



Preparing Teachers for Maryland: Solving Shortages by Building the Profession

Well-Prepared Teachers Matter Greatly

Research finds that student learning is related to:

- Teachers' strong academic background
- Quality preparation prior to entry
- Certification in the field taught
- Experience (> 3 years)
- National Board Certification

In combination, these predict more of the difference in student learning gains than race & parent education combined (Clotfelter, Ladd, & Vigdor, 2008).





But well-prepared teachers are increasingly rare

CALIFORNIA

Omicron surge worsens teacher shortage, closing more California schools to COVID

COVID-19 creates dire US shortage of teachers, school staff

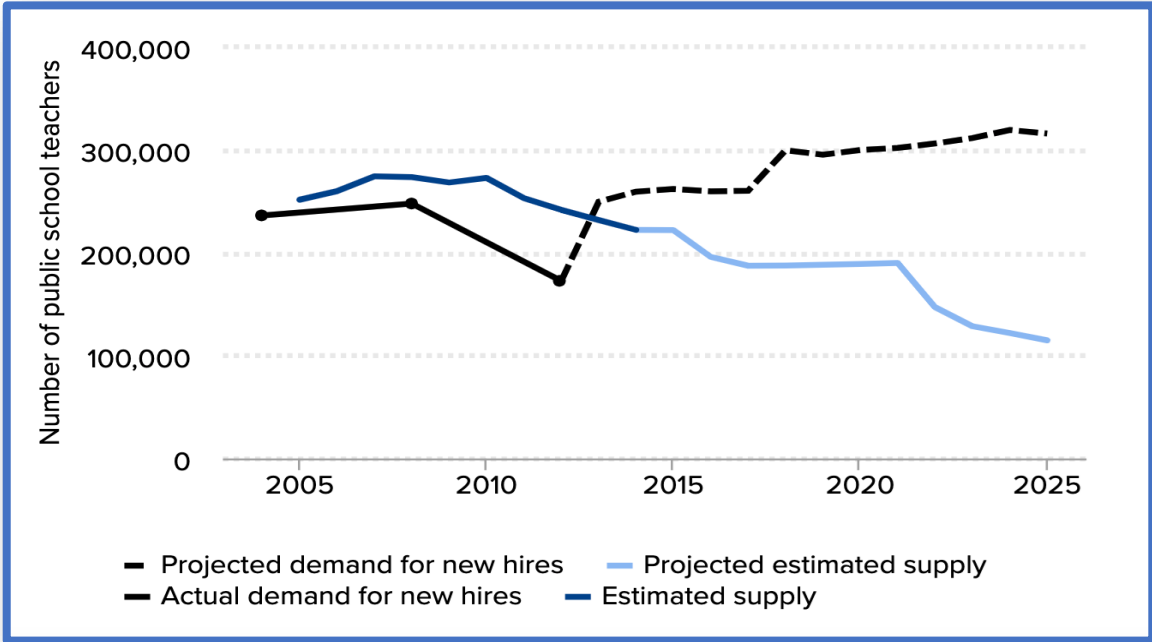
By JOCELYN GECKER September 22, 2021

Schools across the country are struggling to find staff. Here's why

America's teacher shortage will outlast the pandemic

Teacher Shortages Were Growing, Even Before the Current Pandemic

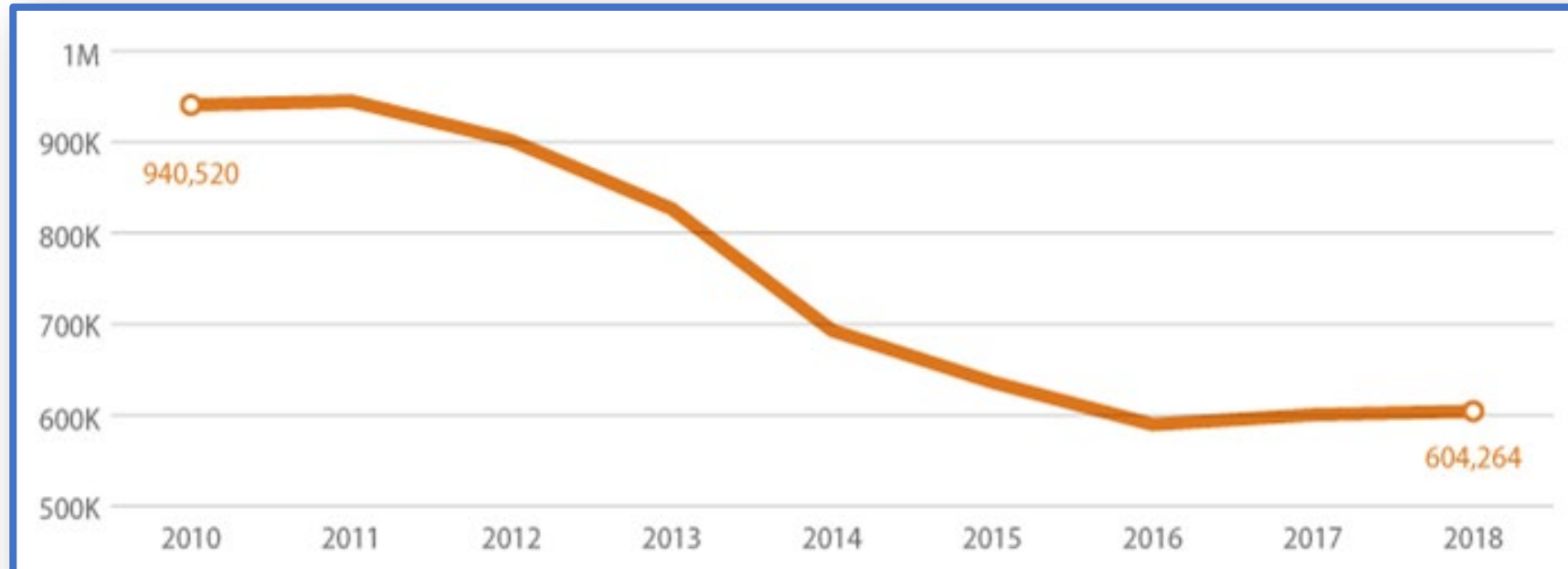
Projected teacher supply and demand for new teachers, 2003-2025



•Source: Sutchter, Darling-Hammond, & Carver-Thomas, The Coming Crisis in Teaching? [Learning Policy Institute](https://www.learningpolicyinstitute.org/)

US Teacher Preparation Program Enrollment Declined by 35% from 2010 to 2018

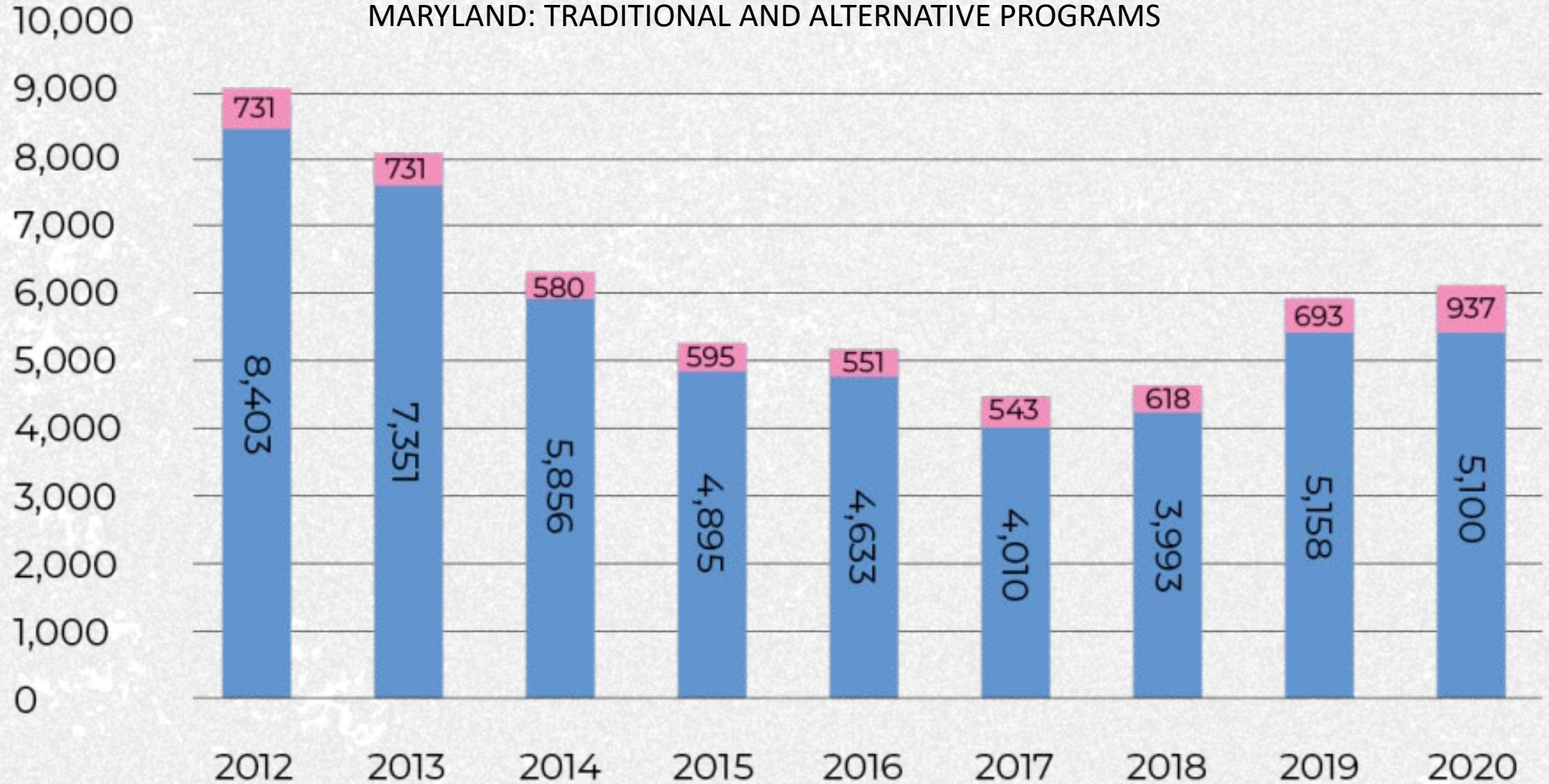
U.S. Teacher Preparation Program Enrollment
by Year 2010-2018



