

MARYLAND
TEACHER STAFFING REPORT
2005 - 2007

**Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
August 2005**

Website: www.marylandpublicschools.org

***Approved by the Maryland State Board of Education
August 30, 2005***

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Robert L. Ehrlich, Jr., *Governor*

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EXECUTIVE SUMMARY

The annual *Maryland Teacher Staffing Report, 2005-2007*, provides information about teacher candidates completing programs in Maryland institutions of higher education and the hiring needs of local school systems. The report also outlines a number of important incentives and strategies for the recruitment and retention of quality teachers for Maryland public schools.

The Maryland State Department of Education, pursuant to 18-703, Sharon Christa McAuliffe Memorial Teacher Education Award, identifies teaching areas of critical shortage and jurisdictions as geographic areas of projected shortages of teachers. Students in Maryland preparing to become teachers in a critical shortage area may be eligible to receive student financial assistance. This report presents four recommendations to the State Board of Education, identifying the critical shortage content areas, the geographic areas of shortage, and areas of gender and diversity shortage; and for the first time, presenting a recommendation on the inclusion of certain non-classroom professionals in critical shortage areas. It is recommended that:

Recommendation 1: The Maryland State Board of Education declare the following content areas as critical shortage areas:

- Arts areas:
 - Dance (PreK-12; 7-12); and
 - Theatre (7-12);
- Career and technology areas:
 - Family and consumer sciences (7-12); and
 - Technology education (7-12);
- Computer science (7-12);
- Early childhood education (PreK-3);

- English for speakers of other languages, ESOL (PreK-12);
- Mathematics (7-12);
- Political science (7-12);
- Science areas:
 - Chemistry (7-12);
 - Earth/space (7-12);
 - Physical science (7-12); and
 - Physics (7-12);
- Spanish (7-12);
- Special education areas:
 - Generic: birth-grade 3;
 - Generic: grades 1-8;
 - Generic: grades 6 – adult;
 - Hearing impaired;
 - Severely and profoundly disabled; and
 - Visually impaired

Recommendation 2: The Maryland State Board of Education declare the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George’s County |
| 6. Caroline County | 18. Queen Anne’s County |
| 7. Carroll County | 19. St. Mary’s County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |

10. Dorchester County

11. Frederick County

12. Garrett County

22. Washington County

23. Wicomico County

24. Worcester County

Recommendation 3: The Maryland State Board of Education declare a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declare a shortage of the non-classroom professional positions of principal and speech/language pathologists.

INTRODUCTION

The *Maryland Teacher Staffing Report, 2005-2007*, is an annual study conducted by the Maryland State Department of Education (MSDE) in conjunction with local school systems (LSS) and institutions of higher education (IHE) with teacher preparation programs. The study began as a response to the 1984 legislation establishing tuition assistance for Maryland college students who are preparing to teach in critical shortage content areas. Since then, the types of incentives have grown and expanded beyond eligibility for tuition assistance. In 2002, the State Board of Education recommended collecting data on non-classroom professionals, and this year there is a report on the projected shortages in these areas.

The original legislation in 1984 (Appendix A: §18-703) provides for an annual declaration of teaching fields that are considered critical content shortage areas. Subsequent legislation, in 1986, added identification of geographic areas experiencing teacher shortage; in 2005, the General Assembly added amendments to include changes in selection criteria and the declaration of speech/language pathologists as an area of critical shortage.

The legislation states that there will be a “certification for areas of critical and geographic shortage by the State Superintendent of Schools who shall project annually the number of vacancies for employment expected and the number of students expected to graduate from programs qualifying them to teach in these fields during this same period. The Superintendent shall certify annually to the State Scholarship

Administration those programs that continue to be areas of critical or geographic shortage as evidenced by projected employment vacancies substantially exceeding projected qualified graduates” (*Annotated Code of Maryland §18-703*).

Sharon Christa McAuliffe Memorial Teacher Education Award

Individuals who would like to teach in Maryland in the identified critical shortage areas may apply for the Sharon Christa McAuliffe Memorial Teacher Education Award, named after the first teacher in the space program. This tuition assistance award, administered by the Office of Student Financial Assistance, allocated in FY 2005 a total of \$316,396 (down from \$574,027 in 2004, \$620,570 in 2003, and \$911,000 in 2002). For the FY 2005 awards, there were 66 applications, with 59 meeting the requirements; 28 have been awarded to date for the fall 2005 semester. Due to lack of allocated funds, many qualified applicants did not get awards. The award can provide up to \$17,000 per academic year toward tuition, fees, room, and board. Awardees who accept a scholarship promise to teach in a Maryland public school in a critical shortage area, one year for each year the award is received. Applications are available from the Maryland Higher Education Commission (MHEC) at 1-800-974-1024. For more information visit the MHEC website at <http://www.mhec.state.md.us>.

Federal Student Loans

Federal student loan repayment obligations may be affected by a state’s declared critical shortage areas. Each state certifies its critical shortage areas to the United States Department of Education. This may qualify students who teach in

declared critical shortage areas for deferment of loan repayment and/or loan forgiveness, under the federal Stafford and Supplemental Loans for Students Programs, if they are teaching in a critical shortage area. This designation also permits students who qualify as Douglas scholars, under the Paul Douglas Teacher Scholarship Program, to receive a reduction in the number of teaching obligation years. More information on federal programs and their specific requirements can be obtained through the Federal Student Aid Hotline at 1-800-4FED-AID or by visiting their website at <http://www.fafsa.ed.gov>.

Overview of the Report

The Maryland Teacher Staffing Report, 2005-2007, is divided into six sections. A brief description of each section is provided below.

Section I: Incentives and Strategies for the Recruitment and Retention of Quality Teachers and Principals

The first section of the report discusses scholarship programs and other incentives and strategies currently available to attract, recruit, and retain quality teachers and principals for Maryland's public schools. This section lists state scholarships, state initiatives, and federal and national programs for teachers.

Section II: Staffing Patterns by Certification Categories

This section describes the fall 2004 teacher staffing data (the most current data available) by content area, and the projection data for the following two school years

(2005-2006 and 2006-2007). The report includes information on whether the new hires are beginning or experienced teachers, and whether they were prepared in-state or out-of-state. Local school system personnel supply this data.

Section III: Geographic Areas of Projected Shortage

This section cites the legislation that provides for the identification of geographic areas of projected shortage. Included are the procedures, describing how the projected areas of geographic shortages are identified, and the survey results from the 24 local school system superintendents.

Section IV: Maryland-Prepared Teacher Candidates by Certification Area and Institution

This section provides data on the number of 2003-2004 teacher candidates from the 23 Maryland colleges and universities with approved teacher preparation programs. These teacher candidates, both undergraduate and post-baccalaureate, are those eligible for initial teacher certification in Maryland, pending satisfactory performance on all state required certification assessments. Many of these candidates were the new hires for the local school systems in the fall of 2004. A projection of candidates by content area for the two school years (2004-2005 and 2005-2006) is provided.

Section V: Minority and Gender Data

This section presents analyses of minority teacher candidates by content area and trend data on minority candidates for the last six years (1998-1999 to 2003-2004). It

presents also the number of minority hires by content area and trend data on minority hires for the past five years. The section reports also on gender data for new hires for fall 2004 and teacher candidates for 2003-2004.

Section VI: Non-Classroom Professionals

This section, a new one, provides an analysis of non-classroom professional positions, including guidance counselor, library/media specialist, school psychologist, principal, and speech/language pathologist. For the first time, a recommendation is included related to these positions.

Section VII: Recommendations for the Maryland State Board of Education

This section provides recommendations for consideration by the Maryland State Board of Education. These recommendations include identification of teaching fields that are areas of critical shortage, local school system jurisdictions that qualify as areas of geographic shortage, and identification of shortages of minority teachers and males.

SECTION I: INCENTIVES AND STRATEGIES FOR THE RECRUITMENT AND RETENTION OF QUALITY TEACHERS AND PRINCIPALS

Maryland, like many other states, has been faced for years with a shortage of qualified applicants to fill teacher vacancies in several content areas. Reasons include an aging teacher population, teacher retention problems, especially in the first five years, and rising K-12 student enrollments. In response to this teacher shortage issue, Maryland has many important teacher quality incentives and strategies. An overview of existing incentives and strategies is provided below in the categories of state scholarships, state initiatives and federal and national programs.

State Scholarships

Sharon Christa McAuliffe Memorial Teacher Education Award

This state award is a tuition assistance program named for the first teacher in the United States space program, Sharon Christa McAuliffe. The award provides funding for full- or part-time students to pursue Maryland teacher certification in a critical shortage area. Applicants must meet one of the following criteria:

- Be an undergraduate who will have 60 credit hours by the beginning of the first award year;
- Be a degree-holding applicant who possesses a bachelor's or higher degree and is not certified in a critical shortage area; or
- Be a classroom teacher who is not certified in a critical shortage subject area.

In addition, an applicant must be:

- A Maryland resident with a cumulative grade point average of 3.0; and

- Attending, or planning to attend, a Maryland higher education institution with an approved teacher education program in the critical shortage area of interest.

In the 2005 General Assembly, two amendments were added to this law. House Bill (HB) 1373 altered the qualification requirement for applicants to the award by prohibiting considering the grade point average of an applicant, who earned an undergraduate degree on or before December 31, 1985, as part of the specified criteria. To reflect this change in the program application, the State Scholarship Administration reviewed and revised the guidelines for evaluating applicants; these will take effect for the applications received in fall 2005.

HB 1235 further amended the original law by designating speech language pathology an area of critical shortage. This designation is reflected in the recommendations sent to the State Board of Education.

The original statute is found in Appendix A: Sharon Christa McAuliffe Memorial Teacher Education Award. The amended version of the award was not available when this report went to press, but will be found at this website: http://mlis.state.md.us/cgi-win/web_statutes.exe.

In 2004-2005, there were 66 applicants and, of these, 51 individuals were given awards. With a reduction in available funds in 2005-2006, there were 73 applicants (12 were not eligible), and to date 28 have received awards. There are 33 eligible applicants on a waiting list (due to lack of funds). The maximum amount of the award for 2005-2006 is \$17,000. The law states that this award may not exceed the annual tuition and mandatory fees (and room and board, if applicable) of a resident undergraduate student

at the University of Maryland Baltimore County. Beginning July 1, 2002, this award may be used with any other sponsored student financial aid as long as the two combined do not exceed \$17,000. Additional information on the scholarship is available from MHEC's State Scholarship Administration, at 410-260-4565, toll-free at 1-800-974-1024, or the website at www.mhec.state.md.us.

The Distinguished Scholar Teacher Education Program

This merit-based award program, available only to Distinguished Scholar Award recipients, is designed to provide additional financial incentives to attract highly able students to Maryland's teacher preparation programs. Each Distinguished Scholar Award recipient receives \$3,000 per year for undergraduates, for up to \$12,000 across four years. The Distinguished Scholar *Teacher Education* Award is *only* for students who currently hold the Distinguished Scholar Award and provides another \$3,000 a year, or \$12,000 across four years. People who receive the Distinguished Scholar Teacher Award are required to fulfill a service obligation requirement. Additional information about the Distinguished Scholar Award can be obtained by calling the MHEC's State Scholarship Administration at 410-260-4565, toll-free at 1-800-974-1024, or the website at www.mhec.state.md.us.

State Initiatives

Quality Teacher Work Group of 2002-2003

In response to the *Maryland Teacher Staffing Report, 2002-2004*, a Quality Teacher Work Group was formed to make recommendations to the State Board

concerning the following three issues: (1) ways to ensure high quality teachers in low performing schools; (2) ways to staff areas of critical teacher shortage; and (3) the need for aggressive recruitment and retention strategies. The Quality Teacher Work Group, chaired by Dr. Edward Root, State Board President, issued its final report in February 2003. An Implementation Plan developed in April 2003 identified lead persons responsible for implementing the 26 recommendations with appropriate timelines. Most of the recommendations either are now in place or are in the process of being implemented. These recommendations include a requirement that by July 1, 2009, all newly hired teachers must have completed an approved teacher education program; the development of alternative teacher education programs using a common set of standards that lead to certification; the creation of a middle school certification endorsement for incumbent teachers; encouragement that community colleges offer the MSDE-endorsed Associate of Arts in Teaching (AAT) degree; a provision for stipends and bonuses to highly qualified teachers in critical shortage areas; and inclusion of non-classroom professional positions in the annual declaration of content areas of critical shortage.

The implementation of the recommendation to include non-classroom professionals in the annual report began three years ago by adding to the annual survey questions on six new areas: guidance counselor, library/media specialist, reading specialist, school psychologist, principal, and speech/language pathologist. In order to use procedures that are comparable to those used to identify teacher shortages, a minimum of three years of data is required. Local school systems were asked to project their needs in these six areas for the next two years. Institutions of higher education

were asked to report the actual number of graduates in any of these programs offered, and to project for the next two years the number expected to complete the programs.

This year a study was conducted to determine if the methods and formula for identifying the teacher shortages could apply to identifying the non-classroom professional shortages. Recommendations are included in this report, but the study revealed issues in current and projected data that make declaring shortages of non-classroom professionals different from declaring shortages of teachers. MSDE will continue to study these issues and report on the results next year. The study is reported in a new Section VI.

Resident Teacher Certificate

The Resident Teacher Certificate (RTC) was adopted by the Maryland State Board of Education (COMAR 13A.12.01.07) on December 19, 1990 and became effective on April 1, 1991. The RTC creates an alternative route into the teaching profession for local school systems that wish to implement a Resident Teacher Certificate program.

The RTC is designed to attract and recruit liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences. Once a RTC program is established by a local school system and approved by the MSDE, an individual must meet certain entrance requirements. The Resident Teacher Certificate program entrance requirements are:

- Possess an earned bachelor's degree (or higher) from a regionally accredited institution of higher education in area of assignment;

- Receive an average of “B” or better in courses related to area of assignment; (Under consideration is changing to a 3.0 on a 4.0 scale.)
- Complete 135 clock hours of study prior to employment as a resident teacher; and
- Submit qualifying scores on teacher certification tests - Praxis I (basic skills) and Praxis II (content tests only).

Once the requirements listed above are satisfied, an individual is employed by the local school system as a resident teacher. During employment, a resident teacher must satisfy additional requirements. The Resident Teacher Certificate Program employment requirements are:

- Complete an additional 45 clock hours of study (for secondary resident teachers) or an additional 135 clock hours of study (for elementary teachers) during employment as a resident teacher;
- Receive mentoring for each year employed as a resident teacher;
- Provide verification of satisfactory teaching performance for each year employed as a resident teacher; and
- Submit qualifying scores on remaining teacher certification tests – Praxis II pedagogy tests – as required by the subject area.

