



PROFESSIONAL PATHWAYS  
for **TEACHERS**

**PPFT COMPENSATION SUPPORT GUIDE**

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# Background

## Professional Pathways for Teachers

Professional Pathways for Teachers is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, professional learning, and leadership opportunities. This work will focus resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of growing teachers and students.

AISD has spent years creating, piloting, and reviewing a multi-measure teacher appraisal. The REACH Strategic Compensation program, which was in place for eight years, provided valuable feedback and data around appraisal components and compensation. Employee Effectiveness has incorporated these elements into a total Human Capital System that will allow teachers to have ownership of their career pathways.

This work was led by a collaborative leadership group who reviews recommendations from a working group of teachers, principals, and administrators. This working group has created a compensation framework based on the lessons learned from REACH as well as best practices in compensation from across the nation.

## Implementation

The PPfT Compensation System will be implemented as shown below:

2014-2016 - Pilot year

2016-2017 - 400 current AISD teachers and all new hires

2017-2018 - 1000 current AISD teachers and all new hires

2018-2019 - 1000 current AISD teachers

2019-2020 - 1000 current AISD teachers

2020-2021 - All current and new AISD teachers

## Guiding Principles

The PPfT Compensation System must:

- reflect Austin ISD's priorities and values;
- elevate and professionalize teaching
- promote collaboration;
- provide for the continual professional development of teachers;
- support student achievement and growth;
- consider research and best practice;
- be fair, reliable, equitable, and humanistic;
- consider all teaching positions;
- reflect multiple aspects of teaching;
- be feasible and easily understood;
- evolve as a work in progress;
- work as a part of the larger Professional Pathways for Teachers system;
- reach out for input/ideas; and
- keep financial landscape in mind.

# Framework



## PPfT Compensation



### BACKGROUND

Professional Pathways for Teachers (PPfT) is the result of the collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers (AFT) to design a Human Capital System that blends appraisal, compensation, professional learning, and teacher leadership. The Board of Trustees approved a consultation agreement on April 25, 2016 to implement a new compensation framework beginning in the 2016-2017 school year. For the PPfT system, a teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

### THE FRAMEWORK

The PPfT Compensation Framework is base-building, which means it adds permanent pay increases to a teacher's base salary. This framework does not impact stipends or board approved raises. Teachers will still be able to earn all district approved stipends and raises. The framework builds the base salary in a second way through a point system. Teachers will earn professional points each year. PPfT Compensation points are cumulative and determine the amount of additional base salary increase. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

\*Please see the attached document for information on enhanced compensation campuses.

Elements	Professional Points (per year)	
<b>Current Year of Service</b>	1	
<b>Appraisal</b>	Standard	Enhanced
	Effective	6
	Highly Effective	12
	Distinguished	20
<b>PDU (Professional Development Unit)</b>	2	
<b>Leadership Pathways</b>	<b>Professional Points (per 2 years)</b>	
	4 micro-credentials & badge	15
<b>LP Plus 1</b>	1	

### BASE SALARY INCREASES

As teachers earn PPfT Compensation points, they will become eligible for base salary increases outlined on the table below. Teachers earn increases when the point amount is determined at the end of the school year. The base salary increase will be added to the teacher's salary for the following year. For example, once a teacher earns 5 points, the teacher will receive a \$500 increase to the base salary. Once the teacher earns an additional 5 points for a total of 10 points, the teacher will earn another \$750 increase. The next increase would come at 20 points. The amount associated with the points is only earned once, but the base salary increase is permanent while staffed in a teaching position in AISD. The increases listed below are based on a full-time 187-day teaching contract.

Professional Points	Base Increase
5	\$500
10	\$750
20	\$750
30	\$750
40	\$750
50	\$750
60	\$750
70	\$750
80	\$750
90	\$750
100	\$750

Professional Points	Base Increase
110	\$750
120	\$750
130	\$750
140	\$750
150	\$750
160	\$750
170	\$750
180	\$750
190	\$750
200	\$750

Professional Points	Base Increase
210	\$750
220	\$750
230	\$750
240	\$750
250	\$750
260	\$750
270	\$750
280	\$750
290	\$750
300	\$750

# Enhanced Compensation Campuses

## PPFT Enhanced Compensation Campuses 2021-2022

Enhanced Compensation Campuses are defined as the top 25% of campuses with the highest instructional services index, which takes into account the percentage of economically disadvantaged students, percentage of students served in Bilingual/ESL programs, and the percentage of students served with special education programs. Campuses with an overall F accountability rating and are not in the top 25% will also be included. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

All teachers will either be working on a Standard Compensation Campus or an Enhanced Compensation Campus.

Below is the list of Enhanced Compensation Campuses for the 21-22 school year.

### High Schools

Eastside Memorial High School
Navarro High School
Northeast High School
Travis ECP High School

### Middle Schools

Burnet Middle School
Dobie Middle School
Garcia YMLA
Sadler Means YWLA
Webb Middle School

### Accountability Based Campuses

Martin Middle School
Mendez Middle School
Widen Elementary

### Special Campuses

Rosedale
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### Elementary Schools

Andrews Elementary
Barrington Elementary
Brown Elementary
Cook Elementary
Galindo Elementary
Guerrero-Thompson Elementary
Harris Elementary
Hart Elementary
Jaime Padron Elementary
Jordan Elementary
Langford Elementary
McBee Elementary
Overton Elementary
Perez Elementary
Pickle Elementary
Metz-Sanchez Elementary
<u>Uphaus ECCL</u>
Walnut Creek Elementary
Wooldridge Elementary
Wooten Elementary

\* Any additions or adjustments to Enhanced Compensation Campuses may be made throughout the year.

