
TO: Members of the Accountability & Implementation Board and State Board of Education

FROM: Rachel Hise, Executive Director, Accountability & Implementation Board
Alex Reese, Chief of Staff, Maryland State Department of Education

DATE: January 28, 2025

SUBJECT: Teacher Recruitment, Development, and Retention

Purpose

The goal of this joint presentation is for the Accountability & Implementation Board and the State Board of Education to review teacher workforce data and identify research-based policies and programs that can be used to effectively recruit, develop, and retain licensed teachers in Maryland schools.

Background

One of the key priorities of the Blueprint for Maryland's Future is filling our schools with high-quality and diverse teachers and leaders. As part of the Blueprint's second pillar, the law requires initiatives to recruit teachers and the creation of an educator career ladder. To make the teaching profession more attractive, the Blueprint requires that 40% of teachers' working time be designated as non-teaching time. Providing teachers with dedicated "collaborative time" has the potential to improve teachers' instruction and drive gains in students' academic achievement. Based on the notion that providing more non-teaching time requires hiring 12,000-15,000 more teachers, the Kirwan Commission wrote into the Blueprint increases in the per-pupil funding amount that are set to begin in Fiscal Year 2026.

Since the Blueprint passed, the pandemic has exacerbated Maryland's teacher shortage. School Year 2024-25 began with 1,619 teacher vacancies, and 6,074 teachers across the state - 10% of the teaching workforce - are operating with a conditional teaching license.

On January 10th, 2025, the Accountability and Implementation Board (AIB) adopted the following motion:

Given the current shortage of licensed teachers in our schools, it is not feasible to hire the additional teachers in the near-term to implement collaborative time on the current 8-year timeline in the Blueprint (FY 26-33); therefore, the AIB recommends that adjustments to the timeline be made. The AIB recognizes the urgent need to increase the teacher pipeline and will support the implementation of additional strategies to close the teacher supply gap and meet the 40% collaborative time goal for all teachers on a revised timeline.

Executive Summary

Maryland needs more licensed teachers to be able to achieve the Blueprint's goal of hiring more educators and implementing expanded collaborative time. Essential to achieving this goal - and to ensuring our teacher workforce reflects the diversity of our student population – are policies and programs to recruit, develop, and retain licensed teachers.

To recruit more Marylanders into the teaching profession, the State Board of Education and Accountability & Implementation Board can consider Grow Your Own initiatives, marketing and incentives to draw licensed teachers from other states, and use of the Interstate Teaching Compact to encourage licensed out-of-state educators to teach in Maryland.

Research shows that retaining existing teachers is linked with ongoing professional learning opportunities and effective school leadership. To create the conditions where teachers want to stay in Maryland public schools, the Maryland State Department of Education can provide high-quality professional development for teachers and training for existing and aspiring school leaders.

