

# MARCO

## Maryland Alternative Routes to Certification Options

A Partnership with the Maryland State Department of Education

and

Prince George's County Public Schools, University of Maryland University College, and

Bowie State University

## Final Report – 2003-2008

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# FINAL REPORT 2003-2008

## PREFACE

### **Background:**

Coordinated and directed by the Maryland State Department of Education (MSDE), the Maryland Alternative Route to Certification Options (MARCO) program uniquely combines the University of Maryland University College (UMUC) on-line foundational program, Prince George's County Public Schools (PGCPS) clinical setting and methodological expertise, and Bowie State University's (BSU) residency mentoring support program. As a result, the program provides an innovative professional training experience for career-changers that is intended to meet the particular needs of both PGCPS classrooms and MARCO students.

This report reviews the performance of MARCO since its inception in 2003<sup>1</sup>. It examines the effectiveness of the program as viewed by MARCO teacher candidates (Cohorts 1, 2, 3, 4, and 5), PGCPS principals of schools employing these candidates, and the mentors who supervised them.

The analyses of the surveys and interview data lead to three main concerns directly referenced in the section of the report entitled "Conclusions and Recommendations (pp. 11-17):" (1) Program Administration and Organization, (2) Program Structure, Implementation, and Content and (3) Program Evaluation: Post-MARCO training.

### **Purpose of the Evaluation:**

***The purpose of this evaluation is to provide frequent and systematic feedback to MARCO stakeholders<sup>2</sup> in order to continually improve program planning, organization, curriculum, and implementation.***

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<sup>1</sup> Four previous reports have been submitted to MSDE; this is the fifth and final report.

<sup>2</sup> University of Maryland University College (UMUC), Bowie State University (BSU), Prince George's County Public Schools (PGCPS), and the Maryland State Department of Education (MSDE).

### Structure of the Evaluation Plan:

The evaluation plan consisted of several separate but related elements. The essential evaluation procedure used in developing interim and final reports for MSDE encompasses four (4) levels of review:

- I Processes and procedures associated with the administration of MARCO
- II Profile of applicant and participant pools
- III Participant progression through the program
- IV Participant retention in the program

Each evaluation level required the gathering of specific data related to that level. Within each level, the data was analyzed to assess the extent to which goals and objectives have been achieved. This analysis was augmented by qualitative assessments and judgments obtained from each cohort and project stakeholders using various procedures including surveys, interviews, and focus groups as appropriate. The analysis of each level was followed by recommendations for program improvement.

### **MARCO Cohorts: Program Structure and MARCO Teacher Progression:**

#### COHORT 1

- Began UMUC on-line courses Spring 2003
- PGCPs Summer Internship: 5 weeks
- PGCPs/BSU One-Year Residency 2003-04

#### COHORT 2

- Group A began UMUC program spring 2004 followed by a 4 week PGCPs summer internship<sup>3</sup> and the fulfilled the residency requirement during the 2004-05 academic year.

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<sup>3</sup> Summer 2004 program: COHORT 2 (both A & B) had a 4-week summer experience.

- Group B had no spring UMUC experience but joined Group A for the summer internship and the academic year residency, UMUC on-line coursework ran concurrently throughout the year. Provisions were also made to provide special mentoring support during the year.

#### COHORT 3

- Began UMUC on-line courses Spring 2005
- PGCPS Summer Internship: 4 weeks
- PGCPS/BSU One-Year Mentored Residency 2005-06

#### COHORT 4

- Began UMUC on-line courses Spring 2006
- PGCPS Summer Internship: 4 weeks
- PGCPS/BSU One-Year Mentored Residency 2006-07

#### COHORT 5

- Began UMUC on-line courses Spring 2007
- PGCPS Summer Internship: 4 weeks
- PGCPS/BSU One-Year Mentored Residency 2007-08

### Limitations of the Evaluation:

Four major limitations are noted:

1. The unavailability of complete data related to the recruitment of Cohort 1 candidates. In 2003, both PGCPS and UMUC recruited candidates for the program. Neither organization had made a determination as to what kind of data was to be collected and maintained. This problem has been largely rectified for Cohort 2 candidates. Beginning with Cohort 3, PGCPS assumed sole responsibility for recruitment data collection and maintenance.
2. Limited response to survey request among Cohort 1 teachers.<sup>4</sup> Although four attempts to administer the survey instrument to this Cohort including individual invitations to a dinner/celebration meeting, only 19 of 37 teachers completed and returned the survey form. Cohort 2 participants responded unanimously, as did Cohorts 3, 4, and 5.
3. Limited response to survey request among school principals. All 38 PGCPS principals employing MARCO 1 teachers were invited to the dinner/celebration meeting; five attended, completed the survey, and were interviewed. Subsequently, PGCPS officials distributed the instrument to all principals who were unable to attend the dinner meeting. Eleven completed and returned the survey for a total of 16 responses. Of the 18 principals involved in Cohort 2, 11 completed the survey. As a result, care should be taken in interpreting the survey results for Cohort 1 teachers and for the principals of Cohorts 1 and 2.<sup>5</sup> After a concerted and aggressive effort on the part of PGCPS officials, all 22 principals involved with Cohort 3 completed the survey. Twenty-eight of 29 principals completed the survey for Cohort 4 as did all 19 principals associated with Cohort 5 .

<sup>4</sup> NOTE: Program evaluation was initiated at the conclusion of the 2003-04 Residency year.

<sup>5</sup> Survey Results are noted in percentages for the aggregated data for Cohorts 1 & 2 only. Because of limited numbers responding, all other results are indicated by frequency of individual responses.

4. A cautionary note. Because of the relatively small numbers in each group surveyed (participants, principals and mentors) and the limited responses to the survey in Cohorts 1 and 2, care should be taken in interpreting the data presented..

### **Organization of the Final Report:**

The Report is divided into the following major divisions:

1. Overview including Findings and Recommendations regarding all cohorts – 2003-08.
2. Appendix A —Cohort 5<sup>6</sup>
  - Aggregated Survey Results for teachers (conducted at the conclusion of the pre-service training program and again, after the mentored residency year)
  - Principal survey of teachers in Residency Year
  - Mentor survey of teachers in Residency Year
3. Appendix B --Data Reports
  - Demographics – Cohorts 1- 5
  - UMUC Application, Admission, Progression, and Graduate Program Participation— Cohorts 1- 5
  - PGCPs Recruitment, Application, Admission, Progression and Retention in Training Program
  - PGCPs Teacher Retention and Certification – 2003-08

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<sup>6</sup> Detailed analysis and data for Cohorts 1-4 can be found in the four consultant reports previously submitted to MSDE.



**THE MARCO PROGRAM  
Cohorts 1-5**

**2003-2008**

- I Demographic Summary**
- II Summary of Participant Ratings of the  
MARCO Program**
  - A. Recruitment of MARCO Candidates**
  - B. UMUC On-Line Program**
  - C. PGCPs Summer Internship**
  - D. Residency Year – Cohorts 4 & 5**
- III Summary of Principal Ratings**
- IV Summary of Mentor Ratings – Cohorts 2-5**
- V Retention Rates**
- VI Teacher Certification**
- VII Findings and Recommendations**

## THE MARCO PROGRAM

# Final Report 2003-08

### I Demography Summary of MARCO Teachers (Cohorts 1<sup>7</sup>, 2, 3, 4 and 5)

- For the first three years of the program, MARCO students have been significantly more female. However, while females still predominate, the number of males has increased substantially in Cohorts 4 and 5.
- About half of all participants are above 30 years of age. Of that percentage, 11% are over 50.
- Over the five years of the program, 53% of the participants were African-American. During the same period, Caucasians constituted about 40% the teacher candidates.
- Overall, between 25% and 40% of all participants entered MARCO with some teaching experience (provisional and/or long-term substitute).

Table I summarizes the major demographics of the MARCO cohorts<sup>8</sup>:

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<sup>7</sup> Data for Cohort 1 is incomplete—see “Limitations,” p. ii.

<sup>8</sup> For a more complete analysis, see Appendix B, p.

**Table I****MARCO Applicants****2003-08**

<b>Sex</b>	<ul style="list-style-type: none"><li>• Cohorts 1, 2, &amp; 3: Average Ratio of Females:Males 4-5 to 1;</li><li>• Cohort 4: Females:Males 2 to 1.</li><li>• Cohort 5: Females:Males less than 2 to 1</li></ul>
<b>Age</b> (Average all cohorts)	<ul style="list-style-type: none"><li>• 51% age 20-30.</li><li>• 22% age 31-40</li><li>• 16% age 41-50</li><li>• 11% age 51+</li></ul>
<b>Race</b>	African-Americans numbered slightly fewer than Caucasians in the 2003 and 2004. In 2005 and 2006, they outnumber Caucasians 2 to 1. In 2007, both races are equal in number.
<b>Education</b>	With the exception of Cohort 5, the education qualifications of MARCO students have increased each year, i.e., more graduate degrees—particularly at the masters level .
<b>Occupation</b>	From the inception, participants from business/industry predominate. Those coming from the military are rare.
<b>Income</b> (Average all cohorts)	<ul style="list-style-type: none"><li>• 11% Up to \$20,000</li><li>• 21% \$20-29,000</li><li>• 35% \$30-39,000</li><li>• 12% \$40-49,000</li><li>• 21% \$50,000+</li></ul>
<b>Residence</b>	At time of application, between 50-70% of all candidates resided in Prince Georges County while the remainder resided in surrounding jurisdictions.

## ***II Summary of Participant Ratings of the MARCO Program***

### **A. Recruitment of MARCO Candidates**

When asked, “How did you become aware of the MARCO program?”, the most frequently mentioned approach was the PGCPs website followed by “system officials,” and “word of mouth.”<sup>9</sup> In response to the question, “What was the single most significant factor that motivated you to apply for admission to the program,?” the most frequently mentioned factor was fast-track certification followed by a desire to teach and to work with children. These responses have been consistent among all cohorts since the inception of the program.

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<sup>9</sup> See “Recruitment Information,” p. 26.



Application	16%	33%	30%	81%	73%	60%	57%	81%	44%
Learners with Excep. Needs	NA					64%	55%	59%	43%
* NOTE: Beginning with Cohort 4, reading instruction was organized into two independent courses: OMAT 620 (Elem.) and OMAT 607 (Sec.)									

