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**TO:** Members of the State Board of Education

**FROM:** Carey M. Wright, Ed.D., State Superintendent of Schools 

**DATE:** May 21, 2024

**SUBJECT:** Maryland's Teacher Workforce: Supply, Demand, and Diversity

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### **Purpose**

To provide a briefing to the State Board of Education on the supply and demand of teachers in Maryland, the diversity of the teacher pipeline, and current Maryland initiatives and opportunities to reduce the gap between teacher supply and demand and continue to diversify the teacher workforce.

### **Background**

As part of the work to implement the Blueprint for Maryland's Future and the Strategic Plan, the Maryland State Department of Education (MSDE) is collaborating with local education agencies (LEAs), higher education institutions, and other stakeholders to attract, recruit, and retain a highly qualified and diverse workforce.

As of October 2023, there were 63,220 teachers in Maryland Public Schools. After a sharp increase from the 2020-2021 school year to the 2022-2023 school year, teacher attrition rates have begun to stabilize. Despite these encouraging signs, attrition rates remain high, with 10.7% of Maryland teachers not returning to teaching in the State in the 2023-2024 school year.

Vacancy rates have experienced a 9.8% decline in the current school year. Enrollment in educator preparation programs (EPPs) has continued to grow, reversing a prior downward trend. This progress notwithstanding, more work is needed to increase the supply of teachers to meet the needs of Maryland's classrooms. There were 2,144 teacher vacancies in the State in the 2022-2023 school year, but EPPs only produced 1,914 completers in the prior school year, including completers from both traditional and alternative programs.

The teacher workforce in Maryland is gradually diversifying, but it remains predominantly white, both for teachers overall and for first-year teachers. In addition, the racial/ethnic disparity between students and teachers has persisted over the last five years. The gap between the percentage of students of color and the percentage of teachers of color statewide is 36 percentage points.

Maryland is addressing teacher shortages and working to increase the quality and diversity of the teacher workforce on multiple fronts. Since the Blueprint established National Board Certification (NBC) salary increases in the 2021-2022 school year, there has been a dramatic increase in the number of program participants. Beginning July 1, 2026, the minimum salary for all teachers will be \$60,000. LEA career ladders are to be adopted by July 2024, creating a leadership track for those teachers staying in the classroom.

Effective April 1, 2024, there are nine pathways to Maryland professional licensure. MSDE is strengthening marketing and communication efforts to support teacher recruitment, while it continues to engage with stakeholders across the State in the P-20 Collaborative Recruitment and Retention Group to recruit and retain a high quality, diverse teacher workforce.

### **Executive Summary**

The presentation will include a discussion of teacher supply and demand, the ethnic/racial composition of the teacher pipeline, and initiatives and opportunities to diversify the teacher workforce through four sections:

1. Educator Workforce Overview
2. Teacher Workforce Demand
3. Teacher Workforce Supply and Distribution
4. Maryland Initiatives and Opportunities

### **Action**

No action is required; this information is for discussion only.

### **Attachments**

Maryland's Teacher Workforce Supply, Demand, and Diversity.pptx

Maryland's Teacher Workforce Supply, Demand, and Diversity.pdf



Division of Educator Effectiveness

Division of Assessment, Accountability, Performance Reporting, & Research

# Maryland's Teacher Workforce: Supply, Demand, and Diversity

Spring 2024

Presented By | Kelly Meadows, Assistant State Superintendent, Division of Educator Effectiveness  
Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability,  
Performance Reporting, and Research

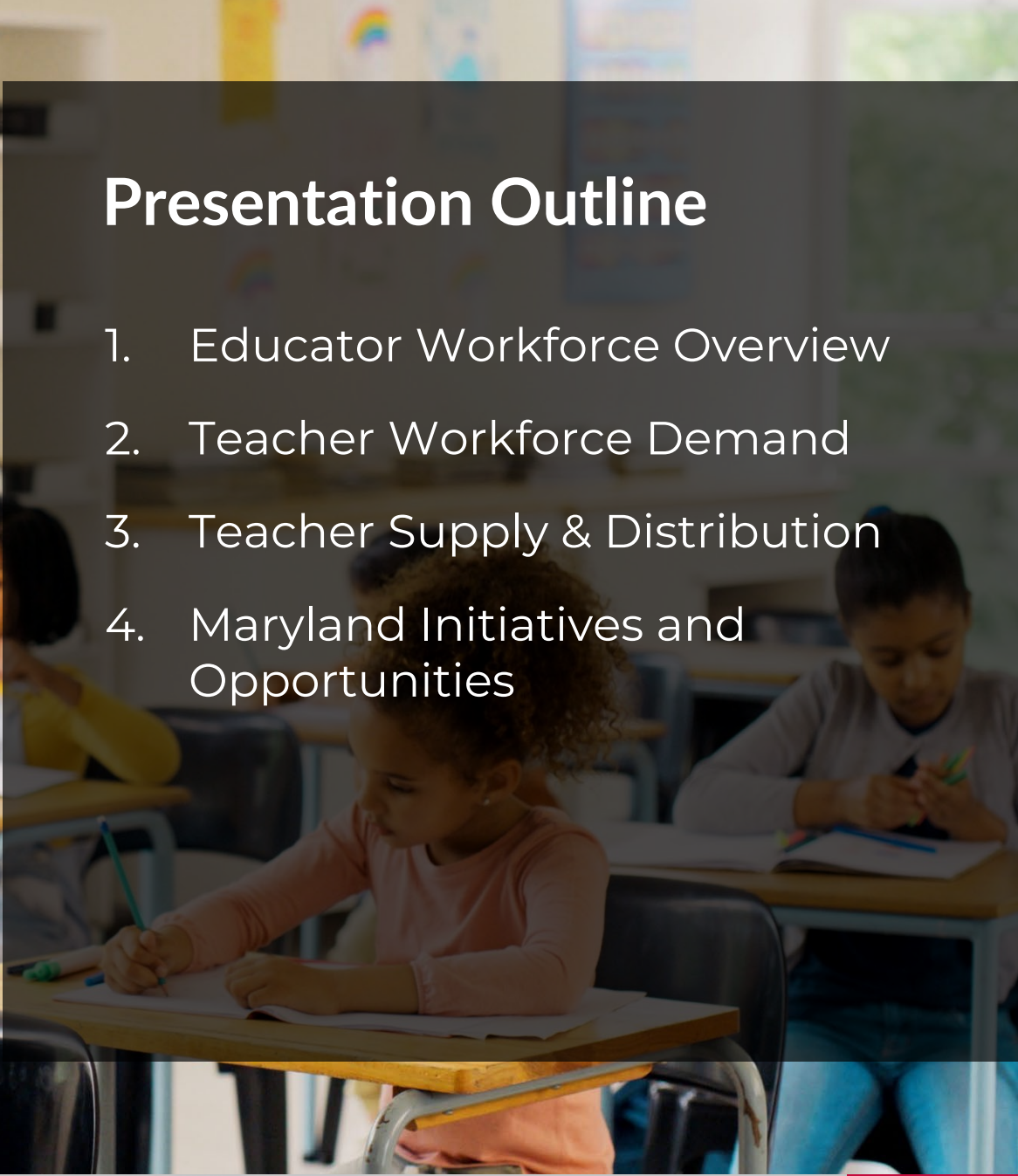




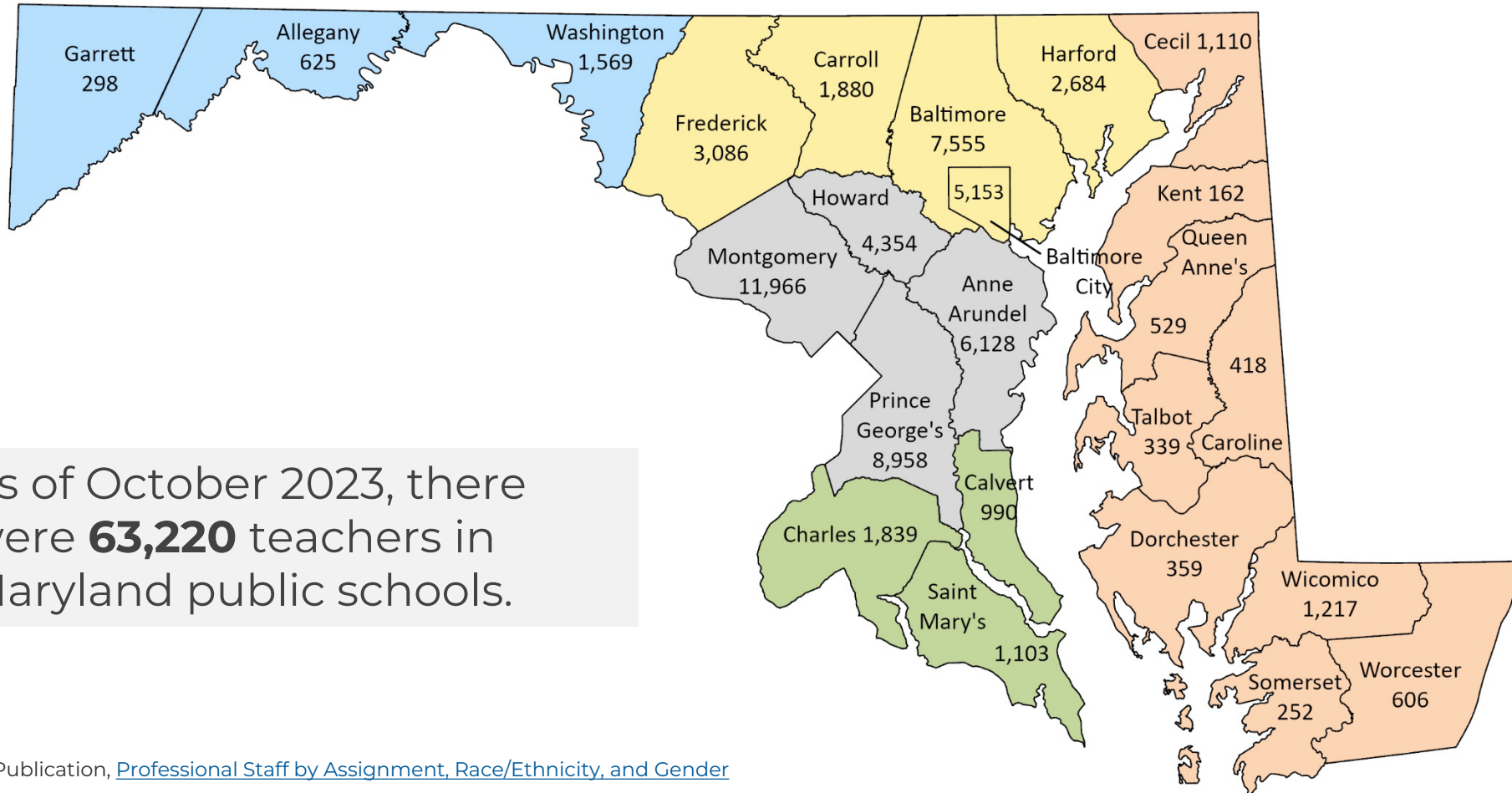


## Presentation Outline

1. Educator Workforce Overview
2. Teacher Workforce Demand
3. Teacher Supply & Distribution
4. Maryland Initiatives and Opportunities