Action

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

Attachments

Teacher Recruitment, Development, and Retention – 01.28.2025.pptx

OFFICE OF THE AIB EXECUTIVE DIRECTOR
OFFICE OF THE STATE SUPERINTENDENT OF SCHOOLS

Teacher Recruitment, Development, and Retention

January 28, 2025

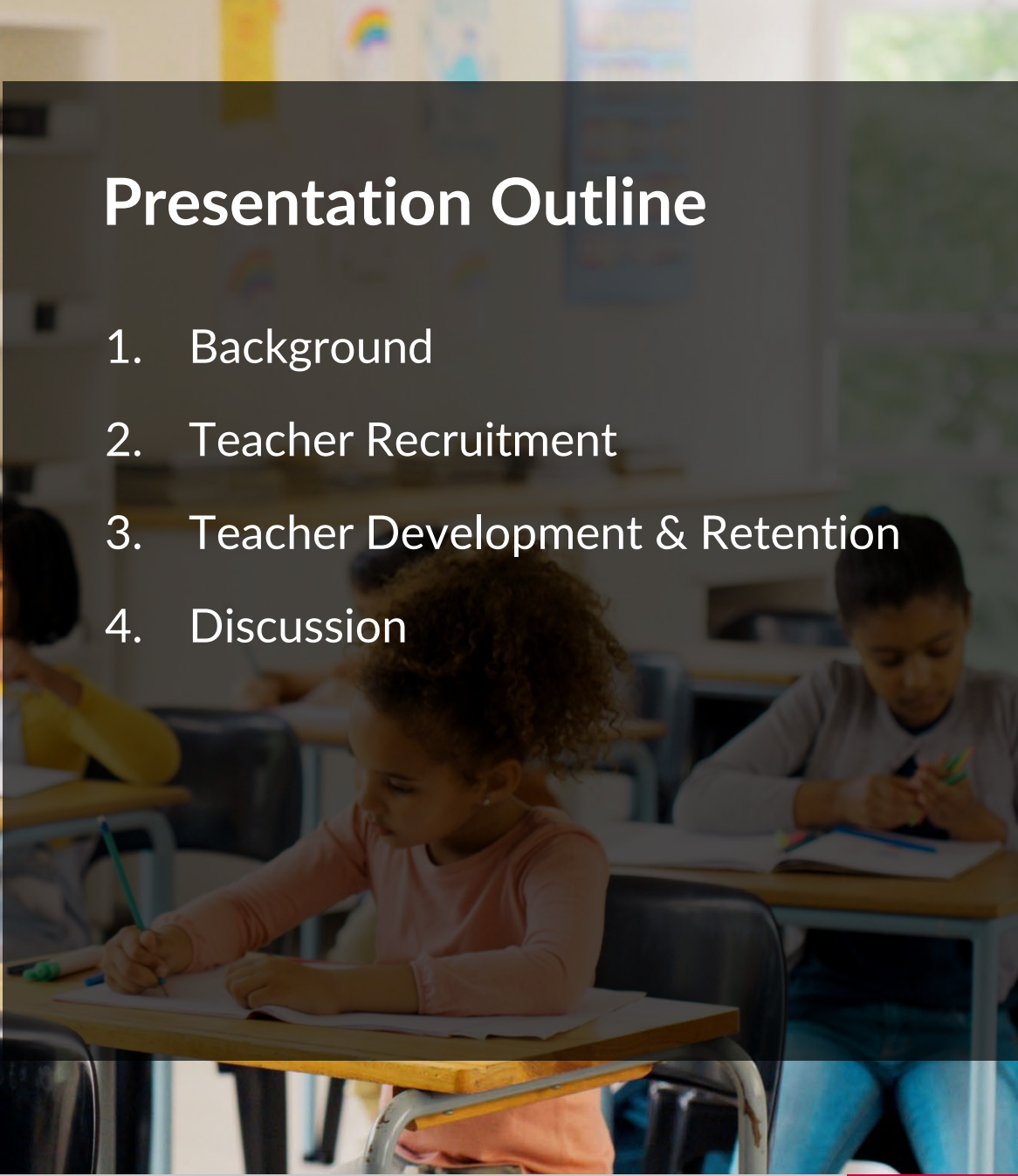
Presented By | Rachel Hise, Executive Director, AIB
Alex Reese, Chief of Staff, MSDE





Presentation Outline

1. Background
2. Teacher Recruitment
3. Teacher Development & Retention
4. Discussion



Collaborative Time

- Teaching vs. non-teaching time
 - **Common Ratio:** 80% teaching / 20% non-teaching
 - **Blueprint Ratio:** 60% teaching / 40% non-teaching
- Non-teaching time can be used for:
 - participating in **professional learning communities** with colleagues to analyze student data, identify students who are falling behind, and determine needed interventions;
 - **working with students one-on-one and in small groups** to get them back on track; and
 - engaging in **individual planning activities** like grading and family communication.
- Implementing collaborative time, as designed in the Blueprint, requires:
 - additional per-pupil funding (phased in over eight years), and
 - hiring approximately 12,000-15,000 additional teachers.

AIB Action

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Teacher Shortage

Maryland faces a teacher shortage, impeding the state's ability to implement critical components of the Blueprint for Maryland's future. There were over **1,600 vacancies** on the first day of school this year.

