



**PROGRAM APPROVAL AND ASSESSMENT BRANCH  
DIVISION OF EDUCATOR CERTIFICATION AND PROGRAM APPROVAL**

# **CONTINUING PROFESSIONAL DEVELOPMENT MANUAL**

**200 WEST BALTIMORE STREET  
BALTIMORE, MARYLAND 21201  
Revised March 2018**



# **CONTINUING PROFESSIONAL DEVELOPMENT MANUAL**

**Maryland State Department of Education  
Division of Educator Certification and Program Approval**

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**Larry Hogan  
Governor**

**Revised June 2018**

## Table of Contents

<b>Introduction and General Information.....</b>	<b>5</b>
<b>Directions for completing the Application.....</b>	<b>7</b>
<b>Information for Participants.....</b>	<b>12</b>
<b>MSDE/CPD Liaison Organization .....</b>	<b>12</b>
<b>Roles and Responsibilities .....</b>	<b>13</b>
<b>Professional Development Credit Options.....</b>	<b>14</b>
<b>The Approval Process.....</b>	<b>16</b>
<b>Forms for Submitting Applications .....</b>	<b>18</b>

**Cover pages, Application and CPD Completion for Credit Form**

**This manual supplies directions for completing applications and other information. The MSDE suggests that applicants download the manual as a guide for completing the application process. The application itself and the Credit for Completion of Experience form appear on this website as Word documents for ease of download and completion.**

## INTRODUCTION

Continuing professional development for teachers has long been a priority of the Maryland State Department of Education (MSDE). For many years, the MSDE has received, approved, and awarded state credit to professional development experiences, which have primarily been offered by local school systems, but also by independent providers and MSDE. The MSDE has periodically revisited the state review system to address quality issues and meet current state initiatives. Heightened concern for MSDE credit-bearing professional development occurred in 1994 when the State Board of Education adopted regulatory changes requiring more frequent certification renewal and individualized professional development plans. At that time, the MSDE review process came to rely upon the Maryland teacher education standards, the *Essential Dimensions of Teaching*, which addressed teaching as a lifelong learning process and provided a framework for assessing proposed continuing professional experiences. However, the MSDE now suggests alignment to the nationally-recognized Standards of the Interstate Teacher Assessment and Support Consortium (InTASC) Standards which can be found at <http://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

In a further refinement designed to respond to the current standards of excellence recognized by the MSDE, the Maryland Continuing Professional Development (CPD) program now utilizes the Professional Learning Standards (Learning Forward) to guide its work. Those standards can be found at <https://learningforward.org/standards/>

To assure the delivery of a common set of outcomes, content-related offerings must align to the Maryland Career and College-Ready Standards found at <http://mdk12.msde.maryland.gov/instruction/commoncore/>.

The current revision of the CPD process requires school systems and other providers to align credit-bearing experiences with system priorities and goals that are based on student needs and desired outcomes. Further, the use of statewide standards will foster the alignment of teacher professional development activities within school systems across the state. Course offerings are approved for five years with one renewal request possible. As content curricula change, however, any courses related to content must be reviewed for currency prior to submission for renewal.

Please note the following changes to the CPD process:

- Maryland Senate Bill 674 (2012) requires that all MSDE-approved online courses meet digital accessibility standards. Information about how to address those issues is provided in this manual.
- MSDE will no longer accept hard copy submissions, but will require electronic signatures or signed and scanned applications be sent to the MSDE electronically.
- A single application document will be used by both local school systems and private providers/vendors.
- Although application documents are changed very little, the use of the Appendix titles will be discontinued with single title submission documents available for all users as well as a single cover sheet.

## Points of Contact

### MSDE

Inquiries and questions should be directed to Michelle Dunkle, [michelle.dunkle@maryland.gov](mailto:michelle.dunkle@maryland.gov), Division of Educator Certification and Program Approval, who will forward messages to the appropriate individual or office.

