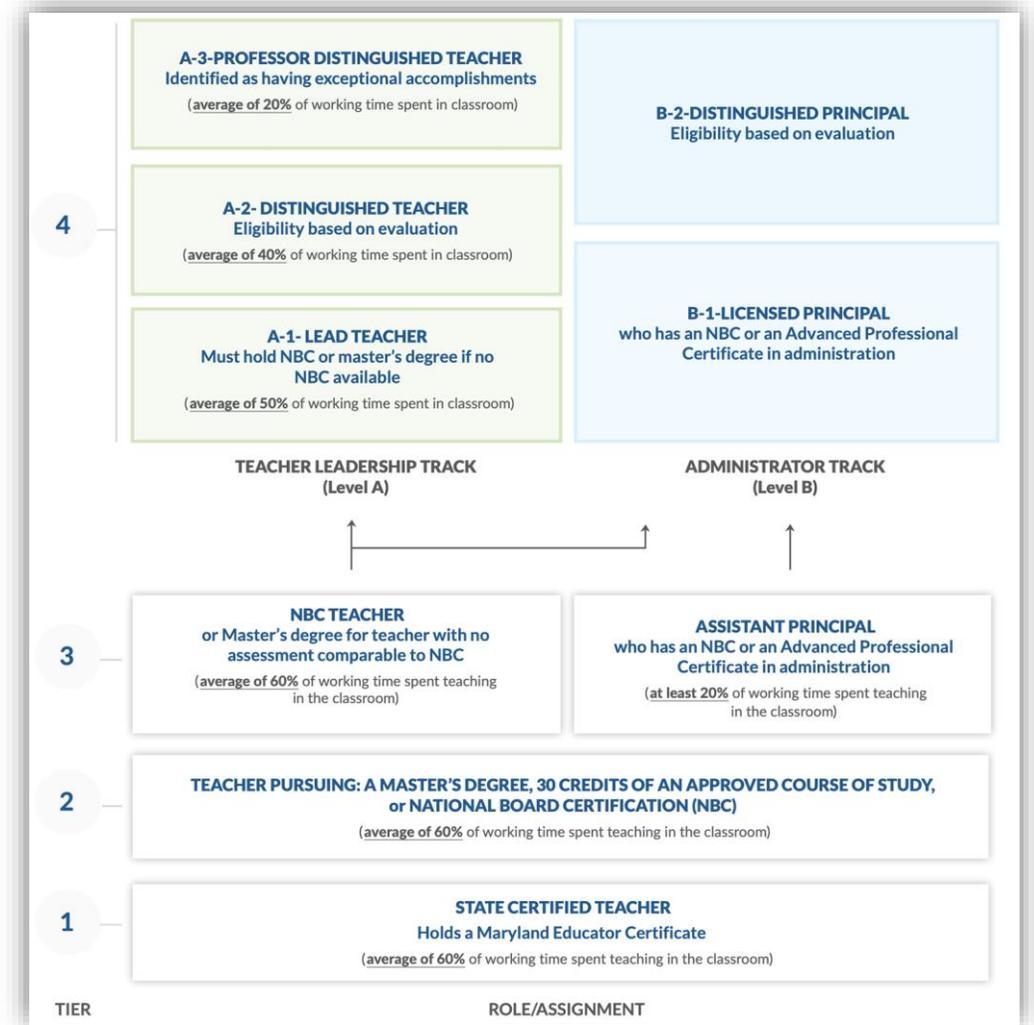
Strategies to support the Supply, Demand, and Diversity of Maryland's Teacher Workforce



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



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.

Maryland State Department of Educ... @MdPublicSch... · Aug 21

Become a National Board Certified Teacher in Maryland! Access benefits including:

- ✓ @NBPTS program fee support
- ✓ Salary increases up to \$17k
- ✓ Professional development credits that can be used toward educator certificate renewal

For more info, visit:
marylandpublicschools.org/Blueprint/Page...

NATIONAL BOARD CERTIFIED?
 Make up to an additional **\$17K**
 by teaching in Maryland!

ALT www.marylandpublicschools.org BLUEPRINT FOR MARYLAND'S FUTURE MARYLAND STATE DEPARTMENT OF EDUCATION EQUITY AND EXCELLENCE

National Board Certified Teacher Incentive Marketing Materials

Social Media and Print Designs

IT PAYS TO TEACH IN MARYLAND!

