



MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

July
2024

Progress in Increasing the Preparation and Diversity of Teacher Candidates and New Teachers in Maryland

*Report to the Accountability and
Implementation Board pursuant to the
Blueprint for Maryland's Future*

Submitted by:

Maryland Longitudinal Data System Center

In consultation with

Maryland State Department of Education

Maryland Higher Education Commission

Maryland Longitudinal Data System Center

525 West Redwood Street
Baltimore, MD 2101

MLds.center@maryland.gov
<http://mldscenter.maryland.gov>

Wes Moore
Governor

Aruna Miller
Lieutenant Governor

**Maryland Longitudinal Data
System Center**

550 West Baltimore Street
Baltimore, MD 21201

<http://mldscenter.maryland.gov>

Portia Wu

Secretary of Labor
Vice Chair, MLDS Governing Board

Ross Goldstein
Executive Director

**Maryland State Department of
Education**

200 West Baltimore Street
Baltimore, MD 21201

<https://www.marylandpublicschools.org>

Clarence C. Crawford

President, State Board of Education

Carey M. Wright, Ed.D.
State Superintendent of Schools

**Maryland Higher Education
Commission**

6 North Liberty St.
Baltimore, MD 21201

<https://mhec.maryland.gov>

Cassie Motz

Chair, Maryland Higher Education
Commission

Sanjay Rai, Ph.D.
Secretary of Higher Education

Contact

For additional information on this report, please contact the MLDS Center at
MLDS.Center@Maryland.gov

Table of Contents

Introduction.....	2
Reporting Requirements	2
Executive Summary	3
Responses to Reporting Requirements.....	5
Appendix A: State Agencies.....	23
Maryland Longitudinal Data System (MLDS) Center.....	23
Maryland State Department of Education (MSDE)	23
Maryland Higher Education Commission (MHEC).....	24

Introduction

Reporting Requirements

This Report is submitted in fulfillment of the requirement in the *Blueprint for Maryland's Future*, Chapter 36 of 2021 (see Education Article § 5-413, Annotated Code of Maryland). The Maryland Longitudinal Data System (MLDS) Center, in consultation with the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) is required to produce a report on or before July 1 each year, beginning in 2022 and ending in 2031, on the progress made in increasing the preparation and diversity of teacher candidates and new teachers in the State as required by the *Blueprint for Maryland's Future*. Specifically, the report shall include:

1. Data trends in:
 - i. The number of applications to and acceptance by Maryland teacher education institutions and alternative programs that prepare educators, as a whole and disaggregated by gender, racial, and ethnic background;
 - ii. Teacher quality as measured by the grades, class standing, and accountability test performance of students applying to and admitted to institutions and alternative programs;
 - iii. The proportion of graduates of teacher education programs, including those graduates expecting to teach at the elementary school level, who have majored as undergraduates in the subjects they plan to teach to the total number of graduates of teacher education programs;
 - iv. The proportion of new teachers hired in the State who were trained out of State to those trained in the State;
 - v. The satisfaction of school district officials with newly hired teachers who have just graduated from Maryland institutions as determined by the school district officials' responses to questions on a form the officials helped develop; and
 - vi. The proportion of graduates of teacher education programs who pass required tests for licensure on the first attempt and after subsequent attempts;
2. Measures taken to increase the proportion of highly qualified individuals from groups historically underrepresented in the teaching profession who apply to teacher education institutions;
3. Measures taken to increase the number of high school graduates with very strong academic backgrounds who select teaching as a career;
4. Measures taken to make teacher education in the underlying disciplines more rigorous;
5. Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks;
6. Measures taken to improve the background of beginning teachers in research and research techniques;
7. Implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and the methods for teaching it;
8. Implementation of incentives to attract high-quality high school graduates into careers in teaching;
9. Trends in the rates at which teachers are acquiring the credentials needed to advance up the career ladder, established under Title 6, Subtitle 10 of this article, including National Board Certification and higher steps on the ladder;
10. Trends in the distribution of teachers along the steps of the career ladder;

11. Trends in longevity in teaching in Maryland schools and, in particular, schools serving high proportions of historically underserved students;
12. Trends in the number of teacher candidates of color hired by local school systems disaggregated by higher education institution and alternative teacher preparation program and the systems in which those new teachers were hired; and
13. Trends in the number of teachers certified through alternative preparation programs that meet the requirements of the Blueprint for Maryland’s Future related to a longer practicum by school system.

Executive Summary

This is the third annual report responding to the requirements established in Education Article § 5-413 Annotated Code of Maryland. In total there are 18 required questions that the report must address.

Below is a synopsis of the responses:

Question	Response
(1)(i) Diversity of applicants accepted to teacher education institutions	The report provides the number of enrollments in educator preparation programs and charts provided by MSDE provide enrollment demographics. The data are updated to include academic year 2021-2022.
(1)(ii) Teacher quality based on academic profile of applicants to accepted educator preparation programs (EPP).	The report provides an analysis using MLDS data of three different indicators of strong academic high school performance and the percent of students who enrolled in educator preparation programs who met the indicator requirements. For comparison purposes, the same analysis is done for STEM majors and for all majors. <ul style="list-style-type: none"> - In each year and for each indicator, a higher percentage of students who enrolled in educator preparation programs met the indicator criteria compared to those who enrolled in all other majors. - In all but one year (AY 2018-2019) a higher percentage of students who enrolled in STEM met all three indicator criteria compared to those who enrolled in educator preparation programs.
(1)(iii) The proportion of EPP graduates who are teaching in subjects consistent with their major	The report provides an analysis using MLDS data of students who completed an EPP and whether they are teaching in a Maryland public school in the grade level of their EPP. Another year of data was added to the analysis and the percent of EPP graduates teaching in grade level within three years of EPP completion remains consistent at 70%.
(1)(iv) The proportion of new teachers who were trained out-of-state	There is no new information to report. Content from last year’s report is provided.
(1)(v) Satisfaction of school districts officials with new hires from EPPs	
(1)(vi) Proportion of EPP graduates who pass certification testing on first attempt	
(2) Measures taken to increase the number of highly qualified applicants to EPPs from groups underrepresented in the teaching profession into EPPs	The report includes information provided by MSDE on a relevant marketing campaign and the grow-your-own staffing programs being funded under the Maryland Leads grant program. This year’s report also includes new information on <i>The Educator Application and Certification Hub</i> (TEACH). This automated system provides services for applicants (such as a transcript evaluation) and services as an educator dashboard for certificate holders.
(3) Measures taken to increase the number of high school grads with very strong academic backgrounds who select teaching as a career	The report includes a narrative provided by MSDE on the Maryland Teach program.

2024 Report: Progress in Increasing the Preparation and Diversity of Teacher Candidates and New Teachers

(4) Measures taken to make teacher education more rigorous	According to MSDE, each of these questions are addressed by new the recently adopted changes to Code of Maryland Regulations 13A.07.06.
(5) Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks	
(6) Measures taken to improve the background of beginning teachers in	
(7) Implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and the methods for teaching it	
(8) Implementation of incentives to attract high quality high school graduates into careers in teaching	The report provides an additional year of data from MHEC on the Teaching Fellows for Maryland Scholarship program and the federal TEACH Grant.
(9) Trends in the rates that teachers are acquiring credentials needed to advance up the career ladder (including National Board Certification)	<p>The report provides information from MSDE about Career Ladder implementation plans. Trend analysis cannot be provided until the Career Ladder is fully implemented.</p> <p>The report provides updated data on the number of National Board Certified teachers in each local school system. The number of certified teachers decreased from 1,708 in 2023 to 1,626 in 2024.</p>
(10) Trends in the distribution of teachers along the Career Ladder	No changes from last year’s report; trend analysis cannot be provided until the Career Ladder is fully implemented.
(11) Trends in longevity in teaching in Maryland schools – including schools serving high proportions of historically underserved students	The report analyzes longevity using two metrics: (1) average number of years of teaching experience of teachers in a given year; (2) average number of years of teaching of teachers in schools designated as having a disadvantaged student population. For example, in 2022, there were approximately 67,000 teachers and they had an average number of years of teaching experience of 12.2. That same year, there were approximately 34,000 teachers teaching in disadvantaged or low performing schools and they had an average number of years of teaching experience of 11.1. This year’s report adds an additional year of data.
(12) Trends in the number of teacher candidates of color hired by local school systems disaggregated by EPP and the system in which they are hired	There is no data directly responsive to this question. However the Report provides two tables that provide the demographic composition of current teachers by gender and race/ethnicity. MSDE also provided a chart that shows the percentage of new teachers by race/ethnicity at the start of a given school year. The tables and chart have been updated with additional years of data.
(13) Trends in the number of teachers certified through alternative preparation programs that meet the requirements of the Blueprint related to longer practicum.	There is no new information to report. There continues to be no data directly responsive to this question. The report includes information from MSDE that regulations requiring alternative programs to have a 100 day practicum went into effect in July 2022. Data on the number of teachers certified through alternative programs is also provided.

