MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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State Superintendent of Schools

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: September 25, 2012

SUBJECT: Maryland Teacher Staffing Report, 2012–2014
Approval of Critical Shortage Areas

PURPOSE:

The purpose of this item is to seek your approval on recommendations relating to teacher content shortage areas for use as the basis of scholarships and other incentives. In addition, there are recommendations of geographic areas of shortage, gender and diversity shortages, and shortages of select non-classroom professionals.

HISTORICAL BACKGROUND:

The *Maryland Teacher Staffing Report, 2012-2014* is a biennial study conducted by the Maryland State Department of Education. 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 directors of human resources in local school systems and from the deans and directors of teacher preparation programs in Maryland colleges and universities. The report is produced by the Division of Certification and Accreditation in collaboration with the Division of Accountability, Assessment and Data Systems.

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 who receive federal student loans for deferment of loans, or reduction of teaching obligation. Maryland statute uses these declarations as part of the 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.

Over time, the report and recommendations have expanded beyond critical teacher shortage areas to include geographic areas experiencing shortages; gender and diversity shortages; and 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*).

EXECUTIVE SUMMARY:

In the biennial issue of the *Maryland Teacher Staffing Report, 2012-2014,* the Maryland State Department of Education surveyed the Deans and Directors of Teacher Education and the local school system Directors of Human Resources to determine the supply and demand of teachers. The Annotated Code of Maryland, §18-703, requires identification of teacher content shortage areas for use as the basis of scholarships. In addition, there are recommendations of geographic areas of shortage, gender and diversity shortages, and shortages of select non-classroom professionals.

This year the teacher content areas are identical to those reported in the 2010-2012 report. MSDE has criteria for geographic shortage areas, but the local superintendents make the final decision, based on local needs. This year, the local school systems named as geographic areas of shortage have changed slightly, with three school systems being dropped and four systems asking to be added.

ACTION:

The four recommendations for your consideration are:

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);
- 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;

- World language areas (PreK-12):
  - Chinese, and
  - Spanish.

Recommendation 2: The Maryland State Board of Education declares the following twenty (20) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

1. Anne Arundel County
2. Baltimore City
3. Baltimore County
4. Calvert County
5. Caroline County
6. Carroll County
7. Cecil County
8. Charles County
9. Dorchester County
10. Frederick County
11. Harford County
12. Howard County
13. Kent County
14. Montgomery County
15. Prince George's County
16. Queen Anne's County
17. St. Mary's County
18. Somerset County
19. Washington County
20. Wicomico 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 library/media specialist, principal and speech/language pathologist.

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Attachment: *Maryland Teacher Staffing Report, 2012-2014*
http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/mtsr.htm