•Source: [Center for American Progress](#)

TEACHER PREPARATION PROGRAM ENROLLMENT BY YEAR

MARYLAND: TRADITIONAL AND ALTERNATIVE PROGRAMS



Shortages are a function of



- Low salaries: Teacher wages are 76% of those of other college-educated workers
- Poor working conditions:
 - More teaching hours than any other country
 - Less planning and collaboration time
 - More high-need students with less social supports
 - School designs that undermine effectiveness
- Inadequate preparation and mentoring

All of which produce high attrition

- 9 of 10 vacancies each year are to replace those who have left

Preparation and Mentoring Also Matter

- Preparation and mentoring strongly influence teacher effectiveness and retention:
 - Teachers who are unprepared leave within a year at 2-3 times the rates of those who are comprehensively prepared.
 - Those who receive high-quality mentoring and induction stay at twice the rate of those who receive little.
 - Underrepresented teachers of color are least likely to get access to either.
- Funding for both has declined:
 - The debt load for preparation has increased.
 - Only about 2/3 of teachers receive preparation before entering.
 - Fewer teachers receive mentoring + principal support since the Great Recession ended many state-funded programs

The Usual Response to Recurring Shortages

Illinois education

Plan would lower teacher standards to

Wis. Proposal to Ease Teacher

Rules Draws Fire

Thousands of un-
public-school classroom

Teacher

2,900

States Loosen Teacher-Licensure Rules

Amid Shortage Fears

Utah Schools Can

Teachers With No Training

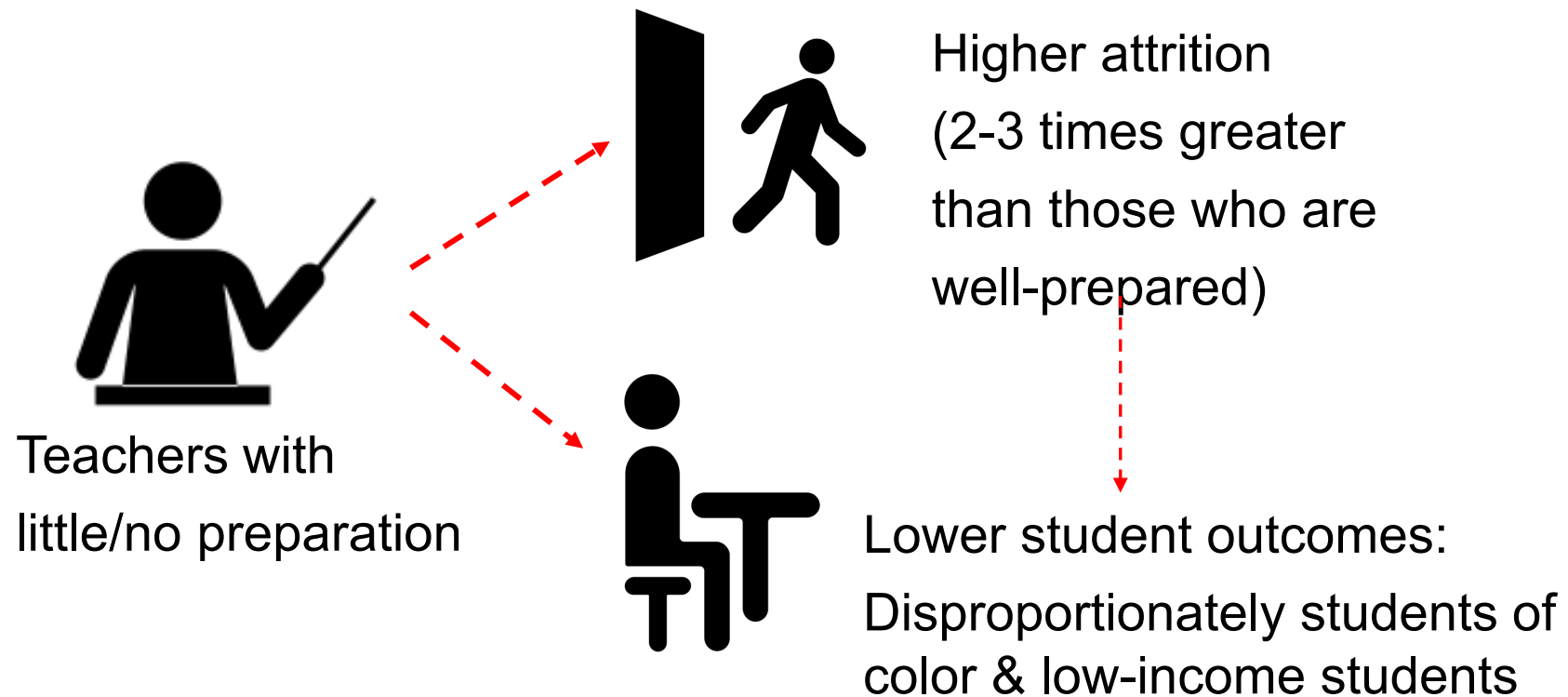
offers fast track to teacher

Oklahoma nearing

certified teachers working

agency certification

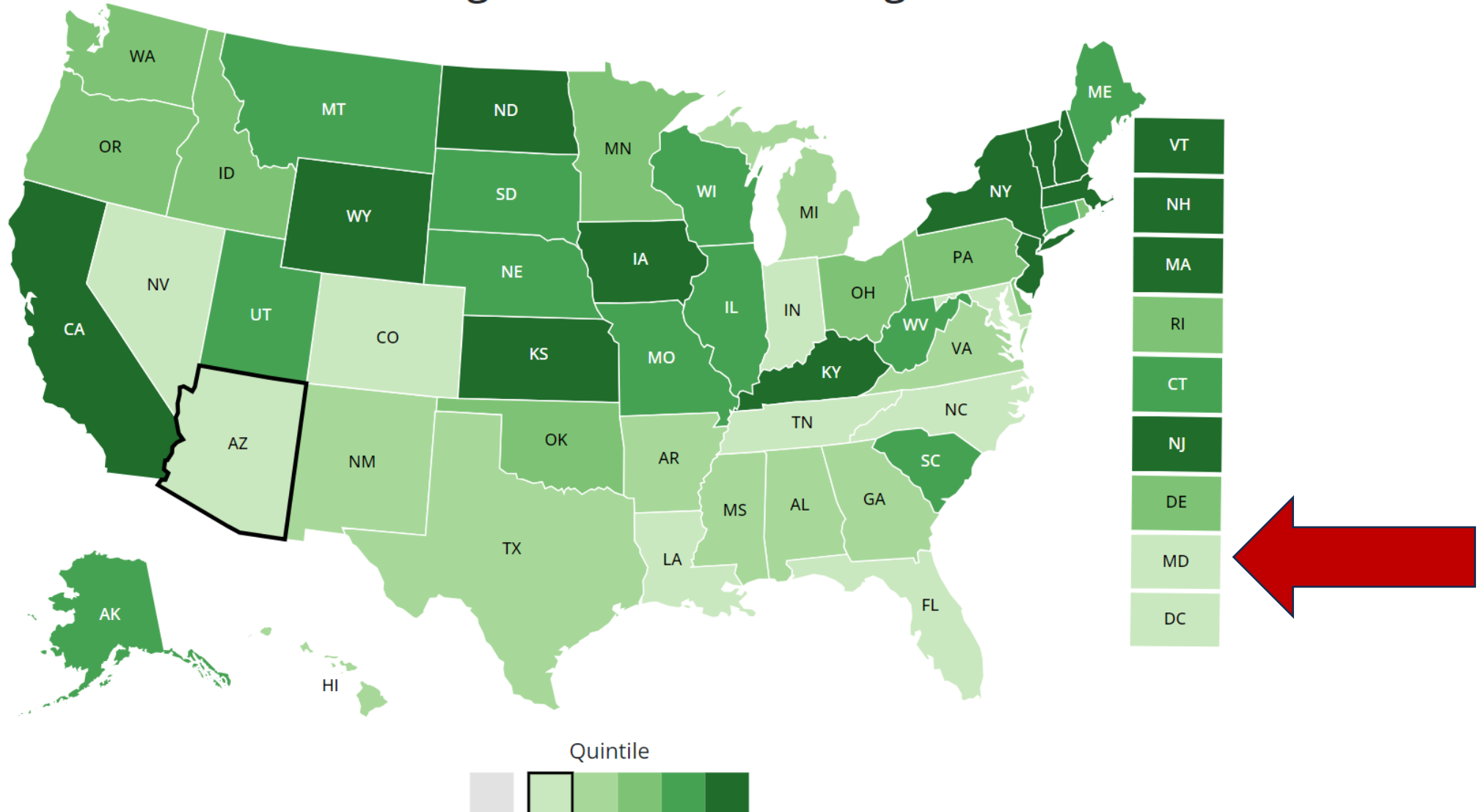
This Response Exacerbates the Leaky Bucket



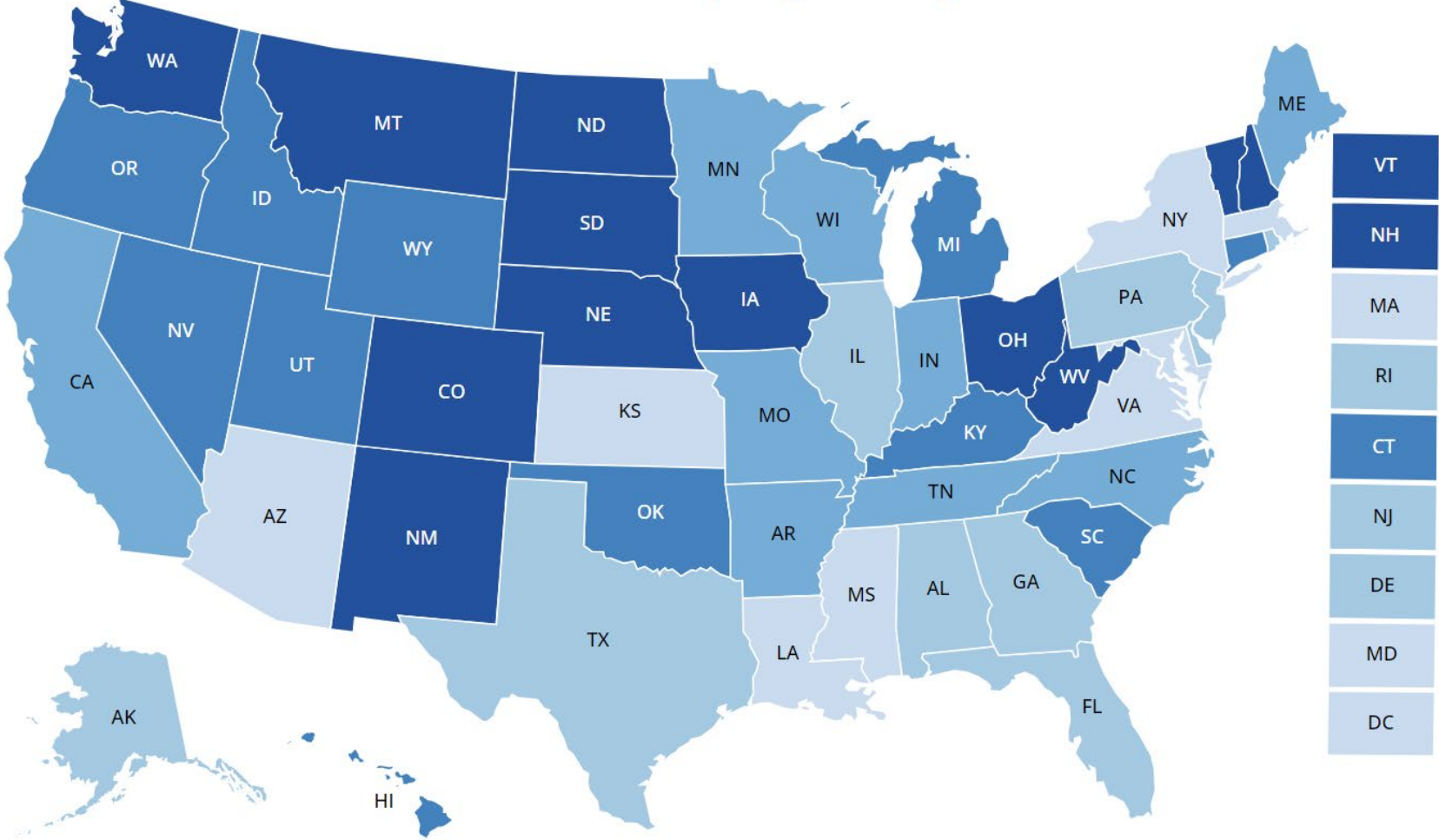
Maryland's Recent Context

Data from 2020-21 National Teacher Surveys and NEA Wage Surveys, 2022

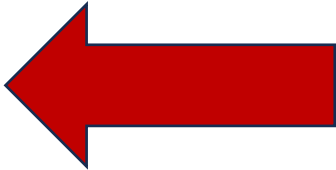
Teaching attractiveness rating



Teacher equity rating



Quintile



Maryland Teaching Conditions (2020-21)