The regulation governing the RTC can be found in the Code of Maryland Regulations (COMAR) 13A.12.01.07 on the web at: <http://www.dsd.state.md.us/comar>.

Over the past year the Maryland State Board of Education and the Professional Standards and Teacher Education Board have considered proposed changes to the RTC regulation. A Conference Committee, which included representatives of both boards, agreed upon key concepts and directed staff to move forward with the development of guidelines for alternative programs that could incorporate use of the

RTC. Revision of the RTC would occur following adoption of the guidelines. Consistent with this request, staff developed, and both boards subsequently adopted, *Guidelines for Implementing Approved Alternative Preparation Programs*. These guidelines shift the major focus from certification to preparation of non-traditional teacher candidates, and in this shift an emphasis is on providing candidates with a supervised internship prior to their residency. A major consideration of the guidelines is flexibility for program entry, length of internship, and arrangements between acceptable preparation providers and local school systems.

After both Boards adopted the *Guidelines*, the PSTEB acted at its June, 2005 meeting to publish the revised RTC regulation in the *Maryland Register*. The proposed regulation will subsequently be presented to both Boards for approval and adoption during the 2005-2006 school year. Next year's report will present information concerning this regulation, the policy guidelines, and their implementation.

The following are the current Maryland RTC programs with contact information:

* Colleen Wilson
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401
(410) 222-5410
Email: cwilson@aacps.org

* Barbara Matthews
Harford County Public Schools
45 East Gordon Street
Bel Air, MD 21014
(410) 588-5258
Email: Barbara.matthews@hcps.org

* Joyce Reier
Baltimore County Public Schools
6901 Charles Street
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(410) 887-4605
Email: jreier@bcps.org

Robert Gaskins
Prince George's County Public Schools
Upper Marlboro, MD 20772
301-952-6157
Email: Robert.gaskins@pgcps.org

Crystal Harmon
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202
410-396-7383
Email: charmon@bcps.k12.md.us

Marianne Bennett
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042
410-313-6813
Email: Marianne_bennett@hcpss.org

Executive Director (TBA)
Teach for America
711 West 41st Street, Suite 356
Baltimore, MD 21211
800-832-1230
Email: daniellepeterson@teachforamerica
Website: www.teachforamerica.org

Cindy Stull
Personnel Administrator
Frederick County Public Schools
115 E. Church St.
Frederick, MD 21701
301-644-5110
Email: cindy.staull@fcps.org

Daniel Lessard
Maryland State Department of Education
202 Chesterfield Avenue
Centreville, MD 21617
410-758-2403 Ext. 191
Website: <http://certification.msde.state.md.us>
Email: mdcert@qacps.k12.md.us
This program serves the Eastern Shore counties.

Director of Staffing (TBA)
Montgomery County Board of Education
850 Hungerford Drive
Rockville, MD 20850
301-279-3278
Website: www.mcps.k12.md.us

Director of MARCO (TBA)
University of Maryland University College
3501 University Boulevard, East
Adelphi, MD 20738
301-985-7228
Website: <http://www.umuc.edu/grad/rtc/>

Clyde Sterner
Human Resource Specialist
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157
410-751-3076
Email: cistern@k12.carr.org

* James Hargest
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Email: swest@msde.state.md.us
www.msde.state.md.us/specialeducation/rtc%20website/index.htm

*These programs offer only special education.

Maryland's Alternative Route to Certification Option (MARCO)

MSDE has a federal *Transition to Teaching* grant to implement an RTC program, *Maryland's Alternative Route to Certification Option (MARCO)*. The grant is designed to provide a route to teacher certification in high needs teaching areas to potential candidates who already possess a bachelor's degree in a content area, who are able to pass Praxis I and Praxis II Content assessments and who complete 135 clock hours in course work. This grant is being conducted in partnership with Prince George's County

Public Schools (PGCPS), University of Maryland University College (UMUC), and Bowie State University.

UMUC provides through MARCO a block of six modules of coursework, offered online to candidates who complete the work on their own schedule. This block of modules represents nine graduate credit hours that may be transferred into a master's degree at either UMUC or at Bowie State University for those who prefer continuing in a face-to-face program. More information is available from MARCO – Prince George's at 301-780-6814 or at the MSDE Project Office at 410-767-5654. Information is also available online at <http://www.residentteacherprogram.org/>.

Quality Teacher Incentive Act of 1999

In 1999, the Maryland General Assembly passed legislation, the *Quality Teacher Incentive Act* (House Bill 9), enabling local school systems to offer a number of incentives to recruit and retain quality teachers. Specifically, the law provided:

- A \$1,000 signing bonus for new classroom teachers graduating with a grade point average of 3.5 on a 4.0 scale or its equivalent. Anyone receiving a signing bonus must remain employed in a public school system for a minimum of three consecutive years or reimburse the State for the bonus;
- A stipend of up to \$2,000 a year (dollar for dollar match of local school system stipends) for classroom teachers who earn National Board Certification;
- A \$2,000 annual stipend for teachers holding an Advanced Professional Certificate who work in a school in a Challenge Schools in corrective action or in a school in restructuring;
- An expansion of the State-supported teacher mentoring program;
- A \$1,500 tax credit to offset graduate tuition costs for courses needed to maintain certification;
- Extension of the new teacher probationary period from two to three years; and
- A requirement that the employer of the individual who receives a bonus or stipend pay the increase in fringe benefit costs associated with the bonus or stipend.

To date, the impact of House Bill 9 on the recruitment and retention of quality teachers in Maryland has been significant, and it will continue to be an effective element of state educational policy. In 2003-2004 almost seven million dollars was granted to teachers from this program. (Appendix B: *Quality Teacher Incentive Act, 2004-2005*).

Tax Credits

All Maryland teachers enrolled in college courses are eligible for an annual-\$1,500 tuition tax credit on their Maryland income tax return, to offset graduate tuition expenses necessary to maintain teacher certification. This tax credit information can be found in COMAR §10-717.

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan organization established in 1987 to improve student learning in America's schools by developing a system of advanced, voluntary certification for teachers. The National Board established rigorous standards and a performance-based certification system to recognize quality teaching.

In 1999, the Maryland General Assembly established a permanent program of state and local aid to pay the assessment fee for public school teachers seeking National Board Certification (Annotated Code of Maryland §6-306). Funding for 750 teachers is available. Since the beginning of this program, MSDE has supported the candidacy of over 1,400 teachers; of these, to date, 496 teachers have achieved the National Board certification status. This year, 2004-2005, an additional 310 teachers are involved. All 24 local school systems have participated in the recruitment process. In

addition to paying two-thirds of the assessment fee, the Maryland State Department of Education, in collaboration with colleges and universities, businesses, and teachers' associations, sponsors the Maryland National Board Candidate Support Network. Candidates voluntarily attend monthly meetings on designated Saturdays at specified locations throughout the state. Maryland's National Board Certified Teachers facilitate the monthly meetings, which provide candidates structured opportunities to engage in professional conversations about standards and practices. Through the Maryland Candidate Support Network, candidates receive technical, intellectual, logistical, and emotional support as they progress through the assessment process.

Since funding began in FY 2001, MSDE has issued over \$300,000 in grants to local school systems for teachers who achieved national certification and remained classroom teachers. The national website is: www.nbpts.org, and the state website is: <http://certification.msde.state.md.us/NBC/ncbNbpts.html>.

Reemployment of Retired Teachers and Principals

In 1999, the Maryland General Assembly enacted Senate Bill (SB) 15 which exempted certain retired teachers from an earnings limitation if they were reemployed as classroom teachers, substitute teachers, or teacher mentors. A similar bill for principals, SB 220, was enacted in 2000. Both laws had a June 30, 2004 sunset provision. In the school year 2004-2005, the only retire/rehire legislation that was in effect was SB 221, which only allowed a retired teacher to be hired in a school system other than the one from which he/she retired.

In the 2005 state legislative session, Senate Bill 663: *Retirement and Pensions – Reemployment of Retirees*, reinstated a retire/rehire bill, but with added restrictions targeting the incentive to specific situations. A teacher who retires with satisfactory performance can be rehired without reduction of benefits as a classroom teacher, substitute classroom teacher or teacher mentor:

- in a public school that is not making adequate yearly progress; OR
- in a school in need of improvement as defined under the federal No Child Left Behind (NCLB) Act of 2001 and as implemented by the State Department of Education; OR
- in a school receiving funds under Title I of the NCLB act; OR
- provides an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school; AND
- is teaching in an area of critical shortage; a special education class for students with special needs; or a class for students with limited English proficiency.

A principal who retires with satisfactory performance can be rehired without a reduction of benefits in a public school that:

- is not making adequate yearly progress; OR
- is a school in need of improvement as defined under NCLB; OR
- is receiving funds under Title I as defined in NCLB; OR
- provides an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school.

An individual who is reemployed under the terms above may not continue with reemployment after the school makes adequate yearly progress for four consecutive years. There are several other components in the legislation such as the number of retirees in each school system that can be rehired exclusive of the above criteria. (See

Appendix C: *Retired Teachers and Principals Reemployed by Local School Systems.*

The legislation can be accessed in the Maryland legislation database at:

http://mlis.state.md.us/cgi-win/web_statutes.exe

Maryland's Initiative for New Teachers (MINT)

Since 2001, Maryland has had a program, *Maryland's Initiative for New Teachers* (MINT), to support the large number of new teachers being hired. The program was developed with representatives from all 24 local school systems, including Milken Award-winning educators, retired Maryland teachers, and National Board Certified Teachers, as well as prospective teachers. "MINT, in concert with local school system mentoring programs," said Dr. Nancy Grasmick, State Superintendent of Schools, "will help support new teachers and keep them in the profession."

The initiative includes several components to support new teachers and emphasize their importance in the local community and also to the state of Maryland. The features of MINT include statewide and regional collaboration, resources, newsletters, and opportunities to socialize and participate in professional development. Some of the resources include:

- *The MINT Newsletter* is distributed to new teachers through their schools. The bimonthly publication features instructional strategies, resources, state policy information and more. The newsletter also solicits suggestions and offers awards and prizes.
- *MINT Socials and Seminars* are offered four to five times a year. Sessions are offered during the week or on weekends and include speakers and breakfast, lunch or dinner receptions. Over 2,500 new teachers are invited each fall to a

Baltimore Oriole game and other networking opportunities are offered to bring new teachers together with educational leaders.

- *MINT On-Line* is an interactive new teacher website that offers monthly topics of interest to beginning teachers. Maryland's Teacher of the Year, Milken National Educators, and other award winning teachers also offer assistance and expertise to new teachers who can ask instructional and other professional questions. Master teacher responses to these questions are posted on the website.
- MINT offers writing contests and other incentive programs to solicit input and suggestions from new teachers. In addition, new teachers are invited as special guests to corporate and community programs and events throughout Maryland.
- MINT offers special lesson plans for new teachers. They are available on *Thinkport*, a comprehensive education site funded by the U.S. Department of Education and developed by Maryland Public Television and the Johns Hopkins Center for Technology in Education.
- MINT depends on sponsorship and partnership relations. The following organizations contribute funding and other support: AIG VALIC, The Baltimore Orioles, Comcast, the Council of Chief State School Officers, Frostburg University, Johns Hopkins University, Maryland Public Television, State Farm Insurance, McDonald's Family of Greater Baltimore, The Straus Foundation, Sun Trust Bank and Verizon Wireless.

Information on MINT programs, resources, and publications can be found at:
<http://www.marylandpublicschools.org/MSDE/programs/recognition-partnerships/mint>.

Federal and National Programs

Loan Forgiveness Program

The federal government has several discharge (cancellation) or loan forgiveness programs connected to federal loans for teachers. The amount of funds for these

programs varies from year to year; for current information and details check online at the federal loan site at:

http://www.ed.gov/prog_info/SFA/StudentGuide/20001/staffordcancel.html.

Troops to Teachers

Troops to Teachers (TTT) was established in 1994 by the U.S. Department of Defense. Program responsibility, oversight, and funding were transferred to the U.S. Department of Education in 2000. Reflecting the focus of the No Child Left Behind Act of 2001, the primary objective of the national TTT program is to help recruit quality teachers for schools that serve low-income families throughout the United States. TTT helps to relieve teacher shortages; especially in math, science, special education, and other high-needs subject areas. TTT assists military personnel in making successful transitions to new careers in teaching. Maryland has increased its support for this program through a grant received from the TTT office to hire dedicated full-time staff to recruit new candidates, advocate for the program in the state, communicate with stakeholders, and develop marketing strategies.

Maryland has also received additional funding from the U. S. Department of Education through the “Enhancing Troops To Teachers Mobility” grant to develop new alternative preparation programs, which will expand the state’s ability to recruit service men and women who are leaving the military and hoping to become teachers. New alternative preparation programs would be developed according to the *Guidelines for Implementing Alternative Preparation Programs*, which were recently adopted by the State Board of Education and the Professional Standards and Teacher Education

Board. The grant also sponsors a nationwide study of interstate reciprocity issues affecting Troops To Teachers personnel to be conducted by the National Association of State Directors of Teacher Education and Certification. For more information, call the state office 410-767-8386, toll free at 1-866-251-3123, or visit the website at: www.marylandpublicschool.org/MSDE/programs/troops_teachers.

Summary

These incentives and strategies are being implemented to assist Maryland in recruiting and retaining quality teachers. They have been effective elements of state educational policy initiatives as Maryland attempts to attract and retain the best and brightest teachers to Maryland's public school classrooms.

SECTION II: STAFFING PATTERNS BY CERTIFICATION CATEGORIES

Staffing patterns are affected by the number of available teachers seeking positions as well as the shortages and surpluses in certain certification areas. This section discusses the following: new hires, methodology for determining shortage areas, certification areas with shortages, certification areas with surpluses, and trend data.

New Hires

MSDE's Division of Accountability and Assessment (DAA) collects data annually each October on new hires from the 24 local school systems. The information is used as the basis for this report to describe the newly hired teachers for the 2004-2005 school year (the most recent data available). The new hires reported are those employed since the previous year's report, from October 16, 2003 through October 15, 2004, with the majority hired in the summer prior to the beginning of school in the fall of 2004.

The term "new hires," as defined in this report, includes teachers from the following four categories:

- New hires with no experience who completed Maryland college/university programs;
- New hires with no experience who completed out-of-state college/university programs;
- New hires with experience who last taught in Maryland; and
- New hires with experience who last taught outside of Maryland.