# Current Year of Service

## What is it?

The current PPFT Compensation year of service point is awarded for completion of a year of participation in PPFT. Teachers earn one PPFT Compensation point for the current year they work in AISD. Since the starting base salary accounts for teachers' previous year of experience, no additional points will be awarded for experience. Teachers will not earn more than one PPFT Compensation point for a year of service.

## Examples

Teacher A has 15 years of experience and comes into the PPFT Compensation System at \$60,000. She will receive 1 point for the current year of service at the end of the year, which will be added to the other point accumulations in the system to determine the base salary increase.

Teacher B has 1 year of experience and will enter the PPFT Compensation System at \$52,000. She will receive 1 point for the current year of service at the end of the year which will be added to the other point accumulations in the system to determine the base salary increase.



# Appraisal

The ultimate goal of the PPfT Appraisal is to encourage professional growth, provide more frequent, timely, formative feedback, and to incorporate multiple indicators of success.

The multiple measure system:

- fosters open and collaborative campus cultures;
- focuses on instructional growth, supportive and contextual feedback, and the development of individual and school-wide practices that effectively improve student learning;
- incorporates multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning growth, and teacher self-reflection; and
- offers professional learning that links to evaluation results.

The PPfT Appraisal covers three components: Instructional Practice, Professional Growth and Responsibilities, and Student Growth.

Teachers will receive a final rating based on their scores in the three components. Ratings range from ineffective to distinguished. Teachers will receive PPfT Compensation points if they are rated effective, highly effective, or distinguished. The number of points will be determined by the type of campus served. For information on Enhanced Compensation Campuses, click [here](#).

## Standard Compensation Campuses

Effective - 4 points

Highly Effective - 7 points

Distinguished - 10 points

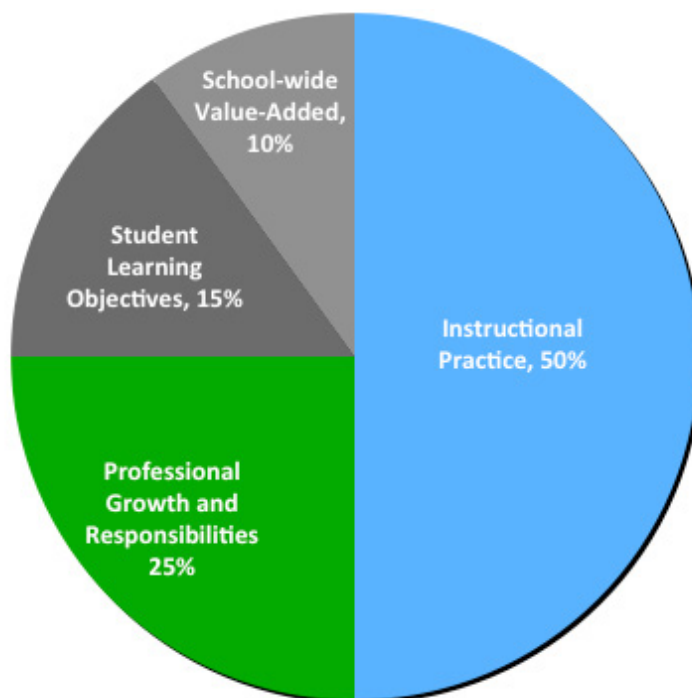
## Enhanced Compensation Campuses

Effective - 6 points

Highly Effective - 12 points

Distinguished - 20 points

For additional information about the PPfT Appraisal, please visit the [appraisal website](#).



# Professional Development Units

Professional Development Units (PDU) are optional action-research projects where teams of teachers identify a need they plan to focus on throughout the year and then develop a plan of study and implementation to address that need.

Those participating in PDUs will form self-selected teams of 3-6 members that will work together during the course of a school year to identify, study, and implement job-embedded professional learning activities in a specific area. This area is relevant to the student population or a specific content area to improve student achievement (e.g. English Language Learner instruction, classroom culture, technology instruction).

The team develops a professional development plan based on the needs of the teachers in the group and the students they teach and then documents the application and impact of their PL on teaching and learning in the classroom.

