

MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAMS

PRINCE GEORGE'S COUNTY RESIDENT TEACHER PROGRAM



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The information contained in this Handbook is subject to change and revision at any time. In addition, this handbook is not and should not be construed to constitute a legally binding contract or contain any contractual or legal commitment or promise of any kind about your employment with, or to any benefit or policy of, the Prince George's County Public Schools. This handbook has been developed as a general guide for your efficient and professional performance as a teacher candidate. It should not be distributed, copied or replicated without written permission.

Introduction

Welcome to the Prince George's County Public Schools (PGCPS) Resident Teacher Program (RTP). We are delighted that you have chosen to be part of a transformative initiative dedicated to preparing highly effective educators for the students and communities we proudly serve. Whether you are a Resident Teacher, mentor, school leader, university partner, or stakeholder, this handbook is designed to provide a comprehensive overview of the program's expectations, policies, resources, and supports that guide participants throughout their residency journey.

The Resident Teacher Program is built on the belief that exceptional teachers are developed through purposeful preparation, high-quality professional learning, meaningful coaching, and authentic classroom experiences. Through strong partnerships with institutions of higher education, experienced mentors, instructional leaders, and district staff, participants engage in a structured pathway that promotes instructional excellence, reflective practice, culturally responsive teaching, and continuous professional growth. The program is aligned with Maryland State Department of Education requirements, Prince George's County Public Schools' strategic priorities, and nationally recognized standards for educator preparation.

This handbook serves as both a reference and a roadmap throughout your residency experience. It outlines program requirements, certification expectations, professional responsibilities, timelines, evaluation processes, available supports, and essential resources designed to foster success from entry into the program through certification and beyond. While it cannot address every circumstance, it provides the foundational guidance necessary to navigate the program with confidence and professionalism.

We are honored to partner with you as you begin or continue your journey into the teaching profession. The work of an educator extends far beyond the classroom. It shapes futures, inspires possibilities, and strengthens communities. We encourage you to embrace each learning opportunity with curiosity, resilience, and a commitment to excellence as we work together to ensure every student has access to a highly qualified, compassionate, and effective teacher.

GENERAL INFORMATION

Prince George's County Public Schools (PGCPS), one of the nation's 18th largest school districts, has 200 schools and centers, more than 130,000 students and 20,000 employees. The school system serves a diverse student population from urban, suburban and rural communities located in the Washington, DC suburbs. PGCPS is nationally recognized for college and career-readiness programs that provide students with unique learning opportunities, including dual enrollment and language immersion.

PGCPS Vision and Mission Statement

Vision

Excellence everywhere. Every child. Every day.

Mission

To empower every student to achieve excellence by ensuring equitable access to high-quality learning, supportive environments, and transformative opportunities that promote each learner's strengths, identity, and limitless potential.

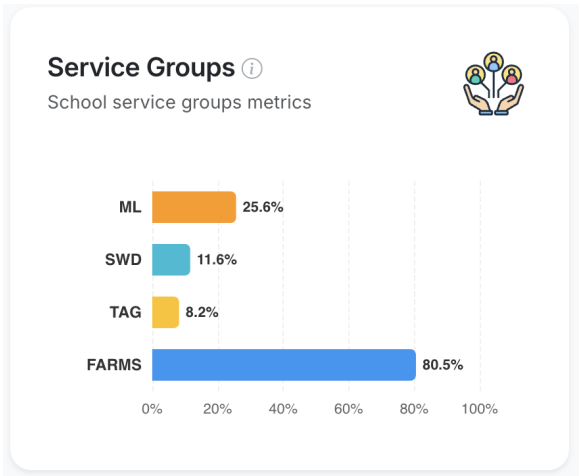
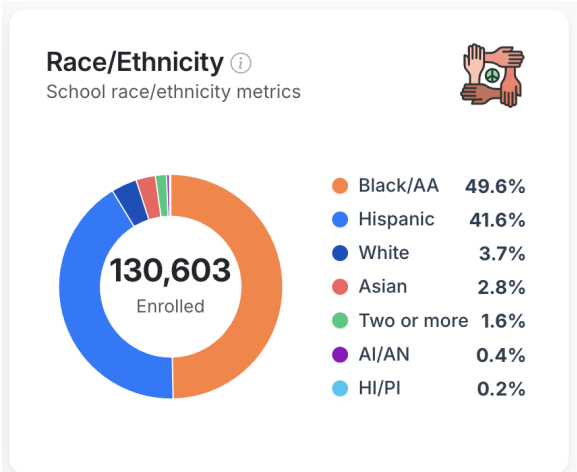
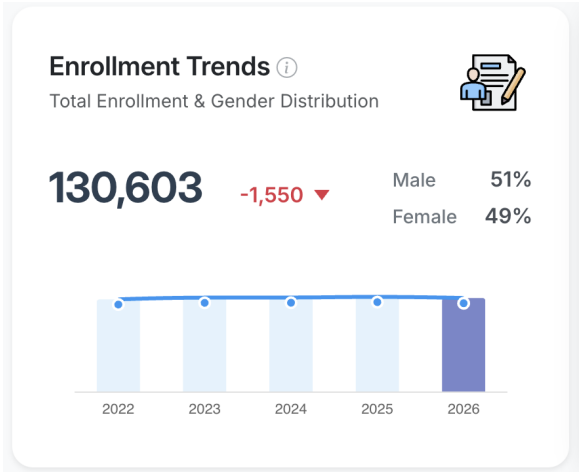
Core Values

1. Students are our priority, and all students can achieve at high academic levels.
2. Families, students, and educators share the responsibility for student success.
3. High expectations inspire high performance.
4. All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.
5. The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.
6. Continuous improvement in teaching, leadership, and accountability is the key to our destiny.