**Please send all new requests for CPD approvals or for CPD renewals to Jessica Bancroft, address below.**

Jessica Bancroft	Division of Educator Certification and Program Approval	<a href="mailto:jessica.bancroft@maryland.gov">jessica.bancroft@maryland.gov</a>
Val Emrich	Instructional Technology and School Library Media	<a href="mailto:valerie.emrich@maryland.gov">valerie.emrich@maryland.gov</a>
Cecilia Roe	Office of Teaching and Learning	<a href="mailto:cecilia.roe@maryland.gov">cecilia.roe@maryland.gov</a>

### Local School System Liaisons

This list of local contacts can be found at

[https://msde.blackboard.com/webapps/portal/execute/tabs/tabAction?tab\\_group\\_id= 104 1](https://msde.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_group_id=104_1)

### **Available CPD Offerings**

Currently-approved coursework can be found at the URL below and on the Educator Effectiveness web page. The list is updated monthly. Prior to December 1, 2017, points of contact were not included on this data base. Anyone wishing to take a course listed on the data base that is NOT sponsored by a local school system (LSS) should contact the program coordinators, who will assist. If the course IS sponsored by a LSS, the individual should contact the identified CPD liaison to make inquiries.

[https://msde.blackboard.com/webapps/portal/execute/tabs/tabAction?tab\\_group\\_id= 104 1](https://msde.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_group_id=104_1)

**Please download this document for use as a guide for completing the application.**

**The Application Directions (The actual template is at the end of this document.)**

**1. Heading**

This assists MSDE in categorizing the CPD experience correctly in the registry. The heading includes but is not limited to the following critical components:

- Name of sponsoring Local School System, Maryland College or University (IHE), or Vendor.
- Title of Experience with identified organizational keyword(s), (e.g., math, classroom management, technology, etc.)
- Course Delivery Method (face-to-face instruction, on-line instruction, blended/hybrid instruction)

<b>Heading</b>		
Name of Sponsoring Entity:		
Title of Course:		
Topic Keywords:		
Delivery Method:	Face to Face	( )
	Online	( )
	Hybrid	( )

**2. Plan Summary (Description of the Experience)**

In approximately 250 words, describe the proposed experience. A rationale (needs statement) for the experience should be included, with a description of participants; student learning needs; a statement of potential impact on students; and intended outcomes. Describe major aspects of the experience, including content and learning activities to be conducted, consistent with the outcomes identified. The presentation and communication of the content to the participants should be described. **Calculate the number of sessions and number of hours per session proposed, for the number of credits requested, i.e., 15 hours = 1 credit hour.** For online courses or for coursework where follow up work is required, indicate the estimated time required for the participant to complete the course. This may be included in the calculation of credit hours, but be cautious in not overstating the hours receiving credit that are not seat-time instructional hours. Response boxes expand.

<b>Plan Summary and Credit Hours</b>
<b>Calculation for Credit Hours Requested</b>

### 3. Need and Participants

Describe identified student needs, professional knowledge and skills needed by teacher to address those needs, and the **research base** used to indicate the appropriateness of the professional knowledge and skills upon which the course is built. Indicate applicable areas regarding participants.

<b>Need and Participants</b>						
Student Needs:						
Educator Needs:						
Research Base:						
Indicate the educators for whom the course is most specifically relevant:						
Grade Level	PreK-3	Grades 3-5	Grades 6-8	Grades 9-12	Grades PreK-12	Admin
Indicate here						
Content	English	Math	Science	Social Studies	World Languages	
Indicate here						
Content	Fine Arts/Humanities	Special Education	ELL	Health/PE	Career and Technical Education	
Indicate here						
Content	Technology	Classroom Environment	Building Relationships	Other		
Indicate here						

### 4. Professional Development Outcomes and Indicators

The performance outcomes are statements that emphasize the application of knowledge, skills, and/or dispositions resulting from the CPD experience. Performance outcomes are guided by the following questions:

- What will educators know and/or be able to do as a result of the CPD experience?
- How will/should those outcomes enhance the learning of students in the local school system and what are the indicators to be applied to the outcomes?
- Estimate when outcomes and/or indicators will be observable (if possible).