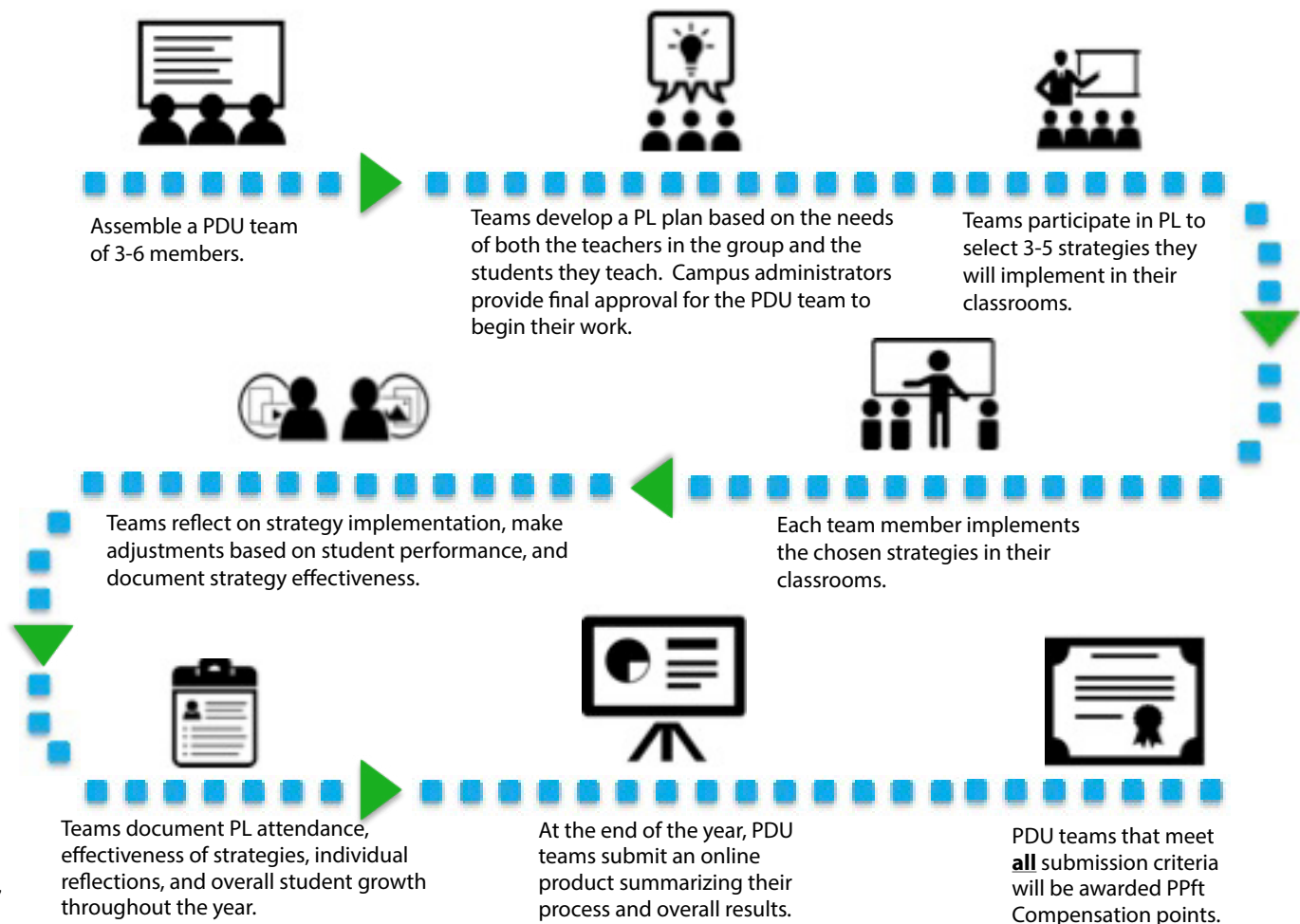
PDUs are designed to be a rigorous long-term study in which teachers utilize a repeating cycle of engagement in PL/research, implementation in the classroom, data

collection, and evaluation. Team members must be willing to work closely together and devote time in- and out- of- the classroom in order to successfully complete the process. PDUs culminate in the submission of an online product that meets specific criteria.

In order to participate in a PDU, teachers must :

- be staffed in a primary teaching position and currently eligible for PPFT Appraisal and Compensation,
- have two years teaching experience
- have an effective or better rating on their 2020-2021 PPFT Appraisal

All current AISD teachers who are interested in participating in a PDU will form groups of 3-6 teachers and enroll as a team using the team opt-in form during the fall window (provided via email during the month of September.) Teachers participating in Leadership Pathways will not be eligible to participate in PDUs or LP Plus 1 simultaneously.





# Professional Development Units Requirements

## Why Collaborate on PDUs?

Research indicates that the most successful teacher professional learning activities are those that extend over time and encourage the development of learning communities. By collaborating on PDUs, teachers can increase their instructional expertise, develop practices that contribute to student learning, and develop content area expertise.

## PDU Teams Will:

- Create a PDU team that includes 3-6 teachers.
- Utilize BLEND to receive and submit required materials for the team's PDU work.
- Submit a PDU Team Information Sheet that outlines the work of the PDU, prior to beginning the PDU.
- Select and collect data on a control group to be used for comparison data.
- Participate in at least three Professional Learning (PL) opportunities related to the PDU topic. This PL must go beyond what is required by the campus/department/district. This PL may include face-to-face sessions, webinars, online videos, book studies, articles, etc.
- Develop, implement, and measure at least three new teaching strategies from the PL that the team participates in. Implemented strategies are expected to be new learning for each member of the team.
- Ensure that the selected strategies are implemented repeatedly over the course of the study, by all team members, and collect multiple forms of data at multiple times during the study. This data will be shared in the electronic submission.
- As a team, complete one Professional Learning Reflection for each PL the team participates in.
- Individually complete one PDU Reflection.
- Prepare and submit the electronic document on the team's yearlong PDU work.

- As a team, review and provide feedback based on the PDU rubric for the submitted PDUs your team is assigned.
- Maintain a log of all PDU team meetings.

## Getting Started :

The AISD PDU team is devoted to making the PDU process relevant and clear. Additional information will be sent to all team leaders after the application deadline to review requirements and responsibilities.

Provided information will cover BLEND Reflection requirements, suggestions for sending meeting invitations, reviewing the requirements and expectations for the electronic document, and signing the statement of understanding.

We are also always available to answer your questions or hear your concerns. In order to fully support PDU teams throughout the study process, there are a number of resources available including written documents, videos, email, phone calls, and face-to-face feedback.

Please note that although personal communication is valuable for answering specific questions, it is not a substitute for reviewing and understanding the requirements around the PDU process.

# Professional Development Units

## Overview of the PDU Process

### Opting-In

All current AISD teachers who are interested in participating in a PDU will opt-in to the PDU process in the fall window, through an AISD Cloud based app. Once opted-in, PDU members will be added to a BLEND Course to guide their work and allow for submission of PDU assignments. Teams begin by outlining their PDU proposal for the school year. This outline will be completed in September. Teachers may choose to work with other teachers on a different campus to develop their team. Teachers currently participating in Leadership Pathways or LP Plus 1 will not be eligible to opt-in to PDUs.

Completion of the 2021-2022 PDU Information Sheet will be done in the BLEND online course.

### Forming a PDU Team

PDU teams will form self-selected teams of 3-6 members and will select one PDU lead that will communicate with district staff for the team. PDU leads will respond to all email within five business days and ensure that all team members receive all email correspondence. PDU leads will also create agendas for each meeting and share with PDU team members.

