MLDS Center
Maryland Longitudinal Data System

Better Data • Informed Choices • Improved Results

July 2025

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

Joshua L. Michael, Ph.D.
President, State Board of Education

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

Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
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

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 fourth 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 2022-2023.
(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. - In each year, except AY 2023-2024) 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 around 70%.
(1)(iv) The proportion of new teachers who were trained out-of-state	MSDE provides the number of teachers licensed from 7/1/2023 to 6/30/2024, broken down by their pathway categories, including: out-of-state; Maryland; and unknown. The out-of-state pathway produces the highest number of licensed teachers.
(1)(v) Satisfaction of school districts officials with new hires from EPPs	There is no new information to report.
(1)(vi) Proportion of EPP graduates who pass certification testing on first attempt	The report cites a U.S. Department of Education Report that provides data from teacher education preparation programs on the pass rates on assessments necessary for an initial teaching credential.
(2) Measures taken to increase the number of highly qualified applicants to EPPs from groups underrepresented in the teaching profession into EPPs	MSDE reports that recruiting a diverse pool of candidates continues to be a challenge, but also notes that enrollment in teacher preparation programs has increased. MSDE also provides updates about the Teach Maryland website, MSDE's marketing campaign, the Teach MD conference, and MSDE's commitment to refining strategies each year.
(3) Measures taken to increase the number of high school grads with very strong academic backgrounds who select teaching as a career	There is no new information to report.

(4) Measures taken to make teacher education more rigorous	MSDE reports on new regulations governing teacher preparation programs and the following requirements that increase the rigor and accountability of educator preparation: (1) higher entrance requirements; (2) requirements for research based literacy instruction aligned to the science of reading; (3) rigorous practicum requirements; (4) required competencies teachers must demonstrate before program exit; and (5) other details of new requirements.
(5) Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks	MSDE reports on the Educator Preparation Program Review and Approval Handbook and the EPP evaluation cycle and process, which includes a review of compliance with Blueprint requirements.
(6) Measures taken to improve the background of beginning teachers in	MSDE reports on regulations that establish research requirements for teacher candidates, including: conducting action research during the practicum; presenting findings, and required content that must be included.
(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 on the first step of increasing the rigor of licensing standards including a norming year in which any scorable entry will be accepted as passing. This allows the teach preparation programs to understand how to support teacher candidates and holds candidates harmless during the first year of implementation.
(8) Implementation of incentives to attract high quality high school graduates into careers in teaching	This report provides information the number of recipients of: a teaching stipend; a Teaching Fellows for Maryland Scholarship; and TEACH Grant.
(9) Trends in the rates that teachers are acquiring credentials needed to advance up the career ladder (including National Board Certification)	The report provides an update on the number of National Board Certified Teachers, which saw a 40% increase 2024-2025, and provides a breakdown by local education agency.
(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 teacher longevity using two metrics: (1) average number of years of teaching experience of teachers in a given year; and (2) average number of years of teaching of teachers in schools designated as having a disadvantaged student population.
(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	While not directly responsive, the report highlights information from the Educator Workforce Dashboard, which provides demographics and other key data on the licensed and non-licensed public school staff, including teachers by gender and teachers by race and ethnicity, and
(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. The report includes information from MSDE on the number of teachers certified through alternative programs.

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 website[2] 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
2022-2023	5,683	572

The enrollment data are not reported by MSDE to the U.S. Department of Education by race/ethnicity and gender for each type of program. MSDE will be required to report Educator Preparation Programs candidate level data, including enrollment, by demographics, beginning in the fall of 2025.

