



MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

July
2022

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

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

Submitted by:

Maryland Longitudinal Data System Center

In consultation with

Maryland State Department of Education

Maryland Higher Education Commission

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Introduction

Reporting Requirements

This Report is submitted in fulfillment of the requirement in the *Blueprint for Maryland's Future*, Chapter 33 of 2022 (see Education Article § 5-413, Annotated Code of Maryland). The Maryland Longitudinal Data System (MLDS) Center, in consultation with the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) is required to produce a report on the progress made in increasing the preparation and diversity of teacher candidates and new teachers in the State as required by the Blueprint for Maryland's Future. Specifically, the report shall include:

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

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

Executive Summary

This first version of the report primarily contains a discussion of the reporting requirements. In some cases, the requirement is asking about progress on processes and procedures that have not yet been implemented. In other instances, the data are not currently available to address the question and the report discusses how those data gaps can be resolved or how alternative approaches may address the question. Finally, there are other areas where data are available and more time is needed to work with stakeholders to address a variety of issues necessary to operationalize the question. This includes defining terms, establishing measurements, analyzing data limitations, determining the most accurate data sources, and then conducting the data analysis. The MLDS Center is committed to fully answering these questions in subsequent reports and will provide results as soon as the data are available and the analyses are complete.

Overview of State Agencies

Maryland Longitudinal Data System Center

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

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

Maryland State Department of Education

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

MSDE's mission to ensure a bright future for every student requires MSDE to be bold with urgency. MSDE is seizing this once-in-generation opportunity to transform Maryland education to ensure that every Maryland student has access to excellent and equitable educational opportunities to realize their full potential. MSDE is implementing the Blueprint for Maryland's Future, a once-in-a-generation opportunity, that provides the policy and investment needed to realize MSDE's mission. Through a new

multi-year strategic plan, the State Board of Education and MSDE will anchor the Blueprint and operationalize best-in-class practices with the full participation of all stakeholders.

Maryland Higher Education Commission

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

MLDS Data

Overview

The MLDS connects individual-level data about Maryland students through all stages of education to their workforce outcomes. These data are subject to strict data management, security, and privacy requirements. All research and reporting conducted by the MLDS Center focuses on what happens to students before and after critical transitions in education to workforce pathways. All research and analysis using the MLDS are cross-sector¹ and the MLDS may only report aggregate, de-identified data. This report focuses on the pipeline of students from high school to college, through graduation and certification, and then into the teaching profession. Below is an overview of the available data within the System to support this analysis (to understand the full scope of MLDS data, please see Appendix A).

Maryland Higher Education Commission

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

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

¹ Cross-sector data means data from two or more of the following sectors: Early Childhood; K-12 Education; Adult Education; Juvenile Delinquency; Postsecondary; and Workforce.

Maryland State Department of Education

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

Student-Course-Grade-Teacher: The Student-Course-Grade-Teacher (SCGT) data collection gathers student- and classroom-related data on all Maryland public school students, prekindergarten through 12th grade. The data collected is intended to provide a record of each course taken by every student during the school year. The data includes the course taken, final grade, and information on the teacher(s) associated with the course.

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

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

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

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

Department of Labor

The MLDS workforce data include quarterly Unemployment Insurance (UI) wages from 2008 through the first quarter of 2022 from the Department of Labor. Unemployment Insurance (UI) filings are only available for employees who work for a business required to file UI. The federal government (including the military), certain non-profits, self-employed and independent contractors, and out-of-state employees do not file Maryland UI. Unemployment insurance is filed for all Maryland public school teachers and private school teachers, unless they are teaching for an exempt non-profit.

Workforce data includes the North American Industry Classification System (NAICS) codes for employers. This system classifies employers by sector rather than identifying the specific jobs performed

by employees. The industry sector codes can provide information about an individual's employment in a teaching related industry.

Related MLDS Research and Reporting

Maryland Public School Teachers Working Secondary Jobs: Predicting Wages and Attrition from the Teaching Profession²

This report, by the MLDS Center Research Branch, used MLDS data to better understand the characteristics of public school teachers prepared for the teaching profession in Maryland, their employment patterns, and the relationship between their employment patterns and attrition from teaching. This analysis offers a first step in identifying the types of teachers and the employment characteristics associated with attrition from teaching, so that initial levers for policy, prevention, and intervention can be identified to ultimately retain teachers in the profession and mitigate attrition.

Teacher and Peer Characteristics in Maryland Public Schools: Changes Over Time and Links to College and Career Outcomes³

This Research Branch *Research Series* presentation examines changes in teacher and student characteristics in Maryland over the last decade, implications of these changes for the measurement of teacher and student/peer characteristics, and links to longitudinal student outcomes. The presentation includes two related analyses: one focused on teachers and the other on students/peers. For teachers, the researchers examine shifts in the Maryland teacher labor force since the Great Recession, focusing in particular on career and technical education teachers (CTE) whose industry experience may make them more likely to be susceptible to alternative labor market options. The researchers also examine who teaches CTE classes, finding that teachers without specific CTE credentials often take on this role. For students, the researchers examine how within-school changes in student demographics and peer diversity over time relate to changes in short- and long-term outcomes, including college and career outcomes, as well as how these relationships change depending on the operationalization of peer characteristics and diversity. Preliminary results show that discrete changes in school diversity (rather than linear increments of diversity or concentration of same race/ethnicity peers) are associated with college and career benefits for students.

Professional Staff Diversity and Student Outcomes: Extending Our Understanding of Race/Ethnicity-Matching in Education⁴

This Research Branch *Research Series* presentation begins by reviewing the large body of research that shows that access to same-race/ethnicity teachers have substantively meaningful impacts on students' test score performance, suspensions and expulsions, absences, and longer-run outcomes in college. Theory suggests that a primary lever for these effects is role modeling, meaning that students of color benefit

²Register, B., Meyer, C., Sweet, T.M., & Henneberger, A.K. (2020). *Maryland Public School Teachers Working Secondary Jobs: Predicting Wages and Attrition from the Teaching Profession*. Baltimore, MD: Maryland Longitudinal Data System Center. The full report is available on the MLDS website.

³Blazar, D. & Lagos, F. (Research Series, March 2022). *Teacher and Peer Characteristics in Maryland Public Schools: Changes Over Time and Links to College and Career Outcomes*. The presentation is available on the MLDS website.

⁴Blazar, D. & Lagos F. (Research Series April 2021) *Professional Staff Diversity and Student Outcomes: Extending Our Understanding of Race/Ethnicity-Matching in Education*. The presentation is available on the MLDS website.

from seeing individuals like them in positions of power, particularly those who exemplify academic success. If role modeling is a main mechanism through which effects of same-race/ethnicity teachers occur, then it would be reasonable to expect to see similar effects from other role models in the school, including administrators, nurses and health professionals, guidance counselors, and other teachers that students do not work with directly. The current study tests this hypothesis using MLDS data. To account for non-random sorting of students to schools and to teachers, we specify models that include student, school, year, and principal fixed effects. The findings from this study show benefits of access to same-race/ethnicity teachers and professional staff to student outcomes, and results differ by student race/ethnicity. Overall, the findings provide justification for the role modeling hypothesis, and point to a need to hire and support diverse school-based staff, not just amongst teachers, but also amongst professionals who contribute to student success.

***Bachelor’s Degree Graduates Employed as Public School Teachers within 1 Year of Graduation
Time to Employment for Bachelor’s Degree Graduates Employed as Public School Teachers
Geographic Employment Patterns for Maryland Novice Teachers***

The MLDS Center maintains a series of dashboards that report the number of Bachelor’s degree graduates from Maryland’s 4-year public postsecondary institutions who become novice teachers within Maryland public schools within 1 year of graduation. Novice teachers are “teachers . . . in their first three years of teaching elementary or secondary public school students.” This definition is part of Title II of the Higher Education Act of 1965, as amended, and the U.S Department of Education’s guidance for teacher preparation program reporting. The dashboards also report the number of novice teachers who: attended a Maryland public school; are teaching in the county of the public school they attended; or are teaching in the county of the college they attended.

Education Preparation Programs

Approved Programs – According to MSDE, an approved or traditional educator preparation program is one that prepares teachers, specialists or administrators and which results in initial or additional Maryland licensure. MSDE must approve the content of the program and convey its approval in writing in order for programs to advertise and to matriculate candidates into the proposed area(s) leading to Maryland licensure. The guidelines provide step-by-step directions for educator preparation programs to prepare their submissions for a new program or a major modification to an existing program. If there is uncertainty as to what constitutes a “major modification,” the institution should contact the MSDE for clarification. There are 23 colleges and universities in Maryland approved to provide more than 300 professional educator certification programs.⁵

Approved Alternative Programs – According to MSDE, Maryland’s alternative preparation programs are tailored to meet the staffing needs of Maryland school districts, while providing the convenience necessary to attract experienced, diverse individuals to the classroom. Many school districts offer alternative preparation, some in partnership with two-year or four-year colleges or other private providers. Alternative preparation programs differ from traditional programs in that alternative preparation leads to teacher certification, but not necessarily to a degree. Alternative preparation programs allow participants to begin teaching and receiving a salary much earlier in the program, and they usually cost much less than

⁵Maryland State Department of Education (September 2021) *Maryland Approved Programs Traditional Preparation Director*

traditional routes. Because of the modified timeframe, alternative preparation programs are considered intensive and very challenging. MSDE provides a directory of approved alternative programs.⁶

⁶Maryland State Department of Education (July 2021) *Maryland Approved Program Directory: Alternative Preparation*

Responses to Reporting Requirements

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

MHEC does not regulate admission or acceptance into programs and therefore cannot assert a need to collect such data. As a result, the MLDS does not have relevant data to answer this question. However, educator preparation programs report the number of students admitted to their programs on the Traditional Program Annual Report (TPAR) and Alternative Program Annual Report (APAR). Disaggregation by gender, racial, and ethnic background is not provided.

Academic Year	Number of Students Admitted to an Educator Preparation Program	
	Traditional Programs	Alternative Programs
2019-2020	2,219	337
2020-2021	2,386	284

In addition, MHEC requested institutions of higher education with traditional programs to provide a narrative statement on their admissions practices. Those statements are provided in Appendix B.

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

The MLDS Center will be working with stakeholders to operationalize this measure of teacher quality. Critical definitions for this measure include identifying the student population of interest. One consideration for student population is whether the measure should include only students at postsecondary institutions with a College of Education or whether it should be more expansive to include any postsecondary institution including Community Colleges with an Associate’s of Arts in Teaching. Another approach would be to begin with all novice teachers employed in Maryland public schools and only consider their academic profile versus all students admitted to a Maryland postsecondary institution.

Operationalizing this measure will allow the MLDS Center to discuss data collection needs and gaps in available data within the State with its data sharing partners: the Maryland Higher Education Commission (MHEC) and the Maryland State Department of Education (MSDE). The MLDS Center does not have data on postsecondary applications and admissions, nor does it contain data on alternative programs that lead to teacher certification. Relevant data currently available from postsecondary institutions is limited to high school grade point average and SAT or ACT test scores, but those data are only available for institutions with selective admissions. Data on high school grades, high school class standing (or rank), and accountability test performance would be available on students enrolled in Maryland public high schools but this would limit the analysis to Maryland public school students who enroll in college in Maryland rather than be inclusive of all students (in-state/out-of-state, public high school/private high school) who enroll in Maryland postsecondary institutions.

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

The MLDS Center will be working with stakeholders to operationalize this measure. Definitions are required to clarify the teacher education programs that are in-scope as data are collected on teacher education programs that lead to initial licensure (Bachelor’s and Master’s degrees), advanced licensure (graduate degrees), instructional support programs and administrative programs.

The Maryland Higher Education Commission (MHEC) collects the following data on program completions:

- Degree Information System (DIS) collection
- Maryland Approved Program Completion System (MAPCS) collection

These data collections include information on the program completed, both those that lead to a degree and those that do not. A limitation of the current data collection is that program completions do not always uniquely identify the subject area or specialization. For example, many completions are reported generically as teacher education programs rather than disclosing any concentrations within the teacher education program at the subject level (“English” or “STEM”) or the grade level (elementary, high school, etc.). Further, not all postsecondary institutions that offer teacher education programs have a College of Education. Some teacher preparation programs are offered internal to the major (math, history, etc.) without disclosing the track (teacher education) therefore a student who completes a degree in math versus a student who completes a degree in math education cannot be discretely identified in the data. As shown in the example below, the assigned HEGIS and CIP codes to programs with similar majors makes analysis of the relationship of major to teaching subject limited.

School	Program Name	HEGIS	CIP
St. Mary’s College	Environmental Science	080100	13.0101
St. Mary’s College	Special Education	080100	13.0101
Towson University	Special Education	080800	13.0101
Towson University	Physics – non-teaching major	190200	40.0801
Towson University	Physics – teaching	190200	12.1205

The MAPCS collection can help supplement this information; however, the coding scheme also has limitations for uniquely identifying subject, specialization, and grade level. Working with MHEC to operationalizing this measure will allow the MLDS Center to discuss data collection needs with MHEC to help close this data gap and fulfill the reporting requirement.

MSDE collects data on the courses that all students take in the public school system. Each course record reports the instructor assigned to the course. These courses are mapped to the School Courses for the Exchange of Data (SCED) classification system, which allows identification of the course subject (math, English, sociology, etc.).

The data from MHEC and MSDE can be linked by the MLDS to report on graduates teaching in the major of preparation once additional postsecondary data can be collected to discretely identify education majors. MHEC is considering modifications to MAPCS to better support this identification.

In the interim, the MLDS Center has completed the following analysis that may be informative to the Accountability and Implementation Board:

- Each year almost 2,000 students completed one or more MAPCS programs (programs approved by the Maryland State Department of Education) across twenty-two higher education institutions. Approximately 85%-87% MAPCS completers are visible in the labor data immediately after completion, and 43%-47% are employed as teachers in Maryland public schools while an additional 31%-32% are visible in the Educational Services labor sector. See Appendix C.

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

The MLDS Center will be working with stakeholders to operationalize the measures needed to respond to this question. A definition of “new teacher” will need to be established. Some of the considerations for this definition include how long a teacher is “new” and whether a teacher should be counted as “new” if he or she had prior teaching experience in another state or in a Maryland private school.

The MSDE Staff File contains data on staff members actively employed and staff who separated during the reporting period. The file contains the data element, “Type of Experience” for newly hired teachers with the following codes: N – No prior experience; P – Most recent experience in public school; and X – Most recent experience in nonpublic school or outside of education. In a preliminary review of this data, new teachers (codes N, P, and X) account for about 6% to 12% of all teachers per year.

The MSDE Staff file also includes a “Years of Experience” field. Again, a definition of what constitutes “new” needs to be established. For example, would a teacher with one year or less be considered new or would the range be 0-3 years?

The TPAR requires EPPs to report post program employment, which provides information about employment of Maryland trained teachers. See Appendix C for a breakdown by EPP for 2019-2020 program completers.

To determine who was trained out-of-state to those trained in state, the MLDS Center must first operationalize what constitutes being trained in Maryland. The MLDS Center could look exclusively at the population of teachers who complete an educator preparation program in Maryland. Or, should the population also include teachers who partially attended a Maryland educator preparation program but may have completed in another state or vice versa? Additionally, should the MLDS Center only consider those completing Bachelor’s degree programs or Master’s degree programs as well?

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

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

identifying the survey population, and conducting and analyzing the survey results will take at least a year.

In addition, the MLDS Center Research Branch is identifying ways to leverage MLDS data to conduct data driven analysis, which is more consistent with the type of work the MLDS Center was designed to undertake and may provide a more objective and quantifiable measurement. For example, in close consultation with stakeholders, the Research Branch can explore the feasibility of establishing a measure of teacher performance and teacher preparation program performance based on relationships with student outcomes.

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

The MLDS Center has limited teacher certification data and cannot directly answer this question. MSDE also is limited in their current data, but may be able to obtain this type of information directly from *Educational Testing Service* (ETS), which administers the *Praxis* exam that the State uses for certification assessment.

As part of Title II of the Higher Education Opportunity Act, the United States Department of Education provides reports from teacher education preparation programs on the pass rates on assessments necessary for an initial teaching credential. The data show that teacher preparation providers in Maryland report an 86% statewide assessment pass rate for academic year 2019-2020 of their program completers. This is down from 95% and 94% in 2017-2018 and 2018-2019, respectively.

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

Educator Preparation Programs (EPPs) are required to submit the Traditional Program Annual Report (TPAR) and the Alternative Program Annual Report (APAR) to the State Department of Education. The 2021 report asks the programs to provide a narrative on the following two topics that are responsive to this question:

1. In the past year, how is the EPP addressing teacher diversity needs in Maryland? Reflecting on the MSDE's Office of Research's presentation on Teacher Diversity in Maryland, what are the EPP's stated goals and identified areas of growth to increase diversity in Maryland.
2. In the past year and moving forward how is the EPP ensuring equity by preparing candidates to teach diverse populations including English learners and Gifted and Talented students.

The narrative responses are provided in Appendix D.

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

The MLDS does not have information on the recruitment practices of colleges or their career advising to be able to evaluate if any specific programs are focused on increasing the pipeline from high school to teaching. The MLDS Center will work with data sharing partners (MSDE and MHEC) to identify programs and program participants and operationalize a construct for identifying students with "strong academic background" for future reports.

In the interim, the MLDS Center has completed the following analyses that may be informative to the Blueprint for Maryland's Future:

- Between 2009 and 2015 approximately 1,800 high school students completed the Teacher Academic of Maryland (TAM) career and technical education (CTE) program as part of the high school graduation requirements. Of those students, 322 are teaching in Maryland public schools. See Appendix E.
- Between 2011-2012 and 2017-2018 the percentage of Bachelor's degree graduates from Maryland public four-year institutions who attended Maryland public high schools and were employed as novice teachers in Maryland public school increased thirty-six percentage points from 31% to 67%. See Appendix F.
- Overall, between 2013 and 2021 over one-third of Maryland public school teachers were enrolled in a Maryland public school. See Appendix G.
- Overall, between 2008 and 2019, the rate at which Bachelor's degree graduates have been employed as novice teachers in Maryland public schools has been constant, ranging between 3% and 5% of all Bachelor's degree graduates who are employed as novice teachers. See Appendix H.

Finally, *Grow Your Own Staff* is a new initiative being implemented under MSDE's *Maryland Leads* program. The *Maryland Leads* program is distributing millions of dollars to support various education goals. Under the *Grow Your Own Staff* initiative local education agencies can use funds to attract and recruit current high school students into pursuing a teacher career. Pending the receipt of relevant data, the MLDS Center can help provide information on the outcomes of this initiative.

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

At this time, there is no data available that is responsive to this question.

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

At this time, there is no data available that is responsive to this question.

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

At this time, there is no data available that is responsive to this question.

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

The Maryland State Board of Education and Professional Standards and Teacher Education Board charged the MSDE with repealing and replacing Code of Maryland Regulations 13A.12.01-06 Educator Certification in 2018 to increase the rigor of the teaching profession. The amended regulations require demonstration of content mastery and readiness to enter the classroom through a combination of written and performance examinations at initial licensure, as well as increase the relevance and significance of the renewal process by requiring continuous professional learning in areas such as culturally responsive teaching, English Language Learners, students with special needs, and the science of reading.

The regulations were modified to align with the Blueprint for Maryland's Future and published for public comment in February 2022. The comments received were reviewed and additional modifications were

recommended. Additionally, the Accountability and Implementation Board provided feedback after reviewing the regulations in May 2022. The MSDE anticipates requesting permission to publish the regulations in their final form by December 2022.

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

Beginning with the 2019-2020 academic year a new scholarship program, administered by the Maryland Higher Education Commission (MHEC) was funded by the State of Maryland: Teaching Fellows for Maryland Scholarship. Recipients of the scholarship receive funds for up to three years for tuition, fees and room and board, contingent upon institution type, residency status, and academic standing.

Information about the administration of the scholarship is available at MHEC's website. Last year, over 100 students were awarded \$1.9 million in scholarship funds.

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

This item cannot be answered until the career ladder is fully developed and implemented. MSDE must create a new professional development system tied to Career Ladders by July 1, 2024 and the local school system must implement the system by July 1, 2026.

Even though the Career Ladder has not been established, it is known that National Board Certification will be a required component. In the January 25, 2022 State Board of Education presentation, MSDE noted that the total count of National Board Certified Teachers in Maryland is 1,708 (for context, there are about 60,000 teachers in the state). Only 4.6% (79) are teaching in a school that meets the state definition of low performing or is eligible through local flexibility. Since incentives related to National Board Certification should be implemented prior to the full career ladder, data related to the rates at which teachers are becoming national board certified should be reviewed.

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

As noted in item 9, the career ladder is not implemented and therefore data responsive to this question are not available.

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

The MLDS Center has data that are responsive to this question and will work with stakeholders to define teacher longevity and determine what constitutes high proportions of historically underserved students.

The MLDS Center has the ability to partially look at the trends in longevity in teaching in Maryland schools from data in the MSDE Staff file. The 'Years of Experience' field within the MSDE Staff file reports the number of years of experience for a teacher's current position. This data includes experiences outside and inside the local unit in that particular position. This means that 'Years of Experience' does not distinguish between time as a teacher out-of-state or in Maryland only. Accordingly, the MLDS Center will also analyze whether the MSDE Staff file will provide a useful way to determine years of teaching. Specifically, the Staff file would allow the Center to identify the number of teachers, beginning in academic year 2007-2008, who remain in Maryland in a teaching capacity.

There are numerous ways to define ‘historically underserved students. The MLDS Center receives demographic information from multiple data sources from MSDE that can be used once a definition is finalized, including the following student group populations: (a) Economically disadvantaged via direct certification; (b) Non-white; (c) English language learners; and (d) Students with disabilities.

The MLDS Center may also consider using the school poverty measures developed by the MLDS Center Research Branch for its research on the *Long-term Effects of Attending High-Poverty Schools*.⁷ That report showed that attending high poverty schools in middle and high school predicted worse educational outcomes, regardless of students’ experiences with poverty at home.

Finally, a determination of what constitutes a “high proportion” of underserved students also needs to be established.

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

In Maryland, application and hiring for teaching positions is managed exclusively by each local school system and is not reported to MSDE. There is no statewide database (nor are there plans for establishing one) for teacher application and hiring information. Accordingly, the MLDS Center does not have the ability to respond to this question.

The MLDS Center could explore other options that may provide partial answers to this question. Using the MSDE Staff file, data on Maryland teachers in their first year of teaching instead of specifically Maryland teacher candidates could be disaggregated by race.

It is also possible to look at the number of teachers who earned an initial certification through a traditional educator preparation program and versus teachers who received certification via an alternative educator preparation program for Maryland graduates only. The MLDS Center is currently unable to look at this information for out-of-state candidates as the MSDE teacher certification system does not distinguish between a traditional and alternative program for those applicants.

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

This data is not yet available as the requirement for alternative preparation programs to increase the practicum to 100 days becomes effective on July 1, 2022, per Education Article §6-120(c)(2), Annotated Code of Maryland.

⁷ Rose, B.A., Henneberger, A.K., Mushonga, D.R., Uretsky, M.C., & Preston, A.M. (2021). *Distinguishing the Roles of Poverty and Homelessness in Long-Term Academic and Workforce Outcomes*. Baltimore, MD: Maryland Longitudinal Data System Center. The full report can be found on the MLDS Center website.

Appendices

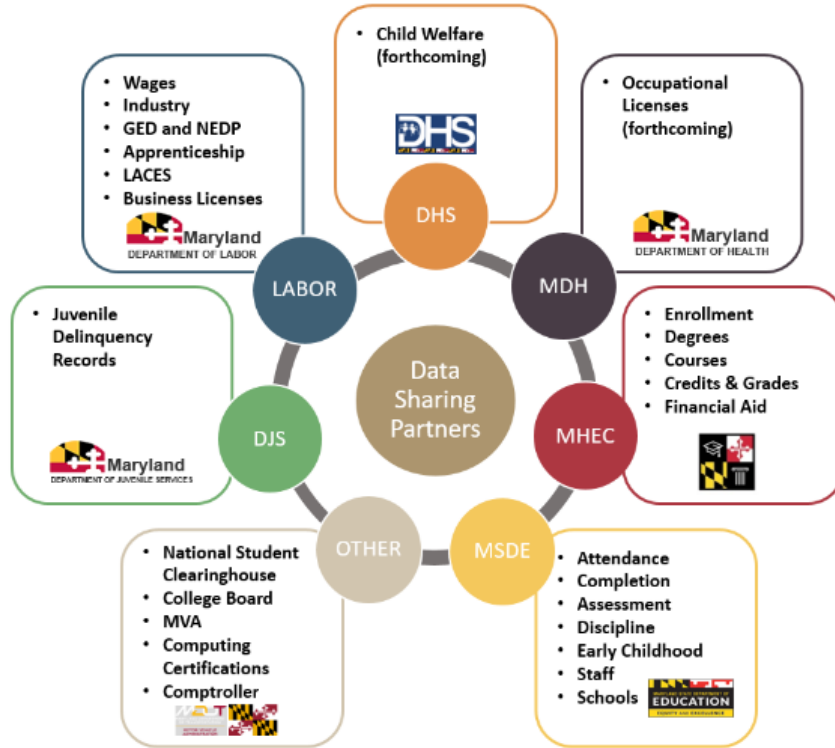
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Appendix A – Overview of MLDS Data

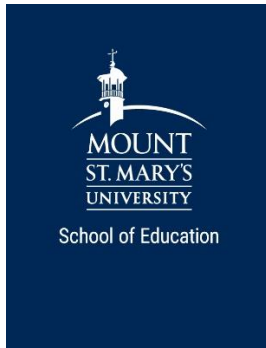


WHAT Data are Collected?

MLDS Data Delivery System



Appendix B - Admissions Practices



Mount St. Mary's University

Admissions Summary

At Mount St. Mary's University (MSMU), traditional initial certification candidates begin their course of study once they are admitted to the university. Candidates are not formally admitted into the School of Education (SOE) until the end of the sophomore year or prior to entrance to Internship 1 spring semester for MAT and Adult Undergraduates. Adult undergraduate candidates apply through Adult Undergraduate (AUG) admissions and immediately matriculate to the SOE admissions coordinator and AUG advisor. Upon application to an MAT program, potential candidates must complete an online application and submit official undergraduate transcripts from an accredited four-year institution. An MAT Program Director acts as the advisor to MAT candidates.

At the time of admissions to internship, candidates must:

- Submit an "Application for Admission" to the chair
- Achieve a cumulative GPA of 2.75 for traditional undergraduate students and a 3.0 for MAT graduates
- All courses prefixed EDUC or SPED must be passed with a minimum grade of C-. MATH 108: Concepts of Mathematics for Teachers I (3), MATH 109: Concepts of Mathematics for Teachers II (3), MATH 211: Mathematical Thinking (3) and GNSCI 1XX Lab courses taken as a part of a required program of study must also be passed with a minimum grade of C-.
- Achieve a minimum required score on the dispositions writing prompt and resume.

Candidates are informed by advisors and by the Chair as to the admissions process. An admissions presentation is also shared with candidates. Applications are submitted into Qualtrics and reviewed by the Chair. Resumes and writing prompt responses are submitted to an assigned SOE faculty member who is not the individual's advisor through Anthology. Scores are collected and at the end of the semester a GPA report is run. A candidate is informed of acceptance through a letter from the Chair. If a candidate does not meet all aspects, the candidate may be advised to move to another major. If the candidate is close to the minimum GPA, the candidate may be admitted provisionally, with the understanding that if the GPA is not met by the end of Internship I, the candidate cannot move into Internship II.

Individuals wishing to apply for admission into an M.Ed. program must hold a current, valid teaching certificate and should submit the following items:

- Complete application; available online at www.msmary.edu/med
- Undergraduate transcript(s) from an accredited four-year institution
- Copy of current valid teaching certificate (not required for the Certificate in Technology Facilitation)

Education Studies is one of thirty majors (also available as a minor) that a student can select when applying to Goucher College as an undergraduate. Students may also apply as “Undeclared” (they have not selected a major but must do so before the end of the second semester of their sophomore year). The application process is similar for all students regardless of major. Most students apply using the Common Application. Additionally, first-year applicants are required to submit:

- Official high school transcript (grades 9-12), including courses in progress
- Counselor letter of recommendation
- Academic teacher letter of recommendation
- Common Application Essay

Goucher College has been test-optional for several years and does not require an application fee. The program offers intakes in August and January.