# Overview: Maryland Educator Workforce, SY 2023-2024

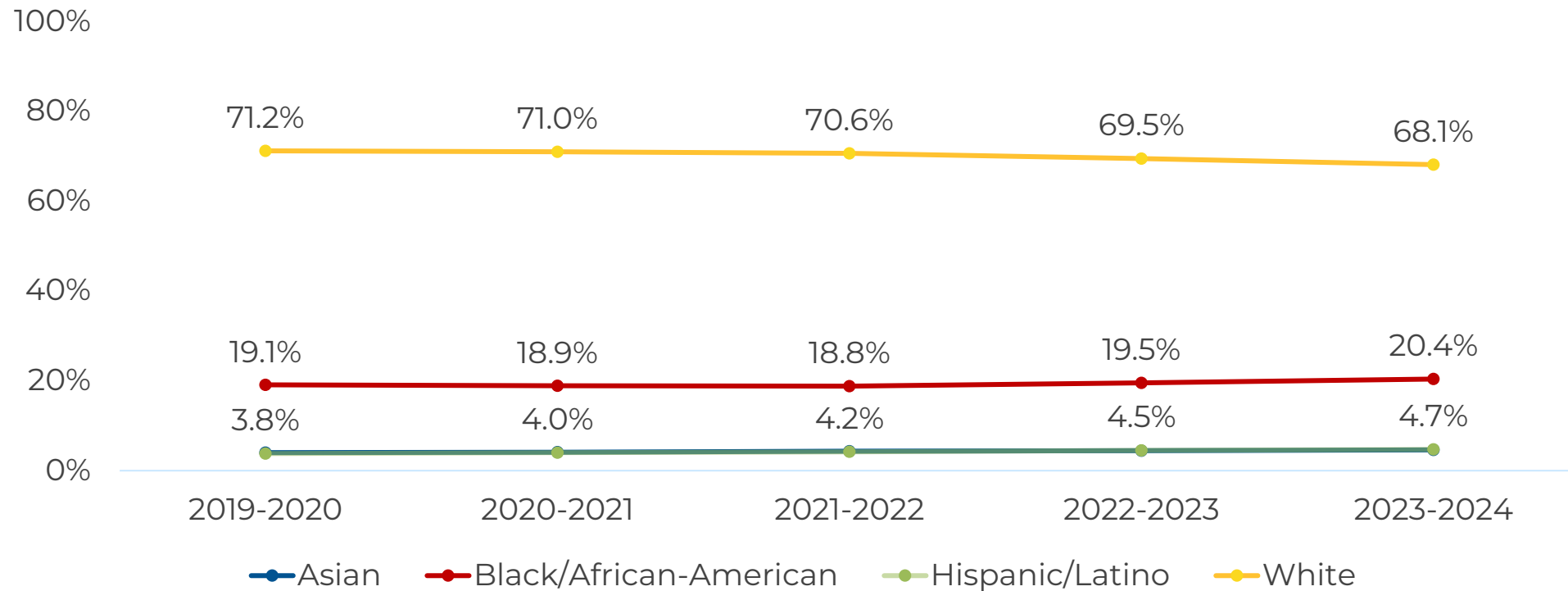


As of October 2023, there were **63,220** teachers in Maryland public schools.

Source: MSDE Staff Publication, [Professional Staff by Assignment, Race/Ethnicity, and Gender](#)

# Maryland Teacher Race/Ethnicity Trends

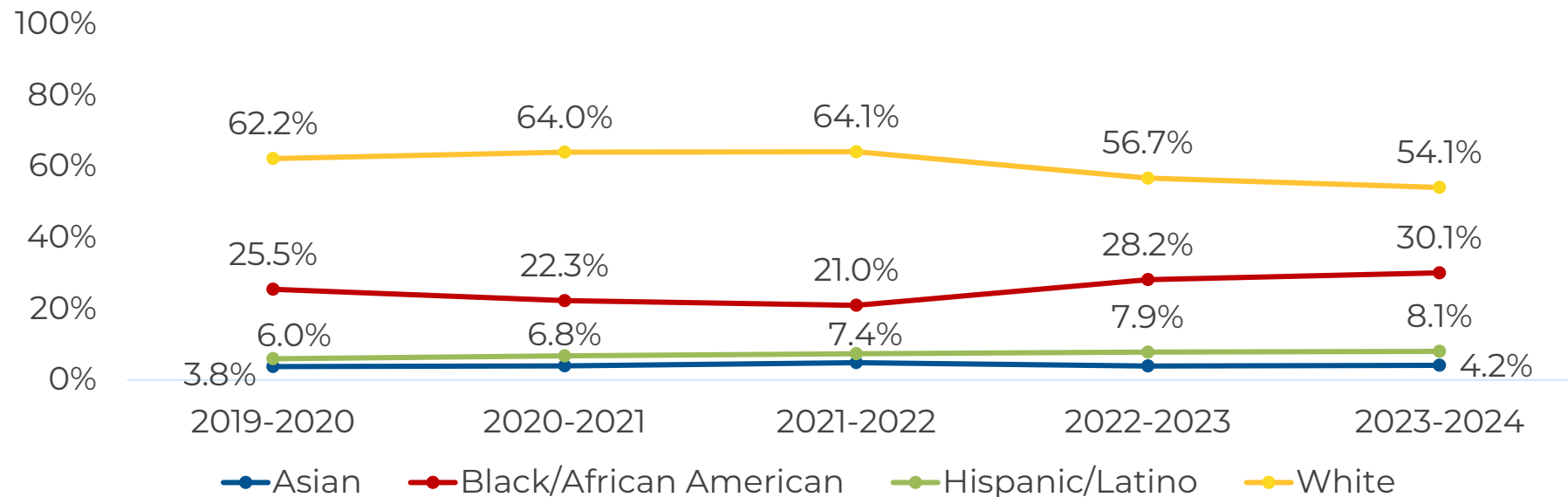
The teacher workforce in Maryland is gradually diversifying, although it remains predominantly white.



Source: MSDE Staff Data Collection.

## Maryland First-Year Teacher by Race/Ethnicity Trends

The percentage of first-year teachers who are Black/African American or Hispanic/Latino has more than doubled in the past ten years, reaching 30% and 8%, respectively. However, more than half of first-year teachers in Maryland are white.



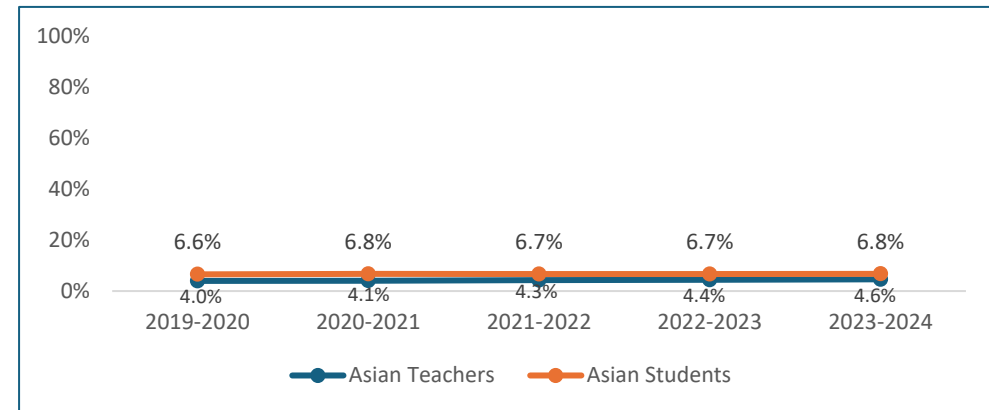
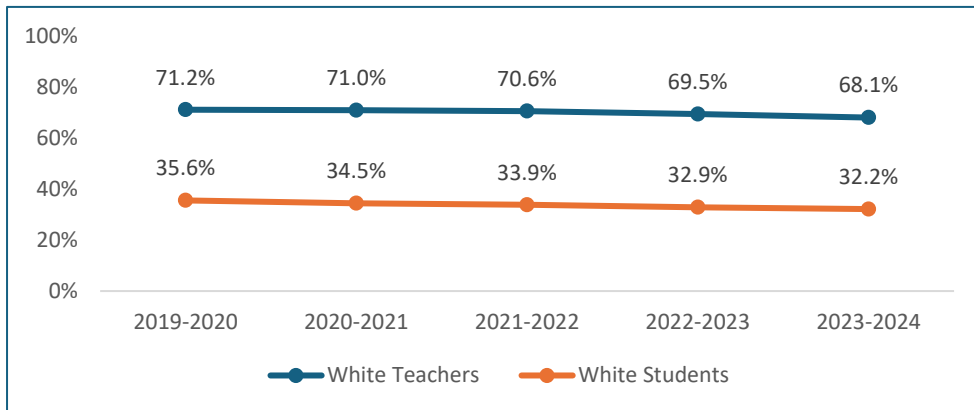
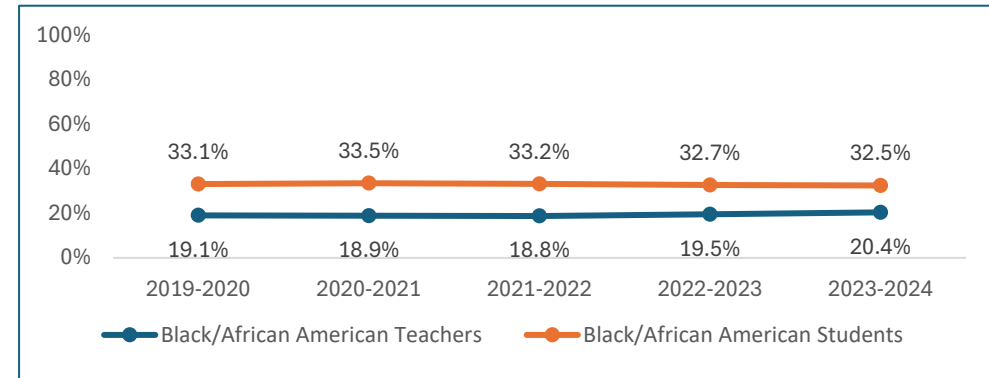
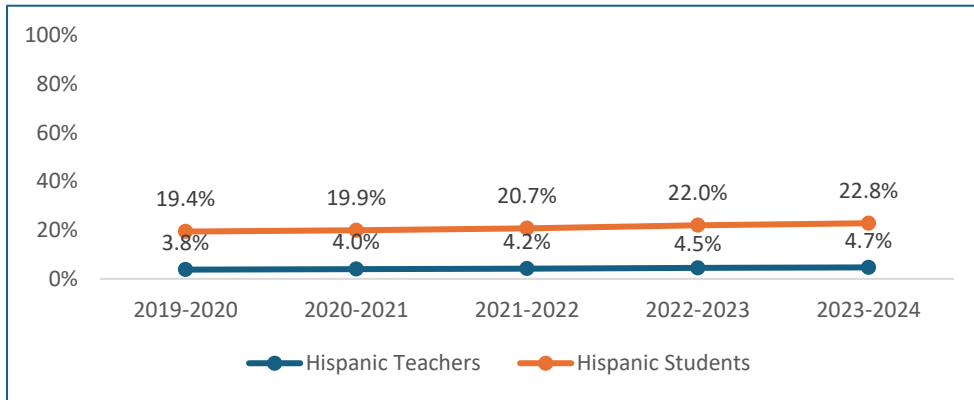
Note: A new teacher is defined as one with less than one year of experience at the start of the given school year.