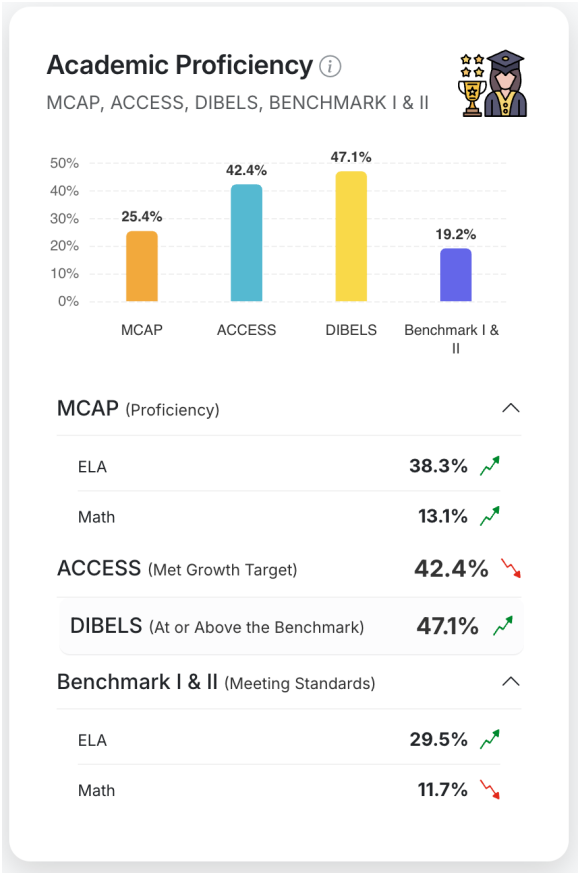
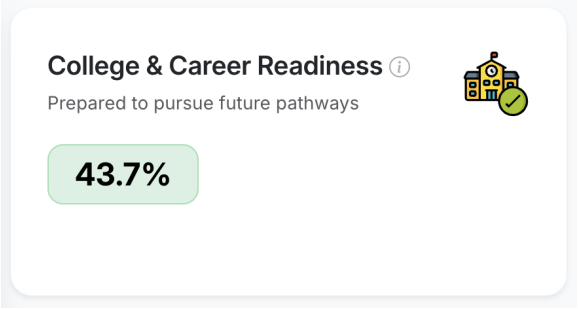
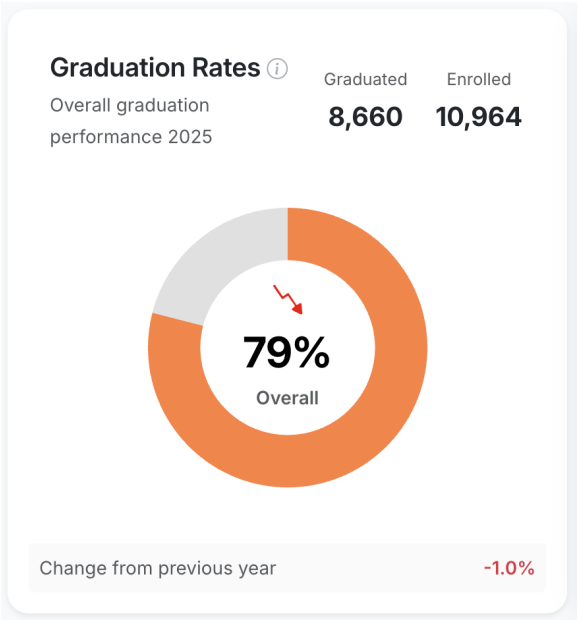
Facts and Figures

Prince George's County Public Schools (PGCPS) is the 18th largest school system in the United States and the second largest in Maryland, serving 200 schools and centers with a \$2.3 billion annual budget and over 20,000 employees. PGCPS is proud to be recognized as #1 in Maryland Green Schools.