At the point of application, a student indicating an interest in Education Studies is prompted to respond to a question regarding their interest in the Master of Arts in Teaching (M.A.T.) program. If the applicant answers in the affirmative, their record is noted and will be visible to academic advisors as the student navigates the undergraduate program. Such students can take up to 12 graduate credits that both count towards their undergraduate degree and facilitate the completion of the 4+1 Master of Arts in Teaching degree.

The Welch Center for Graduate and Professional Studies at Goucher College is home to several graduate education programs including the Master of Arts in Teaching program, which offers six certification pathways:

- Elementary Education (grades 1-6)
- Special Education (Elementary, grades 1-8)
- Dual Elementary (grades 1-6) and Special Education (grades 1-8)
- Special Education (Secondary/Adult, grades 6-12)
- Dual Secondary (grades 7-12) and Special Education (grades 6-12)
- Secondary (grades 7-12, content-specific)

Admissions practices for this program range from external marketing to internal student enrollment. Although Goucher College Admissions continues to recruit graduate students, we also currently use a third party, [K-12 Teachers Alliance \(KTA\)](#), to manage marketing initiatives for these programs. Outreach regarding the various certification pathways and degree modalities (hybrid and online) occurs primarily through the school districts within Maryland. Goucher College has negotiated discounted pricing with several of these school districts, and Goucher staff assist with the application process. Applicants are required to submit:

- an online application
- at least one letter of recommendation
- an essay
- an official undergraduate transcript demonstrating successful completion of an undergraduate program from an accredited institution

Additionally, if a student is conditionally certified, a copy of that conditional certificate from MSDE is required. The graduate admissions team reviews applications within 3-5 business days and renders an appropriate decision. If appropriate, an applicant may be invited to meet with

the program director so the director may further assess the applicant's ability and fit for the program.

Once an applicant is accepted, the Admissions team assists them through the remainder of the onboarding process, connecting them to an advisor, assisting with course registration, and welcoming them to the Goucher College community.

Education Program Admission Practices
McDaniel College
May 2022

Undergraduate:

When applying to McDaniel College, students who express an interest in Education programs are directed to the Chair of the Education Department to discuss the two program options: the Elementary major or the Secondary/PreK-12 minor. There are no additional requirements for admission into the major or the minor. However, students who choose an Education program at the undergraduate level are officially admitted into either the Elementary major or the Secondary/ PreK-12 Education minor once they have completed the first two courses in the program. While there are no additional requirements to be admitted to either the major or the minor, there are requirements to progress through the program:

- In order to participate in the 2000 level practicum field experiences, students must complete fingerprinting and criminal background checks
- For 3000 level courses and above, students must meet the Basic Skills requirement per MSDE (SAT score of 1180 or above OR an ACT score of 24 or greater OR a passing score on the Praxis Basic Skills test OR a 3.0 GPA at program completion)
- To enter into the final professional semester of the program which includes the student teaching internship, students must earn a 2.75 overall GPA in their academic major and a “C” or better in all Education minor required courses, complete all major requirements and have permission of the Education Department.

Graduate

Students who apply to Education programs at the graduate level must present the following as part of the admission process:

- Their most recent official transcript verifying completion of an approved undergraduate degree from an accredited institution with a cumulative GPA of 3.0 or higher (a lower GPA may be accepted with additional requirements)
- Copy of Teaching Certificate (MSDE SPC I or SPC II for MD applicants) for applicable programs
- Individuals applying to the M.S. in Counseling program (School Counseling focus) must meet with the program coordinator and take part in a formal interview.

FROSTBURG STATE UNIVERSITY'S APPLICATION AND ADMISSION PRACTICES FOR TEACHER EDUCATION PROGRAMS

Frostburg State University (FSU) is a diverse, welcoming, and vibrant place where incoming students can discover their passions —and themselves—with plenty of support along the way.

The FSU's Admission Office is the first stop in the process for prospective students applying to FSU. Once admitted, students receive an admissions packet and acceptance letter. In their acceptance letter they are notified of their merit scholarship award if eligible. If applicable, students with transfer credits receive a transfer credit evaluation within a few weeks after admission.

Frostburg State University is situated in a rural community in Western Maryland (Allegany County) with a lack of racial and ethnic diversity with pockets of lower SES. FSU's efforts to reach out to a larger diversity in the student population are reflected on recent improvements including implementing an electronic document management software to provide easier and more timely access for advisors to transcripts for high school and transfer students. To increase the diversity and geographic base of our student population, FSU's Admission office has expanded its travel recruitment territories to include Washington DC, Northern Virginia and Southwestern Pennsylvania. In addition, the university has lengthened the travel season and now includes spring travel to connect and build relationships with sophomores and juniors.

In collaboration with FSU's Admissions and Alumni offices, the College of Education (COE) has strengthened its recruitment efforts through the implementation of a variety of practices across the EPP, including: engagement in direct outreach to *Teacher Academies of Maryland (TAM)* and creation an MOU to provide 6 transfer credits for relevant coursework, faculty participation in the *Teach in Maryland Conference* to contact future candidates, and visiting the BARD Institute in Baltimore (MD). These efforts resulted in students applying and being admitted to FSU. Examples of more targeted activities include: provision of resources by the COE's Dean for high school students from Prince George's County, Maryland (urban county with racial and ethnic diversity) to travel to Frostburg, stay in the Residence Halls, and participate in classes on campus; trips including faculty members with Admission office personnel to Virginia to participate in an Infinite Scholars Fair; and Summer workshops held by faculty in the EPP for first generation, low SES, racially diverse, middle school students interested in teaching as a career.

Application and Admission Practices for Teacher Education Programs

For teacher certification eligibility in the state of Maryland, candidates must demonstrate the qualifications at entrance and exit to the education programs. At FSU, eligibility is reflected in the entrance to the professional sequence at the undergraduate level (Apprenticeship/Phase I, Assistantship, Internship I, and Internship II) and admission to the program at the Master of Arts in Teaching (MAT) level of the EPP, completion of the approved program requirements, university graduation (exit) requirements and state-required assessments which demonstrate the knowledge and skills of a specialized content area.

Undergraduate: For entrance to the professional sequence of the EPP at the undergraduate level Apprenticeship/ Phase I, candidates must have earned a 3.0 on all completed course work at the post-secondary education level, or qualifying scores on the Praxis Core, ACT, or SAT to demonstrate basic content knowledge in reading, writing, and mathematics. The EPP requires a minimum cumulative 2.5 G.P.A. on all post-secondary courses if Praxis Core, ACT, or SAT qualifying scores are used to enter the

program. Candidates must earn a grade of "C" or above on all EPP professional sequence courses, and pre-requisite courses of English 101, and Math 206 or Math 207. All requirements for entrance to the EPP are communicated to candidates in the undergraduate catalog, on the degree checklist provided when candidates declare their major, and on the EPP website. These requirements are also reviewed and explained by the candidates' departmental advisor. For formal admission to their Education Program, candidates apply on the College of Education website. The EPP Advising Center as well as the Office of Assessment work with candidates to make sure that there is a smooth transition into the EPP professional sequence.

The EPP has also set an entrance requirement for candidates to document 20 hours working or volunteering in a setting with diverse students. This sets the foundation for cultural competency that the EPP builds on over the next 4 semesters as candidates respect, engage, and support those P-12 students and their families who may have a very different culture than what they have previously experienced.

Candidates who seek entrance to the program but who may not have the required GPA may appeal for an exception to program requirements to Academic Monitoring. Examples of exceptions include students who began a major in a content area not suitable to their interest or skills, and students who were not suited to university life right out of high school and returned after they had gained success at the community college level and matured.

Graduate: Candidates entering the MAT level, must have a bachelor's degree with a 3.0 GPA. Any applicant with less than a 3.0 GPA or above a 2.75 GPA, can be admitted provisionally to the program, with a requirement to maintain a 3.0 for the summer session (initial semester of the program) before being fully admitted. In rare cases, Academic Monitoring, has allowed applicants to enter provisionally due to the type of exception expressed previously. MAT Secondary candidates must have the content degree in the specialized area for which they are seeking certification. MAT Elementary candidates must demonstrate successful completion of the courses consistent with required content they would teach, including: college-level writing, college-level mathematics, science, literature, and social science. Coordinators of the MAT Elementary and Secondary monitor provisional candidates throughout the summer to determine their eligibility to move into the fall and clinical experiences.

Candidates at both undergraduate and MAT graduate level in the EPP are evaluated on their dispositions and their academic progress by their Program Faculty committee at the end of each semester of course work/phase within the professional sequence. Program faculty are constantly analyzing common assessment data at the end of each semester to determine any areas of concern. Faculty work together to strategize plans for course improvements when candidates are showing difficulties in their academic or dispositional progress. The Program Coordinators in the EPP along with the candidate's departmental advisor meet with individual candidates who receive Ineffective ratings on their dispositions form to develop a plan for improvement. These candidates meet with their Program Coordinator and departmental advisor until a plan for improvement is no longer needed or they leave the program. Resources may be provided for improvement, such as writing skills or helping the candidate schedule tutoring at the Tutoring Center for a specific subject. At the MAT level, the advisor is the coordinator of the program and is engaged in the analysis of data for academic improvements and individualized plans for struggling candidates.

Hood College Teacher Education Admission Policies

For Early Childhood Education and Elementary/Special Education:

Entry to Phase I is contingent upon (1) successful completion of prerequisite courses with no grade lower than a "C" and an Education GPA of at least 2.75, (2) a Composite GPA and Hood Overall GPA of at least 3.0* or a Hood Overall GPA of 2.75 and a qualifying score on Maryland's Basic Skills Assessment, (3) successful performance in prerequisite field experiences, (4) submission of the Phase I application, and (5) endorsement by the Program Advisory Council.

* If a student elects to meet Maryland's Basic Skills requirement via a 3.0 GPA, the student must maintain a *Composite GPA* and an *Overall GPA* of at least 3.0 at all times. If either GPA drops below 3.0, the student will need to submit qualifying test scores before the student may advance to the next phase of the program. Furthermore, it is the student's responsibility to monitor the GPA.

For Secondary Education:

Entry to Phase I is contingent upon (1) successful completion of prerequisite courses with no grade lower than a "C" and an Education GPA of at least 2.75, (2) a Major GPA of at least 2.75 (any content course grade lower than a C will be reviewed), (3) a Composite GPA and Hood Overall GPA of at least 3.0* or a Hood Overall GPA of 2.75 and a qualifying score on Maryland's Basic Skills Assessment, (4) successful performance in prerequisite field experiences, (5) submission of the Phase I application, and (6) endorsement by the Program Advisory Council.

* If a student elects to meet Maryland's Basic Skills requirement via a 3.0 GPA, the student must maintain a *Composite GPA* and an *Overall GPA* of at least 3.0 at all times. If either GPA drops below 3.0, the student will need to submit qualifying test scores before the student may advance to the next phase of the program. Furthermore, it is the student's responsibility to monitor the GPA.

Loyola University Maryland School of Education Application and Admission Practices for Teacher Education Programs (BA, BS, MAT) June 2022

Questions and Responses

Data trends in the number of applications to and acceptance by Maryland teacher education institutions and alternative programs that prepare educators, as a whole and disaggregated by gender, racial, and ethnic background.

Loyola University Maryland prepares both undergraduate and graduate students for initial teacher certification.

No later than September 15th of the junior year, undergraduate elementary education majors and secondary education minors wishing to pursue teacher certification must apply and be accepted to the Teacher Certification Track. Graduate student candidates must be a graduate of an accredited institutions of higher learning who demonstrates significant academic ability. A minimum QPA of 3.000 in undergraduate work or a master's degree from an accredited institution is required for full acceptance. Probationary acceptance may be granted for applicants with a QPA between 2.750 and 3.000. Letters of recommendation, standardized tests, or a personal interview may be required.

Following is an overview of undergraduate and graduate applicants for the past two years.

2021-22 Undergraduate Applicants:

	N	M	F	HIS	AN	AS	BL	WH	NG	2+
Applied	26	3	23	3	1	0	1	21	1	2
Admitted	25	3	22	2	1	0	0	21	1	2
Enrolled	25	3	22	2	1	0	0	21	1	2

2021-22 Graduate Applicants:

	N	M	F	HIS	AN	AS	BL	WH	NG	2+
Applied	101	30	63	9	0	5	24	56	2	5
Admitted	81	24	55	8	0	4	13	52	1	3
Enrolled	49	15	34	6	0	3	10	28	1	1

2020-21 Undergraduate Applicants:

	N	M	F	HIS	AN	AS	BL	WH	NG	2+
Applied	28	3	25	2	1	1	0	26	0	0
Admitted	28	3	25	2	1	1	0	26	0	0
Enrolled	28	3	25	2	1	1	0	26	0	0

2020-21 Graduate Applicants:

	N	M	F	HIS	AN	AS	BL	WH	NG	2+
Applied	114	25	82	7	0	7	40	54	1	5
Admitted	112	23	82	7	0	7	39	53	1	5
Enrolled	45	7	38	2	0	2	13	26	0	2

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

- Developed intentional partnerships with local school systems, including Prince George’s County and Baltimore City public schools, to offer our MAT program to groups of conditionally certified teachers.
- Offering \$3000 grants to qualified TAM completers (above any financial aid package received) – beginning AY 2023-2024
- Loyola University’s overall measures to reach diverse undergraduate students, including offering full scholarships to qualified students graduating from Baltimore City Public Schools, articulation agreements with Maryland community colleges, Federal DVA Yellow Ribbon Program

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

- Offering \$3000 grants to qualified TAM completers (above any financial aid package received) – beginning AY 2023-2024
- Partnering with departments in Loyola College of Arts and Sciences to promote teaching as a career. Specifically, mathematics, biology, physics, and world languages have developed programs of study that make the secondary education pathway attainable for undergraduates.

- Within our first-year experience, the Messina program, education courses are paired with calculus, statistics, and writing to encourage students to have experience with an education course and possible field experience in local schools.
- We have collaborated with the Honors program to create a pathway for Honors students to complete the strict requirements of both the Honors program and the elementary education major.
- Loyola is a private non-profit participant in the Teaching Fellows of Maryland Scholarship Program

Measures taken to make teacher education in the underlying disciplines more rigorous

- Collaborated with the physics department to create an 8-credit science content sequence (two four-credit courses) to prepare elementary education majors with a broad and rigorous background in science content and laboratory skills. These courses are taken prior to the science methods course.
- Collaborated with the math department to develop two 3-credit mathematics content courses to prepare elementary education majors with a broad and rigorous background in math content and process. Elementary education majors also take a 3-credit course in statistics. This math sequence is taken prior to the mathematics methods course.
 - The math department also created a minor for elementary education majors that allows them to take the courses required for the major with additional coursework for the minor to encourage more students to pursue the math minor.
- All Loyola undergraduate students complete a rigorous core curriculum in English, writing, history, philosophy, theology, and social sciences.
- Secondary and specialty area teacher candidates must major in their discipline.

Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks

- The teacher education department spent the last year curriculum mapping across the program to ensure alignment with the State curriculum framework and the proposed regulations for EPPs.

Measures taken to improve the background of beginning teachers in research and research techniques

- MAT candidates must take TE 670: Teacher Research and Inquiry. In this course, they develop an action research project, which is then implemented during the full-time internship.
- Undergraduate candidates are introduced to the action research/inquiry process during the third reading course, where they design small projects, analyze data, reflect on

practice. During the internship year, they develop and implement a full action research project in their classrooms.

- All candidates are required to present their findings at an end-of-year symposium.



The data below is presented for the Master of Arts in Teaching (MAT), UMGC’s initial licensure program in secondary education.

1. Admissions Data Trends

A review of admissions data for the past AY demonstrates that while UMGC accepted 62% of MAT applicants, there was a disproportionate number of Black/African American applicants that were denied. Applicants were denied for either not having sufficient prerequisite coursework or not having qualifying scores on Basic Skills exams.

Admissions Trends AY 2021- 2022

	Male	Female	Non-binary	Am. Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino of Any Race	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Unknown
Applied	33	49	0	0	1	13	8	1	2	49	8
Accepted	22	29	0	0	0	4	5	1	0	37	5
Denied	11	20	0	0	1	9	3	0	0	12	3
% Accepted	67%	59%			0%	31%	63%	100%	0%	76%	63%

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

The following UMGC initiatives demonstrate our commitment to recruitment and retention of a diverse pool of teachers:

- Revised admissions policy to eliminate the costly Basic Skills Exam as a condition of acceptance.
- Expansion of the Vertical Pathways Program enabling UMGC students who complete their bachelor’s degree in computer science, English, history, or social science and other students who have appropriate coursework, to reduce the total coursework for the MAT graduate degree by up to 12 credits.
- Graduates of HBCUs are eligible for a HBCU Graduate Scholarship created by an alumni endowment.
- A scholarship (in development) to offset the costs associated with certification exams.
- Partnerships with local school districts to enable students to work as conditionally certified teachers while fulfilling their student teaching internship.
- Ongoing virtual coaching to promote retention.

- Virtual student/alumni professional learning communities to promote connection and provide induction support.
3. Measures taken to increase the number of high school graduates with very strong academic backgrounds who select teaching as a career

Currently, UMGC only has graduate-level education programs, so we work closely with undergraduate programs to recruit students with strong academic backgrounds to the teaching career. Recent partnerships with local districts provide opportunities to expose K-12 students to the university and education as a career through webinar series and dual enrollment programs, such as the [3D Scholars](#) program with Prince George's County Public Schools.

4. Measures taken to make teacher education in the underlying disciplines more rigorous.

The UMGC MAT program has made the following programmatic changes to ensure candidates are highly qualified in their content area:

- Identified content area coaches who can work with teacher candidates throughout their MAT program to review lesson plans and provide content-specific feedback on their instruction.
 - Development of content-specific professional learning communities.
5. Measures taken to better align the programs of the teacher education institutions with State curriculum frameworks

Over the past year, the UMGC MAT program has worked to align coursework with the requirements of the PPAT, in preparation for the intended Fall 2022 implementation of portfolio-based assessments.

6. Measures taken to improve the background of beginning teachers in research and research techniques.

Over the past year, the UMGC MAT program has worked to align coursework with the requirements of the PPAT, in preparation for the intended Fall 2022 implementation of portfolio-based assessments. In addition to the increased emphasis on data-based decision-making, there is a new course assignment in the pre-internship course in which students are required to identify a problem of practice and work through a structured process to identify an evidence-based practice to address the problem of practice. The structured process helps students identify challenges that are within their locus of control, conduct scholarly searches, and adapt the practice to their unique setting.

**FINAL RESPONSE -- JUNE 6 2022 – submitted to MHEC
UNIVERSITY OF MARYLAND, COLLEGE PARK**

Over the past four years, our applications to our undergraduate educator programs have increased dramatically at the freshman level. In 2018, there were 589 new first-year applicants; in 2021, there were 918, a 56 percent increase. Transfer student applications were more stable, moving from 163 to 144 over the same time – a 12 percent decrease.

Our admitted and enrolled student cohorts have seen similar shifts. At the freshman level, there has been growth from 45 to 76 new enrolled students over the period from Fall 2018 to Fall 2021 (69% increase), and at the transfer level, growth has been from 61 to 68 (11% increase). In addition, our initial graduate certification programs' new enrollments have grown from 95 new students in Fall 2018 to 108 in Fall 2021 (14% increase).

We have undertaken several new initiatives to increase the number of historically underrepresented individuals among our educator preparation student cohorts. First, we have repackaged our scholarship offers to target the recruitment of first-generation and in-state students. Also, in 2019, we hired a recruiter specifically for educator preparation program recruitment. That same year we partnered with Prince George's County Public schools, a minority-majority district, and Prince George's Community College to establish a growth pathway to increase diversity in the teaching workforce. Finally, at the University of Maryland, undergraduate admission is a centralized process, with campus admissions decision protocols governing student admittance. We have increased our efforts to collaborate with the central office to indicate the importance of diversifying the teacher pipeline and our preferred admitted student profile.

The average high school academic grade point average of incoming first-year students for the past three years at the University of Maryland is 4.36. Using strategies from our Recruitment Advisory Board and Admissions Teams (open houses, peer mentoring, and early field experiences), we recruit future teachers from the pool of first or second-year students without a declared major and high school students with strong academic backgrounds. Also, this cohort of forthcoming educators contains students from Terrapin Teachers and STEM educators with joint enrollment in our College of Computers, Mathematical, and Natural Sciences.

We regularly attend and receive the latest technical guidance from the Maryland State Department of Education for our educator preparation programs' most recent curricular frameworks. In addition, we share this information quarterly through our regularly scheduled collaborations organized by the Dean's Office.

Our educator preparation programs include a year-long Action Research course in the Master's Certification program, where they engage in research and apply research techniques. Students must identify a question about their teaching practices, generate a theory of understanding,

identify promising practices that may address the problem, develop, and implement a research study, and present emergent themes and findings.

All of our educator preparation programs require students to review literature critically and collect, analyze and interpret data.

Morgan State University

The Department of Teacher Education and Professional Development at Morgan State University offers three initial teacher certification programs and one advanced certification program. The initial certification program.

The Elementary Education Program prepares teachers and other professional educators. Through this degree program, students will graduate from a Maryland Certified Teacher Education program that leads to a Maryland Teaching Certification in grades 1-6. The Physical Education Program prepares physical educators and practitioners in the field of athletics. Within the Physical Education major, there are academic tracks in the areas of Dance Education, Recreation and Parks, Sports Administration and Teacher Education. Each track leads to a Bachelor of Science degree in Physical Education. The Teacher Education and Dance Education tracks lead to a Specialty Maryland Teaching Certification in grades K-12.

B.S. Programs (Initial)

Candidates must have a 2.75 GPA for program admissions. Admission to the University or to the Department **does not** constitute admission to the teacher education programs. Candidates who plan to become teachers must formally apply for admission to the teacher education program. Candidates officially apply to the program at the end of their 3rd year, after taking all courses, except for Phase 1, Phase 2 and methods courses. The application requires 3 letters of recommendations, grade of “C” or higher in all major and supporting courses,

Admissions Process:

- Complete application to the Teacher Education Program
- Complete disposition Survey
- Complete interview for admission to the Teacher Education Program
- Complete criminal background check

M.A.T. (Initial)

Candidates must have a GPA of 3.0 at the end of the sophomore year; and meet the university requirement for junior status (earned 56-89 credit hours) to be admitted in the program. A candidate must complete the application at the end of the 2nd year/ beginning of 3rd year. Undergraduate candidates are eligible to begin the Dual B.S./B.A. + M.A.T program in their 3rd year. Undergraduate candidates and degree completers must major in the following areas: Art, Biology, Chemistry, English, History, Mathematics, Music, Physical Education, and Physics.

Application Process:

- Complete application to grad school
- Submit 3 letters of recommendation
- Submit subject area transcript

- Submit personal statement
- Submit internship / fellowship forms

M.S. (Advanced)

Candidate must hold a standard professional certificate; have a minimum of three years of satisfactory teaching or three years of satisfactory performance on a professional certificate or three years of satisfactory performance as a certified specialist; have a 3.0 GPA

Application Process:

- Complete online application to the School of Graduate Studies
- Submit three- professional references
- Submit a writing sample
- Submit official transcripts

Recruitment

To address the needs of Conditionally Licensed Teachers, DTEPD has established a Direct Billing MOU with BCPSS for conditionally licensed teachers to join the M.A.T. program. To address the needs of prospective Black Male teachers, DTEPD has established the Literacy Brigade cohort program and is in partnership with Bowie State University and Community College of Baltimore County. To address the Community College and High School Students, DTEPD has established strategic TAM agreements, participates in College and Career Fairs.

Our program is a 1-year MAT program. Most students (over 90% since the program began) are SMCM students who stay on or return after graduation.

We have 3 pathways to the program:

2+1: for those who have degrees from Maryland community colleges; we work with them to plan out all their graduation requirements so they can complete their undergraduate degrees in 2 years and their MAT in the 3rd—this program is our most affordable route and often attracts first generation college students

3+1: For those who have enough incoming credits from AP, IB or dual enrollment programs that they can complete their graduation requirements in 3 years, and their MAT in their 4th year—this program attracts particularly strong students

4+1: For those who take the standard route of completing their undergraduate degree in 4 years and their MAT degree in a 5th year—this program attracts students in majors that require 4 years to complete (as is the case with several science majors at our institution), students who come to the decision to teach later in their undergraduate education, and students who simply want to enjoy the luxury of 4 full undergraduate years.

In order to enter our program, aspiring teachers must complete the prerequisites for their desired certification area (listed in detail [here](#)), including a major in their certification area (or, for elementary and special education applicants, any major of interest along with a broad preparation in content to support MCCRS). Applicants must also complete extensive coursework in education, including the social foundations of education, educational psychology, an introduction to special education, an MSDE-approved class on teaching reading for elementary or secondary students, a course on growth and human development, and a course on how to support English language learners across all content areas. Applicants must also submit multiple recommendations from people who can attest to their dispositions for teaching, their skill in working with children, and their ability to succeed in graduate level work. Applicants also complete an essay; the prompt is:

Write a well-organized, comprehensive essay addressing the demands of the following prompt; use APA citations for at least two sources. Aim to keep it at 1000 words or fewer.

Our goal in the SMCM MAT is to cultivate reflective and culturally responsive teachers who strive for equity and accessibility in their classrooms. We use this essay to evaluate whether 1) you understand and share this goal, 2) you have the skills to write at the graduate level.

Please write an essay that will show us you understand what it will take to become an **effective, inclusive teacher** and also that you have the **writing skills** needed for success in the MAT program.

When writing the essay, you should consider the following:

By referencing what you have learned so far from your coursework (including books, scholarly articles, etc.), field placements, and your own K-12 education, tell us how you will...

- Create an **environment** where students feel safe and welcomed even as their needs vary in academic, socio-economic, linguistic, and developmental (social/emotional) aspects?
- Meet the needs of underserved students?
- Pursue improved academic outcomes and success for all students without sacrificing rigor? How are you going to make sure **everyone** learns?
- What problem-solving and interpersonal skills can you bring to this challenge?

Applications are reviewed in depth by the Director of Teacher Education and K12 Partnerships Coordinator; a summary of application material is then reviewed by the entire department of Educational Studies.

A Brief Description of the Application and Admission Process at Stevenson University

At the undergraduate level, prospective first year and transfer students apply to Stevenson University and select their choice of major or if they are unsure of their major choice, select deciding. Prospective students apply using the Common Application and submit an essay. The SAT or ACT assessments are not required. All students accepted to Stevenson University are also accepted into the early childhood, elementary, and middle school majors as first year students. Once admitted to the University and the Education program, students are advised and mentored by a designated Success Coach for First-Year Students and Education Faculty for all other students. These advisors are then matched with faculty who mentor them until they graduate. Students may also be admitted into the Education major through internal change of major applications from other Stevenson University programs and typically change majors during the first and second years. Transfer students receive credit for a block transfer with an AAT and typically enter Stevenson as juniors. Stevenson Education undergraduate retention from the first year to graduation is over 90%. Over 95% of the Education Students graduate in four years. Stevenson Education transfer retention is at or near 100% and graduate in two years.

At the graduate level, prospective students meet with an enrollment counselor, complete an application and essay, then submit all undergraduate transcripts for analysis based on desired certification area. GRE assessments are not required. An interview is then conducted with the director of graduate education programs. Once admitted, students are paired with a student success coach for the duration of their program.

Summary of Salisbury University's application and admission practices for teacher education programs

In the Departments of Early and Elementary Education (DEEE) and Secondary and Physical Education, candidates submit a professional program application that includes item responses that they have met the following requirements: required pre-professional courses completed, overall credit hours met (46 in DEEE, 56 in Secondary and Physical Education), grades of C or above in all required pre-professional courses, minimum of 2.5 GPA overall, minimum of 2.75 GPA in required pre-professional courses (content-area courses), Excel-based GPA calculator of their course grades that computes pre-professional GPA, evidence of CPR certification (Physical Education program only), a Professional Dispositions self-assessment, and an agreement that they understand they must take the Praxis Core test if they do not graduate with a 3.0 GPA if their SAT, GRE, or ACT tests do not satisfy Praxis Core requirements. After the semester is complete and final grades have been posted, advisors are sent lists of their advisees who have applied to the professional programs for the upcoming semester. Advisors review the admissions data, again compute overall and pre-professional GPA data, and sign off to approve whether each advisee has met the requirements for professional program admission. Candidates are sent letters by the departments alerting candidates of the application decision.