Responses to Reporting Requirements

(1) (i) The number of applications to and acceptance by Maryland teacher education institutions and alternative programs that prepare educators, as a whole and disaggregated by gender, racial, and ethnic background;

MSDE compiles data on educator preparation programs and reports it in accordance with Title II of the Higher Education Act of 1965.¹ These data, as well as further information on educator preparation programs, are available on the U.S. Department of Education’s website² for academic year 2011-2012 to present. *Table 1* below provides the number of students enrolled in traditional and alternative educator preparation programs.³

Table 1 - Number of Students Enrolled in an Educator Preparation Program

Academic Year	Traditional Programs Enrollment	Alternative Programs Enrollment
2015-2016	4,633	551
2016-2017	4,010	543
2017-2018	3,993	618
2018-2019	5,158	693
2019-2020	5,100	937
2020-2021	5,621	883
2021-2022	5,962	869

The enrollment data are not reported to the U.S. Department of Education by race/ethnicity and gender for each type of program. MSDE reports that the Maryland State Board of Education and the Professional Standards and Teacher Education Board promulgated amendments to the regulations governing the approval of educator preparation programs in Maryland.

¹In the prior two reports, the MLDS Center used data to answer this question from the Traditional Program Annual Report (TPAR) and the Alternative Program Annual Report (APAR). The TPAR and APAR are a compilation of information submitted by educator preparation programs. The numbers from the TPAR and APAR are significantly lower than what is reported here because the TPAR and APAR were counting new admissions, versus the total number of students enrolled in a program in a given year.

² <https://title2.ed.gov/Public/Home.aspx>

³ <https://title2.ed.gov/Public/Home.aspx>

Charts 1 & 2 provide the demographics of students enrolled in Maryland educator preparation programs between 2016 and 2022.⁴

Chart 1 - Maryland Educator Preparation Enrollment Demographics (Race & Ethnicity)

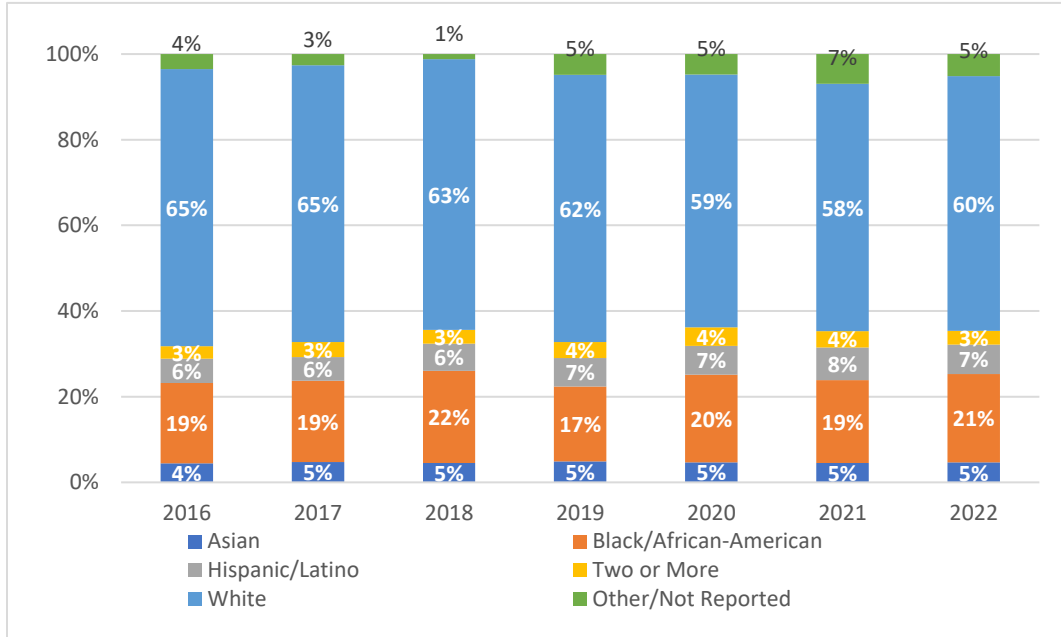
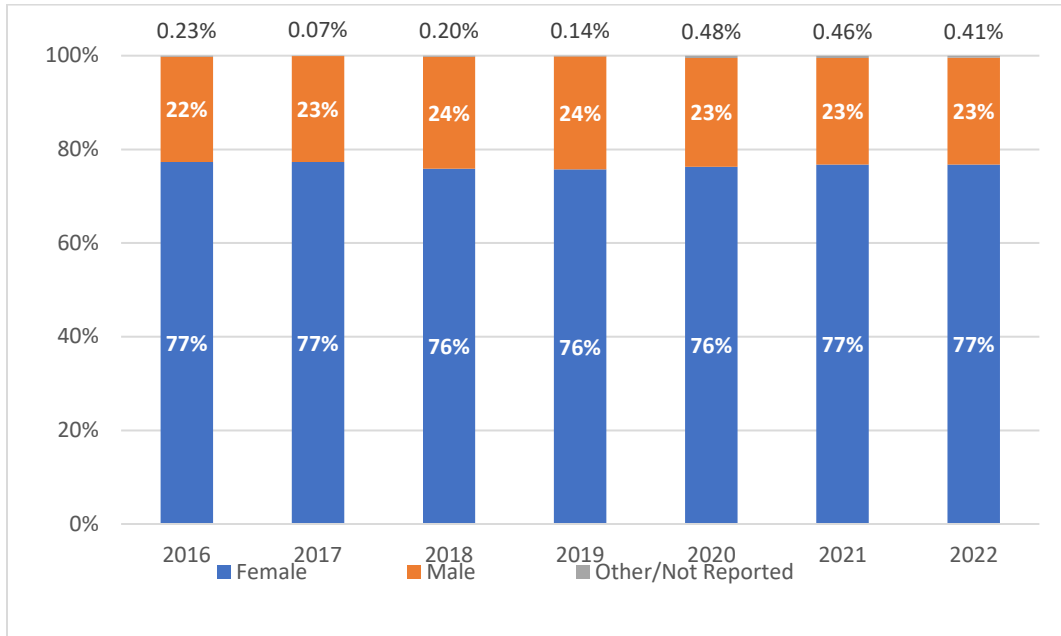