**B. UMUC On-Line Program**

**Instructional Module Rankings (Table II)**

The module, "Curriculum/Instruction and Assessment," has consistently received the highest ranking among all cohorts. With the exception of Cohort 5, participants have noted the centrality and practicality of the content of this module both prior to and after the residency year. Cohort members have also noted the value of "Teaching in the Subject Area" and "Human Development, Learning and Diversity." These two modules were also deemed useful and relevant to their expressed professional needs. Generally, a favorable assessment was also given to "Synthesis & Application"

*The remaining modules were judged to be somewhat less useful but not because they were thought to be unnecessary in a teacher training program. Negative comments were focused more on the quality of instruction and/or the lack of responsiveness of the instructors. UMUC should pay particular attention to the reformatted reading experiences offered to Cohorts 4 and 5. Cohort 4 rated the two courses as average+ to below-average; QMAT 607-Secondary Reading- received especially low ratings. While Cohort 5 reacted to the secondary reading course in a similar manner, the elementary reading course was rated well-above average.*

*While Cohorts 3 and 4 have relatively consistent ratings between those taken at the end of the summer program and those at the end of the first year of teaching, Cohort 5 shows a dramatic decline among nearly all UMUC modules at the end of the first teaching year. With the exception of the mentoring provided them, this end-of-year decline is noted in all aspects of the training program for this Cohort.*

Activities related to the instructional modules (Table III)

Table III								
UMUC Program—Ratings by All Cohorts								
Above-Average to Superior Ratings								
Instructional-Related Activities*	Cohort 1	Cohort 2		Cohort 3	Cohort 4		Cohort 5	
		A	B		End of Summer Program	End of 1 <sup>st</sup> yr teaching	End of Summer Program	End of 1 <sup>st</sup> yr teaching
Field Experiences								
• Classroom Observation	NA				89%	95%	82%	52%
• Interviews with Stakeholders	NA				69%	49%	55%	43%
Research and Presentation	NA				66%	52%	68%	61%
Assessment Design	NA				69%	57%	55%	52%
Single Lesson Plan	NA				83%	77%	86%	65%
Unit Plan	NA				83%	66%	91%	71%
Electronic Portfolio	NA				72%	52%	86%	61%

\* Instructional-Related Activities were introduced by UMUC in 2006 (Cohort 4)

Compared to the Instructional Modules, all course activities noted in Table III (above) were uniformly rated high (especially-- unit planning, electronic portfolio, classroom observations). They were judged to be useful, practical and relevant. However, two activities warrant re-examination: Interviews with Stakeholders and Assessment Design. Directions guiding stakeholder interviews lacked specificity and structure; this resulted in interviews that lacked substance and meaning. The survey findings were inconclusive as to the reasons for the low ranking given to Assessment Design.

#### The On-line experience

Comments from all four cohorts continue to emphasize the value of the on-line convenience of the UMUC program especially because of the heavy work and home-related responsibilities of the MARCO participants. However, while the first three cohorts stressed that the sheer volume of on-line work was overwhelming at times, Cohort 4 was more critical of the quality, availability, and responsiveness of the instructors. Cohort 5 commented on the heavy workload and the quality and responsiveness of some instructors. Cohorts 4 and 5 were particularly grateful for the opportunities to meet and interact with one another, both in person and on-line.

#### Integrating the UMUC on-line program with the PGCPs internship

In response to previous evaluation recommendations, UMUC and PGCPs made a strong effort to improve the compatibility of the on-line and summer programs. As a result, Cohort 4 noted few, if any, problems with

the integration of these two major segments of the program. Interestingly, however, some in Cohort 5 reacted negatively to what they perceived as a redundancy of material covered. UMUC and PGCPs are advised to review the program connections from the perspective that perhaps the remedy has exceeded the problem.



- B. **PGCPS Summer Internship**
- C. Program content rankings (Table IV)

The PGCPs Summer Program Content *has consistently been rated as outstanding* by all cohorts. (Organizational and administrative issues probably accounted for somewhat lower evaluations by Cohort 2.) It is interesting to note the decline of ratings by Cohort 4 and 5 before and after

Table IV Prince George's County Public Schools MARCO Summer Internship Program (Percentage of participants rating content as above-average to superior)								
Program Content	Cohort 1	Cohort 2	Cohort 3		Cohort 4		Cohort 5	
			End of summer program	End of 1st yr of teaching	End of summer program	End of 1 <sup>st</sup> yr teaching	End of summer program	End of 1st yr teaching
Instructional Design and Delivery	52%	80%	100%	93%	81%	68%	76%	57%
Classroom Management	75%	70%	100%	93%	92%	83%	91%	61%
Classroom Culture	21%	65%	100%	87%	73%	66%	81%	60%
Literacy (Reading and Writing)	NA	N/A	94%	90%	Elem.Rdg: 77% avg.+ to super.  Sec. Rdg: 45% avg.+ to super.  44% below average	Elem.Rdg: 54% avg to super.  16% below avg.  Sec.Rdg: 36% avg. to super.  27% below avg.	Elem.Rdg. 100% avg.to superior  Sec.Rdg: 50% avg. to superior  50% below average	Elem.Rdg. 58% avg to superior  Sec.Rdg: 40% avg to Superior  20% below average
Special Education	NA	N/A	N/A	N/A	68%	62%	67%	34%

their residency year. While this may reveal the normal effects of the realities of the first-year teaching experience, it may also serve as a basis for re-examination of selected aspects of the summer program by the PGCPs staff. This decline is especially evident in Cohort 5 ratings and may reflect more systemic problems and/or challenges in this Cohort's Residency experience.

Once again, it is recommended that the PGCPs staff closely examine the content and instruction of the Secondary Reading and Special Education components of the summer program.

All participants recommend continued and expanded emphasis on classroom management—a recommendation supported by principals and mentors.

Internship instructional support activities (Table V)

Table V				
Prince Georges County Public Schools				
MARCO 4 and 5 Summer Internship Program				
Instructional Program Support Activities*				
((Percentage of participants rating content as above-average to superior))				
Program Activity	Cohort 4		Cohort 5	
	After summer internship	After 1 <sup>st</sup> yr teaching	After summer internship	After 1 <sup>st</sup> yr teaching
Observations of the classroom teacher	92%	72%	59%	65%
Assisting with students (e.g., small group lessons, one-on-one)	92%	89%	91%	52%
Planning lessons	94%	80%	86%	54%
Delivering lessons and grading papers assigned by Res. Teacher	94%	88%	95%	59%
Co-Teaching	86%	85%	81%	47%

\* This aspect of the program was structured for evaluation during the 2006 internship (Cohort 4).

As the above Table suggests, all cohorts value the practical, hands-on, “real” teacher, “real” kids aspects of the program and recommend that greater time be devoted to these activities.

*Highest on the list for all cohorts was the enthusiastic regard for the programs facilitators and their cohort colleagues.*

A number of negative comments were directed to what many in Cohort 4 termed the “horrendous” hiring process. The “challenging” hiring process was also noted by some in Cohort 5, but considerably fewer than those in Cohort 4.

Also noted was the need for the program to be more careful in selecting teachers to be shadowed and in assuring their understanding of what the MARCO program and its participants are all about.

Interestingly, while the general post-residency ratings given by Cohort 5 continue the declining trend noted previously, the first increase in its ratings is given to “observations of the classroom teacher..”.

#### D. The Residency Year -- MARCO 4 and 5

##### Mentoring

On the whole, the mentoring provided MARCO teachers was judged as essential and helpful and perhaps, one of the most valuable aspects of the entire program. MARCO 5 teachers gave the mentoring they received the highest rating among all cohorts (82% above average to superior compared to 68% by Cohort 4 and 80% by Cohort 3). Recommendations for improvement have consistently focused on earlier and more frequent visits by mentors.

##### Staff Development (Table VI)

In addition to staff development sessions offered in-school, Cohort 4 had four staff development sessions provided by the PGCPs MARCO summer program staff. PGCPs Staff Development Office provided four sessions for Cohort 5.<sup>10</sup>

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<sup>10</sup> Evaluation of staff development sessions prior to Cohort 4 was conducted by the PGCPs summer internship staff.

Table VI			
Prince Georges County Public Schools			
MARCO-Sponsored Professional Development Sessions			
MARCO 4 Residency Year		MARCO 5 Residency Year	
Session	Percentage of participants rating sessions  Above-Average to Superior	Session	Percentage of participants rating sessions  Above-Average to Superior
Cultural Awareness –Multi-Cultural Diversity	45%	Classroom Management	48%
Multicultural Diversity (cont'd.) & Classroom Mgt—a Principal's Perspective	48%	Strategies for Success-ful Teaching	46%
Time Management	54%	Instructional Strategies	50%
End-of-Year Reflections	79%	End-of-Year: Options and Opportunities	72%

Like previous cohorts, *Cohorts 4 and 5 expressed the need for more staff development in high-impact teaching strategies and classroom management.* Other needed training included Time Management, Curriculum Standards and Lesson Planning, and content-related instruction. The planning of future staff development sessions should include the participation of mentors, principals, MARCO alumni, and the program evaluator. (See Appendix A-1—Cohort 5 Survey Results.)

**III Summary of Principal Ratings (Cohorts 1-5)-- (See Appendix A-2 Principal Survey Results)**

Table VII -- Principals' Ratings – Cohorts 1-5					
2004-08					
Above-Average to Superior Ratings					
Areas Rated	Cohort 1	Cohort 2*	Cohort 3	Cohort 4	Cohort 5
Overall	42%	47%	90%	77%	62%
Instructional Skill	50%	64%	84%	82%	57%
Classroom Mgt.	64%	24%	80%	68%	38% (33% below avg. to poor)
Classroom Culture	55%	71%	90%	80%	60% (22% below average)
Content Knowledge	58%	83%	90%	85%	62%
Compared to all other 1st year tchrs	64%	82%	88%	68%	65%

*\*Note: Some data incomplete. Percentages are estimates only.*

Generally, principals rate MARCO teachers as much better than average after their first year of teaching. For the most part, they believe MARCO teachers generally are more mature, self-assured, and generally, more competent than other teachers who have completed their first year of teaching. They also demonstrate strong academic content and a good grasp of the PGCPs curriculum.

Despite relatively high overall ratings of MARCO teachers, principals continue to call attention to the need for continued emphasis on classroom management training and on student-centered learning strategies, especially true for Cohort 5. Moreover, Cohort 5 principals suggest a greater emphasis should be placed on cultural diversity. It should also be noted that nearly one-fourth of MARCO 5 teachers were rated below average to poor.

**IV Summary of Mentor Ratings (Cohorts 2-5) (See Appendix A-3 Mentor Survey Results)**

Table VIII -- Mentors' Ratings – Cohorts 2-5				
2004-08				
Above-Average to Superior Ratings				
Areas Rated	Cohort 2*	Cohort 3	Cohort 4	Cohort 5
Overall	50%	80%	66%	58%
Instructional Skill	41%	73%	66%	66%
Classroom Mgt.	50%	83%	69%	75%
Classroom Culture	50%	84%	78%	77%(19% bel.avg)
Content Knowledge	80%	85%	76%	78%(19% bel.avg)
Compared to all other 1st year tchrs.	68%	80%	86%	78%

**\*Note: Some data incomplete. Percentages are estimates only.**

With the exception of Cohort 5, mentor ratings have been a little less effusive than those of the principals; nevertheless, they have been consistently high. Seventy-eight percent of Cohort 5 teachers are rated above-average to superior by their mentors when compared to other first year teachers. [Eighty-six percent of MARCO 4 teachers were rated above-average to superior by the mentors.]

Mentors recommend that pre-employment and in-service programs emphasize student-centered instructional strategies, classroom management and organization, and lesson planning.

