
Recertification Guidelines for Massachusetts Educators

**MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION**

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Recertification Guidelines

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Section I: Recertification Regulations

Effective December 1, 1999, the Commonwealth's new recertification regulations strengthened the ongoing professional development of Massachusetts educators and aligned Individual Professional Development Plans (IPDPs) more effectively with school and district improvement plans. The new regulations: raised the standards for knowledge in the content area; provided an incentive for educators to engage in advanced academic study; enabled greater decision-making at both the school and district levels; retained some flexibility in the kinds of activities that are eligible for professional development points for recertification; created options for new ways to assess teacher skills and knowledge; established a state registry of professional development providers.

Individuals with Massachusetts standard certificates must engage in sustained professional development that strengthens professional knowledge and skills in order to meet the state's new recertification requirements. The Massachusetts Department of Education has designed a recertification process that requires all educators to prepare an Individual Professional Development Plan for each five-year renewal cycle. The plan must be consistent with the educational needs of the school and/or district and enhance the ability of the educator to improve student learning. As spelled out by the new regulations, educators are required to obtain initial approval and final endorsement of their professional development plans from their supervisor.

Standard certificates may be renewed by the successful completion of the appropriate number of Professional Development Points (PDPs) as set forth in 603 CMR 44.05 (2), 44.06 (1), or 44.07 (1) within a five-year cycle as outlined in 'Appendix A' of these guidelines. Educators may earn PDPs by engaging in a variety of professional development activities as part of an individual professional development plan, which receives any approvals necessary under the provisions of 603 CMR 44.04. Many educators will need 10 hours in a 'topic' for recertification.

A 'topic' is a single or tightly-integrated area of study within an academic discipline or related to a particular method of teaching or administration. Examples of topics might include: the American Revolution, Direct Instruction, Questioning Techniques, Alternative Grouping, Behavior Management, or Victorian Poetry.

The recertification regulations outline minimum requirements for professional development. Educators are encouraged to participate in professional experiences that support and expand their content and professional skills beyond the minimum requirements. Districts may choose to offer additional incentives through collective bargaining for educators to go beyond the minimum requirements for recertification and continue to participate in professionally relevant and academically meaningful professional development.

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Section II: Professional Development Options

The following options and examples outline professional development activities that count toward recertification. Additional examples are listed in Appendix B. In an effort to ensure that all activities are professionally relevant and academically meaningful, certain activities that in the past were eligible for PDPs are no longer eligible. For example, PDPs will not be awarded for attendance at a professional conference or participation in a self-directed study group. The options for this round of recertification 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 professional development points for recertification.

The following quote from the National Governors' Association report, entitled "Transforming Professional Development for Teachers: A Guide for State Policymakers," serves as a guide as educators work together to strengthen district and school improvement by addressing excellent, knowledgeable instruction and high levels of student learning and achievement.

The critical tests for all professional development activities should be: Are they intellectually challenging, do they add to the participants' repertoire of skills and content knowledge, do they enhance their contributions to the school community, and do they lead to improvement in teaching practice?

National Governors' Association (1995)

Undergraduate & Graduate Courses, Seminars, or Institutes

Colleges and universities offer upper-level undergraduate and graduate-level courses of study. School districts, collaboratives, museums, scientific institutes, cultural institutions, and other providers may offer equivalent courses of study after obtaining approval from the Department. Please refer to Appendix C for specific Department guidelines regarding approval.

Upper-level (except where otherwise noted) or equivalent or lower-level undergraduate course 1 semester hour = 15 PDPs

A graduate-level course of study or its approved equivalent in the content area (addressing topics listed under subject matter knowledge for the certificate) or an upper-level undergraduate course or its approved equivalent when the content is substantially new to the educator will be considered Advanced Academic Study and will be awarded more PDPs. For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.

Upper-level undergraduate course or approved equivalent (only when substantially new to the educator)	1 semester hour = 22.5 PDPs
Graduate-level course or approved equivalent	1 semester hour = 22.5 PDPs

Audited Courses

Undergraduate or graduate course or equivalent audits 1 semester hour = 7.5 PDPs

Instructor of a Graduate-level Course or Approved Equivalent for Educators:

An instructor of a graduate-level course or approved equivalent is eligible to receive 45 PDPs per semester hour for the first time the course is taught in a five-year renewal cycle.