### Collecting Data

Those participating in PDUs will work together during the course of a school year to identify, study, and implement job-embedded professional learning activities in a specific area. This area is relevant to the student population or a specific content area to improve student achievement (e.g. English Language Learner instruction, classroom culture, technology instruction). The team develops a professional development plan based on the needs of the teachers in the group and the students they teach and then document the application and impact of their PL on teaching and learning in the classroom.

### PL Reflections

Teams will receive assignments to respond to PL reflections through BLEND. These PL Reflections can be completed as a team. One reflection is required for each PL the team attends or resource they use for their PDU.

### Individual Reflections

In addition to the group reflection on the professional learning chosen, each member of the PDU team will complete an individual reflection on the PDU process. This reflection will also be assigned and submitted through BLEND.

### Submission of a PDU

All PDUs will be submitted electronically, through BLEND as an assignment for the PDU group. Only one submission is required for the entire team. This submission should include all criteria outlined in the PDU Rubric. Teams have the option of submitting either a Smore or a Sway as their final product. Both options provide a newsletter type format where teams can provide content, pictures, videos, etc. to demonstrate the work they have completed through their PDU.

### Using Smore

To create a Smore for the team's final product go to: <https://www.smore.com>. One team member will need to sign up for an account, which is free. Once signed up, you are able to create a Smore from a variety of templates. For a step-by-step guide use this Smore Instructional Guide.

[How to create a smore for your PDU presentation](#)

### Using Sway

Teams may also choose to use Sway to create their electronic product. To use Sway, log in to your AISD email account. Once logged in, select the 9 box apps in the upper left hand corner to locate the sway app. This app will provide several templates and outlines to choose from but does require more than just a point an click to complete the product. For a step-by-step guide, us this Sway Instructional Guide.

[How to Create a Smore for Your PDU Presentation](#)

### Other Submission Options

Teachers also have the option to use any platform that fits their needs such as PowerPoint, Google Slides and others.

# Professional Development Units Timeline

## **August**

Assemble a PDU team of 3-6 teachers and select a PDU team leader. Team leader will complete the PDU information sheet indicating their interest area.

## **September**

PDU teams identify a need to establish a baseline for the PDU, decide when to give the pre-assessment, and how to collect data from the control group.

Teams determine the 3-5 PL opportunities they plan to participate in.

## **October – February**

PDU teams attend 3-5 PL opportunities. Teams will implement the strategies and submit one reflection for each PL attended.

## **March**

PDU team determines when to administer the post-assessment to students to demonstrate the overall growth of the PDU and how data will be collected from the control group.

## **April**

Each team member reflects on the overall PDU process individually. Teams submit one electronic submission product to present findings of their PDU study.

## **May**

PDU teams will peer review electronic products assigned to them to determine if they meet the PDU criteria and provide constructive feedback.

# Leadership Pathways

Leadership Pathways are optional professional learning opportunities within the Professional Pathways for Teachers (PPfT) Human Capital System. These rigorous, two-year programs support teachers' professional growth, development, and leadership in one of six district priority areas - Advanced Academics, Cultural Proficiency & Inclusiveness, Literacy, Project-Based Learning, Social & Emotional Learning, and Transformative Technology.

Each Leadership Pathway consists of four micro-credentials. Teachers complete one micro-credential per semester over the course of two years. The process for each micro-credential includes

- Engagement in 12 hours of specific, professional learning designed by district content experts,
- Application of that learning into classroom practice, and
- Reflection on the impact the application had on their teaching and student learning.

Each Leadership Pathway empowers and grows participating AISD teachers, allowing them to become leaders on their campus or throughout the district.

In order to participate in a Leadership Pathway in the 2021-2022 school year teachers must:

- be staffed in a primary teaching position and currently eligible for PPfT Appraisal and Compensation,
- have two years teaching experience (current year must be in Austin ISD),
- have an effective or better rating on their 2020-2021 PPfT Appraisal,
- maintain an effective or better rating throughout the process, and
- not be currently participating in year 1 of a Leadership Pathway during the 2020-2021 school year.

Please Note - Priority will be given to teachers who are not participating in a Leadership Pathway.

Teachers interested in pursuing a Leadership pathway will opt-in to their selected pathway during the spring opt-in window. The spring opt-in window is always during the school year prior to participation in the pathway. Teachers must follow the opt-in process and demonstrate their interest within the opt-in window in order to be considered for a Leadership Pathway.

Each year, 75-150 teachers can enter each pathway, depending on the available support. Teachers participating in PDUs or LP+1 will not be eligible to participate in Leadership Pathways.



# Leadership Pathways Overview

## Literacy

### **Literacy “Throughout the Day” in AISD**

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context (International Literacy Association, 2016). Austin ISD students will build literary prowess every day in every class by engaging in opportunities to listen, speak, read, write, and think across multimodal platforms. Students will use academic vocabulary while speaking, reading, and writing as well as within content-specific instruction.

### **Micro-credential 1 – Building a Literacy Repertoire**

Participants will learn about the five domains of literacy (listening, speaking, reading, writing, and thinking) and will gain insight on how to create a literacy- and language-rich classroom for any content area. Participants will learn research and pedagogy to support content-area literacy throughout the school day. Participants will begin building a repertoire of literacy strategies that support the AISD Literacy & Biliteracy Framework.

### **Micro-credential 2 – Talk About It: Increasing and Improving Student Talk**

“Talk About It” forms one of the three district-wide literacy focus areas of the AISD Literacy & Biliteracy Framework. Participants will learn structures for supporting student talk in the classroom. While this micro-credential focuses on student talk, training will continue to model and reinforce literacy strategies from the repertoire established during the first semester.