## Outcomes and Indicators

### 5. Professional Learning Activities and Follow-Up

Restate the learning activities and follow-up that will result in participants achieving the desired outcomes. What follow-up will occur, and how will this experience extend learning/practice opportunities (e.g. classroom demonstrations, feedback on mastery of new knowledge and/or new skills, peer coaching and mentoring, opportunities for additional study)? The role of principals and other school leaders may be included here. How will this course align with the priorities and goals of the local education agency(s)? Explain how the Learning Forward Standards were used in the development of this experience. If this is a content-related course aligned to the Maryland College and Career Ready Standards (MCCRS), note the specific relationship to the standards found in this course. How will the course assist teachers in developing instruction aligned to the MCCRS?

### Professional Learning Activities and Follow-Up

**6. Evaluation Plan** The evaluation identifies techniques used to assess or evaluate how well the educator has achieved the performance outcomes. Both formal and informal strategies may be used. Evaluation should directly assess the performance of the outcomes and indicators identified for participants and are guided by the following questions:

- How will the educator demonstrate achievement of the performance outcomes?
- What is the anticipated impact on student learning?
- Were follow-up activities conducted, as described?
- What outcome data will be collected, and who will receive the report?
- What data are collected to indicate any changes that might be indicated in the course itself?

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- What data are collected to indicate any changes that might be indicated in the course itself?

### Evaluation Plan



**7. Budget**

No budget is required. Cover pages must clearly show whether there is a charge to the participant or if the course is provided free of charge. It is up to the individual teacher to make decisions about whether or not the cost of a course is worth the benefit of paying for CPD courses offered by colleges/universities, or by a vendor.

**8. Digital Accessibility**

**Important Note: Please be advised that courses offered online will be reviewed by the Office of Instructional Technology to comply with Senate Bill 674 (2012) requiring assured accessibility prior to content review by the Division of Educator Effectiveness. There is a charge to vendors for this service, required by Maryland Statute.**

**If you submit a course that is online, your course will be conditionally approved and a number will be issued to you pending MSDE review for digital accessibility. You will be contacted concerning any changes that will be required to meet this requirement.**

- Here is a short little video (with the added benefit of a delightful British commentator) that will help to get the online developer started. [intro to digital accessibility](#).
- Below is the website link to the Web Accessibility in Mind website and the Web Content Accessibility Guidelines (WCAG) checklist. <http://webaim.org/standards/wcag/WCAG2Checklist.pdf>
- Developers may also find the Principles of Accessible Design helpful, as well.

**Principles of Accessible Design**

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Below you will find a list of some key principles of accessible design. Most accessibility principles can be implemented very easily and will not impact the overall "look and feel" of your web site.

**Provide appropriate alternative text**

Alternative text provides a textual alternative to non-text content in web pages. It is especially helpful for people who are blind and rely on a screen reader to have the content of the website read to them.

**Provide appropriate document structure**

Headings, lists, and other structural elements provide meaning and structure to web pages. They can also facilitate keyboard navigation within the page.

**Provide headers for data tables**

Tables are used online for layout and to organize data. Tables that are used to organize tabular data should have appropriate table headers (the <th> element). Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table

### **Ensure users can complete and submit all forms**

Ensure that every form element (text field, checkbox, dropdown list, etc.) has a label and make sure that label is associated to the correct form element using the `<label>` element. Also make sure the user can [submit the form and recover from any errors](#), such as the failure to fill in all required fields.

### **Ensure links make sense out of context**

Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

### **Caption and/or provide transcripts for media**

Videos and live audio must have captions and a transcript. With archived audio, a transcription may be sufficient.

### **Ensure accessibility of non-HTML content, including [PDF files](#), [Microsoft Word](#) documents, [PowerPoint](#) presentations and [Adobe Flash](#) content.**

In addition to all of the other principles listed here, PDF documents and other non-HTML content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more accessible. A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.

### **Allow users to skip repetitive elements on the page**

You should provide a method that allows users to skip navigation or other elements that repeat on every page. This is usually accomplished by providing a "Skip to Main Content," or "Skip Navigation" link at the top of the page which jumps to the main content of the page.

### **Do not rely on color alone to convey meaning**

The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users.

