
License Renewal Guidelines for Massachusetts Educators

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

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Introduction

License Renewal (formerly Recertification) is a process applicable to all educators issued one or more Professional level licenses. An educator, who wants to keep their Professional level licenses current, must renew one of these licenses as their Primary area and any others as Additional area licenses, by their renewal date. Each Professional level license not renewed will become inactive five years from the expected date of renewal. The renewal date for each license can be found in the educator's ELAR profile and on any printed licensure card.

The Education Reform Act of 1993 called for "life-time" standard certificates (now Professional level licenses), issued prior to October 1, 1994, to remain valid only until June 17, 1999. By that date, all educators needed to recertify their standard certificates in order for them to remain active for employment. The License Renewal process is one of several indicators that Massachusetts educators are meeting the challenges mandated by the Education Reform Act. Educators of the Commonwealth are continually improving their content (subject matter knowledge) and pedagogy (professional skills and knowledge) through the implementation of well-planned Professional Development (PD) activities that include high-quality professional development training opportunities that address the needs of our growing student population, school communities, and the rapidly changing educational landscape.

June 2012 Board Regulation Changes

Effective June 2012, the Commonwealth's license renewal regulations were amended and approved by the Board of Elementary and Secondary Education to reflect our mission to address the growing number of English Language Learners (ELLs). The Board adopted updated Regulations for Educator Licensure and Preparation Program Approval ([603 CMR 7.00](#)) and Educator License Renewal Regulations ([603 CMR 44.00](#)). ESE established the inclusion of the Sheltered English Immersion (SEI) Endorsement for both teachers and administrators as part of the 2012 licensure regulation changes. This requirement impacts only core academic teachers and administrators (Supervisors/Directors and Principals/Assistant Principals) who supervise core academic teachers. The Department's Rethinking Equity in the Teaching of English Language Learners (RETELL) initiative has been very successful in bringing educators together with an approach to address the persistent gap in academic proficiency experienced by ELLs. To date, thousands of educators have successfully completed training and licensure requirements for the Sheltered English Immersion (SEI) Endorsement, which core academic teachers of ELLs and principals/assistant principals and supervisors/directors who supervise or evaluate such teachers must obtain.

Although every educator is not required to obtain the SEI Endorsement, all educators renewing a Primary area Professional level license must continue to participate in professional development that provides at least 15 PDPs in SEI or English as a Second Language (ESL) and at least 15 Professional Development Points (PDPs) related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. Requiring professional development in these two areas ensures that all of our educators are equipped and well prepared to provide the necessary learning tools for our ever-changing student population.

June 2017 Board Regulation Changes

In June 2017, in an effort to further streamline the licensure system, the Board of Elementary and Secondary Education voted to approve new regulations impacting educator licensure, program approval and license renewal. As a result, effective July 28, 2017, the minimum required content and pedagogy distribution of PDPs for all academic educators renewing a Primary area Professional level license has been amended. Within the required 150 PDPs necessary to renew a Primary area license, all academic educators will now only need a minimum of 15 PDPs in content, compared to the previous minimum of 60 PDPs in content. In addition, 15 PDPs in pedagogy is required along with the afore mentioned 15 PDPs in SEI or ESL and 15 PDPs related to effective schooling for students with disabilities and instruction of students with diverse learning styles. The remaining 90 PDPs is left at the discretion of the educator and the employing school district. This new distribution of PDPs should allow educators with a professional level license to focus on professional development that will have a larger impact on their teaching and the needs of their students. In addition to the changes to renewing a Primary area, similar changes were made with

the requirements to renew an Additional area Professional level license. Educators renewing an Additional area will continue to need 30 PDPs; however, only 15 of those 30 PDPs will need to be in the content area of the additional license.

This publication will highlight some of these amendments as they apply to the renewal of Professional level licenses.

Thank you for your perseverance in pursuing high-quality professional development. We hope that this publication is informative and helps you explore new and different ways to plan your professional development activities as you continue your journey in a community of life-long learning.



Definitions

Additional Area License: All other Professional level licenses, other than the Primary area, with a renewal/expiration date.

Building Administrator: For SEI purposes, educators with possession of a Principal/Assistant Principal, and/or Supervisor/Director license who supervise or evaluate one or more core academic teacher of English Language Learners (ELLs).

Bundling: The process of combining/grouping a series of PD sessions/workshops on the same or similar topic to ensure that the total in that required subject area topic meets or exceeds 10 or more contact hours.

Cohort Year: The academic school years that fall between June 2012 and August 31, 2017 in which state-offered no-cost courses provide training to core academic educators who are assigned one or more ELL students during the district's training window.

Content Area: The academic discipline or subject matter knowledge of an educator license:

7.07 Specialist Teacher Licenses

7.09 Licenses and Routes for Administrator

7.10 Professional Standards for Administrative Leadership

7.11 Professional Support Personnel Licenses

Content-Based Pedagogy: A variety of instructional models in which academic subject matter is taught. Points earned for Content-based pedagogy activities may be applied as content may be applied as content or pedagogy.

Continuing Education Unit (CEU): A unit of measurement of professional development activities that meets the requirements of the International Association for Continuing Education and Training (IACET). One continuing education unit is equivalent to ten PDPs.

Core Academic Educators: For purposes of sheltered English immersion (SEI) instruction, core academic teachers are: early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography. Principals/assistant principals and supervisors/directors who supervise or evaluate core academic teachers are also considered core academic educators.

Educator Plan: A plan that outlines a course of action the educator will take to pursue proposed goals to improve practice and student learning, growth, and achievement.

Electives: Professional development activities or experiences related to general educational issues of interest to the educator other than the content knowledge of the licensure area or professional skills (pedagogy).

Inactive License: A Professional level license that is not renewed is deemed inactive for up to five consecutive years from its renewal/expiration date. An educator with an inactive license who is newly hired, i.e. to a new field or grade level with an inactive license can be legally employed for up to two years from the date of hire to renew the license.

Individual Professional Development Plan (IPDP): A five-year plan developed by an educator that outlines the professional development activities for the renewal cycle of the educator's Professional level licenses. For educators employed in a MA public school district, 80% of their plan must be aligned to the educational goals and objectives of the school/ district.

Invalid License: A Professional level license not renewed within the five year inactive period, as provided in 603 CMR 44.07. An educator with an invalid license cannot be employed under the license without a waiver. This status can also refer to the status of a Professional level license that is not renewed by the renewal/expiration date, in which the educator is in a position requiring that license.

Pedagogy: Professional skills and knowledge directly related to instruction and instructional effectiveness or teaching methods (603 CMR 7.00, [Regulations for Educator Licensure and Preparation Program Approval](#), Section. 7.08: Professional Standards for Teachers).

Primary Area License: The Professional level license so designated by an educator, upon renewal, when renewing more than one license. The Primary area license is usually the license under which the educator is employed.

Product: Written or documentable evidence that serves as an assessment of learning after the completion of a PD workshop/series, such as the development of a school-based activity or curriculum. Products may also include published written material authored by the licensure applicant, such as a book or a professional article.

Professional Development Point (PDP): A unit of measurement of professional development activities. Ex: One clock hour is equivalent to one professional development point. One semester or credit hour (undergraduate-level) is equivalent to 15 PDPs. One semester or credit hour (graduate-level) is equivalent to 22.5 PDPs.

Renewal Cycle: A five-year period for renewal. An educator's five-year cycle may run five years forward from the date of issue of the Professional level license for educators renewing for their first time, or five years forward from the date the Professional level license was last renewed for educators renewing for their second or subsequent times, or five years back from the date of renewal for educators renewing inactive or invalid licenses.

Rethinking Equity and Teaching for English Language Learners (RETELL): The RETELL initiative (Rethinking Equity in the Teaching of English Language Learners) represents a commitment to address the persistent gap in academic proficiency experienced by ELL students. At the heart of this initiative are training and licensure requirements for the Sheltered English Immersion (SEI) Endorsement, which core academic teachers of ELLs and principals/assistant principals and supervisors/directors who supervise or evaluate such teachers must obtain.

RETELL/SEI Restriction: The status of an educator's licensure application due to failure to obtain the SEI Endorsement as required if assigned to a district cohort. Educators with a restricted status are not able to renew, advance, or extend their license until they have possession of the SEI Endorsement.

Sheltered English Immersion (SEI) Endorsement: Shall have the meaning set forth in [M.G.L. c. 71A, §2](#).

Topic: A single or tightly-integrated area of study within an academic discipline or related to a particular method of teaching or administration (Ex: Behavior management, the American Revolution, etc.).

Summary of 2012 and 2017 License Renewal Regulatory Changes and Guidelines Updates

Regulatory Changes

Effective June 2012, the Board of Elementary and Secondary Education adopted updated Regulations for Educator Licensure and Preparation Program Approval ([603 CMR 7.00](#)) and Educator License Renewal Regulations ([603 CMR 44.00](#)). ESE established the inclusion of the Sheltered English Immersion (SEI) Endorsement for both teachers and administrators as part of the 2012 licensure regulation changes. This requirement impacts core academic teachers and core academic administrators. To support the implementation of this new requirement, ESE offered a series of no-cost courses to educators in districts with ELLs during specific cohort years. Educators who hold a Professional level license may be restricted from renewing the license if they were required to obtain the SEI Endorsement but failed to do so.