In the Master of Arts in Teaching (MAT) program, candidates must have completed an undergraduate degree in one of the content areas offered by Salisbury University's Secondary Education programs. Candidates must have a GPA of at least 3.0 in the last half of their undergraduate program. They must have content courses equivalent to Salisbury University's Secondary Education program content areas. They must submit transcripts from all institutions they attended, three letters of recommendation, and a statement of why they want to be a teacher. Then they do a structured interview with the MAT director and the director of the MAT program at the University of Maryland Eastern Shore (UMES), which jointly delivers the MAT program with Salisbury University.

Towson University Educator Preparation Program Application and Admission Practices

Undergraduate students interested in pursuing a career in teaching apply for admission to the teacher preparation program after completing their core education requirements, usually after approximately 60 credit hours. Both native Towson University undergraduate students as well as students transferring from community colleges follow the same application process. Individuals applying for the Master of Arts in Teaching (MAT) program must apply to both the program and the graduate school for admission. During the application process, transcripts are reviewed to ensure applicants have the necessary prerequisite courses based on their intended program area. All students apply directly to the program they are interested in, and their application is evaluated by that specific program. Some programs accept applications only once per year for cohorts that begin every fall and other programs accept applications two times per year, for spring and fall cohorts. The Teacher Education Executive Board (TEEB), representing all teacher education programs at Towson University, utilizes the following minimum requirements as conditions for admission into all initial licensure programs: completion of core coursework, completion of a criminal self-disclosure form, and a minimum cumulative GPA of 3.0 or higher. Applicants with a cumulative GPA of 2.50 – 2.99 may be admitted conditionally with evidence of passing scores on a Basic Skills Assessment as identified by the Maryland State Department of Education.

In addition to the minimum requirements noted above, programs may have additional program-specific requirements as part of the application process. Most programs (Art Education, Dance Education, Early Childhood and Special Education, Elementary and Special Education, Special Education, Secondary Education, Middle Grades Education, Music Education, and MAT) require an essay be submitted as part of the application. The performing arts programs (Music Education, Art Education, and Dance Education) evaluate a portfolio or performance as part of the application process. Programs have developed evaluation criteria to review these additional admission requirements.

In most cases, programs admit all candidates who meet the outlined admissions criteria. On rare occasions, however, the number of applicants surpasses the program's capacity for that admission term. Program capacity is determined by the number of faculty available to teach and/or supervise candidates in a given semester and the number of school-based placements we can secure in the program grade band and content area. In these cases, applicants who cannot be admitted in that cohort are advised about their options which typically includes waiting for the next cohort or seeking admission into a different program area (e.g., dual certification vs single certification).

The University of Maryland, Baltimore County (UMBC) Teacher Education Program Admission Summary

Admission into any certification program requires undergraduate teacher candidates to have at least a 2.75 GPA and complete an academic major. Students with a GPA between 2.75 and 3.0 may be granted provisional acceptance into the program. (UMBC offers undergraduate Education certification programs, but not Education majors.).

Graduate (MAT) applicants must be accepted and admitted to the UMBC Graduate School and the UMBC Department of Education. Minimum admission requirements include an undergraduate GPA of 2.75 for admission and 3.0 for internship. Students may be required to take additional content coursework. This course work may be needed to satisfy discipline-specific requirements as defined by UMBC, MSDE/CAEP approved program requirements. Students' undergraduate and/or graduate transcripts are reviewed in advising sessions before admission to determine if additional courses are needed to fulfill these requirements. All students receive a written copy of the review of their transcripts indicating any additional content coursework that must be successfully completed prior to the beginning of Phase II of the internship.

UMBC's efforts to strengthen and diversify its teacher candidate pool across all certification areas emerged from its experiences with the Sherman Scholars Program, which provides financial support and additional coaching for all participants, improving both recruitment and retention of candidates of color. Each year about 25% of our total students across all programs are also supported by the Sherman STEM Teacher Scholars Program to become culturally responsive and compassionate educators in collaboration with local underserved schools. Fifty percent of Sherman Scholars are from ethnic groups underrepresented in teaching. UMBC is committed to recruiting and preparing diverse teachers and ensuring that all candidates are prepared to engage in culturally responsive teaching with increasingly diverse student populations. UMBC, with its large numbers of students of color with strong academic skills, is well positioned to achieve this goal. By recruiting a representative group of teacher candidates from the UMBC population to careers in PreK-12 education and supporting them through teacher preparation and induction(i.e., retention), the university will enhance the diversity of teachers in the MD public school system to address critical shortage areas.

To promote a culture of academic excellence and to increase candidate success, the university has developed a selective system for admitting incoming freshmen. Freshmen are supported through a variety of programs such as the Summer Bridge program, Discovery Scholars, First-Year Seminar course, and Introduction to an Honors University seminar. Admission to teacher education requirements are aligned with MD regulations. Guidelines are shared during EDUC 310 Inquiry into Education, Teacher Education orientations, and Student Teaching orientations. The requirements are also posted on program guide sheets. Candidates admitted to teacher education consistently maintain an average GPA that is above the CAEP minimum requirements.

Appendix C – MAPCS Completer

Institution	2019-2020 Unique MAPCS1 Completers	MAPCS TPAR2 Completers		
		2019-2020 Unique MAPCS TPAR2 Completers	Visible in Maryland Labor Force, Fall 2020 or Fiscal Quarters 3 and 4 of 2020	%Visible in Maryland Labor Force, Fall 2020 or Fiscal Quarters 3 and 4 of 2020
Bowie State University	112	57	48	84%
Coppin State University	19	19	17	89%
Frostburg State University	83	83	69	83%
Goucher College	169	169	136	80%
Hood College	104	18	16	89%
Johns Hopkins University	86	19	16	84%
Loyola University Maryland	426	197	167	85%
Maryland Institute College of Art	18	18	17	94%
McDaniel College	219	32	29	91%
Morgan State University	71	53	45	85%
Mount St Mary's University	51	31	24	77%
Notre Dame of Maryland University	255	153	132	86%
Salisbury University	175	175	152	87%
St. Mary's College of Maryland	20	20	16	80%
Stevenson University	28	28	27	96%
Towson University	711	517	468	91%
University of Maryland - Baltimore County	47	47	41	87%
University of Maryland - College Park	250	204	154	75%
University of Maryland - Eastern Shore	17	12	11	92%
University of Maryland - Global Campus	37	37	22	59%
Washington Adventist University	15	15	8	53%
Washington College	10	10	5	50%
Totals	2,923	1,914	1,620	85%

Institution	MAPCS TPAR2 Completers Distribution by Labor Sector Visibility				
	Visible in a Maryland Public School, Fall 2020			Visible in Maryland Wage Data, Q3 or Q4 2020	
	Teachers		Administrative Positions	Visible in Educational Services (NAICS 61)	Visible in Any Other NAICS
	All Teachers	Subset of All Teachers at CSI, TSI, or Title I Designated School			
Bowie State University	21	15	**	24	3
Coppin State University	5	5	**	6	6
Frostburg State University	27	11	*	24	*
Goucher College	12	10	**	117	7
Hood College	12	6	**	4	**
Johns Hopkins University	*	*	**	8	*
Loyola University Maryland	33	19	**	128	6
Maryland Institute College of Art	14	9	**	3	**
McDaniel College	22	12	**	4	3
Morgan State University	*	*	**	13	*
Mount St Mary's University	7	5	**	17	**
Notre Dame of Maryland University	25	10	**	97	10
Salisbury University	105	62	*	23	*
St. Mary's College of Maryland	16	3	**	**	**
Stevenson University	20	10	**	7	**
Towson University	315	168	3	103	47
University of Maryland - Baltimore County	22	9	*	16	*
University of Maryland - College Park	132	63	**	16	6
University of Maryland - Eastern Shore	8	7	**	*	*
University of Maryland - Global Campus	10	5	**	9	3
Washington Adventist University	*	*	**	*	*
Washington College	*	*	**	*	*
Totals	820	436	6	624	170

*Value suppressed

**no records meet definition

Data Notes

1: MAPCS is the Maryland Approved Program Completer System. This system collects data on students enrolled in Maryland's four-year public and state-aided independent institutions that offer teacher education programs approved by the Maryland State Department of Education (MSDE). These programs include undergraduate and graduate level degree and non-degree programs. Not all MAPCS programs are subject to TPAR reporting.

2. The TPAR is the Traditional Program Annual Report (TPAR). This report is completed annually by Maryland postsecondary institutions that offer traditional teacher education programs and submitted to the Maryland State Department of Education (MSDE). The MAPCS codes with TPAR Completers in 2019-2020 include: **104, 105, 106, 107, 108, 249, 300, 335, 340, 341, 342, 343, 383, 1200, 1203, 1205, 1213, 1214, 1215, 1223, 1232, 1234, 1238, 1242, 1244, 1303, 1305, 1311, 1313, 1316, 1318, 1319, 1331, 1332, 1334, 1335, 1336, 1337, 1338, 1339, 1581, and 9999**. Additional MAPCS programs are eligible to be included in TPAR; however there were no completers in those programs to report for this time period.

The MLDS System contains education data on all students, teachers and administrators from Maryland public high schools, students attending Maryland public and state-aided independent institutions of higher education, and adults completing GED® Testing or the National External Diploma Program® (NEDP®).

The MLDS workforce data include quarterly Unemployment Insurance (UI) wages from 2008 through the first quarter of 2021. Unemployment Insurance (UI) filings are only available for employees who work for a business required to file UI. UI wages reflect the sum of all compensation. For some records, wages include bonuses, commissions, tips and other forms of compensation. Bonuses and other forms of compensation are periodic and may cause fluctuations in earnings. Wages reflect the period the compensation was paid, not when the compensation was earned. The wage data contained in the System cannot distinguish between part-time and full-time employment, hourly and salaried wages, regular wages and commissions, bonuses and other incentive pay. The UI data provided do not indicate the number of days a person worked in a particular quarter or the number of hours a person worked in a week.

The federal government (including the military), certain non-profits, and self-employed and independent contractors are not subject to Maryland UI filings. Individuals working in temporary employment, including federal postsecondary work-study programs, are also not subject to UI filings. MLDS data do not include information on out-of-state employment. These data gaps mean it is incorrect to assume that individuals not reported as visible are unemployed.

Wage data in the System include North American Industry Classification System (NAICS) codes for employers. This system classifies employers by sector rather than identifies the specific jobs performed by employees. As NAICS is the sector of the employer rather than the job of the employee, graduates may be employed in positions related to their degrees or pursuing work that is not related to their degrees.

NAICS 61 is Educational Services. NAICS 61 includes institutions providing private elementary and secondary education and private postsecondary education. Not all institutions that offer private education are classified as Educational Services. Religiously affiliated educational institutions may be classified under NAICS 81 or other NAICS.

These data were provided in response to a Public Information Act Request made to the Maryland Longitudinal Data System Center (MLDSC) and is based on data contained within the MLDSC on October 21, 2021.

Institution	2018-2019 MAPCS1 TPAR2 Completers	MAPCS Completers with Associate's of Arts in Teaching Enrollment or Degree		Visibility, Fall 2019 or Fiscal Quarters 3 and 4 of 2019	Visible in a Maryland Public School, Fall 2019			Visible in Maryland Wage Data, Q3 or Q4 2019		
		Enrolled in an Associate's of Arts in Teaching	Graduated with an Associate's of Arts in Teaching		Total Visible in Maryland Public Schools, Educational Services Sector or Other Maryland Labor Sectors	Teachers		Administrative Positions	Visible in Educational Services (NAICS 61)	Visible in Any Other NAICS
						All Teachers	Teachers at CSI, TSI, or Title I Designated School			
Bowie State University	47	12	*	41	18	14	none	19	4	
Coppin State University	14	*	*	13	3	3	none	6	4	
Frostburg State University	102	36	31	87	47	24	none	30	10	
Goucher College	125	19	8	106	6	5	none	94	6	
Hood College	26	10	5	23	23	7	none	none	none	
Johns Hopkins University	66	10	*	52	9	8	13	23	7	
Loyola University Maryland	151	12	*	126	27	18	none	95	4	
Maryland Institute College of Art	13	none	none	7	*	*	none	*	none	
McDaniel College	32	*	none	30	14	6	none	12	4	
Morgan State University	48	*	none	38	6	4	none	11	21	
Mount St Mary's University	39	*	none	30	11	6	none	19	none	
Notre Dame of Maryland University	189	36	11	171	48	31	3	90	30	
Salisbury University	188	48	31	161	118	73	3	26	14	
St. Mary's College of Maryland	29	4	none	27	22	7	none	*	*	
Stevenson University	39	11	*	36	29	12	none	4	3	
Towson University	533	178	108	486	350	178	none	101	35	
University of Maryland - Baltimore County	54	17	9	50	32	20	none	18	none	
University of Maryland - College Park	237	58	37	195	143	64	none	42	10	
University of Maryland - Eastern Shore	10	*	*	8	3	none	none	5	none	
University of Maryland - Global Campus	35	*	none	27	13	6	none	14	none	
Washington Adventist University	9	none	none	*	*	*	none	*	*	
Washington College	5	none	none	*	*	*	none	none	none	
Totals	1,991	465	260	1,724	930	490	19	615	160	

Institution	Associate's of Arts in Teaching Enrollees or Graduates		
	Visible in a Maryland Public School, Fall 2019	Visible in Educational Services (NAICS 61) in Q3 or Q4 2019	Visible in Any Other NAICS in Q3 or Q4 2019
Bowie State University	*	5	*
Coppin State University	none	3	none
Frostburg State University	18	11	4
Goucher College	*	19	none
Hood College	10	none	none
Johns Hopkins University	*	5	*
Loyola University Maryland	*	8	*
Maryland Institute College of Art	none	none	none
McDaniel College	*	*	*
Morgan State University	none	*	none
Mount St Mary's University	none	*	none
Notre Dame of Maryland University	16	12	5
Salisbury University	30	8	4
St. Mary's College of Maryland	*	none	*
Stevenson University	8	none	3
Towson University	142	22	14
University of Maryland - Baltimore County	11	6	none
University of Maryland - College Park	40	9	3
University of Maryland - Eastern Shore	*	none	none
University of Maryland - Global Campus	none	*	none
Washington Adventist University	none	none	none
Washington College	none	none	none
Totals	287	118	43

Notes

1: MAPCS is the Maryland Approved Program Completer System. This system collects data on students enrolled in Maryland's four-year public and state-aided independent institutions that offer teacher education programs approved by the Maryland State Department of Education (MSDE). These programs include undergraduate and graduate level degree and non-degree programs.

2. The TPAR is the Traditional Program Annual Report (TPAR). This report is completed annually by Maryland postsecondary institutions that offer traditional teacher education programs and submitted to the Maryland State Department of Education (MSDE). The MAPCS codes in scope for TPAR include: 104, 105, 249, 335, 340, 341, 342, 343, 383, 1200, 1203, 1205, 1213, 1214, 1215, 1222, 1223, 1232, 1234, 1241, 1242, 1250, 1303, 1311, 1313, 1316, 1319, 1331, 1332, 1338, 1339, 1581 and 9999.

The MLDS System contains education data on all students, teachers and administrators from Maryland public high schools, students attending Maryland public and state-aided independent institutions of higher education, and adults completing GED® Testing or the National External Diploma Program® (NEDP®).

Students were considered enrolled or graduated in the Associate's of Arts in Teaching if their HEGIS code was 496000 to 496099. The Associate's of Arts in Teaching is offered at the following Maryland community colleges: Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

The MLDS workforce data include quarterly Unemployment Insurance (UI) wages from 2008 through the last quarter of 2019. Unemployment Insurance (UI) filings are only available for employees who work for a business required to file UI. UI wages reflect the sum of all compensation. For some records, wages include bonuses, commissions, tips and other forms of compensation. Bonuses and other forms of compensation are periodic and may cause fluctuations in earnings. Wages reflect the period the compensation was paid, not when the compensation was earned. The wage data contained in the System cannot distinguish between part-time and full-time employment, hourly and salaried wages, regular wages and commissions, bonuses and other incentive pay. The UI data provided do not indicate the number of days a person worked in a particular quarter or the number of hours a person worked in a week.

The federal government (including the military), certain non-profits, and self-employed and independent contractors are not subject to Maryland UI filings. Individuals working in temporary employment, including federal postsecondary work-study programs, are also not subject to UI filings. MLDS data do not include information on out-of-state employment. These data gaps mean it is incorrect to assume that individuals not reported as visible are unemployed.

Wage data in the System include North American Industry Classification System (NAICS) codes for employers. This system classifies employers by sector rather than identifies the specific jobs performed by employees. As NAICS is the sector of the employer rather than the job of the employee, graduates may be employed in positions related to their degrees or pursuing work that is not related to their degrees.

NAICS 61 is Educational Services. NAICS 61 includes institutions providing private elementary and secondary education and private postsecondary education. Not all institutions that offer private education are classified as Educational Services. Religiously affiliated educational institutions may be classified under NAICS 81 or other NAICS.

The following preferencing rules applied to MAPCS completer visibility: 1) Visibility in Fall 2019 as a teacher in a designated public school, 2) Visibility in Fall 2019 as a teacher in a public school, 3) Visible in Fall 2019 as an administrator in a public school, 4) Visible in NAICS 61, and 5) Visible in any other NAICS. This preferencing logic means that visibility reflects the preference order rather than the most current visible position.

These data were provided in response to a Public Information Act Request made to the Maryland Longitudinal Data System Center (MLDSC) and is based on data contained within the MLDSC on April 20, 2022. MLDSC Center may only report aggregate, de-identified data. Data requests containing data elements subject to the Family Educational Rights and Privacy Act (FERPA) require suppressing values less than 10 to avoid unauthorized disclosure of protected information. Data requests that are not subject to FERPA are suppressed whenever values are less than 3 to avoid unauthorized disclosure even when protected information is not present. Additional values are masked to prevent calculating masked values when group totals and sub-totals are provided. The MLDSC Center uses a variety of methods for suppressing, including rounding and perturbing. Suppressed cells are indicated with an *.

Appendix D - Narrative Responses from Educator Preparation Programs

Traditional Program Annual Report Narrative Statements

In the past year, how is the EPP addressing teacher diversity needs in Maryland? Reflecting on the MSDE's Office of Research's presentation on Teacher Diversity in Maryland, what are the EPP's stated goals and identified areas of growth to increase diversity in Maryland.

1. Bowie State University

The Department of Education's Conceptual Framework recognizes that today's Colleges are prime environments of inclusive diversity that exists within the nation's society. Teacher interns in Phase I and II must complete the intensive field experiences (those associated with practicum and student teaching) in Professional Development Schools (PDS) that are part of the Bowie State College of Education Network. Candidates are informed of this policy when they apply to the program. Interns can serve in PDS and/or partner school sites and are carefully selected by the Director of Field Placement, university clinical supervisors, faculty and PDS staff that is associated with the candidate's certification area. These assignments are based on a Cohort Model (Elementary, Early Childhood/Special Education and Secondary) appropriate for the intern, PDS and/or partner school site and the University. We expect our students to participate in field experiences or clinical practices that include students with disabilities, English as a second language, as well as students from diverse ethnic, racial, gender, and socioeconomic groups. We also look at academic differences in students in which they observe in their practicums and give a variety of experiences that support the improvement of student achievement. Data is used to inform instructional decisions to promote higher level learning for students in the PDS. Interns complete an array of planned field experiences in diverse settings as they progress through their course work, for example Introduction to Education, Human Growth and Development and Observation and Participation with the Mild and Disabled Students. These experiences are systematically integrated into the teacher education program curriculum. To meet the program standards that all candidates have diverse field experiences, program faculty members carefully consider each candidate's previous placements, needs and settings as a basis for making placement decisions. Our future goals include the following: 1. To analyze and demonstrate cultural awareness of individual biases through critical reflection and journaling. 2. To apply, define and identify culturally responsive pedagogy through exploring languages and cultures through oral and written communications. 3. To experience the stages of reaching cultural proficiency through personal interactions with others and the community while exploring other cultures. 4. To develop a socio-cultural consciousness by illustrating specific examples in the classroom and in the community. 5. To build capacity to develop strategies that will impact their professional growth in the workplace and community through observations and critical reflections. 6. To continue to attend the MSDE Diversity and Inclusion Professional Development Training Series.

2. Coppin State University

The EPP is addressing teacher diversity needs by continuing the innovative Pathways to Professions Program(P2P) to provide opportunities for Coppin State University teacher education candidates and Frostburg State University candidates to enhance their knowledge, skills, and dispositions of the teaching profession in a diversity exchange initiative. Last year, at the peak of the global pandemic, CSU and FSU collaborated to host virtual P2P Clinical Rounds at Broad Ford Elementary School in Oakland, Maryland. We were elated that 33 CSU teacher education candidates participated in the event. Candidates observed authentic engagements in diverse elementary school classrooms that were facilitated by highly skilled teachers who modeled psychological, sociological, and pedagogical knowledge skills and dispositions.

This year, the EPP will continue to ensure that teacher candidates have opportunities to participate in the P2P project. Candidates are preparing to participate in diverse Clinical Rounds and Clinical Rotations in November at Salisbury University. Thus far, 35 teacher candidates have registered to participate in the events. Teacher candidates will also participate in the P2P Leadership Academy where one hundred CUS/FSU stakeholders share professional research presentations.

Field Experiences - Coppin State University is committed to providing opportunities for teacher education candidates to engage in extensive field experiences. Field experiences are hallmark of the EPP's programs. Teacher candidates, at both the initial and advanced levels, participate in field experiences much earlier

and more frequently, therefore, they have much greater exposure to diverse students in P-12 schools. The field placement process is organized by the Professional Development School Coordinator in collaboration with internal and external stakeholders. Teacher candidates are assigned to PDS partners in Baltimore City Public Schools and Howard County Public Schools serving diverse populations. The PDS Coordinator manages a database with candidates' placements. The placements are updated on a continuous basis and teacher candidates are assigned to diverse school settings. Teacher candidates interact with P-12 students from various ethnic, gender, racial, and socioeconomic backgrounds. This group is inclusive of students with special needs.

Recruitment - The EPP will continue to collaborate with the Office of Admissions to recruit prospective teacher education candidates from diverse backgrounds.

3. Frostburg State University

Frostburg State University's College of Education set goals in their strategic plan to "Recruit and retain diverse and high-quality students." The action priorities include planning and executing recruitment and retention activities and events that will increase student enrollment in teacher education programs. During the past four years, faculty have been connecting with urban areas to recruit students from TAM academies as part of the EPP's Recruitment and Retention Strategic Plan. COE hosted on-campus visits by various diverse high schools as permitted due to the pandemic. These schools include the Bard Institute in Prince Georges County and Tuscarora High School. Further recruitment steps include connecting to the highly diverse student population on Main Campus to encourage students to consider teacher education as an option. The EPP continues to provide opportunities for teacher education students to interact in diverse public-school settings in the area and to travel to urban areas to increase awareness of opportunities to teach in urban schools and bilingual settings. FSU was awarded a grant involving the Master of Arts in Teaching Elementary and Secondary program to build a residency program. The program includes innovations in culturally responsive practices and placements in high-need rural areas of Garrett County Public Schools and Frederick County Public Schools. All teacher education candidates receive embedded content and pedagogy that includes methods of instruction for providing equity, teaching diverse populations, and differentiating instruction and assessments. Residents are hired by the respective county upon completion of the MAT program and continue as "teaching fellows" to obtain additional training in culturally responsive practices and teacher leadership. These efforts are to increase the likelihood of retaining them as teachers in high need areas. The College of Education continues to work with regional school systems through a P20 Partnership to ensure programs adequately train teacher candidates to meet the needs of the K12 school population.

4. Goucher College

Goucher continues to address State needs of equity and diversity in both our classes and coursework, as well as in our administrator internships and practicums. At the coursework level, ED104: Child and Adolescent Development; ED207: Educational Psychology; and SPE100: Special Education: Historical, Philosophical, and Legal Foundations exemplify a core understanding of diversity, equity, and inclusion. Additionally, fieldwork, prior to the year long internship experience, is intentionally designed for students to not only observe effective teaching methods that promote diversity, equity and inclusion but to also plan and implement effective instruction in diverse settings. Finally, students are required to ponder these experiences through written reflections and classroom discussion. ED681: Curriculum Development in a Multicultural Society, has been rewritten as a course to serve these needs as well. Student educators in this class are trained to examine curricula and recognize bias in said curricula. They also reflect on their own curricula and their teaching of it, and then learn to write curricula used in the PreK-12 setting in order to promote equity and inclusion, while recognizing the cultural contributions of marginalized populations. ED604 helps teacher candidates to look at contemporary issues affecting education today, as well as how to recognize and avoid bias, racism, and microaggressions. It also calls attention to the need to recognize marginalized populations and provide mentors for them. Our School Improvement Leadership program prepares administrators who are aware of the necessity of providing equitable access to education, closing achievement gaps, and more recently, ensuring equity among students who may not have technology and

Internet access. There is a focus in this program on schools that are challenged by poverty, trauma, and access issues and recruiting and supporting student educators who understand and can be effective in these settings. The required year-long internship includes an action research project where student educators learn about issues in education, select a topic that relates to their classroom issues, and learn to research how they can change the trajectory of student growth and learning by making minor adjustments and monitoring their effects. In addition, the robust ePortfolio assessment process has aided our seamless transition to PPAT portfolio assessment and reflections ahead of the 2022 deadline. We are using PPAT and our successful supervisory process to prepare student educators to be highly effective in the areas of diversity, equity, and inclusion.

Eight of our Professional Development Schools (PDS) in use are Title I or Title II eligible, and we continue to open partnerships with more of these schools, especially in Baltimore City. The majority of our partner schools are Title I, TSI, or both. We train student educators to enter their first year of teaching ready to tier lessons, differentiate instruction, and effectively recognize, understand, and build relationships with at-risk students. To this end, we have used an MSDE special education grant to mentor and coach students about to enter the special education internship in order to promote both knowledge and proficiency in working with students with disabilities. Techniques for inclusion in the Least Restrictive Environment, Universal Design for Learning, and differentiation of lesson plans play a major role in instruction. In addition, Goucher has used the grant to put together a “toolbox” of materials that can help these student educators to understand their student population, work with them on reading levels and overcoming their disabilities, and meet their specific needs, as well as to recognize the disadvantages their students may have. Student educators now receive training in moving from face-to-face to hybrid to virtual learning as well.

The Governor’s Emergency Education Relief (GEER) grant has allowed us to pursue direct preparation of student educators and PDS schools in the areas of equity and inclusion through project STEADY. GEER continues to focus on four key areas: **Support, Training, Equity, and Access** in order to promote an engaged community. The grant is now a defined two-prong approach to providing equity training on the one hand and instructional design on the other. Our Instructional Design Team has been instrumental in generating webinars, professional development and Design Bar sessions, and interactive newsletters that provide troubleshooting to teachers, parents, and students and support virtual, hybrid, and face-to-face instruction. The equity component provides open discussion of race and bias across schools, and includes topics like supporting students, parents, and student educators through their education experience and providing open discussion around the tools needed to support and retain members of marginalized communities. Using the books *White Fragility* and *Whistling Vivaldi*, Goucher is coaching student educators and our PDS faculty and staff in equity and inclusion as well as avoiding bias and racism. We have added *The One and Only Ivan* for every student at the PDS schools involved to help them discuss why identity issues are important. *Factuality*, a game provided by GEER, has proven effective at demonstrating issues and solutions through role play. Student educators themselves are engaging in dialog over how they can best be supported, as well as challenges they face in the program and work force, and what Goucher can do to support their efforts to become excellent teachers. We had targeted special education and elementary levels, but with the advent of the **Grow Our Own** cohort in elementary education, we are now widening the focus.

Finally, we continue to widely advertise faculty and leadership positions and rely on current employee referrals to broaden the depth of knowledge and diversity of our employment pool. A balance within the workforce and leadership teams is recognized as a way to promote the exchange of innovative ideas and better reflect the diverse populations of both our PreK-12 and undergraduate/graduate teacher candidate populations. We have implemented strategies to support all of our candidates in a culture that values diversity and meaningful dialog. We know how critical it is that both our preK-12 and student educator populations have appropriate mentors and role models in order to ensure that empathetic exchanges occur, and that our teacher educators have access to free tutoring and that we prepare mentor teachers to support our students. As Goucher moves to a School of Education, which includes undergraduate and graduate programs in one central location, we are cognizant of the need to find a dean who has a vision for diversity, equity, and inclusion, as well as concrete plans to move these initiatives forward to build on Goucher’s reputation for advocacy for all. With a goal of recruiting and retaining a diverse pool of teacher candidates,

we are recruiting across less mainstream publications and a wider variety of high schools in order to encourage diversity in our students, supervisors, and instructors. We have seen increased diversity among supervisors in particular. We have also implemented tutoring in the CORE for those teacher candidates who may have come from a socio-economically disadvantaged system, so that they can find the support and individualized attention they need for us to prepare and retain all students. Additional support is provided by a student success coach, who monitors required post-entry GPAs and success.