### **Micro-credential 3 – Read Actively and Critically: Boost Comprehension via Metacognition**

“Read Actively” is the second of the three district-wide literacy focus areas of the AISD Literacy & Biliteracy Framework. Participants will learn to fully engage students with strategies to support critical thinking, metacognition, and tackling nonfiction text. Training will build on strategies practiced during the first two micro-credentials.

### **Micro-credential 4 – Write to Learn: Writing for Deep Understanding**

“Write to Learn” is the final district-wide focus area in the AISD Literacy & Biliteracy Framework. In conjunction with learning from the previous three micro-credentials, participants will consider several “write to learn” techniques and gain insight on how to use these “write to learn” activities for formative assessment. Additionally, participants will take on the role of a literacy leader when they create a proposal detailing how they will support their colleagues with their integration of literacy strategies into content-area instruction both in and beyond their classroom. Participants will share and celebrate their literacy learning journey with others.

# Leadership Pathways Overview

## Transformative Technology

“Blended teaching is a deliberate use of instructional methods designed to increase equity, provide personalized learning opportunities, and empower students to control their own learning.”

- Jayme Linton, *The Blended Learning Blueprint for Elementary Teachers*

In this pathway, you will explore ways to use high quality face-to-face instruction along with technology to create blended, personalized, and equitable learning experiences for all students.



### Micro-credential 1 - Blended Learning and Digital Citizenship

Participants will accelerate their understanding and practice of blended learning and digital citizenship. Emphasis will be on building classroom culture and blended learning models to go build a foundation for personalization in the following micro-credentials.



### Micro-credential 2 – Student Voice and Choice

Participants will build upon their work in the first micro-credential to explore ways to use technology to enhance student agency. Exploration will include culturally proficient inst



ructional design and instructional models to support increased student ownership. Participants will design and implement a plan for increased personalization through student voice and choice.

### Micro-credential 3 – From Blended to Personalized

Participants will build on their learning from the first two micro-credentials to develop a deeper understanding of blended learning in service of personalization. Participants will apply their new understanding to design learning experiences that reframe data and center student metacognition.



### Micro-credential 4 – Blended Learning Leadership

Participants will connect the learning from the first three micro-credentials to identify ways to grow as leaders to support blended learning and personalized learning both in and beyond their classroom. Participants will learn about and select appropriate structures and strategies to share their learning and build teacher capacity.



# Leadership Pathways Overview

## Social Emotional Learning (SEL)

“Social and emotional development is a life-long and reflection-driven process. Understanding this notion is essential prior to implementing SEL at any level. Social and emotional development should be understood as a complex, dynamic, ongoing and culturally-adaptive process. How social and emotional competencies develop and are expressed varies across developmental stages, race, class, gender, contexts, cultures and countries. Individuals learn to socialize, or interact with others, and express themselves in a way that is appropriate to the community in which they were raised. Strategies to implement SEL must be responsive to ... these assets and experiences. In the school setting, building stronger SEL competencies starts with [teacher-leader] reflection“ (Adapted from [Social and Emotional Learning: A Cultural Analysis](#) by Robert Jagers, Deborah Rivas-Drake, and Teresa Borowski). This Leadership Pathway gives educators the opportunity to intentionally grow their capacity in leading SEL efforts in their classrooms, on their campuses and around the district.

### **Micro-credential 1 - Transformative Social and Emotional Learning; Transformative Leadership**

Participants will explore the foundation of Social and Emotional Learning in-which teachers create “safe, inclusive, culturally-responsive, academically engaging and equitable learning environments.” Learners will make the connection between the foundation of the AISD SEL 2.0 Model and the CASEL definition of Transformative SEL. Leadership Pathway teachers will “...[make] explicit the connections between students’ cultural assets and their social and emotional development.” (Adapted from [Social and Emotional Learning: A Cultural Analysis](#) by Robert Jagers, Deborah Rivas-Drake, and Teresa Borowski).

*In an intentional effort to support the work of the current SEL and CP&I departments as they work to align, integrate, and develop a singular, cohesive department, the SEL Leadership Pathway may undergo some changes and we work to more explicitly center cultural proficiency and inclusiveness in the pathway work. SEL MC1 will launch as planned in the fall of the 21-22 school year, and participating teachers will be updated as MC2, MC3, & MC4 are co-designed and rolled out to reflect the new department goals. Moving forward there will not be separate SEL & CP&I Leadership Pathway offerings as we work to align the district priorities. For more information, please contact [leadershippathways@austinisd.org](mailto:leadershippathways@austinisd.org).*

# Leadership Pathways Overview

## Project-Based Learning (PBL)

Project-based learning is a type of inquiry learning in which students apply content knowledge through problem-solving, research, technology, communication, and collaboration skills to investigate and provide solutions to an authentic, community-based need.

### Micro-credential 1 – **PBL Teaching Practices**

Participants will develop and accelerate their understanding and implementation of project-based learning (PBL). Professional learning will include exploring and reflecting on PBL teaching practices and examining the essential design elements of PBL to guide classroom practice.

### Micro-credential 2 – **Personalizing PBL: Ownership & Agency**

Participants will extend on micro-credential #1 learning to more fully personalize implementation of PBL. Professional learning will include further exploration of PBL teaching practices and design elements to align with strategies to promote student interest, student identity, and student agency.

### Micro-credential 3 – **Personalizing PBL: Assessment & Differentiation**

Participants will extend on micro-credential #2 learning to more fully personalize implementation of PBL. Professional learning will include further exploration of PBL teaching practices and design elements to consider the role of assessment throughout a PBL cycle. Participants will develop and align classroom practice around differentiation and formative assessment.

