

# District Professional Development Plan & License Renewal Guidelines 2025-2026

The Tyngsborough Public School District is committed to supporting our educators in their efforts to participate in continuous professional learning and implement best and next practices that will help them meet the ever-changing needs of their students and result in increased and sustained growth and achievement for all students.

The District Professional Development Plan is intended to benefit both, teachers' individual development as well as school and district-wide improvement efforts, by connecting meaningful differentiated professional development with school and District improvement goals.

The TPS Curriculum Council works collaboratively, in conjunction with classroom teachers and district leaders to support the structure of and offerings within our PD model.

TPS has developed a professional development (PD) calendar that includes two full-day PD sessions, four ½ day PD sessions, and three teacher directed ½ day sessions. PD sessions may also be flexibly scheduled before or after school hours, or during pre-planned release time. On-site PD sessions may be led by TPS contracted consultants or by in-house experts. In addition, the district also supports the individual and collective efforts of teachers, who pursue professional development through other avenues such as graduate courses, workshops and conferences, webinars, professional organizations, and teaching or facilitating classes or PD sessions.

## 2025-2026 PD Calendar (Updated throughout the school year)

| DATE     | TYPE                                    | DESCRIPTION  |
|----------|---|--|
| 9/17/25  | ½ Day Site/District-Based PD Session    | <a href="#">Professional Development Schedule 9/17/25</a>    |
| 10/22/25 | ½ Day Site/District-Based PD Session    | <a href="#">Professional Development Schedule 10/22/2025</a> |
| 11/4/25  | Full-Day Site/District-Based PD Session | <a href="#">Professional Development Schedule 11/4/2025</a>  |
| 12/10/25 | Teacher Directed Session                |  |
| 1/22/26  | ½ Day Site/District-Based PD Session    | <a href="#">Professional Development Schedule 1/22/2026</a>  |
| 3/11/26  | Teacher Directed Session                |  |
| 4/8/26   | ½ Day Site/District-Based PD Session    | <a href="#">Professional Development Schedule 4/8/26</a>     |
| 5/19/26  | Full-Day Site/District-Based PD Session | <a href="#">Professional Development Schedule 5/19/26</a>    |
| 6/3/26   | Teacher Directed Session                |  |

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The TPS DPDP is aligned with the [Massachusetts Standards for Professional Development](#). These standards state that “all educators have the responsibility to continually build their knowledge, skills, and expertise. Professional development provides powerful opportunities for educators to engage in deep learning that support the needs of all students.”

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.

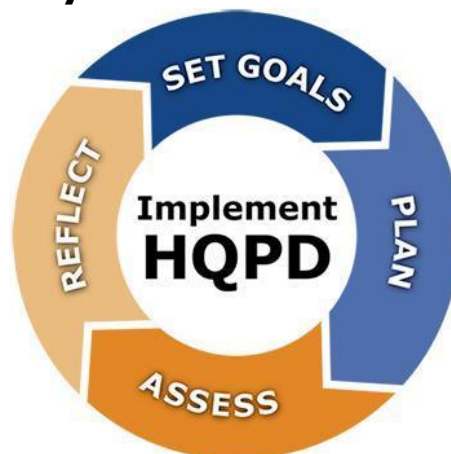


## Massachusetts Standards for High Quality Professional Development (HQPD)

Characteristics of High Quality PD:

- |  |   |
|--|---|
| 1 Has SMART goals relevant to student outcomes | 6 Advances an educator's ability to apply learnings |
| 2 Aligned with goals and priorities            | 7 Models good pedagogical practice                  |
| 3 Designed based on the analysis of data       | 8 Makes use of relevant resources to meet goals     |
| 4 Assessed to ensure goals met                 | 9 Facilitated by knowledgeable professionals        |
| 5 Promotes collaboration                       | 10 Is coherent and connected                        |

## The Cycle for Planning and Assessing High Quality Professional Development



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## License Renewal Guidelines for Teachers with Professional License

The following information is a brief overview of the current recertification requirements. For complete information please refer to the [License Renewal Guidelines for Massachusetts Educators](#) from the DESE. Additional resources that may be helpful include the [DESE Professional Development Page](#) and the [Frequently Asked Questions](#) that are accessible through that page.

