

## Teaching in Crisis: The Numbers in Brief

**A**mong the biggest challenges facing schools today is tackling increasingly complex educational issues with serious deficits in both teacher quality and quantity.

### The Demand

Maryland's teacher supply-demand predicament mirrors the nation's. Next year, the state's public school enrollment will increase by 20,000 students. A newly instituted cap on provisional certificates will clear another 1,400 teacher posts (see *From Provisional to Professional Certification on page 3*). And a projected decrease of about 9,600 elementary students will be offset by an increase of 29,500 students in grades 7-12, meaning we'll need 1,800 more secondary teachers to handle this enrollment shift alone. (With class size reduction strongly supported in the early grades, however, elementary schools won't be out of the red either. A kid-friendly teacher/student ratio will quickly tap whatever K-5 teacher surplus an enrollment decrease might bring about.)

The real key to explaining the shortage, however, lies in the number of teachers eligible to retire, which, in 2002, will exceed 29,000 — more than triple the current rate.

### The Supply

While last year's number of new hires in Maryland increased slightly over the year before, pretty soon, this supply won't even *begin* to satisfy demand. We have never produced enough teachers in Maryland; we hire about half each year from other states. But just as freely as candidates breeze into our borders, so do teachers migrate out. Perhaps this is especially so in Maryland, where no teacher is ever more than 40 miles from a bordering state.



Beth Hoeck, a Special Education – Secondary Mathematics major at Towson University, says the state needs to do five things to cultivate interest in teaching: advertise teaching as a career, supply better equipment, raise salaries, give better benefits, and "treat teachers as the professionals they are." Christina Kanotz, Elementary Education, wants, in addition, more order in the classroom and more parental involvement.

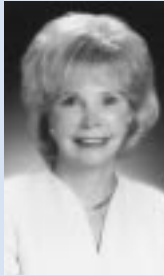
Then again, if neighboring states don't sap our supply, attrition likely will. Approximately one-third of all teachers leave the profession within their first five years.

With supply-side variables remaining constant, these numbers mean that, in 2002, we'll need to hire 10,500 public school teachers — nearly 60% more than we hired last school year.

### Changing the Equation

State Superintendent of Schools Nancy S. Grasmick first broadcast the teacher shortage and her nascent recommendations in the spring of 1998. That clarion call spawned the batch of classroom-filling proposals we brought before the legislature last year. It influenced, too, this year's tactics, which included a pre-session summit on teaching and still more measures to battle a teacher shortage that, if unchecked, will cripple Maryland's schools. This issue of *Maryland Classroom* details enacted and pending teacher recruitment, retention, and reward legislation.

### SUPERINTENDENT'S MESSAGE



## In the Name of Quality

**W**hen faced with the prospect of overcrowded classrooms, it is admittedly difficult to balance pragmatism with idealism.

With "desperate times call for desperate measures" rhetoric swirling about in schools, at system and state headquarters, on Maryland's House and Senate floors, even in the White House, it would be easiest — and acceptable, perhaps — to cast about for the quickest solution. So in light of the urgency surrounding the teacher shortage crisis, I am encouraged by the commitment Maryland's policymakers have made, implicitly, to teacher *quality* as well as quantity.

When we drew up recruitment and retention strategies — last year's *and* this year's both — we held to the fundamental principle of teacher quality above all. It was the one concession we *wouldn't* make.

Spurred on by the abundant research indicating that teacher quality is the single best predictor of student success, we decided that quick fixes are not only insufficient but unconscionable; they actually *threaten* the school improvement process. We refused to sacrifice teacher quality and then, propitiously, found we didn't have to. The strategies before the General Assembly are innovative enough to swell our ranks in number *and* talent.

I'm proud, then, that teacher quality became our deal-breaker — our non-negotiable issue. This legislative session is our chance to prove that teacher quality and quantity are not mutually exclusive, and that we can address *both* challenges in bold, creative, and comprehensive ways.