Table 1, *Actual New Hires by Certification Area*, reports the number of fall 2004 new hires in the above four categories. The total number of new hires was 6,617, an increase of 11.6% from last year's total of 5,929. There were 3,184 beginning new hires this reporting year, an increase of 3.2 % from last year's 3,084. The beginning new hires included 1,435 graduates of Maryland colleges and universities and 1,749 graduates from out-of-state. There were 3,433 experienced new hires this year, an increase of 20.7% from last year's 2,845. These experienced new hires included 2,257 who taught previously in Maryland and 1,176 who taught previously out-of-state. These four categories of new hires by Maryland certification areas are found in Table 1.

The new hires in Table 1 include teachers with the following certificates: the standard professional certificate, issued to the new graduates upon completion of an approved teacher education program or to other qualified teachers with in-state or out-of-state experience; the Resident Teacher Certificate, Maryland's alternative certificate; and the conditional certificate, issued to individuals hired by a local school system, at the request of a local superintendent, who do not meet full requirements for the professional certificate. (The conditional certificate was formerly known as the provisional certificate. See Appendix D and E for data on conditional teachers.)

When local school systems cannot meet their teacher staffing needs with qualified professionally certified teachers, local superintendents may make a request to MSDE to hire someone on a conditional certificate. The two-year conditional certificate is issued at the request of the local superintendent and may be renewed one time if specific

Table 1
Actual New Hires by Certification Area
Through October 2004
Maryland Public Schools

Certification Area	Total New Hires	Beginning New Hires*		Experienced New Hires			
		Total	Maryland Non-Md IHE**	Maryland Non-Md IHE**	Total	MD	Outside MD
Total New Hires	6,617	3,184	1,435	1,749	3,433	2,257	1,176
Art (PreK-12)	152	100	49	51	52	37	15
Career/Technology Education (7-12)	234	105	25	80	129	95	34
Agriculture	10	4	3	1	6	2	4
Business Education	69	32	8	24	37	27	10
Family & Consumer Sciences	55	22	7	15	33	28	5
Technology Education	56	30	5	25	26	17	9
Trades and Industry	40	16	2	14	24	19	5
Health Occupations	4	1	0	1	3	2	1
Computer Science (7-12)	15	6	5	1	9	5	4
Dance (K-12; 7-12)	6	4	0	4	2	2	0
Early Childhood (PreK-3)	452	216	139	77	236	153	83
Elementary Ed. (1-6 & Middle School)	2,168	1,073	611	462	1,095	745	350
English (7-12)	558	248	91	157	310	186	124
ESOL (PreK-12)	108	51	21	30	57	28	29
Foreign Language (7-12)	217	95	25	70	122	83	39
French	60	28	7	21	32	22	10
German	7	2	1	1	5	4	1
Spanish	129	53	16	37	76	51	25
Latin	5	1	1	0	4	3	1
Russian	0	0	0	0	0	0	0
Other Foreign Language	16	11	0	11	5	3	2
Health/Physical Education (PreK-12)	261	129	55	74	132	93	39
Mathematics (7-12)	523	253	82	171	270	176	94
Music (PreK-12)	225	103	28	75	122	79	43
Science (7-12)	439	194	56	138	245	164	81
Biology	213	85	25	60	128	91	37
Chemistry	59	24	6	18	35	22	13
Earth/Space Science	37	23	6	17	14	8	6
General Science ^	89	42	6	36	47	29	18
Physical Science	12	6	5	1	6	4	2
Physics	29	14	8	6	15	10	5

* Includes teachers on conditional, resident teacher, and professional certificates.

** Institution of higher education

^ MSDE no longer issues a certificate in this area.

Table 1 (continued)

Actual New Hires by Certification Area
Through October 2004
Maryland Public Schools

Certification Area	Total New Hires	Beginning New Hires*		Experienced New Hires			
		Total	Maryland Non-Md IHE**	Total	Outside MD		
Social Sciences (7-12)	409	242	110	132	167	113	54
Geography	24	23	2	21	1	0	1
History	69	38	18	20	31	18	13
Political Science	6	1	1	0	5	2	3
Social Studies	301	175	85	90	126	90	36
Other Social Sciences ^^	9	5	4	1	4	3	1
Special Education	808	348	134	214	460	285	175
K-12	28	0	0	0	28	26	2
Generic: birth-grade 3	57	23	13	10	34	20	14
Generic: grades 1-8	329	136	59	77	193	131	62
Generic: birth-grade 3; 1-8; 6-adult	77	38	20	18	39	12	27
Generic: grades 6 -adult	298	145	41	104	153	87	66
Hearing Impaired	10	3	0	3	7	3	4
Severely and profoundly disabled	5	2	1	1	3	3	0
Visually Impaired	4	1	0	1	3	3	0
Theatre (7-12)	14	4	2	2	10	4	6
Other Teaching Areas	28	13	2	11	15	9	6

* Includes teachers on conditional, resident teacher, and professional certificates.

** Institution of higher education.

^^Includes economics, psychology, and sociology.

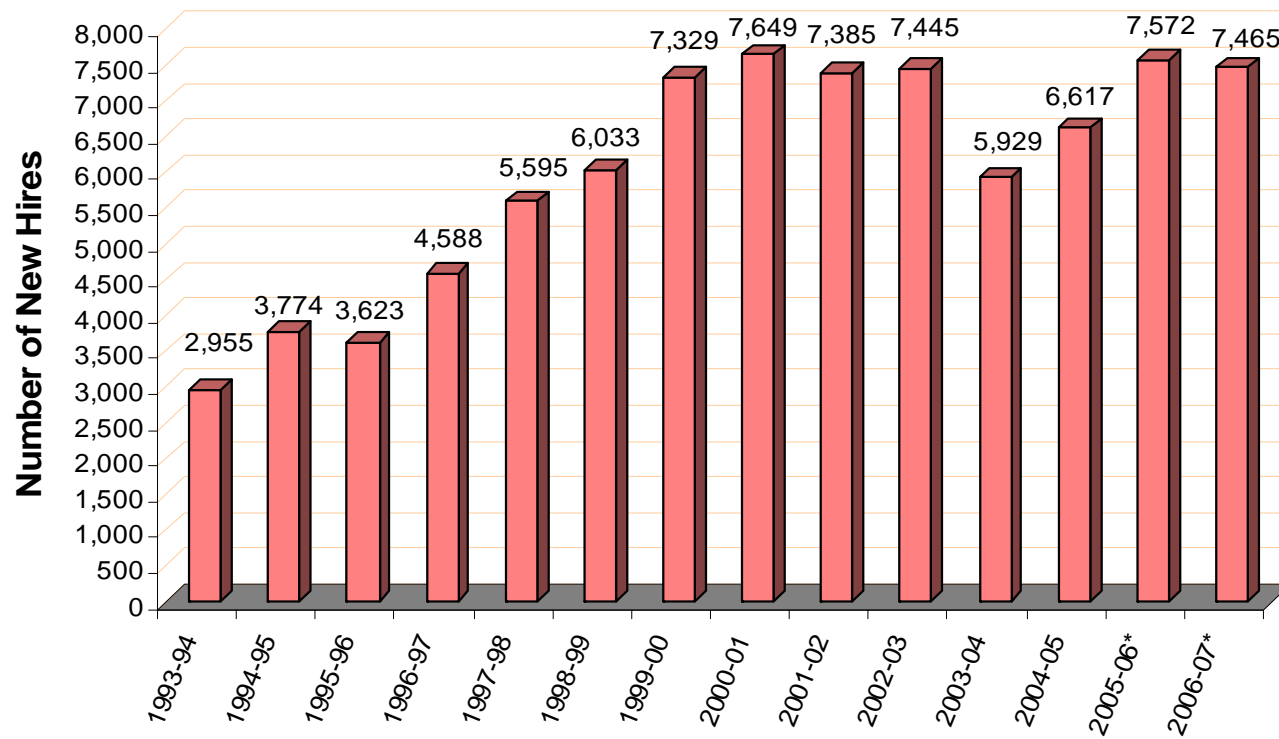
Source: Local school systems, Oct. 2004.

conditions are met as set forth in state regulations. In order to insure that each classroom has a teacher, superintendents often are obliged to use the conditional. There are several reasons for requesting the conditional certificate. The individual may be missing one or more required courses, or either may not have taken or have passed all of the Praxis I and Praxis II certification assessments required for certification.

With the passage of the federal legislation, No Child Left Behind (NCLB), local school systems must notify parents of the number of teachers in classrooms that are not “highly qualified.” All conditionally certified teachers teaching in core academic subjects would be in this category. The number of new hires with conditional certificates declined for a second year this hiring season, from a total of 1,251 reported last year to 1,109, a drop of 11.4%. This number of conditionals represents 16.8% of the new hires in 2003-2004. The conditionals include 616 new hires with experience and 493 with no experience. This decline may be due to the NCLB requirements. Appendix E: *Maryland Teachers Issued a Conditional Certificate, Two-Year Comparison, 2003-2004 and 2004-2005*, lists the total number of conditional teachers by local school system (not just the new hires), while Appendix F: *Newly Hired Teachers with Conditional Certificates 2004-2005* shows the total number of *newly hired* teachers with conditional certificates.

To summarize, the number of new hires has increased over 124% in the past 12 years, from 2,955 in 1993-1994 to the current 6,617 in 2004-2005. This increase is shown in Figure 1: *Trend Data: New Hires 1993-1994 to 2006-2007* (the last two years are projections).

**Trend Data: New Hires
1993-1994 to 2006-2007
Maryland Public Schools**



*Estimated new hires as projected by local school systems, May 2005.

Figure 1

Methodology for Determining Shortages

Division of Assessment and Accountability (DAA) collects and analyzes the data provided by local school systems for this report, using data from the past five years to project staffing needs for the next two years. These projections are compared with local school system reports on staffing needs. Using this data, DAA projects a surplus or a shortage in each content area. DAA uses the following formula to determine staffing projection rates:

$$\text{RATE} = 1 + \left(\frac{((\# \text{ of new hires in 2004-2005}) - (\# \text{ of new hires in 1999-2000}))}{\# \text{ of new hires in 1999-2000}} / 5 \right)$$

The formula calculates the rate of five years of change, with 1 as the rate base. Table 2, *Staffing Projections, 2005-2006*, provides information on the “projected staffing pool,” the “projected new hires,” and their difference, by certification area. To determine the “projected staffing pool” for 2005-2006, the rate is multiplied by the number of new hires in 2004-2005. The number of “projected new hires” is provided by the local school systems. If the difference of the “projected staffing pool” and “projected new hires” is 85% or less (“pool as percent of hires” column), the subject area is *considered* for declaration as a critical shortage area, since other factors are taken into consideration before the final decision to recommend the area as a critical shortage. In a given certification area, the “projected new hires” statewide also must be greater than 10 to be declared as a critical shortage area.

Teacher Certification Areas with Shortages

Table 2, *Staffing Projections: 2005-2006* provides the information needed to declare critical shortages by certification area. For 2005-2006, the projected staffing pool is 6,489 while there is a projected need for 7,562 new hires. The critical shortage content areas of need (shaded in Table 2), using the above criteria, are in ascending order of the estimated percent available.

- Dance: PreK-12; 7-12 (0%);
- Physical science: 7-12 (8%);
- Computer science: 7-12 (25%);
- Special education: generic: birth-grade 3 (27%);
- Special education: generic : hearing impaired (45%);
- Political science: 7-12 (53%);
- Early childhood education: PreK-3 (55%);
- Earth/space science: 7-12 (55%);
- Family and consumer sciences: 7-12 (61%);
- Physics: 7-12 (68%);
- Mathematics: 7-12 (68%);
- English for speakers of other languages: PreK-12 (ESOL) (72%);
- Theatre: 7-12 (76%)
- Technology education: 7-12 (78%);
- Chemistry: 7-12 (82%);
- Special education: generic: grades 1-8 (83%); and
- Spanish: 7-12 (85%).

A decision was made to include all six of the special education areas as critical shortage areas, although the Special Education Generic: grades 6-adult appears not to

Table 2
Staffing Projections: 2005-2006
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Total Teachers	6,489	7,562	-1,073	86%
Art (PreK-12)	149	157	-8	95%
Career/Technology Education (7-12)	229	254	-25	90%
Agriculture	10	2	8	490%
Business Education	68	59	9	115%
Family & Consumer Sciences	54	89	-35	61%
Technology Education	55	70	-15	78%
Trades and Industry	39	29	10	135%
Health Occupations	4	5	-1	78%
Computer Science (7-12)	15	59	-44	25%
Dance (Pre-12; 7-12)	0	14	-14	0%
Early Childhood (PreK-3)	443	802	-359	55%
Elementary Education (1-6 & Middle School)	2,126	2,091	35	102%
English (7-12)	547	591	-44	93%
ESOL (PreK-12)	106	147	-41	72%
Foreign Language (7-12)	213	215	-2	99%
French	59	39	20	151%
German	7	8	-1	86%
Spanish	126	149	-23	85%
Latin	5	8	-3	61%
Russian	0	2	-2	0%
Other Foreign Language	16	9	7	174%
Health/Physical Education (PreK-12)	256	284	-28	90%
Mathematics (7-12)	513	753	-240	68%
Music (PreK-12)	221	196	25	113%
Science (7-12)	430	562	-132	77%
Biology	262	159	103	165%
Chemistry	73	88	-15	82%
Earth/Space Science	46	84	-38	55%
Physical Science	15	179	-164	8%
Physics	35	52	-17	68%

Table 2 (continued)
Staffing Projections: 2005-2006
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Social Sciences (7-12)	392	343	49	114%
Geography	24	7	17	336%
History	68	44	24	154%
Political Science	6	11	-5	53%
Social Studies	295	281	14	105%
Special Education	792	1,076	-284	74%
Generic:birth-grade 3	65	240	-175	27%
Generic: grades 1-8	372	446	-74	83%
Generic: grades 6 -adult	337	295	42	114%
Hearing Impaired	10	22	-12	45%
Severely and Profoundly Disabled	5	46	-41	11%
Visually Impaired	4	27	-23	15%
Theatre (7-12)	14	18	-4	76%

Shaded areas are those that are recommended critical shortage areas to the State Board of Education.

Source: Local school systems and MSDE, Oct. 2004.

be a discrete shortage area. Since there is an overlap in hiring between the Special Education Generic: grades 1-8 and the Special Education: Generic: grades 6-adult, it was included as a critical shortage area.