Source: MSDE Staff Data Collection.



# Maryland Teacher and Student Race/Ethnicity Trends

The racial/ethnic disparity between students and teachers has persisted over the last five years.



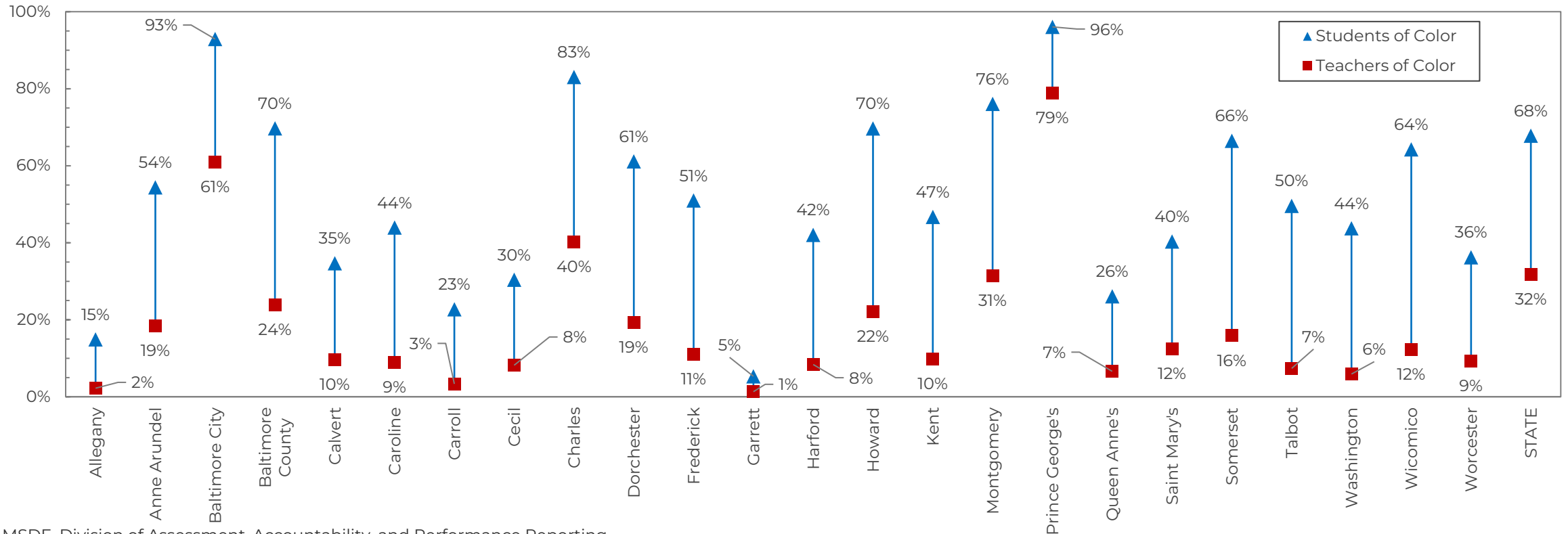
Source: MSDE Staff and Student data collections.



# Disparity of Teacher Student Race/Ethnicity, SY 2023-2024

The gap between the percentage of students of color and the percentage of teachers of color statewide is 36 percentage points and varies at the LEA level from 4 to 52 percentage points.

Percentage of Students and Teachers of Color, SY 2023-2024



Source: MSDE, Division of Assessment, Accountability, and Performance Reporting

# Maryland Teacher Attrition Trends

In the most recent year, 10.7% of Maryland teachers did not return to teaching in the state.

## School

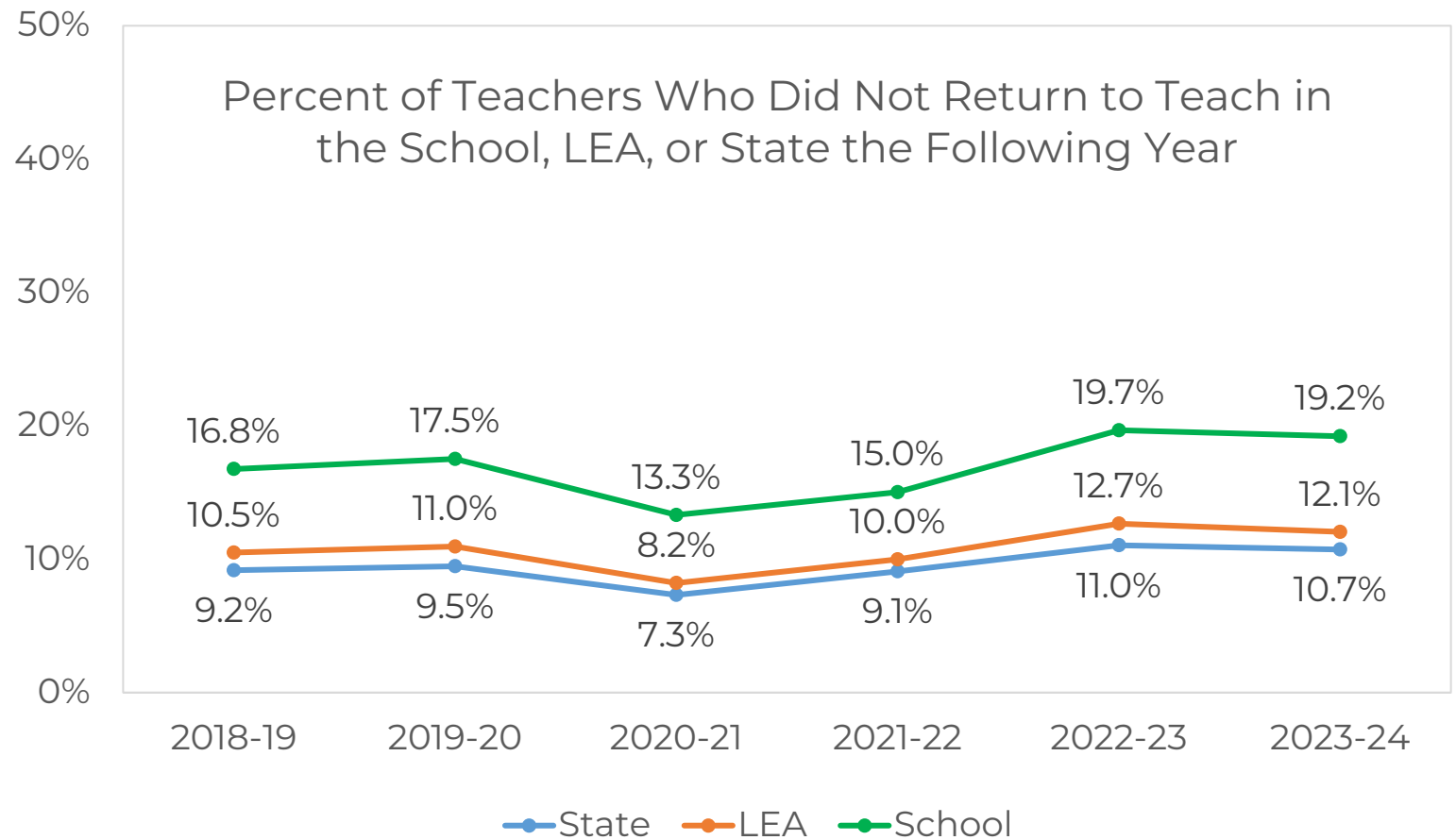
The percentage of Maryland public school teachers in the prior year who did not return as a teacher in the same school in the following year

## LEA

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

## State

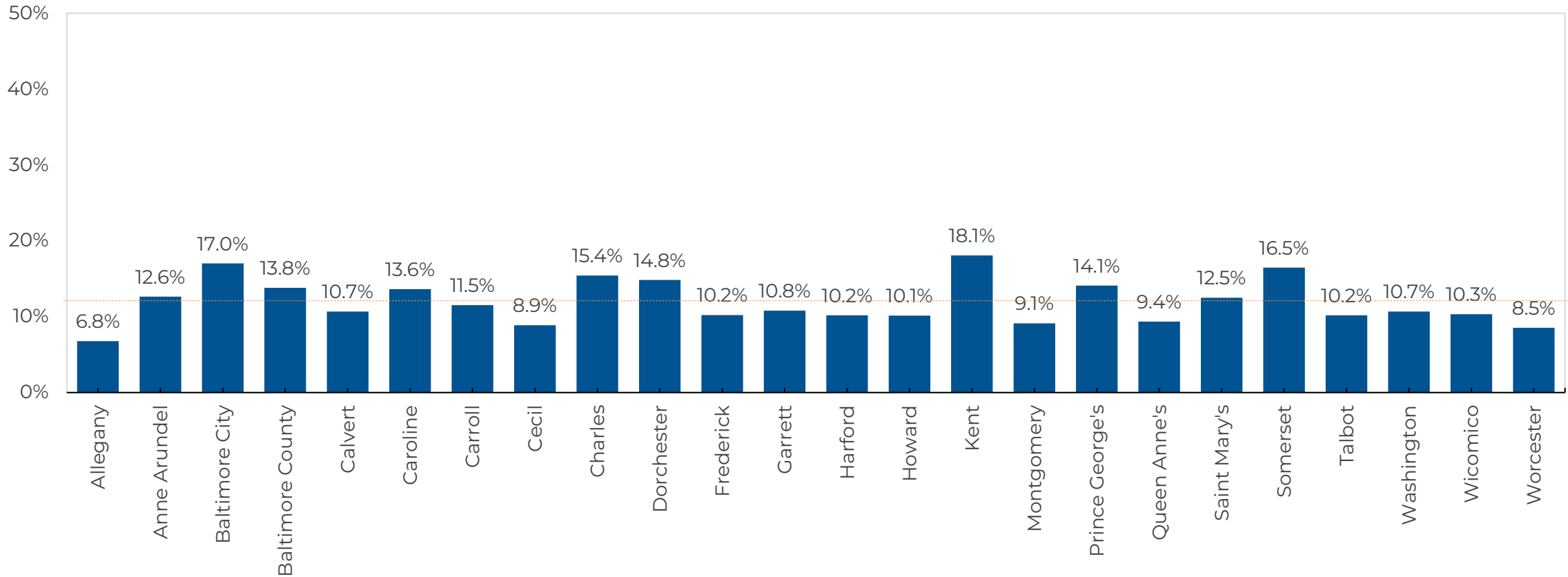
The percentage of Maryland public school teachers in the prior year who did not return as a teacher in Maryland in the following year



Source: MSDE Staff Data, as of October 15 of each school year.