Kati Haycock, Director of The Education Trust, said, "We cannot wait until every piece of this puzzle is in hand. We must use the devices we have to lure the best teacher candidates in, screen others out, and intensively develop the rest." I wish us all strength, vision, and resolve as we collectively do just that.

*Nancy S. Grasmick*  
Nancy S. Grasmick  
State Superintendent of Schools

### Inside the Classroom...

- ✓ Past and pending incentive legislation
- ✓ New provisional certification stipulations
- ✓ Teacher candidates speak out

# The Politics of Teaching: I

## Paving the Way: 1999's Legislative C

**E**ven with the teacher shortage building for some time in Maryland, the firm legislative push needed to lure qualified candidates into the classroom — and give them compelling reasons to stay there — came only last year with a number of teacher recruitment and incentive bills passed by the General Assembly.

### House Bill 9: Quality Teacher Incentive Act

The most comprehensive of last year's recruitment initiatives, the Act grants:

- \$1,500 tax credit [beginning July 2000] to offset tuition costs for graduate coursework;
- \$1,000 signing bonuses for candidates who graduate in the top 10% of their class;
- \$2,000-a-year stipends for teachers and mentors holding Advanced Professional Certificates who work in Challenge, reconstitution-eligible, or reconstituted schools;
- stipends of up to \$2,000 for teachers certified by the National Board for Professional Teaching Standards (NBPTS);†
- expansion of the state-supported mentoring program; and
- an optional extension of new teachers' probationary period from 2 to 3 years, at the discretion of local boards of education.

### Senate Bill 131: Maryland HOPE Scholarship

The Maryland HOPE Teacher Scholarship lightens the (financial) load for high school seniors, undergraduates, and graduate students hoping to become teachers. Students enrolled in two-year colleges can receive \$1,000 annually, and students in four-year colleges can receive \$3,000 annually. Eligible candidates hold a cumulative 3.0 grade point average, are Maryland residents enrolled full-time in eligible teacher education programs, and promise to work as a full-time certified teacher one year for each year of assistance received (*see The Road Ahead for important changes to this bill*).

### Senate Bill 15: Reemployment of Retired Teachers

SB 15 originally exempted retired teachers from an earnings cap (meaning pensions remain intact) if reemployed as classroom teachers, substitutes, or teacher mentors in reconstitution-eligible schools, subject shortage areas, or regional shortage areas. But the bill essentially became applicable to teachers across-the-board last October, when every school system was officially labeled a "geographic shortage area."

Prince George's County — which aggressively pursued reemployment last year to help fill more than 1,200 vacancies and curtail its number of provisionally certified teachers — now employs 309 retired teachers,

### House Bill 9: FY 2001 Allowance

National Board Certification.....	\$206,000
Signing Bonus (Top 10%).....	\$480,000
Challenge/Reconstituted School Stipend.....	\$6,120,000
Mentoring Program.....	\$5,000,000
<b>Total.....</b>	<b>\$11,806,000</b>

### NBPTS Incentives, by Local School System

Local School System	Incentive
Allegany	\$1,500 per year*
Anne Arundel	No incentive at this time
Baltimore City	Information not available
Baltimore Co.	\$2,000 per year
Calvert	\$1,000 per year
Caroline	No incentive at this time
Carroll	\$1,000 per year
Cecil	\$1,000 one-time award (subject to budget)
Charles	\$2,500 one-time award
Dorchester	\$1,000 one-time award
Frederick	\$1,000 per year
Garrett	Information not available
Harford	\$1,000 one-time award
Howard	\$2,000 per year
Kent	No incentive at this time
Montgomery	\$2,000 per year
Prince George's	\$2,500 one-time award
Queen Anne's	Additional credit on salary schedule (dollar amount varies)
St. Mary's	\$1,000 per year
Somerset	\$1,000 per year (pending vote at April 2000 board meeting)
Talbot	No incentive at this time
Washington	Information not available
Wicomico	\$1,000 per year
Worcester	Information not available

\* In all cases, while holding a valid NBPTS certificate

## The Road Ahead: What Have We Done

**T**his year's legislative session could shape up to be even more of a financial boon to teachers than last year. Led by Senate Bill 810, the legislation introduced to the General Assembly intends to put substantially more money into teachers' pockets.