5. Hood College

To ensure that all students feel welcomed at Hood and that our future teachers will know how to teach diverse populations, over the past year all Hood College faculty members have attended several workshops focused on Diversity, Equity, and Inclusion (DEI). We are using what we have learned to reflect on our programs and coursework.

Countless studies have found a strong relationship between socioeconomic status and race/ethnicity. For an overview, please see [this summary](#) by the American Psychological Association. Once students are in teacher education programs, we know that finances are frequently a barrier to degree completion, especially for our teacher candidates of color. In addition to tuition, room, and board, in their final year of the teacher education program, candidates must pay a \$255 student teaching fee and for several Praxis II exams. They also need a professional wardrobe, transportation to their internship site, and they are in the schools 40+ hours per week so they have little time for paid work. Thus, in the past year, we have addressed teacher diversity needs in Maryland by providing financial supports and incentives to teacher candidates with financial need. Some examples include:

- Hood College is applying to become a participating institution in the Teaching Fellows for Maryland Scholarship program in the 2022-2023 application cycle. A recipient of the Teaching Fellows scholarship must teach in a public school or public prekindergarten program that has at least 50% of its students eligible for FRPM.
- Asking the College's Planning, Budget, and Assessment Committee to eliminate the student teaching fee.
- Continuing to offer scholarships for Teacher Academy of Maryland (TAM) students.
- Continuing to offer Hood College's Noyce STEM Teacher Education Partnership (NSTEP) which provides scholarships for students interested in teaching one of the STEM subjects in high-needs middle and high schools.
- Working with a benefactor to provide funding to pay for some teacher candidates' Praxis II exams.
- Having Hood College pay for the scoring of edTPA submissions.

To increase the diversity of our teacher candidate pool, in the next year we are planning to:

- Work with Hood's marketing department and education students in club leadership positions to maximize the use of social media posts and ads to promote Hood and Hood's education programs to recruit future teachers from across the DMV and other regions. In particular, we will ask the Black Student Union if we may talk with its members about becoming teachers.
- Continue to explore "Grow Your Own" programs with local, diverse school systems as we design our MAT program.
- Continue to explore and market financial incentives and state support programs aimed at lowering the debt burden of teacher candidates (e.g., MD loan forgiveness program; scholarships; grants).
- Leverage articulation agreements with TAM programs in diverse districts such as Baltimore City, Baltimore County, Howard County, and Prince George's County.

We've found that several students of color who are interested in becoming teachers are unable to progress in the program because they struggle to pass the Praxis Core. Thus, we have some specific goals related to Praxis Core. In the next year, we plan to:

- Embed more discussion of the MSDE Basic Skills requirements into our 200-level Education coursework so that prospective teachers are well-aware of the requirements and so that they give themselves ample time to prepare for and take the required tests. For anyone who needs it, we

will work with the Hood College tutoring center to provide study assistance.

- Leverage MSEA supports such as one-to-one Praxis Core and Praxis II tutoring and small group supports available to Hood SEA members.
- Review data of new education majors to identify mathematics and English placement information as one indicator of possible struggle with Praxis Core. In advising sessions, share and encourage early use of Praxis supports.
- Offer varied mathematics and reading Praxis support (e.g., Tutoring Center for one-to-one tutoring, individual online support using Khan Academy or other online systems, multi-week or semester-long study groups, mentoring) for freshman and sophomores from Hood and Frederick Community College who are interested in becoming teachers but who are less likely to meet the cut scores without extensive supports.

6. Johns Hopkins University

JHU School of Education (SOE) and EPP have dedicated efforts and resources in the past year to reach our school's new strategic vision to advance equity and social justice through attracting and preparing candidates to work in diverse contexts with students from across the spectrum of learning needs and SOE's pillar of impact: to improve educational outcomes for underserved learners.

SOE Recruitment

Our EPP address areas identified by the state of Maryland's high-need teaching areas.

Special Education Program (SEP) enrollment has increased its candidate diversity through community outreach marketing campaigns focused on recruiting paraeducators and uncertified education personnel through grant funds awarded by MSDE to support Maryland candidates.

SOE participates in the following national graduate fairs and activities annually to recruit diverse candidates:

- McNair Scholars Undergraduate Research Conference Graduate Fairs (Fall and Spring -MD regional)
- Idealist Graduate Fairs (Fall) Mid-Atlantic region
- National Diversity Fair hosted by CareerEco Virtual Events – This is a virtual event that connects prospects interested learning about graduate and professional programs.
- The National Name Exchange- a consortium of fifty-five nationally known universities that annually collects and exchanges the names of their talented but underrepresented ethnic minority students who are in their sophomore, junior or senior year of their undergraduate education. SOE performs targeted outreach to listed prospects interested in education graduate degrees
- McNair Scholars Directory – sponsored by the Council for Opportunity in Education (COE) and Council of Graduate Schools (CGS), this directory is designed to provide graduate schools with access to TRIO McNair Scholars who have expressed an interest in pursuing graduate studies and contains records of recent graduates, seniors, and rising seniors. SOE performs targeted outreach to listed prospects interested in education graduate degrees
- JHU Graduate School Outreach Fairs to regional Minority-Serving and HBCU Colleges and Universities

Faculty Expertise

Newly hired faculty members, all experts in equity and diversity, will participate in recruitment, program development, teaching, and scholarship and undoubtedly strengthen our work in contributing to the diversity needs of Maryland.

- Rebecca Cruz (Special Education Program) recently published her research in the Journal of Sociology of Race and Ethnicity, entitled "Understanding the Empty Backpack: The Role of Timing in Disproportionate Special Education Identification."
- Alexandra Shelton (Special Education Program) is a former Baltimore City special education teacher with research and teaching expertise in evidence-based literacy.
- Josh Schuschke (Digital Age Learning Program) is an expert on Black academic identity across multiple media.
- In 2021, SOE established the Office of Diversity and Faculty Development to increase faculty

capability in diversity, inclusion, and equity. Associate Dean, Norma Day-Vines and Dr. Yolanda Abel also facilitated faculty workshops last year on anti-racism. This year, they collaborated with Dr. Jeremy Zhang, to incorporate Virtual Reality technology in the workshop.

New and Improved Programs

- Teacher Training: SOE faculty have developed a proposal for a new teacher training program anchored by a whole-person approach modeled by faculty for the students in the program with the expectation that they will adopt and adapt a whole-student approach in their own teaching. Candidates will be oriented to this approach in four ways: (1) through relationship building rooted in the science of social emotional learning, (2) with social justice /equity lens that permeates all aspects of the program, (3) by engaging all candidates in life design coaching sessions, and (4) through one of four specializations that facilitate candidates' identity development as teachers. Specialization areas include research, entrepreneurship, environmental justice, and adult social emotional learning. Recruitment for our first cohort will target MD school districts including Baltimore City and County.

Pipeline Building

- SOE continues to operate Henderson-Hopkins K-8 School, a Baltimore City PDS.
- SOE faculty have developed a new course on gamification of curriculum open to all Baltimore City teachers for AU and CPD credits. (Funding provided by the Governor's Emergency Education Relief Fund to address student engagement during the pandemic).
- SOE faculty are collaborators in a new JHU-Baltimore City Schools initiative to address preparation needs of STEM educators. This initiative will intersect with the new teacher training program's area of specialization in environmental justice.

7. Loyola University Maryland

In order to address the teacher diversity needs in Maryland, we have worked on two big initiatives here at the Loyola University Maryland School of Education.

First, in collaboration with Loyola College of Arts and Sciences (Natural and Applied Sciences Division) and with Baltimore County Public Schools, we have applied for a Noyce Track 1 Grant with the specific intention to recruit, prepare, and retain STEM teachers of color. The Loyola Noyce STEM Teacher Education Program (Loyola N-STEP). The three objectives for the N-STEP program are:

1. Recruit, retain, and graduate three cohorts of highly qualified and diverse secondary STEM teacher candidates.
2. Place 100% of N-STEP graduates in high-need schools through employment and induction support and retain 85% of N-STEP graduates in high-need schools for at least three years by providing new teacher supports through Summer Institutes and professional learning communities.
3. Improve the quality and effectiveness of STEM educators in high-need schools through leveraging communities of practice in established school-university partnerships, implementing an ambitious science teaching framework for planning and instruction, and adopting culturally and linguistically diverse pedagogy.

These goals address not only STEM critical shortage areas but also the lack of diversity among the teaching force in the nation, the state, and in BCPS (where 84% of teachers and professional staff are White). The grant proposal was submitted in August and a response expected by January.

Second, we are also aware that historically, there are many barriers to the teaching profession for people of color. Over the last year, Loyola has created agreements with three local school systems: Prince Georges' County, Baltimore County, and Harford County, to provide an MAT pathway for their conditionally certified teachers. We know that there is greater diversity among conditionally certified teachers than those entering the field in a traditional way. We have seen an increase in the diversity of our MAT candidates through these agreements. We are currently developing additional supports and opportunities for engagement/community building with these candidates and our traditional candidates. To address the

teacher retention issue in Maryland, we have a goal to institute structured opportunities to engage our graduates in a professional community of practice after program completion.

8. McDaniel College

The Education Program at McDaniel College is focused on addressing equity and diversity. In terms of coursework, undergraduate students are required to take two courses that expose them to the need to understand the diversity of the students they will instruct. Undergraduate students are required to take a course titled, “Teaching and Learning in a Diverse Society” as well as take a January Term field experience in a school where the student population has diversity greater than 40%. In addition, elementary teacher candidates are required to take a course titled, “Creating Inclusive Classrooms.” At the graduate level, students are required to take a course titled, “Culture and Diversity.” The Education Department annually reviews the diversity of the teacher candidates in the program. There is a concerted effort to recruit more diverse teacher candidates into the program. The Department works closely with Admissions at recruitment events to identify diverse candidates and does significant follow up with these candidates. For the 20-21 academic year, the department data indicated that of a total of 94 students in the program, there were 17 diverse teacher candidates and 2 who did not identify their race/ethnicity. This is a number that the Department focuses on and seeks to make annual gains. An issue that is front and center for the department is the overall lack of diversity in the Professional Development School partner, Carroll County Public Schools. The lack of overall diversity in this school system is one of the reasons that the January Term has been added to the program.

The Department has set the following five-year goals in its departmental strategic plan:

Goal	Stakeholder Group	Timeline	Actions	Resources	Outcome
Provide candidates experiences diverse settings	Teacher Candidates, Faculty/Staff, Partners	Beginning in the school year 2021-2022	<ul style="list-style-type: none"> • Create new partnerships with neighboring school systems • Access bus/van transportation for students who need transportation to various settings 	<ul style="list-style-type: none"> • Funds for transportation of students to neighboring counties for practicum experiences in schools with diverse student populations • Time/funds for meetings with new partners 	All teacher candidates will have multiple experiences in teaching in diverse settings upon graduation
Recruit diverse teacher candidates	Teacher Candidates, Faculty/Staff, Partners Admissions	Beginning in the school year 2021-2022	<ul style="list-style-type: none"> • Collaborate with Admissions to create materials to recruit teacher candidates • Develop branding for Education • Participate in recruitment efforts • Engage partners in recruitment efforts (ie:TAM) • Create an Instagram account for education 	<ul style="list-style-type: none"> • Funds for admissions materials and travel to recruitment events 	Increase diversity in teacher candidates by 10% yearly

9. MICA

Maryland Institute College of Art (MICA) is a private, not-for-profit art and design institution in Baltimore City and we are cognizant of the privilege we hold and the responsibility we have to provide our teacher

candidates with an educator preparation program that addresses equity and diversity in Maryland. The Master of Arts (MAT) program with a focus on Art Education is the only educator preparation program at MICA.

MICA created a new Strategic Plan that started in 2021 that has as one of its frameworks, to transform MICA through DEIG (Diversity, Equity, Inclusion, and Globalization) in ways that are structural, substantive, and sustainable.

<https://www.mica.edu/mica-dna/strategic-plan-2021-2026/>

We are hopeful that through the institutional commitment to DEIG and Baltimore City, that it will positively impact the ways we operate at the programmatic level.

In reflecting on the MSDE's Office of Research's presentation *Teacher Diversity in Maryland* our goals for this year are two-fold: from page 17 and an examination of Student-Teacher matches, we will make a conscious effort to place students in their practicum year with BiPOC teachers whenever possible. And also, to examine our faculty hiring practices to encourage a diversity candidate pool for all position postings. We have made some progress in this area and we will continue to examine our practicum placement practices.

And finally, when interviewing our potential applicants who apply to our program, we added this interview question that we hope highlights the importance we place on increasing teacher diversity and equity in Maryland: "We embrace differences and champion equity at MICA. What have you done, or plan to do, in your practice that furthers the work of diversity, equity, social justice, and inclusion?" This is an important statement that grounds our philosophy at MICA and the applicant's answer during the interview gives us a look into their openness to engage in this important work.

10. Morgan State University

Approximately 80% of Morgan State University students are Black, and 99% of Department of Teacher Education and Profession Development graduates are Black. Over the past 2 academic years, DTEPD has produced approximately 40 new teachers to fill the teacher diversity gap.

Within this context, DTEPD has the stated goals of : (1) increasing the number of DTEPD students by 10 % each year and (2) recruiting and retaining Black males into the Teacher Education program.

To address the teacher diversity challenge and its implication for all students, we are engaged in the following activities: The Literacy Brigade, The Orton Gillian Dyslexia Reading Program, DTEPD/BCPS Direct Billing Partnership: Conditionally Licensed Teachers, SLOPE (STEM Laboratory for Outstanding Professional Development Experiences), ULIFT (Urban Partnership on Literacy Instruction for Teachers), and Costa Rica study abroad and virtual internship

Furthermore, students participate in diverse clinical settings. On average, approximately 60% (ranging from about 6% -95%) of the K-12 students in clinical settings are Black, 20% are White (ranging from approximately 2 % -70%), 9% are Hispanic (ranging from less than 5% to 24%), and less than 5% are Native American, Pacific Islander, and multi-racial. Approximately 14% of K-12 students within the Baltimore City clinical settings are students with disabilities, and less than 5% of K-12 Baltimore City students are English Language Learners.

11. Mt. St. Mary's University

Mount St. Mary's University (MSMU) views diversity, equity and inclusion (DEI) excellence as a commitment the entire community makes to improve and sustain a culture of dignity and respect for everyone and where everyone knows they are a valued member of the team. The Office of Equity and Success promotes an institutional climate in which all members in the community understand their value and feel welcomed and respected. One way the Mount has made this commitment is through these underlying principles that guide Mount's [five-year Diversity, Equity, and Inclusion strategic plan](#) developed by Mount's Inclusive Excellence Committee (MIEC). We are committed to providing a diverse,

equitable and inclusive learning and working environment because it enhances the educational experience for all.

Under the umbrella of the Diversity, Equity and Inclusion Task Force, more than 100 faculty (including School of Education faculty), students, administrators, staff and community members served on 10 working groups during the Fall 2020 semester to engage in a holistic review of and action plan to address racism that exists on our campus and in our surrounding communities. This report presents the operational plan to implement the actions recommended by the working groups and accepted by the university.

As a university, we continue to recruit a diverse student body of undergraduates, graduate students and seminarians. Other than a marketing and recruitment plans focused on reaching a more diverse population of students, MSMU has also implemented a test-optional admissions for freshmen. Additionally, the Center for Student Diversity meets the needs of underrepresented and historically marginalized students by providing support, advocacy, guidance and training services for the greater Mount community. These university efforts have had an impact on the School of Education as we have seen growth in the number of diverse candidates completing our initial certification programs over the last several years as noted in Table 1:

One of the planned components of the DEI strategic plan is that over the next several years, all faculty, including School of Education faculty will be engaged in professional development focused on DEI training.

12. Notre Dame of Maryland

SoE candidates are required to take a course focused on English language learners. This course analyzes factors that influence the challenges of ELLs in K-12, including prior education, first language literacy skills, English proficiency, and cultural issues. During pre-service coursework, candidates complete The Way I Learn Essay and discuss their top and bottom learning intelligences and provide examples of strategies, activities, or ideas to reach students who have strengths in their bottom intelligences. They also write a personal Philosophy of Education and express clear statements of valuing diversity and uniqueness of each individual. Each of the SoE advanced certification programs include assignments which focus on the needs of diverse learners, the current trends associated with cultural differences, and the impacts these may have on education. Assignments focus on developing strategies and lessons to teach various concepts to learners of all backgrounds and abilities. Specific attention is paid to integrating higher-order activities and questions, and focuses on the diversity of learners in the classroom (IEP, GT, ESOL, Struggling Readers, etc.).

Clinical Experiences

Teacher candidates also complete a 20-week internship of at least 100 days. The 20 weeks are split between two different field placements. NDMU has developed a PDS network that assures candidates have diverse experiences during their internships. Our network includes 14 schools across four different school systems. The demographics of the network represent the population in the Baltimore Metropolitan Area with varied student populations including diversity in race, culture, and socioeconomic status, in suburban and urban settings. The PDS sites have a wide range of programming including ESOL, gifted and talented, magnet, AP/IB, and special education services. The placement coordinator ensures that each teacher candidate is assigned to two diverse placements based on these demographic varieties. The advanced programs in the SoE that involve clinical experiences include six Master's/post-Master's certification programs, in the areas of: Administration & Supervision (A&S), Gifted and Talented (GT), Library/Media Specialist, Math Instructional Leadership, Reading Specialist, and STEM. The clinical experiences for advanced programs rely on partnerships that are developed with individual schools and school districts, depending on the nature of fieldwork and the capstone projects. The partnerships between NDMU and partner schools/districts are largely informal, initiated by the candidates, and purposefully flexible so as to best serve the needs of the school or district where candidates are employed. The areas where candidates engage in clinical experiences is varied and diverse, including rural, suburban and urban school environments, with P-12 student populations that feature richness in racial, ethnic and linguistic diversity, as is representative of Maryland and the Mid-Atlantic region. This diversity in clinical experience is

beneficial to all advanced program students, who share school and district needs assessments, professional development topics and exit surveys, and research findings in the practicum courses as a means of sharing knowledge about the diverse needs of this region's schools and students.

13. Peabody

We actively recruit highly talented under-represented minorities into the Music Education program as well work to retain those students. Our recruiting/acceptance is tied to the Institute's admissions process. The students must be accepted into the Institute based on their performance level, then through an interview with the music education faculty, combined with GPA, the prospects are then considered for admittance into the music education program. Many of our students are not from the state of Maryland, and as such, tend to go back to their 'home' state to teach.

Goals:

Recruit and retain a highly qualified, diverse population to the undergraduate and graduate music education programs.

Assist with the placement of the undergraduate teachers in Maryland schools, if they choose to remain in Maryland.

14. Salisbury

Teacher Academy of Maryland

The Teacher Academy of Maryland (TAM) is a Career and Technology Education (CTE) program of study that seeks to address the persistent teacher shortage challenge by creating a pipeline of teacher candidates. Salisbury University has TAM agreements with all 24 Maryland public school systems. Upon completing the Teacher Academy courses in their respective high schools and attending Salisbury University as a teacher preparation program, students will receive a \$500 per semester scholarship for each semester at SU and three college credit hours. Since 2018, Salisbury University has enrolled sixty TAM students in our education programs. We currently have thirty-eight students receiving TAM funding. Sara Elburn, SU's Regional Professional Development Schools Program Manager, serves on the Career Technical Education Advisory Committees for the TAM programs in Dorchester, Somerset, Worcester, and Wicomico counties. For more information, see SU [TAM Website](#)

Women Who R.I.S.E.

Salisbury University partnered with Pocomoke High School in Worcester County, a local county school system, to establish [Women Who R.I.S.E.](#) (Reach and Inspire Students through Education) modeled after the Men Achieving Dreams through Education (M.A.D.E. Men) program partnership with the University of Maryland Eastern Shore. This is a dual enrollment "Grow Your Own" teacher model for developing a pipeline of female teachers of color while still in high school (although it is open to all female students), where they receive mentorship, coursework, and educational experiences. This program was launched in Summer 2021. The co-teachers of the program are both SU alumna. Program completers who attend SU as education majors will receive the same scholarship and college credit benefits of the TAM program stated above.

College Assistance Migrant Program (CAMP) and I'M³ POWER CAMP Scholars Program

The United States Department of Education federally funded (\$2M+ award) College Assistance Migrant Program (CAMP) assists students who are migrant or seasonal/temporary farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at colleges and universities. The funding provides academic, financial, and social/health supports.

The I'M³ (Initializing Migrant, Minority, & Marginalized) POWER CAMP Scholars Program is housed in the Seidel School of Education and provides significant financial support and other educational supports to migrant or seasonal/temporary farmworkers and their families who wish to attend Salisbury University to pursue any major. Visit the [CAMP Website](#) for more details. The Co-PI's of this grant are faculty in the

Seidel School of Education, and they hope to leverage this program to recruit a more diverse representation of teacher candidates in our programs.

Robert Noyce Teacher Scholarship Program

The National Science Foundation (NSF) has awarded nearly \$1.2 million to Salisbury University (SU) to produce more middle and high school teachers in science and mathematics. SU's Noyce project provides \$1,500/year internship stipends to freshmen and sophomores and \$10,000/year scholarships to juniors and seniors. With support from the [Robert Noyce Teacher Scholarship Program](#), this project aims to serve the national need of preparing high-quality mathematics and science teachers. The project encourages SU STEM majors to become mathematics and science teachers in high-need schools through the use of freshman and sophomore school-based internships and junior and senior scholarships. All STEM majors participating in the project work together to design and analyze lessons under the guidance of expert teachers in [Wicomico County Public Schools](#). Scholarship recipients benefit from a teacher education curriculum that includes enhanced attention to instructional technology and equity issues in schools. Support for scholarship recipients continues into their first years of teaching, as the project provides expert mentor teachers and peer communities to ensure their successful professional induction. Scholarship awardees are required to teach for two years after graduation for each year of funding received. SU Students may fulfill this commitment in Dorchester, Somerset, Wicomico, Worcester County, or another high-need district in the US.

Higher Opportunities and Possibilities in Education (HOPE) Program

The HOPE Program was established in 2019 to help address the critical teacher shortage in Maryland. This program is an exclusive opportunity for students who are pursuing a career as a teacher who did not fully meet the criteria for acceptance at the university. The HOPE Program provides opportunities for incoming first year students to participate in the education-related Living Learning Communities, assigns a designated education faculty advisor and upper-class education student mentor, and special academic support session to ensure students can meet professional program admission requirements. We admitted 30 students into the HOPE Program for the 2020-2021 academic year with designated majors in early childhood, elementary, secondary, and physical education.

15. St. Mary's College

We are working to meet high-need teaching areas by:

- Implementing our new Special Education grades 1-8 MAT track.
- Getting ready to implement our new Environmental Science 7-12 MAT track
- Vigorously pursuing the goal of recruiting three new physics teachers each year supported by a grant received from the Physics Teacher Education Program (itself supported by a National Science Foundation grant). Our grant, "Jump-Starting Physics Teacher Education at Saint Mary's College of Maryland through Formalizing a Physics Teacher Education Program and Recruiting," was awarded December 2019 and will run through May 2022, after which we anticipate that our program will be self-sustaining
 - Part of this effort involves creating an activity that will be carried out in sophomore level math and science classes that educate students about the benefits of teaching careers. [Here](#) is a demo just set up for physics; when it's finished this activity will be used in all SMCM STEM departments.

We are well aware of the benefits - to all students but particularly to students of color - of having teachers of color; we are painfully aware of the student teacher race gaps and glad to place our interns in a school district where the gaps are smaller than others in Maryland. We are seeking to recruit diverse teachers into the profession by:

- Focusing our TAM recruitment efforts on students in CHARles County TAM program, as they have sent us a number of outstanding aspiring teachers of color; creating a virtual TAM recruitment day.

- Likewise continuing to partner with the SMCM DeSousa-Brint program, another source, historically, of some of our best teachers who come from underrepresented groups.
 - One third to one half of the incoming DeSousa-Brent scholars take their core seminar (required for all first year students) from an Education Studies professor, during this class, we recruit them to become school teachers.
 - Working with SMCPS to build a pathway through our MAT for conditionally certified teachers, as we have lost some of our best aspiring teachers from underrepresented groups to the MAT because they were able to get hired on conditional certification; we came to the realization that providing a pathway to excellent teacher education after hire was our best bet if we can't do it before hire.
 - Working with our fundraising and advancement colleagues to seek out dedicated MAT scholarships for students from underrepresented groups. We already have one new scholarship which is awarded annually to an MAT student of color.

16. Stevenson

Undergraduate Division

EPP's stated goals

Stevenson University Education is committed to addressing diversity needs in Maryland.

1. Recruit teacher candidates of color
 - Host community college recruitment events on campus
 - In 2000 entered into partnership with Baltimore County Public Schools to professionally certify conditionally certified teachers in 7-12 math and sciences.
 - In 2001 entered into partnership with Baltimore County Public Schools "Grow Our Own" program to implement cohort programs produce effective professionally certified paraeducators and conditionally certified teachers
 - Director of Graduate Education serves on the Grow Our Own Oversight Committee for BCPS

2. **Retain teacher candidates of color**
 - Examine Course content, syllabi, and incorporate culturally responsive pedagogy
 - Develop a course to address antiracism, equity, and inclusion
 - Place teacher candidates in diverse field experiences
 - Provide professional development for all school and university supervisors using newly observation tool, Trust-Based Observations, that focuses on providing strengths-based feedback using teaching evidence

3. **Hire faculty of color**
 - Hired one new faculty of color (one of one new faculty hire) in Undergraduate
 - Hired new faculty of color Graduate division

Areas of Growth: Moving Forward

1. Recruit teacher candidates of color from local high schools and the university
 - Connect with local high schools to visit education clubs through virtual and in-person events.
 - Host "Becoming a Teacher" events on campus for deciding students including teacher candidate and teacher panel talks.

17. Towson University

The TU COE strives to increase the recruitment and retention of diverse candidates, by reaching out to our various communities in an effort to have our candidates reflect the diversity in schools. We work toward creating supportive learning environments that address diverse candidates' needs both inside and outside of the classroom. Moreover, we create events, spaces, and candidate groups where diverse perspectives are acknowledged and valued. Some example initiatives include: - Recruitment Efforts - Hired a BCPS teacher part time to assist with recruitment, particularly of underrepresented males. He has attended recruitment events, connected with TU NAACP, and connected with community college partners to assist with supporting transfers. - Baltimore City Schools Recruitment Initiatives – Dean Laurie Mullen is chair of the recruitment subcommittee formed by CEO Sonya Santilese. The charge is to develop a multidimensional recruitment plan for Baltimore City School students to attend a teacher preparation program and return to BCPSS to teach. - TU Teacher Scholars Summer Program - We target schools with diverse populations to invite. As part of the institute, students take a one-credit dual enrollment course, EDUC 101: Exploring Careers in Education, which we created for this effort and is designed to motivate them to teach. We also provide field trips around campus and bring in parents in order for them to learn about financial aid and scholarships. Moreover, as part of the institute, we provide the high school students with mentors, who are candidates from our education programs, for their next school year. - College of Education Dean's Scholarships – Funding for students with financial need that have a 3.0 GPA or above, which helps with recruitment and also retention. (It appears a significant number of students that meet this criteria are also underrepresented students.)

GOAL 1 – Increase the number of underrepresented students across programs by a total of 5% over the next five years starting in 2018-2019.

GOAL 1 – OUTCOME The racial/ethnic diversity from our undergraduate student population increased from 28% to 36% from 2018 to 2020, which is an 8% increase. This exceeds our goal of a 5% increase over the five-year span. The diversity from our graduate student population decreased slightly from 14% in 2018 and 2019, to 13% in 2020. It appears the number of students that did not identify their race/ethnicity decreased this year for undergraduates (2018 n=18; 2019 n=20; 2020 n=13), but increased for graduate students (2018 n=238; 2019 n=314; 2020=340). In terms of males versus females, the percentages remained the same for both undergraduates (93% female, 7% male) and graduate students (85% female, 15% male) from 2018 to 2020.

