



PROFESSIONAL LEARNING GOALS AND ACTIVITIES FOR ALL LICENSE HOLDERS

It is the expectation that Maryland educators continually engage in high-quality, evidence-based professional learning opportunities that address the needs of Maryland's diverse student population and are grounded in scientific research. When developing goals and activities as part of the IPDP, educators should consider each area of professional development required to renew a professional license.

To renew a professional license, educators must complete one of the following options:

Option 1. A total of 90 Professional Development Points (PDPs) that include professional learning in each of the following four areas (there is no specific number of PDPs required for each area):

- (1) Content or pedagogy related to an area on the educator's license
- (2) English as a Second Language, Sheltered English, or Bilingual Education
- (3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs
- (4) Culturally Responsive Teaching or diverse student identities in education

Option 2. National Board Certificate from the National Board of Professional Teaching Standards. An educator may present a National Board Certificate earned during the validity period of their Maryland license, to satisfy 90 PDPs in the four areas listed above. An educator who earns a National Board Certificate must still meet the additional renewal requirements specific to certain areas of licensure (next section).

ADDITIONAL REQUIREMENTS FOR SPECIFIC AREAS OF LICENSURE

Certain areas of licensure require additional professional learning to renew. Educators who hold one of the following areas of licensure must complete the requirements noted for all license holders, in addition to the four areas listed above. **The additional requirements may be completed as part of the 90 PDPs required to renew under option #1. An educator who earns a National Board Certificate must still meet the additional renewal requirements specific to certain areas of licensure.**

Blind/Visually Impaired

Educators who hold a professional license in Blind/Visually Impaired must complete a minimum of 15 PDPs in braille maintenance.

School Counselor

Educators who hold a professional license in the area of School Counselor or Guidance Counselor must present one semester hour of coursework from an institution of higher education, one MSDE-approved Continuing Professional Development (CPD) credit, or an equivalent number of Continuing Education Units (CEUs) that address all of the following:



1. Depression
2. Trauma
3. Violence
4. Youth suicide
5. Substance abuse
6. The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

For a list of courses that meet these requirements, please visit the [School Counselor Renewal Requirements website](#). Educators are not limited to the courses listed on the MSDE website to fulfill this requirement.

Administrators and Supervisors

Educators employed in a Maryland local education agency, state-operated school, or nonpublic special education school who hold an area of licensure in an administrator or supervisor area and are assigned in an administrator or supervisor position must complete professional learning that includes:

1. Strategies for increasing teacher retention; and
2. Strategies for developing and facilitating teacher leadership.

Teachers assigned to teach early childhood education, elementary education, special education, or English to Speakers of Other Languages

Beginning on July 1, 2025, all teachers employed in a Maryland local education agency, State-operated school, or nonpublic school approved under COMAR 13A.09.10 in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages must demonstrate proficiency in the knowledge and practices of scientific reading instruction by submitting one of the following options at the time of renewal:

1. A passing score on an [approved reading instruction licensure examination](#); or
2. Completion of coursework or professional learning approved by the MSDE; or
3. Submission of attestation of proficiency through observation completed by an MSDE-recognized assessor*; or
4. Completion of training provided by the MSDE in the science of reading for the purpose of fulfilling the requirements of renewal*.

***Options 3 and 4 are not yet available in Maryland. Once available, details may be found on our [website](#).**



GOALS AND ACTIVITIES SAMPLE

Content or pedagogy related to an area on the educator’s license: Increase skills in reading instruction by attending a LETRS training course.

ESOL/SEI/Bilingual: Enhance instruction in teaching academic content language by assisting in the development of a curriculum unit to include academic language for multilingual learners.

Strategies for teaching students with disabilities or differentiated instruction for students with diverse learning needs: Participate in a workshop focused on Specially Designed Instruction.

Culturally Responsive Teaching/diverse student identities in education: Complete a college course focused on culturally responsive teaching.