# Maryland Teacher Attrition by LEA, SY 2023-2024

In the SY2023-2024, 12% of teachers did not return to teach in the same LEA from the prior school year. Attrition by LEA varied from a low of 7% to a high of 18%.

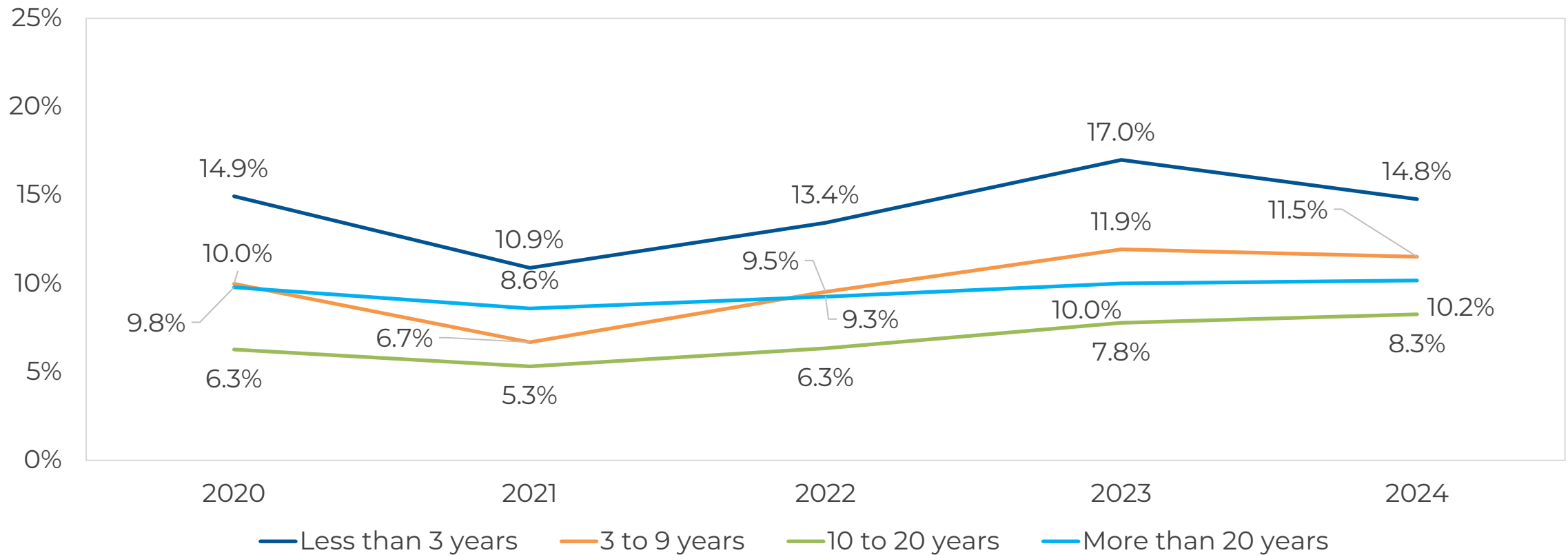


Source: MSDE Staff Data, As of October 15 of each school year. Rates indicate the percentage of teachers in an LEA in 2022-23 who did not return to teach in the same LEA in 2023-24.



# Maryland Teacher Attrition by Years of Experience Trend

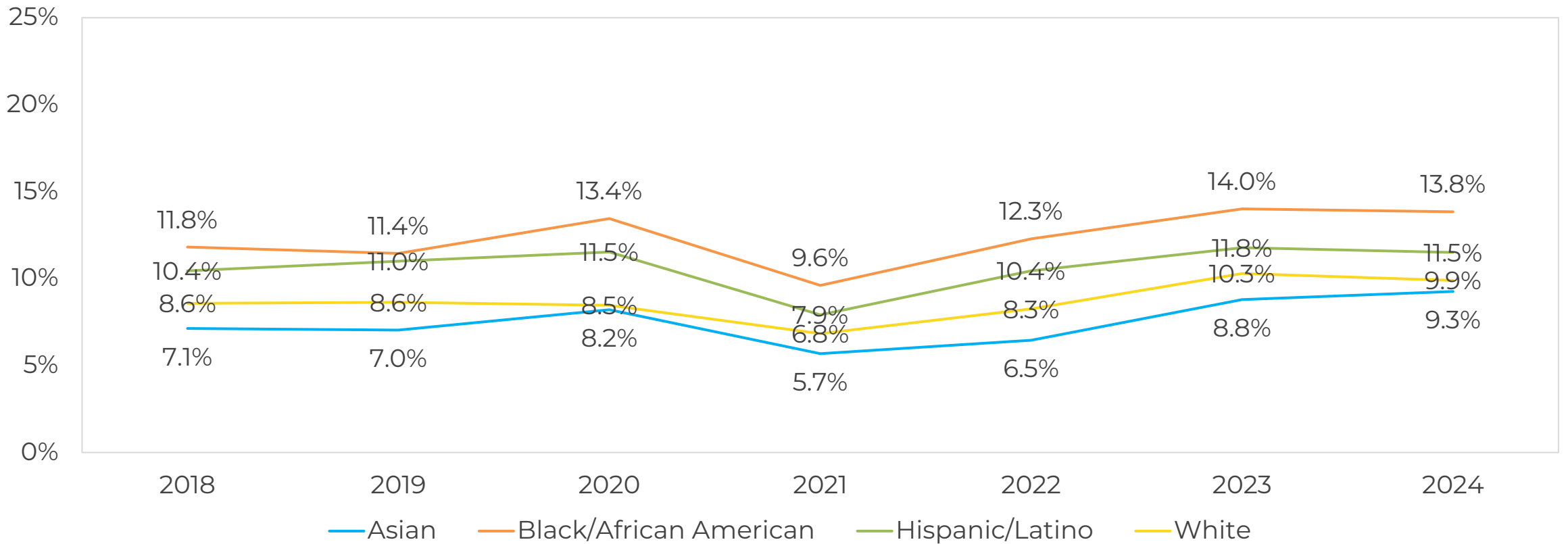
In Maryland, new teachers are the most likely to leave teaching with about 1 in 7 leaving the teaching profession.



Source: MSDE Staff Data Collection

# Maryland Teacher Attrition by Race/Ethnicity Trends

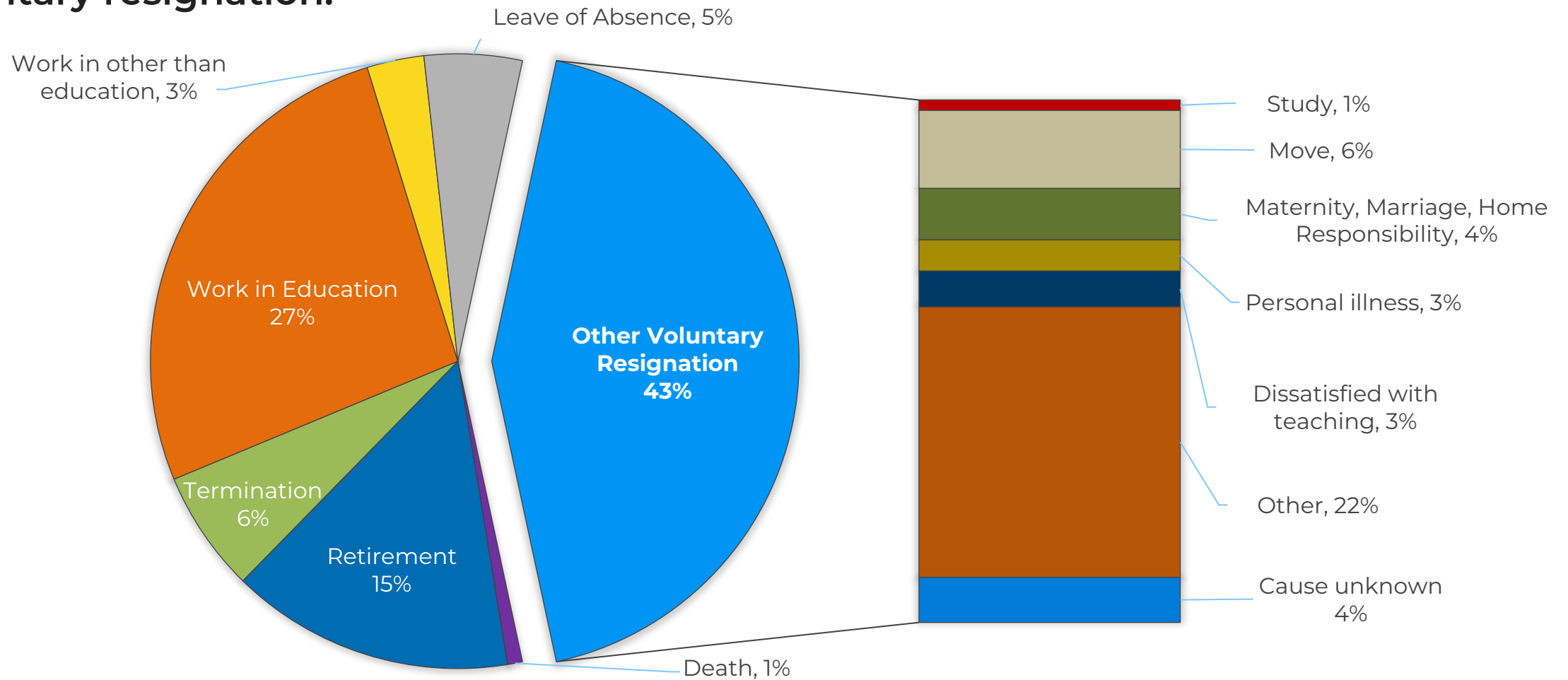
Attrition rates remain highest for Black/African American teachers. In the most recent year, attrition rates fell slightly for all groups, except for Asian teachers.