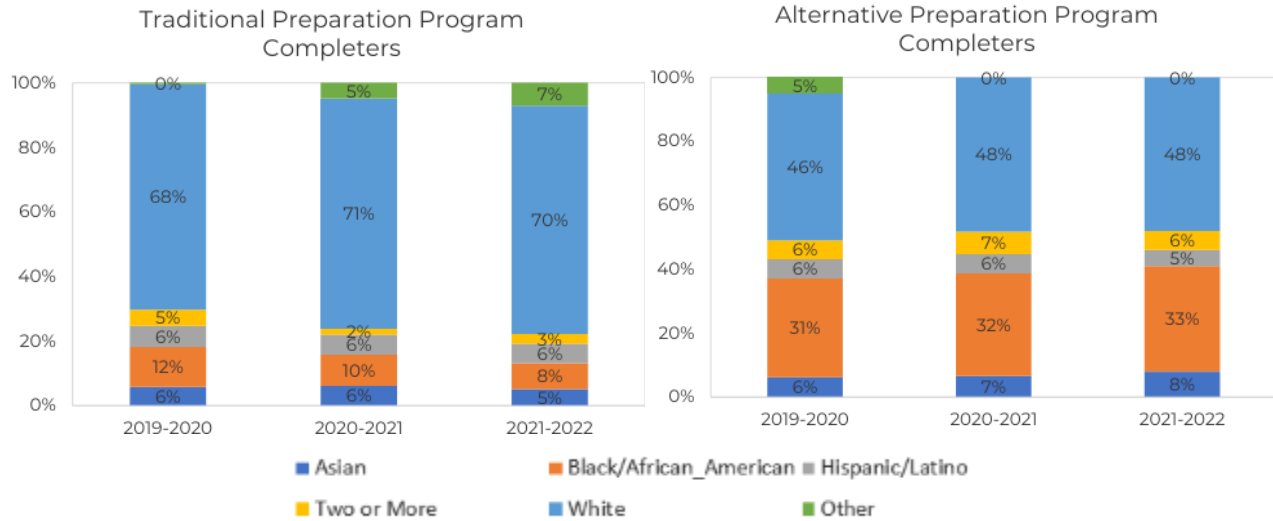
Chart 2 - Maryland Educator Preparation Enrollment Demographics (Gender)



⁴ <https://title2.ed.gov/Public/Home.aspx>

Chart 3 provide the demographics of students who completed an educator preparation program by program type between 2019 and 2022.⁵

Chart 3 - Maryland Educator Preparation Completer Demographics (Race & Ethnicity) by Program Type



(1) (ii) Teacher quality as measured by the grades, class standing, and accountability test performance of students applying to and admitted to institutions and alternative programs;

This reporting requirement seeks to assess teacher quality by analyzing the academic profile of high school students who pursue teacher education in college. Three indicators were selected to evaluate the academic profile of high school graduates.

- *Indicator 1 – Ready for Postsecondary Success* - This indicator is whether the graduate was evaluated as *ready for postsecondary success* according to scores on the College Board ACT and SAT assessments. To be deemed *ready for success* a high school graduate must have a composite score of 21 or higher on the ACT exam or a score of 530 or higher on the SAT math exam and a score of 480 or higher on the SAT Evidence Based Reading and Writing (EBRW) exam.
- *Indicator 2 – Cumulative GPA above 3.0* – This indicator is whether the high school graduate had a cumulative grade point average at or above a 3.0 at graduation from high school.
- *Indicator 3 - Meets Freshman Admissions Requirement for University System of Maryland (USM)* This designation requires a high school graduate to complete four or more years of English, three or more years of science, three or more years of social science/history, two or more years of a foreign language, and four or more years of math (which included Algebra, Algebra II, and geometry). Program completion does not guarantee students admission to the System institutions but is meant to signify, through its high school curriculum requirements, college readiness.

⁵ The chart is from MSDE’s *Maryland’s Teacher Workforce: Supply, Demand, and Diversity* (May 21, 2024) <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

Table 2 provides an academic profile of Maryland public high school graduates who enroll in a Maryland institution of higher education in the Fall immediately following high school graduation. The three indicators are used to evaluate the academic profile of high school graduates who are enrolled in educator preparation program (Part 1), the academic profile of high school graduates who enroll in STEM programs (Part 2), and the academic profile of high school graduates who enroll in all other degree-seeking program (Part 3). Additionally, Table 2 and Chart 4 below report the number of high school graduates who met all three standards at the time of graduation.

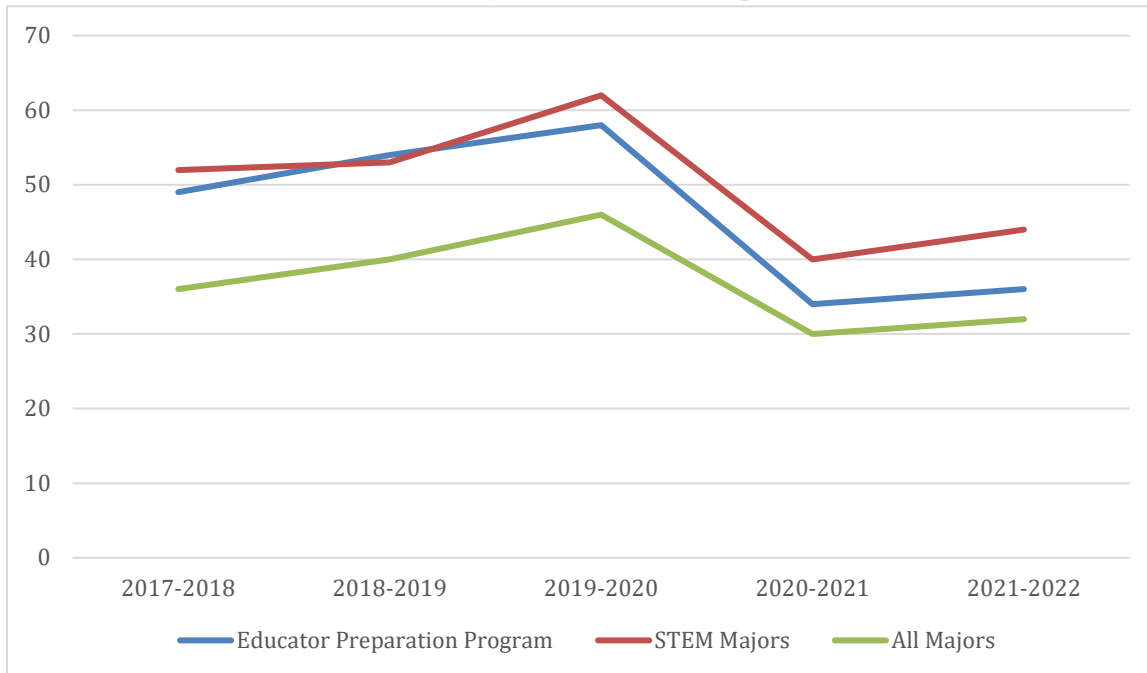
Table 2- Academic Profile of Maryland Public High School Graduates Enrolled in a Maryland College

Part 1 – Educator Preparation Program									
Graduation Year [1]	Immediate Fall in EPP [2]	Postsecondary Ready [3]		3.0 GPA or higher at High School Graduation		Attains USM Standards at High School Graduation [4]		Meets all Three Standards	
		n	%	n	%	n	%	n	%
2017-2018	716	477	67%	461	64%	635	89%	350	49%
2018-2019	689	478	69%	496	72%	574	83%	371	54%
2019-2020 [6]	682	466	68%	518	76%	636	93%	396	58%
2020-2021 [6]	662	230	35%	524	79%	604	91%	222	34%
2021-2022 [6]	700	272	39%	531	76%	633	90%	249	36%
Part 2 –STEM Majors[7]									
Graduation Year [1]	Immediate Fall in STEM Major [2, 5]	Postsecondary Ready [3]		3.0 GPA or higher at High School Graduation		Attains USM Standards at High School Graduation [4]		Meets all Three Standards	
		n	%	n	%	n	%	n	%
2017-2018	7,077	4,927	70%	4,497	64%	6,258	88%	3,656	52%
2018-2019	6,944	4,906	71%	4,948	71%	5,542	80%	3,688	53%
2019-2020 [6]	6,892	4,922	71%	5,296	77%	6,281	91%	4,247	62%
2020-2021 [6]	7,081	3,117	44%	5,478	77%	6,337	89%	2,849	40%
2021-2022 [6]	7,259	3,545	49%	5,652	78%	6,544	90%	3,196	44%