GOAL 2 – Increase the retention of underrepresented students by a total of 5% over the next five years starting in 2018-2019.

GOAL 2 – OUTCOME Based on our student demographic data, it appears we are retaining underrepresented students in our programs. However, we have identified a retention issue related to premajors who are not yet admitted into our programs. Students enrolled at TU as freshmen as education majors, are not all applying to our programs sophomore year. We are collecting data and researching this area to determine its impact.

18. UM Global Campus

In line with our institution's long-standing commitment to meeting the needs of adult learners, our program emphasizes equity, accessibility, and inclusion- both in the design of our own coursework and in the student-outcomes. We have been working with our advisory board over the past year to identify specific strategies to recruit and support BIPOC to the program. We have strengthened our partnership with the undergraduate "feeder" programs at UMGC to facilitate the progression of students through the "vertical pathways" program," which helps students save time/money.

Recognizing systemic barriers to graduate education for marginalized populations, UMGC provides significant academic resources to ensure that students can build the skills needed to be successful in a graduate program (e.g. orientation to graduate education courses, robust academic support services, etc.). The university's commitment to equity is demonstrated through our low tuition, minimal fee structure, and open education resources. This year, the MAT Program Director has partnered with the Development Office to establish an endowment to support recruiting graduates of HBCU to graduate programs, including the MAT.

At the program level, we embed principles of universal design for learning AND culturally sustaining

pedagogy into our coursework- both to ensure that we are meeting the needs of our students- who ultimately will be better prepared to meet the needs of their students. After piloting a course rubric that has been designed to identify strengths and needs related to culturally responsive teacher (e.g. course content that represents diverse perspectives, assignments ask students to exam impact of bias, etc.), we have identified areas of priority revision for each course. This year, we will continue to offer a series of Professional Learning Communities for our students, alumni, and other stakeholders with a focus on equity in virtual learning.

Looking ahead, UMGC is working to:

- Revise coursework to enhance the focus on culturally responsive teaching (Fall 2021)
- Provide internal professional develop to all faculty on implicit bias (Launching in Spring 2022)
- Continue development of a new graduate certificate focused on inclusive pedagogies (Spring 2022)
- Identify strategies to offset financial cost/burden of full-time internship (launching of graduate scholarship for HBCU graduates)

19. University of Maryland, Baltimore County

Based on the chart above, 28.1% of UMBC program completers are from underrepresented populations compared to 29% of the current teacher workforce in Maryland and 44.5% of the current population in Maryland. UMBC is contributing to diversifying the teacher workforce, particularly when it comes to preparing teachers from Asian backgrounds, but we still have work to do to ensure greater representation of both Latinx and Black teacher candidates that better reflect the demographics of our student population as well as the demographics of our state. The UMBC Department of Education is collaborating with UMBC’s Office of the President in a campus-wide effort to increase diversity in the teaching workforce and provide equitable access to teacher preparation. This committee has used course enrollment data to track recruitment and retention and held events for three years now (not during COVID), inviting alumni teachers of color back to campus to share their experience and to help to recruit and encourage candidates of color. Through our PDS partners, we are also hosting events to recruit teachers of color in our PDS schools. The Sherman Scholars program also works to recruit diverse candidates, providing Sherman Scholars with financial support and additional coaching in the field. The Office of Assessment working to refine our enrollment tracking and implement exit focus groups to gain a better understanding of which courses may need to be redesigned to better facilitate the retention of all candidates, and especially candidates of color.

with financial support and additional coaching in the field. The Office of Assessment is working to refine our enrollment tracking and implement exit focus groups to gain a better understanding of which courses may need to be redesigned to better facilitate the retention of all candidates, and especially candidates of color. The department’s interest in this area is further represent in the articles faculty and staff have been publishing:

Feldman, K. C. & Grimes, C. (2021). You matter: PDS partners collaborating to recruit more diverse teacher candidates. *PDS Partners Bridging Research to Practice*, 16(1).

Goings, R. B. & Lewis, C. W. (2020) Critically examining the trajectories of Black male preservice teachers: Implications for teacher education programs. *Peabody Journal of Education*, 95:5, 449-455, DOI: 10.1080/0161956X.2020.1826114

Hrabowski, , F. A., III, & Sanders, M. G. (2015). Increasing racial diversity in the teacher workforce: One university’s approach. *Thought & Action*, 101–116.

20. University of Maryland Eastern Shore

The UMES Education Preparation Council (EPC) addressed equity and diversity through the implementation of an intentional recruitment strategy. Last year, our main focus was an initiative called the M.A.D.E. (Men Achieving their Dreams through Education), led and created by Dr. Richard Warren.

Since last year's reporting effort, 5 students were recruited to the Department of Education where 2 entered the Teacher education program. The UMES Teacher Education program partnered with Dorchester County to provide summer dual enrollment courses for students who are rising juniors and seniors. Last year's enrollment was comprised of 7 men of color who enrolled in introductory teacher education college courses. In addition, we have strengthened and renewed our community influence with participation in recruitment fairs, teacher orientations, and other public school wide professional development opportunities.

The commitment to 'Grow Your Own' has gained momentum in the counties of Dorchester, Somerset, and Worcester where the Teacher Education program is advertised as a program that will support personnel who may be interested in earning a Bachelor's or Master's degree in Teacher in Education.

21. University of Maryland, College Park

We are addressing teacher diversity needs in several ways and in alignment with the following 1. Assessing and responding to the climate for all students in our educator preparation programs, 2. Evaluating our portfolio of courses, 3. Creating a funding structure for a grow your own program with a diversity aim.

1. Assessing and responding to the climate for all students in our educator preparation programs.
The College of Education launched a new stakeholder group, which engages students, faculty and staff (the Council of Racial Equality and Justice (CORE-J) pronounced "courage" which is studying the student experience to better identify barriers to student success. Our virtual orientation attended by all students in teacher education included (and the Model Code of Ethics) and an overview of our Foundational Competencies and Performance Based Assessment for which they self-assess and provide and receive feedback throughout their program. In addition, our early field experiences extended to Baltimore City schools this past year. The aim was in response to the need for diverse experiences for teacher candidates and to offer support during the COVID19 pandemic.
2. Evaluating our portfolio of courses and embedding anti-racist practices.
Each program includes required Diversity courses and content aligning to anti-racist practices. For example, our elementary education program is incorporating the Critical Practices for Anti-Bias Education in each of their methods courses. Our largest Secondary and Pk12 program which is the Master's Certification program, we shifted instructors for the three 3-credit hour courses that include a focus on systemic racism and culturally sustaining pedagogies, students with disabilities and gifted education, and working with English Learners. Based on student feedback we adjusted the content and Instructors so that teacher candidates are equipped with the requisite skills to teach diverse learners.
3. Creating a funding structure for a grow your own program with a diversity aim.
Our Educator Preparation Committee (EPC) which includes our district partners analyzed the data provided in the Teacher Diversity in Maryland presentation as a collective. Together we discussed opportunities to attract a wider pool of applicants and identify barriers to entry into the profession. We learned that our local partner, Prince George's County Public Schools lead the state in diversity numbers. For this reason and a myriad of other reasons related to recruitment and retention, we revisited our funding structure to support the Middle College Program. The Middle College Program is in partnership with Prince George's County Public Schools and Prince George's Community College. This program launched in a previous year, but this is the year of the first cohort and each student is receiving mentoring, book scholarships, housing and tuition.
Areas of Growth: Partnerships, Enrollment analysis, and Recruitment
While the College of Education has continued to foster and develop partnerships and have made notable efforts our areas of growth are: 1) solidify the partnership with a district that supports a large number of diverse learners (i.e., Baltimore City) with an MOU, 2) identify the rationale for our enrollment trends by surveying students (our enrollment has increased), 3) craft an evaluation survey after our orientation, yield events, and recruitment sessions to identify promising practices for diversity and inclusion.

22. Washington Adventist

Washington Adventist University (WAU) suspended its Teacher Preparation Programs beginning the 2020-2021 academic year due to low enrollment trends. During FY2020-2021, WAU's educational faculty continued teaching out 12 student teacher candidates who were completing their internships and graduated in 2021.

WAU's teacher preparation programs continued to address the equity and diversity needs in Maryland over the past academic year. Its student cohorts are small and diverse, which allowed faculty to provide students with varying levels of support as needed, including tutoring and advisement. Elements of equity and diversity continued to be interwoven into the classes and senior seminar, based on varying cultures, socioeconomic status, and special needs. Inclusive environments were modeled within classes to encourage the respect for the diverse opinions of students and faculty alike.

23. Washington College

As an institution Washington College has an admissions goal to diversify both the student population and the faculty and staff. As the IHE in a Professional Development School partnership we gather data on the ethnic and racial diversity of the surrounding community from the Local Management Boards in both Kent and Queen Anne's counties. Data shows that these counties do not attract community diversity in housing rentals and sales. In order to increase educator diversity, the goal is to attract more African American teachers, male elementary school teachers, and Hispanic teachers through the Teacher Academy Program in both counties and through a "Grow Your Own" program design.

In the past year and moving forward how is the EPP ensuring equity by preparing candidates to teach diverse populations including English learners and Gifted and Talented students.

1. Bowie State University

In the following courses: (ELED/ECED 301 -Theory and Practice; EDUC 311-Managing the Diverse Classroom; SPED 403-Orientation to SPED; SPED 407-Theory and Research in Special Education) students examine the impact of academic, social, and cultural contexts on the education of culturally and linguistically diverse learners. Students explore how educator's identity, role, culture, and biases impact students' strengths and needs. Attention is given to the academic and personal characteristics of learners, as well as family backgrounds and academic practices in the classroom.

The performance assessment (edTPA) provides teacher candidates with practice in identifying the needs of students and addressing the classroom through the context for learning assignment. This is done by the teacher candidates identifying demographics, academic and socio-emotional needs of the classroom. Teacher candidates analyze their instructional practices and provide differentiated assessments for students.

Two of our PDS sites have high populations of ESOL students and two sites have high populations of gifted and talented students. Through our placement tracking in the courses EDUC 101, EDUC 201, and SPED 406 we identify high need schools with ESOL, Gifted and Talented and Special Education students. Pre-service teachers are required to observe, interact, work with small student groups, monitor student progress for the mentor teachers, review and create lesson plans and assessments.

Pre-service teachers are being guided by their professors/instructors to utilize culturally responsive teaching practices. In each assignment, pre-service teachers have to demonstrate how they will use culturally responsive practices through the specific language they use in assignments and presentations. By the time they become teacher candidates, they are able to use culturally responsive practices effectively. Also, culturally responsive practices are observed through student dispositions and interpersonal interactions with their peers and students in the field. Field supervisors model culturally responsive practices with teacher candidates, and provide in-depth feedback when they evaluate the teacher candidates.

In the virtual module format students in their early field experience viewed video clips of classroom settings in ATLAS. These clips were discussed with instructors and classroom teachers to share different learning styles and differentiated instruction.

2. Coppin State University

The EPP ensures that teacher candidates are prepared to teach diverse populations by incorporating assignments that address the needs of English learners and Gifted and Talented students in core courses that must be uploaded in the TK20 assessment system. Teacher candidates are required to teach in two diverse settings which currently include Baltimore City Public Schools (76.6% Black or African American and 7.6 White) in either Howard County (24.7 Black or African American and 32% White) or Baltimore County Public Schools (39.5% Black or African American and 35.9% White). The largest population of Asian students appear to be enrolled in Howard County Public Schools, however, the population across the board in other school districts appear to be similar with respect to Hispanic and other ethnicities.

Demographics for the PDS partners provided the requisite diverse population to best prepare our students:

- Gwynns Fall Elementary population: Black 97% and Hispanic 37%
- The Cathedral of Mary our Queen population: White 90%, Black 2%, Asian or Pacific Islander 2%, and Hispanic 2%
- Running Brook Elementary population: White 16.4%, Black 53.5%, Asian 8.2%, Hispanic or Latino 12.4%
- Talbott Springs Elementary population: White 18.4%, Black 38.8%, Asian 5%, Hispanic or Latino 29.3%

Teacher candidates are exposed to diverse student populations with respect to race, ethnicity, social, and economic status. Teacher candidates are guided by master teachers in best practices that address the criteria of the Maryland College and Career Readiness Standards. The MCCRS are practiced during the student teaching experience where the candidate develops and implements long and short-term lesson plans and unit plans that accommodate diverse learners including special needs students. The EPP's evaluation rubrics of teacher candidates include core dispositions that measure the readiness and skills required to manage diverse classrooms. The exit assessment of the candidates includes the submission of an ePortfolio which demonstrates, in part, the mastery of infusing diversity in P-12 classrooms.

Teacher candidates participating in the Aspiring Teacher Fellowship program are required to complete micro credentials on Cultural Diversity. The components of the micro credentials are engaging self, engaging others, and engaging the community. Teacher candidates who complete the micro credentials program are well equipped to teach students from diverse backgrounds. The instructional needs of ELL and Gifted and Talented students are offered in many of the foundation courses for ELED, ECED, and SPED programs during the sophomore and junior years at CSU. More specifically, in SPED 201: Introduction to Special Education, teacher candidates learn how to identify Gifted and Talented students. In EDUC 202: Educational Psychology, teacher candidates explore a unit about effective techniques for teaching all learners that is inclusive of best practices for English Language learners and Gifted and Talented students. These are just a few examples of courses where students are prepared with the knowledge and skills necessary to teach diverse populations.

3. Frostburg State University

All candidates in FSU's teacher education programs have content and pedagogy embedded in courses to address cultural and linguistically diverse students. Teacher candidates are receiving instruction through six MicroCredentials, which include topics Cultural Awareness and Growth Mindset, Classroom Management, UDL planning, differentiation, assessment, and Family & Community Engagement. Each MicroCredential contains elements of engaging self, engaging others, and engaging in diverse communities. Data from the MicroCredentials and key assessment provide information on the teacher candidates abilities to be prepared to teach in a high poverty/cultural and linguistically diverse schools. FSU has awarded 370 MicroCredentials during the past 8 semesters. Candidates not only must have knowledge about students' developmental levels, interests, and community contexts, but they also need to recognize the diversity of students that exist in these areas and how those differences influence each student's learning. Candidates must know how to design instruction and assessments to support the diverse learning needs of their students (InTASC 2). Candidates complete a Special Education/Multicultural Education or Adapting Instruction for Diverse Learners course. In this course candidates learn to identify and use the strengths of learners to support their areas of concern (cognitive, physical, social/emotional development). They learn to support learners who are identified as Gifted and Talented, come from diverse backgrounds, and/or are English Language Learners.

4. Goucher College

Goucher College is committed to ensuring equity by preparing candidates to teach diverse populations, including English Language Learners, as well as all strata of student leveling (special education, standard, honors, advanced, and gifted and talented). ELL strategies are integrated throughout the undergraduate core classes and field experiences. Goucher has also launched both an M.A.T. and M.Ed. program in ESOL which allows student educators and administrators to learn about the breadth of the ELL population and effectively instruct and mentor these students. Both programs' enrollment is increasing, and we have seen our first graduate in the M.Ed. program this year. The importance of understanding the culture of the ELL learner, including the fact that many of these students play a very adult role of translating for their parents, as well as strategies to engage these students in schools and interest them in programs that aid retention are

critical.

In addition, Goucher seeks to address differentiation, Universal Design for Learning, and Least Restrictive Environment to ensure all populations are engaged and actively learning in a student-centered environment. Goucher recognizes that students cannot be pigeon-holed into one category: the student with special needs in English may very well be a Gifted and Talented student in math, for example. Goucher seeks to identify strategies for individualized student success, rather than labeling students and addressing techniques to one population or another across the board. Student educators are mandated to create lesson plans and assessments that provide tiering and choice boards, as well as differentiation of instruction, ranging from re-teaching activities and language support to exploratory activities for students who are able to finish the initial work and want to engage in extension activities to obtain additional depth of learning.

5. Hood College

All teacher preparation programs have specific program and course requirements to prepare candidates to teach diverse populations. Some specific examples include:

- Each teacher candidate has 5 different placements: 3 half-day a week field experiences in a partner school and 2 different placements within their 100-day internship at a PDS. Data is kept on each teacher candidate as to their placements in order to ensure that they have at least one experience in a high poverty school as determined by Free and Reduced percentage. Our PDS and Partner Schools have Free and Reduced rates of 6.2% to 61%.
- All lesson plans which teacher candidates submit must specifically address the needs of English Learners, Gifted and Talented students, and students with disabilities.
- In EDUC 447: *Classroom Organization and Management*, significant time is spent exploring the impact of culturally responsive learning environments on student behavior.
- In EDUC 400: *Phase II Internship and Seminar on Classroom Management* and EDUC 460: Professional Development Seminar, candidates complete a PDS profile examining racial and cultural demographics of their district, school, and classroom. This data is used to inform their planning and ground conversation about diversity.
- Additionally, in EDUC 400, candidates examine their own cultural experiences and biases and reflect on how those influence their teaching. Culturally relevant pedagogy is infused with a series of speakers who specialize in this area, a diversity wheel assignment, reflective activities on culturally responsive classroom management, and reflections on culturally responsive practices within PDS observations. Finally, the key [text](#) for this course provides a framework for approaching classroom management from an equity stance.
- In EDUC 330: *Social Studies Curriculum, Methods, Materials, and Assessment*, students interview their mentors and review publicly-available school data to complete a context description of their classroom and school. The information is used to inform instructional planning.
- The four literacy courses (EDUC 224, 316, 417 and 440) for Early Childhood Education and Elementary/Special Education and the two literacy courses for Secondary Education (EDUC 409 and 412) explicitly embed equity practices for students with disabilities, English learners, and Highly Able Learners.
- Within all special education courses, issues of equity are addressed through discussions and coursework relating to disproportionality in special education and in discipline. Additionally, instructional strategies to address students with disabilities who are also English Learners, as well as supports for twice exceptional students, are explored.

6. Johns Hopkins University

During the past year, EPP has worked to prepare candidates to teach diverse populations through improvements to coursework and through continued refinement of internship experiences. Coursework: Course 810.607 - Culturally Responsive Teaching is a required course for EPP candidates. The course was revised by Josh Schuschke (see above) in Summer 2021 to include exploration of the intersection of inclusive pedagogies and educational technology implementation.

Additionally, the SOE has created a synergy to integrate a set of five courses across curricula in different

programs, including teacher preparation as well as alternative teacher preparation programs. The goal is to examine the content and topics, streamline the sequence, and create a consistency for our students better equipped with competencies in their teaching practices to discuss competency in the issues of culture, diversity, equity, and race in education. These courses are:

- ED.880.611 Culturally Responsive Education/The Social Context of Urban Education
- ED.880.654 Race, Power and Policy in education
- ED. 810.607 Human Development, Learning and Diversity
- ED.810.607 Culturally Responsive Teaching
- ED.882.524 Education of Culturally Diverse Students

Internship: We have continued to refine candidate “intensive” experiences during internships. “Intensives” provide candidates with opportunities to observe and co-teach with educator specialists who teach across the spectrum of students (including ELLs, gifted, and special needs students).

7. Loyola University Maryland

Loyola University Maryland School of Education is committed to preparing educators for working with culturally and linguistically diverse learners. This commitment is evident in our mission, vision, and conceptual framework. Our commitment to education and social justice stems from a 450-year-old Jesuit tradition that values academic excellence, integrity, service, community, and discernment. We aim to educate whole persons, in intellect, consciousness, and spirit so that they leave here with the knowledge, compassion, and moral compass to lead the way for others. Our mission is to prepare educators who can bring about fundamental change for a student, a school, or a system.

Attention to diverse learners is embedded throughout our coursework and clinical experiences. Foundations courses introduce candidates to issues of equity and diversity and include scholarly readings and self-reflection. Introduction to Special Education specifically focuses on exceptional learners while addressing issues of equity and inclusion specific to special education. Literacy courses include learning outcomes and standards specifically addressing teaching English learners. These courses help candidates build a foundation and begin to apply their understanding of diversity, equity, and inclusion.

Candidates grow in their understanding of culturally and linguistically diverse learners as they apply their foundational knowledge in their methods courses and ultimately in clinical settings. They are expected to include differentiated strategies in lesson planning, instruction, and assessment of the learners throughout the program.

The key assessment of candidates’ ability to teach diverse learners is the Working with Exceptional Learners assignment, completed during Internship I. Candidates are required to collaborate with school-based resource professionals/specialists to co-plan and teach a lesson that meets the needs of diverse learners. Candidates can choose to work with a special educator, ESOL teacher, reading specialist, math specialist, or other specialist in their PDS placement site. This lesson is recorded so that the teacher candidate is able to reflect on their performance. It is also formally observed by the mentor teacher and/or university clinical faculty member, and the final assignment is submitted for evaluation by the clinical faculty member.

8. McDaniel College

The Education Department at McDaniel College is focused on providing teacher candidates with the theoretical and pedagogical knowledge and practice to meet the needs of **all** students. Assignments, class discussion and readings in courses such as “Creating Inclusive Classrooms”, “Teaching in the 21st Century”, “Teaching and Learning in a Diverse Society” and “Learning and Teaching” at the graduate level explicitly focus on special populations such as English Learners and Gifted and Highly Able students, as well special education students. In methodology courses, when instructors discuss differentiation, differentiation for all special populations is included. Teacher candidates are not taught to only differentiate

for special education students, but to understand the need to plan for the learning needs of all students in the classroom.

9. MICA

We place great importance on how we prepare candidates to teach diverse populations including English learners and Gifted and Talented students and we do so in a number of ways. 1) In the Master of Arts in Teaching program, we provide multiple internship experiences in diverse school settings. In our three, teacher-mentored practicums in the schools, we are dedicated to providing at least one placement with a mentor teacher who works with diverse populations including English learners and Gifted and Talented students. 2) We have multiple adjunct faculty who work in Baltimore City and Baltimore County Public Schools and regularly share with MICA MAT students their own teaching and learning experiences in working with diverse populations. 3) Starting this year, the MICA MAT faculty will formally review teacher candidates' capstone portfolio projects against the MICA institutional learning outcomes that include "MICA students will take informed and responsible action when addressing issues of equity, inclusion, and social and environmental justice," as part of our annual program assessment. This was intended to start last year but was delayed. 4) Last year we hired the Fine Arts supervisor in Prince George's County Schools to teach one of our literacy courses and she brings with her years of experience in developing teaching strategies for diverse learners.

10. Morgan State University

Students are required to complete ELED 210 and ELED 310, and one course requirement is participating in the Reading Partners Program. During this program, they tutor emerging readers, including English Language Learners. There are no graduate students (either initial certification or advanced) in this program at this time.

The EPP offers opportunities for students to participate in two Costa Rica programs: a virtual study abroad program and an internship program in a local school. This program includes Spanish language instruction. Morgan State is working on a plan to ensure that candidates in the study abroad program have an opportunity to learn how to teach English Language Learners during their study abroad experience. In addition, Morgan State has a partnership with Wolf Street Academy, where 90 percent are language learners. Visits to Wolf Street Academy have been paused during the pandemic.

An Introduction to Special Education course is required of all initial and advanced certification candidates. These classes are EDUC 334 (Introduction to Special Education), SPED 582 (The Exceptional Child), and PHEC 326 (Methods in Adapted Physical Education)

In February 2021, The Department of Teacher Education, in collaboration with Baltimore City Public Schools, secured grant funding from the Bringing Theory to Practice- The Way Forward Grants Initiative to establish **The Maryland Cultural Proficiency Collaborative**.

The goal of the **Maryland Cultural Proficiency Conference** is to bring together diverse local and national leaders to address important issues in equity and cultural proficiency.

The 2-day conference is hosted virtually by Morgan State University. In the past, the conference had grown from approximately 225 participants in its inaugural year in 2015 to over 500 participants in 2019. The goal for the 2021 conference is over 200 participants. We are now heavily advertising this event, with the strategic support from our planning partners. The 2-day event includes plenary, concurrent and intensive sessions, as well as panel discussions and an equity leadership award ceremony.

The goal of the **Cultural Proficiency Certificate** is to equip teachers, equity leaders, social workers, community health practitioners, and other youth serving workers with the skills, knowledge and resources to inform their practice in meaningful, impactful and culturally responsive ways. Aligned with Morgan's commitment to a trans-disciplinary approach to urban issues, this certificate program will take a similarly holistic approach to unpacking inequity and inclusion. The proposal for this program will include three options for the certificate: one for undergraduates, one for graduates, and one for practitioners. TEPD will submit the final proposal for MHEC approval in January 2022.

A critical part of institutionalizing this work and making it available is by establishing a central

information hub. This hub, in the form of a **Website**, will provide public-facing access to materials about the project, its outcomes, and its significance for local, regional, national and global communities. These materials will include: curricula, research papers, digital resources, conference hearings and the like.

All teacher education candidates, PDS partners and MSU teacher education faculty will participate in this conference and have exposure to the certificate program and the website as an information hub.

11. Mt. St. Mary's University

All candidates are assessed through dispositions and benchmarks at the end of both Internships. The final Gateway 4 Benchmark and Disposition Assessment provides data regarding the candidate's performance in multiple areas. This includes:

I.B. Intern plans for diverse learners

I.B.1: Meets different learning styles

I.B.2: Uses a variety of teaching strategies

I.E. Intern effectively teaches all learners

I.H. Intern demonstrates understanding of social, emotional, cognitive, physical and cultural needs of learner

through instruction

I.H.1: Uses a variety of teaching strategies to purposely meet various needs of learners

I.H.2: Recognizes, independently, the needs of learners, and incorporates appropriate

teaching

strategies that encourage active learning

III.D. Intern communicates with students

III.D.3: Uses effective listening skills with diverse students

I.V.D. Intern follows the Code of Ethics of the Education Profession

IV.D.3: Embraces diversity

In special education courses, students learn about the CEC High Leverages Practices for teachers about working with EL students, because the information is applicable for both special education and regular education students.

In reading courses there is a continued focus throughout the courses discussing the importance of differentiating materials and reading instruction for both EL and gifted students. Instructors provide reading instruction and select materials, supported by best practice evidenced based reading research to help students gain an understanding of the why and how of teaching diverse students.

In math methods, students are provided opportunities to explore instructional practices that target gifted learners as well as EL students. Students complete a tiered planning project as a component of the course. In Fall 2020, we launched a new course, Modernity in Education. The course focuses on diverse populations and course objectives include a). developing strategies to practice cultural competency in the classroom; b) examining professional organizations associated with diversity such as National Association of Multicultural Education (NAME); and, c) examining and discussing cultural competencies for teachers as identified by Maryland State Department of Education. Students complete a cultural competence project which is being refined in this second year of implementation.

Both advanced and initial programs address providing environments for EL learners that are safe positive, and contain environmental print. Cultural competency is directly addressed in both initial and advanced programs through a Culturally Responsive Teaching framework. Students critique a peer-reviewed article using the framework.

In all classes where lesson plans are required, professors use the MSM lesson plan template which includes components for differentiation. Several model lessons plans are developed that demonstrate differentiation

for G&T students as well as students with special needs or ELL students. Professors also provide students with expectations for requirements within the content area that focus on differentiation in these three areas.

12. Notre Dame of Maryland

Strategic Goals. NDMU is committed to addressing diversity needs in Maryland and the NDMU SoE is equally committed to addressing teacher diversity needs, both in terms of recruiting diverse candidates as well as preparing our students to teach in globally diverse classrooms. NDMU's new Strategic Plan, *Going Beyond: 2025*, has as a primary goal to *cultivate a culture of diversity, equity, and inclusion*. The corresponding SoE goal is to foster an academic and student-centered environment that promotes and supports a diverse student body, culturally relevant teaching practice, and inclusive curriculum, with five (5) strategic actions to accomplish that goal:

Ensure through culturally responsive curriculum and pedagogy that student progress through to completion demonstrates students' ability to teach college and career ready standards to diverse student population using multiple methods of assessment.

Leverage opportunities to create innovative ways to build on and celebrate the current strengths of PDS partnerships, including utilizing social capital, creating shared culture, and initiating community connections.

Emphasize diversity and inclusion in all hiring and recruitment practice

Develop and implement new programs that are inclusive of all members of SoE.