### Senate Bill 810/House Bill 1247: Governor's Teacher Salary Challenge Program

SB 810 is a partnership between the state and local governments to increase teacher salaries by at least 10% over the next two years. Simply put, if local governments raise teacher salaries by 8% or more by FY 2002, the state will pitch in another 2%.

The bill applies to all certificated professional public school employees (e.g., classroom teachers, media specialists, guidance counselors), except administrators. Governor Glendening has committed more than \$100 million to this initiative over the next two years — \$80 million of

**"For all the perks states are offering teachers, few politicians are willing to take the far more costly step of increasing teachers' salaries permanently and across the board."**

—In *The New York Times*

which will go toward funding the salary increases and \$20 million of which will go to jurisdictions that could have difficulty meeting the funding challenge.

SB 810 represents unprecedented state assistance for teacher salaries, a move legislators say is critical to luring teachers and prospective teachers to Maryland, especially when neighboring regions to our north and south — Pennsylvania and Northern Virginia — pay higher average salaries than Maryland. Maryland's teacher salary rank has slipped from 8th to 14th highest over the past seven years.

### Senate Bill 206: Homeownership Opportunities for Teachers

The Teachers' Homeownership Initiative sets aside \$25 million over five years for low-interest mortgage rates through the Department of Housing and

**"It's a bidding war. And you can't recruit with rhetoric."**

—Richard Mills, *New York Education Commissioner*


# Legislation Past & Present

## Coups

more than one-quarter of the system's September 1999 shortage. Of that number, 189 retirees returned to their former positions (with their principals' endorsement), and 120 are pool applicants — meaning they teach in field, but in whatever school needs them most.

While SB 15 doesn't require it, Prince George's County hires only those retired teachers who hold valid certificates. The system plans to conduct staff development explicitly for retirees and pays those with Advanced Professional Certificates, on average, \$51,738.

School system officials statewide who have acted on SB 15 say the bill has put ready-made mentors back into the classroom and add that a program like this enacted 10 years

ago could very well have forestalled the shortage it now combats. Although some systems now actively recruit from other jurisdictions, central office staff expect increased competition as the number crunch hits home across the state. 

†The state will match dollar-for-dollar (up to \$2,000) stipends awarded by participating local school systems. See chart for incentives by county.

Additionally, the pilot program under which the state covers two-thirds of the \$2,000 NBPTS registration fee, and local school systems the remaining third, has been extended to May 30, 2004 (SB 273). Each year, the State Board of Education may select 300 teachers to participate in the program.

For NBPTS contact names and phone numbers in your jurisdiction, visit [www.msde.state.md.us](http://www.msde.state.md.us); for more information on the certification program, visit [www.nbpts.org](http://www.nbpts.org).

## for You Lately?

Community Development's (DHCD) existing bond-funded homeownership program. Initially, DHCD expects to set the interest rate at 5% — well below the current market rate of 8% — which translates into a savings of nearly \$160 a month on an \$80,000 house.


Eligible teachers:

- were first hired in Maryland in the last five years;
- commit to teaching in the state for three years (beyond the home-purchase date);
- are first-time Maryland home buyers (unless the house is located in a federally targeted area — Baltimore City or Allegany, Caroline, Dorchester, Garrett, Kent, and Somerset counties);
- purchase a home in a Priority Funding Area (i.e., urban and older suburban regions — where the need for teachers is greatest — and economically distressed areas).

As the bill is written, house price limits range from \$92,000 – \$180,000, depending on county; income limits are summarized in the following table. Both are set at the maximum allowed by federal law.