Part 3 –All Other Majors									
Graduation Year [1]	Immediate Fall in All Other Major [2, 5]	Postsecondary Ready [3]		3.0 GPA or higher at High School Graduation		Attains USM Standards at High School Graduation [4]		Meets all Three Standards	
		n	%	n	%	n	%	n	%
2017-2018	14,108	7,590	54%	7,423	53%	11,472	81%	5067	36%
2018-2019	14,178	8,001	56%	8,551	60%	10,896	77%	5624	40%
2019-2020 [6]	12,971	7,366	57%	8,996	69%	11,143	86%	5958	46%
2020-2021 [6]	12,117	4,216	35%	8,514	70%	10,356	85%	3642	30%
2021-2022 [6]	11,865	4,498	38%	8,487	72%	10,086	85%	3841	32%

Notes
 [1] High graduate is defined as a Maryland public high school student who earns a diploma. Students earning a certificate of completion are excluded from analysis.
 [2] A student is considered to be enrolled in a Maryland college if the enrollment is in the fall term as a full-time degree-seeking student immediately following high school graduation.
 [3] Students met either the SAT score requirement or the ACT score requirement. This is the percentage of all student that meet the minimum scores. Not all students take the SAT or ACT test. The denominator for those with test scores is not provided in this report.
 [4] Includes high school graduates earning a diploma with the USM or USM/Career and Technical Education (CTE) Flag.
 [5] All enrollees are included, both those enrolled in educator preparation majors and non-educator preparation majors.
 [6] High school graduates from 2019-2020 enter college for the first time in Fall 2020, which is six months into the COVID shutdown in Maryland. In the initial COVID period, traditional college-going patterns and SAT testing were disrupted. Disruptions to testing continued through 2021 and 2022.
 [7] STEM majors include: Agriculture & Natural Resources; Architecture & Environmental Design; Biological Science; Computer & Information Science; Engineering; Health; Law; Mathematics; Physical Science; Psychology; Data Processing; Health Technology; Mechanical & Engineering Technology; Natural Science Technology

Chart 4 – Percent of students by major type that met all three quality indicators



(1) (iii) The proportion of graduates of teacher education programs, including those graduates expecting to teach at the elementary school level, who have majored as undergraduates in the subjects they plan to teach to the total number of graduates of teacher education programs;

Table 3 provides the counts of students who completed an undergraduate educator preparation program between 2017-2018 and 2021-2022 by grade level of the program completed and whether they are teaching in a Maryland public school in the grade level of their educator preparation program.

Completers of *Early Childhood Education* programs are counted as teaching within grade level if they are teaching at an elementary school or a comprehensive school that combines all grade levels. Completers of *Elementary Education* programs are counted as teaching within grade level if they are teaching at an elementary school, a middle school or a comprehensive school that combines all grade levels as Elementary Education programs may prepare educators to teach in grades 1 through 6. Completers of *Middle School* programs are counted as teaching within grade level if they are teaching at an elementary school, a middle school, a high school or a or a comprehensive school that combines all grade levels as Middle School programs may prepare educators to teach in grades 4 through 9. *Subject Area Specialists* are counted as teaching within grade level if they are teaching at any type of school as subject specialists may span all grade levels (PreK to 12) or be focused on grades 7 to 12.

Table 3 – Teaching in Grade Level

Educator Preparation Program Group	Undergraduate Completers 2018-2022	Teaching within 3 years of Program Completion		Teaching in Grade Level of Program within 3 years of completion	
		N	% of Completers	N	% of Completers
Early Childhood Education	1,543	1,065	69%	1,058	69%
Elementary Education	2,426	1,756	72%	1,745	72%
Middle School	144	120	83%	106	74%
Subject Area Specialists (PreK to 12)	1,858	1,249	67%	1,240	67%
Total	5,971	4,190	70%	4,149	69%

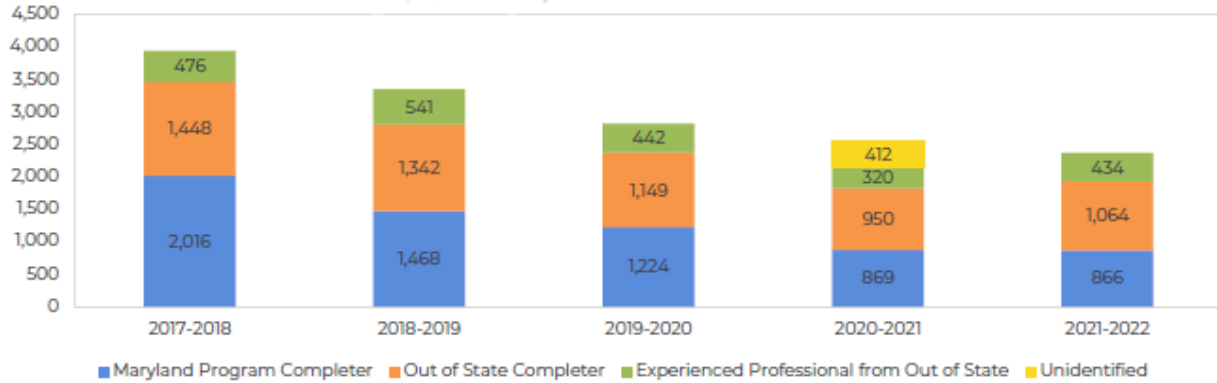
Notes:

- To be counted as a teacher, a completer had to be classified as either a Teacher (Staffing Code 11), Other Instructor (Staffing Code 13), or Teaching Aide (Staffing Code 26), and employed under the code 2 years *prior* to completion of the educator preparation program or three years *after* completion of the educator preparation program and have less than 3 years of experience when employment at the staffing code began.
- Completers of educator preparation programs with a Special Education are included in the totals for Subject Area Specialists. Special Education programs are offered at a variety of grade level groups (e.g., grades 1 to 8, Infant to 6, and 6 to Adult) and are counted as teaching at the grade level of preparation if they are teaching at any school.
- All completers of non-teaching programs are excluded from this analysis. This includes completers of administrative program, library programs, counseling programs, speech therapist program and others.
- Subject area specialties include students who completed educator preparation programs in foreign languages (e.g., French or German), sciences (e.g., biology or chemistry), or arts, humanities and social sciences (e.g., history or theater). Due to data limitations, complete linking cannot be made between the subject area of specialty and the subject area of the teaching position.

(1) (iv) The proportion of new teachers hired in the State who were trained out of State to those trained in the State;

The MLDS Center does not receive data needed to directly answer this question. However, MSDE data collections and reports include the number of individuals applying for certification based on whether they: (1) completed a Maryland approved program; (2) were trained out-of-state; (3) were a professional coming from out-of-state; or (4) their training was unidentified. Specifically, in *Chart 5, MSDE reports*⁶ that approximately 50% of Maryland certification applicants are prepared in another state.

Chart 5 –Preparation Location of Initial Certificates



(1) (v) The satisfaction of school district officials with newly hired teachers who have just graduated from Maryland institutions as determined by the school district officials’ responses to questions on a form the officials helped develop

Measuring the satisfaction of school district officials with newly hired teachers will require the development of a survey of district officials. The MLDS Center will work with MSDE and MHEC to develop a survey instrument to address this question. The survey will be developed in consultation with the Center’s Research Branch partners at the University of Maryland School of Social Work and College of Education. Another set of perception data that may complement the survey of district officials is to also survey new teachers' perceptions of their working conditions, experiences, and how well their training prepared them for teaching. The development of a survey instrument, testing it for validity, identifying the survey population, and conducting and analyzing the survey results will take a number of months to implement properly.

⁶ The chart is from MSDE’s *Maryland’s Teacher Workforce: Supply, Demand, and Diversity* (May 21, 2024) <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

(1) (vi) The proportion of graduates of teacher education programs who pass required tests for licensure on the first attempt and after subsequent attempts.

