

[Commissioner's Update Archive](#)

Commissioner's Updates

January 19, 2000

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

This is the first time that the bi-monthly, coordinated package is being posted entirely online. Beginning with this letter and continuing around the fifth and twentieth of every month, all Department of Education documents and my bi-monthly letters will be posted on our [website](#). There will no longer be routine mailings. During each month, I will post items continuously, and my bi-monthly letters will summarize the coordinated documents that have been posted for that period. I urge you to visit our website routinely. There will be a few rare exceptions to the electronic mailings.

This letter includes a list of seven items recently posted. In addition, I have three updates for you:

Mathematics Curriculum Framework

During the public comment period, we received a large response to the draft mathematics curriculum framework. Generally, it is agreed that the standards are stronger and more specific. I will present a mathematics framework to the Board at the February meeting, and recommend that the Board approve it. For this purpose, a group of classroom teachers from all levels is currently helping us to develop the final document.

There were a number of concerns expressed about the elimination of the pedagogical context from the framework. In this regard, we intend to undertake the development of a comprehensive guide to the frameworks, similar to the original common chapters document.

District Accountability

This month, we will be presenting a draft of the protocols to be used for the accountability system. I urge you to read this document carefully. For more information, see our new webpage for [Accountability and Targeted Assistance](#).

MCAS Update

Soon I will be finalizing a new five-year contract for the student assessment program. While this should not have a direct effect on you locally, we are considering options that could ease the administration of the spring 2000 question tryouts. To reduce the amount of time required to conduct question tryouts this spring, we will be administering the tryouts on a sampling (by school) basis. We intend to involve all elementary and middle schools in a tryout in at least one of the areas of reading, math, science and technology, and history and social science. Some schools may be involved in more than one tryout. In any

event, tryouts in each of the areas will not require more than 45-60 minutes. I will be sending you additional details about the spring 2000 tryouts and tests very soon.

Here is the list of documents that have been posted in January:

1. [Attracting Excellence to Teaching loan forgiveness program](#) (application deadline March 15th)
2. [New Guidelines for Recertification](#)
3. [Grant opportunities for three early childhood education programs](#) (application deadline February 1st)
4. Estimated FY 2000 school choice tuition — [See Final Version](#)
5. Board of Education FY 2001 Budget request
[No longer available]
6. [Annual U.S. Savings Bond Poster Contest](#) for fourth, fifth and sixth grade students
7. [Opportunity for educators to participate in activities associated with the Governor's Committee of Physical Fitness and Sports](#)
8. Case Study Seminars for Beginning Teachers- Enrollment Information
[No longer available]
9. Summer Mentor Training Institutes 2000- Request for Responses
[No longer available]

In closing, I recognize that you and local educators are feeling a great deal of pressure these days. I appreciate the hard work you do, and I am convinced that we are all on the right path. All the best, and

Sincerely,

David P. Driscoll
Commissioner of Education

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EVENTS CALENDAR

February 2003						
S	M	T	W	T	F	S
26	27	28	29	30	31	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	1

NEWS SEARCH

Keyword:

Target:

Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:



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[Board in Brief Archive](#)

For Immediate Release

Friday, January 14, 2000

Contact: Darrell S. Pressley, 781-338-3126

Public School Teachers Can Now Apply For The Attracting Excellence To Teaching Program For 2000

Malden - Currently employed public school teachers who are carrying loan burdens can now apply for up to \$7,200 for loan forgiveness through the state's Attracting Excellence to Teaching Program.

The Attracting Excellence to Teaching Program is a powerful financial incentive designed to attract and retain great teachers in urban districts. The application for the program is now available on the Department of Education website at www.doe.mass.edu.

This year, the Department of Education will offer the award to all continuing participants and at least 150 new qualified teachers.

Education Commissioner David P. Driscoll said, "The Attracting Excellence to Teaching Program will help relieve some of the debt burden that teachers carry with them into jobs in our public schools. This is just one of several financial incentives the state has established to help us attract people to the teaching profession."