MY PROPOSED GOAL(S) AND ACTIVITIES (add lines as necessary):

Content/Pedagogy:

English as a Second Language/Sheltered English/Bilingual Education:

Special Education/Differentiated Instruction:

Culturally Responsive Teaching/Diverse Student Identities:



PROFESSIONAL DEVELOPMENT POINTS (PDPs)

PDPs are measured as follows:

- 1 clock hour is equivalent to one PDP.
- 1 semester hour of college credit is equivalent to 15 PDPs.
- One MSDE-approved Continuing Professional Development (CPD) credit is equivalent to 15 PDPs.
- One Continuing Education Unit (CEU) is equivalent to 10 PDPs.

Educators may accrue PDPs by completing any of the following professional development activities:

- College coursework that leads to credit from an accredited institution of higher education (earned or taught)
- Professional learning experience that results in MSDE-approved Continuing Professional Development (CPD) or Core of Knowledge (COK) credit, (earned or taught)
- Professional learning experience that results in Continuing Education Units (CEUs) from an accredited International Association for Continuing Education and Training provider
- Professional learning experience that results in Continuing Education Units (CEUs) approved by another Maryland State agency for purposes of licensure by that agency (e.g., Maryland social workers license)
- Attending or presenting at a professional conference, which is defined as a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development
- Curriculum development
 - Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
 - This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
 - For each curriculum developed, the educator may earn 30 PDPs.
- Publication of a book or article
 - The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.
 - The educator shall ensure that an article is published in a recognized professional journal.
 - The educator shall ensure that books are published for purchase.
 - For each book published, the educator may earn 75 PDPs. For each article published, the educator may earn 10 PDPs.



- Mentorship
 - Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.
 - Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.
 - Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.
- Micro-credentials
 - Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.
 - Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.
 - Micro-credentials can be earned by non-profit and for profit entities approved by a Maryland local education agency, State-operated school, approved nonpublic school, or the MSDE.
 - For each micro-credential earned, the educator may earn 10 PDPs.
- Any professional development activity that is a minimum of one clock hour and approved by the MSDE, a Maryland local education agency, another Maryland state agency, a Maryland approved nonpublic school, or another state department of education for purposes of professional development
- Occupational experience
 - **Occupational experience may only be used to earn PDPs if the educator holds a license in an area of Professional Technical Education (PTE)**
 - Occupational experience related to the career area being taught may be used to earn PDPs.
 - For every 10 hours worked, the educator may earn 1 PDP.
 - Occupational experience is limited to a maximum of 15 PDPs.



Maryland

STATE DEPARTMENT OF EDUCATION

PROFESSIONAL DEVELOPMENT ACTIVITY LOG

Use this log to track your professional learning activities

Professional Development Provider/ Oversight	Activity	Date Completed	Content/ Pedagogy	ESOL/ SEI/ Bilingual	Students with disabilities/ DI	CRT/ Diverse student identities	PDPs Earned
e.g., MSDE	CPD 12345: Foundations for Inclusive Practice (2 CPD credits)	6/17/2022	x	x	x		30
e.g., Baltimore County Public Schools	Mentorship (15 hours)	5/1/2023	x		x	x	15
TOTAL PDPS:							



Maryland

STATE DEPARTMENT OF EDUCATION

IPDP REVIEW AND APPROVAL

Educators who are employed in a Maryland local education agency, state-operated school, or nonpublic special education school are required to obtain signatures for approval (within six months of issuance of their professional level license if employed or three months after beginning employment if the license is issued prior to employment) and final endorsement. Educators who are not employed in a Maryland local education agency, state-operated school, or nonpublic special education school do not need to obtain signatures.

License holder employed with a Maryland local education agency, state-operated school, or nonpublic special education school

Initial Review and Approval by Supervisor (or Designee):

The signature below indicates that this educator's Individual Professional Development Plan is consistent with the educational needs of the school and/or local education agency and is designed to enhance the ability of the educator to improve student learning.