The MLDS Center has limited teacher certification data and cannot directly answer this question. MSDE has access to the Educator Testing Service (ETS) database and can run first-time pass rates by EPP. However, since the ETS data on the EPP attended by the test taker is reliant on self-reported, MSDE recommends use of Title II data since data is validated by the EPP.

As part of Title II of the Higher Education Opportunity Act, the United States Department of Education provides reports from teacher education preparation programs on the pass rates on assessments necessary for an initial teaching credential. These data are available on the Department of Education's website for academic year 2011-2012 to 2021-2022.⁷ The analysis provided on the Department of Education's website show that teacher preparation providers in Maryland report an 80% statewide assessment pass rate for academic year 2021-2022. This rate is down from 83% in 2020-2022, 86% in 2019-2020 and 94% in 2018-2019.

(2) Measures taken to increase the proportion of highly qualified individuals from groups historically underrepresented in the teaching profession who apply to teacher education institutions;

MSDE reports the following measures:

In 2022, MSDE launched a new strategic digital marketing campaign utilizing modern graphics and bold messaging to inspire individuals to consider teaching in Maryland. Digital art and messaging focused on targeting three demographics: high school and college students, career changers, and certified teachers outside of Maryland. Marketing campaigns, both paid and organic, run on four major social platforms, Facebook, Instagram, LinkedIn, and Twitter, utilizing sophisticated targeting tools to reach the identified key demographics nationwide. MSDE continues to pursue additional digital marketing opportunities to recruit future Maryland teachers.

On April 28, 2022, MSDE released The Educator Application and Certification Hub (TEACH). TEACH is a fully automated online system that includes a variety of application services, as well as acts as an educator dashboard for certificate holders allowing users to track and submit continuing professional development experiences, download certificates, and update employment history. Through TEACH, any individual interested in pursuing a teaching career may request a free evaluation of their transcripts from the MSDE Office of Certification. Since the release of TEACH, MSDE has provided over 500 certification evaluations to a diverse pool of potential teacher candidates at no cost.

Most recently, MSDE partnered with the Maryland Transportation Authority to feature Teach Maryland advertisements on transportation vehicles and enclosures from January 15, 2024, through March 31, 2024. During this two and half month period, over 52 million impressions were logged.

MSDE also supports increasing the number of teachers from groups historically underrepresented through Maryland Leads. Maryland Leads is a grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19

⁷ <https://title2.ed.gov/Public/Home.aspx>

pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. Maryland Leads also supports LEAs in addressing short and long-term challenges related to the current labor shortage and attends to the longstanding need to establish and strengthen teacher pipelines and development.

One of the Maryland Leads strategies is to implement Grow-your-own (GYO) staffing programs to develop teaching talent in-house. 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.

(3) Measures taken to increase the number of high school graduates with very strong academic backgrounds who select teaching as a career;

According to MSDE, they, along with the Maryland Higher Education Commission (MHEC), Maryland colleges and universities, local education agencies (LEAs), and the Office of Tourism formed a Digital Recruitment Steering Committee in 2018 to guide the digital recruitment efforts required in Md. Code, Education Article §2-306. Utilizing input from the committee, MSDE led the effort for recruitment of a diverse teacher pipeline, including targeted recruitment of Maryland high school students, candidates of color, and National Board Certified teachers.

The Teach Maryland website⁸ was developed in 2019 and was recently revamped as a “one-stop shop” for individuals interested in pursuing the teaching profession in Maryland. This website is updated on a continual basis and currently includes critical information regarding teacher preparation, certification, available incentives for teachers, and a description of each LEA, including student and teacher demographics, top vacancy areas, and a direct link to apply for employment. The Teach Maryland website also provides a link to MHEC's financial aid website, as well as information about the Teacher Fellows Scholarship program.

The Teach Maryland campaign utilizes a combination of digital and print advertising, social media posts, radio spots, posters, flyers, bus wraps, bus shelter advertisements, digital billboards, and streaming services as a platform for the recruitment of a diverse pool of potential teachers. Initiatives have included a partnership with the Maryland Motor Vehicle Administration to advertise the Teach Maryland campaign on transportation vehicles and enclosures, renting strategically placed digital and print billboards across the State, and partnering with Radio One to promote the campaign through urban radio stations on-air and through the social media accounts of popular influencers. MSDE continuously recruits on social media outlets such as Twitter, Instagram, Facebook, and LinkedIn.

MSDE held its third annual *Teach Maryland Conference* for Maryland high school students interested in pursuing a career in teaching. This full day event, funded by MSDE, is open to all 24 local education agencies and targets the top 25% of Maryland high school students. It includes keynote speakers, break-

⁸ teach.maryland.gov

out sessions, and opportunities for high school students to “talk to a teacher” and meet representatives from Maryland’s educator preparation programs.

This year’s conference took place on March 12, 2024. A total of 460 students participated in this event from 13 Maryland Local Education Agencies. The day included keynote sessions led by Mary Kay Connerton, 2024 Maryland Teacher of the Year, and Rebecka Peterson, 2023 National Teacher of the Year. Dr. Carey Wright, State Superintendent of Schools, provided opening remarks. The day also featured 38 exhibitors that represented Maryland colleges and universities, LEAs, and Maryland organizations. Breakout sessions were offered by various LEA teachers of the year, Milken Educator Award winners, and other teacher leaders. Conference topics included:

- Diversity, Equity, and Inclusion;
- Supporting Multilingual learners;
- Supporting students with disabilities;
- Supporting at-risk students; and
- Inspiring educational journeys; and
- STEM education.

Close to half of the attendees completed an evaluation after the event and 90% felt that participation in the conference increased their interest in pursuing a career in teaching.

(4) Measures taken to make teacher education in the underlying disciplines more rigorous;

MSDE reports that the Maryland State Board of Education and Professional Standards and Teacher Education Board amended the regulations governing the approval of educator preparation programs in Maryland (Code of Maryland Regulations 13A.07.06) to align to the Blueprint for Maryland’s Future. The new regulations establish rigorous entrance, instructional, and practicum requirements, as well as annual reporting requirements to ensure that teacher preparation programs are producing candidates who are ready to enter Maryland classrooms. The regulations became effective on April 1, 2024. MSDE has two detailed documents on its website that provide an in-depth overview of the changes to the regulations.⁹

(5) Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks;

MSDE reports that Code of Maryland Regulations 13A.07.06 now requires teacher preparation programs to align their coursework with the Maryland College and Career Ready curriculum frameworks.

(6) Measures taken to improve the background of beginning teachers in research and research techniques;

MSDE reports that the Code of Maryland Regulations 13A.07.06 now requires teacher candidates to conduct action research during the practicum component of the program. Candidates are expected to

⁹<https://marylandpublicschools.org/stateboard/Documents/2023/0124/RegulationsDeepDiveEducatorPreparationLicensureJan2023.pdf>
<https://marylandpublicschools.org/stateboard/Documents/EdPolicyCommittee/11302023/13A.12-Educator-Licensure-A11Y.pdf>

ensure the findings from the research include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle.

(7) Implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and the methods for teaching it;

MSDE reports that the Code of Maryland Regulations 13A.07.06 also establish more rigorous licensing standards. Specifically, the regulations no longer allow candidates to be certified based solely on a transcript analysis to earn licensure (e.g., credit count). Additionally, the regulations codify the Blueprint for Maryland’s Future requirement that out-of-state program completers and license holders pass a test of teaching ability to earn a Maryland license.

(8) Implementation of incentives to attract high-quality high school graduates into careers in teaching;

MHEC reports that, beginning with the 2019-2020 academic year, a new scholarship program, administered by the Maryland Higher Education Commission (MHEC) was funded by the State of Maryland: *Teaching Fellows for Maryland Scholarship*. The Teaching Fellows for Maryland Scholarship provides financial assistance to students who, upon completion of their studies, pledge to work as Maryland public school or public prekindergarten teachers at schools that have at least 50% of the students in the *school eligible for free or reduced-price meals* (FRPM). Recipients of the scholarship receive funds for up to three years for tuition, fees, and room and board, contingent upon institution type, residency status, and academic standing. Information about the administration of the scholarship is available at MHEC’s website⁵. *Table 4* reports on the total number of students who have received the *Teaching Fellows for Maryland Scholarship* annually, the average amount of the award and the total funds awarded.