The program began in the 1995-96 school year and provides annual direct payments from the Commonwealth to qualified teachers to help defray costs from previously incurred student loans from undergraduate or graduate degree programs.

Teachers eligible for participation in the program must be teaching full-time in grades pre-kindergarten through twelve in Massachusetts' public schools and must have begun their teaching career after July 1, 1994. Preference will be given to the districts with the highest poverty levels. The top districts are: Boston, Chelsea, Fall River, Fitchburg, Holyoke, Lawrence, Lowell, Lynn, New Bedford, Orange, Somerville, Springfield and Worcester.

In addition, eligible teachers must have graduated in the top 15 percent of their undergraduate class. Preference will be given to teachers in districts where 10 percent or more of students are eligible for the federal free or reduced price lunch program.

The Department of Education will reimburse selected, eligible teachers up to \$1,800 per year for a period of four years. Reimbursement shall be at the required minimum monthly loan payment rate, not to exceed \$150 per month. The application deadline is March 15.

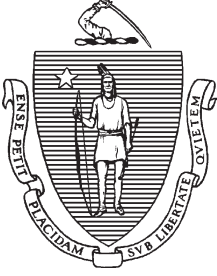
Participants will be eligible to receive payments for up to four years provided they meet the eligibility criteria. Reimbursements will be made contingent upon state appropriation. The Attracting Excellence to Teaching Program does not forgive loans nor provide direct monthly payments to cover a participant's debt obligations.

Visit [Attracting Excellence to Teaching Program](#) and other [Educator Quality Enhancement](#) initiatives for more information

Recertification Guidelines for Massachusetts Educators



January, 2000



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

David P. Driscoll
Commissioner of Education

January, 2000

Dear Colleagues:

The Department of Education is pleased to present the *Recertification Guidelines for Massachusetts Educators*. These Guidelines have been developed to provide the information you will need about the amended recertification requirements that went into effect December 1, 1999.

Recertification is achieved through the completion of eligible professional development programs and activities designed to support and increase student learning. Under the new regulations, educators will need to earn professional development points (PDPs) that are relevant and meaningful to their teaching or administrative duties. The goal is for educators within a school and district to work together so that the recertification process supports the attainment of educational goals for the individual, the school, and the district.

In order to address school and district goals, the amended recertification regulations require educators to align their Individual Professional Development Plan with school and district improvement goals. Additionally, educators (except for those who received standard certification between 10/1/94 through 6/17/99) are required to obtain supervisor approval and endorsement indicating that 80% of the professional development points are consistent with the educational needs of the school and/or district.

Educators may find additional information about recertification on the Department's website at www.doe.mass.edu/recert/.

Sincerely,

David P. Driscoll
Commissioner of Education

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Recertification Guidelines

Section I: Recertification Regulations

Effective December 1, 1999, the Commonwealth's new recertification regulations will strengthen the ongoing professional development of Massachusetts educators and align individual professional development plans more effectively with school and district improvement plans. The new regulations raise the standards for knowledge in the content area; provide an incentive for educators to engage in advanced academic study; enable greater decision-making at the school and district level; retain some flexibility in the kinds of activities that are eligible for professional development points for recertification; create options for new ways to assess teacher skills and knowledge; and establish 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 professional development points (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, and Victorian Poetry.

The new 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.

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 educators 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 Report (1995)

U N D E R G R A D U A T E A N D G R A D U A T E C O U R S E S , S E M I N A R S O R I N S T I T U T E S

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 professional development programs it sponsors 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 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. The Department is currently developing performance assessment options for Board review.

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 inservice 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
Cooperating Teacher	15 PDPs
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 that results 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 the first time 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 in 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 text book 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 employer.

CONTINUING EDUCATION UNITS

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 202-463-2905 or visit the website at [www. iacet.org](http://www.iacet.org).

1 CEU = 10 PDPs

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, 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.