Income Limits	Washington, DC Area	Rest of Maryland
1-2 people	\$78,000	\$64,300
3 or more people	\$90,735	\$73,945

## Senate Bill 205: Maryland Teacher Scholarships

SB 205 increases the Maryland HOPE Teacher Scholarship's (see SB 131) annual award from \$1,000 to \$2,000 for students enrolled in two-year colleges and from \$3,000 to \$5,000 for students enrolled in four-year colleges. The bill increases by \$3.8 million FY 2001's general fund expenditure for this and two other scholarship programs. For more information, visit the Maryland Higher Education Commission's web site at [www.mbec.state.md.us](http://www.mbec.state.md.us). 

## From Provisional to Professional Certification

In June 1998, the State Board of Education adopted COMAR amendments that significantly curb the number of provisional certificates Maryland teachers can obtain. With no cap on the books before 1998 — and the regulations not taking effect until 1999 — provisionally certified teachers now comprise 7.1%\* of Maryland's total teaching force. That percentage is sure to drop under the following stipulations.

- An applicant needing six or fewer semester hours of coursework for a professional certificate will be issued no more than one provisional certificate.
- An applicant holding an expired SPC II and needing course work for the APC will be issued no more than two provisional certificates.
- An applicant needing more than six semester hours of course work for the initial professional certificate will be issued no more than four provisional certificates.
- Local school systems may request a provisional certificate only once for an employee who holds an SPC I, but receives an unsatisfactory performance evaluation.
- If an applicant needs only to achieve a qualifying score on required teacher certification tests, and doesn't do so during the initial year for which the provisional certificate is issued, he or she will have one additional year on a provisional certificate to meet the requirement. 

Local School System	Number of Teachers	Number of Provisional Teachers*	Percent of Provisional Teachers*
Allegany	666	2	.3%
Anne Arundel	4,319	102	2.4%
Baltimore City	5,915	1,246	21.1%
Baltimore County	6,786	260	3.8%
Calvert	861	21	2.4%
Caroline	339	6	1.8%
Carroll	1,551	16	1.0%
Cecil	1,028	31	3.0%
Charles	1,254	49	3.9%
Dorchester	336	14	4.2%
Frederick	2,158	63	2.9%
Garrett	362	5	1.4%
Harford	2,418	85	3.5%
Howard	2,906	81	2.8%
Kent	184	10	5.4%
Montgomery	8,532	216	2.5%
Prince George's	7,682	1,326	17.3%
Queen Anne's	423	12	2.8%
St. Mary's	914	41	4.5%
Somerset	215	9	4.2%
Talbot	292	15	5.1%
Washington	1,333	17	1.3%
Wicomico	974	22	2.3%
Worcester	473	11	2.3%
State	51,921	3,660	7.1%

\* As of February 2000

# Teachers in Demand: The Next Generation Speaks Out

**W**e visited Towson University in February to talk with students who will, in a year or two, be teachers themselves. Towson, the state's biggest supplier of educators, graduated 606 prospective teachers last year, outpacing University of Maryland, College Park, by 200 graduates.

We asked the students how to recruit more young people into the teaching corps. While some discounted higher salaries as unrealistic for cash-strapped counties, most students cited better compensation as the most persuasive incentive. "Why is there never enough money in the bud-

**"The best way to get the attention of students and influence them to teach is to have excellent teachers teaching them."**

—Kate Skidmore, Sophomore, Art and Deaf Education

**"Many hardships are put on rookie teachers. Student teaching can't always prepare a new teacher for what is expected when he/she is exclusively in charge. A mentoring program could solve this problem by alleviating initial fears of failure. For the first year, or maybe the first couple of semesters, the new teacher could be [assisted] by a more experienced teacher. While creating a more confident ... and better qualified teacher, this could also be a good way for retired teachers to make a few extra bucks."**