Source: Staff Data Collection

# Reasons for Maryland Teachers Exiting, SY 2023-2024

The reasons cited the most for leaving the LEA were “work in education” and “other voluntary resignation.”

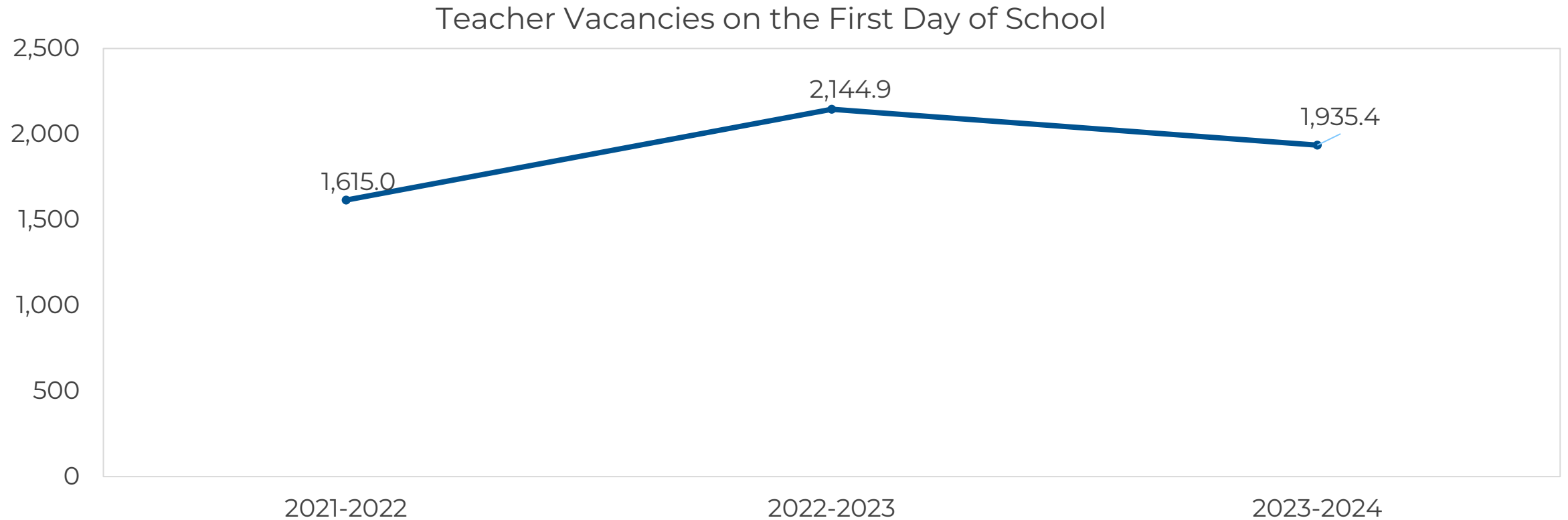


Source: MSDE Staff Data, as reported by LEAs, as of October 15<sup>th</sup>. Counts indicate number of teachers who exited the LEA between October 2023 and October 2024.



# Teacher Vacancies Trend

Teacher vacancies have declined in SY 2023-2024 as compared to the prior year.

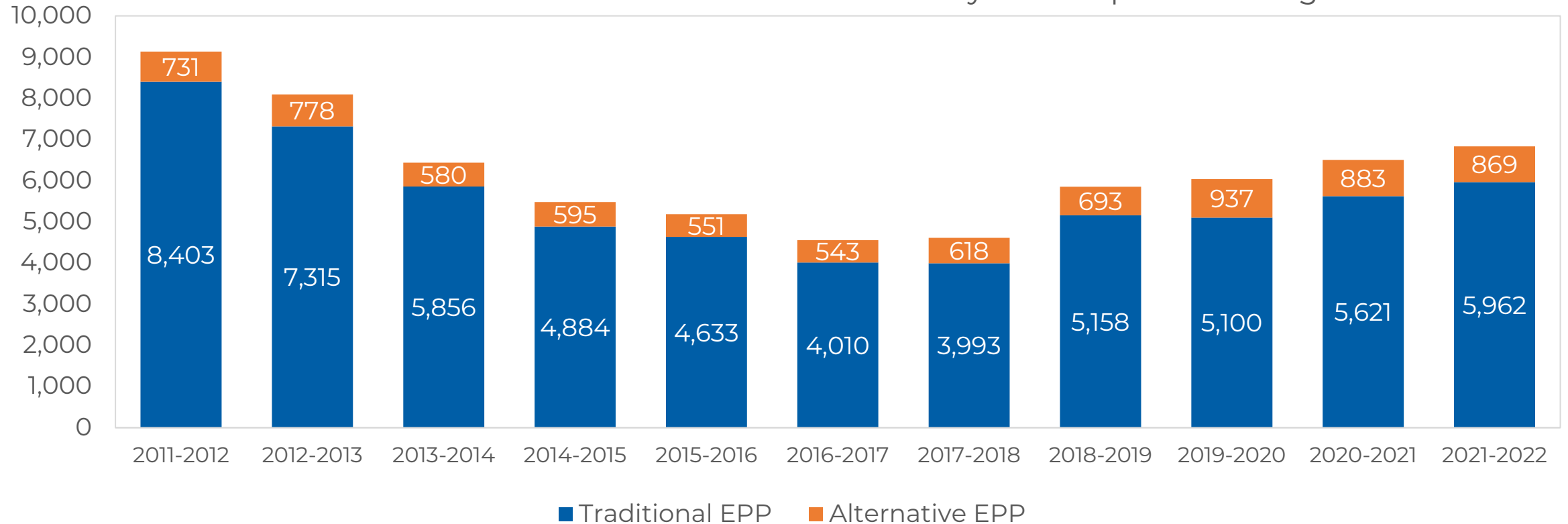


Source: MSDE Annual Vacancy Data Collection

# Maryland Teacher Preparation Programs: Enrollment Trend

Enrollment in Maryland teacher preparation programs has increased since SY 2016-2017, reversing the prior downward trend.

Total Number of Teacher Candidates Enrolled in Maryland Preparation Programs

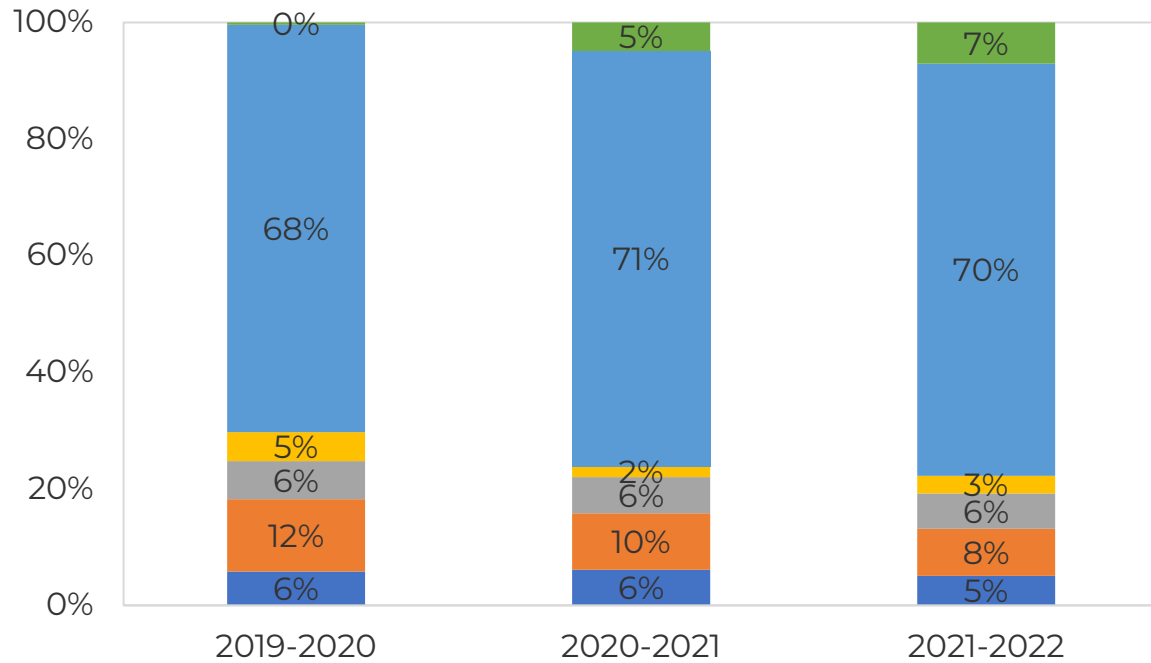


Source: Title II Reports ([title2.ed.gov](http://title2.ed.gov))

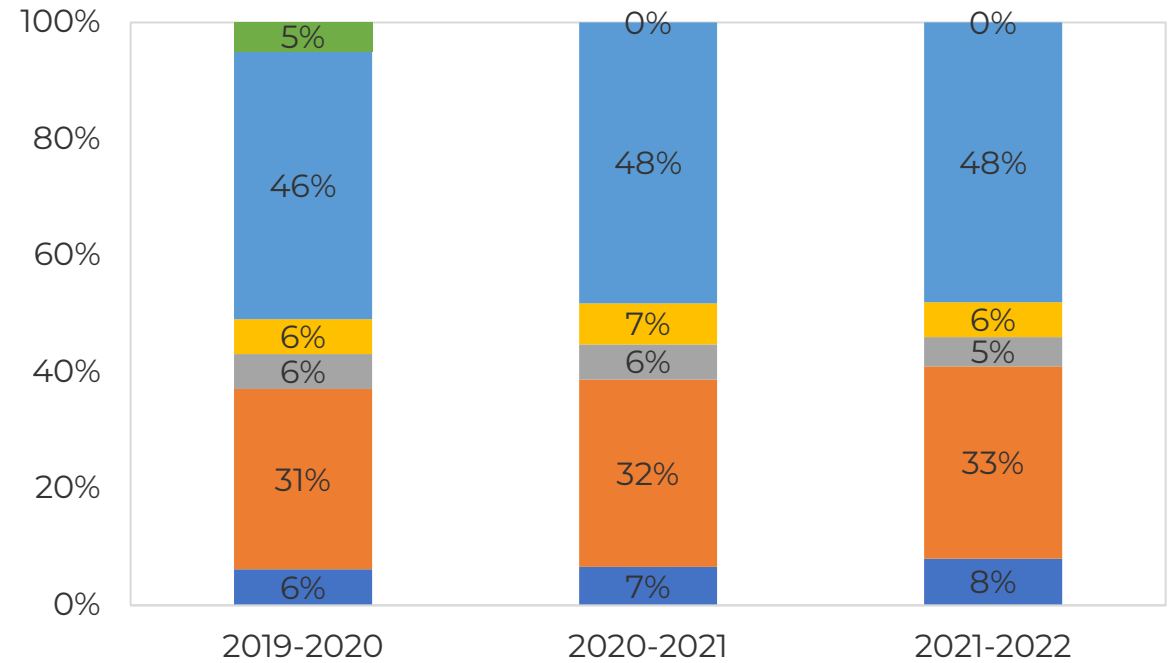
# Maryland Teacher Preparation Program: Completer by Race/Ethnicity Trend

Alternative preparation programs produce a greater proportion of teachers of color, in particular Black/African American completers.