Department-Sponsored Initiatives

The Department of Education will offer 1.5 PDPs per clock hour for the professional development programs it sponsors that:

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

For those Department-sponsored activities that do NOT have a pre- and post-content assessment, only 30 PDPs can be counted toward recertification in a five-year cycle.

For example, educators who successfully participate in Mentor Training Institutes may count 30 PDPs toward recertification. On the other hand, educators who participate in Summer Content Institutes may count more than 30 PDPs toward recertification since these Institutes have a pre- and post-assessment. Summer Content Institutes will provide up to 67.5 PDPs to educators who successfully complete Institute requirements.

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

Performance Assessment

Achieving a passing score on a performance assessment approved by the Massachusetts Board of Education will earn an educator 120 PDPs, 90 in the content area of the certificate and 30 in pedagogy.

Content Tests

Achieving a passing score on a content-specific test approved by the Board will earn an educator 90 PDPs in the content area of the certificate. Content-specific tests for educator recertification are not available at this time.

Initiatives Sponsored By Districts, Collaboratives, or Registered Providers

Educators who participate in school- and district-based in-service programs that focus on strengthening professional knowledge and skills in content areas are eligible to receive 1 PDP per clock hour. Educators may receive PDPs after the successful completion of a professional development program (minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.

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 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 toward recertification. ***Educators may apply the earned PDPs toward either the content-based pedagogy/professional skill area or the elective points or both, depending upon whether or not the pedagogical activities are content-based.***

Eligible Program	Maximum Number of Points per Year
Mentoring	15 PDPs from districts that have submitted a mentoring plan to the Department of Education
Peer Coaching	15 PDPs
Peer Assistance and Review Programs	15 PDPs
Supervising Practitioner	Up to 20 PDPs may be awarded to an individual Up to 10 PDPs may be awarded to an individual for completing training. The minimum required hours for training to earn 10 PDPs is 6 hours.
National Board of Professional Teaching Standards	120 PDPs for successful completion (30 PDPs in content, 60 PDPs in pedagogy, and 30 PDPs in elective)

Team for Accreditation or Inspection

Team member	30 PDPs in five-year cycle
School faculty member preparing for visit	30 PDPs in five-year cycle

Note: PDPs for accreditation or inspection visits may be used for points not subject to supervisor approval.

Educator-Designed Activities

Educators may earn PDPs through an educator-designed professional development activity resulting in a professional product.

Professional Conference

While PDPs are no longer awarded for attendance at a professional conference, educators are eligible to receive 30 PDPs for the first time that they make a presentation at a professional conference in a five-year renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing a school-based activity or curriculum – or by publishing written material as described below. These activities will assist educators in earning PDPs for recertification.

School-Based Activity

Educators may earn PDPs for developing and implementing an activity for students, parents, or teachers that incorporates the learning standards of the curriculum frameworks. Educators may earn 1 PDP per clock hour with a maximum of 30 points in all over a five-year cycle when the school-based activity is distributed or implemented within a local school, district, or university. ***Educators may count PDPs from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.***

Examples:

- 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

Presenters/Trainers

Educators who develop and present a minimum of 3 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.

Curriculum Development

Educators who author a new 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 points per curriculum unit and may accrue up to 60 points in five years.

Published Written Materials

Doctoral dissertation	90 PDPs in five years
Master’s or CAGS thesis	45 PDPs in five years
Book(s)	90 PDPs per book
Professional journal articles or chapters in a professional book	30 PDPs per chapter or article in a book or journal
Published results of action research	30 PDPs in five years

Note: When a professional development activity includes the development of a 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.

Continuing Education Units (CEUs)

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.

1 CEU = 10 PDPs

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Section III: Guidelines for School Districts and Educational Collaboratives

44.03 (2) (b)

PDPs may be awarded by, or under the auspices of, the Department, school districts, or educational collaboratives upon an educator's completion of a professional development activity in compliance with Department guidelines.

School districts are required annually to adopt and implement a professional development plan for all principals, teachers, and other professional staff employed by the district and school council members. 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 (Massachusetts General Laws, Chapter 71, Section 38Q).

The FY00 state budget requires districts to spend at least \$125 per student from state aid funds on professional development. These funds may be used for tuition, conference fees, contracted services, stipends, salaries, and materials. 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.