[1] In 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 2023.[4]

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

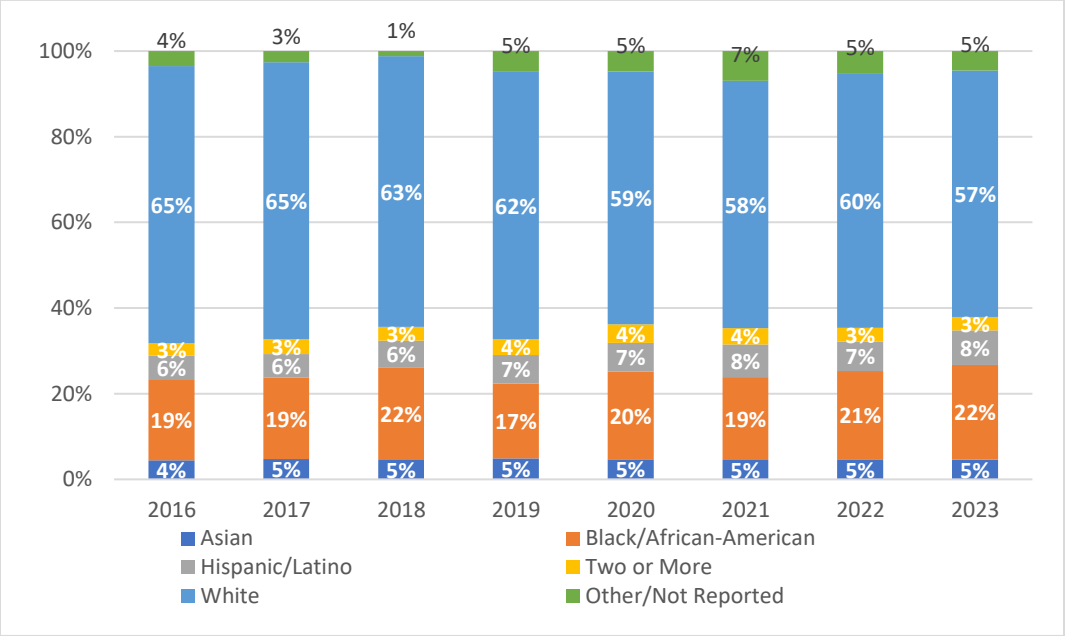
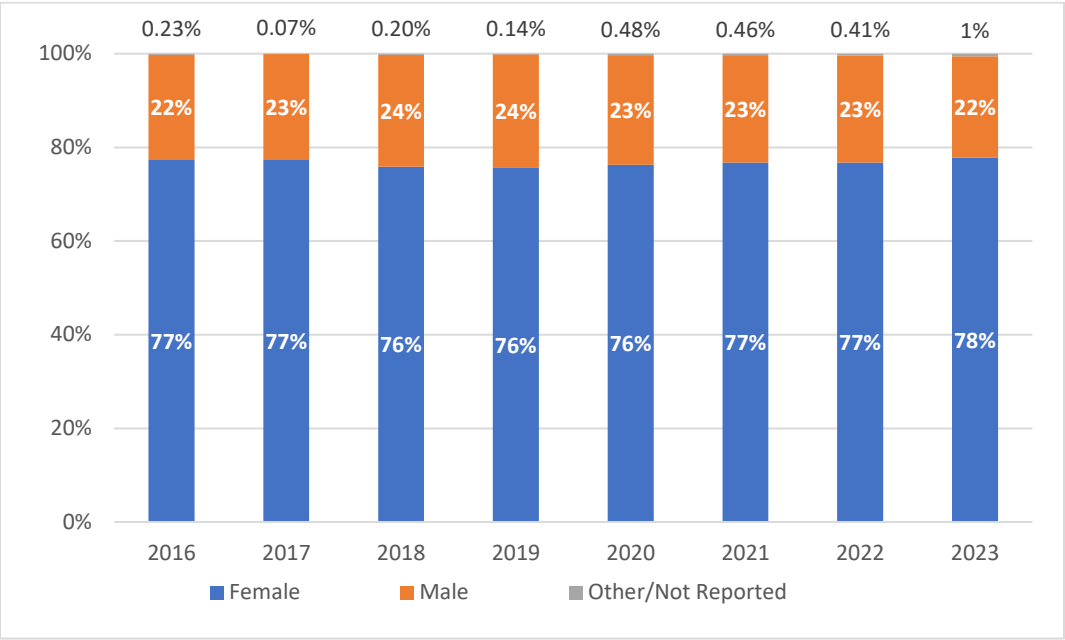