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 1.5 PDPs with Department approval for an Advanced Academic course of study.

Note: Accredited institutions of higher education do not need Department approval to offer Advanced Academic 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.

The following organizations must register online with the Department of Education in order to award PDPs:

- non-public schools
- not-for-profit organizations
- private, for-profit organizations and individuals
- educational partnerships and corporations
- educational agencies and associations

The Department is currently developing Guidelines and online Registration Forms for providers. ***Colleges and universities, public school districts, charter schools and educational collaboratives do not need to register with the Department of Education.***

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.

Educators with standard certificates issued or renewed after December 1, 1999 must develop Individual Professional Development Plans that include 150 PDPs. At least 120 PDPs must be in the content area of the certificate or in pedagogy directly related to the primary certificate, with at least 90 of these PDPs in the content area of the primary certificate. Educators working in Massachusetts public schools must get initial approval of their professional development plans from their supervisors. The supervisor shall approve the plan if 120 of the content and pedagogy PDPs are consistent with school and district educational improvement goals. A minimum of 10 PDPs must be earned in a specific topic to count toward recertification. Educators must include their supervisor's endorsement of the complete professional development plan in their application for recertification. **Professional development plans must include an additional 30 PDPs in the content area of each additional certificate to be renewed.**

Standard Certificate Date of Issue or Renewal	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
After 12/01/99	<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 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 issuance OR • Must receive initial approval by 6/30/00, whichever is later • Must obtain final approval and supervisor's endorsement prior to submitting application for recertification

Educators with standard certificates issued prior to October 1, 1994 that were required to be renewed by June 18, 1999 or with standard certificates issued between June 18, 1999 and December 1, 1999 must develop Individual Professional Development Plans that include 120 PDPs. Educators must receive initial approval of their plan by their supervisor by June 30, 2000. PDPs earned before initial approval may be credited toward recertification, provided that no more than 60 PDPs are outside of areas directly related to the content and skills of the primary certificate and that a minimum of 4 PDPs are earned in a specific topic. At least 80% of the PDPs earned after initial approval must be in the content area or pedagogy related to the primary certificate and directly related to school and district improvement goals. Further, at least 60% of these PDPs must be in the content area of the certificate and a minimum of 10 PDPs must be earned in a specific topic to count the PDPs toward recertification. Educators must include their supervisor's endorsement of the complete professional development plan in their application for recertification. For their next round of recertification, these individuals must earn 150 PDPs as required of certificates issued or renewed after December 1, 1999. **Professional development plans must include an additional 30 PDPs in the content and skill for each additional certificate to be renewed.**

Standard Certificate Date of Issue or Renewal	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
<p>6/18/99 through 12/1/99</p> <p>(Great majority of veteran educators)</p> <p>OR</p> <p>Prior to 10/01/94 subject to renewal by 6/18/99</p>	<ul style="list-style-type: none"> • 120 PDPs for primary area <p>AFTER INITIAL PLAN APPROVAL</p> <p>Minimum 80% of points must be in content/pedagogy of primary area</p> <p>Minimum 60% of points must be in content of primary area</p> <p>Minimum of 10 hours in a topic</p> <p>PRIOR TO PLAN APPROVAL</p> <p>Maximum of 60 points outside of content/professional skill may be used</p> <p>Minimum of 4 hours in a topic</p> <ul style="list-style-type: none"> • Each additional area must have 30 points in content/professional skill 	<ul style="list-style-type: none"> • Must receive initial approval by 6/30/00 • Must obtain final approval and supervisor's endorsement prior to submitting application for recertification

Standard Certificate Date of Issue	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
Prior to 10/1/94, applying for initial recertification before 12/31/01	<ul style="list-style-type: none"> • 120 PDPs for primary area Minimum of 60 points in content/professional skill Minimum of 4 hours in a topic • Each additional area must have 30 points in content/professional skill 	<ul style="list-style-type: none"> • Not required by law, but highly recommended by the Department of Education

Note: Educators who were certified prior to October 1, 1994 and are applying for initial recertification **before** December 31, 2001 are subject to the same regulations as **“Educators with standard certificates issued between October 1, 1994 and June 17, 1999”** as described on page 16.