Table 4 - Teaching Fellows for Maryland Scholarships

Academic Year	Undergraduate Students			Graduate Students		
	Teaching Fellows			Teaching Fellows		
	Total Students Awarded	Average Award	Total Funds Awarded	Total Students Awarded	Average Award	Total Funds Awarded
2020	49	\$ 14,833	\$ 726,801	9	\$ 11,762	\$ 105,861
2021	88	\$ 17,576	\$ 1,546,706	15	\$ 13,461	\$ 201,914
2022	93	\$ 18,493	\$ 1,719,841	14	\$ 11,793	\$ 165,096
2023	145	\$ 22,302	\$ 2,885,454	44	\$ 17,270	\$ 660,084
Totals	375	\$ 19,273	\$ 6,878,802	82	\$ 15,034	\$ 1,132,955

Source: Data provided by the Maryland Higher Education Commission (MHEC) as reported by postsecondary institutions in the annual Financial Aid Information System (FAIS) data collection.

MHEC reports that the federal TEACH Grant provides up to \$4,000 per year (\$16,000 total for an undergraduate program; \$8,000 total for graduate studies) to full-time students who plan to become highly qualified teachers. Students attending less than full-time will receive reduced amounts. TEACH Grant recipients must agree to teach for at least four academic years as a highly qualified teacher in a high need field in a low-income school. The grant recipient must complete these four years of service within eight years of finishing the teacher preparation program. If the recipient does not meet the service requirements all TEACH Grant funds received are converted to Direct Unsubsidized Loans; and repayment must be made in full, with interest charged from the date of each TEACH Grant disbursement.¹⁰ *Table 5* reports on the total number of students at Maryland colleges who were awarded the TEACH Grant annually (2013 to 2022), the average amount of the award and the total funds awarded.

Table 5 – TEACH Grant

Award Year	Undergraduate Students			Graduate Students		
	TEACH Grant			TEACH Grant		
	Total Students Awarded	Average Award	Total Funds Awarded	Total Students Awarded	Average Award	Total Funds Awarded
2013	110	\$ 3,538	\$ 387,180	99	\$ 2,826	\$ 275,798
2014	108	\$ 3,252	\$ 351,217	77	\$ 2,396	\$ 184,493
2015	88	\$ 4,072	\$ 307,907	61	\$ 2,760	\$ 163,452
2016	65	\$ 3,491	\$ 226,884	69	\$ 2,638	\$ 182,011
2017	61	\$ 3,404	\$ 207,674	128	\$ 2,933	\$ 375,384
2018	54	\$ 3,430	\$ 185,214	163	\$ 2,780	\$ 451,346
2019	68	\$ 3,104	\$ 211,100	141	\$ 2,465	\$ 347,542
2020	56	\$ 3,536	\$ 198,015	132	\$ 2,715	\$ 358,380
2021	44	\$ 3,357	\$ 145,813	212	\$ 2,946	\$ 624,621
2022	46	\$ 3,295	\$ 149,663	242	\$ 2,858	\$ 691,763
2023	97	\$ 3,276	\$ 317,770	108	\$ 1,978	\$ 213,612
Total	797	\$ 3,444	\$ 2,688,437	1,432	\$ 2,709	\$ 3,868,402

Source: Data provided by the Maryland Higher Education Commission (MHEC) as reported by postsecondary institutions in the annual Financial Aid Information System (FAIS) data collection.

¹⁰ <https://studentaid.gov/understand-aid/types/grants/teach>

In 2023, the *Maryland Educator Shortage Act* was enacted.¹¹ This bill establishes the *Teacher Development and Retention Program* as a pilot. This program provides initial stipends, annual stipends, and internship stipends to eligible individuals interested in pursuing a career in the teaching profession. The program is effective July 1, 2023. The first stipends will be paid in 2023-2024 with data on the funds paid available in 2025. Additionally, this bill mandates the establishment of a Maryland Educator, Recruitment, Retention, and Diversity Dashboard to be developed by MSDE.

(9) Trends in the rates at which teachers are acquiring the credentials needed to advance up the career ladder, established under Title 6, Subtitle 10 of this article, including National Board Certification and higher steps on the ladder;

The Blueprint for Maryland's Future builds a teacher career ladder that provides teachers with opportunities for advancement within their role as teachers and to earn additional compensation. According to MSDE, to advance within the career ladder, teachers may demonstrate greater expertise and leadership by earning an advanced degree or a National Board Certification. This allows teachers to remain in the classroom where they are most effective and also to increase their impact and expand their reach by spending more of their working time leading their peers in professional development, identifying and tutoring the students who need the most support, and improving instruction for all students at their school. As teachers move up the career ladder, their salary can increase between \$5,000 and \$15,000 for each level. By earning a National Board Certification, teachers earn a salary increase of \$10,000. Additionally, NBC teachers who teach at an identified low-performing school earn an additional salary increase of \$7,000, for a total increase of \$17,000. Depending on a teacher's position within the career ladder, a teacher can earn a six-figure salary.

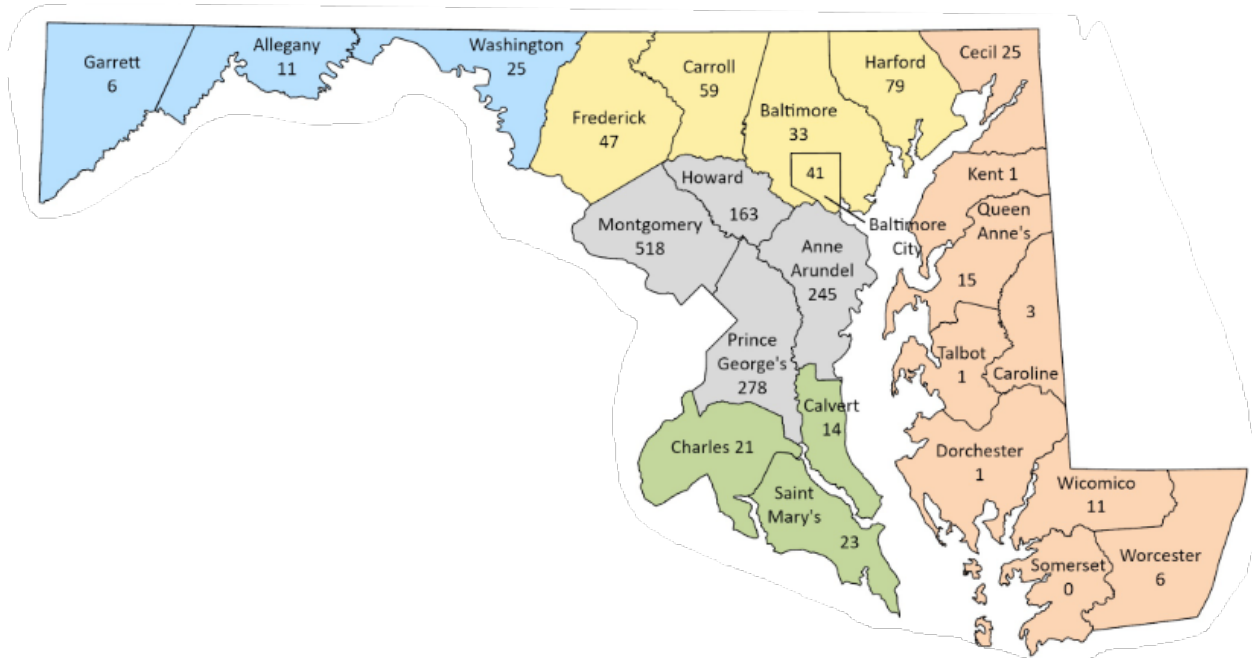
A trend analysis cannot be provided until the career ladder is fully developed and implemented. MSDE reports that Local Education Agencies will implement a career ladder system by July 1, 2024. A key criterion to move up the career ladder will be to earn a National Board Certification. As of October 2023, the total count of National Board Certified teachers who were actively teaching in Maryland was 1,626. The map (*Chart 6*) shows how many National Board Certified teachers were teaching in each local education agency.¹² A National Board Certification flag for teachers was added to the 2022-2023 Staff data collection in anticipation of collecting these data. The flag is a Y/N indicator that the teacher has an active National Board Certificate. The data collected will be shared with the MLDS Center and can be used for future reporting.