**Mentor Reporting of MARCO 4 Teacher Reactions to their Pre-Service Program**

When questioned by the mentors, mentees reported that the PGCPs Summer Program was very useful in preparing them for their residency year. Although anecdotal, this assessment is consistent with the formal results of the survey of MARCO teachers. The mentors also reported

that of the MARCO 5 teachers who responded to their inquiry, about half said the UMUC on-line program was average and above.

**Mentor Training and the Mentoring Process**

- At the end of the first year of mentoring (2004-05) , mentors unanimously stressed the need for more knowledge of and involvement in the MARCO pre-service (UMUC/PGCPS) program.
- At the conclusion of 2005-06 and 2006-07, *approximately 90% of the mentors indicated that they had at least an average knowledge of the PGCPS summer program. In 2005-06, 43% felt they had a similar knowledge of the UMUC program. This percentage decreased to 26% in 2006-07.*
- At the end of 2007-08, 72% of the mentors expressed little knowledge of the UMUC program while 43% expressed a similar views of the PGCPS summer program.

Mentors also expressed the need for—

- earlier and more frequent mentoring particularly at the beginning of the school year and greater time and opportunity for mentor-mentee interaction;
- more background information regarding MARCO teachers, PGCPS system and school policies, curricula and standards; and
- greater involvement in pre-service training and in-service staff development.
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**V Retention Rates of MARCO Teachers**

<b>Table IX</b>															
<b>ENTRANCE / COMPLETION / RETENTION OF MARCO TEACHERS THROUGH EACH PROGRAM COMPONENT</b>															
<b>Program Component</b>	<b>Cohort One 2003-04</b>			<b>Cohort Two 2004-05</b>			<b>Cohort Three 2005-06</b>			<b>Cohort Four 2006-07</b>			<b>Cohort Five 2007-08</b>		
	Entere d	Completed		Entered	Completed		Entered	Complete d		Entered	Complete d		Entere d	Completed	
UMUC online	37	34		32	20		38	34		43	38		23	23	
	Ent.	Com	Ret.	Ent.	Com	Ret.	Ent.	Com	Ret.	Ent.	Com	Ret.	Ent.	Com	Ret.



			Rate % <sup>11</sup>			Rate %			Rate %			Rate %			Rate %
PGCPS summer internship	34	34	100	<sup>12</sup> 26	26	100	32	32	100	37	37	100	23	23	100
Mentored Residency Year	32	28	88	24	23	96	32	30	94	37	35	95	23	23	100
2 <sup>nd</sup> Year Employment	28	23	72	23	22	92	30	30	94	35	34	92			
3 <sup>rd</sup> Year Employment	23	23	72	22	21	88	29	29	91						
4 <sup>th</sup> Year Employment	23	21	66	21	20	83									
5 <sup>th</sup> Year Employment	21	20	63												

Considering the organizational, administrative, and programmatic issues inherent in the initiation of the program, the 5-year retention rate (63%) of Cohort 1 is considerably higher than the 5-year rate of other PGCPS teachers.<sup>13</sup> *As policies, procedures, and program content were modified in response to the evaluation process, the retention rate of each subsequent cohort markedly improved at nearly every comparable point from 2003-2008.* Clearly, the ultimate objective of the MARCO project related to retention has been accomplished.

## VI Teacher Certification

Cohort	Year 2		Year 3		Year 4		Year 5		Totals	
	STD	APC	STD	APC	STD	APC	STD	APC	STD	APC
1 (N= 21)*	23		6	6	7		1		29	14
2 (N= 21)*	12		10	4	1				22	5

<sup>11</sup> Retention rate based on Mentored Residency Year (first year of PGCPS employment).

<sup>12</sup> Due to the need to accommodate candidates who applied after UMUC's spring online coursework, some individuals (Cohort 2) were allowed to participate in summer pre-employment training and then complete UMUC coursework during the fall semester.

<sup>13</sup> Fifty-one per cent of provisionally certified PGCPS teachers resign within the first two years of employment.

3 (N= 29)*	23		2	4	1	2			26	6
4 (N=35)*	26	1							26	1
5 (N=23)*	<i>Data Not Yet Available</i>									

\*NOTE: Employed as of 10.01.07

## VII Findings and Recommendations -- 2003-08

### A. PROGRAM ADMINISTRATION AND ORGANIZATION

#### **FINDINGS:**

*Nearly all recommendations involving program administration and organization noted in the previous reports have been accomplished. Much of the program improvement noted in this final report is directly due to the assignment of responsibility and accountability among the MARCO partners and the quality and continuity of leadership provided by key administrators at MSDE, PGCPs, and UMUC. Since the MARCO program concluded with Cohort 5, the following recommendations remain valid and warrant consideration for any new or continuing Resident Teacher programs sponsored by MSDE and/or PGCPs.*

#### **RECOMMENDATIONS:**

1. **Participant Handbook.** *Steering or policy advisory committees coordinating alternative certification programs should develop and publish a participant handbook of policies, program descriptions, and participant responsibilities.* The handbook(s) (hardcopy and/or on-line editions) would be intended for those who have been accepted in these programs and anyone directly involved in the program, i.e., mentors, principals, summer “shadow teachers,” and college/university staff.
  
2. **Recruitment.**
  - a. *PGCPs officials would be well-advised to target individuals who have had previous teaching experience (i.e., conditional teachers and permanent substitutes) as potential recruits for a future MARCO cohort.* However, because of the limited number of individuals in the several groups involved in this survey, no valid conclusion can be drawn that prior teaching experience has had a significant impact on teacher effectiveness as determined by principals and mentors. Nevertheless, the anecdotal reports of mentors, principals, and participants indicate that prior teaching experience may result in greater teacher individual self-assurance and personal confidence, greater sensitivity to the classroom culture, and superior knowledge of the curriculum and its related standards.

Of the 173 individuals who entered the program, 139 (80%) fulfilled all MARCO training requirements. Finally, 126 teachers (73%) remain employed in the PGCPs.

PGCPS data indicate that over the five years of the program, 3179 applications to the program were received by the County (see Appendices B- 2 & 3). Six hundred sixty-six met PGCPS requirements and were referred for application to the UMUC on-line program. Of the 666, 273 (40%) actually applied. Ultimately, 160 enrolled in the on-line program and, of this number, 150 actually enrolled in the PGCPS Summer Internship.

*b. The Steering Committee should develop strategies for increasing the number of those choosing to enroll while minimizing the attrition between those who were offered admission and those who accepted these offers.*

3. *Each cohort, whether first or last, should receive the same concerted attention by all responsible for the success of the program.* The Steering Committee must not assume that because of previous successes, attention to administrative, organizational and program details of each subsequent cohort is less warranted.

## **B. PROGRAM STRUCTURE, IMPLEMENTATION AND CONTENT**

### **GENERAL FINDINGS:**

The MARCO concept uniquely combines UMUC's on-line foundational program and PGCPS' clinical setting and methodological expertise in providing an experience for career-changers that is intended to meet the particular needs of PGCPS classrooms and MARCO students. As the MARCO program progressed, there is little doubt that its structure and implementation had become more efficient and effective, while its content became more relevant and meaningful.

### **RECOMMENDATION:**

*Because of delicate balance required by such a combined program, the integration of the on-line and clinical parts of the program must be seamless.*

### **UMUC FINDINGS:**

1. Overall, the UMUC program has shown much progress in strengthening its program. This is due in large part to the exceptional leadership provided by its director.
2. In particular, Cohorts 4 and 5 generally expressed satisfaction with the rigor of the on-line experience and a sense of personal accomplishment in completing the program successfully.
3. Generally, participant ratings taken at the conclusion of the summer internship suggest that the program had become increasingly effective. Although there has been a significant improvement in Cohort ratings for all

UMUC modules, those related to Curriculum, Instruction & Assessment; Human Development, Learning & Diversity; and Teaching in the Subject Area have generally earned higher ratings among all cohorts.

4. Ratings of the program taken after the Residency Year are generally lower, and in the case of Cohort 5, markedly so. The exception to this observation is Cohort 5 where positive ratings remained at a high level.
5. UMUC'S course-related "activities" were a very valuable part of Cohort 4 and 5's program. This is particularly true for the school classroom observation activity.
6. MARCO participants were in agreement that the UMUC program valued any and all opportunities to meet personally with their instructors and fellow students.
7. MARCO participants expressed some continuing concern about the frequency and scope of UMUC instructor responses and feedback.

#### **UMUC RECOMMENDATIONS:**

1. ***UMUC should review the following instructional modules to ensure instructional effectiveness:***
  - ***Reading, especially in Secondary Education***
  - ***Learners with Exceptional Needs***
  - ***Teaching in the Subject Area (Cohort 5)***
2. ***UMUC should expand opportunities to provide more face-to-face contacts among MARCO students as well as their instructors.***
3. ***UMUC should continue monitoring the on-line program to ensure more timely and effective feedback by instructors.***

PGCPS-- The Summer Institute

#### **Findings:**

1. On occasion, the PGCPS summer program was seen as attempting to compress a great deal of material into a relatively short time frame.
2. Participants suggested that the most valuable part of the summer program was the opportunity to work in actual classroom settings.
3. MARCO participants were also appreciative of opportunities to meet with their colleagues and with PGCPS principals during the summer program.
4. Many MARCO participants expressed the wish that summer stipends had been awarded.

## Recommendations:

1. ***The survey of principals and mentors suggests that classroom management remains a concern and should continue to receive greater attention in the training program. The summer program should maintain (and possibly increase) its emphasis on instruction in—***
  - *classroom management,*
  - *individualizing instruction,*
  - *cultural diversity,*
  - *interactions with PGCPs principals, and*
  - *accessing school resources*
2. ***Serious consideration should be given as to how “course content” can be creatively folded into “instruction support activities”—the most highly-rated aspect of the internship.***
3. ***.Minimally, mentors should be invited to attend all aspects of the summer program. Ideally, they should also become part of the summer staff and assume teaching responsibilities as appropriate.***
4. Greater attention should be given to selecting and orienting PGCPs “shadow teachers” to the MARCO program.
5. ***Principals should be involved in the summer program.*** Such involvement may serve to introduce MARCO candidates to principals as potential employers; provide an opportunity for principals to help orient candidates to Prince George’s County and to the realities of the classroom; and promote greater awareness among principals of the MARCO program and its participants.
6. If possible, MARCO should examine the possibility of awarding a summer stipend.

**PGCPs-- The Residency Year, Mentoring, and MARCO Professional Development**

## Findings:

1. Cohorts 1 and 2 indicated that PGCPS had a contrasting record for providing mentor support. About half of the schools had an active mentoring program while the remaining half had little or none. The Cohort 3, 4, and 5 surveys indicate a marked improvement in the frequency and quality of PGCPS job-alike mentoring.
2. Overall, participants found that support provided by MARCO mentors was crucial to their effectiveness—perhaps the single most important aspect in improving their teaching effectiveness.
3. Cohort 4 was particularly pleased with the End of Year Reflections professional development session and, to a lesser extent, the session on Time Management. Similarly, Cohort 5 rated its final session, “Options and Opportunities” higher than the three previous sessions.