Teaching Attractiveness

- Progress on wages (80% of average college graduate),
 - Positive views of leadership,
- BUT
- High rates of dissatisfaction with classroom autonomy, involvement in decision making, mentoring supports, time for collaboration and PD
 - High proportions of teachers planning to leave teaching

Teaching Equity

- Large % of uncertified teachers in high-minority & high-poverty schools
- Large gaps in access: % of uncertified teachers 7x higher, % of inexperienced teacher 9x higher in those schools
- Large % of inexperienced teachers in high-minority and high-poverty schools and large gaps with advantaged schools

Under Construction: The Kirwan Commission Blueprint

- Improve preparation, including full-year internship and partnership collaboratives
- Expand induction
- Raise standards for licensing
- Expand scholarships and loan assistance for highly skilled and diverse candidates.
- Raise teacher pay to make it equitable with other highly trained professionals
- Develop career ladders for teachers and school leaders
- Change the way schools are organized and managed to create collaboration time for teachers

Ensuring Equitable Access to a Strong, Stable, and Diverse Teacher Workforce

Broad Access to High-Quality Preparation

- Support for high-retention preparation pathways (e.g., residencies, Grow Your Own)
- Scholarships and forgivable loans that subsidize preparation
- School-university partnerships that support professional development schools
- Funding and incentives for intensive (or year-long), high-quality clinical training
- Mentoring for candidates and novice teachers tied to career ladder roles for accomplished teachers



State Systems to Guide High-Quality Practice

- Standards that reflect what we know about how people learn
- Performance assessments that assess what educators can do in practice
- Accreditation that looks at what programs provide and what candidates learn
- Data reflecting the recruitment, distribution, and retention of qualified educators
- Induction systems that enable accomplished educators to mentor novices