Early childhood education (PreK-3) appears as a critical shortage area for the first time. The annual staffing survey of local school systems showed a large one-year increase in hiring, and supply has not increased proportionately. Possible factors driving increased demand include the implementation of full-day kindergarten, heightened focus on placing early childhood program teachers in grades 1-3, and increasing emphasis among non-public early childhood facilities on hiring certificated staff. Follow-up contact with directors of human resources revealed that the need for early childhood teachers is currently most pronounced in several local school systems, though at this time, it is not widespread across the state. Based on the supply/demand calculation and this confirming information, early childhood education (PreK-3) is included this year as a critical shortage area. This area will be monitored closely to determine if the increasing need to hire teachers in this certification area continues in subsequent years.

Teacher Certification Areas with Surpluses

Table 2 reports also the content areas with a possible surplus of teachers in 2005-2006. Because the projected staffing pool exceeds the projected hiring needs in these specific content areas, most local school systems are expected to be able to fill these vacancies, although often teachers are looking for positions in certain geographic regions of the state. Table 2 reports a projected surplus of potential teachers:

- Geography: 7-12 (336%)
- Biology: 7-12 (165%);

- History: 7-12 (154%);
- French: 7-12 (151%)
- Trades and Industry: 7-12 (135%);
- Music: PreK-12 (113%);
- Social studies: 7-12 (105%); and
- Elementary education: 1-6 and middle school (102%).

Having state surpluses does not assure local school systems that they will have an ample supply of new teachers in these areas. Linda Darling-Hammond, of the National Commission on Teaching and America's Future and Stanford University, and Segun Eubanks, of the National Education Association, both state that in addition to the supply, the *distribution of teachers* is often the problem that states and regions face.

Table 3, *Staffing Projections: 2006-2007*, depicts the projected number of new hires identified by local school systems as needed for the 2006-2007 school year. Local school systems are projected to hire 7,456 teachers in 2006-2007, an increase from the projected hires for 2005-2006. Even though there are many programs and scholarships that attempt to relieve the shortages in certain content areas, there still will be teaching shortages in some of the same content areas again in future years.

Trend Data

Table 4, *Trend Data of New Hires 1993-1994 to 2004-2005*, reports the twelve-year trend of new hires. The number statewide of new hires has increased from 2,955 in 1993-1994 to 6,617 in 2004-2005, an increase of 124%. There were decreases in 1995-1996, in 2001-2002, and again in 2003-2004. The largest number of new hires, 7,649, occurred in 2000-2001.

Table 3
Staffing Projections: 2006-2007
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Total Teachers	6,489	7,456	-967	87%
Art (PreK-12)	149	132	17	113%
Career/Technology Education (7-12)	229	294	-65	78%
Agriculture	10	6	4	163%
Business Education	68	62	6	109%
Family & Consumer Sciences	54	110	-56	49%
Technology Education	55	77	-22	71%
Trades and Industry	39	30	9	131%
Health Occupations	4	9	-5	44%
Computer Science (7-12)	15	59	-44	25%
Dance (PreK-12; 7-12)	6	17	-11	35%
Early Childhood (PreK-3)	443	721	-278	61%
Elementary Education (1-6 & Middle School)	2,126	2,142	-16	99%
English (7-12)	547	533	14	103%
ESOL (PreK-12)	106	145	-39	73%
Foreign Language (7-12)	213	234	-21	91%
French	59	47	12	125%
German	7	8	-1	86%
Spanish	126	156	-30	81%
Latin	5	7	-2	70%
Russian	0	2	-2	0%
Other Foreign Languages	16	14	2	116%
Health/Physical Education (PreK-12)	256	266	-10	96%
Mathematics (7-12)	513	733	-220	70%
Music (PreK-12)	221	205	16	108%
Science (7-12)	430	610	-180	71%
Biology	262	161	101	163%
Chemistry	73	107	-34	68%
Earth/Space Science	46	93	-47	50%
Physical Science	15	186	-171	8%
Physics	35	63	-28	56%

Table 3 (continued)

Staffing Projections: 2006-2007
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Social Sciences (7-12)	392	295	97	133%
Geography	9	6	3	150%
History	68	39	29	173%
Political Science	6	9	-3	65%
Social Studies	295	241	54	122%
Special Education	792	1,055	-263	75%
Generic:birth-grade 3	65	231	-166	28%
Generic: grades 1-8	372	421	-49	88%
Generic: grades 6 -adult	337	284	53	119%
Hearing Impaired	10	28	-18	35%
Severely and Profoundly Disabled	5	58	-53	8%
Visually Impaired	4	33	-29	12%
Theatre (7-12)	14	15	-1	92%

Source: Local school systems, May, 2005

Table 4 displays the numbers for beginning and experienced teachers, Maryland-prepared and non-Maryland-prepared and those with most recent experience in or outside of Maryland.

Figure 1, *Trend Data: New Hires by Maryland Public Schools 1993-1994 to 2006-2007*, is a graphic representation of the trend. It reports the actual number of hires over the past twelve years and the projected hires needed for 2005-2006 and 2006-2007. The local school systems provide these projected numbers of new hires.

Figure 2, *New Hires: A Two-Year Comparison, 2003-2004 and 2004-2005*, shows the four categories of new hires: beginning teachers who are Maryland prepared; beginning teachers who are out-of-state prepared; experienced teachers who last taught in Maryland; and experienced teachers who last taught outside Maryland. The percent of all beginning teachers hired this year (48.1%) is down from last year (52.0%), while the percent of all experienced teachers hired this year (51.9%) is up from last year (48.0%). Although 55.8% percent of the new hires were Marylanders, an increase over last year's 52.1%, Maryland continues to hire almost half of its teachers from out-of-state.

Table 5, *Newly Hired Teachers by Local School Systems*, reports the number of new teachers hired by each local school system. The number ranges from a low of twelve new hires in Kent County to a high of 1,281 new hires in Prince George's County. The five largest school systems (Prince George's County, Montgomery County, Baltimore County, Anne Arundel County and Baltimore City) hired 4,316 (65.2%) of the teachers. The Edison Schools (listed in Table 5 and in other charts listing the 24 local school systems) include three Baltimore City reconstituted schools

that, since fall 2000, have been managed by Edison Schools, Inc., in a special arrangement with MSDE.

Figure 3, *New Hires by Local School System 2003-2004 and 2004-2005*, is a graphic representation of the hiring data from the last two hiring seasons. It shows an increase in hiring in most school systems, with a few exceptions, the largest being Baltimore City.

Figure 4, *New Hires: Out-of-State and In-State Comparison 2000-2001 to 2004-2005*, compares hiring for the last five years. In the past, the number of out-of-state hires always has been slightly more, although hovering around 50%. In the last two years the number of in-state hires is slightly larger than the number of out-of-state hires. This trend will be followed closely to see if it continues.

Figure 5, *New Hires: Experienced and Beginning Teachers: 2000-2001 to 2004-2005*, compares the number of experienced teachers and beginning teachers hired for the past five years. In the past, the number of beginning teachers hired was consistently greater than the number of experienced teachers hired. This year the trend reversed, with the number of experienced teachers greater (3,433) for the first time than the number of beginning teachers (3,184). Although not a large difference, the reverse in the trend will be followed closely to see if it continues.

Table 4

**Trend Data of New Hires
1993-1994 to 2004-2005
Maryland Public Schools**

Year	Total	Beginning		Experienced	
		Maryland Prepared	Non Maryland Prepared	Taught in Maryland	Taught Outside Maryland
1993-1994	2,955	1,014	829	525	587
1994-1995	3,774	1,187	1,234	752	601
1995-1996	3,623	1,123	1,127	533	840
1996-1997	4,588	1,455	1,363	1,112	658
1997-1998	5,595	1,780	1,537	1,362	916
1998-1999	6,033	1,543	1,871	1,426	1,193
1999-2000	7,329	1,665	2,233	2,072	1,359
2000-2001	7,649	1,896	2,706	1,860	1,187
2001-2002	7,385	1,694	2,336	1,820	1,535
2002-2003	7,445	1,769	2,608	1,633	1,435
2003-2004	5,929	1,420	1,664	1,667	1,178
2004-2005	6,617	1,435	1,749	2,257	1,176

Table 5
Newly Hired Teachers by Local School Systems
Through October 2004

Local School System	Total New* Hires Teachers	Beginning New Hires			Experienced New Hires		
		Total	Maryland Non-Md		Total	Outside	
			IHE**	IHE**		Maryland	Maryland
Total New Hires	6,617	3,184	1,435	1,749	3,433	2,257	1,176
Allegany	38	38	26	12	0	0	0
Anne Arundel	727	335	185	150	392	266	126
Baltimore City	449	304	62	242	145	98	47
Baltimore County	889	579	360	219	310	235	75
Calvert	104	62	39	23	42	26	16
Caroline	42	32	9	23	10	8	2
Carroll	205	16	13	3	189	163	26
Cecil	130	88	18	70	42	19	23
Charles	283	140	37	103	143	87	56
Dorchester	46	18	5	13	28	19	9
Frederick	263	123	54	69	140	87	53
Garrett	23	17	9	8	6	0	6
Harford	233	150	82	68	83	56	27
Howard	325	171	89	82	154	89	65
Kent	12	9	2	7	3	1	2
Montgomery	970	534	223	311	436	205	231
Prince George's	1,281	214	66	148	1,067	772	295
Queen Anne's	58	32	14	18	26	15	11
St. Mary's	113	61	29	32	52	27	25
Somerset	21	0	0	0	21	0	21
Talbot	30	9	1	8	21	14	7
Washington	161	101	15	86	60	26	34
Wicomico	115	115	72	43	0	0	0
Worcester	58	28	17	11	30	13	17
Edison Schools	41	8	8	0	33	31	2

*Total new hires includes teachers on conditional, resident teacher, and professional certificates.

** Institutions of higher education

Source: Local school systems, 2004-2005.