Recommendations:

1. *The effort to provide mentoring more frequently and earlier in the school year should be a priority for the MARCO mentoring program.*
2. ***MARCO (PGCPS) should review staff development programs in those schools where MARCO teachers are assigned in their first and second year to determine the adequacy of such programs, particularly as one aspect of a comprehensive teacher retention program.***
3. ***In-service/professional development experiences should include knowledge and skills associated with classroom management, curriculum standards and lesson planning, student-centered instructional strategies, and the use of technology to improve instruction.***
4. ***Future professional development sessions should be developed in close cooperation and participation of recent MARCO graduates, mentors, principals, and the program evaluator.***

## **UMUC and PGCPs**

### **Findings:**

1. Clearly, participants agree that classroom management continues as an important area of concern and need.
2. Cohorts 4 and 5 ratings of the reading courses of the program suggest some concern, particularly regarding the quality of instruction in the secondary reading components of both the UMUC and PGCPs programs.

### **Recommendations:**

1. ***UMUC and PGCPs should examine secondary reading courses to determine how instruction may be improved. As expressed by Cohorts 4 and 5, the quality of instruction in reading courses has replaced the issue of placement and sequencing of these courses.***
2. ***UMUC and PGCPs should designate representatives to work together on a continuing basis to ensure that the UMUC on-line experience and the summer program are mutually congruent, supportive, and not redundant.***

*This recommendation has been accomplished. The close interaction and cooperation between UMUC and PGCPs has resulted in significant improvement in this aspect of the evaluation. The responsible administrators are urged to continue developing and refining this relationship. However, reactions from Cohort 5 participants indicate that perhaps the pendulum has swung too far in the other direction. Unnecessary repetition was noted between some UMUC module content and the instructional content of the PGCPs summer program.*

## C. PROGRAM EVALUATION: POST-MARCO

### FINDINGS—

#### **PROGRAM RETENTION:**

The ultimate objective of this evaluation is the assessment of the rate of retention of MARCO teachers as compared with other first year teachers who are graduates of traditional teacher education programs. When compared to those who enter teaching from traditional programs, resident teachers have a significantly higher retention rate (See Table IX, page 11.)

### RECOMMENDATIONS—

1. ***The Steering Committee should constantly review the integration of all program elements. Reviewing the five years of the MARCO program, it is apparent that the three major program junctures, UMUC on-line --- PGCPs internship ---- Residency Year, require continuing and careful integration. If the transition between each element is not seamless, the integrity of the total program is adversely affected.***

*While attention has been focused on strengthening the transition between the on-line program and the internship with good results, **it is now imperative to shift emphasis to the transition between the internship and the residency.** This will require the attention of all stakeholders, but particularly the PGCPs summer staff and the mentors and school administrators involved in the residency year.*

2. ***A new Alternative Certification training prototype. In considering the development of future alternative certification programs, MSDE and PGCPs should examine the outcomes of the five-year MARCO experience. New program development might be productively informed by the following:***
  - ***Take full advantage of the most productive period for candidates to acquire professional knowledge and skill, i.e., the optimum teacher learning readiness period beginning at least two weeks prior to the opening of school and continuing through six to eight weeks after the school year begins.***



- *During this most crucial time in teacher induction into the profession , the alternative certification program might include summer training for designated principals and mentors and a concurrent orientation and training program for alt cert candidates.*
- *The beginning of the Residency Year would provide the alt cert teacher with release time for observation, gradual assumption of instructional responsibility and concurrent mentor support and staff development (both on-line and face-to-face). Although the decision to assume fulltime teaching responsibility would be made on a case-by-case basis, it is expected that this release time would last 6 to 8 weeks. Thereafter, support systems (mentoring, staff development, on-line instruction) would continue throughout the year.*
- *The “readiness for teacher learning” period also demands the professionalization of the mentor role. This implies careful and rigorous mentor selection, training, evaluation, continuing professional development, and reward. In this approach, the mentor would become the most critical and necessary person in the life of the alt cert teacher. In the broadest sense, the mentor will join with key school staff (principal, assistant principals, master teachers) to become a vital part of a team charged with increasing the effectiveness of the performance of the first-year teacher.*

#### RECOMMENDATIONS FOR FURTHER STUDY:

1. *The Third and Fourth Evaluation Reports recommended that PGCPs and MSDE give serious consideration to a subsequent evaluation to assess the effect of MARCO teachers on the academic achievement of their students and to compare the result with a comparable group of traditionally-prepared teachers. The recommendation asserted that not only would a such a study provide valuable data regarding alternative teacher preparation but it would be enormously valuable to PGCPs staff development training programs and to MSDE alternative certification policy development. This recommendation is reaffirmed. (Note: MSDE has recently initiated planning for such a study statewide.)*
2. *Among all cohorts, Cohort 3 received superlative ratings by the principals, mentors, and facilitators who worked with them. Because of its exceptionality, alt cert programs might profit by a closer examination of the factors that contributed to this success. Consistent with the previous recommendation, the teachers in this Cohort might be tracked to determine*

*their particular effectiveness on the academic achievement of their students since 2005.*

3. *It is evident that the Residency Year has a strong effect on the MARCO teacher. When compared to the survey conducted immediately after their on-line spring semester and summer internship, results of the survey taken after the Residency Year indicate a significant decline in their assessment of the value of this training. Although this decline was particularly evident with Cohort 5, it also was seen with Cohort 4.*

*The decline could be due to any number of factors, e.g., the natural detachment caused by length of time between surveys (10 months); the need for a co-ordinated, systematic follow-up and follow-through monitoring of individual teacher progress throughout the year; the inappropriate assignment of the teacher to particular school, grade level, teaching subject, etc.,*

*Further study might provide some insight on program effectiveness, teacher placement, and support systems.*

## **APPENDIX A**

### **COHORT 5**

#### **1. Participant Survey Results**

- **UMUC On-line Program—Spring 2007**
- **PGCPS Internship—Summer 2007**
- **Mentoring—2007-08 Residency**
- **Staff Development—2007-08 Residency**
- **General Comments**

#### **2. Principal Survey Results**

#### **3. Mentor Survey Results**

- **Cohort 5 Performance**
- **Mentor Work & Training Considerations**

APPENDIX A-1

MARCO 5 Participant Survey Results (N=23)

End of Residency Year – July 2008

Preparation for Teaching: You have now completed your first year of teaching. As you review last year, how would you judge the relative value of the preparation you have received?

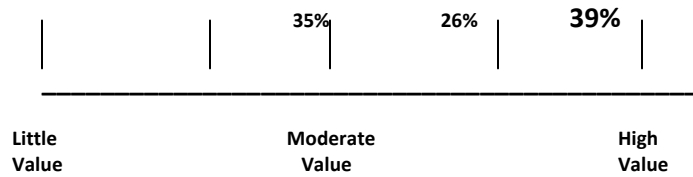
**1. UNIVERSITY COLLEGE ON-LINE PROGRAM – Spring 2007**

*OMAT 615: Resident Teacher Certification Program*

**Instructional Content:**

**Module One:** Teaching in

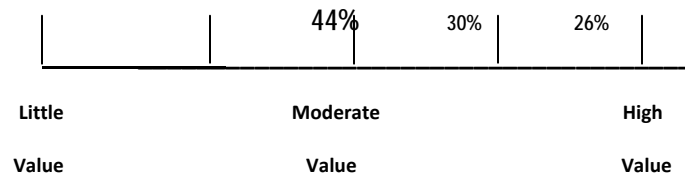
The Contemporary School



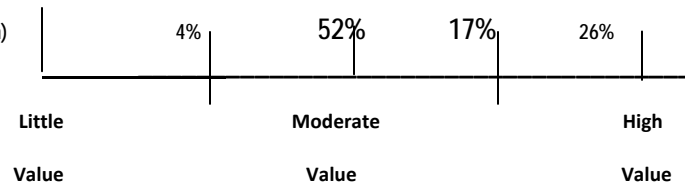
**Module Two:** Teaching the

Whole Child—Human Development  
Learning And Diversity & Collaboration

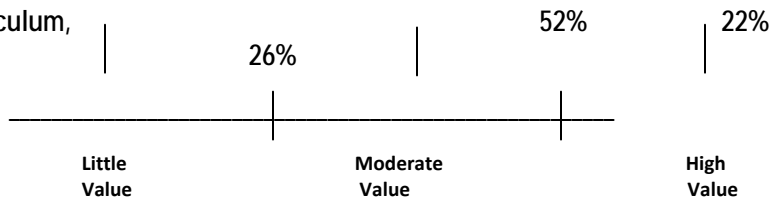
Beyond the Classroom

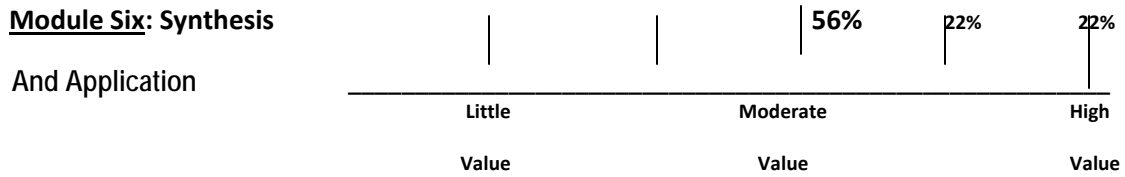
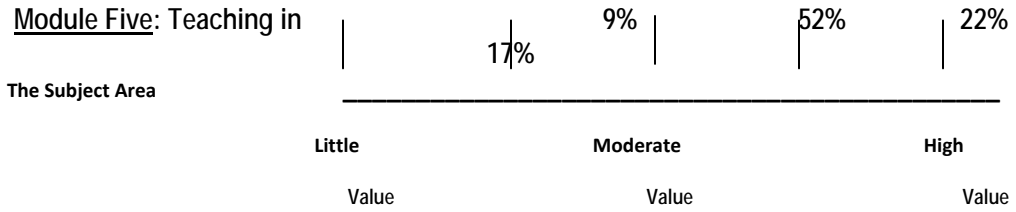


Module Three: Learners With  
Exceptional Needs (Strategies for  
Addressing Special Needs Children)