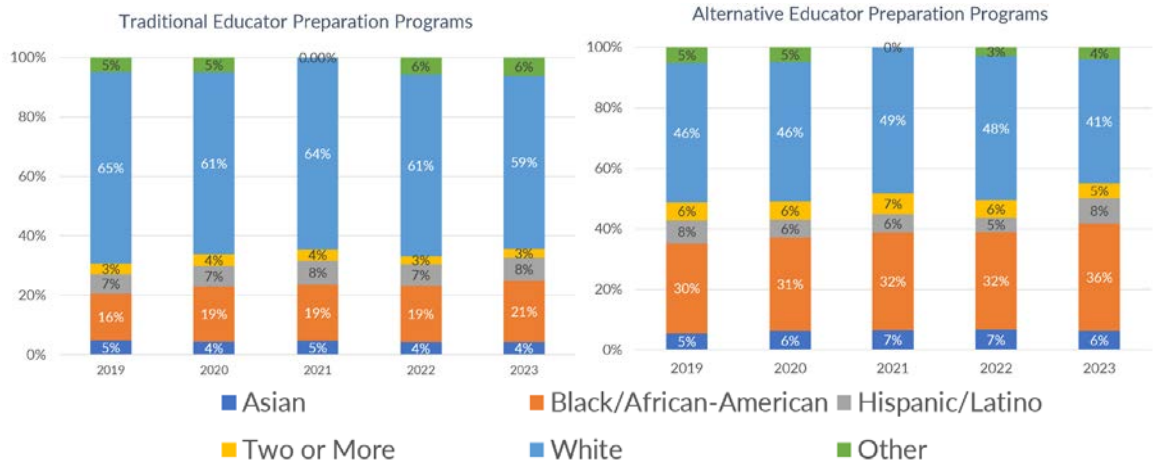
Chart 2 - Maryland Educator Preparation Enrollment Demographics (Gender)



[4] https://title2.ed.gov/Public/Home.aspx

Chart 3 provides the demographics of students who completed an educator preparation program by program type between 2019 and 2023.[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] Data provided by the Maryland State Department of Education.

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 enroll in educator preparation program (Part 1), who enroll in STEM programs (Part 2), and who enroll in all other degree-seeking programs (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%
2022-2023	685	279	41%	522	76%	614	90%	247	36%
2023-2024	779	298	38%	566	73%	707	91%	264	34%
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%
2022-2023	7,981	3,903	49%	6,143	77%	7,052	88%	3,490	44%
2023-2024	7,760	4,435	57%	6,110	79%	7,031	91%	3,948	51%

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%	5,067	36%
2018-2019	14,178	8,001	56%	8,551	60%	10,896	77%	5,624	40%
2019-2020 [6]	12,971	7,366	57%	8,996	69%	11,143	86%	5,958	46%
2020-2021 [6]	12,117	4,216	35%	8,514	70%	10,356	85%	3,642	30%
2021-2022 [6]	11,865	4,498	38%	8,487	72%	10,086	85%	3,841	32%
2022-2023	12,499	5,139	41%	8,755	70%	10,424	83%	4,264	34%
2023-2024	11,215	4,674	42%	7,789	69%	9,578	85%	3,871	35%

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.

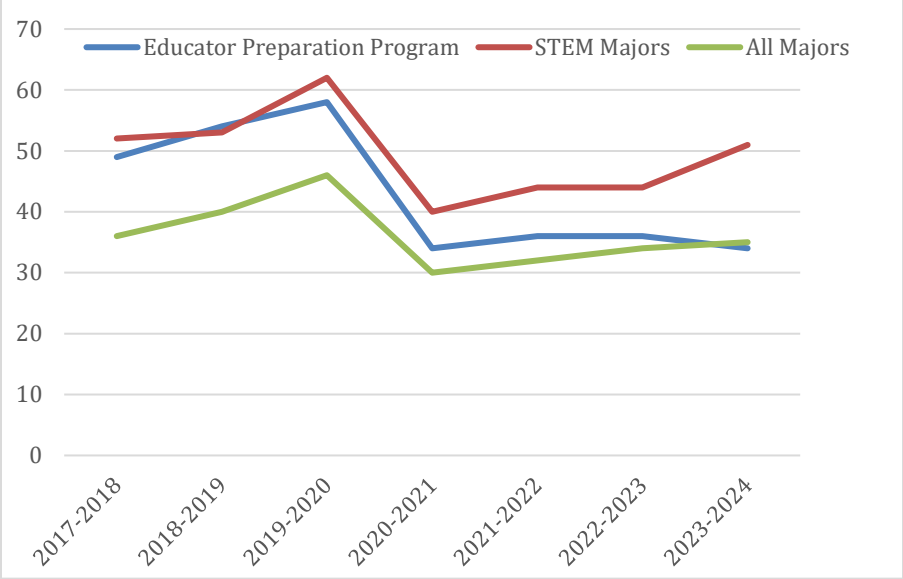
[4] Includes high school graduates earning a diploma with the USM or USM/Career and Technical Education (CTE) Flag.