- 1. Requirement of the SEI Endorsement for License Renewal:** Possession of the SEI Endorsement is **not** required for all educators renewing a Professional level license. Who needs to have the SEI Endorsement at the time of renewal is largely based on what subject(s) the educator teaches (core or non-core) and whether they have any ELL students in their classroom. If the educator is a core academic teacher who had one or more ELLs in their classroom during their district's cohort training window, they must possess the SEI Teacher Endorsement in order to renew the license. If the educator is a principal/assistant principal or supervisor/director (hereafter referred to as "building administrator") who supervised or evaluated one or more core academic teachers of ELLs during their district's cohort training window, they must possess the SEI Administrator Endorsement in order to renew the license thereafter. This requirement applies to educators that work in a Massachusetts public school, including a charter school, or are employed by an educational collaborative.
- 2. Using the Educator Plan in License Renewal:** The Department of Elementary and Secondary Education's license renewal process requires all educators to work collaboratively with their district to develop an Individual Professional Development Plan (IPDP) for continued growth and development. This IPDP must be aligned with the educational needs of the school and/or district and enhance the ability of the educator to improve student learning. Educators who are employed in a Massachusetts public school may elect to use the professional practice goals established under their Educator Plan for license renewal, or in combination with the professional learning goals in their IPDP. If applicable, educators may be able to use activities completed under the Educator Plan towards meeting the requirements for renewal of any Professional level licenses employed under.
- 3. Professional Development Points (PDPs):** Effective July 28, 2017, the required distribution of PDPs for all academic educators renewing a Professional level license has been amended as stated in the regulations (CMR 603 44.05). The required minimum breakdown to renew a Primary area is as follows:

License Renewal:

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

The renewal of each Additional area license(s) will require 30 PDPs, of which 15 out of the 30 must be content related.

Guidelines Updates

1. Additional PDP options

- a) **Educator Evaluation Implementation Trainings:** Professional Development (e.g. training) related to implementation of the educator evaluation process: These trainings can be accepted for license renewal as content PDPs and is not subject to the required minimum of 10 hours on a topic.
- b) **Passing the General Curriculum Math subtest:** Educators who hold the following licenses can earn 15 PDPs by passing the General Curriculum Math subtest, assuming they have not previously passed that exam: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired and Teacher of the Deaf and Hard-of-Hearing. These PDPs are only available the first time the educator obtains a passing score on the test.
- c) **Passing the Sheltered English Immersion (SEI) MTEL:** Educators with a Professional level license who pass the SEI MTEL to obtain the SEI Endorsement are eligible for 15 PDPs.
- d) **Performance Assessment for Leaders (PAL):** Principals/Assistant Principals who have not previously completed the PAL for the purposes of earning their Initial license can obtain 15 PDPs for each task that is successfully completed.

Requirement of the SEI Endorsement for License Renewal

Between the years 2012 and 2016, the Department has trained over 36,000 teachers and administrators in SEI as part of the Rethinking Equity and Teaching for English Language Learners ([RETELL](#)) initiative. The RETELL initiative represents a commitment to address the persistent gap in academic proficiency experienced by ELL students. For the purposes of the SEI Endorsement requirement, core academic teachers are defined in [603 CMR 7.02](#) and include teachers of students with moderate disabilities, teachers of students with severe disabilities, subject area teachers in English, reading or language arts, mathematics, science, civics and government, economics, history, and geography and early childhood and elementary teachers who teach such subjects.



There is no regulatory mandate requiring all educators to possess an SEI Endorsement in order to renew a Professional level license. The determination on whether or not an SEI Endorsement is required for the renewal of an educator’s license depends largely on the area of the license (core academic) and if the educator has had an ELL in their classroom. Most core academic teachers who had access to a Department-approved SEI course will need to have acquired the SEI Endorsement in order to renew their Professional level license.

The period in which the core academic teacher had access to the Department-approved SEI course is referred to as a cohort year and typically an educator’s cohort year runs from July 1st of one year to August 31st of the following year. According to the regulations, [CMR 14.07\(2\)](#) educators assigned to a cohort must earn the SEI endorsement within the time period designated for their cohort, or else lose the ability to renew his/her license until the endorsement has been obtained, absent a showing of hardship. The educator’s file will hold a “RETELL/SEI Restriction” until he/she obtains the endorsement. A RETELL/SEI Restriction is the status of an educator’s licensure file in ELAR due to failure to obtain the SEI Endorsement.

NOTE: If you were mistakenly identified in a specific cohort year as a core teacher who served one or more ELLs, or as a building administrator who supervised core academic teachers with one or more ELLs in their classroom, a letter from your Administrator or Human Resources Director, on official school letterhead stating this error is required. If your letter is approved, the RETELL/SEI restriction will be removed from your ELAR account. Letters may be uploaded to your ELAR profile or mailed to the Licensure Office.

“Carrying Over” PDPs earned through the completion of Department-approved SEI course of study.

Educators who hold a core academic teacher license, as defined in [603 CMR 7.02](#), and who obtained the SEI Endorsement through the Department-approved SEI course of study, (a [no-cost course](#) or [for-cost course](#)) will earn PDPs for successful completion of their SEI Endorsement course. The table below outlines how many PDPs can be claimed for each respective SEI course. Not only will these PDPs be considered as professional development related to the content of the educator’s license, but some educators may be able to utilize the PDPs earned towards their next renewal cycle, or distribute the SEI PDPs in multiple renewal cycles (current and next cycle) if they so choose. **NOTE:** Carrying over PDPs is allowed one time!

Table 1

Department Approved SEI Course	PDPs
Short Bridge (no longer available)	22.5
Long Bridge (no longer available)	45
Full Course	67.5
SEI Administrator course	22.5

Depending on how close an educator may be to his/her scheduled renewal of the Professional level license and his/her progress in meeting the requirements to renew that license, an educator may not need to utilize all or any of the PDPs earned through the SEI course of study. As a result, the educator may “carry over” PDPs earned from the Department-approved SEI Endorsement course towards renewal from one cycle to the next, one time only. When an educator chooses to carry over PDPs earned in one renewal cycle to the next as a result of completing a Department-approved SEI course, the educator must maintain the records for both cycles to ensure their eligibility to carry over the PDPs.

Example: A supervisor/director of science who renewed his/her Professional level license by 06/30/16, was part of the 2013-14 cohort, had already accumulated 135 PDPs prior to the beginning of the SEI course and is 15 PDPs short of the required needed 150 PDPs. Upon successful completion of the SEI course (**Full Course**), the Supervisor/Director obtained the endorsement and was awarded 67.5 PDPs. The educator may apply 15 PDPs (out of the 67.5 PDPs earned from the course) towards the 9/17/16 renewal and will be able to carry over and apply the remaining 52.5 PDPs towards the next renewal of the Supervisor/Director license due to be renewed again in June of 2021. **See Table 2 on the following page for additional information.**

Scenarios:

Table 2: An educator with a Supervisor/Director of Science license renewing the license prior to July 28, 2017 meeting the minimum required PDP distribution as well as “carrying over” points.

Table 2			
PDP Requirement A minimum of 150	Professional Development Activity Examples	Hours Completed / Credits	Professional Development Point Equivalence
At least 90 in content/pedagogy, with no less than 60 PDPs in or related to the content area	<i>Course: Leadership Connection</i>	3 graduate credits	3 graduate credits = 67.5 PDPs
	<i>Course: Fostering Better Schools; Successful Students</i>	3 undergraduate credits	3 undergraduate credits = 45 PDPs
	School-Based Activities: Family Science Nights (3 hours) Extended exploratory activities for students (3 hours) Design teaching training series on “ <i>Technology in the classroom</i> ” (3 hours per day/3 days -PD series = 9 hours)	15 hours	<u>15 PDPs</u> earned as a result of developing and implementing these school-based activities (Educators may earn 1 PDP per clock hour with a maximum of 30 points in all over a 5-year renewal cycle)
SEI/ESL: 15 PDPs	Department-approved SEI Full course	45 hours	67.5 PDPs earned as a result of completing the full course; <u>15 PDPs</u> may be subtracted from the 67.5 PDPs earned via this full course and used for this renewal cycle. The remaining points (52.5) may be carried over to the next renewal cycle.
Training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles: 15 PDPs	<i>Seminar: Learning strategies in the classroom</i>	15 hours	<u>15 PDPs</u> earned as a result of completing the 2-day seminar.
Total = 157.5 PDPs			

NOTE: The remaining 52.5 PDPs from the SEI full course are not needed for this renewal cycle; therefore, the remaining points may be “carried over” and applied towards the next renewal cycle only. In cases where an

educator will be claiming the PDPs earned through the Department-approved SEI course and applying them to more than one renewal cycle, the educator must maintain documentation to support **both** renewals. For example, in the above scenario, if the Supervisor/Director were selected for an audit in 2021, she would have to submit documentation to support the renewal in 2016 and 2021 to show the number of PDPs earned through completion of the Department-approved SEI course used in 2016, and the number of PDPs carried over towards the 2021 cycle.