Standard Certificate Date of Issue	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
Prior to 10/1/94, applying for initial recertification after 12/31/01	<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 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 super- visor’s endorsement prior to submitting application for recertification

Note: Educators who were certified prior to October 1, 1994 and are applying for initial recertification **after** December 31, 2001 are subject to the same regulations as **“Educators with standard certificates issued after December 1, 1999”** as described on page 13.

Educators with standard certificates issued between October 1, 1994 and June 17, 1999 must develop Individual Professional Development Plans that include 120 PDPs. At least 60 of those PDPs must be in areas of content and professional skills of the educator's primary certificate. The remaining 60 points may be in areas of other educational issues and topics that improve student learning. A minimum of 4 PDPs must be earned in a topic for the PDPs to count toward recertification. Educators are encouraged, but not required, to obtain either initial approval or final endorsement of professional development plans from a supervisor. For their next round of recertification, these individuals must earn 150 PDPs as required of certificates issued or renewed after December 1, 1999. **Professional development plans must include an additional 30 PDPs in the content and skill for each additional certificate to be renewed.**

Standard Certificate Date of Issue	PDPs Required (Effective December 1, 1999)	Plan Approval by Supervisor
10/1/94 through 6/17/99	<ul style="list-style-type: none"> • 120 PDPs for primary area Minimum of 60 points in content/professional skill Minimum of 4 hours in a topic • Each additional area must have 30 points in content/professional skill 	<ul style="list-style-type: none"> • Not required by law, but highly recommended by the Department of Education

Educators with standard certification employed in schools other than Massachusetts public schools need to develop an Individual Professional Development Plan and successfully complete the requisite number of PDPs as set forth in 603 CMR 44.05(2), 44.06(1), or 44.07(1) within a particular five-year validity period. Supervisor approval and endorsement of the plan is optional for educators who are not employed in a Massachusetts public school. The Department highly recommends educators seek such approval to ensure that the professional development activities in the plan are consistent with student and school goals.

Educators who are not employed in schools at the time that they apply for recertification shall submit their plans directly to the Department, without a supervisor's endorsement.

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 and 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)		

H I G H S C H O O L T E A C H E R — F I V E Y E A R C Y C L E

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. <i>Two new curriculum units developed and formally shared by the district</i> <i>No cost to educator / cost to district</i>	30 PDPs in content	Curriculum units
School-based activity <i>Developed and offered a series of content seminars for teachers</i> <i>No cost to educator / cost to district</i>	10 PDPs in content	Seminar syllabus, bibliography and 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 OR SUPERVISOR/DIRECTOR — FIVE YEAR CYCLE

Note: A new administrator would begin in Year 1 of any multi-year training

Training Options	Point Value	Documentable Product
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>	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	Written observation and evaluation reports of all employees supervised and evaluated by the administrator.
Published professional journal article on administration related to administrative duties <i>No cost to educator</i>	30 PDPs in elective	Published article
School Improvement Plan Development <i>No cost to educator / cost to district</i>	10 PDPs in content: 6 hours of training in Year 1 and 1 hour update in subsequent years	Completed School Improvement Plan
Technology: Administrative software package use and updating <i>No cost to educator / cost to district</i>	10 PDPs: 6 hours of training in Year 1 and 1 hour update in subsequent year	Completed student schedules, teacher schedules and teacher matrix, room utilization matrix, student discipline report, grade distribution by course/department
School budget development <i>No cost to educator / cost to district</i>	10 PDPs: 6 hours of training in Year 1 and 1 hour update in subsequent years	Completed school/department budget
Student Management/Safe Schools <i>No cost to educator / cost to district</i>	Same as above	Safe Schools policy and procedures for emergencies
<p align="center">Total: 120 PDPs (90 in content and 30 elective)</p>		