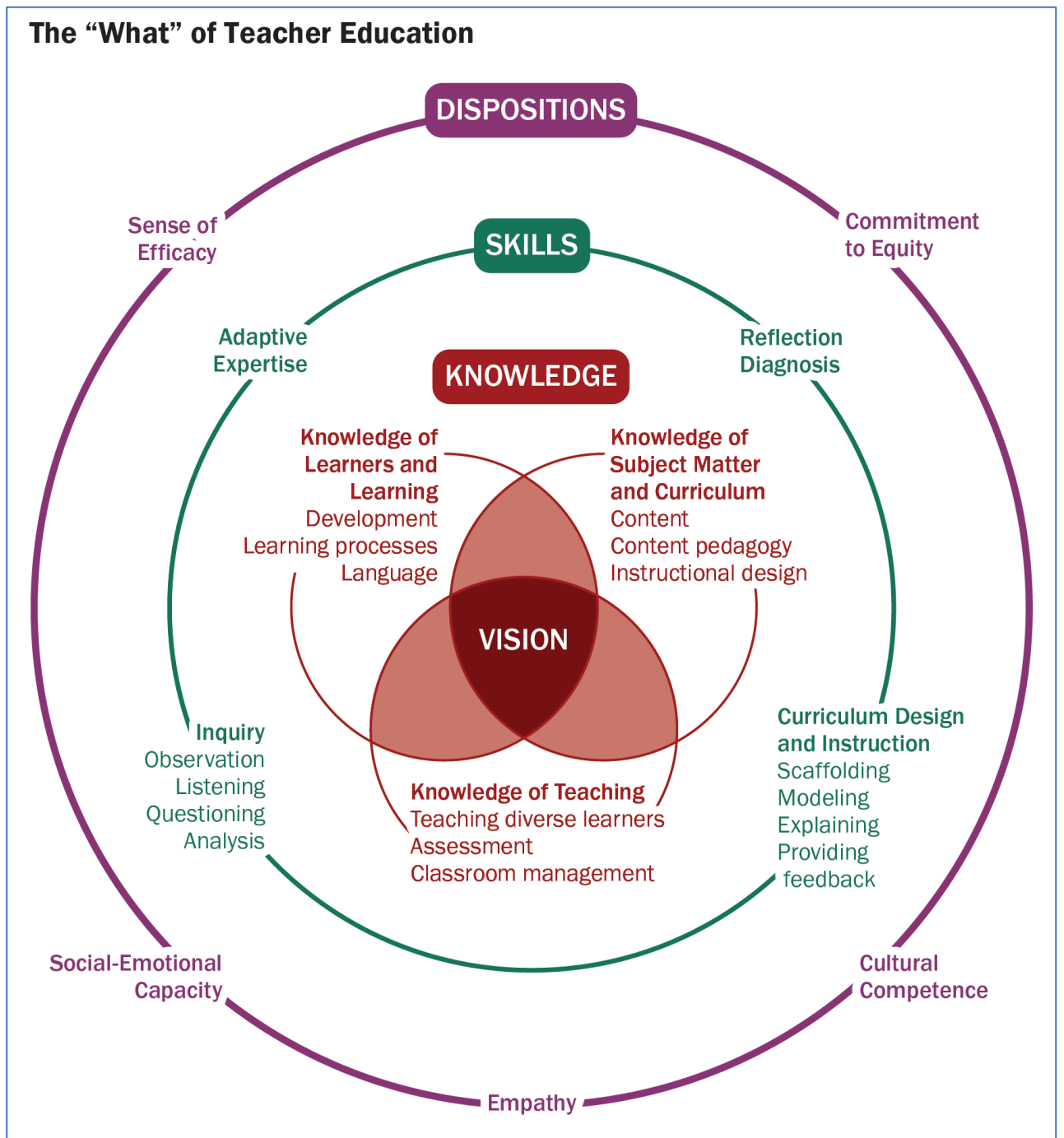
Design Principles for Educator Preparation

1. Curriculum rooted in a deep understanding of learners, learning, and development
2. Development of skills, habits, and mindsets of an equitable educator
3. Rich, experiential learning opportunities
4. Pedagogical alignment and modeling
5. Supportive developmental relationships in communities of practice



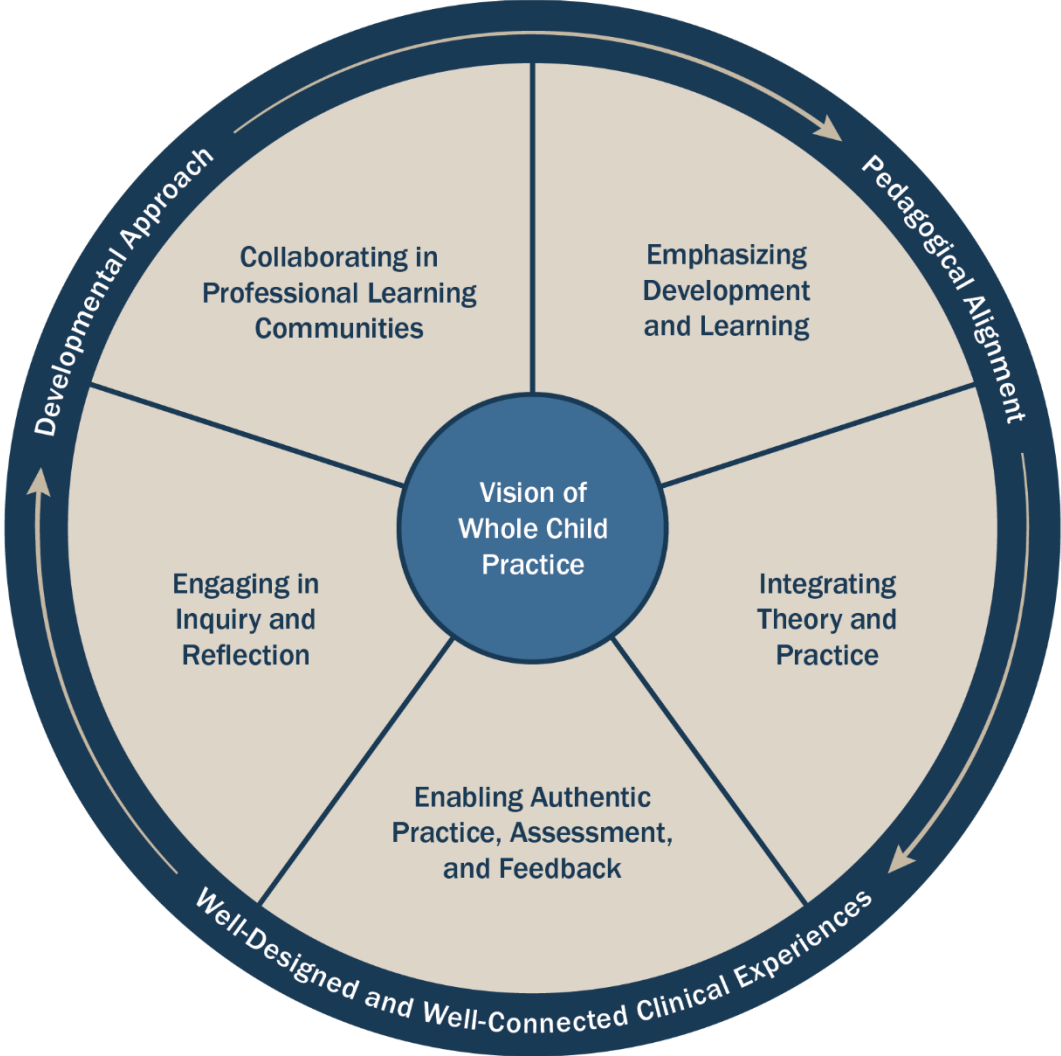
The “What” of Teacher Education:

Knowledge
Skills
Dispositions





The “How” of Teacher Education



The “How” of Teacher Education

- Emphasis on Development and Learning as the Foundation of Teaching Decisions and Methods
- Integration of Theory and Practice
- Authentic Practice, Assessment, & Feedback
- Ongoing Inquiry & Reflection
- Collaboration in Professional Learning Communities

How Teacher Learning Happens



CREATE HANDS-ON
EXPERIENCES



MODEL, MENTOR, AND
PROVIDE FEEDBACK





CREATE COMMUNITIES
OF PRACTICE

**EVERYTHING STUDENTS NEED FOR THEIR
LEARNING, TEACHERS NEED**



Professional Teaching Schools Should Instantiate Deeper Learning and Equity

- As in medicine, teaching schools allow teachers to see and enact best practices linked to research and theory
- State-of-the art education for students
- Learning in a community of practice
- Theory and practice united
- Opportunities to develop new designs, practices, and research



Residencies Are A Strategy that Addresses High-Quality Preparation and Shortages Simultaneously

WHAT: A local response (now federally and state supported) to meet the need for high-quality, committed teachers who stay

WHO: A collaboration between school districts and universities to offer customized preparation tailored to school district needs

HOW: Financially-supported, clinically-based teacher preparation programs offering a full-year of residency under the wing of expert mentor teachers with coursework integrated

WHERE: In at least 10 states and more than 100 urban and rural districts nationwide

State Support for Teacher Residencies

Washington:

- Investment of ESSER + other state funds in residencies: WEA, Western Washington and Central Washington Universities.