[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 2022-2023 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 2018-2023	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	1,835	1,317	72%	1,307	71%
Elementary Education	2,883	2,086	72%	2,070	72%
Middle School	168	139	83%	122	73%
Subject Area Specialists (PreK to 12)	2,140	1,470	69%	1,460	68%
Total	**7,026**	**5,012**	**71%**	**4,959**	**71%**

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;

MSDE does not receive teacher hiring data. Instead, the data that MSDE collects from their teacher licensing system represents the applications, approved between July 1, 2023 and June 30, 2024 that led to a professional license.

Pathway Categories	Number of Teacher Licenses 7/1/2023 – 6/30/2024
Out of State – pathways include out of state programs, out of state licenses, experienced professionals, NBC holders	2,331
Maryland - pathways include Maryland approved programs, and experienced MD nonpublic school teachers	1,165
Unknown – pathways include transcript analysis completers and unknown	194

(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.

(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 relies on self-reported data, MSDE recommends the use of Title II data since those data are 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 the academic years 2011-2012 to 2022-2023.[6] The analysis provided on the Department of Education's website shows that teacher preparation providers in Maryland report an 81% statewide assessment pass rate for the academic year 2022-2023. This rate is up from 80% in 2021-2022; however, it is down from 86% in 2019-2020 and 94% in 2018-2019.

[6] https://title2.ed.gov/Public/Home.aspx

(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;

According to MSDE, recruiting a diverse pool of candidates into the teaching profession continues to be a challenge. Enrollment in Maryland teacher preparation programs has increased since SY 2016-2017, reversing a downward trend; however, Maryland teacher preparation programs are not producing enough candidates to fill Maryland vacancies. MSDE's role in educator recruitment and retention centers is to support their partners in the work and ensuring that they have the resources necessary to successfully meet the goals of the Blueprint. MSDE prioritizes information sharing to ensure our educator preparation programs understand the needs of Maryland LEAs, provision of guidance to assist LEAs in interpreting and implementing policy requirements, and allocation of funding when available, along with administering the statewide marketing campaign.

The Teach Maryland website was developed in 2019 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. During the past few years, the site data suggests growing interest and reliance on the Teach Maryland website for prospective educators. There has been consistent traffic, with over 20,000 unique visitors accessing the site annually. User engagement has also risen, as evidenced by an increase in users actively browsing information about educator certification. During the 2025-2026 school year, the Teach Maryland website is scheduled to be updated and rebranded to provide a more streamlined user interface, provide additional resources, and link to additional financial incentives provided by the Maryland Higher Education Commission.

MSDE's comprehensive statewide marketing campaign aims to attract high-quality and diverse teaching candidates to Maryland public schools. In partnership with Maryland Public Television (MPT) and the Maryland State Advertising Agency (MSAA), the "Teach Maryland" campaign employs a diverse mix of digital and print advertising, social media marketing, radio spots, streaming services, and outdoor media to reach its target audiences, which include students, recent graduates, and individuals considering a career change. The campaign emphasizes the benefits by showcasing why Maryland is the ideal place to pursue a teaching career. Outdoor media efforts include bus wraps, bus shelters, Light Rail and Metro advertisements, and digital and print billboards placed in strategic locations. To engage Maryland commuters, the campaign includes QR codes on public transit ads, allowing easy access to additional information using mobile devices. To reach a younger demographic, the campaign leverages the audio streaming platform teach.maryland.gov, where they can find detailed information about becoming a Maryland teacher, including available preparation programs, incentives, and more. The statewide marketing campaign utilizes multiple social media platforms, executing both paid and organic marketing campaigns. These efforts span across Twitter, Instagram, Facebook, Snapchat, and LinkedIn. By leveraging each platform, MSDE reaches a wide and diverse audience, informing them about incentives such as increased starting salaries, scholarships and grants, career ladders, and mentorship opportunities.