Appendix C

Application for Department Approval of PDPs for Equivalent Course of Study (Graduate or Upper-level Undergraduate Courses)

Eligibility: School districts, collaboratives, museums, scientific institutes, cultural institutions and other providers may apply for Department approval of PDPs for equivalent courses of study by submitting this cover page and necessary documents to the Department of Education. Instructors of equivalent courses must hold a graduate-level degree in the content area of the course offering. In order to receive consideration for graduate-level status, providers must include a one-paragraph justification as to why the proposed course is equivalent to a graduate-level course. All equivalent courses are required to administer a formal assessment, which may include a major paper or a series of papers.

Upper-level undergraduate course _____ Graduate-level course _____

Name of Provider: _____

School District*: _____

Address: _____

Email: _____ Contact Person: _____

Name of Course: _____ Targeted Audience: _____

Number of Course Hours (minimum of 30 hours): _____

Prerequisites for Course: _____

Please submit the following documents:

Specific Course Requirements (no more than 1 page)

- Course Syllabus (no more than 2 pages)
- Course Bibliography (no more than 2 pages with required readings highlighted)
- Qualification(s) of Instructor(s) (no more than 2 pages; include degrees, years of experience, major publication and presentations relevant to the proposed course)
- Proposed Participant Evaluation Form (no more than 2 pages)
- For consideration for graduate-level status, please include a justification as to why the proposed course is equivalent to a graduate-level course. (no more than 1 paragraph)

****School districts partnering with institutions of higher education do not need to obtain Department of Education approval for an equivalent course of study.***

Please submit the application and materials to: The Office of Academic Affairs and Planning,
Massachusetts Department of Education, 350 Main Street, Malden, MA 02148

PLEASE ALLOW 4–6 WEEKS FOR NOTIFICATION OF APPROVAL.

Appendix D

Recertification Options

Previous Regulations	New Regulations (Effective December 1, 1999)
Minimum 4 hours per topic	Minimum 10 hours per topic
<p>COURSE FOR CREDIT</p> <p>1 semester hour = 15 PDPs</p>	<ul style="list-style-type: none"> • Upper-level (except where otherwise noted) or approved equivalent or lower-level undergraduate course 1 semester hour = 15 PDPs • 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 • Audit Courses 1 semester hour = 7.5 PDPs
<p>DEPARTMENT OF EDUCATION Conference, Institute, Seminar, Workshop, Educational Improvement Activity</p> <p>1 PDP per clock hour</p>	<p>The Department will offer 1.5 PDPs per clock hour for professional development activities that:</p> <ol style="list-style-type: none"> a) total at least 10 hours; b) include a product or pre- and post-content assessment; and c) 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>
<p>PROFESSIONAL DEVELOPMENT PROVIDER Conference, Institute, Seminar, Study Group, Educational Improvement Activity, Visiting Team, Distance Learning, Workshop/Series</p> <p>1 PDP per clock hour</p>	<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 style="text-align: right;">1 PDP per clock hour</p>

Continued next page

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, Cooperating Teacher, Peer Coaching</p> <p>1 PDP per clock hour</p>	<p>Educators who participate in school- and district-based inservice 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, Cooperating Teacher 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 that results in a professional product.</p> <p><i>Published Written Materials</i></p> <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</p> <p style="text-align: right;"><i>Continued next page</i></p>

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. <i>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.</i></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 202-463-2905 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</p> <p>Team member or school faculty member preparing for visit</p> <p>30 PDPs in five years</p>

This document was prepared by the Massachusetts Department of Education.
David P. Driscoll, Commissioner of Education
James A. Peyser, Chairman, Massachusetts Board of Education

Staff

Meg Mayo-Brown, Professional Development
Roisin Greene, Teacher Certification
Sandra Stotsky, Deputy Commissioner for Academic Affairs and Planning
Carole Thomson, Associate Commissioner
Lucy Wall, Legal Counsel

Design

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Massachusetts Department of Education, 350 Main Street, Malden, MA 02148
781-338-6600

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<http://doe.mass.edu/recert/>

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Memorandum: Three Early Childhood Grant Opportunities

I am pleased to announce that the Governor and the Legislature demonstrated their strong support for young children and their families by increasing the Department's budget for early childhood and family education. Many early care and education programs and family support programs work with scarce resources to provide quality programs. Appropriation of these additional funds demonstrates recognition of the important work you do and provides opportunity to expand on that work.