- License Renewal (Recertification) only applies to Professional level licenses (Some educators may still refer to this license as a “Standard” Certificate)
- This is the only license that carries a 5-calendar year validity period with an expiration date (whether employed/unemployed in the role of the license)
- A Professional license is renewed every 5 years upon meeting the renewal requirements.
- Only teachers with Professional licenses are required to collect Professional Development Points (PDPs) for the purpose of license renewal
- Teachers are responsible for their own recertification every five years
- All teachers planning to recertify must complete an Individualized Professional Development Plan (IPDP) using the DESE’s IPDP form in My Learning Plan (MLP)

### The following requirements apply to renewal of a Primary license (Effective 7/28/17):

- A total of 150 PDPs is required to renew a Primary license:
  - At least 15 PDPs in content (subject matter knowledge)
  - At least 15 PDPs in pedagogy (professional skills & knowledge)
  - At least 15 PDPs related to SEI or English as a Second Language.
  - At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
  - The remaining 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.
- The renewal of each additional Additional area license(s) will require 30 PDPs, of which 15 out of the 30 must be content related.

### Equating PDPs

- 1 undergraduate college credit = 15 PDPs per credit (22.5 if “significantly new to the educator”)
- 1 graduate college credit = 22.5 PDPs per credit
- 1 Clock Hour = 1 PDP (a minimum of 10 hours on a topic is required; educators may bundle hours similar in topic to meet the 10 hour PDP requirement)
- Instructor of an undergraduate/ graduate course or approved equivalent = 45 PDPs per semester hour
- 1 Continuing Education Unit (CEU) = 10 PDPs
- Department Sponsored Initiatives = 1.5 PDPs per clock hour

### Bundling

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- In situations where a minimum of ten (10) PDPs is mandated to meet license renewal requirements, bundling allows a licensure candidate the flexibility of combining/grouping PD workshops/series/conference hours to ensure that the total in that required subject area meets or exceeds 10 or more professional development hours.
- If the educator is unable to bundle topics (when fewer than 10 hours) with other related topics, the PD activities will not be applicable to license renewal.

### Earning PDPs

The following table, adapted from DESE guidelines, describes activities that are PDP eligible:

| Activity   | PDPs                                 | Notes  |
|--|--------------------------------------|--|
| Undergraduate courses  | 1 semester hour (credit) = 15 PDPs   |  |
| Upper-level undergraduate course (only when substantially new to the educator) | 1 semester hour (credit) = 22.5 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. |
| Graduate course  | 1 semester hour (credit) = 22.5 PDPs |  |
| Audited courses  | 1 semester hour (credit) = 22.5 PDPs |  |
| Instructor of a graduate-level course  | 1 semester hour (credit) = 45 PDPs   | Only for the first time the course is taught in a five-year renewal cycle  |
| DESE sponsored initiatives   | 1 clock hour = 1.5 PDPs              | Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component   |
| DESE sponsored initiatives   | 30 PDPs in a five-year cycle         | 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.  |
| DESE Summer Content Institutes   | Up to 67.5 PDPs                      | Counts as “content”  |
| Initiatives sponsored by Districts, Collaboratives, or Registered Providers    | 1 clock hour = 1 PDP                 | Minimum of 10 hours on a topic, with an observable demonstration of learning that could include a written product or other documentable product.   |



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|                                     |                      |  |
|-------------------------------------|----------------------|--|
| Mentoring                           | 1 clock hour = 1 PDP | Maximum of 15 per year in content, pedagogy, or elective |
| Peer coaching                       | 1 clock hour = 1 PDP | Maximum of 15 per year in content, pedagogy, or elective |
| Peer assistance and review programs | 1 clock hour = 1 PDP | Maximum of 15 per year in content, pedagogy, or elective |
| Supervising Practitioner            | 1 clock hour = 1 PDP | Up to 20 per year in content, pedagogy, or elective      |

| Activity  | PDPs  | Notes   |
|---|---|---|
| National Board of Professional Teaching Standards | Successful Completion = 120 PDPs  | 30 in content, 60 in pedagogy, 30 in elective   |
| Team for Accreditation or Inspection              | 30 PDP's in five-year cycle   | Team member = 30<br>Faculty preparing for visit = 30  |
| Presentation at professional conference           | 30 PDP's in five-year cycle   | First time only in a five-year cycle  |
| School-Based Activity                             | 1 clock hour = 1 PDP<br>Maximum of 30 PDPs in five-year cycle             | PDPs for developing and implementing an activity for students, parents, or teachers that incorporates the learning standards of the curriculum frameworks. The school-based activity must be distributed or implemented within a local school, district, or university  |
| Presenter/Trainer                                 | Minimum of 10 PDPs<br>Maximum of 24 PDPs<br>First time in five-year cycle | 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. |
| New curriculum unit published or formally shared  | 1 unit = 15 PDPs  | Up to 60 PDPs in five-year cycle  |
| Published Doctoral Dissertation                   | 90 PDPs in five-year cycle  | Once in a five-year cycle   |
| Published Master or CAGS thesis                   | 45 PDPs in five-year cycle  | Once in a five-year cycle   |
| Published Book                                    | 90 PDPs per book  |   |

