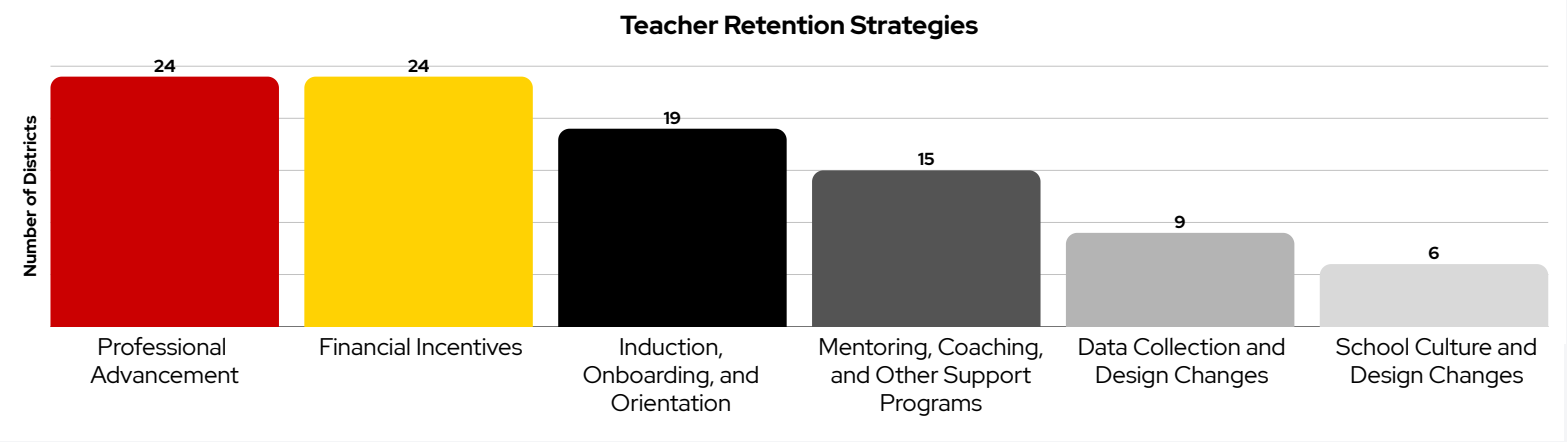
TEACHER RETENTION IS AN IMPORTANT YET UNDERDEVELOPED LEVER FOR DIVERSIFICATION IN MARYLAND DISTRICTS

A primary goal of the Blueprint for Maryland's Future is to diversify its teacher workforce by improving both teacher recruitment and retention, but doing so remains challenging. This infographic outlines how Maryland districts are endeavoring to *retain* a diverse teacher workforce. Suggesting a need for increased attention to working conditions and racialized school contexts, it profiles three districts with particularly promising strategies.

Generally Promising Teacher Retention Efforts, with Room for Growth

Almost all of Maryland's 24 districts reported that teacher retention was a priority and relied on a range of promising strategies to support these efforts, depicted in the graph below. However, few districts provided detail on key features of these strategies, limiting the ability to evaluate their likely effectiveness. Furthermore, few strategies focused explicitly on addressing the racialized school conditions that teachers of color face—which is key if these efforts are to fulfill their lofty aims of retaining a *diverse* teacher workforce. Districts may need to be more attentive to how their retention strategies are addressing teachers' working conditions, self-efficacy for teaching, and the racialized conditions teachers of color face to realize their goals of retaining a diverse teacher workforce.



Promising Strategies from Maryland Districts

Induction and Onboarding in Harford County. HCPS described systematic support for new teachers in the district through induction and coaching programs that aim to enhance teachers' self-efficacy and sense of community. These include an orientation for new hires, access to instructional coaching for nontenured teachers, and data collection to track impacts of these efforts.

Mentorship Opportunities in Somerset County. SCPS described a promising teacher mentorship program in which all new and non-tenured teachers are paired with full-time mentors, who provide support in areas that could improve teachers' working conditions and self-efficacy for teaching. This includes guidance on instructional practices and day-to-day support.

Improving School Culture in Washington County. WCPS described a comprehensive effort to improve school culture specifically around diversity. This included developing affinity spaces to improve sense of belonging among teachers of color and plans to create professional development opportunities around topics related to diversity, equity, and inclusion.

COLLEGE OF EDUCATION
TRANSFORMING EDUCATION FOR GOOD

The University of Maryland College of Education's **Maryland Equity Project (MEP)** seeks to improve public education through research that supports an informed public policy debate about the quality and distribution of educational opportunities in Maryland and nationally.