Traditional Preparation Program Completers



Alternative Preparation Program Completers



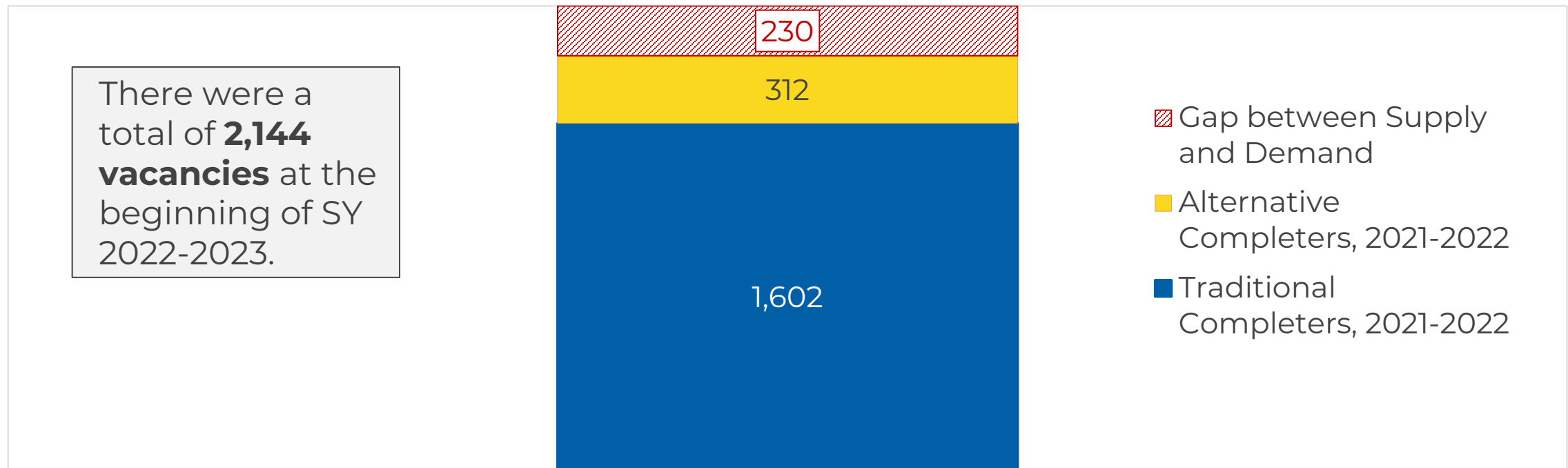
■ Asian      ■ Black/African\_American      ■ Hispanic/Latino  
■ Two or More      ■ White      ■ Other

Source: MSDE Traditional and Alternative Program Approval Reports



## Maryland Supply of Teachers vs. Demand for Teachers

The gap between teacher supply and demand can be conceptualized as the difference between the total number of teacher vacancies and the total number of Maryland teacher preparation program completers. EPPs in Maryland do not produce enough teachers to fill the State’s vacancies.

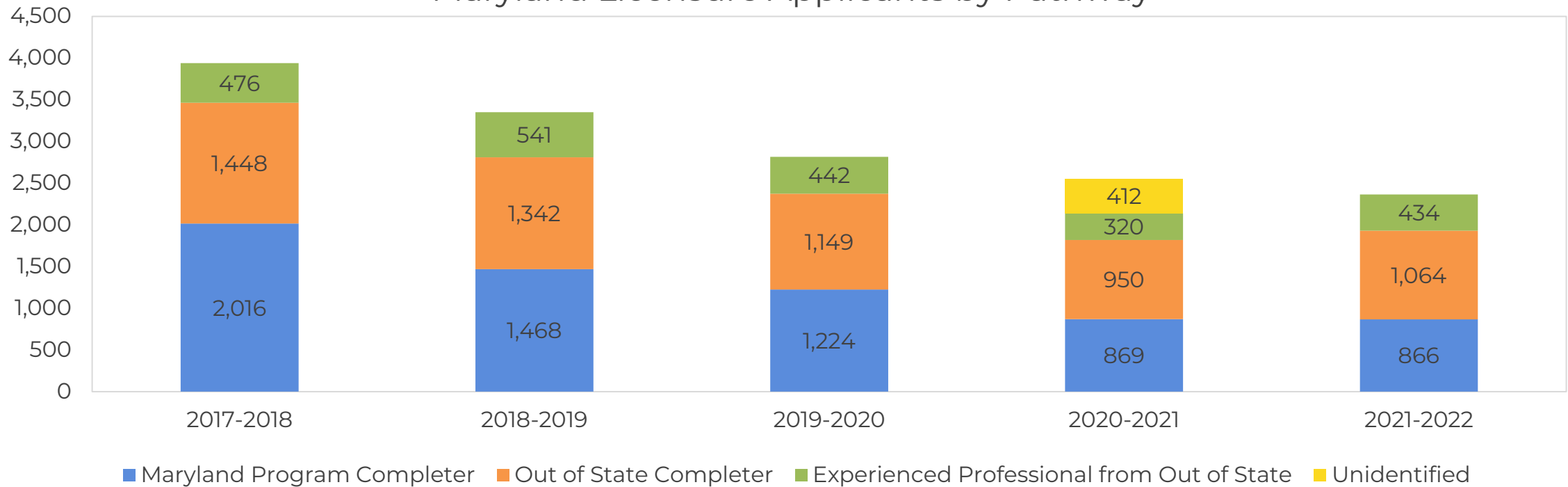


Source: 2021-2022 Traditional and Alternative Program Approval Report; 2022-2023 Annual Vacancy Report

# Maryland Educator Licenses Issued Trend

The number of Maryland licenses issued annually has steadily declined over the past 5 years. In SY 2021-2022, 63% of applicants who qualified for licensure were prepared out of state.

Maryland Licensure Applicants by Pathway

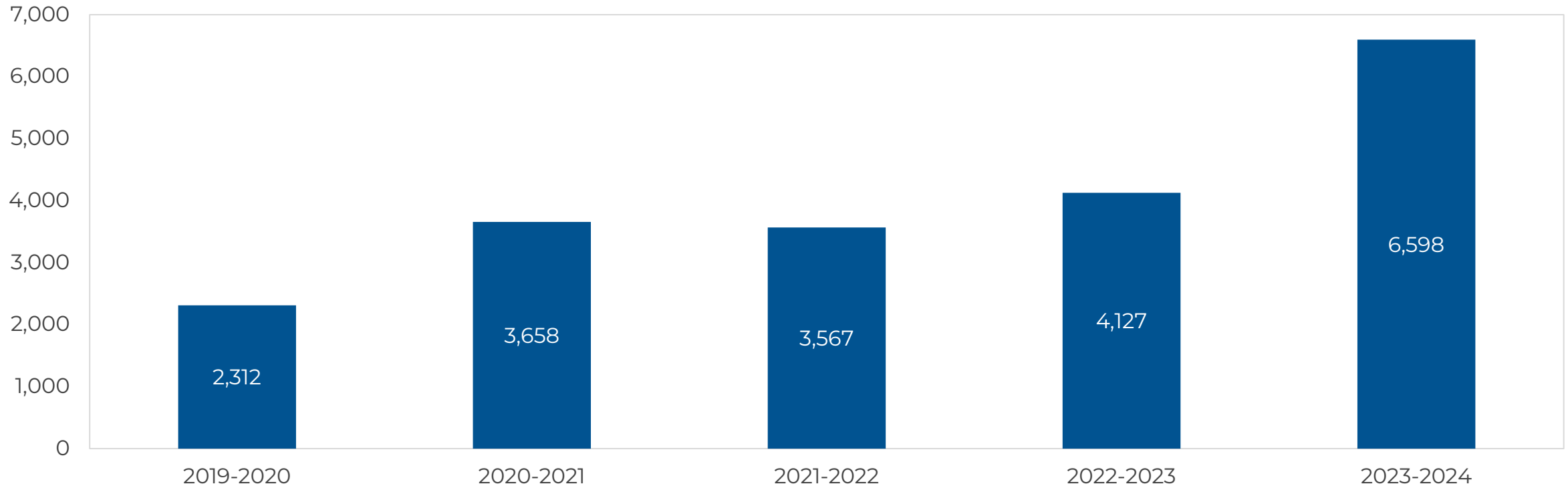


Source: MSDE Educator Information Systems

## Maryland Conditional Licensure Trends

The number of teachers with a conditional license have increased by more than 185% since SY 2019-2020. Conditionally licensed teachers make up more than 10% of Maryland's current teacher workforce.