National Board Certified Teachers can make up to an additional **\$17K**

BLUEPRINT FOR MARYLAND'S FUTURE

Visit www.marylandpublicschools.org/nbct

IT PAYS TO TEACH IN MARYLAND!

National Board Certified Teachers can make up to an additional **\$17K**

BLUEPRINT FOR MARYLAND'S FUTURE

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:
 - 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](#)

Recent State Board Actions and LEA Impact

Waiver of Regulations: Resident Teacher Certificate

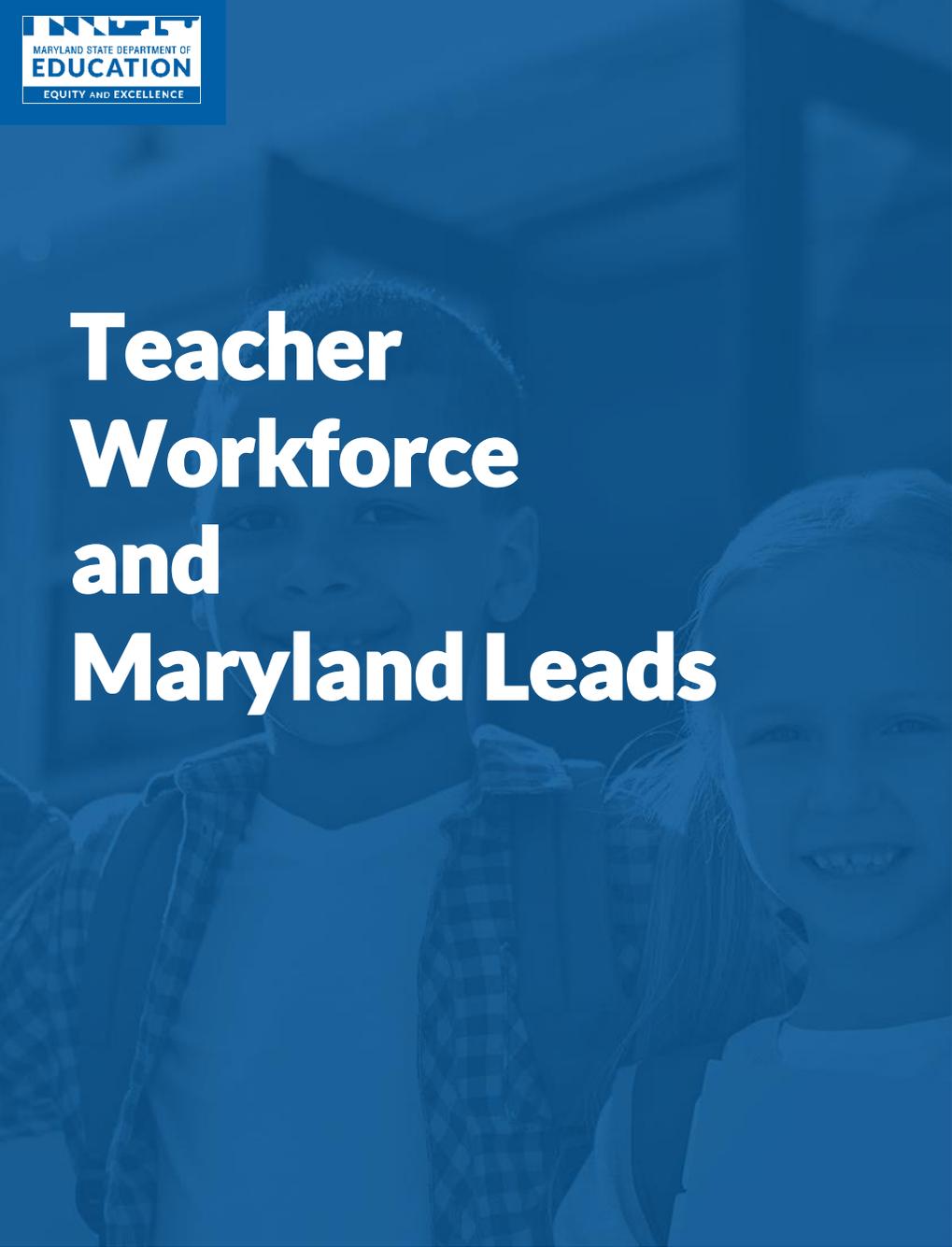
- Previously, teacher candidates in alternative educator preparation programs **need to pass a basic skills assessment** to earn a Resident Teacher Certificate, to start the teacher residency.
- Effective July 26, 2022, **the State Board of Education allowed** a local education agency, State-operated 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.