All campaign strategies are guided by data analysis to ensure they are both targeted and effective. The Educator Dashboard plays a pivotal role in identifying statewide needs, providing detailed teacher demographic information—such as age, gender, race, region, and subject areas. This data allows MSDE to tailor its campaigns to address critical shortages and opportunities across the state. For instance, data from the dashboard revealed a significant underrepresentation of male and Black/Hispanic teachers in Maryland. To address this, MSDE implemented targeted campaigns aimed specifically at these groups. Partnering with organizations like the Baltimore Orioles and the CIAA (Central Intercollegiate Athletic Association), MSDE has focused efforts on engaging male audiences. Additionally, social media and audio streaming platforms enable connections with high school and college-aged individuals, effectively targeting younger demographics. Paid digital advertising leverages keywords and algorithms to further refine audience targeting, ensuring the campaign resonates with its intended audiences.

MSDE remains committed to refining its strategies each year, including over the next few years during FY25-27. Campaign performance data will be analyzed alongside annual updates from the newly developed Educator Dashboard, providing insights into current teacher demographics and statewide needs. These data-driven evaluations will guide adjustments in targeted audiences and strategies. As demographic shifts occur or new shortage areas emerge, MSDE will recalibrate its messaging and outreach methods to maintain effectiveness.

In March 2024, MSDE hosted the third annual Teach Maryland Conference for Maryland high school students interested in pursuing a career in teaching. This full-day event, funded by MSDE, was open to all 24 LEAs and targeted the top 25% of Maryland high school students. It included keynote speakers, break-out sessions, and opportunities for high school students to "talk to a teacher" and meet representatives from Maryland's educator preparation programs. A total of 460 students participated in this event from 13 LEAs.

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

No new information to report. Please see last year's the 2024 Report that describes a series of actions taken by MSDE 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;

In April 2024, the State Board of Education and the Professional Standards and Teacher Education Board adopted new regulations governing teacher preparation programs. The following requirements are identified as critical updates that reflect the intent of the Blueprint for Maryland's future and increase the rigor and accountability of educator preparation.

<u>Entrance Requirements</u>

The regulations establish a minimum 3.0 Grade Point Average (GPA) as an entry requirement for approved educator preparation programs. Candidates who do not have a 3.0 GPA may be enrolled if they pass an approved basic skills battery (e.g., Praxis Core Assessment). Additionally, programs may opt to waive the entrance requirements for up to 10% of an annual cohort if they provide those candidates the support required to meet the requirements for licensure upon exit from the program.

Science of Reading

Research-based literacy instruction aligned with the science of reading is integrated throughout the proposed regulations. Programs must provide a curriculum aligned to the science of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, and candidates must demonstrate competency in providing instruction using instructional strategies aligned to the science of reading to exit the program. Additionally, beginning in the 2025-2026 school year, each approved program leading to certification in early childhood education, elementary education, special education, and ESOL must post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading.

Rigorous Practicum

As required by the Blueprint for Maryland's Future, each candidate must complete a teacher practicum as a requirement for completion of the program. The minimum length of the practicum is dependent on the type of program:

- Undergraduate programs must offer a practicum that is at least 100 days until July 1, 2025. Beginning in the 2025-2026 academic year, the minimum practicum for undergraduate programs must be equivalent to a full school year.
- Alternative programs must offer a practicum that is at least 100 days until July 1, 2025. Beginning in the 2025-2026 academic year, the minimum practicum for alternative programs must be equivalent to a full school year. As stated in the Blueprint for Maryland's Future, there is an exception for programs approved before July 1, 2021, that provide diverse teachers in schools and local school systems that have high vacancies, turnover, and new teachers relative to other public schools in the State. These programs may continue to offer a 100-day practicum experience.
- Graduate programs must offer a practicum that is at least 100 days. Although they may increase the length of the practicum to a full school year, it is not required.