Number of Conditionally Licensed Teachers Employed in LEAs

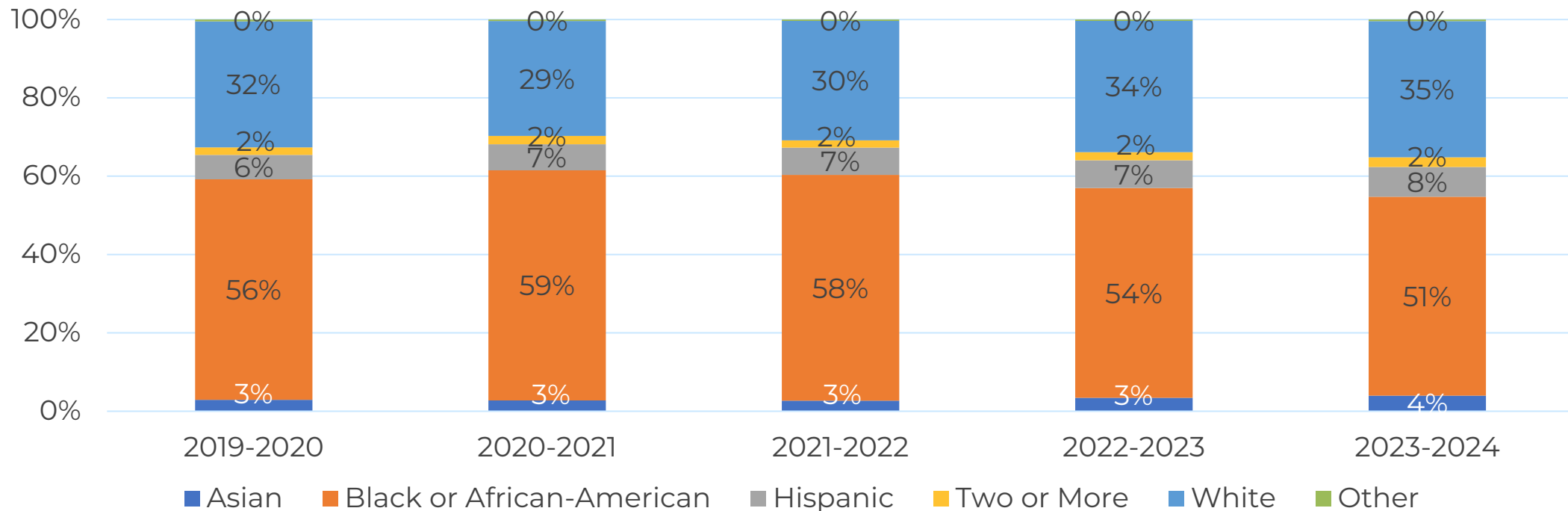


Source: MSDE Staffing Data Collection; MD Educator Information System as of May 2024

# Maryland Conditional Licensure Demographic Trends

Teachers with a conditional license are more diverse than the overall Maryland teaching workforce.

Conditional Licensure by Year and Race/Ethnicity



Note: Other includes American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander.

Source: MSDE Staff Data Collection.

## Teacher Qualifications: High and Low Poverty Schools, SY 2022-2023

In the SY 2022-2023, high poverty schools had higher percentages of inexperienced teachers, teachers teaching out-of-field, and teachers teaching with emergency or provisional licenses.

Category	All Schools	High Poverty Schools	Low Poverty Schools	Difference (Percentage Points)
Inexperienced Teachers	16.6%	22.0%	11.9%	10.1%
Out-of-Field Teachers	11.9%	14.9%	6.8%	8.1%
Teachers with Emergency or Provisional Licenses	8.2%	12.4%	4.1%	8.3%

Source: Annual Staff Data Collection and Attendance Data Collection.



## Teacher Qualifications: Schools with High and Low Percentages of Students of Color

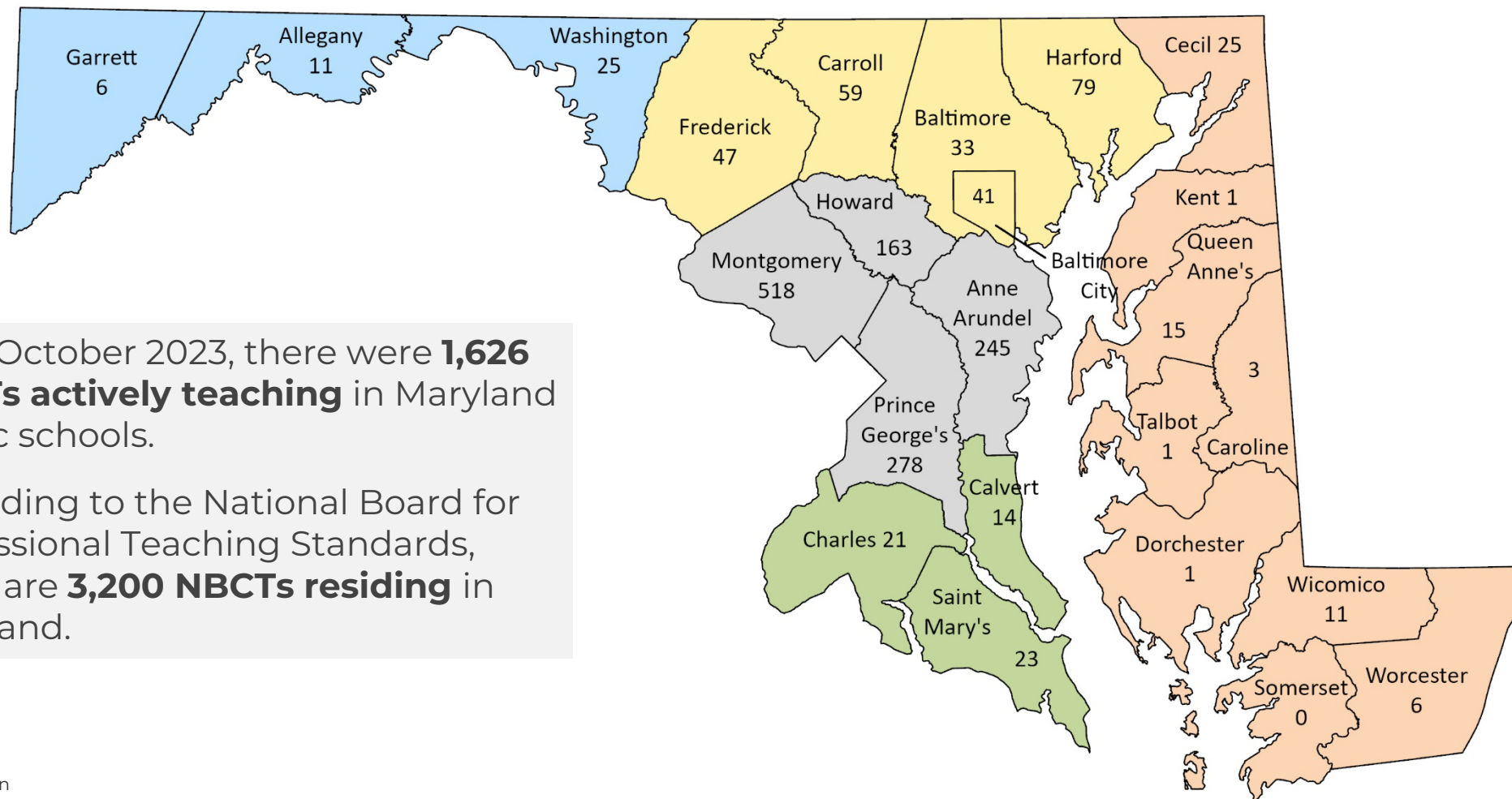
In the SY 2022-2023, schools with a high percent of students of color had higher percentages of inexperienced teachers, teachers teaching out-of-field, and teachers with emergency or provisional licenses.

Category	All Schools	Schools with High % Of Students of Color	Schools with Low % of Students of Color	Difference (Percentage Points)
Inexperienced Teachers	16.6%	20.8%	12.1%	8.7%
Out-of-Field Teachers	11.9%	22.0%	7.0%	15.0%
Teachers with Emergency or Provisional Licenses	8.2%	16.4%	2.9%	13.5%

Source: Annual Staff Data Collection and Attendance Data Collection

# National Board Certified Teachers (NBCTs)

The majority of NBC teachers in Maryland are employed by LEAs in the central part of the State

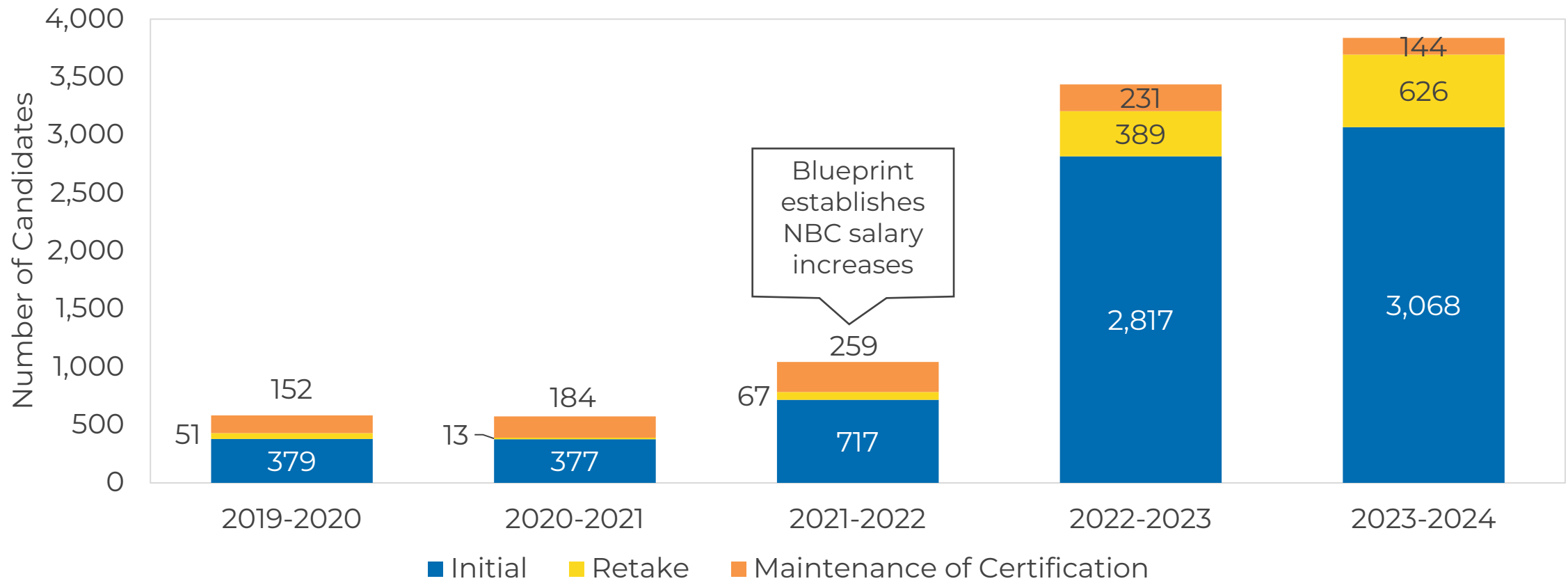


- As of October 2023, there were **1,626 NBCTs actively teaching** in Maryland public schools.
- According to the National Board for Professional Teaching Standards, there are **3,200 NBCTs residing** in Maryland.