Table 3: An educator with a Supervisor/Director of Science license renewing the same license as the Primary area on/after July 28, 2017, using the new point distribution, as well as “carrying over” points.

Table 3			
PDP Requirement A minimum of 150	Professional Development Activity Examples	Hours Completed / Credits	Professional Development Point Equivalence
At least 15 PDPs in content (subject matter knowledge)	Course: <i>Leadership Connection</i>	3 graduate credits	3 graduate credits = 67.5 PDPs
At least 15 PDPs in pedagogy (professional skills)	School-Based Activities: Family Science Nights (3 hours) Extended exploratory activities for students (3 hours) Design teaching training series on “Technology in the classroom” (3 hours per day/3 days -PD series = 9 hours)	15 hours	15 PDPs earned as a result of developing and implementing these school-based activities (Educators may earn 1 PDP per clock hour with a maximum of 30 points over a 5-year renewal cycle)
A minimum of 15 must be in SEI/ESL	Department-approved SEI Full course	45 hours	67.5 PDPs earned as a result of completing the full course; <u>15 PDPs</u> may be subtracted from the 67.5 PDPs earned via this course and used for this renewal cycle. The remaining points may be carried over to the next renewal cycle.
A minimum of 15 must be in Training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles	Seminar: <i>Learning strategies in the classroom</i>	15 hours	15 PDPs earned as a result of completing the 2-day seminar.
“Elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy	Course: <i>Fostering Better Schools; Successful Students</i>	3 undergraduate credits	3 undergraduate credits = 45 PDPs
Total: 157.5 PDPs			

Educator Evaluation and License Renewal

Individual Professional Development Plan (IPDP) and Educator Plan Alignment

The regulations ([603 CMR 44.04 \(1\) \(c\)](#)) revised by the Board in June of 2012 allow an educator to use his or her Educator Plan (used in educator evaluation) to satisfy requirements for educator license renewal. When this is applicable, educators and supervisors are encouraged, though not required, to coordinate the educator's goals and related professional development activities to meet requirements for both educator evaluation and license renewal. The Department has provided [sample Educator Plan forms](#) that provide the option for educators to identify and record opportunities to earn PDPs for license renewal within the activities associated with their Educator Plan.

Please see the following additional information:

- **IPDP:** The IPDP should focus on the educator's goals for strengthening his or her content knowledge and professional skills in his or her license area(s) and for remaining current with other educational developments. The IPDP also should identify the expected goals for improvement in teaching and learning to be achieved over the five-year period. In addition to the educator's goals, the Plan must address the goals of the school and/or the district. At least 80% of the proposed PDPs in the educator's plan must be consistent with the educational needs identified by the school and/or district plan. As outlined in 603 CMR 44.04, educators working in a Massachusetts public school must obtain initial approval and final endorsement of their professional development plans from their supervisor.
- **Educator Plan:** Each educator must have an Educator Plan according to the regulations ([603 CMR 35.06\(3\)](#)). An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educator's responsibility. The Educator Plan outlines actions that educators will take in order to attain these goals, including but not limited to: professional development activities, self-study, and coursework, as well as other resources for completing these actions.

It is important to note that professional development undertaken pursuant to an Educator Plan, under [603 CMR 35.00](#) (Evaluation of Educators), may or may not meet the requirements of [603 CMR 44.00](#) (Educator License Renewal). The timing of the plans for educator evaluation and educator license renewal will not always coincide since Educator Plans can be in place for up to two years, whereas license renewal operates on a five-year cycle. In many instances, the educator's professional development activities will meet the goals of the Educator Plan and contribute to meeting the requirements for license renewal.

Educators with a Professional level license who participate in activities sponsored by a district or other approved PD Provider, such as training on educator evaluation, may count such activities towards the renewal of their license(s). Normally, educators must earn at least 10 hours in a topic area in order for those activities to be accepted towards license renewal. However, the Department will accept the activities on educator evaluation, regardless of how many hours are completed. In addition, the activities will be considered as "related to the content area" of the educator's license.

With building administrators, it is likely that the Department's evaluation training program will be in excess of 10 hours and will directly connect to the Professional Standards for Administrative Leadership as indicated in [603 CMR 7.10\(2\)](#), and as a result, an exception to the license renewal process is not necessary.

Renewal of a Professional level license

Professional level licenses are valid for five calendar years and must be renewed in order to remain active. Professional level licenses that are either within one year from expiring or currently on inactive status can be renewed only if the required number of [PDPs](#) has been earned.

Regardless of when an educator is expected to renew their Professional level license, if employed the educator must obtain final approval of their IPDP and/or Educator Plan by their supervisor; the educator must have a minimum of 10 PDPs in a topic area in order to use the PDPs towards license renewal. “Bundling” PD activities that are fewer than 10 hours in a topic area is explained in the Professional Development Resources section of these Guidelines. Each Additional area license that an educator renews requires 30 PDPs, of which 15 out of the 30 address content area of each license to be renewed. **NOTE:** When renewing Professional level licenses, be sure to designate one of the Professional level licenses as the Primary area if you do not have an active Primary area at the time of renewal.

Primary area:

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

Additional area:

A minimum of 30 PDPs: Of the 30, at least 15 PDPs in content are required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy. The renewal of an Invalid Additional area license requires 150 PDPs.

The following chart is used to compare the new changes that have taken place due to Regulation changes.

Point Distribution as of June 2012 (Primary Area)	New Point Distribution as of July 28, 2017 (Primary Area)
At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's Primary area license.	At least 15 PDPs in content (subject matter knowledge), At least 15 PDPs in pedagogy (professional skills)
At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL).	This stays the same
At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.	This stays the same
The remaining required 30 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.	The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

Point Distribution as of June 2012 (Additional Area)	New Point Distribution as of July 28, 2017 (Additional Area)
<p>A minimum of 30 PDPs in content NOTE: The renewing of an Invalid Additional area license requires 150 PDPs.</p>	<p>A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content are required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy. Reminder: The renewal of an Invalid Additional area license requires 150 PDPs.</p>



Renewal of a License and an Endorsement Together

The Autism Endorsement and the Transition Specialist Endorsement are each valid for five calendar years and may be renewed for successive five-year terms to individuals who meet the renewal requirements as stated in the Regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.14) (f) and (g). Since they are endorsements, and not licenses, the Autism and Transition Specialist Endorsements can be renewed without the need for an active Primary area license. The renewal of either of the endorsements will require a total of 30 PDPs and an active prerequisite license. The renewal fee for each Endorsement is \$25.

Table 4: A scenario of an educator renewing a Deaf and Hard-of-Hearing license (as the Primary area), and the Transition Specialist Endorsement, after July 28, 2017.

Table 4			
Deaf and Hard of Hearing (Primary Area) A minimum of 150 PDPs	Professional Development Activity Examples	Hours Completed / Credits	Professional Development Point Equivalence
A minimum of 15 PDPs in content (subject matter knowledge)	Strategies for Active Participation of Students and Families in IEP Development	3 graduate credits	3 graduate credits = 67.5 PDPs - 37.5 PDPs out of 67.5 have been applied to meet the content requirement. 37.5 PDPs
	Strategies for Active Participation of Students and Families in IEP Development	3 graduate credits	Due to overlap, the PDPs earned for completing the course (Strategies for Active Participation of Students and Families in IEP Development) were divided and also applied to meet points for pedagogy as well as content. (See more on overlapping areas on p. 16.) 30 PDPs
A minimum of 15 PDPs in pedagogy (professional skills)			
A minimum of 15 PDPs in SEI/ESL	Passed SEI MTEL	4 hours	15 PDPs
A minimum of 15 PDPs in Training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles	An ESE online course: Foundations for Inclusive Practice	Self-paced (hours may vary)	15 PDPs
Elective activities that address other educational issues and topics that improve student learning	Basics of Stage and Theatre management	3 graduate credits	3 graduate credit course = 67.5 PDPs
Total = 165 PDPs			

Transition Specialist Endorsement			
Transition Specialist Endorsement	Professional Development Activity Examples	Hours Completed / Credits	Professional Development Point Equivalence
A minimum of 30 PDPs	<i>Evidence-Based Transition Practice</i> -Published results of action research	30 hours	30 PDPs within 5 years
Total = 30 PDPs			



Overlapping Content Areas of Multiple Licenses

Oftentimes, an educator may renew more than one license and sometimes the content areas of the licenses they are renewing will overlap; for example, an elementary and a moderate disabilities license, or a biology and a general science license. When the content area of one license overlaps with another license, the content PD may be satisfied for both licenses according to how many PDPs were earned. However, it does not allow for that number of PDPs to be “double-dipped,” meaning one cannot apply all PDPs from the activity to both licenses (see the following examples for additional information). All PDPs earned for that activity can be applied to one, or can be split between two.