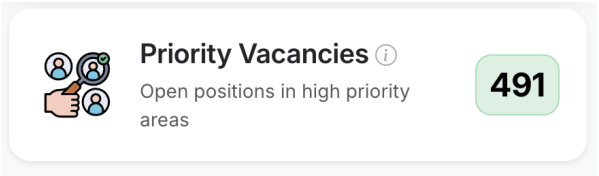
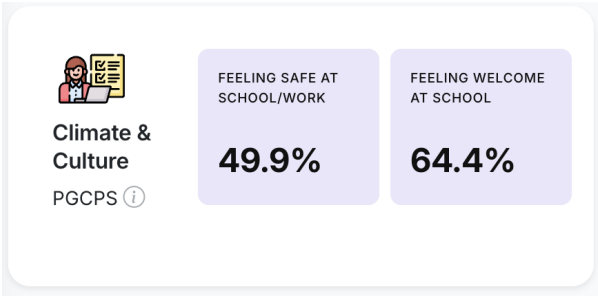
Student Enrollment



Student Achievement



Climate & Culture



Resident Teacher Program Vision and Mission Statement

Vision

Our vision is to be a leading alternative certification program that transforms the educational landscape by producing exceptional teachers who inspire and positively impact the lives of students in diverse and underserved communities. We envision a future where every classroom is led by a dedicated and well-prepared educator, contributing to a more equitable and high-quality education system for all.

Mission

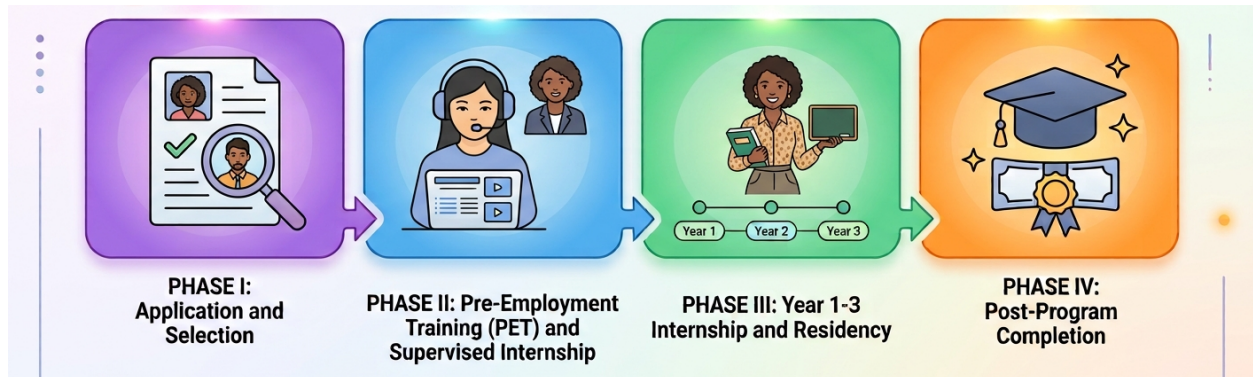
Our mission is to empower aspiring educators from diverse backgrounds with the knowledge, skills, and practical experience necessary to become effective and innovative teachers. Through our Alternative Teaching Certification Program, we strive to address the growing need for qualified educators by providing a supportive and comprehensive pathway to certification, fostering a commitment to lifelong learning, equity, and excellence in education.

PGCPS CONTACT INFORMATION

Contact	Telephone	Email
Human Resources		
Dr. Dana Edwards <i>Chief of Human Resources</i>	chro@pgcps.org	dana.edwards@pgcps.org
Office of Organizational Development		
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Dr. Monique Lamar <i>Director of Systemwide Organizational Learning & Leadership Development</i>	(301) 749-5238	monique.sloan@pgcps.org
Talent and Management Office		
Dr. Tracie Malone <i>Director, Talent Acquisition & Management</i>	301-780-6871	Tmalone@pgcps.org
Resident Teacher Program Office		
Dr. LaChon Winston <i>Alternative Teaching Pathways Liaison</i>	(301) 780-2727	lachon.winston@pgcps.org
Vacant <i>Instructional Specialist - Alternative Teaching Pathways</i>		

PHASES OF THE PROGRAM

The Prince George's County Resident Teacher Program (PGCRT) is a Maryland Approved Alternative Preparation Program. It offers an intense, accelerated teacher-training pathway for career-changers or recent college graduates holding degrees in fields other than education. To progress, you must complete each sequential phase in the order listed below:



1. **Application & Selection** – The Application & Selection Process consists of web-based and face-to-face information sessions; thorough review of all required materials, submitted transcripts and credentials; interview of qualified applicants by a panel and selection of candidates based on a final scoring rubric.
2. **Pre-Employment Training (PET) and Supervised Internship** – The Pre-Employment Training (PET) consists of a rigorous summer program during which candidates partake in required courses in classroom management, instructional practice, content knowledge, classroom observations, and clinical practice of lesson delivery. The Supervised Internship consists of a minimum of eight weeks of classroom-based teaching and other school-related teaching experiences. During the Internship, candidates transition to assume all of the expected responsibilities and duties of the classroom teacher in their school placements with to lead classroom instruction with the support of an induction coach who will model best instructional practices, coach interns on instructional practice, and provide thoughtful feedback for improved practice. *Business casual attire at all times and are advised to refrain from bringing their children to classes.*
3. **Internship and Residency** – The Internship and Residency consists of a three-year classroom teaching placement and additional training. During the first year, the participant is considered an intern and participates in monthly Resident Teacher Seminars along with other Continuing Professional Development Courses to improve content knowledge and instructional practice. During the second and third years, the

participant is considered a Highly Qualified Teacher with a Resident Teacher Certificate.
Note: The Residency requirements may change based on MSDE's program modifications.