### Micro-credential 4 – **PBL Leadership**

Participants will connect learning from the first three micro-credentials to identify ways to grow as campus leaders to support PBL implementation both in and beyond their classroom. Participants will expand on their ongoing classroom implementation, identify and evaluate appropriate strategies for leadership, and implement a leadership plan to share their learning and build capacity in other teachers.



# Leadership Pathways Overview

## Advanced Academics

**DEFINITION:** Advanced Academics are designed to move high-ability students at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations and address cognitive, social, and emotional needs. Advanced Academics include programs such as Enrichment, Honors, Gifted and Talented, Talent Explore, AVID, Advanced Placement, Dual Credit, OnRamps, International Baccalaureate, and advanced-level CTE courses.

### Overview

#### Micro-credential 1 - **Performance Mindsets**

Participants will delve into research and strategies that support performance mindsets to access and maximize social, emotional, and academic potential. Emphasis will be placed on teaching personal purpose, growth mindset, self-reliance and autonomy, grit and resilience, and mindfulness strategies to support high-ability students.

#### Micro-credential 2 – **Brain-Targeted Teaching**

Participants will focus on brain-targeted teaching strategies that engage the brain, activate learning, and improve retention of long-term concept and skill mastery. Participants will analyze and explore approaches in emotional climate, physical environment design, learning design, teaching for mastery and application, and evaluation of learning impact for high-ability students.

#### Micro-credential 3 – **Applied Literacies**

Participants will engage high-ability students by applying content area literacy to real-world scenarios using strategies that emphasize rigor, relevance, and global perspectives through case studies, problem-solving, advocacy, and social action.

#### Micro-credential 4 – **Equity, Access, and Inclusion**

Participants will explore the field of advanced academics and strategies that support equity, access, and inclusion for high-ability students related to gifted education, beyond gifted education, culturally and linguistically responsive teaching and learning, and academic acceleration.

# Leadership Pathways Overview

## Cultural Proficiency & Inclusiveness (CP & I)

***“Each of us needs to look in the mirror to notice how our particular lived experiences have shaped our beliefs, attitudes, and biases about ourselves and others. And, with increased knowledge of ourselves, we also need to look out the window to understand how racism, classism, sexism and other forms of systemic oppression operate in our institutions to create systemic advantage for some groups (white, male, heterosexual, cisgender, etc.) and disadvantage for other groups (people of color, women, LGBTQ+ people, etc.) in every sector of community life.” ~ Kathleen Osta and Hugh Vasquez, National Equity Project***

The Cultural Proficiency Leadership Pathway is designed for antiracist educators who are **already** actively engaged in a personal cultural proficiency journey in support of educational equity. As one of six power skills for Austin ISD, cultural proficiency is the inside/out approach to how we do our work throughout the district. It is a way of being, not a program, initiative, checklist, curriculum, one-or-two day PD, or simply the celebration of culture and holidays. Cultural Proficiency is an understanding of who you are, your background, values, biases and beliefs, and the impact your identity has on your daily work with students, staff, and families. The facilitators will use the tools of Cultural Proficiency to guide you through critically self-reflective exercises and processes to provide self-examination and resources for your journey.

### **Micro-credential 1 - Guiding Principles of Cultural Proficiency**

Participants will understand the Guiding Principles of Cultural Proficiency, one of four tools that frame the Cultural Proficiency conceptual framework, with an emphasis on understanding self as a cultural being and all the identities that make one a unique individual.

#### **Guiding Principles of Cultural Proficiency**

- Culture is a predominant force in shaping values, behaviors, and institutions.
- People are served in varying degrees by the dominant culture
- People who are not part of the dominant culture have to be at least bicultural.
- Marginalized populations have to be at least bicultural and this status creates a unique set of issues to which the system must be equipped to respond.
- There is diversity within and between cultures, and both are important.
- Every group has culturally defined needs that must be respected.
- People have personal identities and group identities. The dignity of individuals is not guaranteed unless the dignity of the group is also preserved.
- The family, as defined by each culture, is the primary system of support in the education of children.
- The diverse thought patterns of cultural groups are equally valid and influence how problems are defined and solved.
- The absence of cultural competence anywhere is a threat to competent services everywhere.

# Leadership Pathways Overview

## Cultural Proficiency & Inclusiveness (CP & I)

### Micro-credential 2 – Barriers to Cultural Proficiency

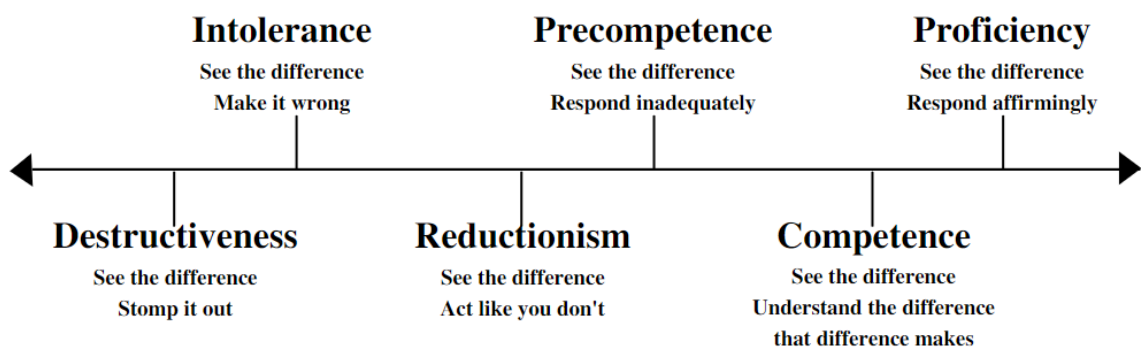
Participants will work to understand the ethical tension between the barriers to cultural proficiency and the guiding principles. Exploration will include critical self-reflection as well as culturally relevant & responsive instructional design to support identity-affirming classroom spaces that are prepared to nurture student agency and self-efficacy.