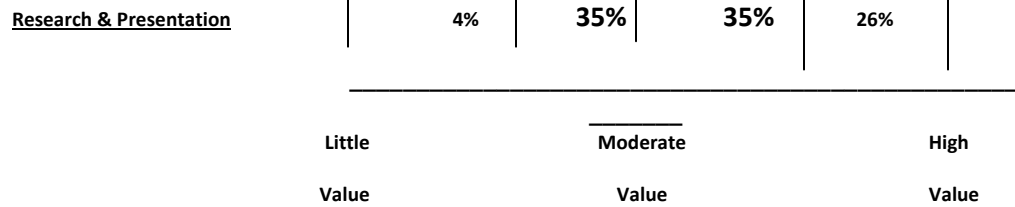
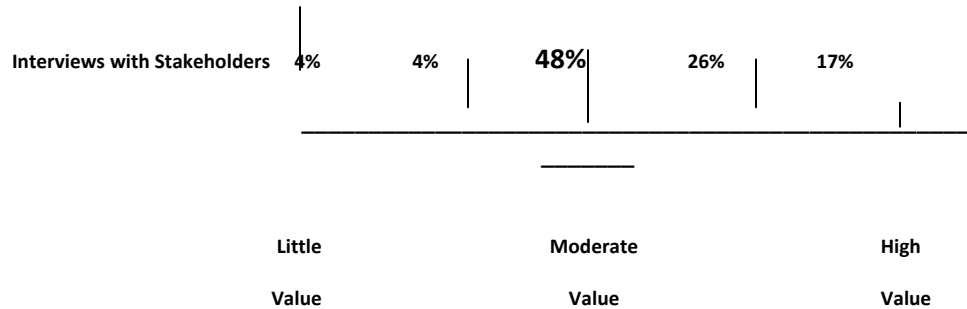
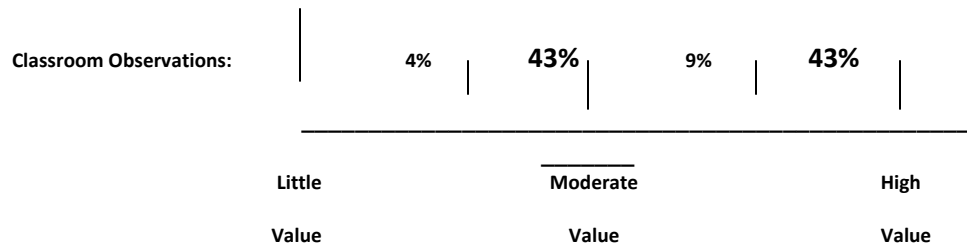
**Module Four:** Curriculum,  
Instruction, & Assessment



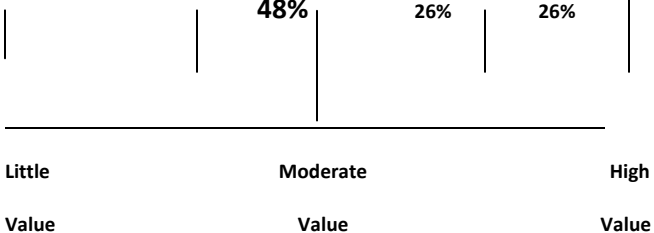


**Related Course Activities:**

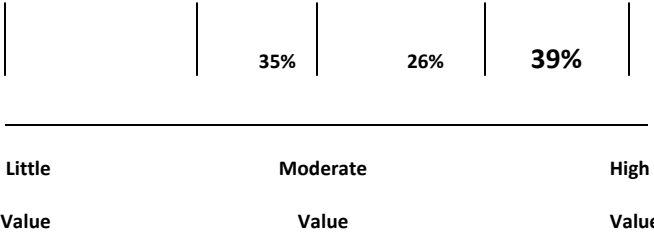
**Field Experiences**



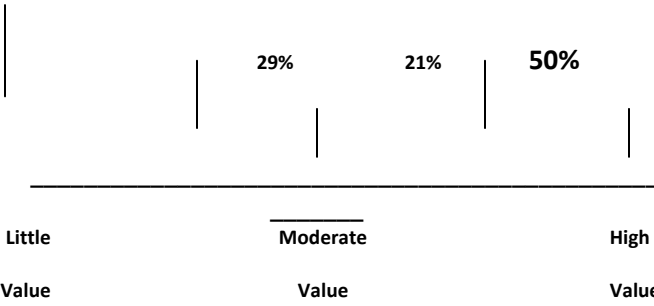
Assessment Design



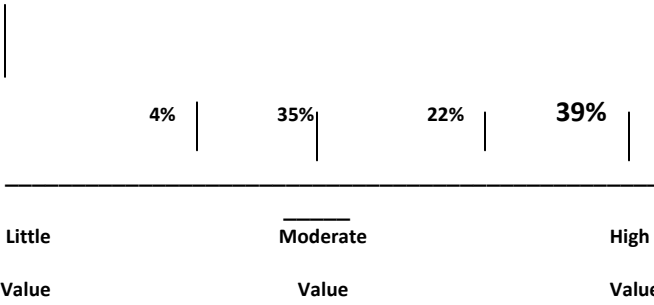
Single Lesson Plan



Unit Plan

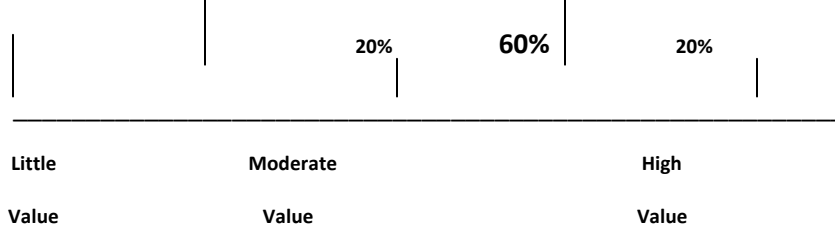


Electronic Portfolio

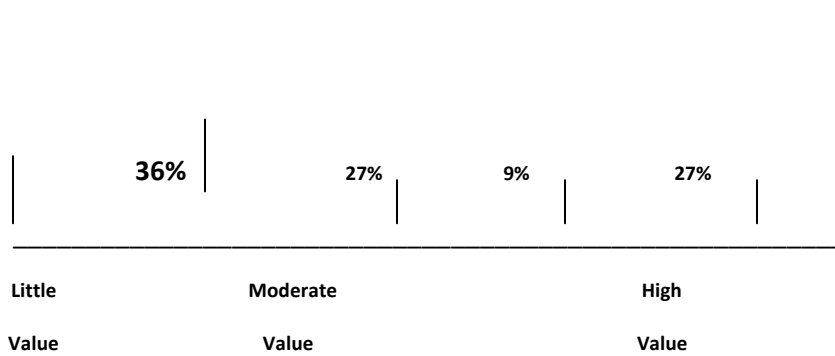


UMUC Reading Courses:

**QMAT 620: Processes and Acquisitions of Reading (For Elementary Teachers)**



**QMAT 607: Secondary Reading 1 (For Secondary Teachers)**



A. As you look back on the total UMUC program, what was the best part? Why?

*Eighteen citations:*

- *Cohort interaction; on-line chat sessions; "a community of learners"*

*Three citations:*

- *Flexibility; on-line experience*
- *Instructors*
- *Teaching philosophy and ideas*

*Two citations:*

- *Single lesson and unit planning*

*One citation:*

- *Classroom observations*
- *Electronic Portfolio*
- *Rigor of program*

**B. What was the part of the UMUC program that needed the most revision? Why?**

***Four citations:***

- ***More opportunities for classroom observation***
- ***Too intensive***

***Two citations:***

- ***Insufficient feedback in secondary reading course***
- ***Competing with more experienced cohort colleagues***
- ***Summer internship too repetitive of UMUC program***

***One citation:***

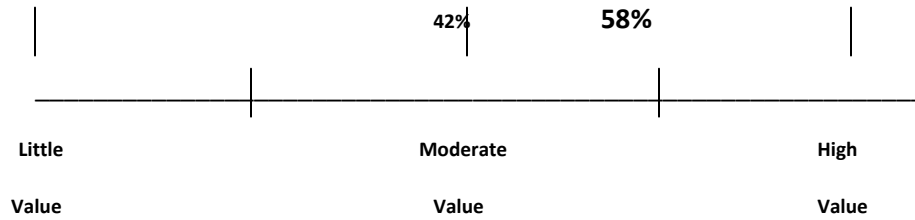
- ***Library too difficult to navigate***
- ***Portfolio development***
- ***On-line system needs to be compatible with all computer systems***



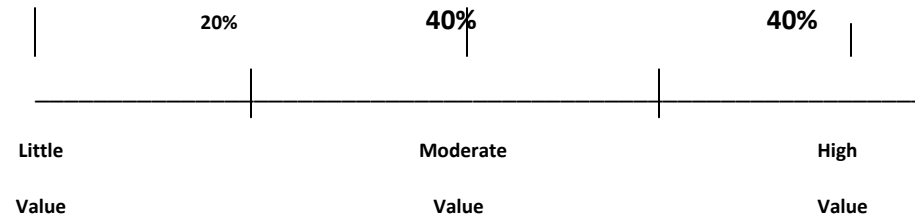
## 2. PGCPS INTERNSHIP – Summer --2007

### Reading Courses:

#### Instruction of Reading (For Elementary/Middle School Teachers)

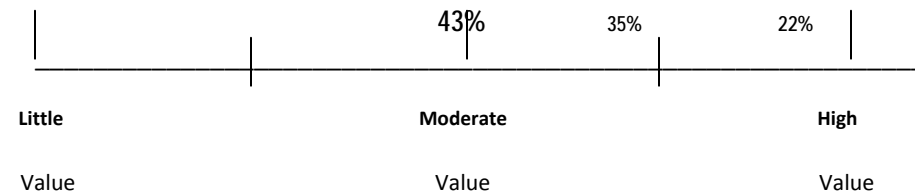


#### Reading in the Content Area II (For Secondary Teachers)

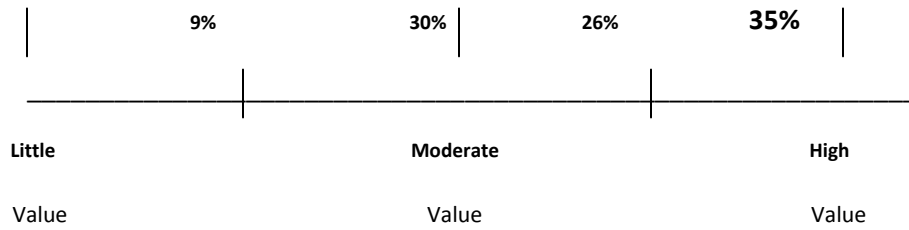


### General Training -- Course Content:

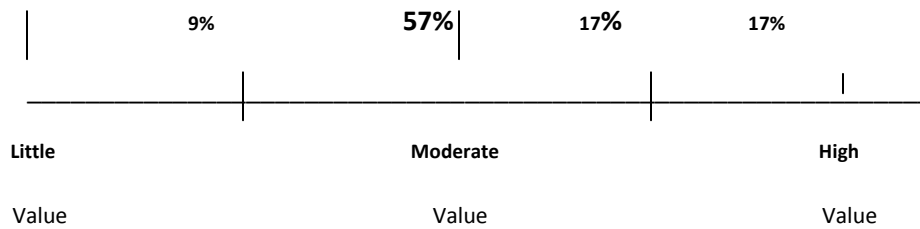
**Instructional Design and Delivery** (Standards; standards-based lessons; high impact teaching strategies; strategies for differentiating instruction; assessing student learning, etc.)