Source: MSDE Staff Data Collection

# NBC Fee Support Program Participants

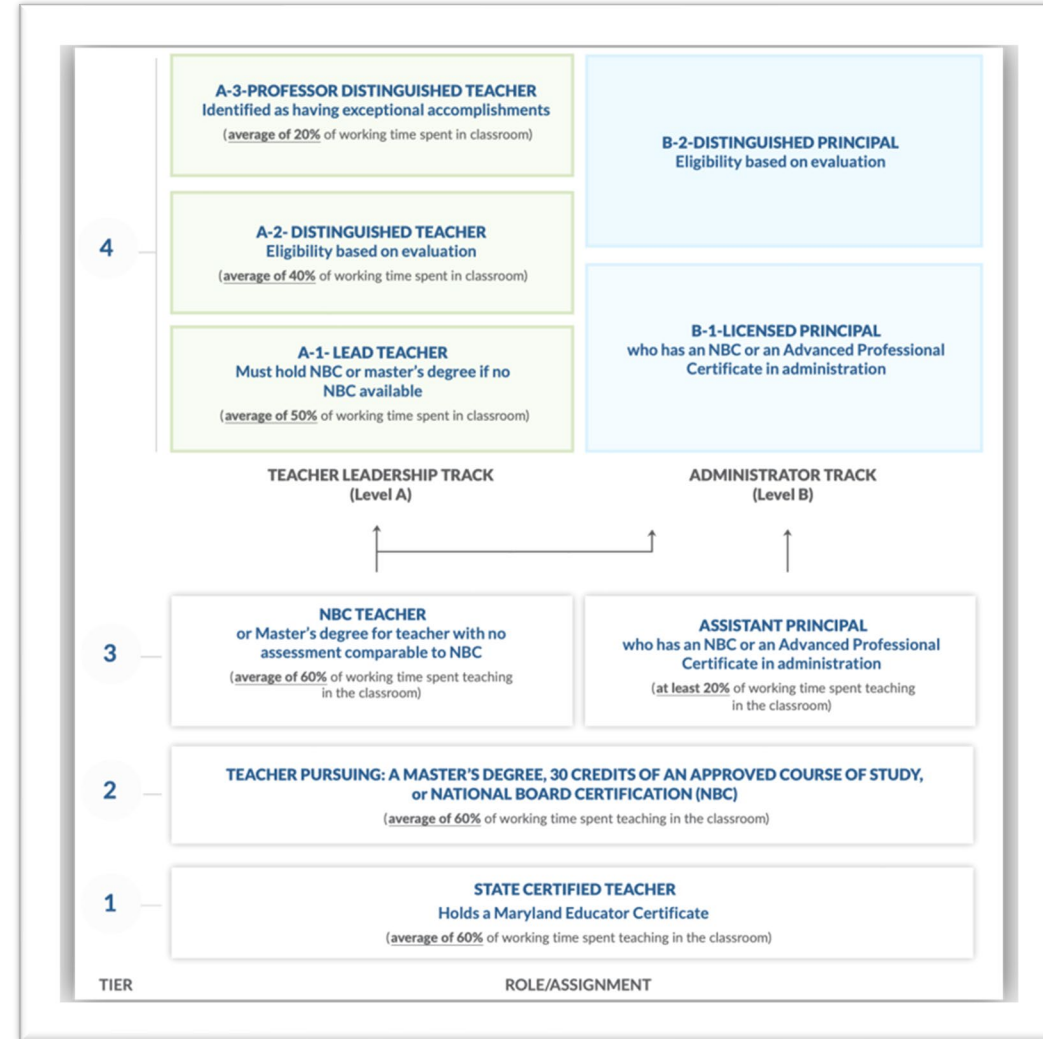
The number of teachers participating in the State/Local Fee Incentive Program has increased dramatically since the Blueprint established salary increases for NBC.



Source: Annual LEA Fee Incentive Program Data Collection

# Career Ladder and Incentives for Educators

- LEA Career Ladders to be adopted by July 2024.
- Career Ladder establishes a Teacher Leadership Track for those teachers who want to stay in the classroom
- Minimum base salary for teachers will be \$60,000 by July 1, 2026
- Salary incentives for eligible National Board Certified Teachers established July 2022:
  - \$10,000 for NBC
  - \$7000 NBC in a low performing school
  - Additional increases for maintaining NBC
- Once all levels of the Career Ladder are approved by the AIB, salary increases associated with Tier Four will be implemented



## Flexible Teacher Licensure

- Nine pathways to Maryland professional licensure effective April 1, 2024
  - Senate Bill 771 (2024) provides Maryland program candidates multiple measures to demonstrate basic literacy skills proficiency and readiness to enter the classroom
  - In-district training allows LEAs to develop training programs in partnership with an institution of higher education to prepare and support conditionally licensed teachers at the local level
  - Licensure assessments no longer required for professional and technical education teachers
- Advancement through the licensure framework no longer required (e.g., master's degree no longer required to remain licensed)
- National Board Certification is a direct way to renew a Maryland educator license



## National Board Certification Support Program

- Each LEA has identified an NBC Coordinator and NBC Facilitator(s) who work with the State NBC Coordinator and support local candidates
- State-wide Community of Practice in partnership with the National Board for Professional Teaching Standards (NBPTS)
- Regular, structured technical assistance for LEA NBC Coordinators/Facilitators
- ATLAS® access for up to 4,500 Maryland candidates and facilitators
  - Library of more than 1,400 authentic video cases showing NBCTs at work in the classroom
  - Each video assessed as accomplished practice, according to NBPTS
  - Include teacher's written reflections and related instructional materials
- State-wide conference for LEA NBC Coordinators and Facilitators (fall 2024)

## Educator Dashboard

- The Maryland Educator Shortage Reduction Act of 2023 (HB1219) requires MSDE to establish and maintain a Maryland Educator Recruitment, Retention, and Diversity Dashboard.
- The dashboard must include key data points for licensed and non-licensed personnel in public schools and teacher interns from teacher preparation programs:
  - Gender
  - Race/ethnicity
  - Length of service
  - New hires
  - Attrition rate
  - Status on the career ladder\*
- Data must be updated annually by January 1st

\*Pending career ladder implementation

## P-20 Collaborative Recruitment and Retention Work Group

- Diverse group of stakeholders charged with identifying solutions to overcome the challenges of recruiting and retaining a high quality, diverse teacher workforce
- Comprised of representatives from:
  - MSDE Division of Educator Effectiveness
  - Maryland Higher Education Commission
  - University System of Maryland
  - Historically Black Colleges and Universities
  - Maryland Independent Colleges and Universities Association
  - Frederick County Public Schools
  - Montgomery County Public Schools
  - Prince George's County Public Schools
  - Dorchester County Public Schools
  - Kent County Public Schools
  - Baltimore County Public Schools
  - Baltimore City Public School System
  - College of Southern Maryland

# Teach Maryland: Marketing Campaign



## Marketing Campaign

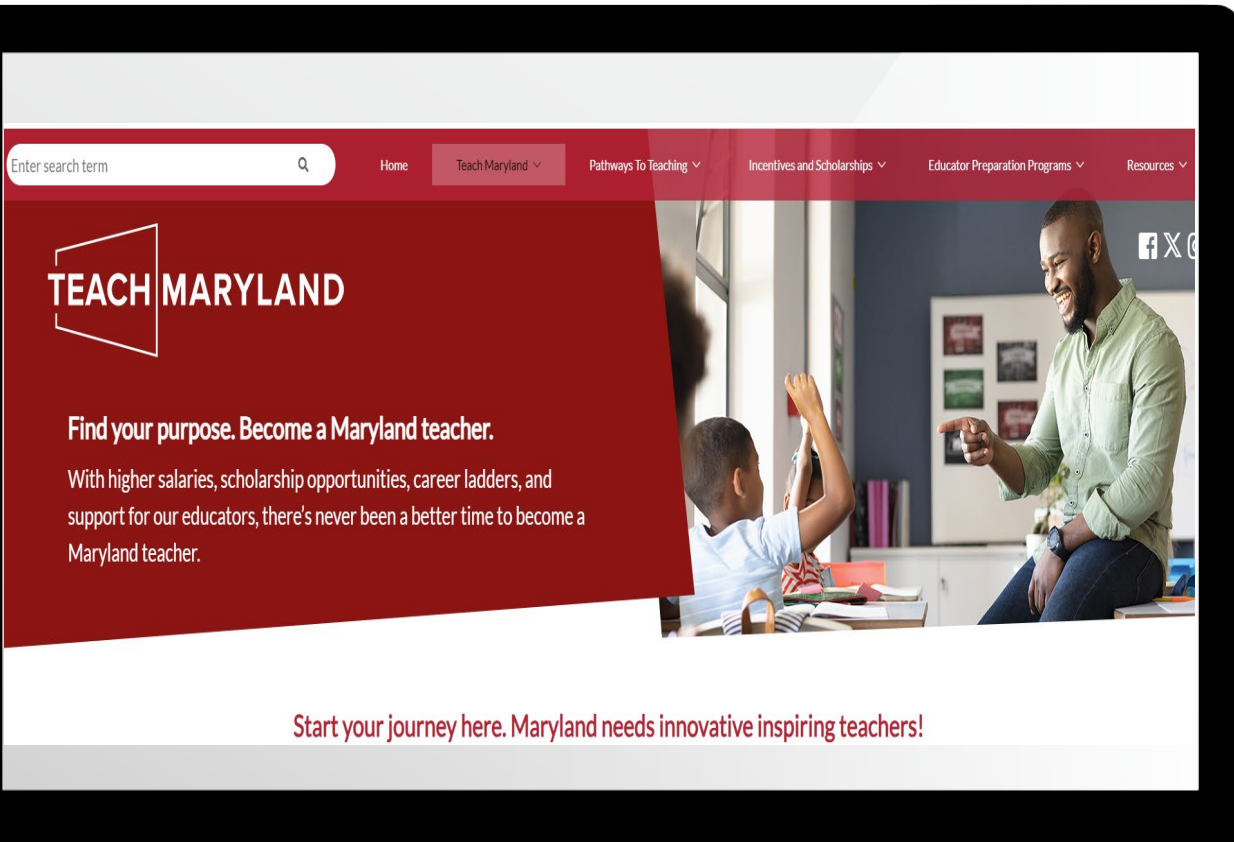
Teach Maryland utilizes a combination of digital and print advertising, social media posts, radio spots, posters, flyers, bus wraps, bus shelter advertisements, digital billboards, and streaming services as a platform for the recruitment of a diverse pool of potential teachers.

# Teach Maryland: Website

## Teach Maryland Website

Designed for students, career changers, and existing teachers interested in teaching in Maryland. The site includes links to licensure information, educator preparation programs, employment opportunities, and financial incentives.

<https://teach.maryland.gov>





## Glossary of Terms

**New Teacher** a teacher with less than one year of experience.

**Inexperienced Teacher** a teacher with three or less years of experience.

**Conditionally Licensed Teacher:** A teacher employed with an LEA who has a bachelor's degree and who has not yet completed the requirements for professional licensure.

**Out-of-Field Teachers:** teachers teaching in a subject they are not licensed to teach.

**Emergency or Provisional Credentials** are issued only to applicants employed in a local school system or publicly funded nonpublic school who do not meet all professional licensure requirements (e.g., Conditional License).