NAME _____ TITLE _____

SIGNATURE _____ DATE _____

Review of PDP Activity Log by Supervisor (or Designee):

The signature below indicates that the supervisor, or designee, has reviewed this educator's professional development activities and that the reported activities are consistent with the approved professional development plan. The activities themselves do not need to align with the initial proposed activities; however, they must align to the approved goals. **The educator remains responsible for the final accounting and documentation of all activities for licensure renewal.**

NAME _____ TITLE _____

SIGNATURE _____ DATE _____



RENEWAL PROCESS

Educators must submit an application to renew their professional license(s) prior to the expiration of the current license(s) through [The Educator Application and Certification Hub \(TEACH\)](#). When you are ready to apply for renewal, you will need your Individual Professional Development Plan and Professional Development Log completed and ready to upload. Please be prepared to upload supporting documentation demonstrating completion of the Professional Development Points (PDPs) noted on your log.

Educators who are employed by a Maryland local education agency, state-operated school, or nonpublic special education school should work directly with their employer to determine what additional procedures are required to renew their professional license(s).

PROFESSIONAL LICENSE RENEWAL AUDIT

License Renewal is applicable to all educators who hold an Initial Professional, Professional, or Advanced Professional license. To ensure the integrity of the renewal process, a random sampling of renewal applications is selected periodically via The Educator Application and Certification Hub (TEACH) for an audit. Selected candidates for an audit may include any educators who renewed one or more eligible professional license(s) within the past five years, including those who are retired, employed, or not currently employed in the role of the license. It is critical that educators upload their IPDP and supporting documentation of all professional development activities when completing the renewal application in TEACH.

During an audit, a member of the MSDE licensure team will review the educator's renewal application, which should include evidence of the educator's IPDP and documentation of the earned PDPs in the form of an official certificate/document demonstrating completion, PD transcript issued by the school/school district, college transcripts, etc. If the MSDE licensure team determines additional documentation is required to verify the completion of professional development activities, the educator is required to provide that documentation if requested.

EDUCATOR ATTESTATION

A statement, signed under the penalty of perjury, that an educator has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan, is required at the time of application. Willfully and knowingly filing a false record as part of any licensure application may result in disciplinary action against the educator's license.



FREQUENTLY ASKED QUESTIONS

1. Can I earn a portion of a Professional Development Point (PDP)?

Yes, however, each activity must be a minimum of one contact hour or one PDP. For example, you may earn a total of 2.5 PDPs for 2.5 hours of an approved professional learning activity. If the activity is less than one hour in total, you may not earn a PDP for that activity.

2. Is there a minimum number of PDPs I need to earn for each of the topic areas required at renewal?

Yes, you must earn a minimum number of one PDP for each of the topic areas required at renewal because each activity must be a minimum of one contact hour.

3. If I have multiple areas on my license, do I need to complete content/pedagogy for each area?

No. Your [professional learning goals and activities](#) should include addressing content or pedagogy for at least one area on your license. Please consider your current assignment when developing your goals and activities to ensure they are relevant to your professional development needs.

4. If I hold an area of licensure that requires additional content to renew, can that content be a part of the 90 total PDPs required?

Yes, any [additional content required for specific areas](#) (e.g., school counselor, administrator/supervisor, blind/visually impaired) may be a part of the 90 total PDPs.

5. I hold a license in a teaching area and an administrator/supervisor area. Do I need to complete the additional requirements for administrators/supervisors?

It depends on your employment and assignment status. If you are employed in a Maryland local education agency (i.e., district), Maryland-operated school (e.g., Juvenile Services Education), or nonpublic special education school in a position that requires an administrator or supervisor license, you must complete the [additional requirements](#) for administrators/supervisors.

6. What do I do with my completed IPDP?

Once developed, use your IPDP to track your PDPs using the [Professional Development Point Activity Log](#). When you have completed all your requirements, you may apply for the renewal of your license in TEACH. You will be asked to upload your IPDP in the renewal application on the Continuing Education tab.

7. What type of supporting documentation will I need to upload at renewal to demonstrate completion of Professional Development Points?