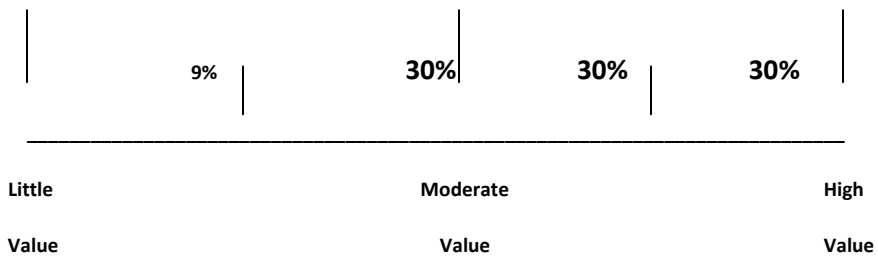
**Classroom Management** (Setting high expectations and exerting authority; causes of misbehavior; responding to misbehavior; developing rules, procedures, and consequences; involving families; etc.)



**Special Education** (Differentiated instruction; IEPs; national & State requirements; ESOL, etc.)

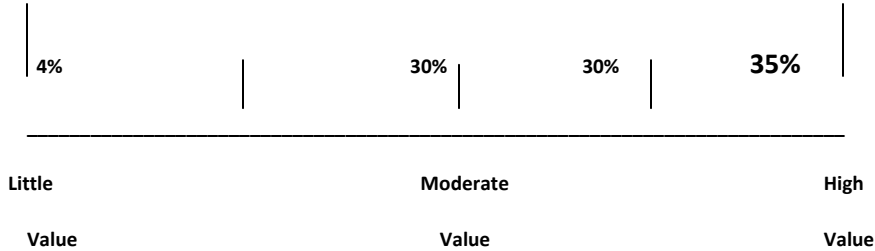


**Syntheses: Classroom Culture** (Race, culture, societal influences, and power as these affect the teaching/learning context; teacher effectiveness in the urban setting; examining how a teacher's background influences teaching and learning; reaching all learners, etc.)

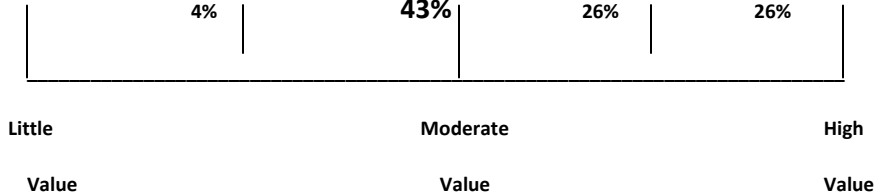


**Related Program Activities:**

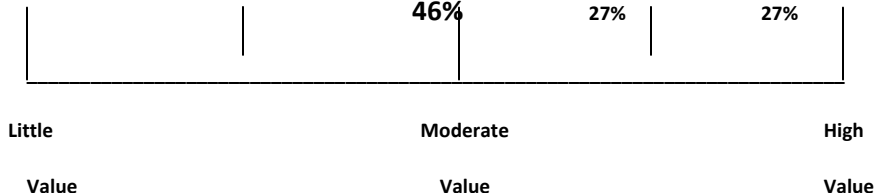
**Observations of the Classroom Teacher:**



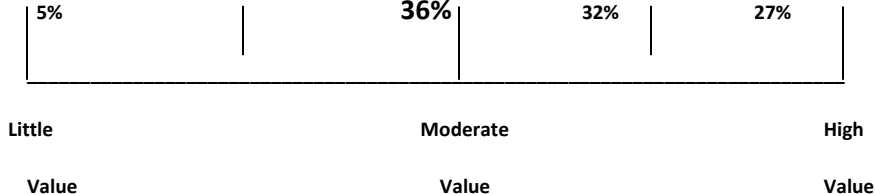
**Assisting with students (e.g., small group lessons, one-on-one):**



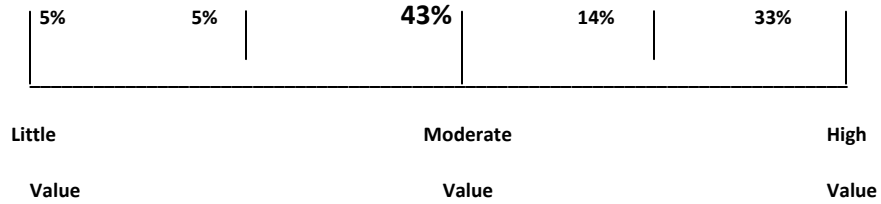
**Planning lessons:**



**Delivering lessons and grading papers that you (the Resident Teacher) assign:**



**Co-Teaching:**



**A. What was the best part of the PGCPs Summer program? Why?**

***Eight citations:***

- ***Our instructors were experienced teachers***

***Six citations:***

- ***Hands-on teaching opportunities***

***Two citations:***

- ***Workshop colleague interaction***

***One citation:***

- ***Opportunity to practice UMUC learning***
- ***Exposure to the “chaos” of P.G. County***
- ***Learning about special ed students (an “eye-opener”)***
- ***Field experience***

**B. What was the part of the PGCPs Summer program that needed the most revision? Why?**

***Ten citations:***

- ***School assigned for observation and practice was disorganized and not related to instruction we were receiving; shadow teachers were not happy we were there; not all subject and/or grade placements were possible.***
- ***Award stipends***

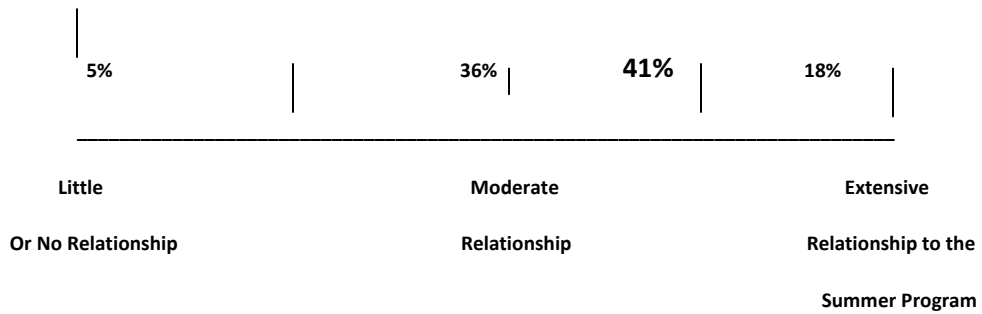
***Four citations:***

- ***Duplication of UMUC topics (esp. in reading instruction)***

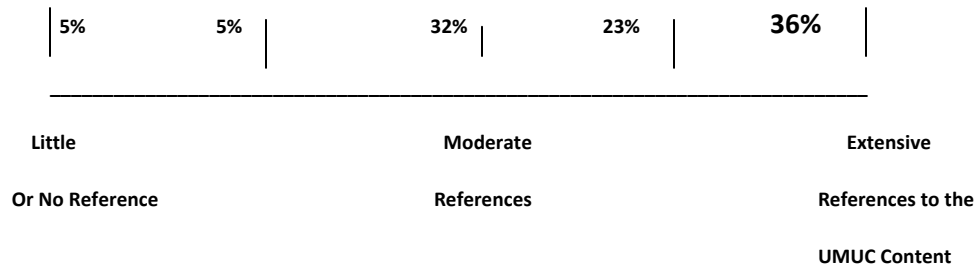
One citation:

- Too much traveling
- No stipend

**C. How well did the UMUC on-line program relate to the expectations, content, and requirements of the summer program?**



**D. To what extent did the content of the summer program make reference to the previous learnings you acquired in the UMUC semester?**

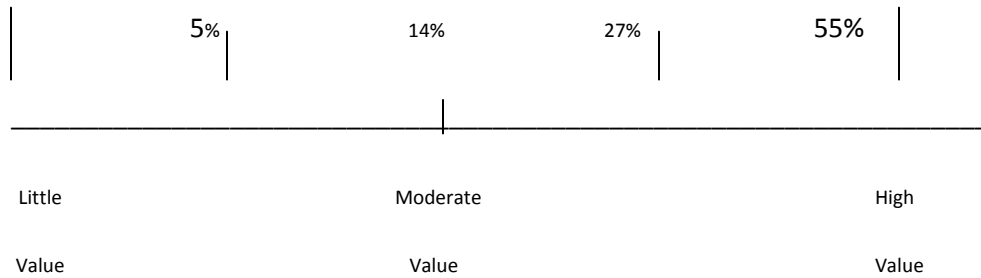


3. MENTORING/ SUPERVISION (Academic Year 2007-08): Briefly describe the mentoring and/or supervision you received in your first year of teaching. Who (MARCO mentor and/or school mentor) provided the supervision/mentoring? How frequently were you mentored/supervised?

*Twenty-three citations:*

- *Great MARCO mentors! Frequent and extensive visits by mentors; mentoring should be continued next year; "Integral to my success this year!"*

Overall, indicate the helpfulness of the mentoring/supervision you received in the first year.



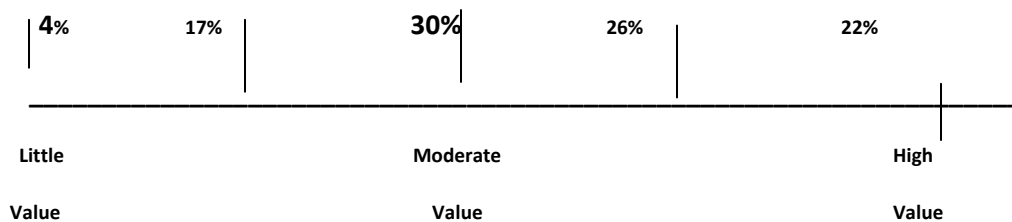
Please list specific suggestions as to how the mentoring you received could have been improved?