### **Make sure content is clearly written and easy to read**

There are many ways to make your content easier to understand. Write clearly, [use clear fonts](#), and [use headings and lists appropriately](#).

### **Make JavaScript accessible**

Ensure that [JavaScript event handlers](#) are device independent (e.g., they do not require the use of a mouse) and make sure that your page does not rely on JavaScript to function.

### **Design to standards**

HTML compliant and accessible pages are more robust and provide better search engine optimization. [Cascading Style Sheets](#) (CSS) allow you to separate content from presentation. This provides more flexibility and accessibility of your content.

This list does not present all accessibility issues, but by addressing these basic principles, you will ensure greater accessibility of your web content to everyone. You can learn more about accessibility by browsing additional [articles](#) and [resources](#).

## **9. Credits and Timeline**

The timeline details the implementation which specifies the dates and times of the experience (e.g., 5 sessions at 3 hours each for 15 hours = 1 credit; 15 sessions of 3 hours, each for 45 hours = 3 credits, etc. from August 15 through October 30) and the number of credits requested. A guideline to apply when requesting credits is one credit is equivalent to at least 15 hours of activity. The concept of “activity” may, in some cases, be expanded to include more than instructional time. Some examples are: assignments which require additional time and implementation after the official end of the experience, required projects requiring additional time, extra field work, required presentations of lesson plans or units made after the activity, etc. Meal times should not be considered when calculating hours of activity. If outside activity is a requirement of the experience, it is important that accountability for the outside activity be described within the proposal. Participants might be required to present a lesson plan or unit to a class following the completion of the experience, and submit a self-evaluation to the instructor before credit is awarded. Credit calculation information should be placed at the end of the *Plan Summary* section.

## **10. Information for Participants**

### **Participants have the following responsibilities:**

- 1) Obtain **prior approval** from their local employing unit to verify that the CPD experience will be accepted.
- 2) Distinguish between those courses for which they will be charged a fee and those which are free. The individual is always responsible for paying for the course unless otherwise indicated in writing.
- 3) Be sure to acquire the signed *CPD Completion for Credit Form* upon successful completion of all requirements.
- 4) Submit the forms as directed on the *CPD Completion for Credit Form*.

**NOTE:** If the participant is not employed by a local education agency but holds a Maryland certificate, he/she should retain the credit forms and submit one copy to the Maryland State Department of Education, Division of Educator Effectiveness, Certification Branch, when requesting renewal of his/her certificate as directed above. The submission should include a cover letter explaining the request and identifying information such as name, current address, name of school, and social security number.

**It should be noted again that some CPD experiences require that the participant pay a fee. It is the responsibility of the entity offering the course to make that abundantly clear when requesting approval. It is the responsibility of the individual taking the course to clarify those costs prior to enrolling for the experience.**

## **11. MSDE/CPD Liaison Organization**

### **MSDE/CPD Meetings**

Twice a year, in the fall and spring, MSDE facilitates a meeting for CPD liaisons. The semiannual meetings provide an opportunity for liaisons to discuss state policy decisions and implications related to the CPD process. They also may share current events from their respective school systems, to discuss and refine procedures associated with continuing professional development experiences, and to become informed of CPD experiences offered by agencies other than school

systems. The meetings may be conducted at MSDE or at a local site recommended by a CPD liaison.

## 12. ROLES AND RESPONSIBILITIES

The Maryland State Department of Education (MSDE) recognizes that continuing professional development experiences which are designed at the local level are likely to be responsive to the unique and varied needs of individuals, schools, and communities. MSDE also recognizes that continuing professional development opportunities may originate or be developed by individuals or groups other than school systems (e.g., MSDE, television, colleges, and universities, vendors). In order to facilitate the development of relevant and responsive continuing professional development, the roles and responsibilities of MSDE and the sponsoring organization are as follows:

MSDE:

- approve continuing professional development experiences originating in local schools systems and those not originating in local school systems;
- maintain registry of approved continuing professional development experiences; additionally, CPD course listings are available at [MSDE Blackboard website](#).
- assign MSDE/Continuing Professional Development (CPD) credit number;
- maintain files of approved continuing professional development experiences;
- conduct statewide meetings of liaisons for the purposes of: clarification, exchange of information; and
- ensure the quality of continuing professional development experiences for Maryland teachers.