4. **Post-Program Completion** – The Post-Program Completion consists of verifying that all requirements for full initial licensure have been met including successfully completion of continuing professional development courses, effective rating on Framework for Teaching Evaluations during internship and residency, passing scores on content-specific Praxis exams, and receiving a passing score on the edTPA: a performance-based, subject-specific assessment.

Institutional Roles and Partners

- **Human Resources (HR):** Manages employment strategies, supports your certification status, and conducts HR mini-trainings.
- **Resident Teacher Program Office:** Coordinates recruitment, reviews transcript credentials, organizes school placements, and manages final program participation decisions.
- **Office of Organizational Development (OOD):** Delivers Pre-Employment Training (PET), ongoing mentoring, professional development workshops, and continuing professional development (CPD) courses.
- **Notre Dame of Maryland University (NDMU):** Collaborates on interviews, delivers MSDE/NCATE-approved dual certification coursework, maintains academic transcripts, and steering committee member.

PHASE I: APPLICATION & SELECTION

Overview

The application and selection process includes information sessions, comprehensive credential reviews, panel interviews, and a final rubric-based scoring system.

Candidate Entry Requirements

To earn acceptance into the program, you must meet the following minimum requirements:

- **Degree:** Hold a bachelor's degree or higher. (foreign degrees must be evaluated by an MSDE-approved agency).
- **Content Credits:** At least 30 credits in your target certification content area with a minimum 2.75 GPA.
- **Overall Academic Standing:** A 3.0 GPA or passing scores on a basic skills assessment (Praxis Core, Praxis I, GRE, SAT, or ACT).
- **Testing:** Pass the Praxis II content-area test.
- **Work Eligibility:** Eligible to work in the United States.

Selection Process

1. **Application:** Submit your resume, letter of interest, and official transcripts.
2. **Interview:** Complete a two-part assessment consisting of a writing sample and an oral panel interview focusing on critical thinking, commitment, and high expectations.
3. **Placements:** Accepted candidates are placed in high-needs school settings within Prince George's County, including Title I schools, K-8 Academies, designated Community Schools, or high-vacancy middle and high schools.

PHASE II: PRE-EMPLOYMENT TRAINING (PET) and SUPERVISED INTERNSHIP

Overview

Pre-Employment Training (PET) is an intensive summer program designed to teach you vital instructional skills before you enter the classroom. Afterwards, candidates complete a minimum eight-week Supervised Internship, assuming full teaching responsibilities while receiving modeling, coaching, and feedback from an induction coach.

Pre-Employment Training (PET)

The PET program follows a blended learning model that may include in-person, synchronous, online, and asynchronous learning experiences. Specific days for in person and online learning will be communicated to candidates before PET begins. In person sessions will take place at Dr. Henry A. Wise Jr. High School. Online synchronous sessions will take place on Google Meet. Canvas will be used for asynchronous independent learning. The PET Hub serves as the comprehensive resource center for all candidates during PET.

Pre-Employment Training (PET) is an intensive summer program that prepares aspiring educators for success in instructional roles. Grounded in the InTASC Standards, the curriculum builds essential knowledge, skills, and dispositions to support student learning and development.

Participants engage in focused coursework and hands-on training in learner development, learning differences, and creating effective learning environments. The program also develops skills in content instruction, lesson planning, assessment, and instructional strategies—key to leading inclusive and engaging classrooms.

Participants are introduced to professional expectations, including ethical practice, ongoing growth, and collaborative leadership.

The Supervised Internship

The Maryland State Department of Education (MSDE) requires candidates for alternative certification to successfully complete a 8-week internship, including 4 weeks of clinicals under the supervision of a Supervising Teacher, in order to qualify for the Resident Teacher Certificate. In some cases, the Program determines during the internship if a candidate would benefit from additional time working with a Supervising Teacher, and the internship is extended.

The internship begins in August. During the period of the internship, candidates are paid as Conditionally Certificated Teachers. When the internship is completed successfully, candidates become Resident Teachers and begin to earn a full teacher's salary and qualify for benefits.

The Supervising Teachers who guide and coach during the internship phase are Office of Organizational Development (OOD) Induction Coaches who, when possible, are certified in the same subject areas as the interns with whom they work. The Supervising Teacher works daily with their intern to assist the candidate in lesson planning and delivery, using curriculum guides, establishing routines and procedures, monitoring classroom management and behavior, working with a co-teacher, differentiating lessons for diverse learners, becoming a part of a school community, and working with parents. However, it is important for the students to realize that the intern is the teacher who will establish the rules and be in charge of instruction for the school year.