- A. *More frequent visits, especially at the beginning of the school year*
- B. *More effective collaboration between mentors and principals; principals need to buy into the program*
- C. *Assistance needed in –*
  - *Differentiating instruction*
  - *Classroom management and organization*
- D. *Mentors should have a role in the summer internship*
- E. *Set aside a day periodically for mentors and teachers to reflect on experiences*
- F. *More face-to-face time with mentor*
- G. *Job-alike mentors should provide more assistance*

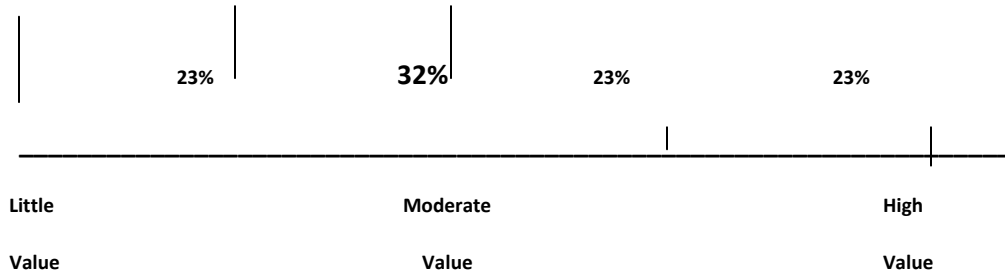
#### 4. STAFF DEVELOPMENT

**A. During the past year, you were offered four MARCO-directed staff development sessions: (1) Classroom Management; (2) Strategies for Successful Teaching; (3) Instructional Strategies; and (4) Options and Opportunities: Looking Ahead.**

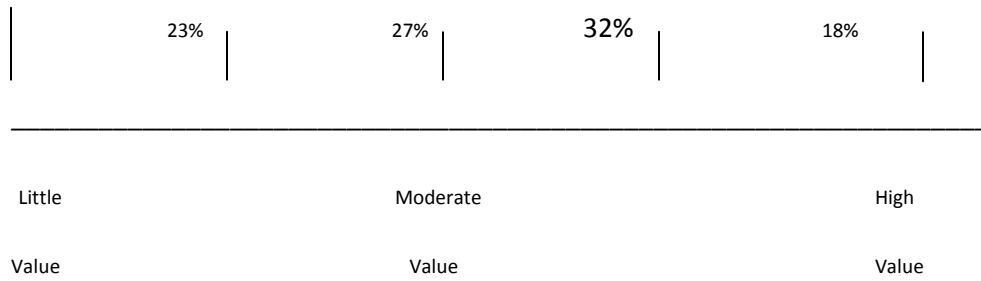
##### **(1.) Classroom Management**



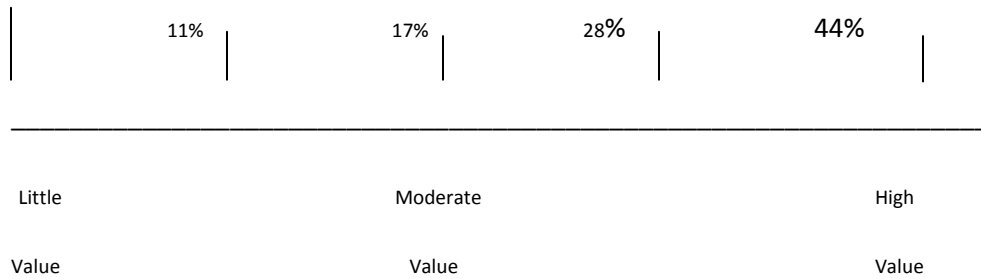
## (2.) Strategies for Successful Teaching



## (3). Instructional Strategies



## B. Options and Opportunities: Looking Ahead<sup>14</sup>



<sup>14</sup> This final staff development session was well-received. Note comments:

- "Great information—I will go on to a Masters."
- "Well-structured program"
- "Very useful information to help plan my future."

- C. As you look back over your first year of teaching, which of the following staff development topics would have been most useful in support of your teaching effort. Rank the topics from 1 (most important) to 9 (least important):

  4   Content-related instruction (math, reading, etc.)

  4   Methods-related instruction (differentiated instruction, hands-on learning, etc.)

  1   Classroom management and discipline

  2   Curriculum standards and lesson planning

  5   Creating tests/assessments of student learning

  6   Using assessment results to improve learning

  3   Time management

  5   Using technology to improve instruction

What kind of staff development did you need, but didn't get?

- *Practical, hands-on techniques for working with kids; reading; creating a portfolio; writing lesson plans; scenarios of teachers in the field and their handling of behavior and student motivations.*

5. GENERAL COMMENTS:



**A. Do you plan to continue as a teacher in the Prince George's Public Schools? Circle one.**

**YES** *Twenty-two*

**NO (If not, why not?)** *One-- moving outside the State due to family reasons*

**B. Please note any observations, suggestions, praise, or criticism of your on-line and/or summer preparation program – anything you believe might help us improve the experience for future teacher candidates.**

*Three citations:*

- *Great teachers, on-line and summer internship*
- *Great summer facilitators*

*Two citations:*

- *Great cohort colleagues*
- *Repetitive instruction between UMUC and PGCPs*

*One Citation:*

- *OMAT 607 instructor not helpful*
- *"Enjoyed all dedicated, enthusiastic presenters working with a tough audience."*
- *Each step in the MARCO program was clear.*
- *"Don't place new teachers in schools where the majority of the teachers are also new."*
- *"Little purpose is served by internship placements in schools where interns are not wanted."*

**C. To support our effort to recruit candidates for the MARCO RTC program, your response to the following questions would be most helpful:**

**1. How did you first become aware of the MARCO program?**

*Twelve citations:*

- *Internet web site*

*Four citations:*

- *Word of mouth*

*One citation:*

- *PGCPs Resident Teacher Office*

2. What was the single most significant factor that motivated you to apply for admission to the program?

*Eight citations:*

- *Altruism*

*Six citations:*

- *Accelerated route to certification (and great support along the way)*

*Five citations:*

- *Financial assistance*

*One citation:*

- *To become a "highly qualified teacher"*

APPENDIX A-2

Principal Survey Results (N=19)

End of Residency Year – July 2008

1. **Overall, how well-prepared are your MARCO teachers:**

Ratings of Cohort 5 teachers:

- 33% of the teachers were rated Superior
- 29% Above Average
- 33% Average
- 0% Below Average
- 5% Poor

Comments:

*One citation:*

- *MARCO teachers are extremely competent and well-prepared.*
- *MARCO teachers are open to all suggestions for improvement.*
- *Theoretical background is outstanding; more practical application of teaching methods is needed.*

*Citation directed to two teachers:*

- *Unfamiliar with County curriculum*
- *Scope of PGCPs evening K-12 reading class was too broad to be helpful to middle schoolers.*
- *Teacher was too content oriented*
- *Poor attendance; poor punctuality*

**Comparative Ratings of Cohorts (Question 1):**

**Cohort 5= 4-/3+**

**Cohort 4= 4**

2. **What aspects of teaching skill were most evident in the MARCO teachers' repertoire?**

- A. **Instructional Skill** (Teaching for standards; standards-based lesson planning; high impact teaching strategies; strategies for differentiating instruction; assessing student learning, etc.)

Ratings of Cohort 5 teachers:

- 19% of the teachers were rated Superior
- 38% Above Average
- 24% Average
- 19% Below Average

- 0% Poor

Comments:

*Two citations:*

- *Well-grounded in lesson planning*
- *Use of technology is to be commended*
- *Focus on content rather than classroom management*

*One citation:*

- *Excellent lesson plans*
- *Did not follow County curriculum*

**Comparative Ratings of Cohorts (Question 2A):**

**Cohort 5= 3+**

**Cohort 4= 4**

B. Classroom

(student misbehaviors, etc.)

Ratings of Cohort 5 teachers:

- 24% of the teachers were rated Superior
- 14% Above Average
- **29%** Average
- 24% Below Average
- 9% Poor

Comments:

*Three citations:*

- *Better preparation needed*

*Two citations:*

- *Open to all suggestions for improving classroom management*
- *Excessive emphasis on content at expense of management*

**Comparative Ratings of Cohorts (Question 2B):**

**Cohort 5= 3-**

**Cohort 4= 3**

C. **Classroom Culture** (Investing students in a classroom community that supports academic achievement: building positive and respectful teacher-student relationships in support of high achievement)

**Ratings of Cohort 5 teachers:**

- **30%** of the teachers were rated Superior
- **30%** Above Average
- **17%** Average
- **22%** Below Average
- **0%** Poor

**Comments:**

*Three citations:*

- *More training needed in working with diverse students (esp. ELL learners)*

*Two citations:*

- *Excellent understanding of cultural differences*

*One citation:*

- *Good participation in extra-curricular activities*

**Comparative Ratings of Cohorts (Question 2C):**

Cohort 5= 3-

Cohort 4= 4-

**D. Content Knowledge** (Knows and is comfortable with the subject-matter; secure in academic content background; is able to impart content to students, etc.)

**Ratings of Cohort 5 teachers:**

- **33%** of the teachers were rated **Superior**
- **29%** **Above Average**
- **33%** **Average**
- **5%** **Below Average**

**Comments:**

*One citation:*

- *Exceptional content background*
- *Teacher did not gear content to level of students*
- *Teacher did not teach to County standards and objectives*

**Comparative Ratings of Cohorts (Question 2D):**

Cohort 5= 3+/4-

Cohort 4= 4+

3. Overall, how would you rate MARCO teachers as compared to all other first year teachers?

Ratings of Cohort 5 teachers:

- 25% of the teachers were rated Superior
- **40%** Above Average
- 30% Average
- 0% Below Average
- 5% Poor

Comments:

*Two citations:*

- *Best of all alternative certification programs in PGCPs*
- *Too heavy a load for a new teacher*

*One citation:*

- *Commend for endurance and effort*
- *Committed to learning about instructional improvement*
- *Volunteered to work with student beyond classroom hours*
- *Outperformed some of our tenured teachers*
- *My teacher starts at 6:30 a.m. everyday—truly dedicated*
- *Excellent program and good for our achieving our enrollment goals*
- *My MARCO teacher was not as good as previous ones*

Comparative Ratings of Cohorts (Question 3):

Cohort 5= 4-

Cohort 4= 4-

General Comment:

- Overall, principals' evaluations of teachers in all cohorts remain essentially consistent. MARCO teachers are largely rated much better than average after their first year of teaching. (Note: Ratings of Cohort 3 teachers were higher in every category.) Principals believe MARCO teachers are more mature, self-assured, and generally, more competent than other teachers who have completed their first year of teaching. They also demonstrate strong academic content and a good grasp of the PGCPs curriculum. Cohort 5 is somewhat of an anomaly—many of the negative comments were directed at two or three particular teachers. As a result, average ratings were lowered due to the relatively small number of teachers in Cohort 5.

APPENDIX A-3

Mentor Survey Results (N=7)

End of Residency Year

July 2008

July 2008

PART I – MARCO 5 --TEACHER PERFORMANCE

2. Overall, how well-prepared are your MARCO teachers:

Ratings of Cohort 5 teachers:

- 29% of the teachers were rated Superior
- 29% Above Average
- 25% Average
- 17% Below Average
- 0% Poor

Comments:

*One citation:*

- *Talented and highly motivated*

**Comparative Ratings of Cohorts (Question 1):**

Cohort 5= 4-

Cohort 4= 4-

3. What aspects of teaching skill were most evident in the MARCO teachers' repertoire?

A. **Instructional Skill** (Teaching for standards; standards-based lesson planning; high impact teaching strategies; strategies for differentiating instruction; assessing student learning, etc.)

Ratings of Cohort 5 teachers:

- 33% of the teachers were rated Superior
- 33% Above Average
- 21% Average
- 13% Below Average
- 0% Poor

Comments:

*One citation:*

- *Commendable*
- *Additional training needed on organization of classroom materials*

- *Additional emphasis on classroom management*
- *Time on task is a concern*
- *Higher-order thinking skills*

<p><b>Comparative Ratings of Cohorts (Question 2A):</b></p> <p><b>Cohort 5= 4-</b></p> <p><b>Cohort 4= 4-</b></p>
---

**B. Classroom Management** (Promoting good student behavior; addressing student misbehaviors, etc.)

Ratings of Cohort 5 teachers:

- **42%** of the teachers were rated Superior
- 33% Above Average
- 13% Average
- 13% Below Average
- 0% Poor

Comments:

*One citation:*

- *Previous classroom experience is a plus.*

<p><b>Comparative Ratings of Cohorts (Question 2B):</b></p> <p><b>Cohort 5= 4</b></p> <p><b>Cohort 4= 4-</b></p>
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**C. Classroom Culture** (Investing students in a classroom community that supports academic achievement: building positive and respectful teacher-student relationships in support of high achievement)

Ratings of Cohort 5 teachers:

- 33% of the teachers were rated Superior
- **44%** Above Average
- 4% Average
- 19% Below Average
- 0% Poor



- 

Comments:

*One citation:*

- *All three mentees demanded respect between teacher and students and among students themselves.*

**Comparative Ratings of Cohorts (Question 2C):**

**Cohort 5= 4/4+**

**Cohort 4= 4+**

**D. Content Knowledge** (Knows and is comfortable with the subject-matter; secure in academic content background; is able to impart content to students, etc.)