While there is a net reduction in the number of National Board Certified Teachers (from 1,708 in 2023 to 1626 this year), it should be noted that in the 2022-23 school year, 1,993 educators in Maryland began their National Board Certification journey.

¹¹HB 1219, Chapter 627, 2023 <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB1219?ys=2023RS>

¹²The map and data are from MSDE's *Maryland's Teacher Workforce: Supply, Demand, and Diversity* (May 21, 2024) <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

Chart 6 - National Board Certified teachers by Local Education Agency



(10) Trends in the distribution of teachers along the steps of the career ladder;

As noted in item 9, this item cannot be answered until the career ladder is fully developed and implemented. Local Education Agencies will implement a career ladder system by July 1, 2024.

(11) Trends in longevity in teaching in Maryland schools and, in particular, schools serving high proportions of historically underserved students;

Table 6 provides two metrics for evaluating trends in longevity. First is the overall number of Maryland public school teachers (staffing code 11) employed in a given year and the average number of years of teaching experience of those teachers. Second is the total number of Maryland public school teachers (staffing code 11) employed in a given year at schools designated as having a disadvantaged student population or at a school designated as low performing, and the average number of years of teaching experience of those teachers.

Table 6 – Average Years of Teaching

Employment Year	Statewide, All Schools	Statewide, Disadvantaged or Low Performing Schools [2]

	Total Teachers [1]	Average Number of Years of Teaching Experience	Total Teachers	Average Number of Years of Teaching Experience
AY2019	65,419	11.90	32,171	10.71
AY2020	66,992	11.94	54,044	11.52
AY2021	66,126	12.12	33,759	10.99
AY2022	66,983	12.25	34,454	11.08
AY2023	67,827	12.23	56,318	10.36
Notes				
[1] Teachers with Staffing Code 11 assigned as a floating teacher or assigned to the Central Office were excluded from analysis.				
[2] For purposes of this report, disadvantaged has been operationalized as a school classified in a given year as having Title I status (either Target Assistance or School Wide Program) or as qualifying for the Community Eligibility Provision status (schools with high proportion of students in poverty). Low performing, for the purposes of this report, has been operationalized as a school classified in a given year as a Comprehensive Support and Improvement School, a Targeted Support and Improvement School, or a consistently underperforming school according to the Federal TSI definition.				

(12) Trends in the number of teacher candidates of color hired by local school systems disaggregated by higher education institution and alternative teacher preparation program and the systems in which those new teachers were hired; and

In Maryland, application and hiring for teaching positions is managed exclusively by each local education agency and is not reported to MSDE. Data on job applications for prospective teacher candidates as well as data on which teacher candidates are hired is not currently reported to MLDSC or MSDE. However, MSDE reports that as part of the development of the Maryland Educator Recruitment, Retention, and Diversity Dashboard, MSDE is working to establish a mechanism to collect this data to build a better understanding of new and prospective teachers in Maryland, their demographics, and their teacher preparation experience.

While not directly responsive to the question, the next two tables provide the demographic composition of the current teaching population. Specifically, the tables report the total number of teachers (staffing code 11) employed in a given year in Maryland public schools and the average number of years of teaching experience as a teacher (staffing code 11) overall, and by gender (*Table 7*), and by race and ethnicity¹³ (*Table 8*).

Table 7 – Teachers by Gender

Employment Year	Statewide, All Schools					
	Total Teachers		Female		Male	
	n	Average Years	N	Average Years	n	Average Years
AY2019	65,418	11.90	51,120	11.87	14,298	12.05
AY2020	66,992	11.94	52,278	11.91	14,714	12.08
AY2021	66,126	12.17	51,596	12.15	14,530	12.27
AY2022	66,983	12.25	52,213	12.21	14,770	12.38
AY2023	67,827	12.23	52,702	12.21	15,125	12.30

¹³ Due to small cell sizes, teachers identifying as other races, multiple races or an unknown race are not included in the analysis.

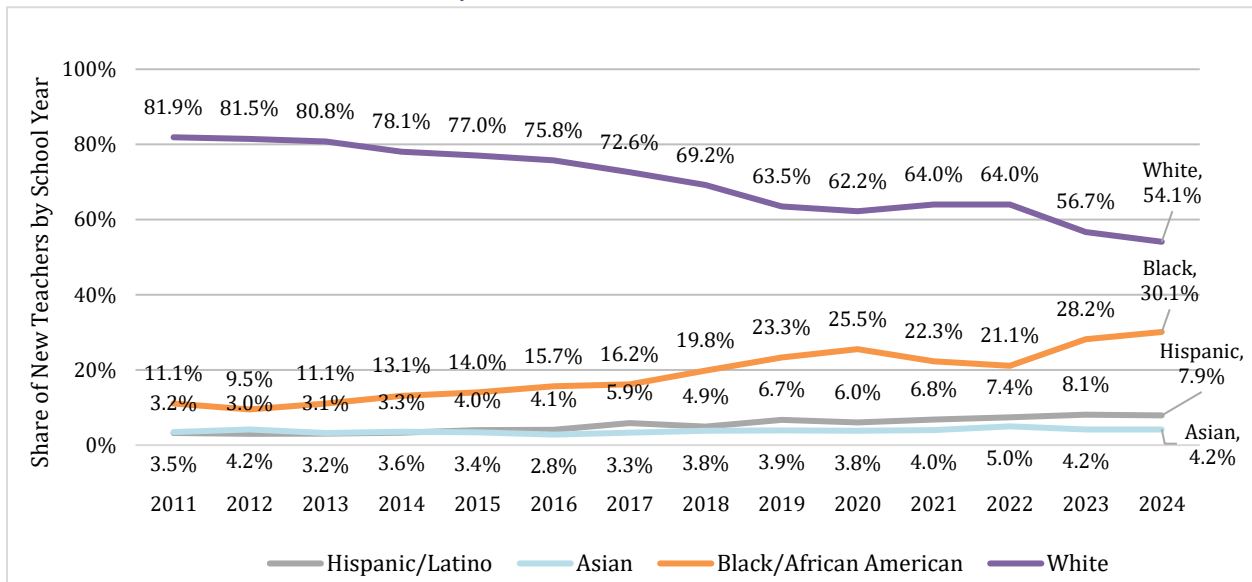
Table 8 – Teachers by Race and Ethnicity

Employment Year	Statewide, All Schools									
	Total Teachers*		Hispanic, All Races		African-American/Black, Not Hispanic		Asian, Not Hispanic		White, Not Hispanic	
	n	Average Years	n	Average Years	n	Average Years	n	Average Years	n	Average Years
AY2019	65,418	11.90	2,362	8.72	11,999	10.64	2,539	10.29	46,960	12.57
AY2020	66,992	11.94	2,571	8.56	12,880	10.35	2,686	10.43	47,209	12.76
AY2021	66,126	12.17	2,697	8.49	12,564	10.48	2,697	10.67	46,474	13.05
AY2022	66,983	12.25	2,908	8.41	12,853	10.47	2,797	10.89	46,615	13.18
AY2023	67,827	12.23	3,107	8.32	13,418	10.32	2,935	11.09	46,511	13.23

*note: Race and ethnicity counts do not sum to total due to omitted race categories and reporting Hispanic for all races.