Overlapping Example 1: An educator is planning to renew two licenses: Elementary (1-6) as their Primary area (150 PDPs) and Early Childhood (PreK-2) as an Additional area (30 PDPs). A total minimum number of 180 PDPs is required to renew both licenses. In order to satisfy the content requirements for the Primary area (Elementary), the educator earned a minimum of 30 PDPs for completing a reading and writing workshop. The educator may apply the same content PDPs to her Additional license: (Early Childhood). However, to avoid double-dipping, she cannot apply all PDPs from the activity to both licenses. Instead, she can split the points evenly. Another 15 PDPs in other general educational elective, content or pedagogy is needed to satisfy the requirement for the additional license.

Overlapping Example 2: A history teacher that earned 15 PDPs in history content can use those PDPs towards addressing both the content requirement of his Primary area (history) license as well as the content requirement for the renewal of his Political Science/Political Philosophy 5-8 license (Additional area). In such a case, because you cannot “double-dip” the points (just the “coverage of the content”), the educator will now have the option of earning 30 PDPs for the Political Science/Political Philosophy 5-8 license in any area - either pedagogy, “other” general educational electives (such as a computer class), or additional political science/political philosophy content.

Overlapping Example 3: A moderate disabilities teacher that earned 30 PDPs in moderate disabilities content activities can use 15 PDPs out of 30 towards addressing both the “coverage of content” requirement of his Primary area as well as towards the 15 PDPs worth of content needed in training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles, for the renewal of their Primary area. In such a case, the educator will now have the option of earning the 15 PDPs required of all educators in the area of strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles in any area they wish since the 15 PDPs (out of 30) in the content area of moderate disabilities cover this requirement. To meet the remaining points, the educator will need 15 PDPs in pedagogy, 15 PDPs in SEI/ESL, and the remaining points may include “other” general educational electives (such as a computer class), or additional moderate disabilities content or pedagogy.

Overlapping Example 4: An educator is renewing his Deaf and Hard-of-Hearing license as the Primary area and the Transition Specialist Endorsement. He earned an overall total of 165 PDPs. Upon completing a three credit graduate course addressing “coverage of content,” he is awarded 67.5 PDPs. Out of the 67.5 PDPs earned; he will divide the points to meet the content and pedagogical PDPs as well as the 30 PDPs required for the Transition Specialist Endorsement: 15 PDPs for content and 15 PDPs in pedagogy required for the Primary area, and 30 PDPs of the 67.5 will meet the content requirement for the Transition Specialist Endorsement.

Professional Development (PD) Resources

The Department is dedicated to supporting educators to improve their practice through participation in High-Quality Professional Development (HQPD). HQPD is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes.

The Department's Professional Development website, www.doe.mass.edu/pd, provides educators with some helpful professional development resources.

PD RESOURCES

www.doe.mass.edu/pd

Search Registered Providers: A database that allows the public to search the list of registered PD Providers for professional development according to several criteria (e.g., content area, grade level, PD format).

Department-Sponsored PD Offerings: Some offices within the Department may offer professional development, training, and/or technical assistance opportunities for educators.

Resources & Tools for Providers, as well as Guidelines

Resources & Tools for Educators and PD Leaders: This site is a resource to both educators and other professional development leaders aiming to support high-quality professional development.

RETELL/SEI

MA PD Standards: Learn more about the Standards.

State Laws, Regulations, and Department Guidelines

Frequently Asked Questions

Bundling:

Consistent with the rule that at least 10 PDPs must be earned in a topic in order to count such activities towards renewal, "bundling" allows the educator the flexibility of combining/grouping PD workshops and other activities into closely knit topic areas so that the minimum 10 hours of PD in the topic area is met. For example, if an educator attended four (4) three-hour in-service workshops, within his/her five-year renewal cycle, covering material under the umbrella topic of *Reading Comprehension*, the hours may be bundled for a total of 12 hours (12 PDPs).

NOTE: If you do not have at least 10 hours in a topic, you are unable to count those PD activities for license renewal, with the exception of educator evaluation PD activities noted earlier.

PD CERTIFICATES:

Programs/series offering 10 or more hours in a topic may provide participants with a **Certificate of Completion**, indicating the number of PDPs awarded.

Programs/series offering less than 10 hours on a topic may provide participants with a **Certificate of Attendance**, indicating the number of hours.

Eligible Professional Development Activities and Points

The following options and examples outline professional development activities that count toward license renewal. Additional examples are listed in Appendix B. Options for license renewal will assist each educator in developing an ongoing individual professional development plan consistent with the educational needs of the school and/or district, while providing flexibility in the kinds of activities that are eligible for PDPS for license renewal.

Undergraduate & Graduate Courses, Seminars, or Institutes

ELIGIBLE ACTIVITY	ELIGIBLE PDPS	DOCUMENTATION
Participants who successfully complete undergraduate or graduate level courses through an accredited college or university may be able to equate credits earned to PDPs.		
Undergraduate Course	1 credit = 15 PDPS	Official Transcript or Grade Report
Undergraduate Course or approved equivalent (Only when substantially new to the educator)	1 credit = 22.5 PDPS	Official Transcript or Grade Report
For example: an elementary generalist teacher taking an advanced math course at the undergraduate level, such as a calculus or geometry course, may count each credit as 22.5 PDPS .		
Graduate Course or approved equivalent	1 credit = 22.5 PDPS	Official Transcript or Grade Report
Audited Course (undergraduate or graduate course or equivalent audits)	1 credit = 7.5 PDPS	Official Transcript
Seminar or Institute	1 clock hour = 1 PDP	Certificate of Completion
Instructor of an undergraduate/graduate-level course or approved equivalent	1 credit = 45 PDPS PDPS may be awarded for the first time the course is taught in a five-year cycle	A letter, on official letterhead, signed by the Dean or Registrar

Courses provided by professional development providers that meet specific standards are often measured in Continuing Education Units (CEUs) as defined by the International Association for Continuing Education. For more information call 703-506-3275 or visit the website at www.iacet.org.

Continuing Education Units (CEUs)
1 CEU = 10 PDPS

Department-Sponsored Professional Development Offerings

The Department will offer 1.5 PDPs per clock hour for ESE-sponsored professional development programs that:

- a) total at least 10 hours;
- b) include a product or pre-and post-content assessment; and
- c) include a follow-up component.

For Department-sponsored activities that do not have a pre and post-content assessment, 30 PDPs may be counted towards license renewal in a five-year cycle. Additional information about professional development opportunities sponsored by the Department can be found on our [website](http://www.doe.mass.edu/pd/offerings.html) at <http://www.doe.mass.edu/pd/offerings.html>.

NOTE: The Department will not offer PDPs for one-day workshops or conferences, informational sessions, or meetings.

Massachusetts Test for Educator Licensure (MTEL) Content Test: General Curriculum Math:

Educators with the following licenses are eligible for 15 PDPs after successfully passing the **General Curriculum Math subtest**: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired or Teacher of the Deaf and Hard-of-Hearing. **NOTE:** Educators are only able to count these PDPs towards license renewal if they did not previously pass the General Curriculum Math subtest for licensure and took the test as an option for professional development. These PDPs may be applied in the content area of the above licenses.

MTEL Content Test: Sheltered English Immersion (SEI):

Educators with a Professional level license who pass the SEI MTEL to obtain the SEI Endorsement are eligible for 15 PDPs.

Performance Assessment for Leaders (PAL):

An educator renewing a Professional Principal/Assistant Principal license who has not previously completed any of the tasks in the PAL is eligible to receive 15 PDPs for each of the four performance assessment tasks that are successfully completed (<http://ma-pal.com>). **NOTE:** An educator who had previously completed a PAL task prior to their renewal cycle is not eligible for PDPs.

Initiatives Sponsored by Districts, Collaboratives, or Registered Providers

Awarding PDPs upon successful completion of a Professional Development Program/Series:

School and district-based in-service professional development programs must offer a minimum of 10 hours on a topic in order to award PDPs. Educators may receive 1 PDP per clock hour upon successful completion of such programs. If the activities include 10 or more hours on topics that are related or similar, PDPs may be awarded. Such programs must focus on strengthening content knowledge and/or professional skills with an observable demonstration of learning that could include a written or other documentable product.

Maximum Number of Points Allowed Per Year for Some Professional Development Programs:

Some professional development programs are not readily measured in clock hours or may result in a large number of hours. The Department has established the maximum number of points per year for some programs in an effort to encourage educators to participate in a variety of professionally relevant and academically meaningful activities. Educators may apply the earned PDPs toward either content knowledge, professional skill or other educational electives.

Presenters/Trainers:

Educators who develop and present a minimum of three separate sessions in a professional development series are eligible to receive twice the number of PDPs given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs. These points may be counted the first time the training is provided in a five-year cycle.

Micro-credentials:

Micro-credentialing is a new and exciting area of learning where educators can demonstrate proficiency in a variety of topics through competency-based models. Upon successful completion, you can receive PDPs for micro-credentials you’ve earned. To earn a micro-credential, a certain number of activities, assessments, or projects related to the topic must be completed. For example, an educator can identify a specific skill for which they want to earn a micro-credential, submit the required evidence of their competence, and have it assessed by a trained reviewer from the registered PD Provider. If the reviewer assesses the evidence favorably, the issuer will award the educator a micro-credential, which can be shared in the form of a digital badge that proves the educator has demonstrated competence in a specific skill. Bloomboard is an example of a registered PD Provider in the Commonwealth that offers micro-credentials.