Community Partnerships for Children: The Department's budget for FY 2000 includes additional support for the Community Partnerships for Children program. These new funds can be used to expand existing programs and to create new programs in communities that do not currently have a program. I hope these funds will allow more cities and towns to join the CPC initiative as well as to serve additional children in the communities already participating. This year, **we are asking programs to give priority to serving preschool children on the Office for Child Care Services waiting list for child care.** To facilitate this, the usual eligibility requirements pertaining to work are waived for these children. Therefore, children of parents in training or education programs may be served through the CPC program.

Because of the shortened fiscal year, the CPC proposals will need to consider both FY 2000 and FY 2001 eligibility amounts listed in this packet. Reviewers from inside and outside of the Department will analyze your proposal and make funding recommendations. The grant will be approved as soon as any recommended modifications are made. I encourage all communities to apply.

Massachusetts Family Network: The Department's budget also includes additional funds for the expansion of the Massachusetts Family Network program. This program currently provides services in communities across the state. While there is great interest in this program, I anticipate that the Department will be able to fund only eight to ten proposals from the many excellent ones we anticipate receiving.

Parent-Child Home Program: For the first time, the Parent Child Home Program was allocated funds in the state budget. This program supports home visits to improve parenting skills and early literacy. In addition to funding approximately 20 new and existing programs. An overview of the program is included as an appendix to the Request for Proposals.

In addition to sending out this memorandum and application, we will be sending a one-page memorandum to all licensed child care centers and family child care providers notifying them that new funds are available (see next page.) In this memorandum I recommend that they contact their local school system, the nearest Head Start, or a Child Care Resource and Referral Agency for a copy of the application, and to find out who the lead agency is in the community and/or when the meetings are scheduled to draft a proposal. I would appreciate your assistance in making sure that all interested parties receive the information they need to participate in developing a system of early care and education in your community.

An original and three copies of each proposal are **due by 5:00 p.m., Tuesday, February 1, 2000.** Please mail or deliver proposals and copies to:

Massachusetts Department of Education
Early Learning Services
350 Main Street, Malden, MA 02148

The **Guide to Community Partnerships for Children** has been revised to reflect new policies relating to the program. The Guide helps communities starting new programs as well as those already running programs. The Guide provides information on key topics associated with the program, such as implementing sliding fee scales and developing subcontracts. The Guide will be sent by December 31, 1999. .

If you have any questions, please call either the Early Learning liaison to your community or the general information number for Early Learning Services (781-338-6364). Thank you for your efforts on behalf of young children and families.

- The Request for Proposals for:
 1. **Community Partnerships for Children Grant Application** for high quality, comprehensive early care and education programs for preschool-aged children, with an emphasis on full-day, full-year programs. All communities are eligible, but only one application will be accepted from each community.
 2. The **Massachusetts Family Network Grant Application** for the development of family outreach and support programs for families of children birth to age three. Only one application will be accepted per community or area.
 3. The **Parent-Child Home Program Application** for the home visiting program to help families with children between eighteen months and four years.

All of these materials are also available over the Internet at the [Department of Education](#).