Montana:

- The Residency Demonstration Project prepares teachers in rural areas through undergraduate coursework and a yearlong residency.
- Residents receive a \$14,000 stipend, partial tuition support, and district-provided housing.

New York:

- New York State Department of Labor Teacher Residency program provides a \$30 million "last dollar" investment to support residencies.

Pennsylvania:

- The Pennsylvania Department of Education (PDE) distributed \$5.8 million under Title II, Part A to seed teacher and principal residencies across the state.

California:

- California has invested more than \$670 million over five years to support teacher residencies.
- Per resident state grant of \$40,000 with local match; minimum stipend of \$20,000.

New Mexico:

- In 2019, the legislature allocated \$1 million to launch a teacher residency pilot program.
- In 2022, an additional \$15.5 million was appropriated for the program.
- Includes \$35,000 per year for residents.

Texas:

- More than \$90 million in ESSER funds.
- The High-Quality, Sustainable Residency Program provides districts with \$20,000 per resident to cover their living expenses.
- Provides additional \$5000 per resident to be used by the LEA for programmatic support.

Mississippi:

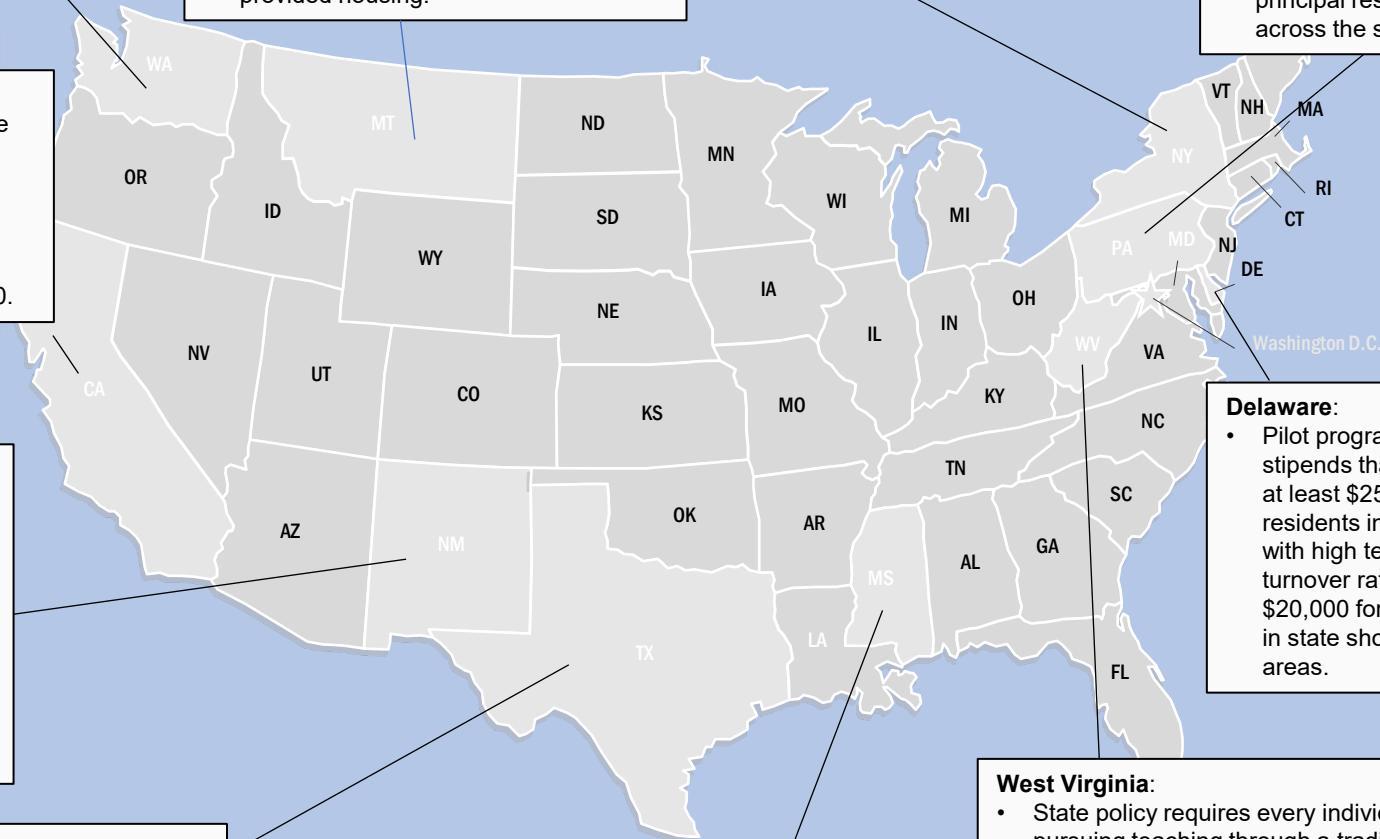
- First state-run teacher residency program.
- Residents receive a full scholarship and complete a master's degree program in elementary and special education.

West Virginia:

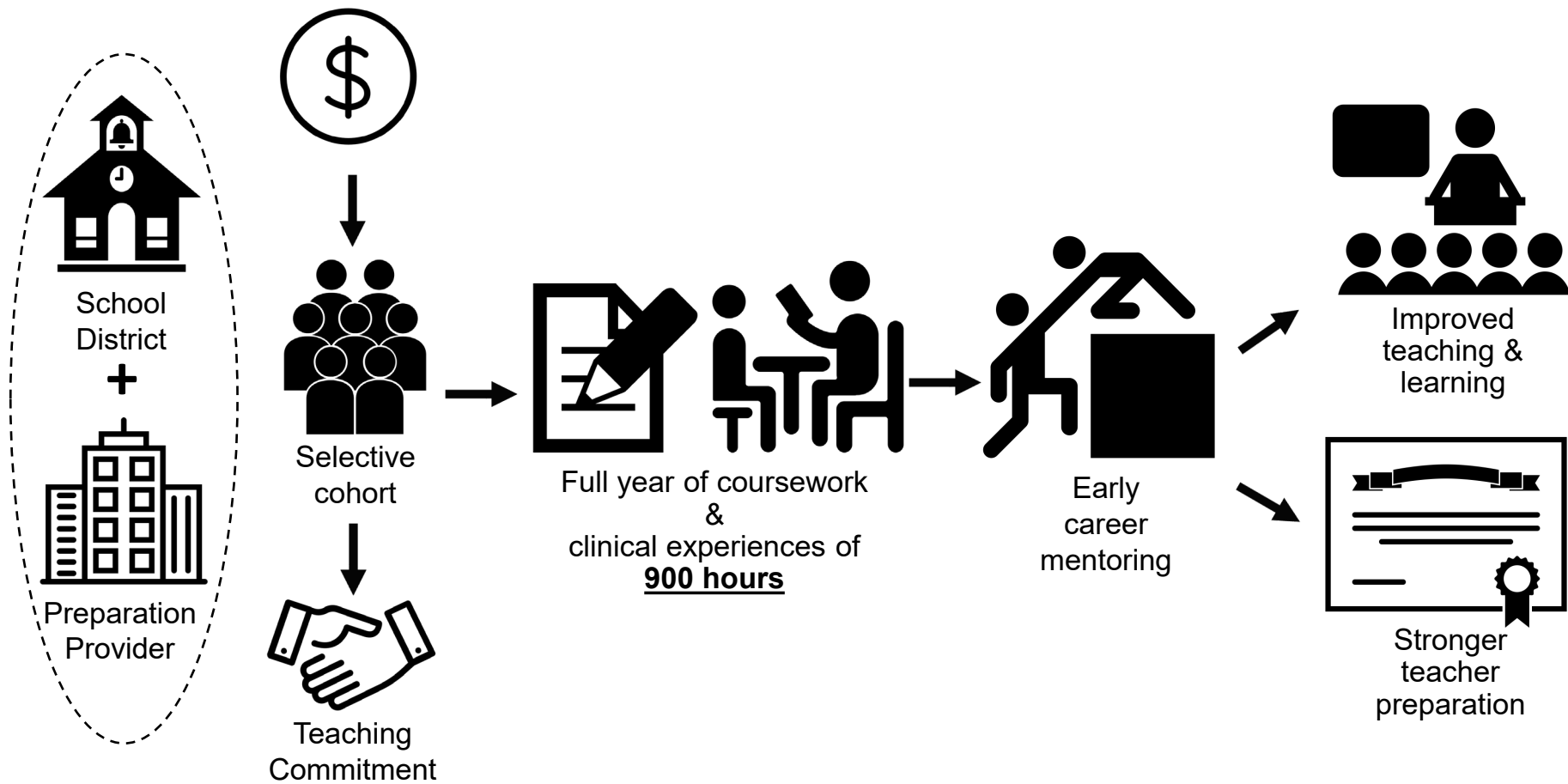
- State policy requires every individual pursuing teaching through a traditional teacher preparation program to complete a yearlong residency by Fall 2024.
- The state is using federal ESSER funds to provide \$2000 stipends to residents
- Policy allows residents to substitute teach in their host school up to one day per week.