ELIGIBLE ACTIVITY	ELIGIBLE PDPS and the Maximum Number of Points per Years	DOCUMENTATION
Micro-credential	2 badges = 10 PDPs as long as the badges are in a related topic area 1 badge bundled with other related PD activities may amount to a minimum of 10 PDPs. (Refer to “Bundling” on p. 17.)	Digital badge in the form of a hard copy. Digital badge in the form of a hard copy in addition to certificates of completion, PD transcript or a My Learning Plan, etc.

NOTE: When counting one badge towards PDPs, the actual number of hours may vary. Micro-credential topics are diverse. Not all micro-credentials are created equally. You should check with the Provider to see what the value may be as some badges may be equal to 2 PDPs or 5 PDPs depending on the time involved.

Educators who participate in the following professional development programs within a five-year renewal cycle are eligible to receive 1 PDP per contact hour but may not apply more than the identified maximum number of points per year:

ELIGIBLE ACTIVITY	ELIGIBLE PDPS and the Maximum Number of Points per Years	DOCUMENTATION
Mentoring	15 PDPs	Certificate of Completion issued by the school or district
Peer Coaching	15 PDPs	Certificate of Completion issued by the school/ district

Supervising Practitioner	Up to 20 PDPs may be awarded for serving as a supervising practitioner. Up to 10 PDPs may be awarded to the individual completing the supervising practitioner training. NOTE: The minimum required hours for training to earn 10 PDPs is 6 hours.	Certificate of Completion issued by the school or district or sponsoring College or University
Peer Assistance and Review Programs	15 PDPs	Certificate of Completion issued by the school/district
Team for State Program Approval, Accreditation or Inspection: NOTE: PDPs for accreditation or inspection visits may be used for points not subject to supervisor approval		
Team member	30 PDPs in five-year cycle	Certificate of Completion
School faculty member preparing for visit	30 PDPs in five-year cycle	Certificate of Completion
National Board of Professional Teaching Standards (NBPTS)	120 PDPs for successful program completion (30 PDPs in content, 60 PDPs in pedagogy, and 30 PDPs as elective)	Certificate of Completion

Educator-Designed Activities

The following is a listing of some eligible activities. Educators may, however, participate in other innovative activities that are worthy of earning PDPs. Educators should contact the Office of Educator Licensure at 781-338-6600 to determine if an activity that is not listed below is eligible for PDPs.

ELIGIBLE ACTIVITY	ELIGIBLE PDPS and the Maximum Number of Points per Years	DOCUMENTATION
Curriculum Development	15 points per curriculum unit and may accrue up to 60 points in five years	Certificate of Completion from school/district where formally shared
Doctoral dissertation	90 PDPs in five years	A letter, on official letterhead, signed by the Dean or Registrar
Master's or CAGS thesis	45 PDPs in five years	Official Transcript
Book(s)	90 PDPs per book	Copy of book and/or ability to view that product
Professional journal articles or chapters in a professional book	30 PDPs per chapter or article in a book or journal	Product

Published results of action research	30 PDPs in five years	Product
Presenter at a Professional Conference	30 PDPs maximum in a 5-year cycle as a first time presenter	Certificate of Completion or letter from organization
Attending a Professional Conference (Attendance at a series of sessions/workshops must span two or more days)	10 hour minimum on the same/similar topic= 10PDPs	The final product that serves as an assessment of learning
School-Based Activity: The development and implementation of an activity for students, parents, or teachers that incorporates the learning standards of the curriculum frameworks	1 PDP per clock hour with a maximum of 30 points in all, over a 5-year cycle	Certificate of Completion or a letter from the school/district

Curriculum Development: Educators who author a new or innovative curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student textbook or professional resource, may earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in a five-year renewal cycle.

Published Written Materials: When a professional development activity includes the development of work to be used, distributed, or published, legal issues concerning ownership and copyright protection may arise. Educators who write copyrightable material while “on the job” should discuss these issues with their employers.

Professional Conference: Educators who attend a professional conference for less than 10 hours in a given topic may extend their learning to reach the required 10 hour minimum by developing a school-based activity or curriculum, or by publishing written material. For example, educators may bundle a one-hour conference and combine the 1 hour with one or more related topics for a minimum of 10 or more hours.

School-Based Activities: Educators may count PDPs from school-based activities toward the license renewal content requirement when the activity is directly related to the content area of the license. Educators may earn PDPs for a school-based activity when it is distributed or implemented within a local school, district, or university.

Types of School-Based Activities:

- Design and coordinate a series of Family Mathematics Nights within a school.
- Design and coordinate extended learning activities for students.
- Design and implement a series of seminars for teachers and/or parents.

Training topics might include:

- Developing and implementing standards-based units
- Designing instructional practices that support learning in a standards-based classroom
- Supporting special needs students within a standards-based classroom
- Supporting gifted and talented students within a standards-based classroom

Renewal Policies, Timelines, and Audits

Renewal Cycles:

The renewal cycle is a period during which PDPs can be accrued and counted towards renewal, with the exception of those that took the approved ESE SEI course and are permitted to carry over points to the next cycle one time only. For example

Each educator’s renewal cycle may be different. For example, the cycle may run:

- Five years forward from the date of issue of the Professional level license for educators renewing for their first time. For example, the educator can start earning PDPs following the issuance of their professional level license. An educator that earned PDPs prior to earning their Professional level license cannot use those PDPs for renewal since the renewal cycle had not yet begun.
- Five years forward from the date the Professional level license was last renewed for educators renewing for their second or subsequent times. For example, the educator can start earning PDPs following the start of their 2nd or subsequent renewal cycle. An educator that earned PDPs prior to the start of this renewal cycle cannot use those PDPs for renewal since those PDPs were used in the previous renewal cycle.
- Five years back from the date of renewal for educators renewing inactive or invalid licenses. For example, an educator renewing an inactive or invalid license earned 67.5 PDPs for a graduate course that was completed seven years ago. Since that course is older than 5 years from when the educator is renewing their Professional level license, those PDPs cannot be use towards renewal. PDPs earned five year from date of renewal of the inactive or invalid license may be applicable.

Renewing Early:

Educators can renew a license up to 12 months in advance of the expiration date. However, renewing early does not extend the next renewal cycle to greater than five years, rather, the next renewal cycle will not begin until the expiration date. For example, if an educator renews a Primary area with an expiration date of 1/1/18 as early as 1/1/17, only PDPs earned on or after 1/1/18 can be applied towards the next 1/1/23 renewal. The scenario below demonstrates the process.

Jim’s Professional level license expires on.....	1/1/18
His 5-year renewal cycle runs from	1/1/13-1/1/18
Having earned all necessary PDPs, he renews 1 year early.....	1/1/17
Although he renewed 1 year early, his new license will still have an expiration date of 5 years from 1/1/18 and not from 1/1/17, therefore his next renewal cycle will be.....	1/1/18-1/1/23*
*This is the new cycle for accruing PDPs towards his next license renewal.	
Jim’s early renewal secures a valid license for the next six years, and he can begin accruing PDPs at the start of his new cycle on 1/1/18.	

Designation of a Primary Area:

Over the course of an educator’s career, it is not uncommon for educators to obtain additional licenses, sometimes creating a situation in which they may wish to designate a different Professional level license as their Primary area. Educators must decide which license to designate as their Primary area at the point of renewal. Since renewing a

Primary area requires a minimum of 150 PDPs (including 15 PDPS in ESL/SEI and 15 PDPs in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles), this decision should be made at the start of each renewal cycle so the educator can plan PD activities accordingly.

Educators often choose the Professional level license they are employed under as their Primary area, but they need not do so; for example, an educator may be employed under an Additional area but may designate a different license as their Primary area at the point of renewal.

Grouping/Synchronizing Professional level licenses:

Educators may hold multiple Professional level licenses with different expiration dates. Often times, they may wish to renew two or more Professional level licenses around the same time as this would make it easier to keep track of each. However, due to the date of issue of the licenses, or their last renewal, the expiration dates are different making this not possible. In December of 2016, ELAR was modified so that applicants now have the option to synchronize the renewal dates of multiple Professional level licenses by self selecting a new renewal date. If you wish to synchronize the expiration date of two or more licenses, you may shorten the new expiration date of the license(s) you are currently renewing to match that of your other license(s). The date selected must be less than 5 years. Below are sample screen shots of how this is done.

NOTE: For this purpose, when referencing “license” it could also apply to an autism or transition specialist endorsement.

Example:

This educator renewed two of her licenses on 12/07/2016, resulting in a new five-year expiration date of 12/06/2021. She is renewing her Primary area by 2/5/2017, which will result in a new five-year expiration date of 2/4/2022 by default.