Candidate Preparation. SoE provides our candidates in both our initial and advanced certification programs an array of opportunities to engage in diverse teaching and learning experiences, all aligning to Diversity, Equity and Inclusion Proficiencies. Coursework includes an emphasis on diversity, equity, and inclusion. NDMU defines *diversity* as "the scope of our individual differences; incorporating but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs" and *inclusion* as "participation and empowerment, where the fundamental worth and dignity of every member is acknowledged. Within the SoE, the use of lesson planning in all of our methods courses, immerses candidates in the development of inclusive lessons to meet the needs of diverse populations of students and apply instructional strategies based on those needs. Candidates demonstrate evidence of creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families through descriptions of multicultural considerations and equity needs in planning. During special education courses, candidates are also exposed to culturally responsive activities that promote effective communication and collaboration with individuals having exceptional learning needs, families, school personnel and community members.

Recruitment of Diverse Candidates. The focus of the SoE is to attract and recruit a highly diverse student population focused on the potential for academic achievement and student well-being by providing a high-quality educational experience for all students. Campus-wide recruitment efforts are held throughout the year for prospective students, virtually and on-campus. In addition, graduate fairs, community college transfer fairs, area school district information sessions, bulletins, newsletters, websites, and other marketing initiatives are used to recruit a highly qualified and diverse student population. The enrollment management team actively recruits at area high schools and community colleges in Prince George's County, Montgomery County, the District of Columbia, and Baltimore City or areas of high concentration of diverse candidates. The staff is also active in visiting Baltimore City Title IV high schools that have a large percentage of underserved and first-generation college students.

Recruitment for diversity is also reflected in the recruitment and hire of faculty and staff in SoE. SoE advertised for and filled one full time faculty member in the 2020-2021 calendar year. A search committee of SoE representatives interviewed a broad group of qualified candidates, solicited feedback from faculty and staff who participated in the interview process, and hired a woman of color with exemplary expertise in special education. Of the ten new adjunct faculty hired during the same time period, six were men and women of color. We are committed in the SoE to have a faculty who represent the diversity of our students and our community.

13. Peabody

We prepare our teacher candidates by their coursework as well as their intern placements.

GT

In lesson planning there is inclusion of optional extended learning, asynchronous content and assignments for G & T as well as all students interested in additional learning opportunities.

In first year practicum, in full time intern teaching and in comments from college supervisor, post-observation.

Scheduling and grouping of students; alternately scheduling of small group, i.e. chamber music ensembles, and large ensemble, either homogenous or ensemble to support higher level learning activities as well as leadership opportunities.

We try to ensure that all candidates receive instruction, and then are placed where the instruction can be put into practice. We include ESL and G&T learners in the program.

ESL

Content included in methods classes related to cultural proficiency.

Multi-modal representation of content and assignments, where aural and visual supports assist with continued learning while ESL students are in the process of expanding their listening and reading skills.

Teaching and learning vocabulary can be provided to ESL interns early in the program and included in lesson plans for PreK – 12 students to support understanding throughout the delivery of instruction as well as expanded vocabulary in the English language.

Discussion about alternate methods of knowledge and skill assessment for ESL students is discussed and encouraged.

For example, visual slides, gesture, and modeling.

14. Salisbury

Candidate competencies in teaching English Language Learners and gifted and talented students are assessed across initial programs. Early and Elementary Education students engage in the Case Study of a Child with Exceptionalities (CSCE), a semester-long signature assessment for all teacher candidates completing the ELED 320: Teaching Diverse Learners course. The goal of the CSCE is to provide evidence of the teacher candidate's competencies in working successfully with a child who has exceptionalities and his/her families and service providers, and also with specific English Learners and Gifted and Talented students. Core competencies emphasized in the project including building positive relationships and supportive interactions with children and their families, identifying existing strengths and challenges, and using this information to develop, implement, and monitor developmentally appropriate learning experiences for children through reflective, research-based practices that align with national, state, and professional standards and individual educational goals. In the Fall of 2019, 21 students completed the CSCE in ELED 320. Students performed well overall on this assessment. That is, the majority of students earned scores (on a scale ranging from 10 – Exemplary – to 0 – Unsatisfactory) of Proficient or higher on items targeting: Child Development (M = 9.50): Describe the characteristics of the child concerning physical, cognitive, social, emotional, language, and aesthetic domains); Systemic Observations (M = 6.95): Use systematic observations and running records as a method to gather and document useful information about the child's unique qualities; Developmental Profile (M = 9.20): Complete the developmental checklist including a summary of potential "risk" and "protective" factors; Positive Relationships (M = 9.00): Use candidate-parent dialogue as a means to build positive relationships and develop cultural competence; Interpretation of Diagnostic Data (M = 9.85): Interpret results of the diagnostic assessments in relation to child's personal learning goals; Literature Review (M = 8.60):

Identify evidence-based principles and theories from review of scholarly literature to support intervention plans; Intervention Plan (M = 8.65): Use knowledge of student to create a developmentally appropriate intervention plan that targets a critical learning goal; Communication Plan (M = 10.00): Utilize available assistive and other technologies to foster oral language and communication; Progress Monitoring Plan (M = 7.90): Collaborate with family and professionals to select or design a variety of developmentally appropriate measures that align with the child's learning goal; Learning Environment (M = 9.85): Combine knowledge of child development and factors that influence learning to create a learning environment that is positive and challenging; Implementation of Intervention (M = 9.70): Establish a performance baseline and implement planned intervention systematically; Progress Monitoring (M = 8.30): Systematically collect, analyze, and use data to inform instructional decisions regarding progress toward child's learning goal; Family Engagement (M = 9.55): Involve families as partners by seeking and using input from child's family to inform educational decisions; and Reflection on Professional Practices (M = 8.80): Provide a reflection that includes successes and challenges of the experience as well as insights and suggestions for addressing the identified challenges.

In the Secondary programs, SCED 367 is entirely focused on teaching candidates to support exceptional learners (EL) and gifted/talented (G/T) students. Aligning with the Council of Exceptional Children's principle's (premier association for the field), I provide students an accurate overview of characteristics of individuals with disabilities, special education services, and special education legislation. Using the Exceptional Lives textbook by leaders in the field (Turnbull, Turnbull, Wehmeyer, and Shogren) students learn about the etiologies of disabilities and educational approaches. As an ongoing project throughout the semester, candidates create a lesson plan they intend on using in their future classroom. As we learn about different types of students and their disabilities, candidates must reconceptualize, redesign, adapt, modify, and accommodate their lesson plans to meet the needs of students while still ensuring high expectations and meeting the lesson objectives.

15. St. Mary's College

During 2020-21, our first concern was to find ways our interns could support the learning of all students despite challenges of remote instruction. In the summer of 2019, in response to the call for the Maryland teacher collaborative grant call, we had undertaken a review of the literature to ensure that our internship components are aligned with current research. We learned that we are already engaged in the best evidence based practices and are, in fact, poised to extend what is known about those best practices. In 2020, we worked to bring those practices online. All I can say is: we all got through it.

Note all our interns take classes in how to support English Language Learners, and as part of their lesson planning are required to address how they would scaffold English Language Learners.

We ensure that all our graduates are prepared to address diversity and equity needs in their own classrooms by:

- Infusing our pre-MAT undergraduate classes with themes like culturally responsive teaching and trauma-infused pedagogy
- Ensuring that all interns have worked with low income students from diverse backgrounds before they even begin their placement in PDS sites, through our literacy camps. In the summer of 2021, our interns carried out a literacy camp for rising 5th and 9th graders. The camp provided opportunities for campers to experience education on a college campus and visualize themselves as college-bound students. These experiences involved literacy, theater, dance, and art, and assisted students in maintaining and or improving their academic skills. All activities were designed to help attendees see themselves as accomplished and competent participants on a college campus and a community of learners. Immediate benefit for all SMCPs students was the facilitation of a successful transition from elementary to middle or middle to high school. The

campus-based elements of the program also helped students set a purpose for the high school experience and to see middle and high school as a meaningful and relevant future to successes.

- Ensuring that all interns are placed in high-poverty setting for at least one of their two internship placements.

How we measure effectiveness and impact with regard to clinical experiences

We have an extensive performance assessment system (including rubrics) through which we measure the effectiveness of our interns (and thus our own effectiveness) across our 16 program learning outcomes. This system is cross walked with INTASC standards, MTTs standards and CEC standards. Effectiveness is measured via signature assignments, edTPA scores, and midpoint and final evaluation of interns (completed collaboratively by the mentor teacher and university supervisor).

In turn, our interns measure the impact of their teaching on the students in their internship settings. They do so via two formal assignments: an extended version of the SMCPs Student Learning Outcome process and a Masters Research Project.

16. Stevenson

Stevenson University remains committed to preparing teacher candidates to teach diverse populations. In the past year, Stevenson identified three action steps to support candidates to teach diverse populations.

Course Examination and Revision

For the past year, 2020-2021, the unit examined every course in the entire undergraduate program to determine existing course objectives, course descriptions, lessons, and activities that reflect diverse perspectives, culturally responsive teaching practices, and strengths-based teaching practices that support diverse populations. As a result of this examination, the first round of courses is being revised and will be submitted to the Academic Affairs Curriculum Committee for approval in Fall 2021. Moving forward, the next round of course revisions will occur in Spring, 2022. In the graduate program, the Literacy in the Content Area was revised to focus on diverse student populations and Issues in STEM education course was revised to focus on diverse student populations in STEM learning and careers.

Increase Diverse Field Placement Opportunities

In the past year, the unit made a commitment to continue to diversify field placements. In the past, Sophomore and junior teacher candidates experienced one field placement for the entire year. While this experience was beneficial, we believe two diverse field placements will better prepare them to teach diverse populations as they will experience learning environments that include racially and ethnically diverse classrooms students who are emerging multilinguals, and students who experience learning differences in special education and gifted accommodations. By the time students complete the Stevenson program, they will have experienced learning spaces that encompass a variety of diverse learners and diverse learning needs.

Multilingual Learners

Each methods class includes a particular focus on the needs of multilingual learners including the initial Education Curriculum Course and the methods courses that follow. Teacher candidates learn to review, plan, construct, and teach lessons with multilingual learners needs in mind.

Advanced Education (Gifted Education)

Currently, the teacher candidates address and plan for advanced education (gifted learners) by examining gifted education principles and methods and how they can be translated into a variety of learning contexts.

Professional Learning Series

The unit launched the Exploring Educational Equity Series designed to bring expert practitioners to the teacher candidates, faculty, university supervisors, professional development schools, and. Last year, local educational activist and Baltimore County Teacher, Amber Cook, first worked with Education faculty and supervisors to explore anti-racism and then presented Creating Inclusive Classrooms to the undergraduate

Education Community. Moving forward, we will offer at minimum one session per semester for the ongoing series.

Education Faculty

One faculty member received certification as a trainer from the National Coalition Building Institute.

The National Coalition Building Institute is an international leadership organization that provides training in diversity, equity, and inclusion (DEI) in community organizations, K-12 schools, college and university campuses, corporations, and law enforcement.

17. Towson University

All programs have incorporated differentiation of instruction and Universal Design for Learning into their curriculum to ensure candidates are prepared to teach diverse student populations including English Learners and Gifted and Talented Students. Program assessments are also aligned to the InTASC standards and indicators relevant to working with diverse learners and programs write and submit an annual report each year where they analyze and reflect on that data. Our Elementary Education Program, Elementary Education/Special Education Program, and Special Education (ELEM/MIDDLE) Program all require a course titled “Literacy Instruction for Linguistically Diverse Learners” which includes a field experience with ELs. The Elementary Education Program also has a special cohort for undergraduates who wish to focus on working with English language learners. In addition, TU is in its final year of a federal grant, English Learners Moving to Proficient Outcomes with Engagement and Rigor (EMPOWER) Grant, which pays for candidates to complete additional coursework focused on working with ELLs. Project Caliente, in Southern Maryland, allows candidates to work with culturally and linguistically diverse children and families from the Head Start Program, PDS Schools, and Identity, Inc. In 2020, the Kahlert family gifted the College of Education \$700,000 to support ELL initiatives for preservice teachers. TU also has two dual certification programs, preparing candidates in Early Childhood and ELED to meet the needs of exceptional learners.

18. UM Global Campus

The MAT program is committed to field placements where our candidates can learn to teach diverse students in diverse settings. These field experiences give candidates opportunities to observe and work with students whose diversity includes differences which are consistent with CAEP’s definition focusing on “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area” (NCATE, 2008). This priority allows our candidates to develop and practice their knowledge, skills, and dispositions for working with all students and to ensure all students “can learn at high levels”.

Criteria for a diverse school setting include:

- Race / Ethnicity (schools with two or more of the following race/ethnicity groups: Black, Asian/Pacific Islander, Hispanic, Native American or Alaska Native, white; and have $\geq 25\%$ non-white students)
- Socioeconomic Status / Free and Reduced Meals (schools with $\geq 25\%$ FARM students)
- Students with Exceptionalities (schools with ≥ 10 students with disabilities)
- English Language Learner (ELL) enrollment (schools with ≥ 10 ELL/LEP students)

A library of recorded lessons has been curated to ensure that all students have early exposure to classrooms with diverse populations. As teacher candidates return to in-person observations and field/clinical experiences this fall, we are working to customize the experiences. We are hosting a virtual meeting for all students focused on creating a plan for setting up these experiences and will emphasize the importance of gaining a broad range of experiences.

In each course in the MAT program, students are required to develop lesson plans and units. While the lesson plan template has historically asked students to address UDL and differentiation/modification, this aspect will be further emphasized. Students are asked to identify ways that the lesson(s) would be modified for students with specific needs (including students represented by mock IEPs). This year, we will develop

at least two additional case study students- one who is ELL and one who is GT.

19. University of Maryland, Baltimore County

Our program prepares general education teacher candidates to teach students with disabilities effectively in these ways: Lesson plans in methods courses and seminars require differentiation of instruction, including instruction for students with disabilities, English Language Learners and gifted and talented students. Interns observe resource teachers working with students and using assistive technology, then write reflections about their observations. Professional development may be provided in our PK-12 schools for interns and faculty and includes modules in these areas: Profiles of ELLs, Cross-cultural Communication, Literacy Development, Teaching Strategies, Adaptation of Materials, Cultural Proficiency, and Classroom Assessment. Our students participate in a 30 hours/semester Special Education field placement.

Teacher candidates are also exposed to best practices for teaching English Learners and students who speak variations of English, particularly in their Literacy coursework.

In the internship our interns are placed in diverse schools throughout our partner districts, all of which are very diverse. We also make sure that candidates are not placed at their own high school so that they get an experience difference from their own experience as a student.

During the internship in these schools, the candidates are evaluated using our STAR assessment based on the 10 INTASC Standards. There are indicators across several standards that relate directly to teaching diverse learners. Examples include the following:

- 1.2 Individual difference in readiness for instruction
- 1.4 Cultural context
- 2.1 Understanding individual learner differences
- 2.2 Differentiation in instruction
- 2.3 Collaboration with others to meet learner needs
- 2.4 Instruction design to meet learner needs
- 4.4 Differentiation for accessible learning
- 7.2 Differentiation in instruction

And within other indicators the criteria for Target Level often necessitates attention to learner differences when it comes to planning, instruction, and assessment. Because attention to diverse learners is a major part of evaluative system, teacher candidates receive much of their feedback and coaching from supervisors focused on how to best support diverse learners.

Finally, every year we invite a guest scholar to do a guest lecture for our Equity and Excellence Series on campus, which is required for teacher candidates as well as open to everyone in the community and in our partners schools. The teacher candidates are given a book authored by the guest on the day of the lecture and there is always a follow-up workshop about a month after the event. Guests in the past few years have included Yolanda Sealey-Ruiz and Gholdy Muhammad.

20. University of Maryland Eastern Shore

The faculty in the UMES Department of Education continue to use the Danielson lesson plan template and the rubric to assess it. The university supervisors and mentor teachers focus on those sections of the lesson plan that deal with diversity and differentiated instruction of the English learners and gifted and talented students. The university supervisors use the rubric to assess the effectiveness of the lesson plan that deals with diversity as well as make data driven curriculum decisions.

Specifically, our Special Education program also provides interns with specific pedagogy that focuses on diverse teaching strategies including ELL and gifted and talented students. These diverse teaching strategies are evidenced in Special Education course syllabi.

Based on the 2020-2021 Maryland Title I Schools Report, 9 of the 19 schools (47%) we partner with for both observations and teaching internship, were considered Title I Schools.

This academic calendar year, we are making curriculum changes that will better align to the Kirwan Blueprint and allow an opportunity to infuse emerging issues related to diversity into a newly developed teacher education course.

21. University of Maryland, College Park

In our educator preparation program, there are courses explicitly dedicated to gifted education and English learners. Given the virtual environment this past year, we offered resources to candidates through micro-teaching, paired teaching, and analysis of exemplar edTPA videos. In addition, candidates in early field experiences, students in quarantine or self-isolation, and students in the internship year will benefit from our annual ATLAS subscription so that they can study both novice teachers (edTPA) and veteran teachers (ATLAS). Our early childhood/special education program subscribes to Videatives so that candidates can analyze age-appropriate strategies within a more suitable range of options to support diverse learners.

Throughout our programs, candidates identify the variety of learners in their class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers and writers, and/or gifted students). Candidates modify lessons to adapt to diverse environments and explain why these changes would improve student learning, supporting their explanation with evidence of student learning, positive dispositions, and principles from learning theory and education research.

The current internship structure offers placements for learners to engage in diverse experiences. For students in elementary, PK-12, secondary, and early childhood there are opportunities work outside of general education. UMD candidates work with the three school districts with the state's largest ESOL populations. We have strengthened our coursework and partnerships to make sure that candidates experience observation, assessment, and support of exceptional learners and linguistically diverse learners throughout their program.

22. Washington Adventist

WAU's professional development school partnerships provide diverse student populations, including varying socioeconomic statuses, cultures, languages, and special needs. Within the clinical experience, teacher candidates partnered with the teacher and other specialists in the school in order to meet the needs of the diverse population.

Several components of the internship evaluation focused on the student teacher candidate's ability to address the diverse needs of students, as well as provide an equitable learning environment. Students had to demonstrate a mastery of InTasc Standard #2 in which "the teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards" (ccsso.org). WAU's teacher preparation programs also emphasized components of InTasc Standard #9 in which the students must demonstrate professional and ethical practices and adaptation to meet the needs of individual learners. Evidence is demonstrated during the clinical evaluation, lesson planning, action research practices, and portfolio development, evaluation, and presentation.

23. Washington College

The course “Cultural and Linguistic Diversity” is an elective course in the Education Department that certification candidates take. “Diversity and Inclusion” is a required course for certification. All teacher education candidates are required to submit portfolio artifacts to actively demonstrate their level of preparation to teach diverse populations as part of high stakes performance requirements to earn the transcript statement.

Prior to COVID and mass remote learning, a tiered assignment assessment was part of methods courses as a demonstration of how to teach “Gifted and Talented” students in the general education classroom. We were examining methods syllabi and making a list of assignments with rubrics that all methods instructors were responsible for integrating into teaching and learning. These assignments will be mandatory in all certification portfolios. We will continue this process moving forward to have a set of standardized assessments that along with the edTPA, PRAXIS exams and Action Research requirement will provide a high stakes assessment of teacher preparation that is aligned to INTASC standards.

During the teaching internship all students must submit evidence of how they assessed for, planned and implemented instruction for students who did not grasp concepts quickly and who grasped concepts quickly and needed to extend or elaborate. All students must also submit evidence of strategy usage to meet the needs of English learners with an emphasis on planning and implementing comprehensible input and explicit vocabulary instruction. Evidence becomes part of the teaching portfolio that is assessed by rubric. This is part of the senior capstone requirement which along with action research is a requirement for graduation.

During the 2020-2021 school year we trained our students in how to maintain rigor over Zoom and readjusted the tiered assignment assessment.

Alternative Program Annual Report Narrative Statements

In the past year, how is the EPP addressing teacher diversity needs in Maryland? Reflecting on the MSDE's Office of Research's presentation *Teacher Diversity in Maryland*, what are the EPP's stated goals and identified areas of growth to increase diversity in Maryland?

1. Anne Arundel Community College/Anne Arundel Public School System - MAAPP RTC Alternative Certification Program

After considering the MSDE's Office of Research's presentation on Teacher Diversity in MD, we affirmed our district's and program's goal of continuing recruitment and hiring practices to increase the number of diverse teacher applicants. Our district has maintained and supported this work with a position within HR that focuses on recruitment efforts at HBCU – Historic Black Colleges and Universities in Maryland and other states. The position also supports our current diverse teachers to assess their needs, provide support, and review and report hiring and retention data to our district's leadership. These recruitment efforts have been expanded beyond recruitment within the IHE teacher preparation programs to general recruitment across departments to include career changers from other discipline. Shineaca McKenzie leads these recruitment activities and maintains/report data directly to our superintendent and BOE. Recently, Ms. McKenzie requested names of recent diverse RTC participants to join in the outreach activities.

Specifically within the RTC/alternative certification program's recruitment and outreach activities, I have volunteered to attend all our district's job fairs and other outreach activities that attract career changers. I have provided career counseling corresponding via email and phone with all interested applicants seeking information about alternative certification and hiring practices to make job opportunities accessible to a wider audience. During the 20-21 school year, I partnered with the HR Recruiters in providing a special "Teach Tuesday's for Career Changers" online information sessions over several months. I have continued to offer multiple sessions of our "So You Think You Can Teach" career changers online workshop expanding from a once a year to monthly and bi-monthly in the winter and early spring. AACPS Diversity Recruitment Activities are highlighted and available online <https://www.aacps.org/Page/7891>.

2. Anne Arundel County Public Schools Notre Dame, Maryland University Resident Teacher Program

The AACPS/NDMU Program Manager attended several of the MSDE's Office of Research's *Teacher Diversity in Maryland* sessions and has used the information gleaned to enhance diversity in the program. We participated in "Teach Tuesday" sessions for conditional teachers and prospective teachers on an ongoing basis to provide information about the RTC Special Education program. The Program Manager attended a recruiting fair at the Maritime Museum for high school seniors and recently graduated students to provide information about AACPS and the RTC/NDMU alternative program. AACPS also virtually held the "So You Think You Can Teach" evening sessions and the AACPS Job Fair to recruit those from various backgrounds. Candidates attend and can be offered open contracts for any teaching positions available.

Anne Arundel County Public Schools has continued to use the Office of Workforce Diversity to recruit and foster a learning environment where recruiting and retaining teachers reflect the diversity of our students, and to hiring the best teachers of all backgrounds. The Program Manager presented virtually to teaching assistants to encourage those eligible to apply for the program and presented several times to conditional teachers participating in Saturday Symposiums.

The goal is to increase diversity within the RTC program to closer reflect student populations within AACPS. Steps to reach this goal include strengthening the relationship with Human Resources to attend outside job fairs in an effort to recruit interested candidates of all backgrounds and to encourage our HR Liaison to recommend the Special Education RTC program when hiring new special educators. This will include focusing on recruitment efforts at Historic Black Colleges and Universities in Maryland and other states. The HR liaison and program manager have discussed attending the recruitment fairs together to recruit from HBCU in an effort to recruit students of color. Another goal would be to continue to present to teaching assistants and conditional teachers to recruit from within.

3. Bard-Baltimore City Public Schools MAAPP

The Bard Early Colleges (BEC) are committed to recruiting, training, and retaining faculty and staff that is diverse and reflective of our student body. The hiring committee for BEC places a particular emphasis on recruiting faculty and staff of color, in response to student feedback. We recruit through outlets that target candidates of color including the Higher Education Recruitment Consortium, and have also advertised through *Diverse Issues in Higher Education*, or the *Journal of Blacks in Higher Education*, as well as from HBCUs and MSIs. While each applicant's eligibility for an open position is based on specific job requirements, in the screening, selection, and interview process, we ask questions that encourage applicants to reflect on how they will support equity in practice at our campus. When posting new employment opportunities, we include our Diversity, Equity, and Inclusion (DEI) language and, when the option is available, include DEI keywords in the job posting.

Our August 2021 pre-service training, as in previous years, was based in recognizing the particular needs of our school's student body and giving new faculty the tools they need to support our students, particularly our students who identify as first-generation college, low-income, and students of color. Workshops that help achieve this aim include restorative practices and trauma-informed instruction rooted in the Baltimore context as well as professional development sessions. (PDs) on differentiation and servicing students with disabilities. Two specific pre-service PDs focus on the Bard Equity Code of Conduct, and one on how to encode equity practices in the course syllabi. Moving forward, we are utilizing more workshop instructors who themselves identify as one or more of these historically marginalized groups.

4. Baltimore City Teaching Residency (BCTR)

Operated by TNTP, a national leader in advancing great teaching, the Baltimore City Teaching Residency (BCTR) has trained more than 2,500 teachers for schools in Baltimore since 2002. Our teachers come from many walks of life but most come from other careers and are committed to ending the injustice of educational inequity. BCTR teachers represent 1 in every 10 teachers in Baltimore City Schools and have reached over 380,000 students.

For the 2020-2021 school year, the data reflected in this report, BCTR built a large pool of candidates that went through a rigorous selection process, resulting in 163 Residents starting Pre-Service Training (PST) that summer, the most in the past five seasons, exceeding our target of 150 Residents. Of the cohort that started 2020 PST, 58 percent identify as Black. One hundred and six Residents passed PST and started teaching, with 65 percent (n=69) of Residents identifying as a person of color, surpassing our goal of 60% persons of color. Each year, BCTR sets specific goals and measures to ensure a diverse pool of candidates is selected to start PST and that a diverse set of Residents successfully passes PST and starts teaching. We leverage proven national recruitment strategies to attract a large and diverse pool that is culled down through rigorous selection processes and strategic cultivation techniques to encourage candidates to complete each step and offer guidance, counseling and support specifically for candidates of color. From there, our local BCTR team ensures Baltimore-specific cultivation activities to invest candidates in the program, begin to create connections and understand the training process and support available. During that time, BCTR also introduces the Black Educators of Excellence Cohort (BEEC). The goal of the BEEC is to create a safe space for connection and community Black Residents while providing resources and supports to mitigate challenges to certification like test passage and the cost of

testing. The BEEC is an opt-in experience focused on multiple layers of support to improve performance, retention, and to promote community, including:

- Internal Community Building – Opportunities to invest Residents and help Residents understand the purpose of the BEEC experience while connecting with other Black Residents, practicing self-care, and celebrating the accomplishments of themselves and their peers.
- Knowledge Building – Opportunities for Residents to build knowledge to manage the challenges of being a first-year teacher including but not limited to a study on resiliency centered around Elena Aguilar's text *Onward*.

- Mentorship- Opportunities for Residents to connect with a BCTR alum, reflect about their experience, and make connections to content from knowledge building sessions.
- Testing Support – Opportunities for Residents to receive targeted tutoring support (including Khan Academy) and financial assistance.
- External Community Building – Opportunities for Residents to engage in community service activities with their students and school teams (grade level).
- Networking – Opportunities for Residents to connect with Black educators across different sites and teacher pipelines (i.e., TNTP, TFA, Urban Teachers).

We know this cohort experience is critical to the overall success of our Black Residents, with 100% of participants reporting overall satisfaction with BEEC.

In a recent survey conducted by TNTP, we found 80% of teachers who decide not to begin training cite required testing or finances as the reason. In 2015, the state of Maryland along with 35 other states adopted ETS' Praxis CORE as a certification requirement. At the same time, ETS released data including a statement saying that the Praxis CORE was not an indicator of teacher success. Using the same data, ETS shared that white test takers were more successful than people of color who took the test (with white test takers passing the math portion of the Praxis CORE 76% of the time and black test takers passing only 36% of the time). The data we share in this report reflects a differentiation of test passage rates along race and ethnicity.

Required testing isn't the only barrier to entry for inspiring teachers. People of color also have a hard time making it through the 6-week unpaid training. Each year we are losing teachers who want to do this work but can't afford to do it. These barriers are discouraging considering data showing that students of color perform better when taught by teachers of color. According to The Opportunity Myth (2018), a national report published by TNTP, a student who is taught by a teacher who shares their same or similar ethnicity is more likely to succeed as a result of high expectations communicated by that teacher. Students who are academically behind benefit from teachers of color even more, making 7.9 months more of academic progress per year when taught by these teachers with high expectations. National research also reflects the positive impact that students of color experience when taught by a teacher of the same or similar race or ethnicity.

BCTRs advocacy was a driving voice in ensuring that teacher candidates with a GPA of 3.0 and above would be excused from taking the basic skills assessment. The Maryland State Department of Education approved this regulation allowing any traditionally certified or conditionally certified candidates to take advantage of this regulation. Unfortunately, due to conflicts in the regulations, alternatively certified teaching candidates aren't eligible. The current requirements and regulations related to alternative certification require basic skills assessment. If there were equity in the regulation, 79% BCTR residents would have qualified to bypass the core skills test. The passage rate for that test continues to be a major barrier for our Residents of color. We are excited that this requirement is again being reviewed and are optimistic it will be equitably applied to ALL teaching candidates. We remain committed to seeking equitable enforcement of the policy.