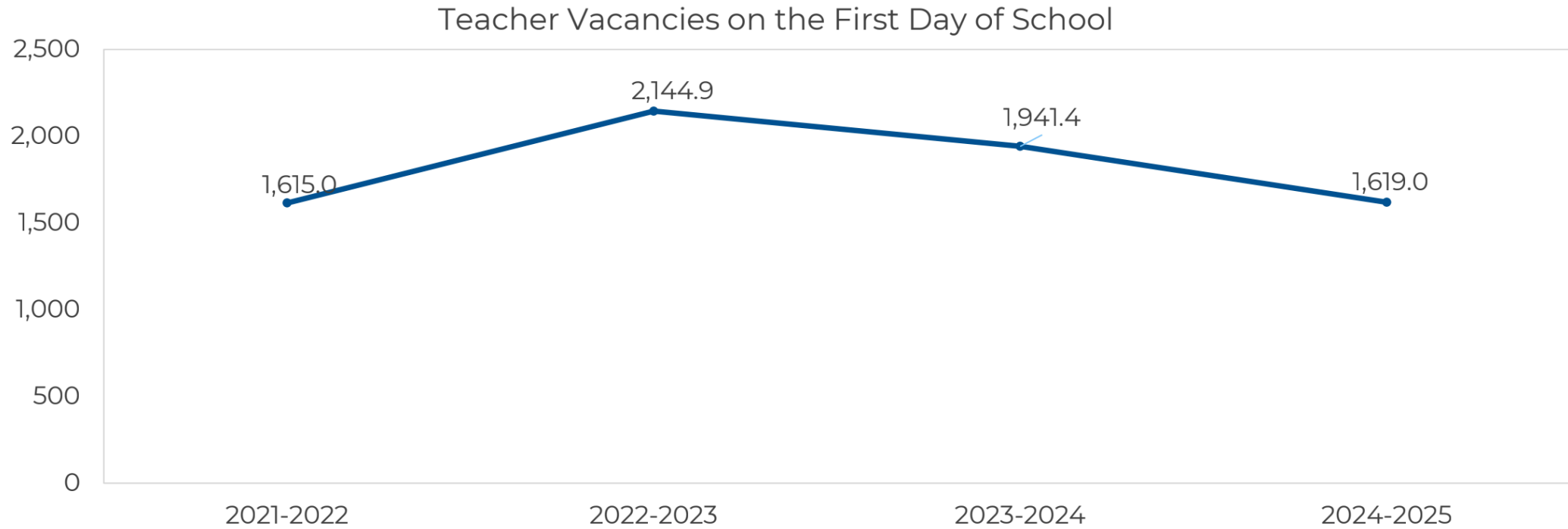
Teacher shortages increase reliance on teachers with conditional licenses to fill teaching positions, now accounting for **10% of Maryland's teacher workforce**.

Now is the time to make Maryland the best state in the nation for teachers.



Teacher Vacancies

Teacher vacancies have slowly declined since SY 2022-2023.