Delaware:

- Pilot program provides stipends that must be at least \$25,000 for residents in schools with high teacher turnover rates and \$20,000 for residents in state shortage areas.

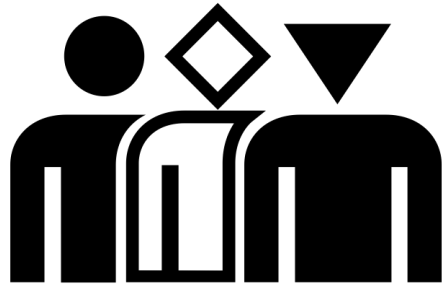


Key Characteristics of Teacher Residencies

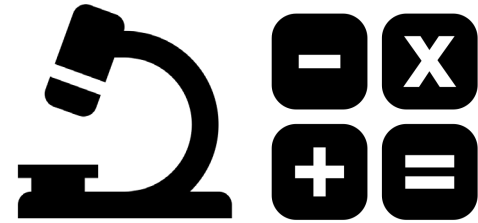




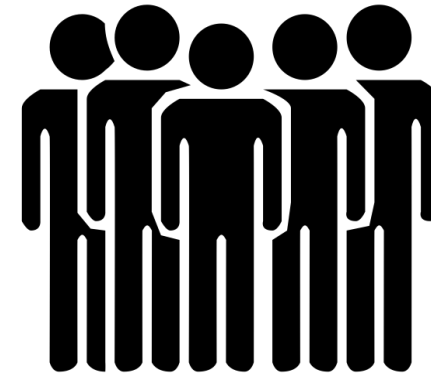
Benefits



Increases diversity
of workforce



Fills shortage
subjects



Keeps teachers in
the profession



Positive impacts

Reduced costs of attrition

Positive effects on student
achievement

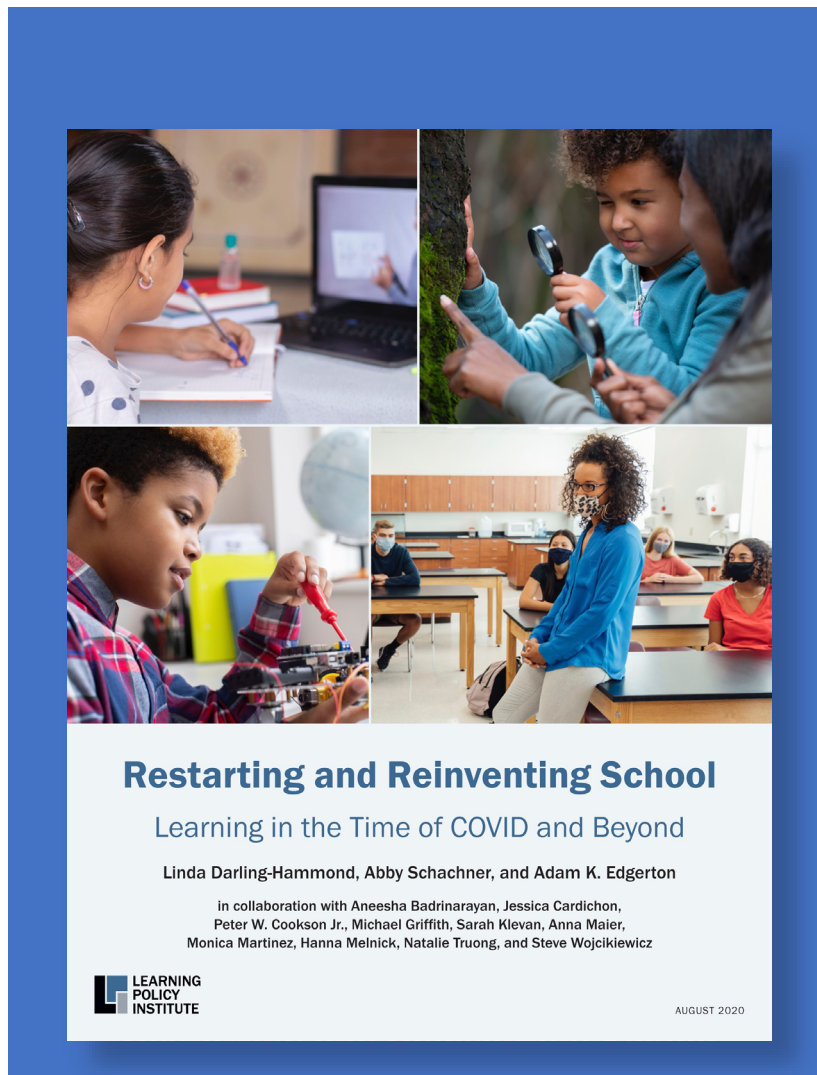
Residencies Can Also Leverage a New Kind of Teaching in Reinvented Schools



In short,

Schools designed a century ago, were not designed to support:

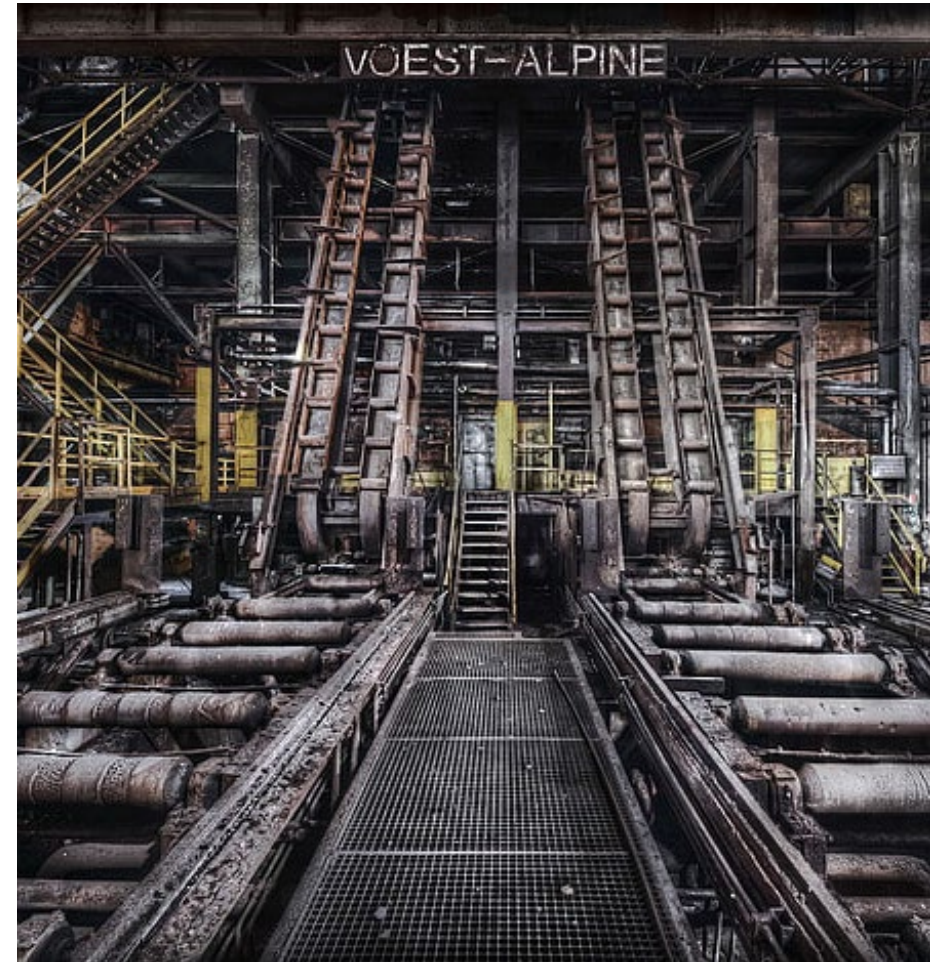
- Relationships
- A whole child approach
- 21st century skills or deep learning
- Personalized supports
- Equitable opportunity or achievement