Internship Performance Expectations

- Report to the school daily, on time, and dressed professionally
- Advise school, Supervising Teacher, and the Resident Teacher Office if an emergency arises that impacts attendance
- Participate as a full member of the school staff in all required school-based activities including but not limited to staff meetings, relevant professional development workshops, and grade level/content team meetings
- Fulfill all duties as assigned by the administration and follow all school policies and procedures
- Be open and reflective to the guidance and suggestions of the Supervising Teacher, co-teacher, mentor, and administration
- Work collaboratively with Supervising Teacher in all aspects of professional practice, including lesson planning (long-range & daily), pre/post conferencing, classroom management strategies, and understanding the culture of the school
- Plan lessons collaboratively with the Supervising Teacher and co-teacher (when applicable) using the CFPG for their grade/subject area
- Establish and reinforce classroom routines, procedures, and consequences
- Differentiate instruction so that the behavioral and academic needs of all students are met
- Reflect daily on all aspects of instruction and discuss it with the Supervising Teacher and/or co-teacher (when applicable).
- Earn a rating of Emerging/Developing or Evident/Doing Well on all indicators on the final Internship Feedback Form submitted by the Supervising Teacher.

*****All candidates must successfully complete the Internship in order to move to the Residency phase of Alternative Certification.*****

Internship Partners Roles and Responsibilities

Position	Description	Responsibilities
Intern	Candidate for the Resident Teacher Certificate	1. Build a working relationship between the Induction Coach and Resident Teacher 2. Collaborate, communicate, and cooperate with the Supervising Teacher and Induction Coach. 3. Establish classroom routines and procedures. 4. Use curriculum guides/documents to plan lessons. 5. Foster effective professional relationships in the school community. 6. Check in with the Supervising Teacher for regular feedback. 7. Complete the Weekly Reflective Assignment in collaboration with ST. 8. Complete the Weekly Supervising Teacher Feedback Form. 9. Report any concerns regarding Program or Supervising Teacher issues to the Resident Teacher Office immediately.
Supervising Teacher (ST)	Licensed teachers who work with the intern daily during the period of the Internship	1. Coach the Intern through the process of planning, classroom management, best teaching practices, and professional responsibilities. 2. Assist the intern with establishing routines and procedures. 3. Assist the intern with creating lesson plans using curriculum guides or documents. 4. Provide model lessons and/or co-teach with the intern with the intent of gradual release of responsibility. 5. Provide non-evaluative feedback to the intern that is quantitative in nature. 6. Assist the intern in completing the weekly reflective assignments and provide feedback. 7. Complete the Weekly Internship Feedback Form 8. Complete the final Internship Requirements Checklist during the last week of the Internship. 9. Report any concerns regarding Program or Supervising Teacher issues to the Resident Teacher Office immediately. The ST will complete the following documents during the Internship Phase: 1. Weekly Internship Feedback Form 2. Final Internship Requirements Checklist

Induction Coach	Experienced Coaches from the Office of Professional Learning and Leadership who provides support during Internship and Residency	1. Meet with the Intern and ST to provide additional guidance, feedback, and support. 2. Serve as liaison between School Administration and Resident Teacher Program office. 3. Complete one informal observation before the end of the Internship. 4. Report any concerns regarding Program, Supervising Teacher, or Intern issues to the Resident Teacher Office and Office of Professional Learning and Leadership Mentor Supervisor immediately.
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Foundational Competencies

To remain in the program, you must demonstrate competence across these areas:

- **English Language Competence:** Use standard written and oral English to communicate concepts.
- **Interpersonal Competence:** Collaborate with colleagues and communicate respectfully with diverse families.
- **Work Management:** Prioritize work demands and adapt to changing educational environments.
- **Professional Conduct:** Arrive on time, accept supervisor feedback constructively, and maintain professional boundaries.

PHASE III: YEAR 1-3 INTERNSHIP AND RESIDENCY

Overview

This three-year teaching placement begins with a first-year internship focused on monthly seminars and professional development to enhance instructional skills. During the final two years, participants serve as Highly Qualified Teachers with a Resident Teacher Certificate, subject to any updates from MSDE. The internship phase provides hands-on teaching experience guided by an OOD Induction Coach (IC) who acts as your Supervising Teacher (ST).