At the completion of an activity that leads to PDPs, you should receive a certificate of completion, Continuing Professional Development form, or transcript, depending on the nature of the activity. Any documentation issued directly from MSDE, an [approved Continuing Professional Development course provider](#), Maryland local education agency, Maryland state agency, or Maryland approved nonpublic school will be accepted as supporting documentation.

If you are unsure as to whether the documentation you have is sufficient, please contact certinfo.msde@maryland.gov.



8. Does my supervisor need to approve my IPDP when developed?

If you are employed with a Maryland local education agency, Maryland-operated school, or Maryland nonpublic special education facility at any point during the validity period of your professional license, you must obtain approval from your supervisor or designee. Approval must be obtained within six months of the issuance of the professional license (if employed at the time of issuance) or within three months of beginning employment if the professional license is already active when hired.

9. Does my supervisor need to sign my completed Professional Development Point Activity Log?

Only if you are employed at the time of renewal at a Maryland local education agency, Maryland-operated school, or Maryland nonpublic special education facility. In this instance, you must obtain a signature from your supervisor or designee prior to applying for renewal through [TEACH](#).

10. If I am employed at a local education agency, Maryland-operated school, or nonpublic special education facility, can my supervisor refuse to sign my IPDP Professional Development Point Activity Log?

Yes, a supervisor may choose to reject your IPDP and/or sign your PDP Activity Log; however, you have the right to appeal that decision. If a plan is rejected by a supervisor, an educator may seek review of the denial from:

- (a) The local superintendent of schools, or designee, if employed with a local school system;
- (b) The Chief Officer of the Legal Authority, or designee, if employed with a special education nonpublic school; or
- (c) The Executive Director, or comparable position, if employed with a State-operated school.

If you need assistance navigating this process, please contact certinfo.msde@maryland.gov.

11. What if I transfer to another school or district during my license validity period? Will I need to revise my IPDP?

If you transfer to another school or district after your IPDP has been approved, you must seek approval from your new supervisor within 3 months of the transfer. A supervisor may require an educator to amend the plan, but the MSDE will accept any Professional Development Points that were earned consistently with an approved plan prior to the amendment. In other words, any PDPs earned prior to the transfer will be accepted toward renewal; however, a new supervisor may insist that an IPDP be modified for the remainder of the validity period.

12. What is sheltered English instruction?

Sheltered English instruction is defined by the U.S. Department of Education as an instructional approach used to make academic instruction in English understandable to English Language Learners. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.



13. What types of professional learning activities are related to English as a Second Language (ESOL/ESL)?

Techniques, methodology and special curriculum designed to teach English Language Learners English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

14. What is bilingual education?

Bilingual education refers to the teaching of academic content in two languages (the student's native language and a second language).

15. What is culturally responsive teaching?

Methods and practices (or pedagogies) that incorporate students' cultural identities and lived experiences as tools for instruction. In other words, culturally responsive teaching means using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction.

When looking for professional learning opportunities focused on culturally responsive teaching, look for terms such as culturally sustaining pedagogy, culturally relevant pedagogy, and culturally relevant and responsive teaching.

16. What happens if I fail to meet my renewal requirements?

If you are unable to meet your renewal requirements by the expiration of your license, you may apply to reinstate your expired license through TEACH once you have completed all of the renewal requirements. Please consult with your employer to determine if the expiration of your license will impact your employment.

17. I have a historic professional certificate (i.e., PEC, SPC I, SPC II, APC). Do I need to submit an IPDP at renewal?

Not necessarily. Those educators who hold an active historic certificate may submit the renewal requirements as outlined in this plan or may choose to submit the renewal requirements that were in place with the certificate was issued. If you choose to submit the prior renewal requirements, you must present six acceptable credits, which are defined as follows:

- Earned or taught at an institution of higher education or through MSDE-approved Continuing Professional Development (CPD) courses; and
- Related to public school education; and
- Earned within the validity period of the historic certificate; and
- Earned in [reading coursework](#) if not already completed.

When the historic certificate is renewed, it will be transferred to a comparable license, at which point the educator must complete the renewal requirements outlined in this document.