"Chief" Barriers	Institutional Barriers
<ul style="list-style-type: none"> <li>● Unawareness of the need to adapt</li> <li>● Resistance to change</li> <li>● Institutionalized systems of oppression and privilege</li> <li>● A sense of entitlement</li> <li>● Misuse and abuse of the power that accompanies privilege</li> </ul>	<ul style="list-style-type: none"> <li>● Content</li> <li>● Delivery</li> <li>● Expectations</li> <li>● Assessment</li> <li>● Resources</li> <li>● Organizational or Community Involvement</li> </ul>

### Micro-credential 3 – Healthy and Unhealthy Practices

Participants will build a deeper understanding of the practice of an AntiRacist educator that moves beyond an unhealthy learning environment to a culturally responsive learning environment progressing toward cultural proficiency of the teacher and transformation of the classroom space to one that is identity-affirming and nurturing of student agency.

## Cultural Proficiency Continuum



# Leadership Pathways Overview

## Cultural Proficiency & Inclusiveness (CP & I)

### Micro-credential 4 – AntiRacist Standards for Professional Values and Behaviors

Participants will connect the learning from the first three micro-credentials to identify personal growth areas to support culturally relevant & responsive instruction both in and beyond their classroom. Participants will understand the Essential Elements of Cultural Proficiency, the standards for teacher and school practices, enabling cross-cultural effectiveness. The Cultural Proficiency Framework, with emphasis on the continuum, will facilitate teacher learning about and selection of appropriate structures and strategies to expand and share their learning.

#### Cultural Proficiency Essential Elements

- Assessing Culture
- Valuing Diversity
- Managing the Dynamics of Difference
- Adapting to Diversity
- Institutionalizing Cultural Knowledge



Cultural  
Proficiency  
&  
Inclusiveness

# Leadership Pathways

## Communication and Platform for Learning

### Professional Learning

- BLEND is the platform used to engage in the professional learning, whether face-to-face or online.
- Teachers will receive an invitation to the BLEND course for their Leadership Pathway.
- The lead team for each Leadership Pathway are the designers and facilitators of the 12 hours of professional learning for each of the four micro-credential areas.
- The same BLEND course will be used for the entirety of the two-year commitment.
- The Leadership Pathway BLEND course is an important location to check regularly for communications and resources regarding professional learning assignments and feedback.
- Teachers should [turn on notifications](#) for their LP BLEND course so they will get emails when announcements are made or feedback is provided in BLEND.



### Communication

- In addition to communications and announcements sent through the BLEND course, email is also a critical form of communication for Leadership Pathways. It is expected that teachers participating in a Leadership Pathway check their email on a daily basis.

### Classroom Practice and Reflection

- BLEND is the platform used to submit evidence of classroom practice application and reflection.
- Teachers will receive instructions on how to submit evidence/artifacts toward the end of each micro-credential semester.
- Teachers will submit their final micro-credential artifacts to the Leadership Pathway BLEND course.
- The [lead team](#), along with other designated reviewers, will score the micro-credential submissions.

# Leadership Pathways Timeline

## **May-June**

New participants sign a commitment form and complete an orientation session. This is a requirement of participation in all Leadership Pathways and must be completed by the deadline to continue in the pathway.

## **July-November**

All participants complete the professional learning sessions and/or online modules and implement their LP learning into their classroom practice.

## **November**

All participants follow the submission instructions shared to create a final submission that contains evidence/artifacts for of the fall semester micro-credential framework.

## **January-April**

All participants complete the professional learning sessions and/or online modules and implement their LP learning into their classroom practice. Teachers interested in joining a Leadership Pathway for the following year will opt-in during the spring semester.

## **April**

All participants submit evidence/artifacts for the spring semester micro-credential framework and complete a leadership experience.



# Leadership Pathways Plus 1

The Leadership Pathways Plus 1 program is available for experienced Leadership Pathway teachers who are not participating in a new Leadership Pathway or a PDU option during a given school year.

## Goals

### Leadership Pathways Plus 1 teachers will:

- extend their learning in their respective district priority area;
- provide opportunities to serve in a leadership role; and
- grant an additional route to increased salary under PPFT Compensation.

## Expectations

### The Leadership Pathways Plus 1 teacher agrees to:

- share their LP knowledge and skills in the capacity of either mentor, professional learning facilitator, or micro-credential submissions scorer;
- serve in this leadership role while adhering to the district's core beliefs as outlined in our strategic plan;
- provide status updates to the LP project manager per established protocol; and
- furnish required documentation to evidence the fulfillment of these expectations and all obligations pertaining to their LP Plus 1 option by the established deadline.

## Options for Leadership Pathway Plus 1:

### Mentor a New Leadership Pathway Teacher

- share their LP knowledge and skills in the capacity of a mentor to a teacher in their first year of LP
- engage in three 30-60 minute live meetings (face-to-face, video chat, or phone call) with their assigned mentee during the academic year (BOY, MOY, EOY)
- reach out through email to check-in with mentee and answer questions at pre-determined check-points during each MC
- document meeting notes and email communication attempts as evidence of their work
- complete a reflection
- share surveys with their mentee to receive feedback on mentor performance

### Design and Deliver Professional Learning

- find a venue or opportunity to share their LP knowledge and skills in the capacity of a professional learning facilitator at the campus/district/regional/state/national level (substitutes will not be reimbursed)
- facilitate professional learning (maybe face-to-face, online or blended)
- understand that a list will be provided to campuses with LP Plus 1 teachers identified as potential professional learning facilitators in their area of expertise
- design and deliver professional learning on two occasions during the academic year (fall and spring)
- professional learning sessions must be a minimum of one hour, and be attended/completed by at least 5 people
- submit a proposal with learning objectives and the content of the session prior to facilitation.
- submit documentation upon completion of delivering PL