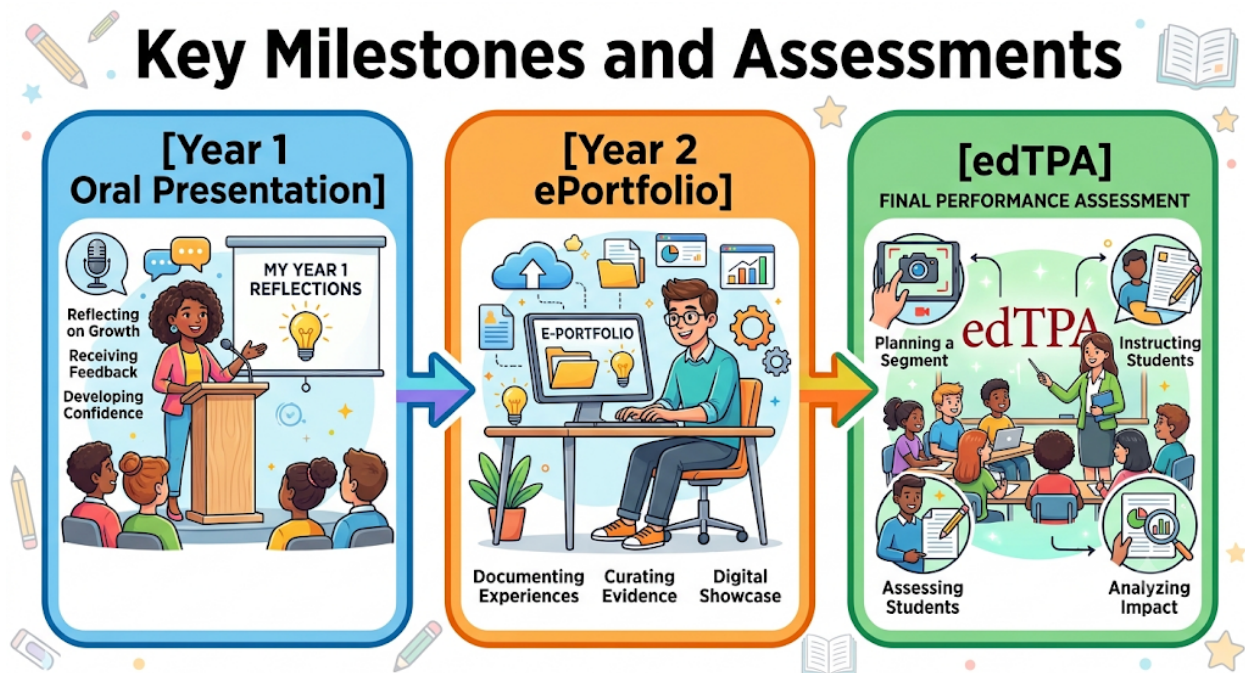
- **Start Date:** August 17, 2026 (Teachers report)
- **Student Start Date:** August 24, 2026
- **Pay Status:** Paid as a Conditionally Certificated Teacher with benefits during the internship. Upon successful completion, you transition to Resident Teacher status with full pay.

Internship Roles & Responsibilities

Role	Core Responsibilities	Key Deliverables
Intern	• Build solid professional relationships within your school. • Plan lessons using PGCPs curriculum guides. • Establish clean classroom routines and behavior plans.	• Weekly reflective assignments. • Weekly feedback reviews with your ST.
Supervising Teacher (ST)	• Coach the intern daily on lesson planning and management. • Teach model lessons and offer supportive, non-evaluative feedback. • Help adjust lessons for diverse students.	• Internship Feedback • Final Internship Evaluation

Induction Coach	• Coordinate between the school principal or designee and the program office. • Mentor and Coach Interns	• Informal observations • Immediate reporting of candidate concerns • Annual Evaluation
Co-Teacher	• Share planning and teaching ownership for inclusive classrooms. • Support the intern in collecting student IEP goal progress data.	• Co-planned lesson plans. • Collaborative differentiation strategies.

Once you successfully complete your internship, you receive Resident Teacher Licensure from MSDE in 2027. Candidates have up to three years to finish all coursework and assessments. This phase runs through **June 2029**. Candidates may elect to finish as early as June 2028. You will work as a full-time teacher while completing your academic coursework.



1. **Oral Presentation (End of Year 1):** Focuses on your philosophy of education, professional goals, and evidence across the Danielson Framework Domains (Planning, Environment, Instruction, and Professional Responsibilities).
2. **ePortfolio (End of Year 2):** Highlights your two formal observations, lesson plans and action research (student growth measures).
3. **State Testing Requirements:** You must submit your edTPA portfolio results. Additionally, you must submit passing scores for Praxis assessments by **June 2029**.

PHASE IV: POST PROGRAM COMPLETION

Overview

Residents will be responsible for doing the following:

Complete Exit Survey

Update Contact information (email, phone number, school assignment)

HR will process each candidate's assessments and transcripts to ensure completion in order to award the standard professional certificate.

PROGRAM GUIDELINES AND EXPECTATIONS

The Resident Teacher Program consists of the summer pre-employment training program, monthly resident teacher seminars for at least the first two years of the program, and additional continuing professional development courses (CPD) based on your specific content area. Attendance is mandatory at all programs and classes and absences must be excused in advance.

Candidates are expected to participate in all trainings, seminars, and coursework and achieve passing scores to earn credit towards licensure.

Candidates will remain at their school site for three years and/or until they reach tenure.

Professionalism Expectations

Candidates are expected to attend all sessions on time as outlined in course schedules. Candidates are expected to dress in *business casual attire* for all in person events. Candidates are expected to conduct themselves in a professional manner and adhere to all [PGCPS Administrative Procedures](#) during all phases of the PGCRT.

FREQUENTLY ASKED QUESTIONS (FAQs)

General Program Questions

What exactly is the Prince George's County Resident Teacher Program (PGCRT)?