The regulations establish requirements that ensure that candidates are supported during the practicum. The program and local education agency must collaborate to identify placements in a variety of school environments with diverse student populations, be organized using the career ladder once it is established by the Accountability and Implementation Board and provide a highly competent teacher mentor who has demonstrated the skills and knowledge needed to improve student performance and instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers. Mentors are required to be compensated, must be provided release time, and will collaborate with the program to evaluate the candidate's demonstration of competencies.

Candidate Competencies

The regulations identify the teacher competencies required to exit an educator preparation program. These competencies may be demonstrated in a variety of ways, including key assessments, observation, and performance assessments. There are four types of competencies established in the regulations. The following are examples of competencies for each category.

General

- Demonstrate evidence-based strategies and methods to improve student performance and one's own professional practice

- Incorporate the knowledge of students' physical, cognitive, emotional, social, and cultural development in the basis of effective teaching
- Create safe, inclusive learning environments for all students by effectively using trauma-informed instruction, implementing restorative practices and conflict de-escalation, and managing student behavior
- Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students to remedy learning deficits
- Implement Response to Intervention, Universal Design for Learning, and Direct Instruction to differentiate instruction
- Implement Specially Designed Instruction to implement the Individualized Education Program for students with disabilities
- Effectively use high-quality instructional materials (including online) and adapt existing curriculum to make it stronger
- Collaborate effectively with colleagues, families, and social services agencies to support student achievement

Cultural Responsiveness

Demonstrate the required knowledge and skills to support various racial, ethnic, linguistic, and socioeconomic groups through teaching that promotes social justice and equity, including restorative practices and practices to develop racial literacy

- Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators on multiple levels by acknowledging one's own biases and inequitable actions and assessing how one's assumptions values, and biases may impact their responses to students and families and result in inequitable actions and practices
- Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomic status, and disability
- Incorporate a variety of culturally responsive instructional materials that represent and support learning for diverse populations of children and families
- Differentiate instruction with consideration for cultural, linguistic, and academic diversity
- Examine curriculum and learning materials for bias and deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people
- Provide opportunities for families to be involved in their children's educational experience and integrate family and community-based funds of knowledge into teaching and learning

Literacy (secondary and specialty areas)

- Define, describe, explain, and analyze the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement
- Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners, and construct high quality learning environments that support individual and collaborative interaction and engagement

- Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings
- Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes
- Identify deficits in reading and develop a plan to address using strategies aligned to the science of reading to support appropriate interventions
- Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas
- Explore professional dispositions and engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher

Literacy (early childhood, elementary, special education, and ESOL)

- Identify the component processes involved in reading and writing aligned to the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and describe how biological, cognitive, linguistic, and sociocultural factors may influence literacy development
- Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science or reading and use those criteria to select print and multimedia resources to engage students as readers and writers
- Design speaking and listening opportunities that lead to more active, equitable, and academically oriented conversations for all students
- Identify the role of classroom literacy instruction aligned to the science of reading in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers
- Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities
- Select or design appropriate diagnostic assessments and use data from those assessments to determine areas of need, provide targeted instruction, collaborate with instructional specialists, monitor progress, and evaluate the effectiveness of literacy instruction
- Implement strategies that foster connections to students' homes and communities and provide opportunities for incorporating oral language variation

Math

- Apply content knowledge for each of the four essential topics: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability (elementary grades)
- Apply mathematics content knowledge for teaching within the candidate's area of licensure
- Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course
- Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson

- Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset
- Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets
- Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly

Accountability

The regulations require educator preparation programs to demonstrate compliance with the regulatory requirements at the time of the initial application, annually by submitting data and a written report, and through a formalized program review that occurs every five years.