**New Hires: A Two-Year Comparison
2003-2004 and 2004-2005
Maryland Public Schools**

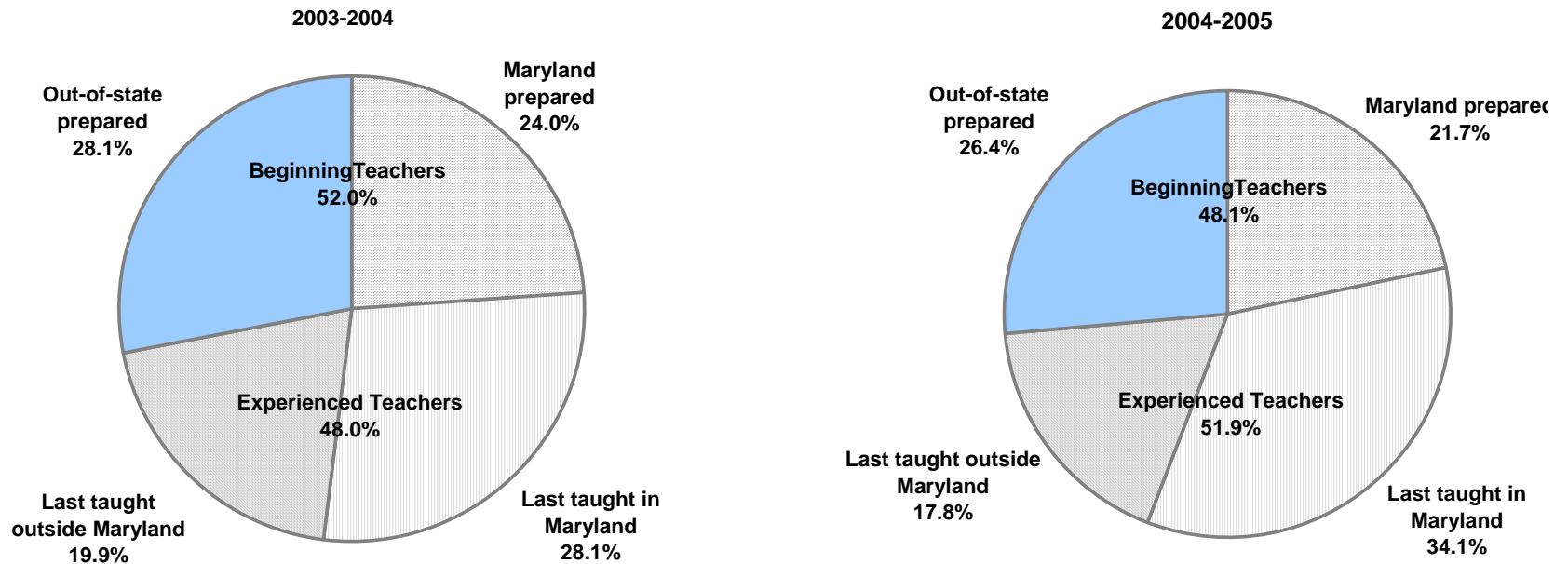


Figure 2

New Hires by Local School System 2003-2004 and 2004-2005 Maryland Public Schools

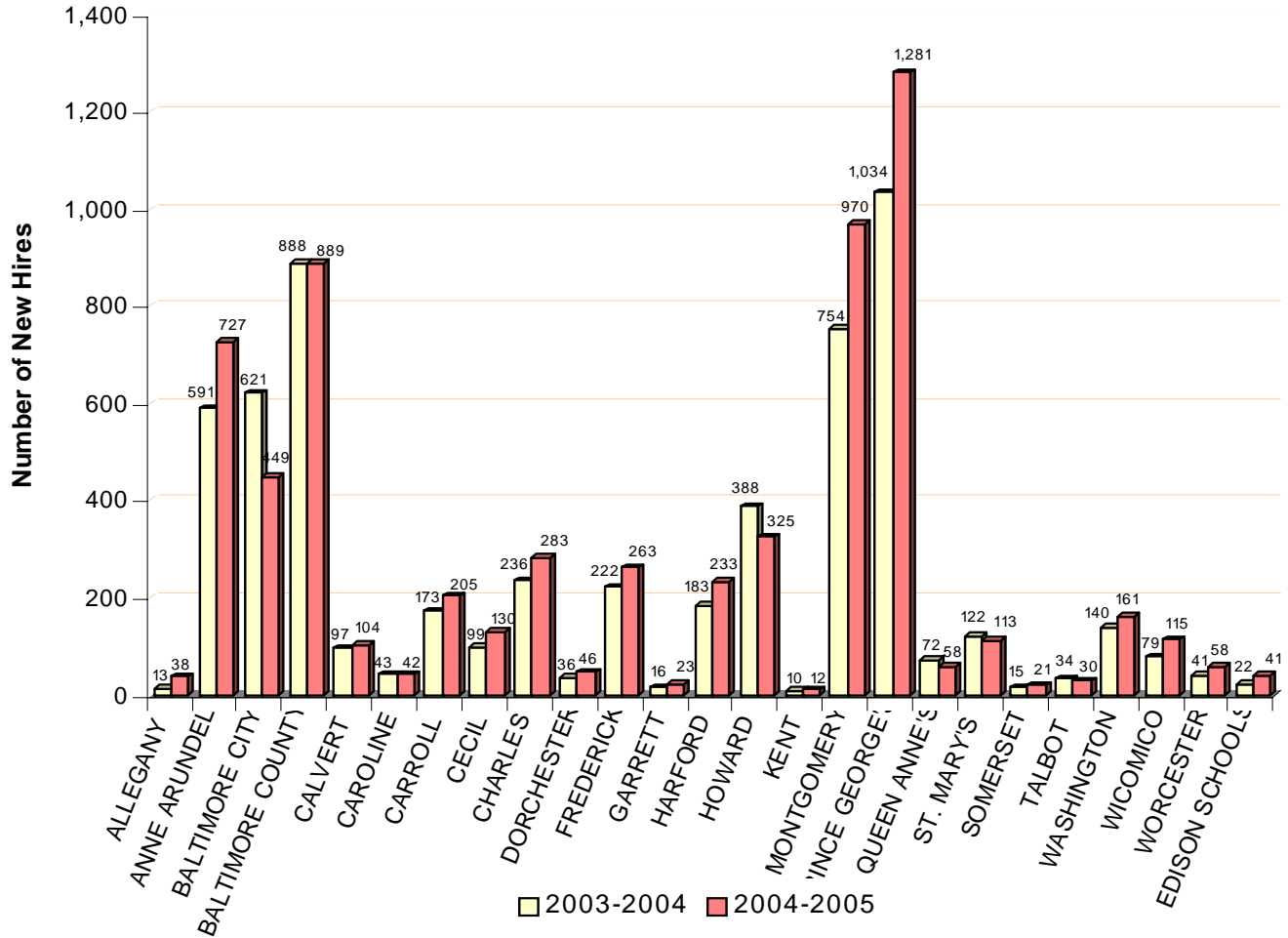


Figure 3

**New Hires: Out-of-State and In-State Comparison
2000-2001 to 2004-2005
Maryland Public Schools**

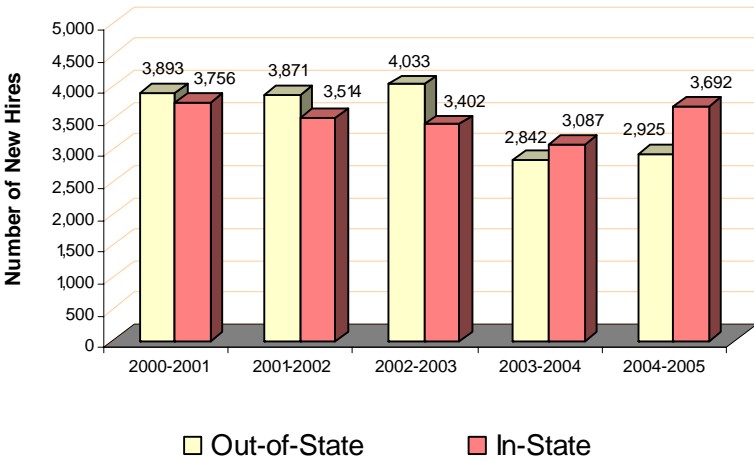


Figure 4

**New Hires: Experienced and Beginning Teachers
2000-2001 to 2004-2005
Maryland Public Schools**

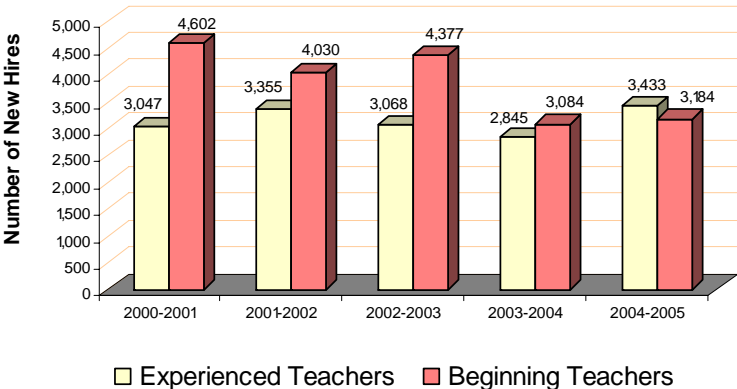


Figure 5

Summary

The national press has reported nationwide shortages in most of the same areas as Maryland. Because of this, Maryland's local school systems are in competition with our neighboring states and the nation. To summarize, the following are the critical shortage areas identified for the academic year 2004-2005:

- Arts areas:
 - Dance (PreK-12; 7-12); and
 - Theatre (7-12);
- Career and technology areas;
 - Family and consumer sciences (7-12); and
 - Technology education (7-12);
- Computer science (7-12);
- Early childhood education (PreK-3);
- English for speakers of other languages, ESOL (PreK-12);
- Mathematics (7-12);
- Political science (7-12);
- Science areas:
 - Chemistry (7-12);
 - Earth/Space (7-12),
 - Physical Science (7-12), and
 - Physics (7-12);
- Spanish (7-12);
- Special education areas:
 - Generic: birth-grade 3;
 - Generic: grades 1-8;
 - Generic: grades 6 – adult;
 - Hearing impaired;
 - Severely and profoundly disabled; and
 - Visually Impaired

SECTION III: GEOGRAPHIC AREAS OF PROJECTED SHORTAGE

Background

Maryland legislation enacted in 1986 (Annotated Code of Maryland §18-703) requires the State Board of Education to identify annually geographic areas of teacher shortages. The intent of the legislation is to assist local school systems affected by geographical conditions that make the recruitment and retention of qualified teachers difficult.

Until the *Legislative Reform Act of 1991*, an incentive was provided for scholarship recipients who elected to teach in a declared area of geographic shortage. The legislative *Reform Act of 1991* eliminated the geographic shortage area incentive for scholarship recipients. Since then two retired/rehired bills were passed, SB15, *Reemployment of Retired Teachers*, (1999) and SB 220 (2000) to address the principal shortage. Both laws had a June 30, 2004 sunset provision. In 2005, a revised retired/rehired bill, SB 663, was passed. This new law, for both teachers and principals, has specific limitations and reporting requirements. Details can be found in Section 1.

Another bill, Senate Bill 221 (passed in 2001), concerns those retired teachers *hired by a different employer*. This bill has no sunset provision and can also be used by local school systems in hiring retired teachers.

Procedures

To determine the areas of geographic shortage for this report, these procedures were followed:

- The State Board of Education must have identified content areas as critical shortages for *at least three years*. Those areas identified as critical shortage areas for at least three years were computer science, ESOL, mathematics, science, and special education.
- Each local school superintendent was surveyed to determine if he/she was able to satisfy the need for teachers in any of the above identified critical shortage areas.
- Each local school superintendent was asked to respond to two questions:
 - 1) Did your local school system experience a critical shortage of teachers in any of the following state identified critical shortage areas: computer science, ESOL, mathematics, science or special education?
 - 2) If yes, do you wish to have your local school system declared an area of geographical shortage?
- Each local school system superintendent had to agree to his/her system being designated an area of geographic shortage. Only those systems that qualified and agreed to be identified have been named geographic areas of projected shortage.

Findings for Geographic Areas of Projected Shortage

Using the above procedures, all 24 jurisdictions in Maryland are identified as geographic areas of projected shortage. They are:

1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
11. Frederick County
12. Garrett County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County
23. Wicomico County
24. Worcester County

SECTION IV: MARYLAND-PREPARED TEACHER CANDIDATES BY CERTIFICATION AREA AND INSTITUTION

The teacher education candidates reported in this section, both undergraduate and post-baccalaureate, are teacher candidates who are eligible for initial teacher certification in Maryland, pending satisfactory performance on all state-required certification assessments.

Each year the 23 Maryland institutions of higher education (IHE) with approved teacher education programs report the number of teacher candidates completing their programs, by certification area, for the in-state “supply” side of the *Maryland Teacher Staffing Report*. Those teacher candidates who completed approved programs for 2003-2004 were the pool of Maryland-prepared new hires for the local school systems for the fall 2004 school year. The IHEs are asked to report *all candidates eligible for initial teaching certification*. The number includes students in both undergraduate and post-baccalaureate programs, such as Master of Arts in Teaching (MAT) degree programs. In addition, they report the estimated number of teacher education candidates who will be completing programs in the 2004-2005 and 2005-2006 school years.

In 2003-2004, as displayed in Table 6, *Supply of Maryland-Prepared Candidates by Certification Area: 2003-2004*, there were 2,601 candidates. The actual number of candidates was 2,553, but 48 had dual majors. Not wanting to lose any content areas, 48 individuals in this table are duplicates. This number, 2,601 Maryland teacher education candidates, is an increase of 12.2% over the 2,319 reported for 2002-2003.

Table 6

Supply of Maryland-Prepared Candidates by Certification Area
 Maryland Institutions of Higher Education
 2003 - 2004

Certification Area	Total New Teacher Supply
Total	2,601
Art (PreK-12)	77
Career/Technology Education (7-12)	7
Agriculture	2
Business Education	5
Family & Consumer Sciences	0
Technology Education	0
Trades and Industry	0
Health Occupations	0
Computer Science (7-12)	1
Dance (PreK-12; 7-12)	7
Early Childhood (PreK-3)	273
Elementary Education (1-6 & Middle School)	1,163
English (7-12)	152
English	150
Speech	2
ESOL(PreK-12)	69
Foreign Language (7-12)	40
French	12
German	0
Spanish	26
Latin	1
Russian	1
Other Foreign Languages	0
Health (7-12)	18
Mathematics (7-12)	91
Music (PreK-12)	36
Physical Education (PreK-12)	102
Science (7-12)	78
Biology	54
Chemistry	12
Earth/Space Science	7
Physical Science	0
Physics	5

Table 6 (continued)

Supply of Maryland-Prepared Candidates by Certification Area
 Maryland Institutions of Higher Education
 2003 - 2004

Certification Area	Total New Teacher Supply
Social Sciences (7-12)	197
History	58
Political Science	0
Social Studies	139
Special Education	286
Generic: (birth-grade 3)	27
Generic: (grades 1-8)	145
Generic: (grades 6-adult)	67
Hearing Impaired	14
Severely and Profoundly Disabled	33
Visually Impaired	0
Theatre (7-12)	4

NOTE: Includes graduates from summer 2003, fall 2003, & spring 2004;
 48 of the 2003-2004 graduates have dual majors.

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education, May 2005.

The largest number of candidates continues to be in elementary education, an area that never has been on the critical shortage list.

Content Area Shortages

It is important to compare the critical shortage areas identified in Table 2 with data in Table 6 to note the number of teacher education candidates by content area in Maryland’s critical shortage areas. Listed below are Maryland teacher education candidates for the past three years in those areas that are continually on the critical shortage list. For both Family and Consumer Sciences and Technology Education, programs are offered in only one university (UMES).

Number of Maryland Teacher Education Candidates in the Critical Shortage Areas

Critical Shortage Area	2001-2002	2002-2003	2003-2004
• Computer science	1	1	1
• Chemistry	12	7	12
• Dance	0	0	0
• Early childhood	277	237	273
• Earth/space	8	1	7
• ESOL	41	35	69
• Family and consumer sciences	0	0	0
• Mathematics	61	87	91
• Physical science	0	0	0
• Physics	5	3	5
• Political science	0	0	0
• Spanish	30	14	26
• Special education (all areas combined)	249	190	286
• Technology education	3	2	0
• Theatre	4	3	4

Table 7, *Projected Teacher Candidates by Certification Area, 2004-2005 and 2005-2006*, reports the number of projected candidates by certification categories for the next two years. This table includes dual majors; the projection is for 2,774 teacher education candidates (see figure 6) in 2004-2005, but 2,854 different certification areas, for 80 individuals had a dual major. In 2005-2006, there is a projection of 2,996 candidates, with 3,048 different certification areas for 52 individuals has a dual major.

Figure 6, *Trend Data: Teacher Education Candidates Prepared by Maryland Institutions, 1992-1993 to 2005-2006*, shows the number of teacher education candidates from Maryland institutions eligible for initial certification over a period of 12 years and projections for the next two years. This figure shows a slight upward trend in the actual numbers for the past three years, but it is clear that Maryland institutions of higher education never have produced the number of new teachers needed in the state each year (see Figure 1).

Institutional Data

Table 8, *Newly Eligible Maryland Teacher Candidates by Institution: 2003-2004*, reports the total number of teacher education candidates from Maryland colleges and universities. Of the 23 Maryland institutions with approved teacher education programs, seven produce approximately 70% of the teacher candidates. Some of the larger institutions increased the number of graduates from last year, making the overall total higher.