The PGCRT is a fast-track alternative pathway to teaching for career-changers or college graduates with non-education degrees. It combines coursework with on-the-job training to help you earn your teacher certification.

How long am I committed to teaching in PGCPs?

You must sign a letter of agreement committing to teach in PGCPs for at least **three (3) years**. If you resign voluntarily before completing this commitment, you must repay the school district for the cost of your summer training and coursework.

Summer Training (PET) Questions

When and where does summer training take place?

Summer training runs for 4 to 6 weeks beginning in July. Classes are a hybrid of virtual and face-to-face sessions. In person sessions will take place at a PGCPs high school.

Will I be paid during my summer training?

You will receive a single stipend of **\$1,000** (contingent upon funding approval) near the end of the first school quarter. To qualify, you must successfully complete your PET coursework and submit passing scores for both your Praxis Core and Praxis Content tests.

Can I keep a full-time job during summer training?

No, we strongly discourage this. Summer training consists of full-day classes which may include daily reading and assignments due the following morning. Candidates would likely find it very difficult to maintain a full-time job and remain completely engaged in all day summer training.

Is childcare provided?

Childcare is **not provided**, and children are **not permitted on-site** during in-person classes. To help ensure you're able to fully engage in the program, we kindly ask that you arrange childcare during virtual sessions as well.

How am I expected to dress?

“Business casual” attire is appropriate for daily training sessions. However, professional dress is required during classroom visitations and clinical experiences. Once you begin your internship, professional attire will be expected consistently. For guidance, refer to our resource on *What 'Business Casual' Really Means.*

What additional training is provided during the school year?

All new PGCPs teachers participate in the Professional Educators Induction Program (PEIP) which takes place in August and are the first professional duty days for new teachers. Throughout the school year, Resident Teachers are expected to meet with their mentors or Induction Coaches weekly or bi-weekly to support individual growth. In addition, Residents will attend monthly PEIP 2.0 sessions and ongoing monthly seminars led by Induction Coaches focused on specific topics to strengthen instructional practice.

What if I am not successful in Pre-Employment Training (PET)?

Any candidate who does not successfully complete the requirements for the Pre-Employment Training will not be able to continue in the program.

Can I take additional coursework or enroll in a Master’s Program during the program?

Coursework provided by the Prince George's County Resident Teacher (PGCRT) Program takes priority over any outside courses or degree programs. If you choose to enroll in additional coursework or a Master’s program, you are responsible for seeking approval from PGCPs’s certification office to determine whether any credits may be transferable toward program requirements.

****Classroom Accommodations for Students with Disabilities***

If you are an individual with a documented disability who requires academic adjustments, auxiliary aids, or other accommodations, **please email** **Resident.Teacher@pgcps.org** so we can ensure appropriate support is in place.

Do I need to be fingerprinted?

Yes. You must complete fingerprinting at the PGCPs Sasscer Administration Building (Room 131) and submit a copy of your receipt to the program. Even if you have had fingerprinting done elsewhere, you will still need to complete fingerprinting through PGCPs.

Update from website:

<https://www.pgcps.org/offices/humanresources/employee-and-labor-relations/fingerprinting-and-background#applicant>

School Placement & Internship Questions

How will the program assign me to a school?

Hiring specialists place you in a high-needs PGCPs school with a vacancy in your specific certification area. This placement remains in effect until you earn tenure (three years with satisfactory evaluations).

What is my salary during the internship?

During your internship, you are paid the base salary scale of a Conditional Teacher (currently **\$62,291** on the 10-month scale).

What happens if I do not pass my internship?

In some cases, the program may choose to extend your internship if they believe you will benefit from extra coaching time. You must earn a passing rating from your Supervising Teacher. If you do not meet these standards, you may be released from the program and may be considered for a Conditional License. Remember, the Residency License is non-renewable.

Residency & Certification Questions

What credentials do I receive during residency?

Once you pass your internship, you receive a **Resident Teacher License** from MSDE. This credential designates you as a certified, highly qualified teacher of record.

What happens if I receive an unsatisfactory evaluation from my principal?

To teach in PGCPs, you must maintain a satisfactory annual performance evaluation. If you receive an unsatisfactory evaluation during your residency, your employment could result in termination, and you will be dismissed from the Residency Program.

Must I complete the edTPA portfolio?

Yes, Submit passing scores to edTPA by **June 2029** to qualify for your Standard Professional Certificate (SPC).

Appendix A: NDMU/PGCRT Special Education Dual Licensure Program

Residency Requirements Checklist

In order to complete Residency requirements and qualify for the Standard Professional Certificate, a candidate must satisfactorily complete the following:

	REQUIREMENT	COMPLETION DATE
I	Notre Dame of Maryland coursework - "B" average required	
II	Special Education Praxis 5355 Passing Score – 145	
III	TRE Praxis Assessment 5205 Passing Score-159	
IV	Submission of edTPA portfolio	
V	On-time attendance and participation in Tuesday Night Seminars. 7/9 sessions required.	
VI	Year 1 Oral Presentation Submission	
VII	Year 2 EPortfolio Submission	
VIII	Satisfactory Evaluation on formal observations.	