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

<ul style="list-style-type: none"> Tuition and fees Certification costs Stipends Training and Professional Development 	<ul style="list-style-type: none"> Salaries Consulting, Technical Assistance Non-Personnel LEA Implementation Costs 	<ul style="list-style-type: none"> 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.

[Table of Contents](#) February 2022 | 9

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%

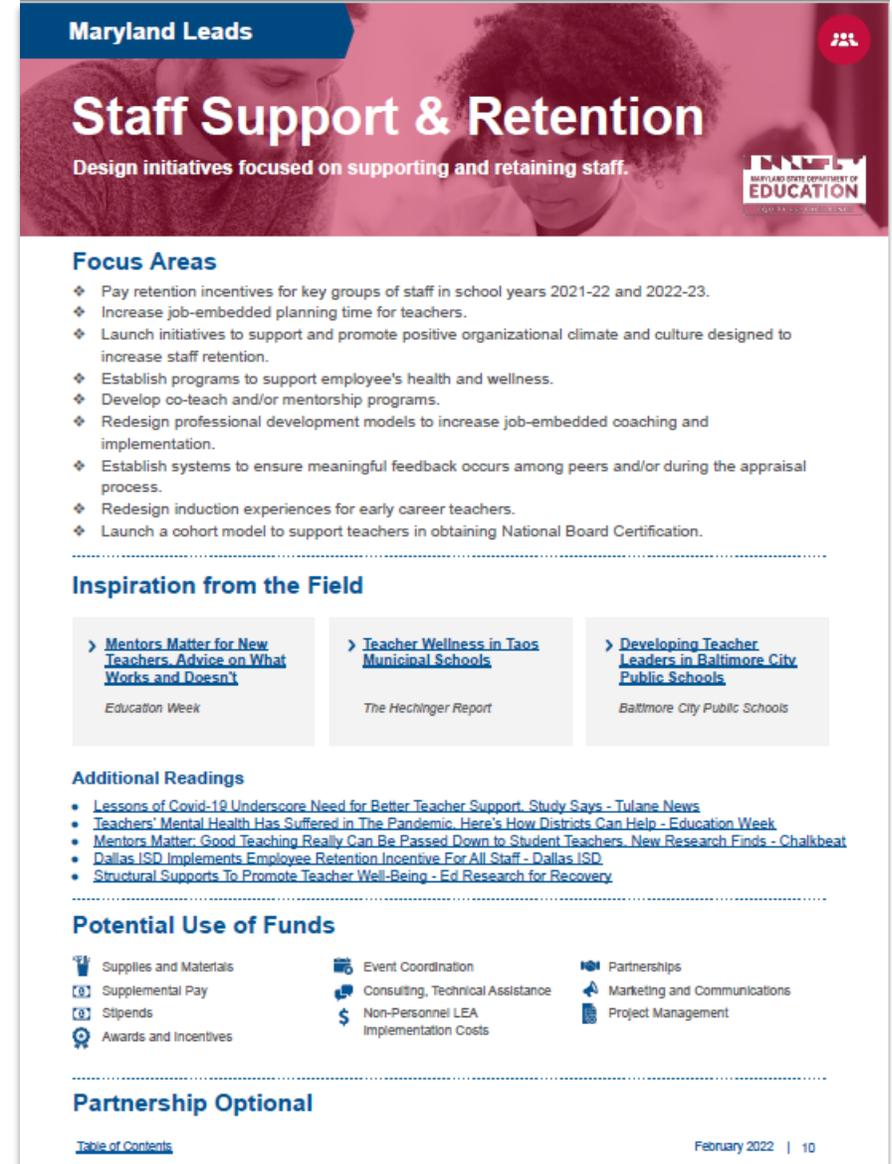
Staff Support and Retention

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

Partnership Optional

[Table of Contents](#) February 2022 | 10

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.

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