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School Finance: School Choice

Memorandum

To: School Superintendents of School Choice Receiving and Sending Districts

From: David P. Driscoll, Commissioner of Education

Date: June 20, 2000

Subject: **Final FY2000 School Choice Tuition**

This past April, school choice receiving districts submitted claim forms that listed the school choice students enrolled in their schools this fiscal year. Information from these claims, as well as the FY99 End of Year Pupil & Financial Reports submitted last fall, has been used to finalize annual tuition amounts for FY00. On June 30, 2000 the State Treasurer's office will process the remaining portion of this annual charge, net of the amounts paid in the December, 1999 and March, 2000 quarterly local aid distributions.

All superintendents will receive the enclosed summary entitled [Final FY00 School Choice Pupils and Tuition, June 1999](#). This is a statewide list of the number of full-time equivalent pupils and their tuition amounts for both receiving and sending districts.

Superintendents of sending and receiving districts will also find reports labeled **Final FY00 School Choice Rosters and Tuition Amounts, June 2000**. These lists show each school choice pupil's name, address, enrollment dates, program, tuition and other information.

All districts can obtain the [school choice rates used in the calculations](#) on our website or by contacting the School Finance office.

Superintendents of cities and towns sending pupils to either school choice districts or charter schools will also find a report labeled **School Choice and Charter School Headcounts** listing their community's January 1, 2000 resident pupil headcounts in those settings. This report has been prepared to assist school staff in completing the January 1, 2000 School-Attending Children Report.

In July, we will update the list of receiving school districts that will participate in the school choice program in FY01. That will be made available on our School Finance web site as soon as all districts have reported their votes to us.

If you have any questions about this information, please contact Phyllis Rogers of School Finance Services, at (781) 338-6534 or via email at progers@doe.mass.edu.



NEWS SEARCH

Keyword:

Target:

Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:



Tuesday, January 04, 2000

Attention all 4th, 5th, and 6th Grade Teachers and Art Teachers

Please enter your students in the 2000 U.S. Savings Bonds National Student Poster Contest for 4th, 5th & 6th Graders. Students must design a poster promoting the contest theme "U.S. Savings Bonds - Making Dreams a Reality." It's a fun, educational project and a great way for 4th, 5th, and 6th graders to use their talents while learning the benefit of saving. Participants can win state and national prizes which include \$200 to a \$5,000 U.S. Savings Bonds, a trip to Washington, D.C., and school prizes.

Last year the Department of Education received over 1400 entries from students across the Commonwealth. *Our goal this year is 2000 entries for the year 2000!* The Massachusetts state winners were from the Abraham Lincoln School in Revere, the Kennedy Middle School in Woburn, and Acushnet Elementary School in Acushnet.

To see the winning posters from last and past years (and for this year's contest rules and prizes) visit the website at : www.savingsbonds.gov

Please mail your poster entries before February 11th to:

Ms. Lynn Boston
Commissioner's Office
The Massachusetts Department of Education
350 Main Street
Malden, MA 02148

The deadline for poster entries is February 11, 2000.

Thank you, and Happy New Year,
Education Commissioner David P. Driscoll

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NEWS SEARCH

Keyword:

Target:

Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:



Monday, January 17, 2000

Massachusetts Governor's Committee on Physical Fitness and Sports

"Working Toward a State of Fitness"

January 4, 2000

Dear Educator:

The Massachusetts Governor's Committee on Physical Fitness and Sports, would like to invite you to our next meeting on February 2, 2000. The meeting will feature a presentation by Jerry Yost from Master Plan. Master Plan is a model fitness program now being introduced to school districts across the country. This program has been recognized by other Governor's Councils across the country as an innovative approach to Physical Activity programming within the schools.

The Massachusetts Governor's Committee on Physical Fitness and Sports encourages the development of school and community sports and fitness programs. The Committee feels that any program that has the potential to enhance physical education, athletic conditioning in boys and girls and provide a total physical activity program to schools and community should be explored.

We encourage you to attend this presentation at the Enders Auditorium, 320 Longwood Avenue, Children's Hospital, Boston, MA at **6:00 PM on February 2, 2000**.

Sincerely,

Lyle J. Micheli, M.D.
Chair MGCPFS

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