The Education Reform Law also requires school councils to develop annual School Improvement Plans. Schools are required to include professional development for school staff and allocation of professional development funds in the school budget in the School Improvement Plan. In school districts with language minority student populations, the Plan is to address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations (Massachusetts General Laws, Chapter 71, Section 59C).

School districts and collaboratives will strengthen the recertification 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. School districts and collaboratives are considered providers and will award the appropriate number of PDPs to educators who have successfully completed a district-sponsored professional development activity. Districts must maintain records of all professional development offerings.

School districts and collaboratives must receive Department of Education approval to offer the equivalent of graduate or upper-level undergraduate courses.

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Section IV: Guidelines for Registered Providers

44.03 (2) (a)

PDPs may be awarded by registered providers to certificate holders 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 providers may award 1 PDP per clock hour for professional development activities that strengthen educators' content and/or professional knowledge and skills when the educator has demonstrated proficiency through an end-of-course assessment. A registered provider may award PDPs with Department approval for an Advanced Academic course of study.

Registered professional development providers are expected to:

- Know the content of the relevant state curriculum frameworks
- Plan professional development with clear objectives, relevant learning activities, and conclusions
- Incorporate technology tools and appropriate media
- Build on educators' prior knowledge and experience
- Use principles of adult learning theory to engage educators in professional growth
- Employ a variety of teaching techniques such as direct instruction, practice, discussion, problem-solving, Socratic dialogue, and research projects
- Provide many and varied opportunities for educators to incorporate new knowledge and skills into classroom practice or school and district management
- Assess proficiency through an appropriate end-of-course assessment

End-of-Course Assessments

PDPs may be awarded after an educator has demonstrated proficiency in a relevant subject area. Courses, seminars, or institutes that strengthen content knowledge must include an appropriate end-of-course assessment. In most instances this will mean a written exam.

PDPs may also be awarded after an educator has demonstrated proficiency in a professional skill. Courses, seminars, or institutes related to classroom work or school and district management issues must include an appropriate end-of-course assessment. In most instances, this will mean an observable demonstration of learning that could include a written product or other documentable product.

All end-of-course assessments must assess at least 10 hours of professional development on a given topic.

According to Department regulations 603 CMR 44.03(2) (b), the following entities **are not** required to register with the Department:

- School Districts
- Educational Collaboratives

In addition, based on Department regulations 603 CMR44.02, university and college credits may be converted into PDPs. Therefore, university and college PD programs/courses that only issue credits or CEUs are not required to register with the Department. However, if a university/college PD program/course wishes to offer professional development points, they must register with the Department.

All other PD providers who wish to award PDPs must apply to become registered with ESE such as:

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

Appendix A

Guidelines for Educators

with Massachusetts Standard Certificates

Each educator will develop an Individual Professional Development Plan that describes eligible activities that will lead to recertification within a given five-year cycle. The plan must focus on goals that strengthen content and professional skills to improve student learning.

Standard Certificate Date of Issue	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
<p>Prior to 10/01/94, applying for initial recertification after 12/31/01</p>	<ul style="list-style-type: none"> • 150 PDPs for primary area Minimum of 120 points must be in the content/pedagogy of primary area, and a minimum of 90 points of that 120 must be in content <li style="padding-left: 20px;">Minimum of 10 hours in a topic • Each additional area must have 30 points in content 	<ul style="list-style-type: none"> • Must receive initial approval within three months of beginning employment • Must obtain final approval and supervisor's endorsement prior to submitting application for recertification

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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 which receives any approvals necessary under the provisions of 603 CMR 44.04. The following examples outline possible options for recertification for an elementary teacher, a high school 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 recertification.

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 <i>No cost to educator/cost to district</i>	30 PDPs in content-based pedagogy	Lesson plans, student work, peer observation reports
Mentor in formal district mentoring program <i>No cost to educator/cost to district</i>	30 PDPs in content-based pedagogy	Professional journal/log with pre-observation discussions, observations, follow-up discussions
Curriculum development. New curriculum unit developed and officially distributed by the district <i>No cost to educator/cost to district</i>	15 PDPs in content	Curriculum unit
School-based activity Develops and offers a series of content seminars for teachers <i>No cost to educator/cost to district</i>	10 PDPs in content	Seminar syllabus, bibliography, participant evaluations
Advanced Academic Study course in content area of certificate to be renewed <i>Possible cost to educator</i>	67.5 PDPs in content (22.5 PDPs per semester hour)	Pre- and post-assessment
Total PDPs: 152 .5 (92.5 in content and 60 in content-based pedagogy)		