Apply to Renew Professional Level License(s)

Step 2 - Select Professional Level Licenses for Renewal

Sarah Wakabayashi,

All Professional level licenses on file with the Department of Elementary and Secondary Education are shown below. **Only Professional level licenses are eligible for renewal.**

You may apply to renew as many licenses as you wish as long as you have completed the necessary Professional Development Points (PDPs) requirements for each license. **If you do not see a license you wish to renew listed below or if any of your licenses listed below are incorrect, you may view all of your licenses by clicking CANCEL (see below) which will bring you to the ELAR Welcome Page and select check license status and history, make a payment. Please remember that you renewed Professional level license is valid for five years from the date your current license expires. However, educators that have multiple professional licenses have the ability to try to synchronize their expiration dates by setting an expiration date that is less than five years. For Example: If your current license(s) expires on 6/17/17 and you submit your application to renew that license on 2/15/17, the renewed license will be set to expire on 6/17/22. If your license(s) have expired, then your renewed license will be effective five years from the date your application and payment is processed.**

If you would like to synchronize the renewal dates of multiple professional licenses, you have the option to change the new expiration date to less than five years. For example, you have renewed an English 8-12 professional license with an expiration date of 1/1/22. You also have a Principal/Assistant Principal, PreK-6 professional license with an expiration date of 7/1/20. To synchronize the renewal dates, you may choose to change the expiration date of the English, 8-12 license from 1/1/22 to 7/1/20, so that your professional licenses will now be due for renewal at the same time.

- Please click the **Renew** check box for the license(s) you wish to renew
- Please ensure the **Primary Area** button is selected for the correct license
- Please note that **Professional Licenses** can only be renewed up to 12 months in advance

Preliminary or Initial level licenses are not eligible for renewal, thus are not shown below. To upgrade licenses held at these levels, you may visit, <http://www.doe.mass.edu/educators/>.

Field, Level	Application Type	Status	Expiration Date	Renew	New Expiration Date	Primary Area
English as a Second Language, PreK-6	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
English as a Second Language, 5-12	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
Speech/Language/Hearing Disorder, All Levels	ACADEMIC	Licensed	February 5, 2017	<input type="checkbox"/>	02/05/2022	<input checked="" type="radio"/>

Total amount: \$0.00

Note: In order to renew any Additional Area licenses alone, you must either have already renewed a Primary Area previously that has not yet expired. Otherwise, you would have to renew and designate a Primary Area along with your Additional Areas.

Licenses with an expiration date more than 12 months from today can not be renewed this early on in the cycle.

In an effort to synchronize her licenses, the educator has selected the calendar, and chosen an earlier – four-year expiration date for her Primary area (12/6/2021) rather than the five-year default date in order to synchronize her licenses.

Field, Level	Application Type	Status	Expiration Date	Renew	New Expiration Date	Primary Area
English as a Second Language, PreK-6	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
English as a Second Language, 5-12	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
Speech/Language/Hearing Disorder, All Levels	ACADEMIC	Licensed	February 5, 2017	<input checked="" type="checkbox"/>	12/06/2021	<input checked="" type="radio"/>

Total amount:

100.00

In Order for the new expiration date to be effective, your payment must be submitted during this session.

Note: In order to renew any Additional Area licenses alone, you must either have already renewed a Primary Area previously that has not yet expired, or you must renew and designate a Primary Area along with your Additional Areas.

Licenses with an expiration date more than 12 months from today can not be renewed this early on in the cycle.

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Clear

This synchronizing step has now grouped all her licenses to expire on the same date.

Field, Level	Application Type	Status	Expiration Date	Renew	New Expiration Date	Primary Area
English as a Second Language, PreK-6	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
English as a Second Language, 5-12	ACADEMIC	Licensed	July 3, 2016	<input type="checkbox"/>	12/06/2021	<input type="radio"/>
Speech/Language/Hearing Disorder, All Levels	ACADEMIC	Licensed	February 5, 2017	<input checked="" type="checkbox"/>	12/06/2021	<input checked="" type="radio"/>

Total amount:

100.00

In Order for the new expiration date to be effective, your payment must be submitted during this session.

Note: In order to renew any Additional Area licenses alone, you must either have already renewed a Primary Area previously that has not yet expired. Otherwise, you would have to renew and designate a Primary Area along with your Additional Areas.

Licenses with an expiration date more than 12 months from today can not be renewed this early on in the cycle.

For more information on synchronizing licenses, please see ELAR Guides: "How to Renew a Professional license in ELAR at <http://www.doe.mass.edu/licensure/elar/>.

Renewal Audits:

The key relationship in the renewal process is between the State and the individual educator. Activities or programs applied toward renewal must meet State standards for professional development. License Renewal is applicable to all educators who hold a Professional level license issued pursuant to M.G.L. c. 71, § 38G. To ensure the integrity of the renewal process, a random sampling of renewal applications is selected periodically via ELAR for an audit of the required PDPs. Selected candidates for an audit may include any educators who renewed one or more Professional level license(s) within the past five years, including those who are retired, employed, or not currently employed in the role of the license. It is, therefore, important that educators maintain their plan (IPDP or Educator Plan), verification of Plan approvals received, and documentation of all professional development used for renewal for five years following a renewal. An audit selection may occur anytime during the five years following the renewal application date.

Section 603 CMR 44.09:

- (1) Each educator shall maintain the following materials to verify completion of license renewal requirements:
 - (a) An individual professional development plan, which has been approved by the educator's supervisor if required by 603 CMR 44.04(3), to be achieved over the five-year period, that includes the educator's goals for strengthening content area knowledge and professional skills and for remaining current in other professional issues, and resulting in improvements in teaching; and

During an audit, the Department will review the documentation submitted to determine successful completion of the minimum number of required PDPs. The educator's supervisor or supervisor's designee is expected to verify that the educator's professional development plan has been reviewed and approved. For more information on the audit process, please refer to the Professional License Renewal: Audit FAQs [at http://www.doe.mass.edu/licensure/advance-extend-renew-license.html](http://www.doe.mass.edu/licensure/advance-extend-renew-license.html).

In June 2014, during the 4th largest renewal cycle, approximately 35,000 educators renewed over 50,000 licenses. ELAR randomly selected hundreds of applications for a Professional Development Audit. Educators across the Commonwealth continue to indicate that they are successfully meeting the requirements, which is supported by the 95% pass rate. The audit process continues to demonstrate that Massachusetts educators take the renewal requirements seriously and continue to meet expectations.

Professional Development Provider Guidelines

Provider Guidelines for School Districts, Educational Collaboratives, and All Registered PD Providers <http://www.doe.mass.edu/pd/providers.html>

In accordance with 603 CMR 44.03(2) (b), PDPs may be awarded by the Department, school districts, educational collaborative and registered PD Providers. School districts and educational collaboratives **are not** required to register with the Department as approved providers.

In addition, since university and college credits may be converted into PDPs as specified in 603 CMR 44.02, university and college PD programs/courses that only issue credits or CEUs are not required to register with the Department as a PD Provider. However, as noted below, any university/college with a PD program/course that wishes to offer Professional Development Points (PDPs) must register with the Department as a PD Provider.

All other PD Providers, including but not limited to the following, who wish to award PDPs must apply to the Department to become a registered PD Provider:

- Non-public schools
- Not-for-profit organizations
- Private and for profit organizations
- Individuals
- Educational partnerships and corporations
- Educational agencies and associations

To learn about becoming a registered PD Provider, and to view resources and tools that are available to registered PD Providers, educators, and professional development leaders, please visit www.doe.mass.edu/pd.

School Districts/Collaboratives:

School districts and collaboratives may award PDPs, in accordance with Department guidelines, to educators who have successfully completed a district-sponsored professional development activity. Districts, like all Department approved PD providers, must maintain records of all professional development offerings.

School districts are required annually to adopt and implement a professional development plan for all administrators, teachers, and other professional staff employed by the district. Districts are also required to set forth a budget for professional development within the confines of the foundation budget. The plan should identify specific content to be addressed, including training in the teaching of the curriculum frameworks and other skills required for the implementation of the Education Reform Law, including participatory decision-making and parent and community involvement. In school districts with language minority student populations, the professional development plan is to address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations (M. G. L. c. 71, §§ 38G and 38Q).

Districts are responsible for selecting providers of professional development that are of high quality and that address the identified learning needs in the district. Districts also identify the data to be collected on professional growth and on the quality and impact of professional development.

School districts and collaboratives will strengthen the license renewal program by offering quality professional development activities that are consistent with the educational needs of the school and district. School districts and collaboratives must support and encourage professional growth by providing professional development that enhances the ability of educators to improve student learning. The Department encourages districts to offer educators at least 10 hours of professional development on a given topic. School districts and collaboratives may

sponsor the professional development options (with the exception of Department-sponsored initiatives) outlined in the previous section.

Registered Professional Development Providers:

Section 603 CMR 44.03 (2) (a)

PDPs may be awarded by registered providers to licensed educators who complete a professional development activity and demonstrate proficiency in the relevant subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines.

Registered PD Providers may award 1 PDP per clock hour for professional development activities that strengthen educators' content knowledge and/or professional skills. All end-of-course assessments must total at least 10 hours of professional development on a given topic. In most instances, this will mean an observable demonstration of learning that could include a written product or other documentable product.