NDMU Required Coursework

SPE 526	Special Education for the Classroom Teacher
SPE 543/544	Assessment of Special Needs Populations
SPE 546	Methods of Teaching Students with Special Needs
SPE 570	Individualizing the Curriculum/Strategies for Intervention
or	
SPE 571	Vocational Skills/Special Education Methods
SPE 576	Communication Skills for the School Based Professional
EDU 509	Processes and Acquisition of Language (Elem)
EDU 510	Elementary Reading Materials (Elem)
EDU 511	Assessment in Reading (Elem)
EDU 519	Human Development and Learning
EDU 542	Instruction in Reading (Elem)
EDU 580	Teaching Reading and Writing in the Content Area I (Sec)
EDU 551	Teaching Reading and Writing in the Content Area II (Sec)

Courses to Complete Master of Arts in Leadership in Teaching

(Not covered by PG County)

EDU 543 Analyzing, Interpreting and Reading Educational Research
EDU 557 Leadership I

NDMU Contact:

Caroline Mahle, Academic Advisor

cmahle@ndm.edu

410.532.5350

Appendix B: PGCRT Elementary Licensure

Residency Requirements Checklist

In order to complete Residency requirements and qualify for the Standard Professional Certificate, a candidate must satisfactorily complete the following:

	REQUIREMENT	COMPLETION DATE
I	Coursework completion with “passing” required	
II	Praxis Elementary Education: Content Knowledge for Teaching (CKT)- Subtest Cut Scores	
III	TRE Praxis Assessment 5205	
IV	Submission of edTPA portfolio by June 2029	
V	Year 1 Oral Presentation Submission	
VI	Year 2 EPortfolio Submission	
VII	On-time attendance and participation in Tuesday Night Seminars. 7/9 sessions required.	
VIII	Satisfactory Evaluation on formal observations.	

ELEMENTARY EDUCATION (Grades 1 - 6) Coursework

- Processes and Acquisition of Literacy
- Teaching & Learning Mathematics
- Inclusion: Making it Happen
- Instruction in Literacy
- Materials for Teaching Reading
- Assessment of Literacy

Appendix C: PGCRT English Language Development/ESOL Licensure

Residency Requirements Checklist

In order to complete Residency requirements and qualify for the Standard Professional Certificate, a candidate must satisfactorily complete the following:

	REQUIREMENT	COMPLETION DATE
I	Coursework completion with passing grade “B” average required.	
II	Praxis Passing Score – 151	
III	TRE Praxis Assessment 5205	
IV	Submission of edTPA portfolio	
V	Year 1 Oral Presentation Submission	
VI	Year 2 EPortfolio Submission	
VII	On-time attendance and participation in Tuesday Night Seminars. 7/9 sessions required.	
VIII	Satisfactory Evaluation on formal observations.	

ENGLISH LANGUAGE DEVELOPMENT COURSEWORK

- Processes and Acquisition of Literacy
- Understanding and Supporting Newcomers
- Inclusion: Making it Happen
- Strategies for Teaching Multilingual Learners in the Mainstream Classroom
- Materials for Teaching Reading
- Literacy in the Content Areas I
- Literacy in the Content Areas II

Appendix D: PGCRT Monthly Seminars 2026-2027



Resident Teacher Program
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

TUESDAY NIGHT Seminars

Learn. Collaborate. Grow.
Join your Resident Teacher community for powerful learning that supports your success in the classroom and beyond.





WHO IT'S FOR

Year 1 Interns
PET program graduates starting the internship this fall.

Year 2 Residents
Returning Residents who completed year 1.



WHERE & WHEN

5:00pm – 7:45pm
In Person
Dr. Henry Wise Jr. HS.



WHY IT MATTERS

Tuesday Night Seminars are designed to:

- ✓ Build your teaching skills
- ✓ Connect you with peers
- ✓ Guide you toward key milestones in your Resident Teacher journey

 **Attendance is part of your program requirements.**



SEMINAR DATES

• Sept. 29, 2026	• Feb. 9, 2027
• Oct. 13, 2026	• Mar. 2, 2027
• Nov. 10, 2026	• Apr. 13, 2027
• Dec. 8, 2026	• May 11, 2027 – No Seminar – End of year celebration @ J.A. Finance
• Jan. 12, 2027	



SNOW DATES

Dec 15	• Jan 19	• Feb 16
Mar 16	• Apr 20	



WHAT TO EXPECT



Engaging, Hands-On Seminars
featuring practical strategies for instructional practice, building cultural responsiveness, and strengthening literacy instruction through real-world classroom applications.



Collaboration & Networking with your Resident Teacher cohort.



Guided Practice toward program milestones, edTPA preparation, and licensure requirements.

 *Learn Together. Grow Together. Lead the Future.* 

We can't wait to see you on Tuesday nights!