In Chart 7, [MSDE reports](#)¹⁴ on the percentage of new teachers¹⁵ at the start of the given school year, by race/ethnicity.

Chart 7 – New Teachers Race/Ethnicity, 2011 to 2024



¹⁴ The chart is from MSDE’s *Maryland’s Teacher Workforce: Supply, Demand and Diversity* (July 26, 2022). <https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf> and from MSDE’s *Maryland’s Teacher Workforce: Supply, Demand, and Diversity* (May 21, 2024) <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

¹⁵ A new teacher is defined as one with less than one year of experience at the start of the given school year.

Finally, as part of Title II of the Higher Education Opportunity Act, the United States Department of Education provides reports from teacher education preparation programs on the pass rates of assessments necessary for an initial teaching credential. These data are available on the Department of Education’s website¹⁶ for academic year 2011-2012 to present.

(13) Trends in the number of teachers certified through alternative preparation programs that meet the requirements of the Blueprint for Maryland’s Future related to a longer practicum by school system.

According to MSDE, the requirement for alternative preparation programs to increase the practicum to 100 days became effective on July 1, 2022, per Education Article §6-120(c)(2), Annotated Code of Maryland. The law states that Maryland programs may provide this experience consecutively or over the course of the program. MSDE reports that, since 2006, it has required alternative programs to provide an internship and residency that is no less than one year. In *Table 9* MSDE¹⁷ provides trends in the number of teachers certified through Maryland approved alternative preparation programs over the past three years are as follows:

Table 9 - Number of Teacher Certified through Maryland Alternative Programs

Academic Year	Number of Teachers Certified through Maryland Alternative Programs
2019-2020	305
2020-2021	312
2021-2022	305

Beginning on July 1, 2025, alternative preparation programs will be required to have teacher training practicums that are at least one full school year long. As part of the development of the Maryland Educator Recruitment, Retention, and Diversity Dashboard, MSDE is working to establish a mechanism to collect this data to build a better understanding of new and prospective teachers in Maryland, their demographics, and their teacher preparation experience.

As part of Title II of the Higher Education Opportunity Act, the United States Department of Education provides reports from teacher education preparation programs on the pass rates on assessments necessary for an initial teaching credential. These data are available on the Department of Education’s website¹⁸ for academic year 2011-2012 to present.

¹⁶ <https://title2.ed.gov/Public/Home.aspx>

¹⁷ The chart is from MSDE’s *Maryland’s Teacher Workforce: Supply, Demand, and Diversity* (May 21, 2024) <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

¹⁸ <https://title2.ed.gov/Public/Home.aspx>

Appendix A: State Agencies

Maryland Longitudinal Data System (MLDS) Center

Overview - The MLDS is the State's central repository for student and workforce data. In recent years, student data has expanded to include data on juvenile delinquency and child welfare. The MLDS Center develops and maintains the System in order to provide analyses, produce relevant information, and inform choices to improve student and workforce outcomes in the State of Maryland. The MLDS Center has an ongoing partnership, established through an interagency agreement, with the University of Maryland, Baltimore, School of Social Work (SSW) to serve as the Center's Research Branch. The agreement allows SSW to bring in researchers from other Maryland public colleges and universities to conduct research related to their expertise. Currently the following institutions/ departments are working with the Center's Research Branch:

1. University of Maryland, College Park - College of Education; Department of Criminology and Criminal Justice; and Department of Economics
2. University of Maryland, Baltimore County - School of Public Policy
3. Morgan State University - School of Education and Urban Studies

Data - The MLDS connects individual-level data about Maryland students through all stages of education to their workforce outcomes. These data are subject to strict data management, security, and privacy requirements. All research and reporting conducted by the MLDS Center focuses on what happens to students before and after critical transitions in education to workforce pathways. All research and analysis using the MLDS are cross-sector¹⁹ and the MLDS may only report aggregate, de-identified data.

Maryland State Department of Education (MSDE)

Overview - MSDE has a dedicated team of educators, specialists, administrators, communicators, and collaborators—fused together by a single vision: to provide Maryland learners with a strong foundation for their future.

MSDE's mission to ensure a bright future for every student requires MSDE to be bold with urgency. MSDE is seizing this once-in-generation opportunity to transform Maryland education to ensure that every Maryland student has access to excellent and equitable educational opportunities to realize their full potential. MSDE is implementing the Blueprint for Maryland's Future, a once-in-a-generation opportunity that provides the policy and investment needed to realize MSDE's mission. Through a new multi-year strategic plan, the State Board of Education and MSDE will anchor the Blueprint and operationalize best-in-class practices with the full participation of all stakeholders.

Data - Maryland Course Catalog: The Maryland Course Catalog (MCC) is a course classification and data collection that contains all courses offered in Maryland Public Schools. The MCC is based on the School Codes for the Exchange of Data (SCED), which is the national model developed by the National Center for Education Statistics.

Student-Course-Grade-Teacher: The Student-Course-Grade-Teacher (SCGT) data collection gathers student- and classroom-related data on all Maryland public school students, prekindergarten through 12th

¹⁹ Cross-sector data means data from two or more of the following sectors: Early Childhood; K-12 Education; Adult Education; Juvenile Delinquency; Postsecondary; and Workforce.

grade. The data collected is intended to provide a record of each course taken by every student during the school year. The data includes the course taken, final grade, and information on the teacher(s) associated with the course.

Staff File: The Maryland State Department of Education collects staff information from each Local Education Agency. The Staff file contains information on staff members actively employed, and staff who separated during the reporting period.

Unique Student Identification System: The Unique Student Identification System (USIS) is an internet-based application used within the Maryland State Department of Education's longitudinal data system to assign State Assigned Student Identification numbers (SASIDs). Every public school student is assigned a SASID upon entry into Maryland's public school system. The use of the SASID provides the ability to identify each student uniquely and manage student information as students move between schools within the State of Maryland.

Unique Teacher Identification System: The Unique Teacher Identification System (UTIS) is used to assign a unique ten-digit number to each staff member in the State of Maryland and maintain demographic information associated with the State Assigned Teacher Identification numbers (SATIDs). The SATID is used in the longitudinal data system, similar to the State Assigned Student Identification number (SASID).

Teacher Certification Data: At this time, the MLDS Center does not have teacher certification data. However, MSDE has recently adopted a new teacher certification system and has stated that it will provide the Center with data from the system once it is fully implemented and tested.

Maryland Higher Education Commission (MHEC)

Overview - MHEC is the State of Maryland's higher education coordinating board for public and private colleges and universities and private career schools. MHEC coordinates the overall growth and development of postsecondary education in Maryland through its state plan for postsecondary education. MHEC is committed to supporting initiatives that advance the State of Maryland toward its goal that at least 55% of Marylander's between the ages of 25 and 64 hold at least an Associate's degree. MHEC serves both students and postsecondary institutions. The Office of Academic Affairs reviews and recommends new postsecondary institutions and the approval of academic and non-degree programs and works with accrediting agencies and institutions to support initiatives on student access, retention and completion. Through the Office of Student Financial Assistance, MHEC administers tens of millions of dollars in scholarship funds and state financial aid to over 60,000 students every year to want to further their education beyond high school. This includes the state's need-based financial aid programs, the Guaranteed Access Grant and the Educational Assistance Grant.

Data - MHEC collects data on the full spectrum of the student lifecycle. These include enrollment, course-taking, degree conferral, and financial aid data on students enrolled in credit-based courses at community colleges, four-year public institutions, and state-aided independent institutions. In 2021 MHEC expanded its data collection scope to include completion data on students pursuing noncredit workforce sequences and will continue to grow data collections on this segment of postsecondary education.

In 2018, MHEC launched a new data collection system focused on students who pursue educator preparation programs. The Maryland Approved Program Completion System (MAPCS) collects data on any student (degree-seeking or non-degree seeking) who completes an educator preparation program approved by the Maryland State Department of Education. This collection centralizes data collected and aims to help answer questions of interest to institutions and the State regarding teacher preparation.