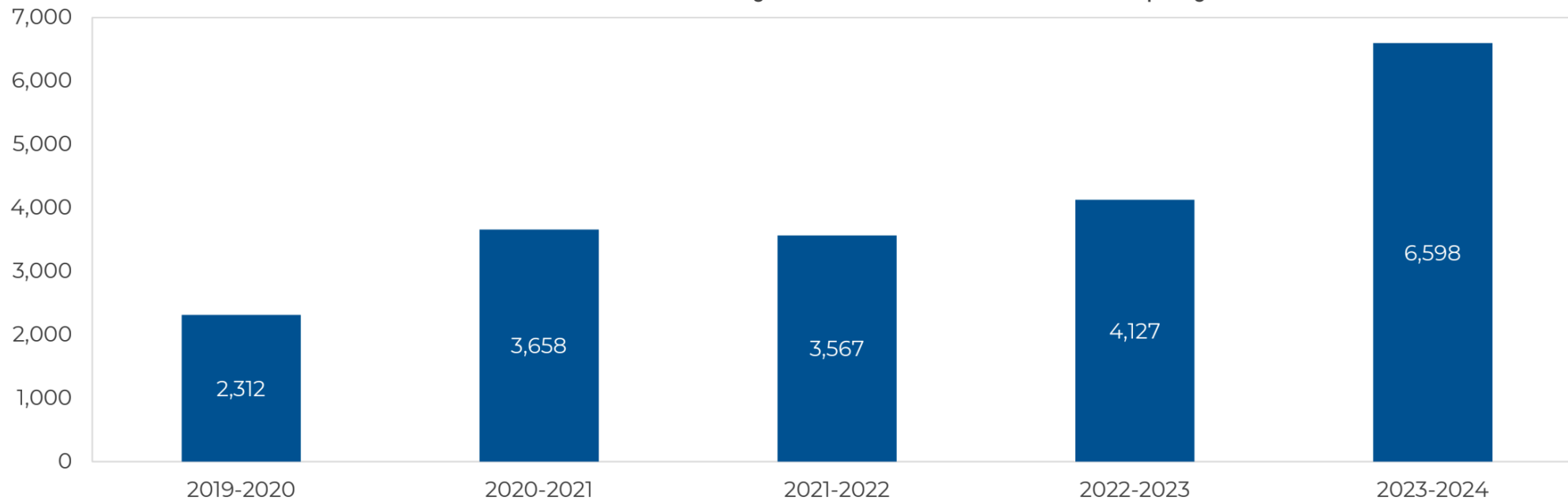


Source: MSDE Annual Vacancy Data Collection

Conditionally Licensed Teachers

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

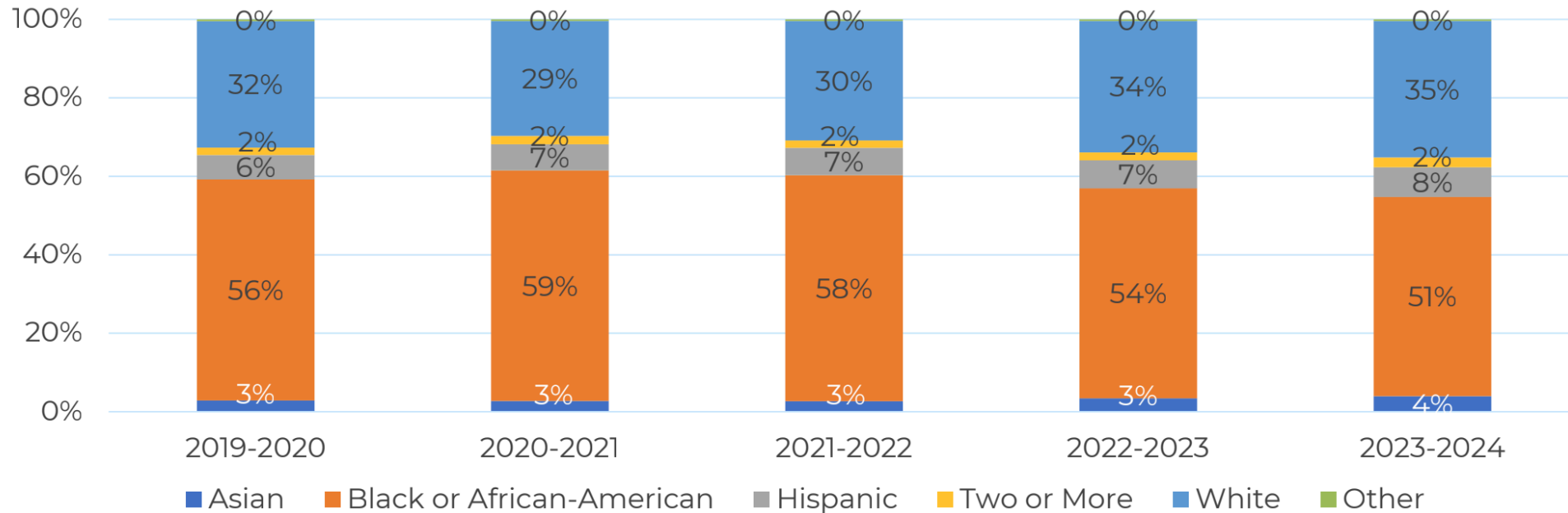


Source: MSDE Staffing Data Collection; MD Educator Information System as of May 2024