Knowing the impact these teachers have on the trajectory of students, we understand our responsibility to help remove the barriers to entry which will provide these educators with an equitable opportunity to make a difference in the lives of hundreds of students in Baltimore over the course of their career.

5. Baltimore City - Teach for America (TFA)

Now more than ever, our prioritization of Diversity, Equity, and Inclusion (DEI) is critical to achieving impact. Studies show that students of color benefit from teachers who share their identity, and TFA's teaching cohort significantly reflects the backgrounds of the students they are serving. To meet our partner districts' pressing teacher diversity needs, TFA places a particular focus on recruiting a diverse corps. 53% of our 2021 corps members identify as Black, Indigenous, People of Color (BIPOC), 26% identify as

lesbian, gay, bisexual, transgender, queer, intersex, or asexual (LGBTQIA+), 48% received Pell Grants as undergraduates, and 23% were the first in their family to attend college.

An annual goal of Teach for America is to provide high need Local School Systems (LSSs) with effective teachers through a nontraditional preparation pathway. Our approach is critical because of its proven effectiveness, emphasis on diversity, selectivity, and the development of long-term educational leaders. Through this goal, we will recruit, support, and certify approximately 83-125 incoming teachers each year, with a continued focus on prioritizing placement of corps members who identify as BIPOC and are residents of Maryland. We have a goal that at least 50% of new TFA teachers in BCPSS will identify as BIPOC. We will continue to collaborate with our district and school partners to understand their human resource needs and ensure corps members have met their certifications requirements and are hired in right-fit schools and content areas, where CMs are most needed.

An area of growth we have identified is identifying ways to retain our corps members, specifically our BIPOC corps members, to teach beyond their second year. We are developing strategies on a national and regional level in collaboration with BCPSS to address this area. As a national organization, Teach for America's Black Community Alliance implements the Black Educators Promise initiative. This initiative provides two types of grants for our Black corps members and alumni. One grant offers financial support with initial state certification costs such as testing and licensure. Another one provides an incentive to teach in a predominantly low-income school beyond a second year. On a regional level, we are working with City Schools to proactively share information about teacher career pathways and monitor and respond to teacher retention concerns. Additionally, we are partnering with other local organizations like Brown Stone Living, which was founded by three TFA Baltimore alumna and aims to build community among young professionals of color in Baltimore.

6. Urban Teachers

Over the past year, Urban Teachers has remained committed to diversifying the teacher workforce in Maryland through strategically recruiting and retaining educators of color, with a specific focus on preparing Black and Latinx teachers. While Urban Teachers had already committed to increasing the number of Black and Latinx teachers entering and remaining in the profession, the teacher diversity in Maryland presentation provided by MSDE served as an additional call to action for programs to address the wide student teacher diversity gaps that exist in Maryland.

Our specific goals for increasing teacher diversity in Maryland are to focus on the recruitment and retention of Black and/or Latinx teachers as we seek to better mirror the diversity of the students we serve in Baltimore. Our recruitment goal is to aim for 55% of our incoming cohorts to identify as Black and/or Latinx. We also know that recruitment is not the only factor for increasing the diversity of the teacher workforce in Maryland and so we also seek to retain our teachers of color with a goal that 55% of our first year teachers enrolled in the second year of our program also identify as Black and/or Latinx.

While we are proud of the work we have accomplished to date, we are committed to continuously improving our program and, as such, we have identified targeted areas for growth as we seek to diversify the teacher workforce in Maryland. One of our goals is to strengthen our local recruitment efforts to increase the number of candidates entering our program who are from the Baltimore region. To do this well, we have identified a second goal of deepening our support for local candidates and those who identify as Black and/or Latinx, to ensure they are able to successfully complete our program, including securing resources such as writing assistance, personal supports such as affinity groups, and securing

emergency funding and housing assistance as needed. We are currently part of the Baltimore City schools Black teacher recruitment and retention work group where we meet quarterly with peer organizations to share learnings and continue to grow in this area.

Despite the challenges we face while recruiting in the pandemic, our recruitment and admissions team has also advanced many promising practices including savvy, innovative use of data and technology to reach diverse teaching candidates absent in-person/on-campus recruitment activities, such as “micro-fencing” to identify and target marketing to HBCU-involved or -proximate candidates. We have continued to identify and enact improvements this year and in preparation for our next recruitment and admissions cycle, driving towards more efficient operations, more equitable processes, and more diverse applicants who are ready for the work ahead. As we continue in this work, we are intentionally investing in admitted candidate retention, building our strengths in communication, community building, and support of basic needs (including continued direct to participant financial assistance to support incoming resident relocation, food security, and more as participants transition into the program and or our city). The outcome for our strategic recruitment is that 48% of residents enrolled in our program in the 2021 school year identified as Black and or zebra, 25% identified as mail, and 34% identified as local to Baltimore.

7. Goucher College

The Maryland Approved Alternative Preparation Program (MAAPP) between Baltimore County Public Schools (BCPS) and Goucher College blends coursework and clinical support that purposefully addresses issues of equity as applicable to both its resident teachers and the preK-12 students they serve. Courses such as ED 681, *Curriculum Development in a Multicultural Society*, help resident teachers in the program examine how to recognize bias in written curriculum and how to develop curriculum used in Prek-12 settings that are inclusive and promote equity in access and delivery of instruction. Further, BCPS offers sixteen easily accessible professional development courses supporting Coaching for Equity, Building Effective Equity Teams, Promoting Civility, Leadership for Equity, Maryland Virtual Learning Opportunities, and Restorative Practices, all of which focus on building learning environments that center on the individual child’s needs in order to ensure fair access and appropriate supports to assure successful learning. The required year-long residency includes both an action research project that is focused on how research centered on the individual child can change the trajectory of student growth, as well as an examination and practice of FBA/CRETE.

MAAPP resident teachers participate in a robust ePortfolio assessment process that will transition to the ETS PPAT portfolio assessment required in 2022. Artifacts, assessments, and reflections are used to demonstrate the methods they have learned and implemented in BCPS classrooms to promote equitable access and appropriate instruction that meets the needs of all children. Frequent interaction between BCPS oversight personnel, school leaders and administration, and Goucher coaches and supervisors facilitates a single-voice approach to this process, which will lead to excellence in equity in the classroom.

All MAAPP participants have passed or exempted the PRAXIS CORE. All but one have passed the PRAXIS CONTENT testing, some with very high scores. Two students dropped within the first semester due to health/family issues. Only one student did not pass his Praxis pedagogy, due to a sudden and insurmountable health issue. That student has entered the Goucher MAT and will finish and become certification eligible. Goucher is proud of the diversity reflected in its MAAPP participants. We hope to place role models in the classroom to inspire future leaders and educators.

The process of development of a long-term strategic plan continues, with an Ed Studies major now available to those who not only want to be teachers and administrators, but also advocates. In areas polled, student success coupled with social justice emerge as themes for the college moving forward. This result is particularly relevant, given the results of the COVID pandemic as displayed by the access preK-12 students may or may not have to quality virtual learning. Disparities in access have become apparent, as

has the need to train teachers to switch from face-to-face to hybrid to virtual instruction seamlessly. The MAAPP partnership has supported and been supported to ease the outcomes of these disparities through coaching, focused supervision, and instructional leadership on the part of both Goucher and BCPS.

8. Montgomery County Public Schools/Montgomery College ACET (Alternative Certification for Effective Teachers

We continue to specifically target the extremely diverse population of currently employed support staff in MCPS. The Higher Education Partnerships programs and the Career Pathways Program in MCPS are able to include the ACET program as a direct billing option for permanent employees who are seeking to enter this particular teacher pipeline program to gain teacher certification. Prior to this, staff could only seek reimbursement after the fact, but this served as a barrier. MCPS has also aligned resources to provide substitutes for their support staff who need to complete internships, allowing them to maintain full pay and benefits during this time.

Recruitment here is a two-directional effort, with MCPS personnel helping to identify interested staff and assisting them in the application process, and with MC personnel forwarding identified potential MCPS staff to the partners in Human Resources. A new outreach video is being created this fall for distribution to administrators in MCPS, providing them with information about the opportunity that ACET can give their staff who seek teaching careers.

During this unusual COVID year, we continued to provide virtual information sessions as well as providing an information video on our program website. Overall recruiting and application numbers were down, a trend we hope to reverse now that schools are back in person. In addition, a new position was filled in MCPS last year, as Mr. Tomas Rivera-Figueroa was named as the supervisor for Strategic Teacher Recruitment. He works with all areas of teacher recruitment, including collaboration with our partnership, to take advantage of relationships with universities or organizations who might be sources for increased diverse candidates.

A new page featuring several of our program graduates will be added this fall as well, featuring MCPS teachers from diverse backgrounds, and a social media/marketing initiative is being developed in conjunction with a student in our MC computer applications department internship model.

9. New Leaders

New Leaders is an educational leadership organization whose mission is driven by racial equity and social justice, and by an unwavering belief in the potential of every student. Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. We forge deep partnerships to equip school leaders at all levels to be powerful and positive forces for change, especially in our most marginalized communities in Maryland.

To that end, we have embedded a deep focus on equity in each category of our Transformational Leadership Framework (TLF). Specifically, in Learning and Teaching, we support school leaders in Baltimore to understand how to use data, systems of analysis, and action planning to identify and address the needs of all students. Our goal is to ensure schools not only calibrate on effective practices for rigorous standards-based instruction but use differentiated approaches and instructional resources to accelerate the learning of all children.

Our staff and program participants reflect the students and communities we serve in Baltimore. Our diverse experiences and backgrounds contribute to our steadfast belief and commitment to making a difference for low-income communities and communities of color. New Leaders trained 9 resident principals in Baltimore during SY2020-21, including 7 who were people of color, and 3 leaders of color

were appointed as permanent Principals for SY2021-22. This school year, New Leaders is providing training to 15 resident principals in Baltimore, including 10 who are people of color.

For the inaugural cohort of our National Aspiring Principals Fellowship (NAPF), New Leaders is implementing a business-to-business student acquisition strategy. To that end, New Leaders is working with district partners, as well as talent and charter management organizations, to nominate leaders of color (Black, Latinx, AAPPI, and Indigenous) to go through the admissions process. We anticipate 30-50 program starters to join the January 2022 cohort.

10. Notre Dame of Maryland University Dual Education Program

The NDMU/PGCPS Alternative Certification Program is committed to ensuring that diversity and inclusion are the central focus areas of the program. The program has aligned its recruitment and retention goals to the essential needs of diversity within the school district. One identified goal is to address the shortage of diverse educators in Maryland entering into the field of education, specifically in PGCPS. The scarcity of candidates opting for education preparatory programs has forced the Prince George’s County Resident Teacher alternative certification programs to take a short-term and long-term approach to building a diverse teacher pool.

Identifying programs and partnerships to help to build the pool of educators has been one of the strategies that has proven beneficial to our Alt-Cert Programs. We currently place advertisements in various locations to include social media platforms, i.e., LinkedIn, and Hispanic Associations, internal postings for conditional and substitute teachers, paraprofessionals, and during district-wide professional development opportunities for all teachers. In addition, we have developed partnerships with local colleges and universities to support recruitment efforts. During the last two years, we have attracted several diverse candidates including Asian, African American, and female and White male candidates. However, we are still developing in this area and projecting increasing diversity during subsequent years.

Additionally, we have provided several learning opportunities to address cultural competency during the first two phases of the program- Recruitment and Pre-Employment phases. Some of the professional development opportunities provided during this time include:

- 1/2 Day Training (Cultural Relevance)
- 1/2 Day Training (Implicit Bias)
- Safe School Video training to include the following topics:
 - Discrimination Awareness in the Workplace
 - Cultural Competence and Racial Bias
- Three day summer school visits where the student population was all SPED and ESOL

Another goal for the Alternative Certification Program is to address the representation of ESOL teachers within the program. According to the MSDE data report, Prince George’s County

Alternative Certification Programs have a gap in the area of Hispanics:

	Students	Teachers	Parity Gap
Prince George's	0.365	0.048 7.6	0.32

This data provided insight to program overseers to submit a proposal to MSDE to address the ESOL population. The proposal received contingent approval and the steering committee is feverishly working on the goal to support this critical teaching needs area.

Due to the 2020 pandemic year, ETS presented challenges regarding test taking for candidates. The majority of the candidates opted to complete the “At-Home” testing session, however, technical difficulty occurred. All candidates completed the testing successfully and after two requested modifications for the assessment, they also met the mandate.

Notre Dame of Maryland University is addressing teacher diversity with our cohorts by ensuring that the instructors and faculty who work with the resident teachers reflect the diversity of NDMU students. In the past year, 60% of new associate faculty hires and 100% of new full time faculty

hires have been BiPoc candidates from historically under-represented populations. This focus on diversity is embedded in NDMU’s strategic plan and used to inform recruitment and hiring practices for all new staff and faculty searches.

Recruitment:

Prince George’s County-Notre Dame of Maryland University Special Education Dual Alternative Certification Program has recognized the increased mobility of various cultures of people within Maryland which has led to greater diversity within the program. The program strives to recruit, train, and retain a racially and culturally diverse cohort of Resident Teachers. This includes diversity in terms of religion, ethnicity, gender, socio-economic status, age groups, etc.

Candidates from all nationalities, ethnic backgrounds, gender, socio-economic backgrounds and age groups apply to the program. When selections are finalized, the candidate pool is a representation of a myriad of diversity with an aim of mirroring student demographics throughout the county.

Information Session Participants (2020)	Applicants	Eligible Candidates	Participants
670+ (Males, Females, non-binary, White,	70	6	4 - All -Female 1- White
African-American, Asian, other races)			3- African American

The represented number of candidates is significantly low due to the Praxis testing constraints. However, SY 2021-2023 cohort consists of a more diverse cadre of candidates addressing the various needs of the program and school district. Two of the candidates speak conversational Spanish and have been instrumental in their placements. Also, all residents are placed in Title I or Spanish Immersion schools with more than 30% ESOL students and a significant Special Education Population.

11. Prince George’s County Resident Teacher Program - Elementary Focus

Goal - Addressing the shortage of educators in Maryland entering into the field of education. The scarcity of candidates opting for education preparatory programs has forced the Prince George’s County Resident Teacher alternative certification programs to take short-term and long-term approach to building a diverse teacher pool. During its first year, the Prince George’s County Resident Teacher (PGCRT) Program for elementary teachers adopted the following strategies to address the need for educators.

- Recognizing the increasing mobility of individuals from diverse groups, including religion, ethnicity, gender, socio-economic status, age groups, and providing targeted support during the various phases of the program.
- Identifying programs and partnerships to help build the pool of educators as a strategy that has proven beneficial to our other Alt-Cert Programs.
- Placing advertisements in various locations, including social media platforms, internal postings for conditional and substitute teachers, paraprofessionals, and district-wide professional development opportunities for all teachers.

In addition, we are developing partnerships with local colleges and universities to address the shortage.

12. Prince George’s County - Teach for America (TFA)

Now more than ever, our prioritization of Diversity, Equity, and Inclusion (DEI) is critical to achieving impact. Studies show that students of color benefit from teachers who share their identity, and TFA's teaching cohort significantly reflects the background of the students they are serving. To meet our partner districts' pressing teacher diversity needs, TFA places a particular focus on recruiting a diverse

corps. Among our two cohorts (2020 and 2021), 45% of our corps members identify as BIPOC, and 26% are Maryland residents.

An annual goal of Teach for America is to provide high need Local School Systems (LSSs) with effective teachers through a nontraditional preparation pathway. Our approach is critical because of its proven effectiveness, emphasis on diversity, selectivity, and the development of long-term educational leaders. Through this goal, we will recruit, support, and certify approximately 18-25 incoming teachers PGCPs within the next three years, with a continued focus on prioritizing placement of corps members who identify as BIPOC and are residents of Maryland. We will continue to collaborate with our PGCPs district and school partners to understand their human resource needs and ensure corps members have met their certifications requirements and are hired in right-fit schools and content areas, where CMs are most needed.

An area of growth we have identified is identifying ways to retain our corps members, specifically our BIPOC corps members, to teach beyond their second year. We are developing strategies on a national and regional level to address this area. As a national organization, Teach for America's Black Community Alliance implements the Black Educators Promise initiative. This initiative provides two types of grants for our Black corps members. One grant offers financial support with initial state certification costs such as testing and licensure. Another one provides an incentive to teach in a predominantly low-income school beyond a second year. On a regional level, we will design experiences for our corps members to understand and deepen their investment in the professional and leadership opportunities found locally in the Maryland community, specifically Prince George's County. For example, we will hold community tours for corps members and alumni to participate in where they can commune and engage with local community members.

In the past year and moving forward, how is the EPP ensuring equity by preparing candidates to teach diverse populations including English learners and Gifted and Talented students?

1. Anne Arundel Community College/Anne Arundel Public School System - MAAPP RTC Alternative Certification Program

In TASC Standards 1 & 2 have always been an important part of our RTC program "curriculum" and internship/residency activities. New participants in the program's internship have almost universally or at a rate of 100% selected differentiating instruction as a target for growth during the initial internship pre-assessment activity. As a result, there are resources and reflection questions provided following classroom observation by both their mentor and the RTC program manager that focus on guiding our RTC teachers to identify their students' needs, find resources and provide appropriate instruction. Our program does not make placements of conditional teachers into schools. Although all AACPS teacher applicants including those who apply to participate in our EPP/RTC program interview at schools and accept or decline job offers from principals with vacancies, hiring data details that larger numbers of conditional teachers are hired at our "high" needs schools (several also having a larger number of ELL students). Our program is actively recruiting for EPP participation, where appropriate. Example: Annapolis Middle hired 16 conditional teachers or 18.4% of their faculty with 4 now enrolled in some stage of the RTC program. Additionally, AACPS provides resources specialists to support for all teachers of ELL and Gifted & Talented students to all schools and additional resources where needed in schools with larger ELL student populations.

Following last year's MSDE workshops on both ELL and Gifted & Talented students, I was better equipped to share additional resources from various websites shared during the presentation. During early internship goal setting, I discuss with the mentor and intern what district and school resource staff they have identified as available resources. Although no specific data is collected on teacher performance related to teaching ELL and Gifted & Talented, our dispositions and InTASC standard evaluations chart our participants growth in differentiating instruction for all students.

In addition, I continue to refine and add specific “context” and “differentiation” questions to the observation reflection worksheet to address these two standards, as well as, in preparation for PPAT Task 1 when they will need to describe and collect information to describe the context of their school, classroom and student groups.

2. Anne Arundel County Public Schools Notre Dame, Maryland University Resident Teacher Program

The Special Education RTC program is focused on meeting the diverse needs of all students, including English learners, twice exceptional students as well as special education students. The Department of Special Education participates in a county-wide Twice Exceptional Committee and collaborates with the Advanced Learner Program office to provide appropriate strategies and curriculum to support student’s specific needs. Identification of twice exceptional students is necessary to ensure that the unique needs of these learners are addressed in their areas of strength and in their areas of need.

The Department of Special Education participated in four professional development “early release” days devoted to professional learning which focused on deepening our understanding of social justice and how it is relevant and useful to our work. We developed the skills necessary to identify ways to apply tenets of social justice to our current practice through Social Justice Education. We also became familiar with the AACPS Educational Equity policy to ensure that equitable practices permeate throughout the school district.

There is ongoing collaboration between the department of special education and the ELL office to support teachers in accessing and utilizing resources. Teachers collaborate to create schedules and lesson plans to support students that require both ELL and special education services.

In addition, 2 RTC Seminars focus on “Power Strategies” and “Actively Engaging All Learners” to discuss how we can incorporate and include all students in the learning process.

New RTC teachers are permitted to interview at prospective schools but if they are unable to secure a position through the interview process, they are placed in a school that has an open special education position. The placements are based on teacher openings, normally in high turnover schools. Professional Development is offered at specific schools that focus on the population and cultures at the school level. The Right Start Advisors (RSA) program and the RTC program also work closely to provide support and collaboration in teaching diverse populations. RSAs meet with the new RTC teachers and offer Saturday symposiums on various topics including Classroom Management, Brain-Based Strategies, Behavior Management Strategies and Working with Diverse Populations.

3. Bard-Baltimore City Public Schools MAAPP

Candidates take workshops, taught by our special educator as well as veteran faculty, on topics specifically pertaining to teaching diverse populations. Scaffolding is a core component of Bard’s pedagogy and takes into account diverse student groups when preparing educators to teach within the early college/pre-college model. As our student population evolves, so too will workshop topics, to ensure that Bard faculty are best prepared to address the needs of all students.

The following chart reflects the demographics of each school in which MAAPP residents were placed:

School Number	School Name	Gradeband	School Type	Grade	Total Enrollment	% White	% Female	% Free/Low Income	% Limited English Proficiency	% ELL	% Non-Resident Black	% Non-Resident White	% Hispanic	% Non-Resident Asian	% Non-Resident American Indian	% Non-Resident Pacific Islander	% Non-Resident Multiracial
362	Bard High School Early College Baltimore	II	Contract	All Grades	421	42.30%	57.74%	48.54%	<=5%	<=5%	93.64%	10.24%	<=5%	<=5%	<=5%	<=5%	<=5%
415	Baltimore School for the Arts	II	Traditional	All Grades	433	35.10%	64.98%	28.33%	<=5%	<=5%	52.90%	37.28%	6.29%	<=5%	<=5%	<=5%	<=5%

Another effort to ensure equity is the use of an equity rubric in informal observations of faculty and shared with instructors afterwards to identify areas for improvement. The areas observed include: range of content for diverse authors and perspectives, accessibility in teaching modalities to include

neuro, cultural, ethnic, social diversities.

4. Baltimore City Teacher Residence

BCTR teachers have the opportunity to impact communities where systemic inequities and individual prejudices have denied too many children access to a great education. Our multi-year training is designed to transform talented professionals into great teachers through practical, classroom-centered coursework, with a sharp focus on the core skills and mindsets needed to be successful. In each of the areas of focus in our training process, instructors and coaches integrate the specific strategies necessary to address the needs of ALL students in their classroom. This is grounded in a strong understanding of the systematic inequities that the students of Baltimore City have experienced to date, particularly those traditionally marginalized like Black and Latinx students, students with thinking and learning differences, and MLL and ELLs.

- **Classroom-Centered Training.** Our innovative approach is centered around actual teaching experience and focused on practice on core instructional skills and culturally responsive teaching. Our teachers receive hands-on experience, classroom-centered coursework and intensive coaching from expert educators both during their summer Pre-Service training and during their first school year. Part of this training is focused on differentiated instruction based on the needs of their students, including diversity of learning goals from students with learning and thinking differences to multi-language learners to gifted and talented students.
- **Expert Coaching.** Our coaches spend time with each and every teacher. Classroom observations are interactive as coaches help teachers improve in the moment with in-class coaching, and constructive and real-time feedback to help them grow. Coaching focuses on ensuring students in Baltimore City are provided with an equitable education that allows them to be competitive globally.
- **High Standards for Licensure.** We don't lower the bar for earning a teaching certification in the state of Maryland. We raise that bar with high expectations for every teacher who participates in our program. We start by evaluating teachers during our summer program to ensure only the most effective teachers enter the classroom during the Fall. During the school year, we create a holistic picture of a teacher's performance using multiple measures that include TNTP classroom observations, BCPSS classroom observations, and evidence-based classroom portfolios. We know that true equity in education happens when students are not only part of an inclusive culture but when they are also set up for success academically. This means that teachers must not only know their students and student communities, but they also need to know and truly understand their curriculum. For this reason, our program focuses on the following four elements, that based on the TNTP national report, *The Opportunity Myth*, will ensure students in Baltimore are truly being given a fair and equitable opportunity to reach and maintain their goals both in the short and the long term. These areas of focus also directly correlate to the Baltimore City Public Schools Instructional Framework, which is used to measure teacher effectiveness in the district: Grade Appropriate Assignments assessed by the TNTP Assignment Protocol; Strong Instruction assessed by the TNTP Core Rubric; Deep Engagement assessed by Student Survey data; High Expectations assessed by Teacher Survey and observation data
- **Diversity, Equity, & Inclusion.** BCTR teachers begin by gaining a deep understanding of Baltimore and how the historical injustices play a role in our current educational system. They build an understanding of themselves as teachers and prepare them to do the work of authentically getting to know, value, and understand their students as a way of building solid relationships with students, their peers, and the community at large. They explore aspects of identity, power, and privilege from their individual role as a teacher and how that aligns or differs to their students and school community.
- **Family and Community Engagement (FACE)** FACE Sessions seek to build Residents who understand that building positive home-to-school relationships and giving families the resources they need to support students, will increase effective engagement and academic partnerships that will lead to long-term student success. This builds on the work done in DEI sessions and what is foundational to all content and coaching sessions.

5. Baltimore City - Teach for America (TFA)

We are preparing candidates to be equipped to teach diverse populations throughout their two years and beyond in the program. Throughout these experiences, corps members are developing the skills and minds of a culturally responsive leader for all students. The skills and mindset learning focuses on DEI (diversity, equity, and inclusion), instructional teaching, and classroom environment. The design and facilitation of our clinical experiences are rooted in research-based adult learning theory, including the Universal Design for Learning framework, and is re-evaluated every year based on data of student achievement and survey data informed by feedback from the school district, individual school partners, and student achievement results. Below are examples of experiences led by TFA:

Pre-Service: Corps members complete intensive pre-work, including region-specific webinars and readings intended to develop their understanding of the education landscape of the communities they will serve and how understanding and honoring the identities, skills, talents of all students, as well as their own, will influence the impact they have as a teacher. Relevant sessions include “The Equity Demands of Learner Variability” and “Supporting Culturally and Linguistically Diverse Learners.” This coming year, we plan to add more programming to address support for Gifted and Talented students in collaboration with City Schools.

School	Special Education Population?	ESOL Site?	Gifted and Advanced Site?	Additional School Demographic Data
Benjamin Franklin High School	Yes -23%	Yes – 28%	No	https://www.baltimorecityschools.org/schools/239
Callaway Elementary School	Yes – 18%	No -under 5%	Yes	https://www.baltimorecityschools.org/schools/251
City Neighbors High School	Yes- 37%	Yes- reported under 5%	No	https://www.baltimorecityschools.org/schools/376
Lakeland Elementary/Middle School	Yes – 11%	Yes – 41%	Yes	https://www.baltimorecityschools.org/schools/12
Moravia Park Elementary School	Yes – 12%	Yes – 18%	Yes	https://www.baltimorecityschools.org/schools/105

Practicum Assessments: This past summer and moving forward, all corps members are assessed on the [following assignments](#) through our [Pre-Service Learning Rubric](#). It is expected that we will make additions and adjustments to this each year based on data and feedback from instructors and corps members.

Content-Specific Training: This training is facilitated by TFA Content Specialists, veteran content expert teachers. Corps members participate in biweekly content learning communities led by veteran teachers. They learn the latest best practices for their grade level and subject areas to integrate into their teaching practice. Each Content Specialist designs the sessions to ensure corps members understand and apply the subject area content to all students' varying levels and learning styles.

Certification Coursework & Programming: Corps members also participate in a certification or master's program through the Johns Hopkins University School of Education. An example of relevant coursework that all corps members engage in regardless of their certification area is a course entitled "Effective Practices in Teaching & Learning I for General Educators" (ED.813.621). In this 3-credit online course, teachers focus on the most foundational ideas, strategies, and skill sets needed to be effective. They learn how to plan for instruction that includes and meets all students' learning styles and needs, including students who qualify for special education, Gifted and Talented, and English Learners. They also examine research-based topics to develop further their teaching practice, including differentiation, Culturally Responsive Teaching, and Brain-Targeted Teaching for all students. In the 2020-2021 school year, we also leveraged additional professional development for ESOL educators from the [Center for Applied Linguistics](#), and plan to continue utilizing their workshops for future cohorts. We also plan to host a session focused on supporting Gifted and Talented students as part of our All Corps programming this year.

6. Urban Teachers

Meeting the needs of diverse learners is a goal of the Urban Teachers program. Throughout the curriculum, there are multiple opportunities to understand the needs of English Language Learners and Gifted and Talented students and deliver instruction that responds to those needs.

