



## MEMORANDUM

**TO:** Indiana School Superintendents and Principals  
**FROM:** PJ McGrew, Executive Director, Governor's Workforce Cabinet  
**DATE:** Thursday, May 16, 2019  
**RE:** Professional Growth Point (PGP) Requirements

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We have received a number of questions about a new statutory requirement (within HEA 1002) that requires Indiana teachers to include career awareness experiences to meet their professional growth point requirements. This requirement was a component of the Governor's Workforce Cabinet recommendations that were advanced with unanimous support in October 2018.

I am reaching out to you to ensure you and your teams are aware of how this does and does not change things. Specifically, **externships are not required**. **No additional credits are required**. Many will meet this requirement with existing PGP options.

We know you decide how your teachers may meet their professional growth point requirements. The below offers ideas for your consideration. Please share with your team as appropriate.

### HEA 1002 Professional Growth Plan Points Explained

- The number of Professional Growth Points required to renew a practitioner license **remains at 90**; educators now must earn points through career navigation activities, experiences, or community partnerships. Exposure to these will help educators further show students how what happens in the classroom connects to life outside the classroom.
- There is a great deal of **flexibility** in how educators can earn these PGPs. These experiences will differ depending on grade level and content area. For example:
  - Lower elementary teachers can **connect** students' learning in the classroom to careers and the broader world. Professional learning communities, student field trips with integrated lesson plans, and interdisciplinary application could serve as options for professional development.
  - Upper elementary teachers can **engage** students by exposing them to different types of careers and industries. Establishing a Career Day/Night presentations and tying those careers back to classroom content is one potential option for teachers.
  - Middle school teachers can help students further **explore** potential careers beginning with a long-term approach to the student's Graduation Plan. One example for professional development is a webinar on labor market information or the education and job requirements for different economic sectors.
  - High school teachers can focus more on **experiential** professional development. Mentorships, externships, or other types of school-to-business partnerships are some ways for teachers to earn their 15 PGPs.



These are just a few ideas. There are many more strategies that local schools are already utilizing that may meet these requirements. This new requirement does not require educators to participate in an externship or volunteer activity.

*Please keep in mind, as outlined in 511 IAC 14-2-3, building level administrators verify the professional growth points earned by educators they employ at the time of renewal.*

- The **unanimously approved** recommendation from the Governor’s Workforce Cabinet was crafted with input from counselors, educators, parents, students and former educators now working within the Department of Education, the Commission for Higher Education and the Department of Workforce Development.
- Many educators are **already participating** in activities that would meet this requirement, such as connecting classroom content with experiential learning that happens on field trips.
- Many state and local organizations, including the Department of Education, currently **provide programs that help connect educators with these types of experiences**, such as IDOE’s summer extern program. Community-based organizations, such as ROI, Grow Southwest Indiana, and the EcO Network, also have established programs that often provide educators with a stipend to learn more about local jobs.

### **Next Steps**

The Governor’s Workforce Cabinet is committed to work with state agencies to provide technical assistance for any activity—from pre-K through careers.

We will continue to work with Superintendent McCormick’s team, the State Board of Education, Department of Workforce Development, Commission of Higher Education and external stakeholders (IASP, ISTA, IAPSS, etc.) as this requirement is implemented. The Department of Workforce Development is creating a series of webinars and has reached out to community organizations that provide assistance to connect schools with community resources.

### **History of the Governor’s Workforce Cabinet & the Career Coaching and Navigation Action Team**

The Governor’s Workforce Cabinet was created by SEA 50 during the 2018 Legislative Session to replace the State Workforce Innovation Council. The bill outlined the Cabinet’s membership requirements and its duties—including requiring the Cabinet to review all workforce-related programs, college and career funding and develop a comprehensive career navigation and coaching system.

To develop the most relevant and useful career information to students at every level, the group met 10 times from May through October to review 1) what other states and countries have developed for career navigation and 2) best practices around Indiana. The team also examined previously developed state resources to assure there was alignment and utilization of existing tools and legislation.



## About the Career Coaching and Navigation Action Team Recommendations

The Action Team presented the [Comprehensive Career Navigation and Coaching System Report](#) to the Governor's Workforce Cabinet on October 11, 2018. After the presentation, all of the members of the Governor's Workforce Cabinet approved the report. The Cabinet's presentation and discussion of the report can be found at the following [link](#). It includes comments from Ivy Tech Community College President Sue Ellspermann and Superintendent McCormick.

## Professional Growth Plan Point Recommendation

Below is the PGP language from the Career Coaching and Navigation Action Team's Report:

*"Teachers, Counselors, and Administrators are required to complete Professional Growth Points as a license requirement. Indiana Educators must complete ninety (90) Professional Growth Plan (PGP) points to renew their teaching licenses every five years. These points can be obtained from different learning opportunities, and there is no specificity that these points include any labor market information, current economic forecast at the national or local level, or connection to business and industry. Neither is there specificity as to how to integrate this information into the classroom.*

### *Recommendation*

*The team is recommending that as a part of the ninety (90) professional growth point requirement, completion of at least fifteen (15) points (but not limited to) may be obtained only by:*

- *Completing an externship with a company and integrating that experience in to the classroom.*
- *Attending programming provided by the state or business and industry that provide local business needs and trends and provide resources for how schools and employers can work together to promote career navigation and resources for students.*
- *Participating in training from the state for teachers, counselors and academic advisors, and administrators that incorporate current labor market information and return on investment (ROI) information and discusses how to use in the classroom.*

*The team recognized the importance of providing opportunity for teachers, counselors, and administrators to connect with current business leaders in a meaningful way. Teachers, counselors, and administrators can develop new skills or update already obtained skills that are necessary in today's ever-changing economy."*

## HB 1002 Language

Language reflecting this recommendation was included in HB 1002, the Governor's Workforce bill. Authored by Representative Sullivan, the language included in the bill was as follows:



SECTION 20. IC 20-28-5-25 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2019]: Sec. 25. (a) This section applies to a professional growth plan that begins after July 1, 2019. (b) Fifteen (15) of the total number of professional growth experience points required to renew a practitioner license or an accomplished practitioner license must be obtained through the completion of one (1) or more of the following: (1) An externship with a company. (2) Professional development provided by the state, a local business, or a community partner that provides opportunities for schools and employers to partner in promoting career navigation. (3) Professional development provided by the state, a local business, or a community partner that outlines the: (A) current and future economic needs of the community, state, nation, and globe; and (B) ways in which the current and future economic needs described in clause (A) can be disseminated to students.

We look forward to working with state partners to continue to develop solutions and options to help educators meet this requirement. Additionally, I have provided an infographic that you can share with your staff that will help explain this requirement.

Sincerely,

PJ McGrew  
Executive Director  
Governor's Workforce Cabinet



# Indiana Professional Growth Plan Points

Indiana educators with professional licenses are required to earn 90 professional growth plan (PGP) points every five years to renew his or her license, a requirement not changed by the new license renewal legislation. To help students make the connection between classroom activity and real-world applicability, 15 of those 90 points are earned through career awareness activities many are already doing.



## Real-World Experience

Through opportunities such as field trips with lesson plan connectivity; webinars on in-demand careers; externships; and other state or locally developed options, educators can work hand-in-hand with community leaders to connect student learning to real-world experiences.



## Relevance for Students

Fifty-six percent of students do not believe formal education connects to the real world. A better understanding of in-demand jobs and postsecondary opportunities provides educators with the ability to further connect instructional content with issues students face beyond the walls of the classroom.



## Community Impact

Understanding local resources is important for students and educators alike. This provides an opportunity to build meaningful relationships across communities and leverage additional resources and support.