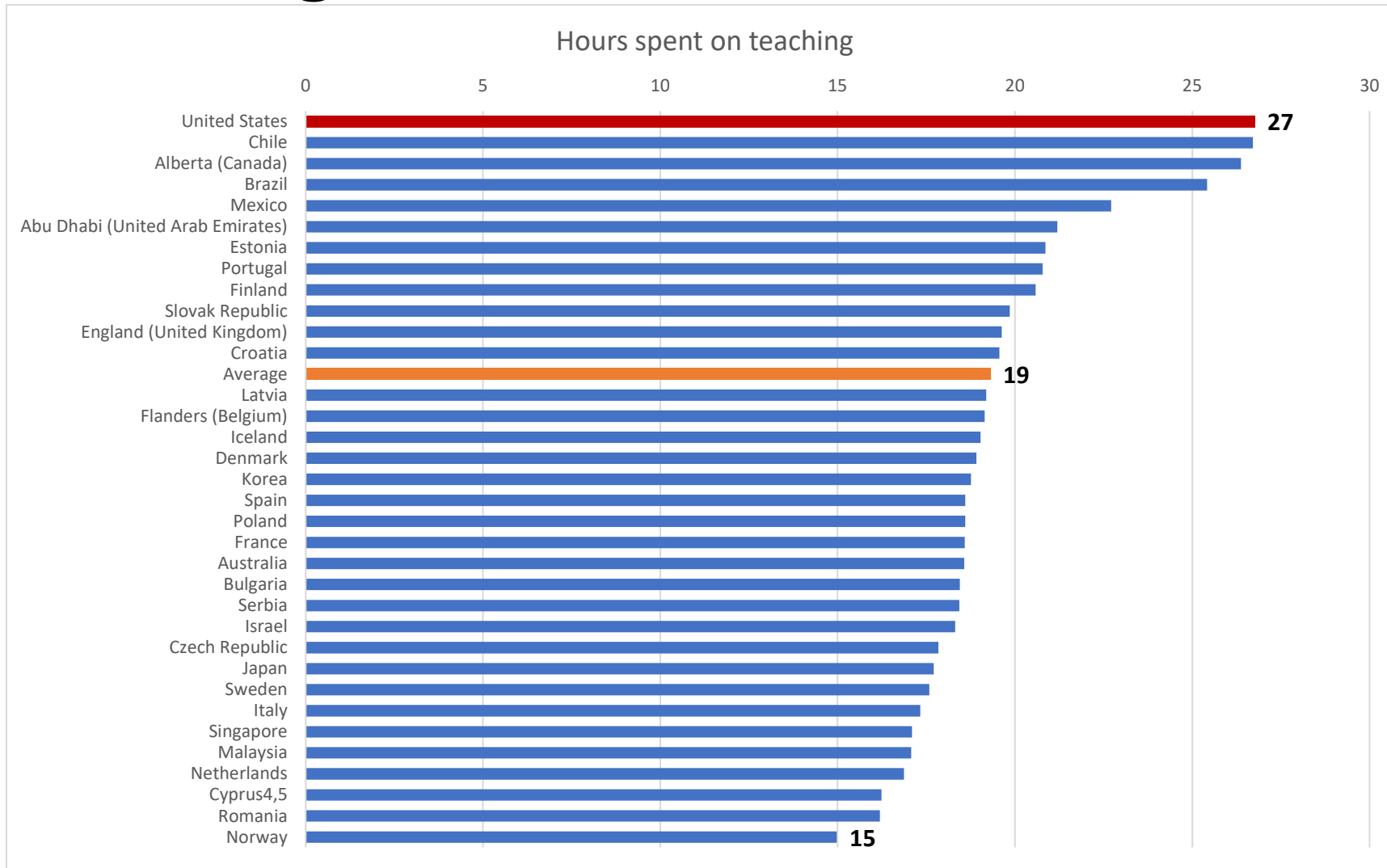
Where schools have been redesigned, teacher shortages have been replaced by efficacious teachers who are empowered to work successfully with students.

Factory Model Schools Increase Student and Teacher Trauma

- Structures do not allow students to be well-known or well-supported
- Teachers with large pupil loads are isolated in egg-crate classrooms as students rotate through to be stamped with a lesson
- Over-standardization prevents teachers from meeting student needs
- Focus on narrow forms of achievement undermines powerful, engaging learning, as well as whole child development
- Factory model designs lead to teacher exhaustion



U.S. Teachers Teach More Hours and Have Less Planning Time Than Most in the World



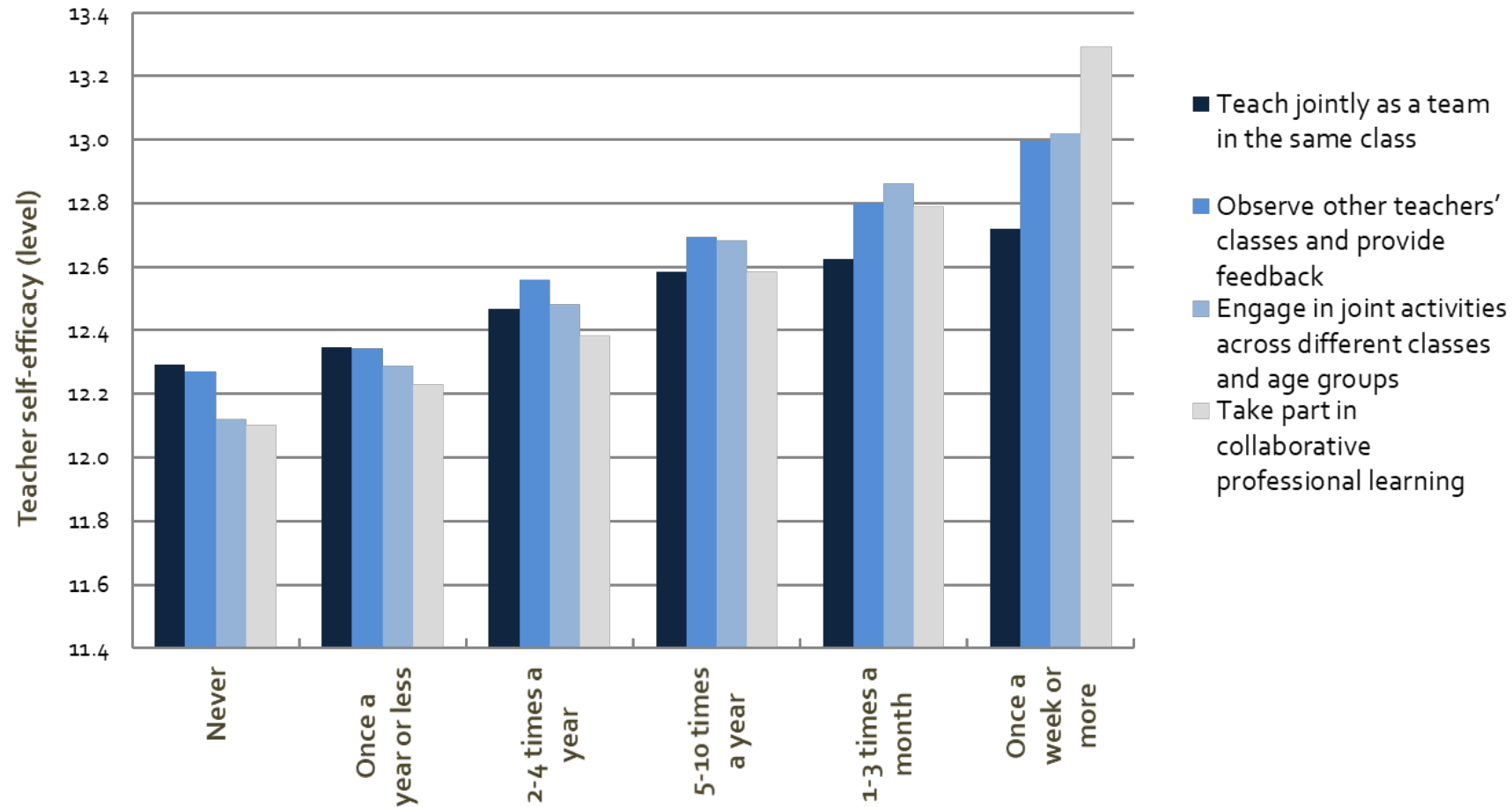


Social, emotional, and academic learning are completely intertwined for both students and teachers

Students succeed and teachers are retained in schools designed for:

- Strong relationships among students, teachers, & families
- Teams with time to collaborate around students and subjects
- Democratic decision making
- Authentic learning opportunities
- Explicit attention to social and emotional learning & supports
- Educative and restorative practices
- Integrated student supports in community school models

Collaboration opportunities increase teacher efficacy, satisfaction, and capacity to use innovative practices



Source: OECD. Talis 2013 Results: An International Perspective on Teaching and Learning. OECD Publishing.