Documentation and Record Keeping:

Professional Development Providers must develop a system of accountability that addresses policies regarding attendance, end-of-course assessment, issuance of Certificates of Completion, and other related matters. Providers have the authority to employ other educators, consultants, trainers, or others to provide professional development activities for educators. These "subcontractors" do not need to be approved by the Department of Elementary and Secondary Education, nor do they need to become registered Professional Development Providers. The Department expects providers to uphold and maintain standards of quality in their selection of "subcontractors."

Providers should keep records of PD content descriptions, attendance, assessments, participant evaluations, and certificates of completion for five years from the date of the professional development activity. (**Note:** School districts and collaboratives may use electronic PD management software that provides an educator with a summary of their PDPs for the entire year.)

NOTE: Educators may use the [PD website](#) to search for a registered Provider. If you are unsure whether a Provider (other than a school district, educational collaborative, and Institution of Higher Education (IHE) who offers credits) is registered with the Department, you may find this helpful tool as a way to locate the Provider by simply clicking on the "Search" button. Educators may learn if their content area and grade level(s) is offered in a given organization. The site also provides a brief description of the training, target audience, and the regions that are served for those organizations that are registered with Department. Learn more at:

www.doe.mass.edu/pd/search/.



Appendix A: Distribution of Professional Development Points (PDPs)

As part of the License Renewal process, each educator (whether employed or not employed under their Professional level license) will develop an Individual Professional Development Plan or Educator Plan (or use their educator plan in combination with their Individual Professional Development Plan), that describes eligible activities that will lead or apply to license renewal within a given five-year cycle. The Plan must focus on goals that strengthen content knowledge and professional skills that lead to improved student learning.

A minimum of 150 PDPs is required to renew a Primary area license, or a Primary area license that has been deemed Inactive or Invalid.

Effective July 28, 2017, the new distribution of PDPs is as follows:

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.



A total of 30 PDPs is required to renew each Additional area license, as well as any Additional area license that has been deemed Inactive:

A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content is required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

A total of 150 PDPs is required to renew each Additional area license that has been deemed Invalid:

At least 15 PDPs in content (subject matter knowledge)

The remaining required 135 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

NOTE:

- Educators renewing a Primary area related to Special Education (Moderate Disabilities, Severe Disabilities, Visually Impaired, Speech, Language and Hearing Disorders, Deaf and Hard-of-Hearing), can use the 15 PDPs *related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles* to meet both the content requirement (minimum of 15 PDPs) of their Primary area and the 15 PDPs in Special Education.
- Educators renewing an ESL/ELL license as the Primary area can use the 15 PDPs related to *SEI/ESL* to meet both the content requirement (minimum of 15 PDPs) of their Primary area and the 15 PDPs in SEI/ESL.
 - Since these educators, as mentioned above, would be renewing a license that has overlapping content requirements and already accrued at least 15 PDPs in SEI/ESL or 15 PDPs in special education/diverse learning styles, they now have the flexibility of earning the 15 PDPs in any area they wish. They could

earn the PDPs in content, pedagogy, content-based pedagogy, or “other” general education elective to meet the minimum requirement of 150 PDPs.

- A minimum of 10 hours in a topic must be earned in order for the points to be applied towards license renewal (see PDP Distribution Requirements in Table 5 on p. 31).

Employment Provisions for Professional Level Inactive or Invalid Status Licenses

Inactive Licenses:

A Professional level license that is not renewed within its five-year validity period is deemed inactive for a period of up to five calendar years. An educator who is not currently employed in a position requiring licensure and is to be newly employed in a role for which they hold an inactive license will have two years from the date of hire to renew the inactive Professional license.

Invalid Licenses:

There are several circumstances that could cause a Professional license to be invalid, and in each instance, in order to be legally employed, the school district would need to obtain a license renewal employment waiver. Districts can contact the licensure office’s customer service call center at 781-338-6600 for further details on the employment waiver process. Note that an application for a waiver request for an educator whose license has become inactive (while employed in the role of the license) is not submitted via ELAR.

Scenarios:

- 1) ELAR status lists the license as invalid: This educator has not completed the renewal process for this license in at least 10 years; a license renewal employment waiver is required for legal employment in the role of the license.
- 2) ELAR status lists the license as inactive/invalid and the educator has been employed under the license, with this status for more than two years: Since the educator has had more than two years of employment with a license in the inactive/invalid status, the district must obtain a license renewal employment waiver in order for legal employment to continue.
- 3) ELAR status lists the license as inactive/invalid and the educator is a new hire in the district: since the educator is a new hire, regardless of whether they were previously employed in another district in the role of the license or are entering the field after several years, the educator is legally employed with the inactive license and will have two years from the date of hire to complete the renewal requirements.
- 4) ELAR status lists the license as inactive/invalid, however, the educator failed to renew their license: here, the educator has been continuously employed in the role of their professional license and did not renew their license by the renewal/expiration date. The educator is not legally employed in the same role in the same district per 603 CMR 44.07(4) and the license is invalid. A license renewal employment waiver is required for continuous legal employment.

For more information on inactive/invalid licenses, please visit:

<http://www.doe.mass.edu/lawsregs/603cmr44.html>

(Renewal of a Primary Area)

Example: History (8-12)

Table 5 PDP Distribution Requirements effective July 28, 2017				
PDP Requirement A minimum of 150	Professional Development Activity Examples	Hours Completed / Credits	Point Equivalence	Professional Development Point Equivalence
15 PDPs required in content	Course: <i>Geography: Major Features of the World</i>	3 graduate credits	1 Graduate Credit = 22.5 PDPs	3 graduate credits = 67.5 PDPs
15 PDPs required in pedagogy	Seminar: <i>The Teaching of AP History</i>	23 hours	1 contact hour = 1PDP	23 hours = 23 PDPs
Total Content/Pedagogy PDPs = 90.5				
15 PDPs required in ESL/ SEI	Workshop: <i>Theories and Sheltered Strategies for Developing English Language Skills for Content Teachers</i>	15 hours	1 contact hour = 1PDP	15 hours from an approved provider = 15 PDPs
15 PDPs required in instructing students with disabilities and diverse learning styles	Course: <i>Principles & Applications of Behavioral Management</i>	3 undergraduate credits	1 Undergraduate Credit= 15 PDPs	3 undergraduate credits = 45 PDPs
30 PDPs required (Elective Option) Educational-related issues/topics	Earning elective PDPs is optional. Since the educator has already earned 150.5 PDPs of the needed 150, they have already satisfied the minimum requirements.			
Total PDPs = 150.5				

Appendix B: Examples of Professional Development Options

Educators may earn professional development points by engaging in a variety of professional development activities as part of an Individual Professional Development Plan/Educator Plan which, if employed, receives any approval necessary under the provisions of 603 CMR 44.04 from a Supervisor. The following examples outline possible options for accruing PD for an elementary teacher, history teacher, and a school principal. These examples are intended to demonstrate the flexibility in the kinds of activities that are eligible for professional development points for license renewal.

Elementary Teacher – Five-year Cycle		
Training Options	Point Value	Documentable Product
District-based professional development program: 30 clock hours focused on implementing district's new reading program <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content;">No cost to educator</div>	30 PDPs in content-based pedagogy (content-based pedagogy may be applied as content or pedagogical points)	Lesson plans, student work, peer observation reports
Mentor in formal district mentoring program <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content;">No cost to educator</div>	30 PDPs in pedagogy	Professional journal/log with pre-observation discussions, observations, follow-up discussions
Faculty workshop on teaching students with special needs <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content;">No cost to educator</div>	15 PDPs applied as content	Pre and post-assessment
School-based activity: develops and offers a series of content seminars for teachers <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content;">No cost to educator</div>	30 PDPs applied as content (At least 15 PDPs related to strategies for effective schooling with disabilities...) 30 PDPs in content	Seminar syllabus, bibliography, participant evaluations
SEI (RETELL) (Long-bridge Course) <div style="border: 1px solid black; padding: 2px; margin-top: 5px; width: fit-content;">Possible cost to educator</div>	45 PDPs in content	Pre and post-assessment
Total PDPs earned: 150 (90 in content and 60 in content-based pedagogy)		

History Teacher – Five-year Cycle

Training Options	Point Value	Documentable Product
Peer coaching <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">No cost to educator</div>	15 PDPs in content-based pedagogy	Professional journal/log with pre-observation discussions, observations, follow-up discussions
Member of visiting team for accreditation <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">No cost to educator</div>	30 PDPs in elective (or “other educational issues”)	Formal report
Curriculum development: <i>three new curriculum units developed and formally shared by the district</i> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">No cost to educator</div>	45 PDPs in content	Curriculum units
Micro-credential/competency-based model <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">Possible cost to educator</div>	2 badges = 10 PDPs in content-based pedagogy	Digital Badge
SEI (Full Course) District-Sponsored <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">No cost to educator</div>	67.5 PDPS in content	Pre -and post-assessment
Total PDPs earned: 167.5 (112.5 in content, 25 in content-based pedagogy and 30 in elective)		