—Mike Hobson, Senior, Art Education

**"Public speakers have always been very influential to me personally and to many others. If the state were to pay experienced teachers to speak to high school audiences about the joys and many benefits of teaching, they could influence some very capable minds."**

—Kelly Kennon, Sophomore, English Secondary Education

**"Perhaps more people would be tempted to join the field if they felt themselves active participants in the educational process rather than conduits of the educational system. By this, I mean that teachers should be given more room to help design curricula, implement academic programs, and revise current programs to best fit the needs of their classroom."**

—Rebecca Lapin, Junior, Biology

**"Those who have been employed with a school system for a given length of time should be [provided more involvement] in curriculum planning and implementation — with a determined stipend for their extra efforts. I am aware that years on the job do not qualify one to be fully experienced in his or her field, so the system should offer an evaluation ... to be considered for such a position."**

—Rachel Rouchar, Junior, Spanish Secondary Education

**"You can't make someone decide to be a teacher no matter what you use to entice him or her. Either they have the love for helping and teaching, or they don't."**

—Sarah Nees, Sophomore, Art Education

get to give teachers the salaries they deserve, yet they are the ones who educated all of our leaders?" asked Towson senior Angela Compton.

Another frequently voiced suggestion — college scholarships — promulgated similarly disparate reactions. While many thought them a viable way of getting more teachers into the classroom, quite a few others expressed concern that large-scale scholarships might attract "uninspired" students and that "more people will become teachers who don't have their hearts set in the field." Here's a glimpse of what they had to say. 🐬

**"It would seem desirous to get mature teacher candidates into the public school classrooms and out of the college classrooms quickly and efficiently."**

—Beth Watters, Junior, Special Education — Infant and Primary

**"If the state hires very qualified teachers, I am certain they will inspire at least some of their students to become teachers themselves."**

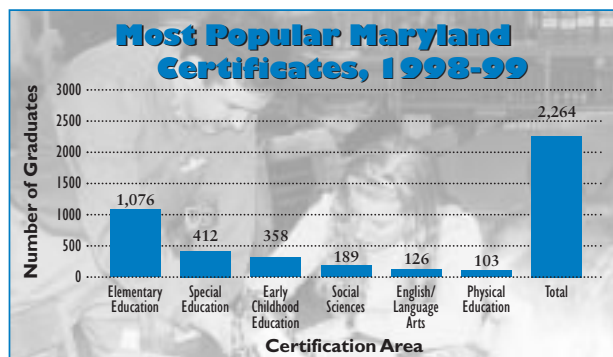
—Megham Russell, Freshman, Communications

**"There are various things the state can do to interest people in teaching, but they all stem from one basic idea. Maryland — in fact the whole country — needs to change its opinions of teachers and teaching ... Teachers need respect."**

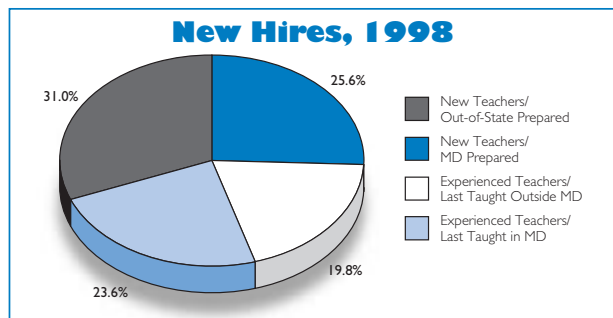
—Susan Miller, Senior, Biology Secondary Education


**"Teachers are not just educators; they are leaders, counselors, and guides. Teachers change lives every day. If others knew the rewards that arise from teaching, I think many would decide to lead a classroom."**

—Jaclyn Martin, Sophomore, Health Education



Content Area	1998	1999
Math	89	81
ESOL	25	30
Computer Science	2	1
Physical Science	3	0
Physics	8	0
Earth/Space Science	10	3
Special Education	279	412
<b>Total</b>	<b>416</b>	<b>527</b>





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