Table 7

Anticipated Teacher Candidates by Certification Area
 Maryland Institutions of Higher Education
 2004-2005 and 2005-2006

Certification Area	2004-2005 MD Teacher Candidate Supply	2005-2006 MD Teacher Candidate Supply
Total	2,854	3,048
Art (PreK-12)	97	94
Career/Technology Education (7-12)	12	13
Agriculture	0	1
Business Education	10	9
Family & Consumer Sciences	0	1
Technology Education	2	2
Trades and Industry	0	0
Health Occupations	0	0
Computer Science (7-12)	1	2
Dance (Pre-K; 7-12)	12	12
Early Childhood (PreK-3)	301	318
Elementary Education (1-6 & Middle School)	1,220	1,273
English (7-12)	163	177
English	162	176
Speech	1	1
ESOL (PreK-12)	48	63
Foreign Language (7-12)	51	52
French	10	13
German	1	3
Spanish	38	35
Latin	1	0
Italian	0	1
Russian	1	0
Other Foreign Languages	0	0
Health (PreK-12)	17	19
Mathematics (7-12)	95	122
Music (PreK-12)	69	61
Physical Education (PreK-12)	120	125
Science (7-12)	102	110
Biology	71	69
Chemistry	13	17
Earth/Space Science	6	9
Physical Science	1	1
Physics	11	14

Table 7 (continued)

Anticipated Teacher Candidates by Certification Area
 Maryland Institutions of Higher Education
 2004-2005 and 2005-2006

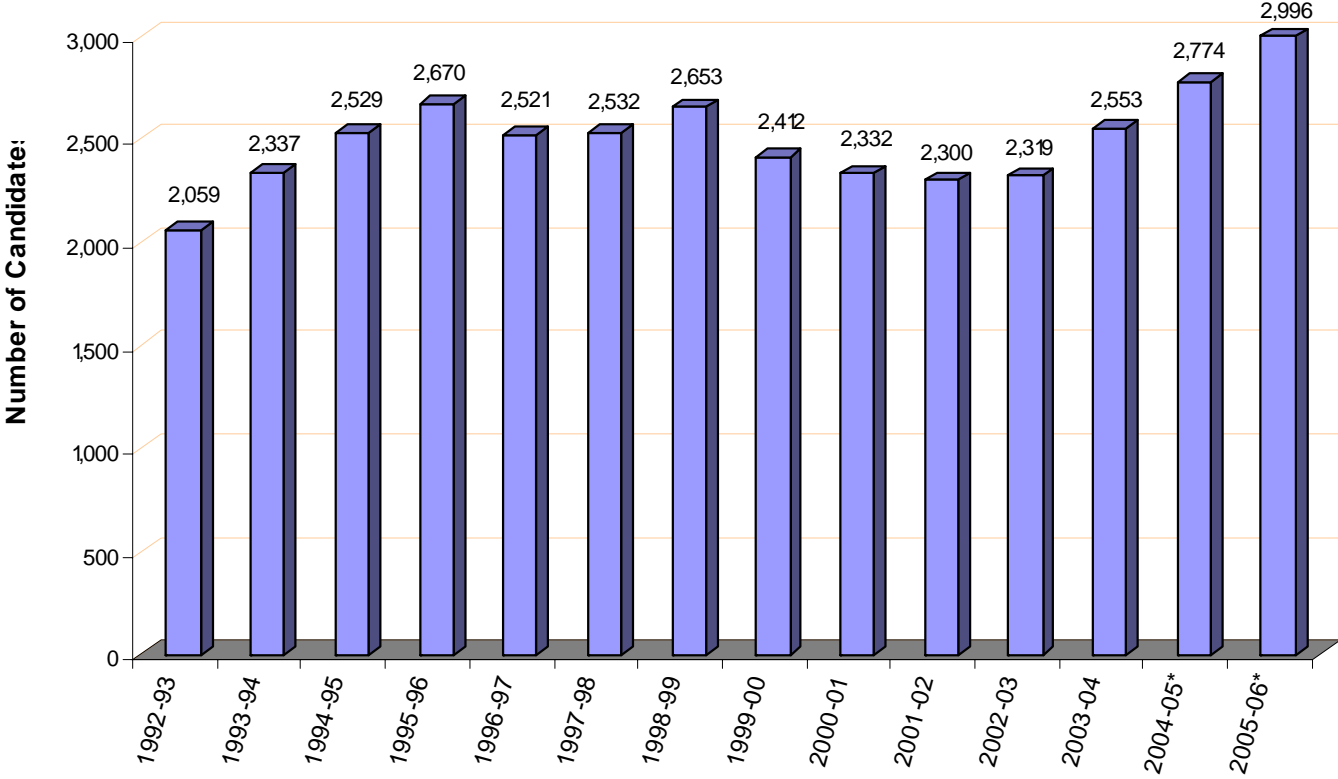
Certification Area	2004-2005 MD Teacher Candidate Supply	2005-2006 MD Teacher Candidate Supply
Social Sciences (7-12)	210	212
History	56	65
Political Science	1	0
Social Studies	153	147
Special Education	334	390
Generic:birth-grade 3	35	37
Generic: grades 1-8	151	178
Generic: grades 6 -adult	92	103
Hearing Impaired	18	20
Severely and profoundly disabled	31	37
Visually impaired	7	15
Theatre (7-12)	2	5

NOTE: 80 of the 2004-2005 projected graduates have dual majors.

52 of the 2005-2006 projected graduates have dual majors.

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education,
 May, 2005.

**Trend Data: Teacher Education Candidates Prepared by Maryland
Maryland Institutions of Higher Education
1992-1993 to 2005-2006**



*Anticipated teacher candidates are projected by Maryland higher education institutions.

Figure 6

INSTITUTIONS WITH LARGEST NUMBER OF TEACHER CANDIDATES

Institutions	Number of Teacher Candidates		
	2001-2002	2002-2003	2003-2004
Towson University	453	478	584
University of Maryland College Park	415	363	429
Salisbury University	248	286	240
Johns Hopkins University	215	221	264
University of Maryland Baltimore County	163	158	136
Frostburg State University	141	138	135
College of Notre Dame of Maryland	139	108	224

The institutions in the University System of Maryland (USM) account for 1,631 or 63.8% of the new teacher candidates. This is an increase from last year's report of 1,588. Towson University continues to prepare the largest number of teacher candidates with 584, (22.9%), followed by University of Maryland College Park with 429, (16.8%). Both of these institutions have increased their numbers, as shown above. The USM campuses and their 2003-2004 candidate numbers include:

Bowie State University (65)	University of Maryland Baltimore County (136)
Coppin State University (19)	University of Maryland College Park (429)
Frostburg State University (135)	University of Maryland Eastern Shore (20)
Salisbury University (240)	University of Maryland University College (3)
Towson University (584)	

Johns Hopkins University (264) and the College of Notre Dame of Maryland (224) are the private institutions of higher education that produce the most teachers for Maryland. They also are among the top producers of teachers in the state.

Although Maryland institutions of higher education produced 2,553 teacher candidates in 2003-2004 (Table 8), only 1,435 were hired as new teachers in Maryland for the 2004-2005 school year (Table 1). There are several reasons to explain this trend. Some candidates are not native to Maryland and return to their home states, while others may decide to move out-of-state, go to graduate school, pursue careers outside of teaching, or chose not to enter the job market immediately. The result is that Maryland has never produced enough teachers to supply the local school systems; we have always been an import state, and will probably continue to be so in the future.

Table 8

**Newly Eligible Maryland Teacher Candidates by Institution
Maryland Institutions of Higher Education
2003 - 2004**

Institution	Approved Teacher Education Programs
Total	2,553
>Bowie State University	65
College Of Notre Dame of Maryland	224
Columbia Union College	9
>Coppin State University	19
>Frostburg State University	135
Goucher College	47
Hood College	30
Johns Hopkins University	264
Loyola College	73
McDaniel College (formerly Western Maryland College)	93
Maryland Institute College of Art	22
Morgan State University	25
Mt. St. Mary's University	61
Peabody Institute, Johns Hopkins University	4
St. Mary's College of Maryland	19
>Salisbury University	240
>Towson University	584
>University of Maryland Baltimore County	136
>University of Maryland College Park	429
>University of Maryland Eastern Shore	20
>University of Maryland University College	3
Villa Julie College	33
Washington College	18

> Institutions of higher education that are part of the University System of Maryland.

SOURCE: Deans and Directors, Maryland Institutions of Higher Education, May 2005.

SECTION V: MINORITY AND GENDER DATA

The Maryland State Department of Education collects minority and gender data on teacher candidates from Maryland institutions of higher education and on new hires reported by the local school systems. This information is vital because of the state's commitment to a diverse teacher workforce.

Minority Data

Table 9, *Trend Data: Minority Maryland Teacher Candidates: 1998-1999 to 2003-2004*, displays minority trend data of newly eligible teachers prepared by Maryland institutions of higher education for the past six years. The minority designation includes African-American, Asian, Hispanic, and Native American. For the last six years, the percent of minority teacher candidates increased slowly from 18.4% in 1998-1999 to a high of 20.3% in 2001-2002, then decreased back down to 18.4% in 2003-2004. This reporting year, the largest number of minority teacher candidates majored in ESOL (34.8%), elementary education (18.1%), English (24.3%), special education (24.1%), and mathematics (23.1%).

Table 10, *Minority New Hires by Certification Areas October 2004*, includes the number and percent of minority new hires by certification area. Of the 6,617 new hires, 1,885 (28.5%) were minorities. This is an increase from the previous year's 1,568 (26.4%). Of these minority new hires, 591 were beginning new hires, while 1,294 were

Table 9

**Trend Data: Minority* Maryland Teacher Candidates:
Maryland Institutions of Higher Education
1998-1999 to 2003-2004**

Certification Area	1998-1999			1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%
Total	2,683	495	18.4%	2,412	384	15.9%	2,332	421	18.1%	2,300	467	20.3%	2,319	445	19.2%	2,601	478	18.4%
Art (PreK-12)	62	5	8.1%	64	5	7.8%	81	14	17.3%	69	10	14.5%	70	6	8.6%	77	11	14.3%
Career/Technology Education (7-12)	13	6	46.2%	18	4	22.2%	11	1	9.1%	12	4	33.3%	10	3	30.0%	7	0	0.0%
Computer Science (7-12)	1	0	0.0%	0	0	0.0%	1	1	100.0%	1	1	100.0%	1	0	0.0%	1	0	0.0%
Early Childhood (PreK-3)	358	40	11.2%	319	37	11.6%	294	54	18.4%	277	47	17.0%	237	35	14.8%	273	43	15.8%
Elementary Ed. (1-6 & Middle School)	1,076	168	15.6%	961	137	14.3%	1,042	182	17.5%	1,033	205	19.8%	1,141	236	20.7%	1,163	211	18.1%
English (7-12)	124	17	13.7%	127	19	15.0%	119	23	19.3%	126	20	15.9%	134	30	22.4%	152	37	24.3%
ESOL (PreK-12)	31	8	25.8%	20	4	20.0%	22	10	45.5%	41	20	48.8%	35	16	45.7%	69	24	34.8%
Foreign Language (7-12)	43	10	23.3%	52	10	19.2%	55	12	21.8%	40	7	17.5%	23	6	26.1%	40	6	15.0%
Health/Physical Education (PreK-12)	153	20	13.1%	148	19	12.8%	127	12	9.4%	110	10	9.1%	100	9	9.0%	120	6	5.0%
Mathematics (7-12)	81	13	16.0%	67	9	13.4%	69	6	8.7%	61	7	11.5%	87	16	18.4%	91	21	23.1%
Music (PreK-12)	42	7	16.7%	50	13	26.0%	40	8	20.0%	46	11	23.9%	48	7	14.6%	36	4	11.1%
Science (7-12)	92	6	6.5%	111	8	7.2%	89	10	11.2%	76	15	19.7%	79	13	16.5%	78	16	20.5%
Social Sciences (7-12)	189	23	12.2%	186	22	11.8%	174	25	14.4%	155	22	14.2%	161	20	12.4%	197	29	14.7%
Special Education	412	172	41.7%	279	96	34.4%	202	63	31.2%	249	88	35.3%	190	48	25.3%	286	69	24.1%
Other Teaching Areas^	6	0	0.0%	10	1	10.0%	6	0	0.0%	4	0	0.0%	3	0	0.0%	11	1	9.1%

* Minority includes African-American, Asian, Hispanic, and Native American.

^ Other includes theatre and dance.

There were 2553 graduates in 2003-2004 (Table 5); shown here are 2601 for 48 (2601-2553) had dual majors.

Table 10

**Minority* New Hires by Certification Area
Through October 2004
Maryland Public Schools**

Certification Area	Total New Hires			Beginning New Hires			Experienced New Hires		
	Total	Minority		Total	Minority		Total	Minority	
		Number	Percent		Number	Percent		Number	Percent
Total New Teachers	6,617	1,885	28.5%	3,184	591	18.6%	3,433	1,294	37.7%
Art (PreK-12)	152	21	13.8%	100	11	11.0%	52	10	19.2%
Career/Technology Education (7-12)	234	90	38.5%	105	34	32.4%	129	56	43.4%
Agriculture	10	1	10.0%	4	0	0.0%	6	1	0.0%
Business Education	69	29	42.0%	32	9	28.1%	37	20	54.1%
Family & Consumer Sciences	55	24	43.6%	22	10	45.5%	33	14	42.4%
Technology Education	56	22	39.3%	30	9	30.0%	26	13	50.0%
Trades and Industry	40	13	32.5%	16	6	37.5%	24	7	29.2%
Health Occupations	4	1	25.0%	1	0	0.0%	3	1	0.0%
Computer Science (7-12)	15	6	40.0%	6	1	16.7%	9	5	55.6%
Dance (PreK-12; 7-12)	6	2	33.3%	4	1	25.0%	2	1	50.0%
Early Childhood (PreK-3)	452	112	24.8%	216	25	11.6%	236	87	36.9%
Elementary Education (1-6 & Middle School)	2,168	547	25.2%	1,073	166	15.5%	1,095	381	34.8%
English (7-12)	558	163	29.2%	248	43	17.3%	310	120	38.7%
ESOL (PreK-12)	108	45	41.7%	51	19	37.3%	57	26	45.6%
Foreign Language (7-12)	217	74	34.1%	95	24	25.3%	122	50	41.0%
French	60	16	26.7%	28	4	14.3%	32	12	37.5%
German	7	0	0.0%	2	0	0.0%	5	0	0.0%
Spanish	129	46	35.7%	53	11	20.8%	76	35	46.1%
Latin	5	1	20.0%	1	1	0.0%	4	0	0.0%
Russian	0	0	0.0%	0	0	0.0%	0	0	0.0%
Other Foreign Language	16	11	68.8%	11	8	72.7%	5	3	60.0%
Health/Physical Education (PreK-12)	261	66	25.3%	129	22	17.1%	132	44	33.3%
Mathematics (7-12)	523	190	36.3%	253	64	25.3%	270	126	46.7%
Music (PreK-12)	225	62	27.6%	103	18	17.5%	122	44	36.1%
Science (7-12)	439	133	30.3%	194	33	17.0%	245	100	40.8%
Biology	213	64	30.0%	85	13	15.3%	128	51	39.8%
Chemistry	59	15	25.4%	24	4	16.7%	35	11	31.4%
Earth/Space Science	37	5	13.5%	23	3	13.0%	14	2	14.3%
General Science ^	89	39	43.8%	42	10	23.8%	47	29	61.7%
Physical Science	12	4	33.3%	6	2	0.0%	6	2	33.3%
Physics	29	6	20.7%	14	1	7.1%	15	5	33.3%

* Minority includes African-American, Asian, Hispanic and Native American.

^ MSDE no longer issues a certificate in this area; these certificates are only valid for the individuals issued them in the past.