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|   |   |                           |
|---|---|---------------------------|
| Published professional journal articles or chapters in a book | 30 PDPs per chapter or article in a book or journal |                           |
| Published results of action research                          | 30 PDPs in five-year cycle                          | Once in a five-year cycle |

\* Please be aware that you can no longer receive PDP's for simply attending a conference, unless the provider is an accredited (by DEDE) provider. Be sure to check when you register. However, you may receive PDPs from the district if you create a product as a result of the conference, or if you bundle the topic hours with other like-topic hours to total 10 contact hours.

## In-house PD Categories

Single-Session Program: PD offering that is provided by the district in one session on one day (early release, full-day, special schedule during or after school) led by in-house experts or contracted consultants.

Multi-Session Series: PD offering that is provided by the district in multiple sessions on the same or different early-release or full-day PD days led by in-house experts or contracted consultants where in most cases, participants will earn 10 PDPs.

In-Service Program: PD offering that is provided by the district in multiple sessions over time based on a pre-determined meeting schedule where in most cases, participants will earn a minimum of 15 PDPs.

- Programs could be developed that meet the requirements for 15 PDPs in
  - strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles required for professional licensure recertification.
  - related to SEI or English as a Second Language.
- Study Group: Formed to study an identified problem of practice through a predetermined process that includes a research based review of best practices and programs and an intended student-centered outcome

Book Study Group: PD offering for 2 or more staff members that is facilitated by a district staff member and based around a book that is related to education where participants will earn 10 PDPs

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- Using a pre-designed book club/book study protocol, the group will work together (face-to-face and/or asynchronously) to gain a shared understanding of how the material in the book can be most useful in positively impacting students
- Group members will individually or collaboratively develop and share one or more final products from the following choices:
  - Written Reflection: write a short reflection (300-600 words/1-2 pages) about how the text influenced your thinking about teaching and learning. What concepts, strategies, and/or materials will you add to your practice? How will you do so and how will you measure the impact?
  - Presentation or Instructional Tool: Design a slideshow, classroom poster, brochure, video etc. that highlights the major points of the text and what information is valuable to teachers and why.
  - PD Proposal and Facilitation: Take what you have learned from the book and turn it into a multi-session or in-service offering. Submit a proposal through MLP and, once approved, design and facilitate a PD offering for your TPS colleagues. Keep in mind that you can earn double PDPs for developing and presenting PD sessions as documented previously.

### In-house PD Categories continued

#### Self-Designed PD Format:

According to DESE, educators may earn PDPs through an educator-designed professional development activity that results in a professional product that is related to the academic discipline of the educator's license, or the development and implementation of an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks. Staff members could pursue this PD format as an independent study or with other colleagues in a small group. If you feel that this format could serve as a vehicle for your professional development in a specific area, please complete the [TPS Self-Designed PD Proposal Form](#).

#### Personalized Web-Based PD Format:

There are a variety of research-based, industry reviewed, professional development resources/offering available online. While some have a cost associated with them, many are also free. In many cases, it will be necessary to bundle these types of resources into a cohesive framework that will allow the district to confidently acknowledge the completion of the PD with appropriate PDPs. If, after reviewing these types of resources, you feel that one or more of them could serve as a vehicle for your professional development in a specific area, please complete the [TPS Self-Designed PD Proposal Form](#).

This type of self-designed PD could be designed to meet the professional licensure recertification requirements for (1) 15 PDPs related to “strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles” and (2) 15 PDPs related to “SEI or English as a Second Language.”

Staff members could pursue this PD format as an independent study or with other colleagues in a small group. Below you will find links to a variety of web-based professional development resources that may be helpful in earning PDPs towards relicensure.

[simpleK12](#)



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[ASCD Webinars](#)

[ASCD \*PD Online\* courses](#)

<https://www.wested.org/>