Principal/Assistant Principal or Supervisor Director – Five-year Cycle

Training Options	Point Value	Documentable Product
<p>District-sponsored training: <i>supervision and evaluation training directly related to the district instrument and process</i></p> <p>No cost to educator</p>	<p>5 hours per year: 5 hours of direct training</p> <p>25 PDPs over 5 years in content</p>	<p>Written observation and evaluation reports of all employees supervised and evaluated by the administrator.</p>
<p>SEI Administrator course-ESE Sponsored</p> <p>No cost to educator</p>	<p>22.5 PDPs in content</p>	<p>Pre -and post assessment</p>
<p>School Improvement Plan development</p> <p>No cost to educator</p>	<p>10 PDPs in content: 6 hours of training in year one and 1 hour update in subsequent years</p>	<p>Completed School Improvement Plan</p>
<p>PAL: Performance Assessment – Task 3: Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness.</p> <p>Cost to educator</p>	<p>15 PDPs</p>	<p>Submitted/assessed task materials For more information, visit: http://www.doe.mass.edu/pal/resources.html (Candidate Assessment Handbook 2016-17).</p>
<p>School budget development</p> <p>No cost to educator</p>	<p>10 PDPs: 6 hours of training in year one and 1 hour update in subsequent years</p>	<p>Completed school/department budget</p>
<p>Published Written Material</p> <p>No cost to educator</p>	<p>90 PDPs in a five-year renewal cycle</p>	<p>Doctoral Dissertation</p>
<p align="right">Total: 172.5 PDPs in content</p>		

Appendix C: License Renewal and SEI Endorsement

With & without the SEI Endorsement & post July 1, 2016

The Sheltered English immersion (SEI) Endorsement is required of educators who hold a core academic teacher license and are assigned one or more ELL(s), as well as for administrators (principal/assistant principal and supervisor/director) who supervise such core academic teachers and were provided access to an ESE SEI course.

For purposes of the SEI Endorsement:

- Core Academic Teachers: teachers of students with moderate disabilities, teachers of students with severe disabilities, and subject area teachers in English, reading or language arts, mathematics, science, civics and government, economics, history, and geography and early childhood and elementary teachers who teach such subjects; and
- Academic Building Administrators: principal/assistant principal and supervisor/director

Professional Level License Renewal - SEI Endorsement and New PDP Distribution

License Areas Impacted	Need for the SEI Endorsement	As part of the 150 PDPs for a Primary area: <ul style="list-style-type: none"> • 15 PDPs in ESL/SEI • 15 PDPs in training in strategies for students with disabilities and instruction of students with diverse learning styles
<p>“Core Academic Teachers” (CATs) & Building Administrators</p>	<p>If assigned to a cohort, due to having been assigned ELLs, must obtain the SEI Endorsement in order to renew. Otherwise, CAT licenses will go into a “Restricted Status” until SEI Endorsement is obtained. Refer to page 3 for definition.</p> <p>However, if able to renew prior to the end of the cohort year, may do so without needing the SEI Endorsement for renewal.</p>	<p>The above PDP distribution applies to <u>ALL</u> educators (core and non-core) who have a Primary area that is being renewed after 7/1/16.</p>
<p>Non-core Academic Licenses</p>	<p>No need for SEI Endorsement for renewal</p>	<p>The above PDP distribution applies to <u>ALL</u> educators (core and non-core) who have a Primary area that is being renewed after 7/1/16.</p>

SEI Scenarios

The following scenarios might prove helpful in determining whether or not the SEI Endorsement is required for the renewal of an educator's license, why a file may hold the RETELL/SEI Restriction, and more.

Scenario 1: A licensed academic core teacher was assigned to a district cohort and did not obtain the SEI Endorsement during her cohort training window (7/1/15-8/31/16). The license went to an SEI Restricted status due to failure to obtain the SEI Endorsement as required. She would not be able to renew her Professional license until the SEI Endorsement is issued.

Example: A history teacher was placed in the 2015-16 SEI cohort year. She decides to take the SEI MTEL as one of the approved routes to earning the SEI Endorsement but does not pass the test. Her cohort year ended as of 8/31/16, and she did not obtain the SEI Endorsement. Her History license is due to be renewed on 10/1/17. Since she did not pass the SEI MTEL nor did she obtain the SEI Endorsement via other approved routes (Department-approved SEI course, obtaining an ESL license, etc.), her History license was placed on an SEI restricted status as of 9/1/16 (the end of her cohort year), which will prevent her from renewing her license until she has been issued the SEI Endorsement and satisfied all other renewal requirements.

Scenario 2: Licensed academic non-core teachers (physical education, visual art, music, school nurse, school guidance counselor, school social worker/school adjustment counselor, etc.) are not required to obtain the SEI Endorsement. However, the 15 PDPs in ESL/SEI and the 15 PDPs in special education/diverse learning styles are required of all academic (core and non-core) educators renewing a Professional Primary area license.

Example: A Music teacher is planning to renew his Professional level license by its renewal/expiration date of 6/1/18. He does not need the SEI Endorsement, since his license is an academic non-core teacher license. However, he will be renewing it as a Primary area, which will require the **15 PDPs in ESL/SEI and the 15 PDPs in special education/diverse learning styles**.

Scenario 3: A licensed academic administrator (either principal/Assistant Principal or Supervisor/Director) was assigned to a district cohort since she supervises core academic teachers with Ells. She did not obtain the SEI Endorsement during her cohort training window (7/1/15-8/31/16). Her license went to an SEI Restricted status due to failure to obtain the SEI Administrator Endorsement as required. She would not be able to renew her Professional licenses until the SEI Endorsement is issued.

Example: A Principal/Assistant Principal (or Supervisor/Director) was placed in the 2015-16 SEI cohort year. She decided to take the SEI Administrator Course as the approved route to earning the SEI Administrator Endorsement, but does not successfully complete the course. Her cohort year ended as of 8/31/16, and she did not obtain the SEI Administrator Endorsement. Her Principal/Assistant Principal (or Supervisor/Director) license is due to be renewed on 3/1/18. Since she did not successfully complete the SEI Administrator course (nor did she obtain the SEI Endorsement via other possible paths, such as automatic eligibility by satisfying any of the SEI Teacher Endorsement routes: passing the SEI MTEL, obtaining an ESL license, completing the SEI Teacher course, etc.) nor did she obtain the SEI Endorsement via other approved routes (Department-approved SEI course, obtaining an ESL license, etc.), her Principal/Assistant Principal license was placed on an SEI restricted status as of 9/1/16 (the end of her cohort year), which will prevent her from renewing her license(s) until she has been issued the SEI Endorsement and satisfied all other renewal requirements.

Scenario 4: Renewing an Inactive/Invalid license that has been designated as the Primary area on/after 7/28/17.

Example: A Superintendent returned to the Commonwealth after living out of state for several years. When

[contacting the Licensure Office](#) (after 7/28/17), regarding what will be required to activate her currently “Inactive” license, she is told that the following distribution of PDPs will be needed if renewing it as a Primary area:

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, and/or additional content, or pedagogy.

Scenario 5: Renewing one or more Additional area licenses on/after 7/28/17 that have been deemed Invalid:

Example: Upon contacting the Licensure Office, the educator is made aware of the requirements for renewing her inactive Superintendent license as a Primary area on/after 7/28/17 (as in the above scenario). However, she also holds two other Professional level licenses that have become Invalid:

- Superintendent/Assistant: Inactive (Primary area designation)
- English 8-12: Invalid (Additional area)
- Elementary, 1-6: Invalid (Additional area)

She is still choosing to renew her Superintendent, All Levels license as her Primary area and will renew her English license as an Additional area. She is told by the Licensure Office that because the English license is invalid, she will need the following distribution of PDPs for renewing it as an Additional area:

A total of 150 PDPs;

- Where at least 15 PDPs are in the content area of the license
- The remaining required 135 PDPs may be earned through either “elective” activities that address other education issues and topics that improve student learning, or additional content, and/or pedagogy.

NOTE: All invalid status licenses need a total of 150 PDPs for renewal, whether renewed as a Primary area or as an Additional area. The 15 PDPs in ESL/SEI and 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles would only be applicable to the Primary area. Although the number of PDPs is 150 for any invalid Additional areas, the \$25 fee for its renewal still holds true.

Scenario 6: A core academic educator was identified to an SEI cohort, and obtained the SEI Endorsement. He did not need to utilize applicable PDPs earned from completion of the Department-approved SEI Course of Study towards renewal and, as a result, can carry over the SEI PDPs to the next renewal cycle.

Example: An assistant principal, who supervises teachers that teach ELLs and have an academic core teacher license, was due to renew his license by 7/27/16. He was in an SEI cohort that ended on 8/31/16 and has subsequently earned the SEI Endorsement prior to the end of his cohort year. Although he has earned the SEI Endorsement, he would also need to satisfy requirements for educators renewing a Primary area with an expiration date that fell on/after 7/1/16 (due to June 2012 regulation changes). Since, prior to completion of the SEI course, this educator had already earned the required 15 PDPs in SEI/ESL and 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles through other PD activities, he may “carry over” the PDPs earned from completion of the Department-approved SEI Course of Study towards his next renewal cycle in 2021 only. (Refer to “Carrying Over” PDPs on p. 7 for more information)