In English language arts: The courses in the ELA program of study provide several supports for English Language Learners. For example, throughout the reading, writing, and language development course, there is a large focus on second language acquisition; one course learning outcome (CLO) is that educators can distinguish between first and second language acquisition and the ways in which language development impacts literacy development. *Interactive Read-Alouds for English learners in elementary grades* (Giroir et al, 2015) is a required text. Two additional texts used throughout the residency year (*Creating Literacy Instruction for All Students*, Gunning, Helman et al, 2011) specifically prepare participants to meet the needs of ELL students. In both elementary and secondary program of study, the courses prepare residents to design and teach lessons to linguistically diverse students. In the elementary program, residents understand the connection between language and literacy and design individual lessons and units that include language standards, sentence discussion frames, and visual supports specifically designed for English learners. Residents become familiar with the Four-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989; Seidenberg, 2013) and how to design word level instruction that meets specific language needs of English learners. Residents view students' home languages as an asset and are taught to use strategies (e.g., use cognates) that builds connections between the students' home languages and English.

In math: The math and stem coursework experiences provide multiple opportunities to practice research-based strategies for English language learners in mathematics classrooms (e.g., recognizing developmental stages of second language acquisition; planning math lessons that build on cultural knowledge and linguistic diversity, explicitly teach math vocabulary, and provide a safe classroom environment for students to practice speaking, listening, and diagramming). Further, in mathematics we include a focus on social justice mathematics in a Latinx context and we talk about how to engage students who are English-Language Learners in mathematics discourse. We also include supports in mathematics course work for language (such as reading math story problems, explaining one's work).

Coursework for all candidates: The Trauma-Informed Teaching Practices and two additional courses dedicated to classroom management practices Urban Teachers, Build Productive and Nurturing Classroom Communities, also dedicate a significant amount of study towards understanding the characteristics and needs of English Language Learners in the current social contexts. Focused on equity practices, these courses also address issues of diversity through embedding Latinx authors among curricular texts to support the development of connections between learning experiences and needs for English Language Learners from the perspective of classroom and behavior management. In addition, the Race, Culture, and Equity in Urban Education course equips participants with the skills needed to build upon the strengths and skills of urban students in order to facilitate healthy, meaningful relationships and promote academic achievement. Preparing Culturally Responsive Teachers: Rethinking the Curriculum (Villegas and Lucas, 2022) is required text.

All candidates enrolled in our program also complete coursework that includes instruction in Gifted and Talented students, specifically in the following courses: Promises and Challenges - where participants are provided with an overview of Gifted and Talented education and twice exceptional students; Understanding and Managing Behavior where participants deepen understanding of how boredom impacts a student's behavior, and how students with attention/behavior challenges are less likely to be identified as gifted and talented; and Specialized Instruction Techniques where students engage in techniques designed to reach all students including those who are gifted and talented. Further 18 of our 33 current partner schools in Baltimore are Gifted and Advanced Learning sites which give our participants opportunities to apply their coursework in a variety of classroom settings.

7. Goucher College

The current MAAPP clinical experiences include both students in our Professional Development Schools and those who are already teaching as conditionally-certified teachers. These experiences are intent on preparing these new educators for High Poverty/Culturally and Linguistically Diverse Schools. Goucher hires supervisors and instructors from diverse backgrounds to provide many different viewpoints and varied instructional expertise. The majority of these people have been principals, supervisors and specialists from school systems across Maryland who are skilled in working with novice teachers.

All coursework and performance outcomes for MAAPP resident teachers are built on the foundations of BCPS priorities that focus on equitable access to quality instruction; this is the underpinning of the MAAPP program, as well as to Goucher, state, and national standards. BCPS has purposefully recruited a diverse population of participants into the program over the years. The very nature of the MAAPP almost always dictates that residents are placed in high-need schools. Goucher hires coaches and supervisors and instructors from diverse backgrounds to provide mentorship and reflection on the methods employed and the students involved. The majority of these people have been principals, supervisors and specialists from school systems across Maryland who are skilled in working with novice teachers. Our ePortfolio contains assessments, unit plans, lesson plans, videos, observations and student reflections which are used by students and supervisors to unpack the developmental process of teaching that is linked directly to standards. Goucher collects feedback from MAAPP residents and their schools obtained through surveys and commentary and uses this data for ongoing program improvement.

Many students are world language specialists, so they are often called upon to work with ELL students. Their training across several courses, including ED656 and 660 (classroom management and reflective teaching/planning) offers them the opportunity to recognize and capitalize on cultural differences, but also to differentiate their lessons so as to best address learning styles, reading levels, and interests to engage with students who need more support to learn, whether due to a disability or a voracious appetite for learning.

8 Montgomery County Public Schools/Montgomery College ACET (Alternative Certification for Effective Teachers)

During the Teaching Institute phase of the ACET program, students work through rigorous set of modules specifically designed to give them insight into teaching in culturally linguistically diverse schools, including addressing their own implicit biases, understanding the demographics of the MCPS student population, and including strong strategy designs for teaching English learners as well as students with a variety of differing abilities.

In particular, two specific modules highlighting these areas include that of Diversity and Culturally Responsive Teaching, led by Professor Brandon Wallace, and Specialized and Individualized Instruction. Led by Dr. Glenda Henandez Tittle. Each of these modules features four to five 3 hour class sessions along with presentations by candidates and key projects highlighting student learning towards their classroom planning and implementation.

In addition, all of our candidates do a supervised internship during the academic year in the classroom of a specific intern supervisor. As a result, we can identify internship schools with diverse student populations and supervisors who are recommended by building leaders and central MCPS staff as role models for this work in almost every intern assignment.

9. New Leaders

Baltimore school leaders are positioned in our program to improve their own personal leadership through examining their own biases and setting clear expectations for how teams and staff lead and teach from an equity mindset. Through culture and talent management, leaders focus on creating an environment where their staff can explore the impact of internal bias in their practices and shift to more efficacious belief systems that allow all students to take on the rigorous learning required of college- and career-readiness standards. In this way, the TLF will become a vehicle for City Schools to create school cultures focused on increasing opportunities and access to high-quality learning for all students.

In addition, we also prepare school leaders in Baltimore to understand how to use data, systems of analysis, and action-planning to identify and address the needs of all students by race, socio-economic status, learning needs, and language. Our goal is to ensure schools calibrate on effective practices for rigorous standards-based instruction and also use differentiated approaches and instructional resources to accelerate learning for all students.

10. Notre Dame of Maryland University Dual Education Program

The NDMU Candidates are provided with opportunities to visit summer classes during the Pre-Employment phase of the program. They observe at least two different classes and complete an observation form that incorporates strategies to support diversity within the classroom. For example, how many times were the females vs. males called upon to answer questions, etc. The summer classes included Special Education classes, and Advanced courses for elementary school students. We will continue to provide such opportunities to the candidates because it affords them the chance to see all learners, including English Learners. Additionally, the candidates receive extensive professional development on the following topics: Culturally Relevant Teaching and Implicit Bias.

Recognizing the growth in ELL populations and the challenges and opportunities it brings, Notre Dame of Maryland University's social justice mission of building inclusive communities and promoting social responsibility prompted the creation of a three-credit course for general classroom teachers centered on teaching English Language Learners. As the first Institution of Higher Education (IHE) in Maryland to require such a course, Notre Dame challenges teacher candidates to be proactive in their pedagogy and seek equity in their practice. In addition to required course work, NDMU's educator preparation program has implemented a series of initiatives to further address diversity and inclusion across all aspects of the

program. A new Diversity and Inclusion task force composed of faculty, current students, and program alumni/ae was convened in September 2020 and began its first meetings in October 2020 with a charge to research and review best practice initiatives in faculty and student recruitment, curriculum and pedagogy, and student support services.

Collectively, PGCPS and NDMU continue to collaborate to address the growing need to provide educators who are sensitive to the needs of the growing populations of SpEd and ESOL. Our candidates are placed in schools that have a SPED and ESOL need.

NDMU Cohort 2020-2021	School/Location	Demographics
1 Female	Port Towns ES	SWD- 5% FARMS- 85% EL- 45% Title I- 90% HISP- 750 Total Students AA- 350 Total Students WHITE- 16 Total Students
1 Female	Montpelier ES	SWD- 7% FARMS- 63% EL- 15% ADA 504- 7% HISP- 175 Total Students AA- 350 Total Students
		WHITE- 12 Total Students
2 Females	P. E. Williams Spanish Immersion School (ES)	SWD- 5% FARMS- 25% EL- 5% ADA 504 - 5% AA- 375 - Total Students HISP- 35 Total Students

All candidates received an effective rating on the end of the year evaluation. Additionally, the candidates received the following Professional Development in an effort to ensure continued support and growth to address all diverse populations:

- Implicit Bias
- Culturally Relevant Teaching
- Discrimination in the Workplace
- Cultural Competence and Racial Bias
- Behavior Modification Training (Response Ability Pathways) Training
- Continued School Based Training on Cultural sensitivity
- Systemic Book Study: Diversity (LBGQT), Equity, and Inclusion

The Residents also participate in systemic professional development offered by the Office of Professional Learning and Leadership:

- New Teacher Boot Camp (new teachers connect with experienced educators, learn strategies and gather resources for distance learning; explore Google suites, etc.)
- PEIP (Professional Educators Induction Program- Beginning of the School Year)
- PEIP 2.0 (Professional Educators Induction Program- Throughout the School Year)

The Residents will continue to receive training annually to address the equity and diversity needs encountered within the school district.

11. Prince George's County Resident Teacher Program-Elementary Focus

During the first year of the program, the PGCRT Elementary Candidates are provided with Opportunities to visit summer classes during the Pre-Employment phase of the program. The classroom observation forms provide opportunities for collecting data on the diverse needs of students within the classroom. Additionally, the summer coursework included an introduction to Special Education, English for speakers of other languages, advanced courses for elementary school students, and Culturally Relevant Teaching and Implicit Bias. The program plans to continue to provide such opportunities to the candidates as it allows familiarizing themselves with the increasingly diverse needs of students within the school district.

12. Prince George's County - Teach for America (TFA)

We are preparing candidates to be equipped to teach diverse populations throughout their two years in the program. We are doing this through their summer training and our regional arc of learning and cultural experiences. Throughout these experiences, corps members are developing the skills and minds of a culturally responsive leader for all students. The skills and mindset learning focuses on DEI (diversity, equity, and inclusion), instructional teaching, and classroom environment. The design and facilitation of our clinical experiences are rooted in research-based adult learning theory and is re-evaluated every year based on data of student achievement and survey data informed by feedback from the school district, individual school partners, and student achievement results. Below are examples of experiences led by TFA:

Pre-Work: Corps members complete intensive pre-work, including region-specific webinars and readings intended to develop their understanding of the education landscape of the communities they will serve and how understanding and honoring the identities, skills, talents of all students will influence the impact they have as a teacher.

Content-Specific Training: This training is facilitated by TFA Content Specialists, veteran content expert teachers. Corps members participate in biweekly content learning communities led by veteran teachers. They learn the latest best practices for their grade level and subject areas to integrate into their teaching practice. Each Content Specialist designs the sessions to ensure corps members understand and apply the subject area content to all students' varying levels and learning styles. Historically, the content learning communities have been a highly rated and effective program with our corps members due to the differentiated support. Last year, over 85% of corps members reported they either strongly agreed or agreed; their instructional practices improved due to work with their content specialist.

Certification Coursework: Corps members also participate in a certification or master's program through the Johns Hopkins University School of Education. The program is co-designed by Johns Hopkins and TFA to equip corps members to become highly-trained and effective teachers who are uniquely positioned to serve students in low-income communities. An example of relevant coursework that all corps members engage in regardless of their certification area is a course entitled "Effective Practices in Teaching & Learning | for General Educators" (ED.813.621). In this 3-credit online course, teachers focus on the most foundational ideas, strategies, and skill sets needed to be effective. They explore special education and how to plan for instruction that includes all students.

Additionally, they learn about and implement backward design and create and implement effective assessments. They also examine research-based topics to develop further their teaching practice, including differentiation, Culturally Responsive Teaching, and Brain-Targeted Teaching for all students.

Appendix E - Teacher Academy of Maryland

Teacher Academy of Maryland (TAM) Graduates that Became Maryland Public School Teachers - by Graduation Year		
High School Graduation Year	Total TAM Graduates	Total TAM Teachers
2009	243	38
2010	225	40
2011	262	42
2012	182	38
2013	291	61
2014	282	44
2015	312	38

Teacher Academy of Maryland Graduates 2009 - 2015 that Became Maryland Public School Teachers - by Gender		
Gender	Total TAM Graduates	Total TAM Teachers
Female	1594	282
Male	203	19

Teacher Academy of Maryland Graduates 2009 - 2015 that Became Maryland Public School Teachers - by Race, Any Ethnicity		
Race	Total TAM Graduates	Total TAM Teachers
Asian	32	*
Black	524	42
Native Amer/ Hawaiian	18	*
Two or more	65	*
White	1158	241

Teacher Academy of Maryland Graduates 2009 - 2015 that Became Maryland Public School Teachers - by Ethnicity, Any Race		
Ethnicity	Total TAM Graduates	Total TAM Teachers
Hispanic or Latino	62	10
Not Hispanic or Latino	1735	291

1. Each year around 58,000 students graduate from Maryland public high schools. Approximately 12,000 complete a CTE program as part of graduation requirements.
2. TAM is the Teacher Academy of Maryland. It is a Career and Technical Education (CTE) program offered in Maryland public schools.
3. The population of interest for this data request was high school graduates defined as "completers" in TAM. The MLDS Center has CTE "completer" data for years 2009 to 2015. Data on CTE "concentrators" are not available until 2018.
4. TAM graduates were counted as teachers if at any point after high school graduation a student was coded as a teacher in the Maryland public school teacher staffing file. Additional TAM graduates may be teaching in private K12 schools in Maryland or teaching out-of-state.
5. Data reported on 2014 and 2015 TAM graduates are likely to understate TAM teachers. Due to lags in data collection, the MLDS Center has limited college degree data and teacher data on TAM graduates in 2014 and 2015. College degree data provided by the Maryland Higher Education Commission and the National Student Clearinghouse are current through academic year 2019-2020 (six years for the 2014 cohort and five years for the 2015 cohort). Data on Maryland public school teachers are current through academic year 2019-2020, therefore TAM high school graduates who finished college in 2019-2020 are not yet reported in teacher staffing data.
6. Race data are reported independent of ethnicity. Ethnicity data are reported independent of Race.

These data were provided in response to a Public Information Act Request made to the Maryland Longitudinal Data System Center (MLDSC) and are based on data contained within the MLDSC on February 1, 2021. MLDS Center may only report aggregate, de-identified data. Data requests containing data elements subject to the Family Educational Rights and Privacy Act (FERPA) require suppressing values less than 10 to avoid unauthorized disclosure of protected information. Additional values are masked to prevent calculating masked values when group totals and sub-totals are provided. The MLDS Center uses a variety of methods for suppressing, including rounding and perturbing. Suppressed cells are indicated with an *.

Appendix F

Maryland Novice Teachers who Attended Maryland Public Schools

What does this dashboard show?

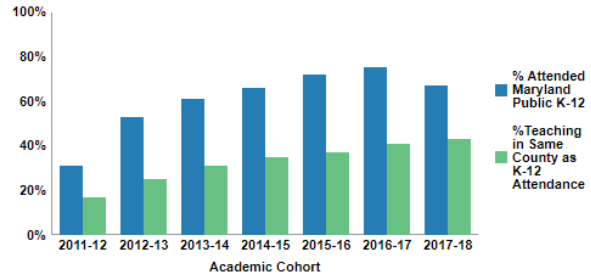
This dashboard shows the percentage of novice teachers who graduated from Maryland's 4-year public colleges and attended Maryland's K-12 public schools. Additionally, it shows the percentage of novice teachers that are teaching in schools that are in the same counties as the K-12 schools they attended as students.

What do the data show?

Each year, approximately 950 graduates from Maryland's 4-Year public colleges are employed as novice teachers within Maryland's public schools within 3 year of graduation.

On average, approximately 50% of novice teachers attended a K-12 public school in Maryland, while 25% of novice teachers are teaching within the local education agency (LEA) that they attended for their own K-12 schooling.

Novice teachers are "teachers . . . in their first three years of teaching elementary or secondary public school students." The 2016-17 and 2017-18 cohorts have not yet had a full three years pass since graduation.



Academic Cohort	% Attended Maryland Public K-12	% Teaching in Same County as K-12 Attendance
2011-12	31%	17%
2012-13	53%	25%
2013-14	61%	31%
2014-15	66%	35%
2015-16	72%	37%
2016-17	75%	41%
2017-18	67%	43%

Why is this important?

Both the Bureau of Labor Statistics and the Maryland Department of Labor, Licensing & Regulation (DLLR) project employment growth rates for teachers.

Attracting and retaining college graduates to teach in Maryland's public K-12 schools is important to meeting these growth projections. Understanding the current composition of the Maryland teaching workforce can help policymakers develop strategies for recruiting and retaining teachers.

How is the percentage calculated?

Review the Calculation for % Attended Maryland Public K-12
Review the Calculation for % Teaching in Same County as K-12 Attendance

For the Future . . .

We want to hear from you! What else would you like to know about this population? Help us expand this dashboard by sending suggestions to mlds.center@maryland.gov

Research Agenda:

These data are responsive to the following Research Agenda Question:

Are exites of Maryland colleges successful in the workforce?

mldscenter.maryland.gov

Publish Date: 7/19/2017



Maryland Novice Teachers Retained in County of College

What does this dashboard show?

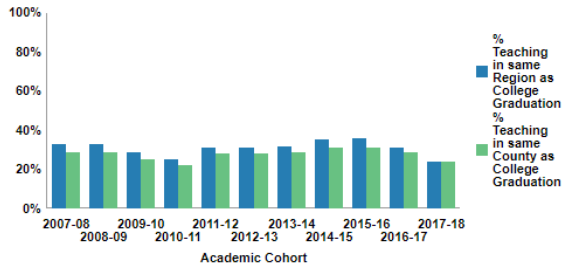
This dashboard shows the percentage of novice teachers who graduated from Maryland's 4-year public colleges and are employed as teachers in the same county as the college from which they graduated. Additionally, the dashboard shows the percentage of novice teachers that are employed as teachers in the same region as the college from which they graduated.

What do the data show?

Each year, approximately 950 graduates from Maryland's 4-Year public colleges are employed as novice teachers within Maryland's public schools within 3 year of graduation.

On average, approximately 28% of novice teachers are teaching at a public school that is in the same county as the college from which they earned their college degree. Further, on average, 31% of novice teachers are teaching at a public school within the same region as the college from which they earned their college degree.

Novice teachers are "teachers . . . in their first three years of teaching elementary or secondary public school students." The 2016-17 and 2017-18 cohorts have not yet had a full three years pass since graduation.



Academic Cohort	% Teaching in same County as College Graduation	% Teaching in same Region as College Graduation
2007-08	29%	33%
2008-09	29%	33%
2009-10	25%	29%
2010-11	22%	25%
2011-12	28%	31%
2012-13	28%	31%
2013-14	29%	32%
2014-15	31%	35%
2015-16	31%	36%
2016-17	29%	31%
2017-18	24%	24%

Why is this important?

Both the Bureau of Labor Statistics and the Maryland Department of Labor, Licensing & Regulation (DLLR) project employment growth rates for teachers. Attracting and retaining college graduates to teach in Maryland's public K-12 schools is important to meeting these growth projections. Understanding the current composition of the Maryland teaching workforce can help policymakers develop strategies for recruiting and retaining teachers.

How is the percentage calculated?

Review the Calculation for % Teaching in Same County as College
Review the Calculation for % Teaching in Same Region as College

For the Future . . .

We want to hear from you! What else would you like to know about this population? Help us expand this dashboard by sending suggestions to mlds.center@maryland.gov

Data Limitations and Notes:

Review information on the data used in this dashboard.

Research Agenda:

These data are responsive to the following Research Agenda Question:

Are exites of Maryland colleges successful in the workforce?

mldscenter.maryland.gov

Publish Date: 06/30/2022



Appendix G - Novice Teacher Enrollments

Teachers in Maryland Public Schools with Novice Designation ¹ (2007-2008 to 2020-2021)	Total Novice Teachers with Potential Maryland Public School Records ² (2012-2013 to 2020-2021)	Novice Teachers ¹ with Maryland Public K-12 Records		
		Ever enrolled in Maryland Public K-12?	TAM ³ Completer?	Ever Dually Enrolled? ⁴
48,914	32,434	9,881	368	1,681

Total Novice Teachers ¹ with Potential Maryland Postsecondary Record (2010-2011 to 2020-2021)	Novice Teachers# with Maryland Postsecondary Records								
	Ever enrolled in ANY Maryland College?	Ever enrolled in a Maryland Community College?	Ever enrolled in the Associate's of Arts in Teaching?	Graduated with the Associate's of Arts in Teaching?	Ever enrolled in a Maryland Four-Year Public/State-Aided Independent?	Enrolled in a Maryland Four-Year Public/State-Aided Independent AFTER Maryland Community College Enrollment?	Enrolled in a Maryland Four-Year Public/State-Aided Independent AFTER Associate's of Arts in Teaching Enrollment?	Graduated from Maryland Community College then Enrolled in Maryland Four-Year Public/State-Aided Independent?	Graduated from Maryland Community College with Associate's of Arts in Teaching then Enrolled in a Maryland Four-Year Public/State-Aided Independent?
37,658	22,967	11,072	4,386	2,254	21,244	6,136	3,400	3,504	2,185

Notes:

¹A novice teacher is defined as a teacher with 3 or less years of teaching experience at the time of hire. Teacher data reported here are exclusive to Maryland public K-12 schools. Novice teachers were counted if they were ever designated as a novice teacher in the data provided to the MLDS Center by MSDE. The data should not be interpreted as the number of current novice teachers actively engaged as teachers.

²The novice population was reduced to include only novice teachers who could reasonably have attended a Maryland public high school or college within the timeframe covered by Center data. For example, a novice teacher in 2007-2008 was most likely last in high school in 2003-2004, prior to the Center's data which begins in 2007-2008. The MLDS Center has public school and college data dating back to 2007-2008.

³TAM is the Teacher Academy of Maryland. It is a Career and Technical Education (CTE) program offered in Maryland public schools. Novice teachers that were likely to have a Maryland public school record were evaluated to determine if they were TAM "completers". The MLDS Center has CTE "completer" data for years 2009 to 2015. Data on CTE "concentrators" are not available until 2018 and were not included in this analysis.

⁴Dual enrollment is defined as a student who had overlapping enrollment dates in both a Maryland public high school and a Maryland institution of higher education of at least one day. The novice teachers that were likely to have a Maryland public high school record were evaluated to determine if they ever took a dual enrollment course between 9th and 12th grades.

- Students were considered enrolled or graduated in the Associate's of Arts in Teaching (AAT) if their HEGIS code was 496000 to 496099.
- Novice teachers are counted once in each applicable category. Counts are not mutually exclusive therefore values do not sum to totals.
- All enrollment and degree dates for novice teachers must be BEFORE hire date. Any enrollment or degrees AFTER the hire date are not counted in this analysis.
- From 2008 to 2013 State-aided Independent institutions only provided unit record date on students that were considered in-state. The number of graduates produced during this period is therefore understated. From 2008 to 2013 the Maryland Higher Education Commission only collected enrollment data in the fall therefore AAT enrollment data during this period is understated. The rates reported from 2013-2014 forward cannot be directly interpreted as an increase in enrollment due to missing data for the proceeding years.

These data were provided in response to a Public Information Act Request made to the Maryland Longitudinal Data System Center and is based on data contained within the MLDS Center April 20, 2022. MLDS Center may only report aggregate de-identified data. Data requests containing data elements subject to the Family Education Rights and Privacy Act (FERPA) require suppressing values less than 10 to avoid unauthorized disclosure of protected information. Data requests that are not subject to FERPA are suppressed whenever values are less than 3 to avoid unauthorized disclosure even when protected information is not present. Additional values are masked to prevent calculating masked values when group totals and sub-totals are provided. The MLDS Center uses a variety of methods for suppressing, including rounding and perturbing.

Appendix H – Bachelor’s Graduates Employed as Novice Teachers

Graduation Year^^	Bachelor's Degree Graduates	Bachelor's Degree Graduates - Novice Teachers#	Bachelor's Graduates with an Associate's of Arts in Teaching Enrollment or Degree	Novice Teachers# with a Bachelor's Degree and an Associate's of Arts in Teaching Enrollment or Degree
2007-2008	21,223	1,099	10	*
2008-2009	23,065	1,070	47	33
2009-2010	24,148	928	241	118
2010-2011	25,437	1,041	438	210
2011-2012	26,990	1,147	468	207
2012-2013	25,693	1,184	604	294
2013-2014	29,805	1,427	696	322
2014-2015	30,916	1,250	762	352
2015-2016	32,291	1,288	752	372
2016-2017	32,514	1,320	847	368
2017-2018	32,991	1,316	866	407
2018-2019	33,030	1,095	772	332

Graduation Year^^	Master's Degree Graduates	Master's Degree Graduates - Novice Teachers#	Master's Graduates with an Associate's of Arts in Teaching Enrollment or Degree	Novice Teachers# with a Master's Degree and an Associate's of Arts in Teaching Enrollment or Degree
2007-2008	10,829	755	*	*
2008-2009	11,817	598	*	*
2009-2010	12,384	499	21	10
2010-2011	12,785	508	46	19
2011-2012	13,208	515	73	26
2012-2013	12,360	441	67	16
2013-2014	16,093	510	86	18
2014-2015	16,911	512	171	38
2015-2016	17,577	480	190	34
2016-2017	18,080	427	227	47
2017-2018	19,266	410	260	40
2018-2019	19,396	364	327	30

Notes:

#A novice teacher is defined as a teacher with 3 or less years of teaching experience at the time of hire. Each graduate is evaluated for a three year period post-graduation to determine if the graduate was employed as a novice teacher. Graduation dates follow the academic calendar and range between July 1st and June 30th for each year.

**A graduate is only counted once, upon completion of the first bachelor's degree. Totals for Bachelor's degree novice teachers are inclusive of the totals reported for the Associate's of Arts in Teaching (AAT). Students were considered enrolled or graduated in the Associate's of Arts in Teaching if their HEGIS code was 496000 to 496099.

^A graduate is only counted once, upon completion of the first master's degree. Totals for Master's degree novice teachers are inclusive of the totals reported for the Associate's of Arts in Teaching (AAT). Students were considered enrolled or graduated in the Associate's of Arts in Teaching if their HEGIS code was 496000 to 496099.

~For graduates with both a Bachelor's and a Master's, the following rules apply when determining the which degree counts as a novice teacher:

If student earns a Bachelor's, but continues on to a Master's, and hire date is AFTER the Master's graduation date, count the graduate as a novice for the Master's.

If student earns a Bachelor's, but continues on to a Master's, and hire date is BEFORE the Master's graduation date, count the graduate as a novice for the Bachelor's.

If student earns a Bachelor's, and is hired as novice and then starts a Master's after the hire date, count the graduate as a novice for the Bachelor's.

If hire date is not known, count the graduate as a novice for the degree with the earliest degree awarded date.

^^From 2008 to 2013 State-aided Independent institutions only provided unit record date on students that were considered in-state. The number of graduates produced during this period is therefore understated. From 2008 to 2013 the Maryland Higher Education Commission only collected enrollment data in the fall therefore AAT enrollment data during this period is understated. The rates reported from 2013-2014 forward cannot be directly interpreted as an increase in enrollment due to missing data for the proceeding years.

The Institutions Included in this Analysis		
4-Year Public	State-Aided Independent	Maryland Community Colleges
Bowie State University	Capitol Technology University	Allegany College of Maryland
Coppin State University	Goucher College	Anne Arundel Community College
Frostburg State University	Hood College	Baltimore City Community College
Salisbury University	Johns Hopkins University	Carroll Community College
Towson University	Loyola University	Cecil College
University of Baltimore	Maryland Maryland Institute	Chesapeake College
University of Maryland, Baltimore	College of Art	College of Southern Maryland
University of Maryland, Baltimore County	McDaniel College	Community College of Baltimore County
University of Maryland, College Park	Mount St. Mary's University	Frederick Community College
University of Maryland Eastern Shore	Notre Dame of Maryland University	Garrett College
University of Maryland University College	St. John's College	Hagerstown Community College
Morgan State University	Stevenson University	Harford Community College
St. Mary's College of Maryland	Washington Adventist University	Howard Community College
	Washington College	Montgomery College
		Prince George's Community College
		Wor-Wic Community College.

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