On an annual basis, each program will be required to submit data that is aggregated by race, ethnicity, and gender for the previous five years, including:

- Enrollment data, including candidate residence, and past and projected enrollment in each program
- Program completion rates
- Practicum placements by subject area, grade level, local education agency, and school
- Performance, including passing rates on Department-approved performance, content, and basic skills assessments
- Employment and retention of completers
- Candidate satisfaction survey results

A program review will be conducted every five years for those programs that choose State approval. Programs that opt for national accreditation will follow the review schedule of the accreditor and must submit a copy of the accreditation report to the MSDE. During the review, the provider must demonstrate that the educator preparation program(s) is aligned with the standards and competencies established in statute and regulation. This year-long process includes a self-study, an off-site evaluation, and meetings between the MSDE and provider before culminating in an onsite visit. The MSDE will determine the program's status based on the review, which may result in findings of noncompliance. A program that seriously fails to meet the compliance requirements or demonstrates a pattern of noncompliance may be placed on probation per the process established in the proposed regulations. If a program is not able to demonstrate progress toward meeting compliance requirements, the approval of that program may be revoked.

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

The Educator Preparation Program Review and Approval Handbook offers procedural guidance for EPPs operating in Maryland. Maryland EPPs are reviewed every five to seven years, depending on whether they go through state approval or national accreditation. The formal evaluation cycle for a state review is a 20-month, nine-phase process for both traditional and alternative EPPs. The process incorporates an analysis of program documentation and data, in-person and virtual site visits, focus groups, observations, and interviews of teacher candidates, completers, mentors, and administrators from local educational agencies. The evaluation cycle includes technical assistance for EPPs throughout the 20 months. The process also allows EPPs insight into where they are noncompliant with Blueprint criteria before the

conclusion of the evaluation, allowing the EPP to modify their programs to ensure compliance as expeditiously as possible.

(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. In April 2024, the State Board of Education and Professional Standards and Teacher Education Board adopted new program approval regulations that include the following research requirements for teacher candidates:

- A provider shall ensure that all programs require teacher candidates to conduct action research during the practicum.
- Candidates shall present findings to the partner school and program.
- Candidates shall ensure these findings 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;

On July 23, 2024, the Maryland State Board of Education (SBOE) approved the period of July 1, 2025, through August 31, 2026, as a norming year for the edTPA. During this period, any scorable entry will be accepted as passing. This plan will allow teacher preparation programs to better understand how to support teacher candidates and shift practices as appropriate while holding candidates harmless during the first required year of implementation. MSDE will review Maryland first-time pass rates at the end of the 2025-2026 assessment submission window, consult with the Technical Advisory Committee, and recommend updated passing scores to the SBOE for adoption by September 2026.

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

In 2023, the *Maryland Educator Shortage Act* was enacted.[7] This bill establishes the *Teacher Development and Retention Program* as a pilot program. 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, and will continue through June 30, 2029. The first stipends were paid in the academic year 2023-2024. To be eligible for a stipend, students must agree to complete a service obligation by teaching in a high-needs school, grade level, or content area in which there is a shortage of teachers. *Table 4* reports on the total number of students who have received teaching stipends in this first year of the program, the average amount of the award, and the total funds awarded..

[7]HB 1219, Chapter 627, 2023 https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB1219?ys=2023RS

Table 4 - Teaching Stipends

Academic Year	Undergraduate Students			Graduate Students		
	Teaching Stipends			Teaching Stipends		
	Total Students Awarded	Average Award	Total Funds Awarded	Total Students Awarded	Average Award	Total Funds Awarded
2024	11	$ 19,574	$ 215,311	1	$ 6,629	$ 6,629

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, 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 website[5]. *Table 5* 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 5 - 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	$ 2,915,007	44	$ 17,270	$ 659,977
2024	262	$ 23,234	$ 5,616,963	35	$ 24,340	$ 828,623
Totals	**637**	**$ 20,902**	**$ 12,525,318**	**117**	**$ 17,817**	**$ 1,961,471**

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.[8] *Table 6* reports on the total number of students at Maryland colleges who were awarded the TEACH Grant annually (2013 to 2024), the average amount of the award and the total funds awarded.