Local School Systems:

- identify to MSDE the assigned continuing professional development liaison;
- create and maintain procedures for local review/approval of continuing professional development experiences;
- attest that CPD courses are developed by content specialists or curriculum coordinators, where applicable, and that online courses are reviewed for accessibility;
- attend semi-annual continuing professional development liaison meetings; and
- submit abstracts of approved continuing professional development experiences to MSDE according to the guidelines in the Manual.

Vendors/Other Agencies:

- submit proposals for review and approval according to the guidelines in the Manual;
- attest that CPD courses are developed by content specialists or curriculum coordinators, where applicable, and that online courses are reviewed for accessibility;
- include valid research base for course development
- seek local endorsement for the proposed CPD experience when appropriate
- ensure that participants receive the appropriately signed form indicating course completion.

**Note: MSDE does not share CPD course content, but will, as possible, share the contact information of the developing entity. Developers are welcome to request that content be**

**shared, but owners of the content are under no obligation to share content.**

### **13. PROFESSIONAL DEVELOPMENT CREDIT OPTIONS**

A commitment to continuous professional growth and development requires that educators seek new knowledge, skills, and understanding through engagement with content research, best practice, and expert opinion. Courses offered by colleges and universities, local school systems themselves, and qualified vendors are viable options toward achieving that goal. However, the pathways of this growth vary, depending upon the needs and career stages of individual educators. Therefore, alternatives to traditional courses are available. The following are options which may be submitted for approval as continuing professional development experiences: courses, institutes, seminar series, and symposia/conferences. All options should reference the impact of the experience on student learning.

**Courses: units of study offered by local school systems, colleges and universities, or independent agencies (1-3 credits)**

Courses which foster the continuing professional development of educators may be developed. These courses should emphasize performance outcomes and answer the questions, “What will the educator know and/or be able to do as a result of completing this course?” and “How will this enhanced or new knowledge enable the educator to positively impact student learning?” and “What follow-up will occur, and how will this experience extend learning/practice opportunities?”

**Institute: a short, intensive, uninterrupted experience on a specific subject; e.g., 2 day institute, 5 day institute (1-3 credits)**

Institutes which foster the continuing professional development of educators may be developed. Contact hours must meet the minimum of 15 hours for one credit. These institutes should be designed to provide a more thorough understanding of a single topic. Institutes should emphasize performance outcomes and answer the questions, “What will the educator know and/or be able to do as a result of completing this institute?” and “How will this enhanced or new knowledge enable the educator to positively impact student learning?” and “What follow-up will occur, and how will this experience extend learning/practice opportunities?”

**Symposium or conference: a focused meeting for discussion of some topic or several related topics (1 credit)**

A symposium or conference which fosters the continuing professional development of educators may be developed. At least 15 hours of contact or follow-up activities must occur in order for credit to be awarded. This symposium or conference should emphasize competent practice and expert opinion and be designed to provide a more thorough understanding of a single topic or several related topics. Proof of attendance is not sufficient for this experience to yield credit. To be approved for credit, a symposium or conference should require performance outcomes, as exemplified in a product such as a lesson or unit plan that is evaluated by the symposium or conference administrators, or by school system administrators before credit is given. These experiences should emphasize performance outcomes and answer the questions, “What will the

educator know and/or be able to do as a result of completing this symposium or conference?” and “How will this knowledge enable the educator to positively impact student learning?”

#### **14. LOCAL SCHOOL SYSTEM AND MSDE CREDIT OPTIONS**

The following CPD experiences appear in the *Registry* with an MSDE approval number which can be used only by local education agencies and MSDE.