High School Teacher – Five Year Cycle

Training Options	Point Value	Documentable Product
Peer coaching <i>No cost to educator/cost to district</i>	15 PDPs in content-based pedagogy	Professional journal/log with pre-observation discussions, observations, follow-up discussions
Member of visiting team for accreditation <i>No cost to educator/cost to district</i>	30 PDPs in elective (or “other educational issues”)	Formal report
Curriculum development Two new curriculum units developed and formally shared by the district <i>No cost to educator/cost to district</i>	30 PDPs in content	Curriculum units
School-based activity Developed and offered a series of content seminars for teachers <i>No cost to educator/cost to district</i>	10 PDPs in content	Seminar syllabus, bibliography, participant evaluations.
Department of Education summer content institute <i>No cost to educator/cost to district</i>	67.5 PDPS in content	Pre- and post-assessment
Total PDPs: 152.5 (107.5 in content, 15 in content-based pedagogy and 30 in elective)		

Principal/Assistant Principal or Supervisor Director – Five Year Cycle

Note: A new administrator would begin in year one of any multi-year training

Training Options	Point Value	Documentable Product
<p>District-sponsored training <i>Supervision and Evaluation training directly related to the district instrument and process</i> <i>No cost to educator/cost to district</i></p>	<p>10 hours per year: 7 of direct training and 3 of clinical supervision of the pre-conference, observation, post-conference, and written observations and evaluations 50 PDPs over 5 years in content</p>	<p>Written observation and evaluation reports of all employees supervised and evaluated by the administrator.</p>
<p>Published professional journal article on administration related to administrative duties <i>No cost to educator</i></p>	<p>30 PDPs in elective</p>	<p>Published article</p>
<p>School Improvement Plan development <i>No cost to educator/cost to district</i></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>Technology: Administrative software package use and updating <i>No cost to educator/cost to district</i></p>	<p>10 PDPs: 6 hours of training in year one and 1 hour update in subsequent year</p>	<p>Completed student schedules, teacher schedules, and teacher matrix, room utilization matrix, student discipline report, grade distribution by course/department</p>
<p>School budget development <i>No cost to educator/cost to district</i></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>Student Management/Safe Schools <i>No cost to educator/cost to district</i></p>	<p>Same as above</p>	<p>Safe Schools policy and procedures for emergencies</p>
<p align="center">Total: 120 PDPs (90 in content and 30 elective)</p>		

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Appendix C

Recertification Options

Previous Regulations	New Regulations (Effective as of December 1, 1999)
Minimum 4 hours per topic	Minimum 10 hours per topic
COURSE FOR CREDIT 1 semester hour = 15 PDPs	<p>Upper-level (except where otherwise noted) or approved equivalent or lower-level undergraduate course 1 semester hour = 15 PDPs</p> <p>Upper-level undergraduate course or approved equivalent (only when substantially new to the educator) 1 semester hour = 22.5 PDPs</p> <p>Graduate-level course or approved equivalent 1 semester hour = 22.5 PDPs</p> <p>Audit courses 1 semester hour = 7.5 PDPs</p>
DEPARTMENT OF EDUCATION Conference, Institute, Seminar, Workshop, Educational Improvement Activity 1 PDP per clock hour	<p>The Department will offer 1.5 PDPs per clock hour for professional development activities that :</p> <ul style="list-style-type: none"> • total at least 10 hours • include a product or pre- and post-content assessment • include a follow-up component <p><i>For those Department-sponsored activities that do not have a pre- and post- content assessment, only 30 PDPs can be counted toward recertification in a five-year cycle.</i></p> <p>The Department will not offer PDPs for one-day workshops or conferences, informational sessions, or meetings.</p>
PROFESSIONAL DEVELOPMENT PROVIDER Conference, Institute, Seminar, Study Group, Educational Improvement Activity, Visiting Team, Distance Learning, Workshop/Series 1 PDP per clock hour	<p>PDPs may be awarded by registered providers to 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. All end-of-course assessments must assess at least 10 hours of professional development on a given topic.</p> <p>1 PDP per clock hour</p>

