

# Prince George's County Public Schools: Resident Teacher Program (PGCPS - RTP)

Upper Marlboro, Maryland  
Secondary Preparation Program



## Secondary preparation program structure:



Teacher candidate enrollment: **24** (2011-2012)  
Teacher production: **23** (2011-2012)  
(2013 Title II Reports)

Secondary Preparation Program Grade

**B-**

## Score Breakdown

### Alt Cert Std A: Selection Criteria



By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

*Selection criteria for admission into the program only partly satisfy this standard. The mean grade point average of candidates is sufficiently high to demonstrate that candidates have the requisite academic talent, but the program does not adequately assess non-academic requirements also important for teaching, because although the program may require an interview, it does not require an audition.*

### Alt Cert Std B: Subject Area Expertise



Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in every subject for which they could be responsible for instruction.

*Without a thorough grasp of the subject they will teach—typically acquired by majoring in an academic discipline—secondary teachers will be unable to provide the sophisticated level of instruction that their students need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that may be used to justify preparation shortcuts. Alternative certification programs should make sure, by either reviewing transcripts or*

*requiring that candidates pass rigorous assessments, that before secondary candidates enter the classroom as the teachers of record they know the subjects they will teach.*

*We have evaluated programs on this standard with an eye toward regulations in each state regarding the nature of multiple-subject certification and required content licensing tests. Because our evaluation parallels the evaluation conducted for secondary preparation in traditional teacher preparation programs, more information can be found in the scoring methodology for the comparable standard applied to such programs, Standard 8: High School Content.*

*The program meets this standard because testing of content knowledge of candidates seeking single-subject certifications is adequate.*

**Alt Cert Std C: Supervised Practice**



The program provides adequate supervised classroom instruction practice opportunities.

*If a program relies solely on clinical practice prior to having the candidate enter the classroom as the teacher of record, the placement for practice should fulfill minimal requirements: a placement of sufficient length to allow at least three weeks of full time instruction, five or more formal observations, and mentoring by a teacher who has been selected due to mentoring skills and demonstrated effectiveness as measured by student performance.*

*The program does not satisfy the standard because there are no requirements or inadequate requirements during clinical practice for*

- *a minimal number of formal observations by either a program supervisor or a teacher overseeing the clinical practice; and*
- *required characteristics of the teacher overseeing the clinical practice.*

**Alt Cert Std D: Evidence of Effectiveness**

**NA**

The program's graduates have a positive impact on student learning.

*A score on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program's graduates from a teacher preparation student performance data model; either 1) the program's state does not publish any such report, 2) the state publishes such a report, but the results do not pertain specifically to only this secondary program, or 3) the state publishes such a report, but the results for this program are not consistent for two consecutive years.*