**Special Project**

**Curriculum Writing**

**Publication of Professional Articles, Chapters in Books, and/or Books**

**Supervising the Pre-service Intern/Student Teacher**

**Action Research**

**Teacher Mentoring**

**Supervising the Observation/Participation (Field Placement) Experience**

**Mentoring National Board for Professional Teaching Standards Candidates** (must be approved by MSDE Coordinator of NBPTS)

**National Board Certification** (must be approved by MSDE Coordinator of NBPTS)

#### **PROFESSIONAL DEVELOPMENT OPTIONS**

Some professional development activities may be more appropriate for renewal of the Advanced Professional Certificate only. The following continuing professional development options may be adopted by local school systems and **do not require an MSDE CPD approval number.**

##### **Educational Travel (variable credit)**

Educational travel may be undertaken to gain knowledge, to enhance curricula or to develop new programs, e.g., a new unit on the origin of percussion instruments might be researched in a few African countries where native instruments may be gathered and interviews conducted with tribal experts. **Clear goals and objectives should be decided upon, written, and approved prior to departure.** A copy of the written agreement facilitating the credit should be submitted with the credit request and maintained in EIS with the educator’s file.

##### **Professional Conference (variable credit)**

Professional conferences may serve a variety of continuing professional development. They may address educational concerns by improving knowledge and skills and by providing activities that motivate and renew educators. Local school systems may award continuing professional development credits for a range of activities within this category, from attendance to presentation to conference planning and coordinating. **Clear goals and objectives should be decided upon, written, and approved prior to conference.** A copy of the written agreement facilitating the credit should be submitted with the credit request and maintained in EIS with the educator’s file.

#### **Additional Information**

- Frequently, MSDE is asked if an educator in one LSS is allowed to register for a course or experience that is listed under the sponsorship of another LSS. There are no policies or regulations that would make this problematic. However, our staff always provides the name of the CPD Liaison for the sponsoring LSS and advises the caller to inquire of them as to the willingness to share or the capacity to register outside their own teaching population.
- A number of LSSs have developed CPD courses that fulfill the reading requirements for teachers at the early childhood, elementary, and secondary levels. Please note that the secondary courses, now titled *Literacy in the Content Area Parts I and II*, have been revised. Course developers will find the framework for revision at <http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/Literacy%20in%20the%20Content%20Areas%20Parts%201%20and%202.pdf>
- Reading in the Content Area Parts I and II will not be accepted for credit after September 1, 2019 but will be accepted up to that date. Developers should call the Division of Educator Effectiveness at 410-767-0385 for further details, if necessary.

## 15. The Approval Process

Speed it up by assuring that:

- Required signatures are in place, including the person identified as the LSS CPS Liaison
- All required responses are completed
- Calculations are accurate for the credit hours requested

Once a proposal has been approved, the appropriate information is entered into the database. A copy of the cover sheet with the MSDE/CPD approval number is then forwarded to the local education agency or vendor using the email of the contact person along with the credit forms and directions for completing the forms. Due to volume, submitters should expect four to six weeks between the time of submission and the date of approval.

MSDE/CPD numbers are valid for a five-year period. The approved experience may be offered repeatedly during that time. However, a certificate holder may not repeat the same experience for duplication of credit. In some instances, an experience may have a Part I or a Part II, which would require the sponsor to submit an additional application and acquire a second number. In that instance, although the title of the course may be the same, the content is different. Course writers must be sure to make the distinction clear when submitting.

### CPD Numbers

The approval number is a six or seven digit code, e.g., 17-30-10. The following explains the code:

17 - The year of approval. The experience will expire on December 31, five years from the year of approval.

30 – Indicates the originating school system or agency.

10 – Indicates that this is the 10th submission from that school system or agency in the current year.

### **Procedure for Renewal/Resubmission**

When the validity period of a CPD experience expires, the sponsoring agency may request a renewal. If the content of the experience has changed, the sponsoring agency must submit a new proposal. If the content has not changed, the sponsoring agency may email Jessica Bancroft ([Jessica.bancroft@maryland.org](mailto:Jessica.bancroft@maryland.org)) attaching the original application to the request. A new number will be assigned. The new approval number will consist of the six or seven digit code explained above, followed by an **R** to indicate a resubmission. This may occur only one time. Then, the experience must be rewritten.