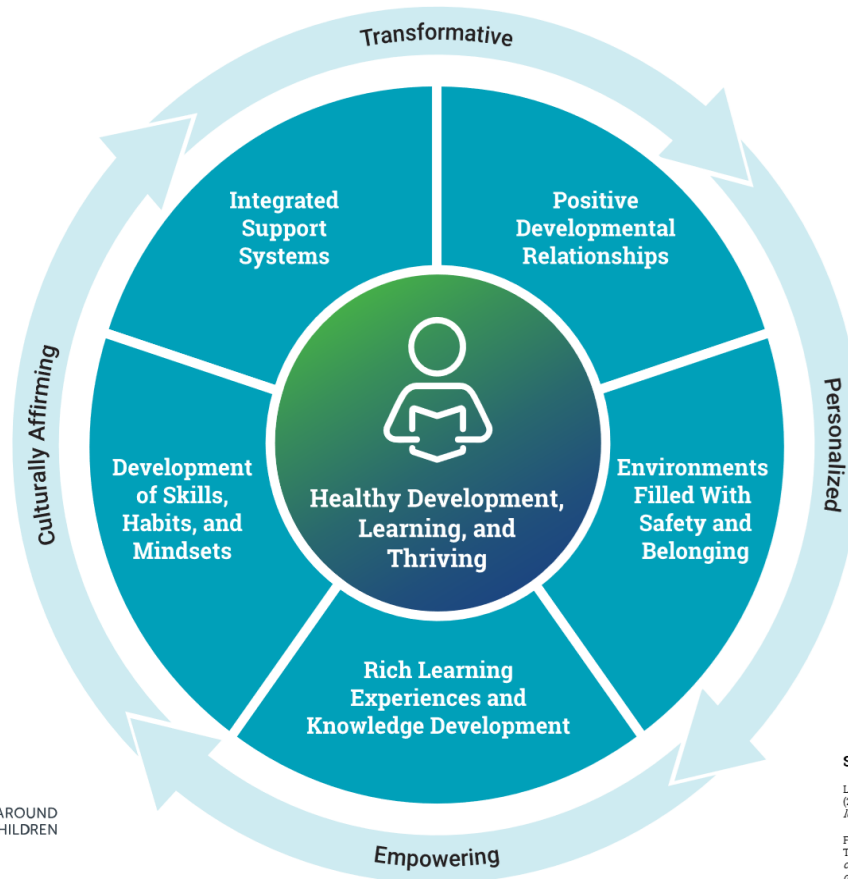
Design Principles for Schools

Putting the Science of Learning and Development Into Action

Learning Policy Institute and Turnaround for Children
in partnership with the Forum for Youth Investment
and in association with the SoLD Alliance

JUNE 2021

Essential Guiding Principles for Equitable Whole-Child Design



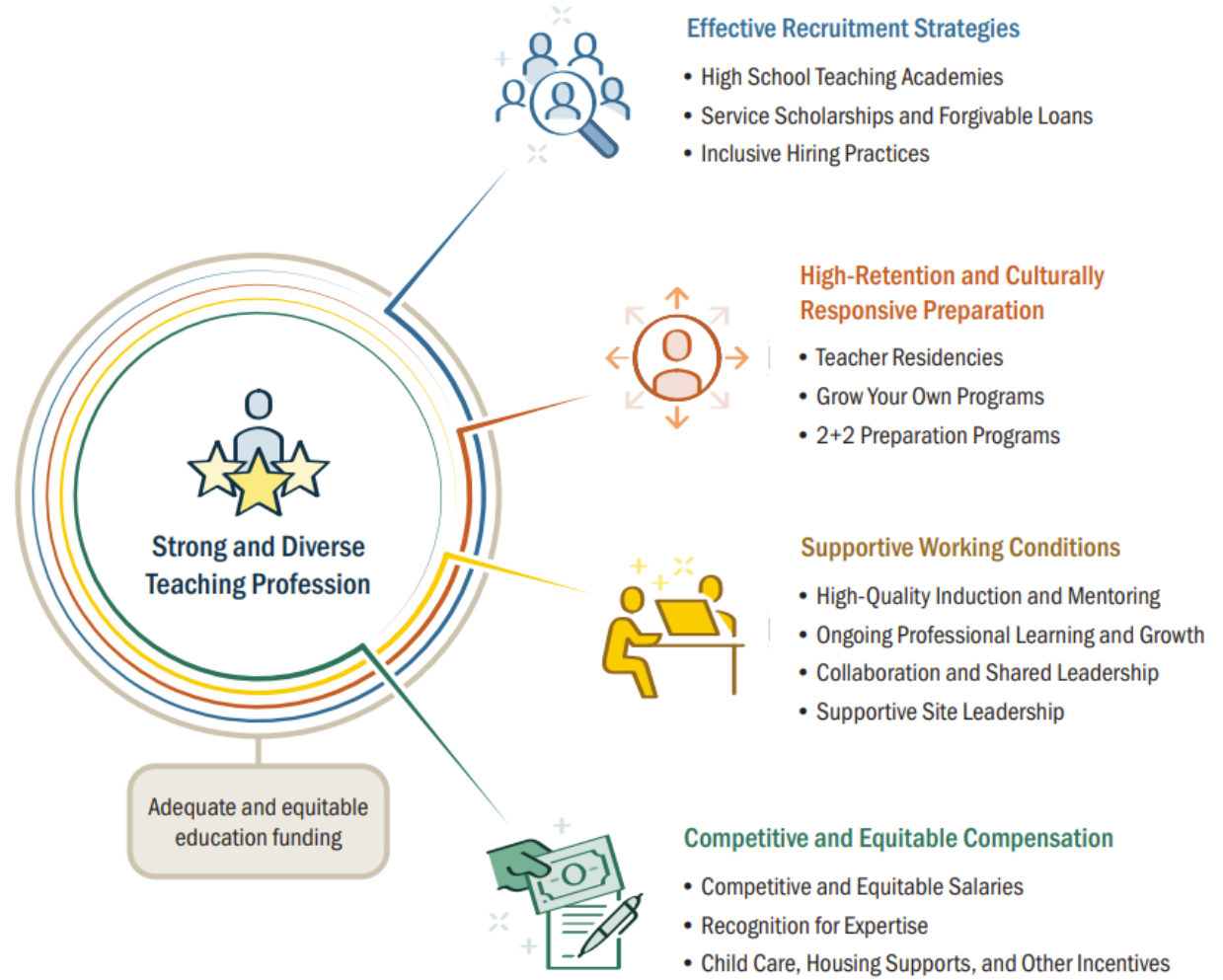
Sources:

Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action.*
Forum for Youth Investment (with Learning Policy Institute & Turnaround for Children) (2021). *Design principles for community-based settings: Putting the science of learning and development into action.*



A Holistic Approach to Workforce Policy

Key Elements for a Strong and Diverse Teaching Profession



The Road to a Strong Profession: Implementing the Blueprint

1) *Recruitment*: “If you will teach, we will pay for your education.”

- Service Scholarships and forgivable loans that are fully repaid with service

2) *Preparation*: Universal access to preparation that focuses on learning and development, with a full year of clinical practice in partner schools that instantiate equitable, culturally responsive practices.

- Funding for partner schools, residencies, and teacher education renewal, coupled with forward-looking accreditation and program approval requirements

3) *Mentoring*: All beginning teachers are mentored by expert veterans

- Grants to districts and mentor training to support universal, high-quality mentoring for beginners. Stipends for NBCTs in high-need schools.

The Road to a Strong Profession (cont.)

4) *Professional learning*: Sustained, collegial, content-rich, job-embedded approaches to professional learning, including regular collaboration around 21st century curriculum, instruction, and assessment.

5) *Leadership development*: Career pathways that enable the sharing of expertise, recruit dynamic educators into leadership roles, and prepare leaders to redesign schools for deeper learning and equity.

6) *School Redesign*: Relationship-centered schools with wraparound supports that support collegial work, personalized teaching and learning that empowers educators and students.

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Resources for Transformation

To supplement state funding

- Title II of ESSA
 - Mentoring, teacher residencies
 - Leader development
- Title II of HEA
 - Teacher Quality Partnership grants
 - MSI Centers of Excellence
- Federal apprenticeships for teaching and leadership
- CTE investments for high school academies
- Investments in community schools

Restarting & Reinventing School



“Reprioritize. This is the time to see if something can be different. To reset the system, we have to take a loss, but we can recoup the loss if we actually get kids excited about education and create a more positive space for them to learn.”

—Michelle Ampong
Atlanta parent and school volunteer

The Goal for Teaching Policy

“Those who can,
do. Those who
understand, teach.”

“Those who can,
teach, and those
who can't pursue
a less significant
line of work.”