Table 10 (continued)

**Minority* New Hires by Certification Area
Through October 2004
Maryland Public Schools**

Certification Area	Total New Hires			Beginning New Hires			Experienced New Hires		
	Total	Minority		Total	Minority		Total	Minority	
		Number	Percent		Number	Percent		Number	Percent
Social Sciences (7-12)	409	87	21.3%	242	38	15.7%	167	49	29.3%
Geography	24	4	16.7%	23	3	13.0%	1	1	100.0%
History	69	17	24.6%	38	8	21.1%	31	9	29.0%
Political Science	6	3	50.0%	1	1	100.0%	5	2	40.0%
Social Studies	301	61	20.3%	175	25	14.3%	126	36	28.6%
Other Social Sciences^^	9	2	22.2%	5	1	20.0%	4	1	25.0%
Special Education	808	271	33.5%	348	85	24.4%	460	186	40.4%
K-12	28	10	35.7%	0	0	0.0%	28	10	35.7%
Generic:birth-grade 3	57	9	15.8%	23	4	17.4%	34	5	14.7%
Generic: grades 1-8	329	110	33.4%	136	27	19.9%	193	83	43.0%
Generic: birth-grade 3; 1-8; 6-adult	77	12	15.6%	38	8	21.1%	39	4	10.3%
Generic: grades 6 -adult	298	126	42.3%	145	45	31.0%	153	81	52.9%
Hearing Impaired	10	2	20.0%	3	1	33.3%	7	1	14.3%
Severely and profoundly disabled	5	2	40.0%	2	0	0.0%	3	2	66.7%
Visually impaired	4	0	0.0%	1	0	0.0%	3	0	0.0%
Theatre (7-10)	14	4	28.6%	4	2	50.0%	10	2	20.0%
Other Teaching Areas	28	12	42.9%	13	5	38.5%	15	7	46.7%

* Minority includes African-American, Asian, Hispanic and Native American.

^^ Includes economics, psychology, and sociology.

Source: Local school systems, 2004-2005.

experienced new hires. The largest number of minority new hires is in elementary education (547), special education (271), mathematics (190), English (163), and early childhood (112).

Table 11, *Trend Data for Minority New Hires: 1999-2000 to 2004-2005*, displays the data on minority new hires for the past five years. The number and percent of minority new hires increased each year from 2,048 (27.9%) in 1999-2000 to 2,318 (31.1%) in 2002-2003. The numbers decreased in 2003-2004 to 1,568 (26.4%) then increased to 1,885 (28.5%) for 2004-2005. This trend will be monitored closely to see if it continues upward.

Minority Data of All Maryland Teachers and Students

The minority teacher hiring data can be contrasted with the minority data available on all Maryland PreK-12 students and all Maryland teachers. About half of the PreK-12 students are minorities, and about a fourth of the teachers are minorities. DAA reports that of the 865,561 Maryland K-12 students enrolled in September 2004, 49.5% were Caucasian and 50.5% were minorities. The student minorities include African-American (38.1%), Hispanic (7.0%), Asian (5.0%), and American Indian/Alaskan Native (0.4%).

Among the 56,149 Maryland teachers, 75.7% were Caucasian and 24.3% were minorities. The minority diversification of teachers includes African-American (21.2%), American Indian (0.4%), Asian (1.5%) and Hispanic (1.3%).

Table 11

**Trend Data for Minority* New Hires
1999 - 2000 to 2004 - 2005
Maryland Public Schools**

Certification Area	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%	Total	Minority Number	%
Total New Teachers	7,329	2,048	27.9%	7,649	2,174	28.4%	7,385	2,277	30.8%	7,445	2,318	31.1%	5,929	1,568	26.4%	6,617	1,885	28.5%
Art (PreK-12)	154	26	16.9%	194	33	17.0%	157	40	25.5%	221	48	21.7%	141	28	19.9%	152	21	13.8%
Career/Technology Education (7-12)	270	108	40.0%	269	109	40.5%	232	97	41.8%	183	83	45.4%	197	63	32.0%	234	90	38.5%
Computer Science (7-12)	6	4	66.7%	13	11	84.6%	11	6	54.5%	18	8	44.4%	28	13	46.4%	15	6	40.0%
Early Childhood (PreK-3)	691	146	21.1%	668	169	25.3%	633	198	31.3%	555	167	30.1%	427	105	24.6%	452	112	24.8%
Elementary Ed. (1-6 & Middle School)	2,841	720	25.3%	2,794	729	26.1%	2,727	779	28.6%	2,692	774	28.8%	2,054	514	25.0%	2,168	547	25.2%
English (7-12)	522	142	27.2%	579	166	28.7%	625	202	32.3%	566	165	29.2%	505	133	26.3%	558	163	29.2%
ESOL (PreK-12)	59	14	23.7%	86	33	38.4%	103	28	27.2%	104	37	35.6%	78	20	25.6%	108	45	41.7%
Foreign Language (7-12)	191	63	33.0%	228	78	34.2%	197	59	29.9%	207	85	41.1%	205	74	36.1%	217	74	34.1%
Health/Physical Education (PreK-12)	299	70	23.4%	347	93	26.8%	333	94	28.2%	329	91	27.7%	268	52	19.4%	261	66	25.3%
Mathematics (7-12)	344	115	33.4%	383	117	30.5%	386	130	33.7%	396	133	33.6%	417	150	36.0%	523	190	36.3%
Music (PreK-12)	230	60	26.1%	298	62	20.8%	235	61	26.0%	329	78	23.7%	217	46	21.2%	225	62	27.6%
Science (7-12)	422	141	33.4%	427	113	26.5%	467	165	35.3%	467	150	32.1%	373	106	28.4%	439	133	30.3%
Social Sciences (7-12)	438	110	25.1%	491	120	24.4%	450	104	23.1%	469	94	20.0%	317	65	20.5%	409	87	21.3%
Special Education	827	318	38.5%	841	330	39.2%	799	303	37.9%	855	384	44.9%	637	181	28.4%	808	271	33.5%
Other Teaching Areas[^]	35	11	31.4%	31	11	35.5%	30	11	36.7%	54	11	20.4%	65	18	27.7%	48	18	37.5%

* Minority includes African-American, Asian, Hispanic and Native American.

[^] Include theatre, dance, others.

Gender Data

Teaching long has been a predominately female occupation, and the gender data of both the new hires and the teacher candidates in this report show this is still true. Table 12, *New Hires in Certification Areas by Gender through October 2004*, reports a slight increase in the number of males from last year's 1,464 (24.7%) to 1,649 (24.9%). The number of females also increased due to the larger hiring numbers, from 4,465 (75.3%) to 4,968 (75.1%). This three to one ratio, females to males, has moved only slightly over the last several years.

Female new hires dominate in elementary education, early childhood, special education and ESOL. Males exceed females in the number of new hires in social sciences and health/physical education.

Table 13, *Maryland Teacher Graduates in Certification Areas by Gender, 2003-2004*, indicates that the number of male teacher candidates from Maryland institutions of higher education is 469 (18.0%, up from last year's 16.9%). The number of female teacher candidates is 2,132 (82.0%). The number of males is higher in social sciences and health/physical education. The number of females is highest in elementary education, special education, and DAA reports that the gender of all Maryland teachers includes 22.9% males and 77.1% females.

Table 12

**New Hires in Certification Areas by Gender
Through October 2004
Maryland Public Schools**

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	6,617	1,649	24.9%	4,968	75.1%
Art (PreK-12)	152	36	23.7%	116	76.3%
Career/Technology Education (7-12)	234	97	41.5%	137	58.5%
Computer Science (7-12)	15	10	66.7%	5	33.3%
Dance (PreK-12; 7-12)	6	0	0.0%	6	100.0%
Early Childhood (PreK-3)	452	16	3.5%	436	96.5%
Elementary Education (1-6 & Middle School)	2,168	273	12.6%	1,895	87.4%
English (7-12)	558	132	23.7%	426	76.3%
ESOL (PreK-12)	108	15	13.9%	93	86.1%
Foreign Language (7-12)	217	45	20.7%	172	79.3%
Health/Physical Education (PreK-12)	261	135	51.7%	126	48.3%
Mathematics (7-12)	523	228	43.6%	295	56.4%
Music (PreK-12)	225	88	39.1%	137	60.9%
Science (7-12)	439	179	40.8%	260	59.2%
Social Sciences (7-12)	409	208	50.9%	201	49.1%
Special Education	808	173	21.4%	635	78.6%
Theatre (7-12)	14	2	14.3%	12	85.7%
Other Teaching Areas	28	12	42.9%	16	57.1%

Table 13

Maryland Teacher Graduates in Certification Areas by Gender
 Maryland Institutions of Higher Education
 2003 - 2004

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	2,601	469	18.0%	2,132	82.0%
Art (PreK-12)	77	16	20.8%	61	79.2%
Career/Technology Education (7-12)	7	2	28.6%	5	71.4%
Computer Science (7-12)	1	1	100.0%	0	0.0%
Dance (PreK-12; 7-12)	7	0	0.0%	7	100.0%
Early Childhood (PreK-3)	273	3	1.1%	270	98.9%
Elementary Education (1-6 & Middle School)	1,163	121	10.4%	1,042	89.6%
English (7-12)	152	31	20.4%	121	79.6%
ESOL (PreK-12)	69	6	8.7%	63	91.3%
Foreign Language (7-12)	40	3	7.5%	37	92.5%
Health/Physical Education (PreK-12)	120	69	57.5%	51	42.5%
Mathematics (7-12)	91	33	36.3%	58	63.7%
Music (PreK-12)	36	16	44.4%	20	55.6%
Science (7-12)	78	23	29.5%	55	70.5%
Social Sciences (7-12)	197	108	54.8%	89	45.2%
Special Education	286	37	12.9%	249	87.1%
Theatre (7-12)	4	0	0.0%	4	100.0%

NOTE: 48 of the total graduates have dual majors.

Summary

The percentage of minority new hires this year is 28.5% and is slightly more than the minority Maryland teacher population as a whole (24.6%). This represents a slight increase in minority hiring from 2003-2004 (26.4%). There continues to be a higher percentage of minorities among Maryland PreK-12 students, (50.5%), than among their teachers.

The ratio of male/female teachers has not changed much over the years. The new hires include 24.9% males and 75.1% females, while the total number of Maryland teachers includes 22.9% males and 77.1% females. According to the National Education Association (2005) the proportion of men in teaching today is at its lowest level in 40 years. The teaching profession in the nation and in Maryland remains predominately white and female.

SECTION VI: NON-CLASSROOM PROFESSIONALS

At the request of the State Board of Education, the Maryland State Department of Education has collected data for the past three years from local school systems and institutions of higher education on the supply and demand of six non-classroom professional positions. They include: guidance counselor, library/media specialist, reading specialist, school psychologist, principal, and speech/language pathologist.

Table 14: *Staffing Projections of Local School Systems for Non-Classroom Professionals*, presents projected numbers for the next two years for the six non-classroom professional positions. Table 15: *Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education*, presents the number of graduates for 2002-2003 and 2003-2004 from higher education with programs in any of six areas. It also presents projected number of graduates for the next two years.

This year, analysis of non-classroom professional positions was conducted for the first time. At this initial stage, it was found that the procedures for determining teacher shortages are not entirely appropriate as procedures for determining shortages of non-classroom professionals, if the area of interest is the total staffing of these positions. The formula applied to teacher shortages (and used for many years) only takes into consideration those individuals who are new hires, that is, new to the local school system. Where non-classroom professionals are concerned, many are promoted or transferred from positions within the school system such as teachers, assistant principals, or guidance counselors. These promotions are not captured in the annual local school system data sent to MSDE, since promotions and transfers are not considered new hires. The data in Table 16: *Staffing Projection: 2005-2006 Non-*

Classroom Professionals (New Hires), project only the new hires; they do not include all those new to the positions. Yet, the information is probably a reasonable estimate based on proportionality. Within the limitations of this initial study of projected shortages, MSDE is recommending to the State Board that principals and speech/language pathologists be declared non-classroom professional critical shortage areas.

MSDE acknowledges that the current methodology is not ideal and will study new data collection procedures for the non-classroom professionals that may yield a more comprehensive way to determine future needs in these six areas.

Table 14

Staffing Projections of Local School Systems for Non-Classroom Professionals

Non-Classroom Professionals	2005-06	2006-07
1. Guidance Counselor	175	153
2. Library/Media Specialist	48	37
3. Reading Specialist	95	89
4. School Psychologist	47	48
5. Principal	77	79
6. Speech/Language Pathologist	147	136

Source: Local school systems, May 2005.

Table 15

**Supply of Non-Classroom Professionals from
Maryland Institutions of Higher Education**

Non-Classroom Professionals	Candidates 2002-03	Candidates 2003-04	Projected 2004-05	Projected 2005-06
1. Guidance Counselor	116	203	191	196
2. Library / Media Specialist	37	62	98	81
3. Reading Specialist	227	209	215	208
4. School Psychologist	11	13	6	8
5. Principal	360	338	323	349
6. Speech/Language Pathologist	N/A	57	55	55

Source: Institutions of Higher Education, May 2005.

Table 16

**Staffing Projections: 2005-2006
Non-Classroom Professionals (New Hires)
Maryland Public Schools**

Non-Classroom Professionals	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Total	552	589	-37	94%
Guidance Counselor	165	175	-10	95%
Library/Media Specialist	75	48	27	157%
Reading Specialist	91	95	-4	96%
School Psychologist	46	47	-1	98%
Principal	46	77	-31	60%
Speech/Language Pathologist	128	147	-19	87%

SECTION VII: RECOMMENDATIONS TO THE MARYLAND STATE BOARD OF EDUCATION

The Maryland State Department of Education is recommending to the State Board of Education teaching and geographic areas of critical shortage, consistent with §18-703, the Sharon Christa McAuliffe Memorial Teacher Education Award, found in the Annotated Code of Maryland. A recommendation on gender and diversity in teaching is presented and for the first time, a recommendation of inclusion of certain non-classroom professionals in critical shortage areas is made. It is recommended that:

Recommendation 1: The Maryland State Board of Education declare the following content areas as critical shortage areas:

- Arts areas:
 - Dance (PreK-12; 7-12); and
 - Theatre (7-12);
- Career and technology areas;
 - Family and consumer sciences (7-12); and
 - Technology education (7-12);
- Computer science (7-12);
- Early childhood education (PreK-3);
- English for speakers of other languages, ESOL (PreK-12);
- Mathematics (7-12);
- Political science (7-12);
- Science areas:
 - Chemistry (7-12);
 - Earth/Space (7-12),
 - Physical Science (7-12), and
 - Physics (7-12);
- Spanish (7-12);

- Special education areas:
 - Generic: birth-grade 3;
 - Generic: grades 1-8;
 - Generic: grades 6 – adult;
 - Hearing impaired;
 - Severely and profoundly disabled; and
 - Visually Impaired

Recommendation 2: The Maryland State Board of Education declare the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George’s County |
| 6. Caroline County | 18. Queen Anne’s County |
| 7. Carroll County | 19. St. Mary’s County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |
| 10. Dorchester County | 22. Washington County |
| 11. Frederick County | 23. Wicomico County |
| 12. Garrett County | 24. Worcester County |

Recommendation 3: The Maryland State Board of Education declare a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declare a shortage of the non-classroom professional positions of principal and speech/language pathologists.