**Completion of MSDE/CPD Completion for Credit Forms** Once the CPD experience has been fulfilled, an MSDE/CPD credit form must be completed. This form requires two signatures: 1) the instructor of the CPD experience, and 2) the CPD liaison or nonpublic school official. Blank CPD credit forms are mailed or emailed to the sponsoring agency once the CPD experience has been approved. Local school systems may use their own credit form as long as it contains the information found on the MSDE/CPD credit form. This form is to be completed **after** the participant has successfully completed all the requirements for the experience. The form may bear an electronic signature, or the hand-signed form may be scanned and emailed. When completing the CPD credit form, **Instructors/Coordinators** must:

- 1) Verify that all requirements, as described in the approved abstract, have been completed successfully.
- 2) Complete a “CPD Experience Credit Form” for each participant ensuring that all necessary information has been provided.
- 3) Give each participant two original signed copies of his/her forms. Participants should make and retain a copy for their records.



Cost to Participant		Yes ( )	(No)
If yes, provide amount charged.			
<b>4. Identify the Vendor or Private Provider</b> Note: Colleges and Universities outside of Maryland are considered vendors in addition to for-profit companies. <b>Vendors submitting online courses for approval will undergo content approval at no cost, but will be advised in writing of the need for a second approval for visual accessibility. There is a fee for this review.</b>			
4a. Name of Person Submitting:			
Telephone:		Email:	
Cost to Participant		Yes ( )	(No)
If yes, provide amount charged.			
<b>Repeat Title of Course</b> in the space below.			
<b>Plan Summary and Credit Hours- Description of the Experience 250 words or less</b>			
Mode of Delivery: Face-to-Face [ ] Online [ ] Hybrid [ ]			
Topic Key Words (example, Cultural Proficiency; Elementary Math)			
Audience:	Teachers ( ) Administrators ( ) Mentors ( ) Counselors ( ) All ( ) Others ( )		
Course Instructor(s)			
Beginning date			
Credits requested	1 [ ] 2 [ ] 3 [ ] Other [ ]		
<b>Be sure calculation of credit hours is included.</b>			
<b>Course Details</b>			
<b>Need for the Course:</b> discuss the need educators have, and the research base driving the submitted course. (200 words or less) This narrative should include the needs of PreK-12 students, those of the educator, and the research base on which the course is built.			
This course is specifically designed to meet the needs of those identified below.			
Grade Level	PreK-3	Grades 3-5	Grades 6-8
Indicate			

	here						
Content	English	Math	Science	Social Studies	World Languages		
Indicate here							
Content	Fine Arts/Humanities	Special Education	ELL	Health/PE	Career and Technical Education		
Indicate here							
Content	Technology	Classroom Environment	Building Relationships	Other			
Indicate here							

**Outcomes and Indicators (See page 8)**

**Limit: one page**

**Professional Learning Activities and Follow Up (See page 9)**

**Limit: one page** In addition, course writers may attach conference agendas or other materials as long as they are submitted electronically.

**Evaluation Plan (See page 9)**

**Limit: one page**

**Digital Accessibility (See page 10)**

**Superintendent's  
or CEO's Signature**

The signature of the LSS, IHE Dean or Department Chair or CEO of vendor) is required for any course submitted for approval, and indicates (1) that a content-related course has been reviewed by a curriculum specialist; (2) and/or appropriate research guides the instruction; and, (3) assurance of compliance with Senate Bill 674 (2012) regarding accessibility requirements is guaranteed for coursework developed for online delivery.

\_\_\_\_\_ Date \_\_\_\_\_  
Superintendent or CEO of company

**Forward completed application electronically to Ms. Jessica Bancroft. Ms. Bancroft's email is [jessica.bancroft@maryland.gov](mailto:jessica.bancroft@maryland.gov). Electronic signatures are accepted, as are scanned, signed copies. No hard copy applications will be reviewed. For renewal requests, check the appropriate space on the first page, and forward to Ms. Bancroft.**

A letter will be emailed to the person whose email address is listed on this application. **The letter will reflect Approval, Approval with Conditions, or Not Approved with any additional necessary comments or suggestions included.**

**Jessica Bancroft, CPD Coordinator**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Approved through December 31,**