Conditionally Licensed Teachers

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

Conditional Licensure by Year and Race/Ethnicity



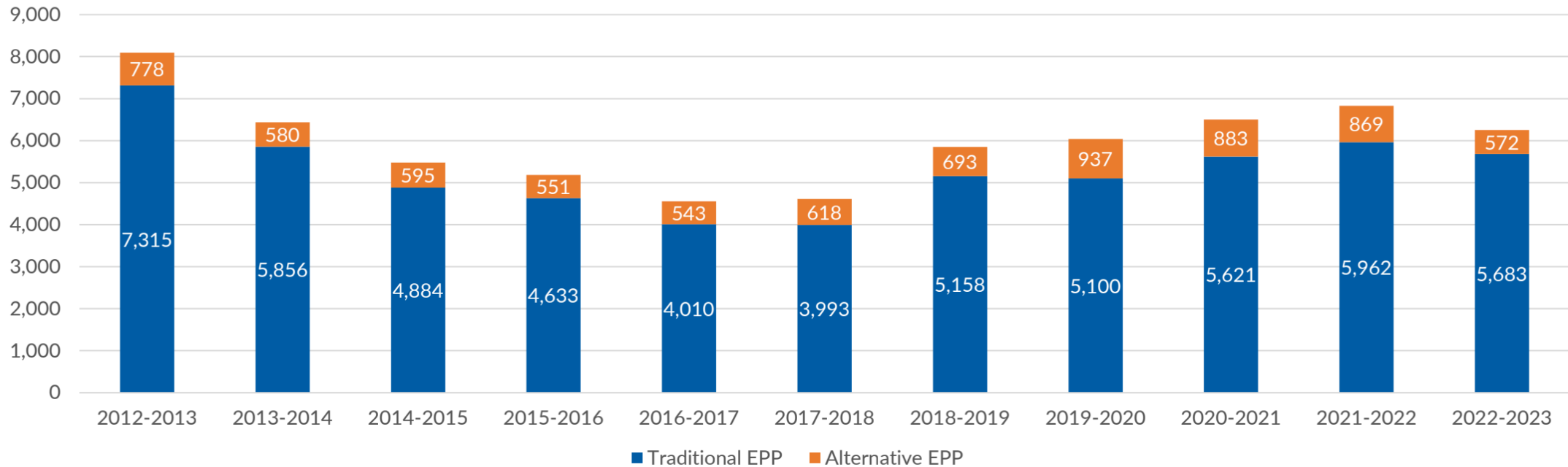
Note: Other includes American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander.

Source: MSDE Staff Data Collection.

Educator Preparation Program Enrollment

Total enrollment in teacher preparation programs has increased since 2017 but is still approximately 1,900 enrollees short of 2013 levels.

Educator Preparation Program Enrollment by Year



Source: Title II Reports (title2.ed.gov)

Teacher Recruitment - Overview

Increase the number of licensed teachers in the state.

Grow Your Own (GYO)

Establish a GYO initiative that leads to full teacher licensure and allows aspiring teachers to earn a wage with benefits while receiving on-the-job training. Create teacher apprenticeships and residencies for high school graduates, school-based staff, and career changers.

Recruitment Campaign

Build a campaign that markets Maryland as the best state to teach and provides a stipend to cover moving expenses for out-of-state teachers.

Interstate Teacher Mobility Compact

Join the Interstate Teacher Mobility Compact to reduce barriers for licensed out-of-state teachers to obtain a Maryland teacher license.



Teacher Development and Retention - Overview

Prioritize ongoing, job-embedded professional learning for teachers and principals.



Collaborative Time Innovation (CTI) Demonstration Grants

Provide funding to establish grants for LEAs to pilot collaborative time models including smaller learning communities, bell schedules that optimize teacher collaboration, and shared content teams led by instructional experts.

Statewide Instructional Coaches

Expand free professional learning opportunities for educators. Deploy instructional coaches in literacy and mathematics to provide real-time instructional support. Enhance educators' capacity to address diverse student learning needs, implement effective interventions, and improve student outcomes.

School Leader Development

Prepare sitting and aspiring school administrators with the training and mentorship needed to serve as strong instructional leaders. Design and launch a cohort training program focused on specific practices proven to increase student achievement.

Discussion