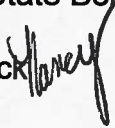




Nancy S. Grasmick
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick 
DATE: October 26, 2010
SUBJECT: Maryland Teacher Staffing Report, 2010–2012

PURPOSE:

The purpose of this item is to seek your action on recommendations proposed in the *Maryland Teacher Staffing Report: 2010-2011* (see Attachment). These recommendations impact incentives to support increasing the supply of teachers in critical shortage areas in the state.

HISTORICAL BACKGROUND:

The *Maryland Teacher Staffing Report, 2010-2012* is an annual study conducted by the Maryland State Department of Education, and published biennially. It is conducted in conjunction with local school systems and institutions of higher education with teacher preparation programs. The study began as a response to 1984 state legislation requiring a declaration of teaching fields that are considered critical shortage areas.

The report gathers data from the deans and directors of teacher preparation programs in Maryland colleges and universities and from the directors of human resources in local school systems. The report is produced by the Division of Certification and Accreditation in collaboration with the Division of Accountability and Assessment and the Office for Academic Policy.

Over time, the report and the recommendations have expanded beyond critical teacher shortage areas to include geographic areas experiencing shortages; gender and diversity shortages; and recommendations on certain non-classroom professional positions that are deemed shortage areas. The report also includes information on teacher experience and attrition, retired/rehired teachers, principals and mentors, and highly qualified teachers (as defined by the 2001 *No Child Left Behind Act*).

Your declaration of the critical shortage areas provides the basis for the *Sharon Christa McAuliffe Memorial Teacher Education Awards* given by the Maryland State Scholarship Administration. The United States Department of Education annually publishes the *Teacher Shortage Area Nationwide*. This list is used to qualify college graduates with federal student loans for deferment of loans or reduction of teaching obligation for several student aid programs. Maryland statute employs these declarations as criteria for earnings limitations exemptions when school systems hire retired teachers, principals and teacher mentors to work in specific schools: Title I schools, alternative schools, schools not meeting Adequate Yearly

Progress (AYP), and schools with 50% students eligible for free and reduced-price meals. Finally, college students preparing to teach in the declared shortage areas may qualify for federal scholarships through the Teacher Education Assistance for College and Higher Education (TEACH) Grant Act of 2007.

Our results in this study mirrors those found in a 2009 national study by the American Association for Employment in Education (AAEE) called *Educator Supply and Demand in the United States*. AAEE indicated that 2009 was the steepest one-year decline in demand for educators since 1981. Further, they state that perceived job opportunities for teachers and educators are lower than they have been since 1997. This report also cites fields that are still in demand including all special education fields, science, technology and math (STEM) fields.

EXECUTIVE SUMMARY:

In the *Maryland Teacher Staffing Report, 2010-2012*, the Maryland State Department of Education is presenting four recommendations for your consideration: identified teaching content areas of shortage (pursuant to §18-703 of the Annotated Code of Maryland), geographic areas of shortage, gender and diversity areas of shortage, and recommendations on select non-classroom professionals deemed areas of critical shortage. Below are the four recommendations for your consideration:

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

- Career and technology areas (7-12):
 - Technology education, and
 - Family and consumer sciences;
- Computer science (7-12);
- English for Speakers of Other Languages (ESOL) (PreK-12);
- Foreign language areas (7-12):
 - Chinese, and
 - Spanish;
- Mathematics (7-12);
- Science areas (7-12):
 - Chemistry;
 - Earth/space science,
 - Physical science, and
 - Physics;
- Special education areas:
 - Generic: Infant/primary (birth-grade 3);
 - Generic: Elementary/middle school (grades 1-8);
 - Generic: Secondary/adult (grades 6 – adult);

- Hearing impaired;
- Severely and profoundly disabled; and
- Visually impaired.

Recommendation 2: The Maryland State Board of Education declares the following 19 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

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

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

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

NSG:jes

Attachment: *Maryland Teacher Staffing Report, 2010-2012*