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Previous Regulations	New Regulations (Effective December 1, 1999)										
<p>Attendance at a professional conference</p> <p>1 PDP per clock hour</p>	<p>No PDPs for attendance at a professional conference. <i>30 PDPs for the presenter - for first time a presentation is given at a professional conference in a five-year renewal cycle.</i></p>										
<p>SCHOOL/DISTRICT ACTIVITY School Improvement Activity, Workshop, Seminar, Institute, Study Group, Educational Project, Distance Learning, Mentoring, Peer Coaching</p> <p>1 PDP per clock hour</p>	<p>Educators who participate in school- and district-based In-service programs that focus on strengthening professional knowledge and skills in content may receive PDPs after the successful completion of a professional development program (minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.</p> <p>1 PDP per clock hour</p> <p>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 toward recertification. <i>Educators may apply the earned PDPs toward either the content-based pedagogy/professional skill area, or the elective points, or both depending upon whether or not the pedagogical activities are content-based.</i></p> <p>Mentoring - 15 PDPs per year from districts that have submitted a mentoring plan to the Department of Education. Peer Coaching and Peer Assistance and Review – 15 PDPs per year. National Board of Professional Teaching Standards – 120 PDPs for successful completion (30 PDPs in content, 60 PDPs in pedagogy, and 30 PDPs in elective).</p>										
<p>SELF-DIRECTED EDUCATION PROFESSIONAL PRODUCT/PROJECT Book, Journal Article, Software, Research, Innovative Curriculum Unit</p> <p>90 PDPs maximum and variable, depending on product</p> <p>Related Work Experience</p> <p>1 PDP per clock hour; 60 PDPs maximum</p>	<p>Educators may earn PDPs through an educator-designed professional development activity resulting in a professional product.</p> <p><i>Published Written Materials</i></p> <table border="0"> <tr> <td>Doctoral dissertation</td> <td>90 PDPs in five years</td> </tr> <tr> <td>Master’s or CAGS thesis</td> <td>45 PDPs in five years</td> </tr> <tr> <td>Book(s)</td> <td>90 PDPs per book</td> </tr> <tr> <td>Chapters or professional journal articles in a professional book or journal</td> <td>30 PDPs per chapter or article</td> </tr> <tr> <td>Published results of action research</td> <td>30 PDPs in five years</td> </tr> </table> <p><i>Continued next page</i></p>	Doctoral dissertation	90 PDPs in five years	Master’s or CAGS thesis	45 PDPs in five years	Book(s)	90 PDPs per book	Chapters or professional journal articles in a professional book or journal	30 PDPs per chapter or article	Published results of action research	30 PDPs in five years
Doctoral dissertation	90 PDPs in five years										
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Published results of action research	30 PDPs in five years										

Previous Regulations	New Regulations (Effective December 1, 1999)
<p>Community/Business Educational Improvement Activity</p> <p>1 PDP per clock hour; 60 PDPs maximum</p>	<p><i>Curriculum Development</i> Educators who author a new curriculum unit that is published in a school or district guide or formally shared in other ways – including software, student text book, or professional resource can earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in five years.</p> <p><i>School-Based Activity</i> Educators may earn PDPs for developing and implementing an activity for students, parents, or teachers that incorporates the learning standards of the state curriculum frameworks. Educators may earn 1 PDP per clock hour with a maximum of 30 points in a five-year cycle when the school-based activity is distributed or implemented by a local school, district, or university. Educators may count PDPs from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.</p>
<p>CONTINUING EDUCATION UNITS</p> <p>1 CEU = 10 PDPs</p>	<p>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.</p> <p>1 CEU = 10 PDPs</p>
<p>PRESENTERS</p> <p>3 PDPs per clock hour for new presentations</p>	<p>Presenters are no longer eligible for 3 PDPs per clock hour for new presentations. However, an instructor for a graduate-level course or approved equivalent for educators is eligible to receive 45 PDPs per semester hour for the first time the course is taught in a five-year renewal cycle. Also, educators who develop and present a minimum of 3 separate sessions in a professional development series are eligible to receive twice the amount of PDPs given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs.</p>
<p>PROGRAM APPROVAL TEAM</p> <p>60 PDPs maximum</p>	<p>Visiting team for accreditation or inspection or team member or school faculty member preparing for visit</p> <p>30 PDPs in five years</p>