Ratings of Cohort 5 teachers:

- **52%** of the teachers were rated Superior
- 26% Above Average
- 4% Average
- 19% Below Average
- 0% Poor

Comments:

*Three citations:*

- *Excellent in all respects*

*One citation:*

- *Teachers have to master too many programs.*
- *Although the teacher's knowledge is sound, it is often difficult for him to communicate it to students.*
- *The mentor's challenge is to help the mentee to go beyond the textbook and be more creative in presenting content.*

**Comparative Ratings of Cohorts (Question 2D):**

**Cohort 5= 4**

**Cohort 4= 4**

4. Overall, how would you rate MARCO teachers as compared to other first-year teachers you have encountered?

Ratings of Cohort 5 teachers:

- 56% of the teachers were rated Superior
- 22% Above Average
- 22% Average
- 0% Below Average
- 0% Poor

Comments:

**Three citations:**

- *Superior to most first-year teachers*

Comparative Ratings of Cohorts (Question 3):

Cohort5= 4+

Cohort 4= 4+

SUMMARY RECOMMENDATIONS:

- *Continuing professional development should target the knowledge and skills associated with instructional strategies as they relate to individualizing instruction. Despite a number of positive evaluations, mentors have also consistently urged more specific training classroom management and classroom organization.*
- *Mentors have observed that mentees who have had previous experience prior to entering MARCO (i.e., provisional teachers and permanent substitutes) were generally more self-assured and effective. However, mentors have also observed some mentees who have had no previous experience as equally self-assured and competent. The data accumulated throughout the five years of this program offer no definitive answer as to the effect of previous experience. More research is recommended.*

4. *Some mentors had the opportunity to ascertain how their mentees reacted to the training they received from the UMUC on-line and PGCPs summer programs. A total of 20 (out of 37) mentees were identified by mentors for a response.*

A. How do your MARCO teachers regard the PGCPs summer program?

Ratings of Cohort 5 teachers:

- 20% Superior
- 60% Above Average
- 13% Average
- 7% Below Average
- 0% Poor

**Best aspects of the PGCPs summer program:**

Comments:

*Three citations:*

- *The ability to ask for and receive assistance and the opportunity to gather new ideas*

*Two citations:*

- *Working with real kids*

*One citation:*

- *Interaction with facilitators and other cohort colleagues*
- *Excellent instruction*
- *Extremely rewarding*

**Aspects of the PGCPs summer program needing improvement:**

Comments:

*One citation:*

- *Internship classroom observations should be at the same level as the assigned grade in the Residency*
- *More training is needed in classroom management*
- *More practice is needed in writing lesson plans (do not rely solely on the VSC)*
- *Provide internship stipends*
- *Role playing instructional scenarios should be a greater part of training*
- *New teachers should not be placed in Title I schools in their first two years*

**Comparative Ratings of Cohorts (Question 4A):**

Cohort 5= 4+

Cohort 4= 5

**B. How do your MARCO teachers regard the UMUC on-line program?**

Ratings of Cohort 5 teachers:

- 15% Superior
- 38% Above Average
- 38% Average
- 8% Below Average
- 0% Poor

**Best aspects of the UMUC program:**

**Comments:**

**Two citations:**

- *The required books*
- *Excellent feedback from instructors*

**One citation:**

- *A rigorous and demanding program*
- *A solid curriculum*

**Aspects of the UMUC program needing improvement:**

**Comments:**

**One citation:**

- *More practice in writing lesson plans*
- *The reading course did not have the same level of faculty investment*
- *More time in the field would have been informative*

**Comparative Ratings of Cohorts (Question 4B):**

**Cohort 5= 4-**

**Cohort 4= 4-**

## PART II – MENTOR WORK AND TRAINING CONSIDERATIONS

### 1. How might your duties and responsibilities be changed in order to increase the effectiveness of your mentoring?

*One citation:*

- ***Before introduction to the teacher and the school, each mentor should be provided the following:***
  - i. A copy of the Standards of Excellence***
  - ii. A copy of the curriculum to be taught by mentees***
  - iii. A copy of PGCPs(and/or school) policy on student behavior and discipline***
  - iv. A brief background (resume)of each mentee should be provided to mentors prior to the residency year. This could be augmented by briefings from PGCPs staff who conducted admission interviews with the candidates.***
  - v. An ID pass to enter the school building***
  - vi. A list of school administrators and faculty***
  - vii. A yearly calendar of school events, closing dates, and testing dates***
  - viii. PRAXIS test date and places***
- ***Principals should be knowledgeable about the MARCO program before mentors enter the school.***
- ***Mentors should be provided the opportunity to meet with MARCO teachers and their principals prior to the opening of the school year***
- ***Principals should invite mentors to the first teachers' meeting for a more formal introduction to the staff.***
- ***Time and load of mentors need adjusting to allow more time with mentees especially just before and during their first weeks in school. (Each mentor should have no more than four (3 or 4) teachers to supervise .) Occasional meetings should be scheduled between a mentor(s) and their mentees to share information, discuss problems, and develop a support structure.***
- ***Continue Bowie monthly oral update reports and written reports every other month beginning in October.***

### 2. To what extent do you feel knowledgeable about the UMUC on-line program taken by the MARCO teachers?

Mentor Ratings:

- 0% Superior
- 0% Above Average
- 29% Average
- 43% Below Average
- 29% Poor

Comparative Ratings of Cohorts (Question 2):

Cohort 5= 2-

Cohort 4= 2-

**3. To what extent do you feel knowledgeable about the PGCPs summer program taken by the MARCO teachers?**

**Mentor Ratings:**

- **43%** Superior
- 14% Above Average
- 0% Average
- 14% Below Average
- 29% Poor

<p align="center"><b>Comparative Ratings of Cohorts (Question 3):</b></p> <p align="center">Cohort 5= 4-/3+</p> <p align="center">Cohort 4= 4</p>
---

**4. How would assess the value of the mentor training you have received since you first became a MARCO mentor?**

*(If you have never participated in a training program, skip this question and proceed to question 5.)*

**Mentor Ratings:**

- **50%** Superior
- 0 % Above Average
- **50%** Average
- 0% Below Average
- 0% Poor

<p align="center"><b>Comparative Ratings of Cohorts (Question 4):</b></p> <p align="center">Cohort 5= 4</p>
---

**A. Specifically, what were the most valuable components of your training?**

*Three citations:*

- *Educational materials received from workshopss*
- *Sharing in mentee training sessions*

*Two citations:*

- *Interaction with other mentors*
- *Participation in PGCPs job-alike mentor training sessions. This provided a sense of the information available to share with new teachers.*

*One citation:*

- *Classroom management strategies (Rick's book)*
- *Knowledge of MARCO program*
- *Knowing that I could call on others for help*

**B. Specifically, what components were the least valuable?**

*One citation:*

- *Role-playing*

**5. At a minimum and as a result of all your experience in the MARCO mentor program, an ideal mentor training program should provide instruction related to the following topics:**

*Two citations:*

- *Classroom management*

*One citation:*

- *Best practices in mentoring new teachers*
- *Development of action plans to support the individual needs of new teachers*
- *Knowledge of school and school district policies and procedures*
- *Teacher/student relationships*
- *Lesson planning, both daily and unit*
- *Time management and organizational skills ( particularly, time management in planning lessons so as to allow time to monitor class work and behavior)*
- *Knowledge of the MARCO program*
- *Curriculum development*
- *Congruency among objectives, instructional activities, and assessments*
- *Importance of "closure" in instructional activities*
- *Strategies for teaching reading*
- *Strategies for teach math*

- *A common lesson plan format for use by mentors during classroom observations (Note: other formats prescribed by the school can be used at other times). A MARCO lesson plan format would promote congruency for mentors and mentees. Lesson planning is important!*

6. Overall, how would you rate the level of communication you had this year, 2007-08, with

	Highly Adequate		Adequate		Not at all Adequate
Principal	14%	0%	57%	14%	14%
In-school Mentor and/or Supervisor	22%	11%	22%	33%	11%
Bowie/PGCPS Coordination	71%	0%	29%	0%	0%
MARCO Evaluator	71%	0%	29%	0%	0%



**APPENDIX B**  
**COHORTS 1-5 DATA REPORTS**

- 1. Participant Demographics**
  
- 2. UMUC Application, Admission, Progression and Graduate Program Participation.**
  
- 3. PGCPs Application, Admission, Progression and Retention in Training Program**
  
- 4. PGCPs Retention and Certification -- 2003-08**

**MARCO PARTICIPANT DEMOGRAPHICS**

**(July 2008)**

<b>Demographic Factors</b>	<b>Cohort 1 (N=37; 19 reporting)</b>	<b>Cohort 2 (N=27)</b>	<b>Cohort 3 (N=32 )</b>	<i>Cohort 4 (N=37)</i>	<b>Cohort 5 (N=23)</b>
<b>Sex</b>					
Male	3	8	4	11	9
Female	16	18	28	26	14
<b>Age</b>					
20-30	10	16	14	22	8
31-40	4	4	10	7	5
41-50	4	7	3	5	3
51+	1	0	5	3	6
<b>Race/Ethnicity</b>					
Caucasian	10	14	10	10	11
African/Amer.	9	10	21	22	11
Asian	0	1	1	4	1
Native Amer.	0	0	0	0	0
Hispanic	0	1	0	1	0
<b>Education</b> (Prior to entry into MARCO program)					
BA/BS	16	24	21	28	19
Masters	2	3	6	8	2

<b>Masters+</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Doctorate</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Occupation</b> (Prior to entry into MARCO program)					
<b>Business/Industry</b>	<b>8</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>9</b>
<b>Health Professions</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>
Legal Professions	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Military</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Education</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>11</b>	<b>5</b>
<b>Government</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>5</b>
<b>Social/Human Svcs.</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Retired</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other (Non-profit)</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>11</b>	<b>3</b>
<b>Income</b> (Prior to entry into MARCO program)					
<b>Up to \$20,000</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>20-29,000</b>	<b>2</b>	<b>11</b>	<b>8</b>	<b>6</b>	<b>2</b>
<b>30-39,000</b>	<b>10</b>	<b>6</b>	<b>5</b>	<b>15</b>	<b>12</b>
<b>40-49,000</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>3</b>
<b>50,000+</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>4</b>