Table 6 – TEACH Grant

	Undergraduate Students			Graduate Students		
	TEACH Grant			TEACH Grant		
Award Year	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
2024	112	$ 6,368	$ 713,205	60	$ 2,016	$ 120,966
Total	**909**	**$ 3,804**	**$ 3,401,642**	**1,492**	**$ 2,681**	**$ 3,989,368**

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.

[8] https://studentaid.gov/understand-aid/types/grants/teach

(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;

There was a 40.16% increase in the number of National Board Certified Teachers (from 1,626 in SY 2023-2024 to 2,279 this 2024-2025). These teachers comprise 3% of the total teacher workforce.

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 phase in implementation over several years beginning 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
AY2024	67,690	12.34	61,919	12.15

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 are managed exclusively by each local education agency. While local education agencies report staff data to MSDE on an annual basis, the higher education institution and teacher preparation program that the new employee attended is not reported.

The Educator Workforce Dashboard[9] was published by MSDE in December 2024 and provides demographics and other key data on the licensed and non-licensed public school staff, as well as teacher interns undergoing training through Maryland educator preparation programs.

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 ethnicity[10] (*Table 8*).

[9] https://marylandpublicschools.org/about/Pages/DEE/educator-dashboard.aspx
[10] Due to small cell sizes, teachers identifying as other races, multiple races or an unknown race are not included in the analysis.

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
AY2024	67,690	12.34	52,257	12.32	15,421	12.34

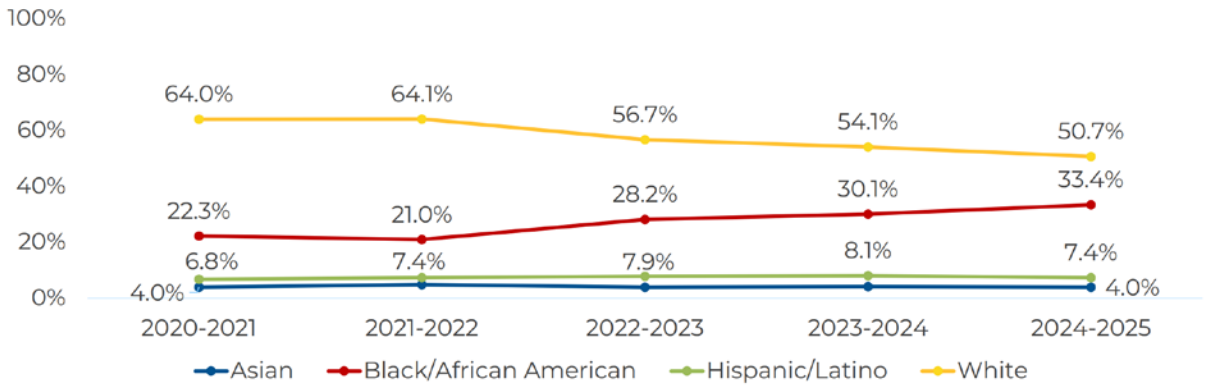
Table 8 – Teachers by Race and Ethnicity

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
AY2024	67,690	12.34	3,300	8.34	13,917	9.98	3,074	11.38	45,472	13.54

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

Chart 7[11] shows that the percentage of new teachers who are teachers of color at the start of the given school year has increased over the past five years.[12]

Chart 7 – New Teachers Race/Ethnicity, 2011 to 2025



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 website[13] 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* MSDE[14] provides trends in the number of teachers certified through Maryland approved alternative preparation programs over the past three years are as follows:

[11] The chart is from MSDE's *Educator Workforce Data update (February 25, 2025). https://marylandpublicschools.org/stateboard/*Documents/2025/0225/Educator-Workforce-Overview-A.pdf

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

[13] https://title2.ed.gov/Public/Home.aspx

[14] 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 9 - Number of Teachers Prepared through Maryland Alternative Programs

Academic Year	Number of Teachers Certified through Maryland Alternative Programs
2019-2020	305
2020-2021	239
2021-2022	312
2022-2023	199

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. MSDE collects practicum information as part of the Alternative Program Annual Report, as well as during scheduled program reviews.

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[15] for academic year 2011-2012 to present.

[15] 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-sector[16] 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

[16] 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.