APPENDICES

EDUCATION

§ 18-703. Sharon Christa McAuliffe Memorial Teacher Education Award

(a) *Definitions.* - In this section the following words have the meanings indicated.

(1) "Public school" means a school in the public elementary and secondary education system in this State.

(2) "Eligible institution" means an accredited college or university that has a program of undergraduate or graduate studies that would certify the recipient to teach in this State in an area of critical shortage and which is:

- (i) Authorized by the Maryland Higher Education Commission; and
- (ii) Approved by the State Board of Education.

(3) "Area of critical shortage" means an academic field identified by the State Board of Education in accordance with the provisions of subsection (h) of this section as having projected employment vacancies which substantially exceed projected qualified graduates.

(4) "Area of geographic shortage" means a geographic area of the State identified by the State Board of Education as less able than others in the State to satisfy the need for public school teachers in an academic field identified for at least 3 years as an area of critical shortage.

(5) "Degreed recipient" means a recipient of a tuition assistance grant under this section who possesses an undergraduate or graduate degree.

(6) "Non-degreed recipient" means a recipient of a tuition assistance grant awarded under this section who does not possess an undergraduate or graduate degree in an area of critical shortage.

(7) "Teacher recipient" means a recipient of a tuition assistance grant awarded under this section employed or certified as a teacher in a field which is not an area of critical shortage.

(8) "Service obligation" means to teach in the State in an area of geographic or critical shortage in a public school.

(9) "Tuition assistance" means any funds provided for the cost of basic instructional charges, fees, room, board, or other related educational expenses.

(b) *Award established.* -

(1) Economic Development Student Assistance Grants to be known as the Sharon Christa McAuliffe Memorial Teacher Education Award may be awarded as teacher education tuition assistance grants.

(2) The Administration shall award annually to eligible applicants tuition assistance grants for the education of persons to teach in areas of critical or geographic shortage.

(3) The recipient of a teacher education tuition assistance grant shall use the award at an eligible institution.

(4) The State Board of Education may adopt rules and regulations to determine academic criteria for selection of tuition assistance recipients from eligible applicants.

(c) *Qualifications of recipients.* - A recipient of a tuition assistance grant shall:

(1) Qualify as follows:

(i) Have earned 60 credits of undergraduate collegiate education and be enrolled in or sign a letter of intent to enroll in a program leading to certification to teach in an area of critical or geographic shortage and be selected by the Administration on a competitive basis among qualified applicants based on academic criteria, not limited to standardized tests, established by the State Board of Education; or

(ii) Have an undergraduate or graduate degree and be enrolled in or sign a letter of intent to enroll in courses leading to certification to teach in an area of critical or geographic shortage and be selected among qualified applicants on a competitive basis based on academic criteria established by the State Board of Education; or

(iii) Persons who are already teachers shall:

1. Be nominated by the superintendent of schools of the system in which the person teaches or intends to teach; and

2. Enroll as a student in courses required for teacher certification in an academic area in which there is a critical or geographic shortage of teachers; and

3. Be selected by the Administration on a competitive basis among qualified applicants based on criteria established by the State Board of Education;

(2) Sign a letter of intent as follows:

(i) A non-degreed recipient who is not already a teacher shall be enrolled in or sign a letter of intent to enroll in an eligible institution as a student in an undergraduate program necessary for teacher education; or

(ii) A degreed recipient shall enroll in or sign a letter of intent to enroll in courses leading to certification to teach in an area of critical or geographic shortage; or

(iii) A recipient who is already a teacher shall sign a letter of intent to enroll in an eligible institution as a student in a teacher certification program in an area in which there is a critical or geographic shortage of teachers;

(3) Perform the service obligation upon completion of required studies;

(4) Maintain a grade point average of at least 3.0 on a 4.0 scale and advance in academic standing at least 1 year in each year in which an award is renewed; and

(5) Satisfy whatever other criteria the Administration and the State Board of Education establish.

(d) *Prohibited.* - Grants to teacher recipients may not be used to supplant retraining efforts by local boards of education.

(e) *Amount of award.* -

(1) For a full-time student, the annual amount of tuition assistance shall be equal to the cost of tuition, mandatory fees, and room and board, not to exceed the lesser of costs incurred for the program required for teacher certification in an area of critical or geographic shortage or the sum of these costs for a full-time undergraduate in-state resident student at the University of Maryland, College Park.

(2) For a part-time student, the amount of an award may not exceed the applicable cost of tuition and mandatory fees for a comparable undergraduate in-state student at the University of Maryland, College Park.

(f) *Removal of award.* -

(1) A non-degreed recipient may renew an award for 1 year if the recipient:

(i) Remains an undergraduate student in an area of critical or geographic shortage; and

(ii) Maintains a grade point average of at least 3.0 on a 4.0 scale and advances in academic standing at least 1 year for each year for which an award is renewed.

(2) A degreed recipient and a teacher recipient may renew an award for 1 year if that recipient maintains a grade point average of at least 3.0 on a 4.0 scale.

(g) *Annual certification of areas of critical or geographic shortage.* -

(1) The State Superintendent of Schools shall project annually the number of vacancies for employment expected in each of the subsequent 5 years in areas of critical or geographic shortage and the number of students expected to graduate from programs qualifying them to teach in these fields during the same period. The State Superintendent of Schools shall certify annually to the Administration those programs that continue to be areas of critical or geographic shortage as evidenced by projected employment vacancies substantially exceeding projected qualified graduates.

(2) In any year in which an area is determined by the State Superintendent of Schools to no longer be an area of critical or geographic shortage, the Administration shall discontinue making new awards in that area.

(3) Deletion of any academic field as an area of critical or geographic shortage does not:

(i) Terminate the right of existing recipients to renew awards under § 18-704(d) of this subtitle; or

(ii) If the recipient continues to teach in a public school in this State in that academic field, invoke the provisions of § 18-701 (e) (1) of this subtitle or disqualify the recipient under the provisions of § 18-701 (e) (2) of this subtitle.

(h) *Funding.* - Funds for the Teacher Education Tuition Assistance Program shall be as provided in the annual budget of the Commission by the Governor. (1991, ch. 462, § 4; 1992, ch. 22, § 1; 1993, ch. 5, § 1.)

The Annotated Code of the Public General Laws of Maryland: Education, 1999 pp.633-635.

Appendix B

Quality Teacher Incentive Act Number and Types of Teacher Incentive Grants Awarded 2004-2005

Local School System	Number of NBC** Teachers	NBC Teacher Stipends	Number of APC*** Teachers	APC Teacher Awards	No. Teacher Signing Bonuses	Signing Bonus Awards	Total of Award Amounts
Allegany	16	27,008	28	56,000	18	18,000	101,008
Anne Arundel *	45	90,000	334	668,000	109	109,000	867,000
Baltimore City *	15	30,000	964	1,928,000	4	4,000	1,962,000
Baltimore County *	41	82,000	70	140,000	172	172,000	394,000
Calvert	6	12,000	0	0	24	24,000	36,000
Caroline	2	4,000	225	450,000	10	10,000	464,000
Carroll	4	4,000	0	0	37	37,000	41,000
Cecil	8	16,000	0	0	20	20,000	36,000
Charles	12	24,000	43	86,000	28	28,000	138,000
Dorchester	1	2,000	65	130,000	2	2,000	134,000
Frederick	20	20,000	0	0	33	33,000	53,000
Garrett	2	1,000	0	0	6	6,000	7,000
Harford	8	16,000	0	0	31	31,000	47,000
Howard	20	20,000	0	0	33	33,000	53,000
Kent	1	2,000	0	0	0	0	2,000
Montgomery	160	320,000	463	926,000	156	156,000	1,402,000
Prince George's *	34	68,000	367	734,000	42	42,000	844,000
Queen Anne's	5	10,000	0	0		0	10,000
Somerset				0	2	2,000	2,000
St. Mary's				0	21	21,000	21,000
Talbot	2	4,000	0	0	1	1,000	5,000
Washington	9	18,000	45	90,000	25	25,000	133,000
Wicomico	12	24,000	0	0	3	3,000	27,000
Worcester	5	10,000		0	10	10,000	20,000
Baltimore Edison Schools	0	0	13	26,000	3	3,000	29,000
Total	428	\$804,008	2,617	\$ 5,234,000	790	\$790,000	\$6,828,008

* Local school systems that are eligible for Advanced Professional Certificate (APC) stipends because one or more schools are reconstitution or reconstitution-eligible (2002-2003) and in corrective action or restructuring (2003-2004).

** NBC - National Board Certified Teachers

*** APC - Advanced Professional Certificate

Source: Maryland State Department of Education, July 2005

Appendix C

Retired Teachers and Principals Reemployed by Local School Systems

Local School Systems	2001-2002		2002-2003		2003-2004		2004-2005
	Teachers	Principals	Teachers	Principals	Teachers	Principals	Tchrs & Principals
	No. Reemployed		No. Reemployed		No. Reemployed		No. Reemployed
Allegany	0	0	0	0	*	*	0
Anne Arundel	34	0	27	0	*	*	0
Baltimore	4	1	0	0	*	*	18
Baltimore	48	1	141	16	*	*	22
					*	*	0
Calvert	7	0	10	0	*	*	0
Caroline	0	0	0	0	*	*	1
Carroll	2	0	7	3	*	*	4
Cecil	3	0	3	0	*	*	3
					*	*	0
Charles	5	0	25	0	*	*	13
Dorchester	0	0	1	0	*	*	0
Frederick	29	5	57	0	*	*	7
Garrett	0	0	0	0	*	*	1
					*	*	0
Harford	0	0	0	0	*	*	0
Howard	11	0	11	0	*	*	2
Kent	0	1	0	0	*	*	1
Montgomery	3	0	0	0	*	*	25
					*	*	0
Prince George's	583	12	610	18	*	*	59
Queen Anne's	1	0	0	0	*	*	5
St. Mary's	0	0	0	0	*	*	3
Somerset	1	0	0	0	*	*	2
					*	*	0
Talbot	0	0	1	0	*	*	0
Washington	1	0	0	0	*	*	0
Wicomico	17	0	15	0	*	*	3
Worcester	3	0	5	0	*	*	5
Total number	752	20	913	37	764	10	174

NOTE: The numbers reflect the reemployed retired teachers and principals. The data are unaudited numbers. The 2003-2004 data were not available by school system. The 2004-2005 data are teachers and principals combined. The number is lower for 2003-2005 because SB 16 had a sunset provision of July 1, 2004; only SB 221 was in effect.

Source: Maryland State Retirement Agency, August 2002, 2003, 2004, 2005.

Appendix D

Maryland Teachers Issued a Conditional* Certificate: Two Year Comparison 2003-2004 and 2004-2005

Local School System	2003-2004**			2004-2005***		
	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers
Allegany	690	10	1.4%	703	13	1.8%
Anne Arundel	4,583	229	5.0%	4,692	296	6.3%
Baltimore City	6,168	1,668	27.0%	5,351	1,288	24.1%
Baltimore County	7,527	576	7.7%	7,615	637	8.4%
Calvert	1,052	46	4.4%	1,073	59	5.5%
Caroline	361	15	4.2%	358	10	2.8%
Carroll	1,765	81	4.6%	1,820	88	4.8%
Cecil	1,054	55	5.2%	1,061	58	5.5%
Charles	1,454	144	9.9%	1,512	126	8.3%
Dorchester	317	14	4.4%	322	13	4.0%
Frederick	2,483	100	4.0%	2,545	127	5.0%
Garrett	360	2	0.6%	366	5	1.4%
Harford	2,322	68	2.9%	2,401	85	3.5%
Howard	3,377	120	3.6%	3,406	123	3.6%
Kent	170	10	5.9%	164	9	5.5%
Montgomery	9,371	481	5.1%	9,505	479	5.0%
Prince George's	8,267	1,257	15.2%	8,229	1,415	17.2%
Queen Anne's	463	40	8.6%	476	49	10.3%
St. Mary's	1,016	45	4.4%	1,022	41	4.0%
Somerset	218	10	4.6%	206	14	6.8%
Talbot	309	17	5.5%	295	13	4.4%
Washington	1,302	26	2.0%	1,342	34	2.5%
Wicomico	1,025	68	6.6%	1,034	58	5.6%
Worcester	515	14	2.7%	540	21	3.9%
Edison Schools	107	19	17.8%	112	22	19.6%
STATE TOTAL	56,276	5,115	9.1%	56,150	5,083	9.1%

* A conditional certificate is issued at the request of the local school systems from two years to individuals who do not meet full requirements for a professional certificate. The local school system may request a renewal according to state regulations.

** Based on teachers employed by local school systems as of October 15, 2003.

*** Based on teachers employed by local school systems as of October 15, 2004.

SOURCE: Maryland State Department of Education, 2005.

Appendix E

Newly Hired Maryland Teachers with Conditional Certificates* 2004 - 2005

Local School System	Total Number of Newly Hired Teachers	Total Number of Newly Hired Conditional Teachers	Newly Hired Conditional Teachers With Experience	Newly Hired Conditional Teachers With No Experience	Percent of Newly Hired Conditional Teachers
Allegany	38	5	0	5	13.2%
Anne Arundel	727	134	60	74	18.4%
Baltimore City	449	60	23	37	13.4%
Baltimore County	889	165	55	110	18.6%
Calvert	104	23	7	16	22.1%
Caroline	42	2	0	2	4.8%
Carroll	205	24	20	4	11.7%
Cecil	130	17	6	11	13.1%
Charles	283	16	11	5	5.7%
Dorchester	46	5	3	2	10.9%
Frederick	263	44	17	27	16.7%
Garrett	23	4	1	3	17.4%
Harford	233	27	6	21	11.6%
Howard	325	15	11	4	4.6%
Kent	12	3	0	3	25.0%
Montgomery	970	105	50	55	10.8%
Prince George's	1,281	378	319	59	29.5%
Queen Anne's	58	16	5	11	27.6%
St. Mary's	113	7	3	4	6.2%
Somerset	21	2	2	0	9.5%
Talbot	30	3	2	1	10.0%
Washington	161	17	5	12	10.6%
Wicomico	115	24	0	24	20.9%
Worcester	58	7	4	3	12.1%
Edison Schools [^]	41	6	6	0	14.6%
TOTAL	6,617	1,109	616	493	16.8%

*A conditional certificate is issued at the request of the local superintendent for 2 years to individuals who do not meet full certification requirements for a professional certificate. A renewal may be requested according to state regulations.

[^]Edison Schools include 3 Baltimore City reconstituted schools that, since fall 2000, have been managed by Edison Schools, Inc., in a special arrangement with MSDE.

SOURCE: Maryland State Department of Education, April 2005.