### Score Leadership Pathways Submissions

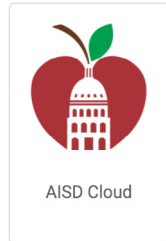
- share their LP knowledge and skills in the capacity of a micro-credential submissions scorer
- attend the required scorer training organized by each LP lead team in the fall and spring
- score a minimum of 10 final submissions (5 fall/5 spring) from participating Leadership Pathways cohorts
- document scoring completion notes
- complete a reflection
- share a survey with the LP lead team to receive feedback on scorer performance

# PPfT Compensation

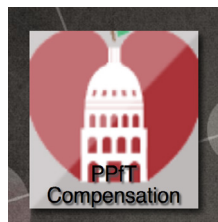
## AISD Cloud Tile Access

In order view PPfT Compensation history, and track PPfT Compensation points, teachers may access the PPfT Compensation Tile in the AISD Cloud. Employees must be connected to the AISD education network.

To access the PPfT Compensation Tile, log in to the AISD Cloud.



Once in the Cloud, search PPfT and select the PPfT Compensation Tile.



The tile will display the most recent record first.\*

Your campus location is displayed first, if you are at an [Enhanced Compensation Campus](#), this will be noted. The teacher in this scenario currently works on an Enhanced Compensation Campus.

## PPfT Compensation

### Annual Results



Employee ID:

Employee Name:

Location: **000 - AISD HIGH** (Enhanced Compensation)

School Year:

2018-19

Appraisal Year:

Appraisal Rating	PPfT Points	Yr Service	LP Points	PLC Points	Total	Compensation	Current Month	Previous
Outstanding	20	1	0	0	21	21	0	\$2000
Starting Hourly Rate:	\$20.75	Start Appraisal Rate:	\$2.07	PPfT Increase:	\$1.00	New Hourly Rate:	\$27.82	

\*Records will only show once an appraisal year has been closed out. If this is the first year a teacher is participating in PPfT Compensation, no records will be shown.



# PPfT Compensation


## Point Tracking

The next row will display your PPfT Appraisal rating and PPfT Compensation points for a single year. Remember, PPfT Compensation points are earned at the end of the school year and are applied to the following school year's rate.

This teacher earned a final PPfT Appraisal rating of Distinguished in 2018-2019. A [Distinguished Final Rating](#) at an [Enhanced Compensation Campus](#) earned the teacher 20 points for the final appraisal rating that year. This teacher also received 1 PPfT Compensation point for completing a year of service as a teacher in AISD. That gave the teacher a total of 21 points from the 2018-2019 school year that applied to the following 2019-2020 school year's rate. 2018-2019 was the first year the teacher participated in PPfT Compensation, so the cumulative total was also 21 points. This means the teacher met the 5, 10, and 20 point levels on the [Base Salary Increases Table](#). Please see the "Levels Moved" column below. These three levels equated to a total base salary increase of \$2,000 (\$500 + \$750 + \$750) in the 2019-2020 school year. Remember, PPfT Compensation points are earned at the end of the school year and applied to the following school year's rate.

### PPfT Compensation

Annual Results



Employee ID:  
Employee Name:


---

Location: 007 - THORNTON (Enhanced Compensation)		School Year:		2018-19				
Appraisal: PPfT								
Appraisal Rating:	PPfT Points:	Yrs Service:	LP Points:	PDU Points:	Total:	Cumulative:	Levels Moved:	Increase:
Distinguished	20	1	0	0	21	21	3	\$2000
Starting Hourly Rate: \$33.73		Board Approved Raise: \$2.37		PPfT Increase: \$1.34		New Hourly Rate: \$37.44		

The bottom row displays how the increase affected the teacher's base salary. This teacher finished the 2018-2019 school year at an hourly rate of \$33.73. The teacher still received the board approved 7% raise for 2019-2020 ( $\$33.73 * 0.07 = 2.37$ ), and the PPfT Compensation points from 2018-2019, resulted in an additional increase of \$1.34 per hour in 2019-2020 ( $\$2,000 / 187 / 8 = \$1.34$ ). These two increases were factored in to give the teacher a new hourly rate of \$37.44 per hour for the 2019-2020 school year. This is an increase of \$3.71 per hour in one school year. This increase is permanent and will become the teacher's new starting hourly rate.

### PPfT Compensation

Annual Results



Employee ID:  
Employee Name:

---

Location: 007 - THORNTON (Enhanced Compensation)		School Year:		2018-19				
Appraisal: PPfT								
Appraisal Rating:	PPfT Points:	Yrs Service:	LP Points:	PDU Points:	Total:	Cumulative:	Levels Moved:	Increase:
Distinguished	20	1	0	0	21	21	3	\$2000
Starting Hourly Rate: \$33.73		Board Approved Raise: \$2.37		PPfT Increase: \$1.34		New Hourly Rate: \$37.44		

# PPfT Compensation Scenario


The following example is a teacher working at an [Enhanced Compensation Campus](#), who has been participating in PPfT Compensation since the 2017-2018 school year. This teacher has not chosen to participate in any additional opportunities such as PDUs or LPs.

In 2017-2018, this teacher earned a final [PPfT Appraisal rating of Highly Effective](#) on an Enhanced Compensation Campus. This rating earned the teacher 12 points from appraisal that year. This teacher also received 1 PPfT Compensation point for completing a year of service as a teacher in AISD. That gave the teacher a total of 13 points for the 2017-2018 school year. This was the first year this teacher participated in PPfT Compensation, so the cumulative total was 13 points and were applied to the following year. This means the teacher met the 5 and 10 point levels on the [Base Salary Increases Table](#). Please see the "Levels Moved" column. This equated to a total base salary increase of \$1,250 (\$500 + \$750) in the 2018-2019 school year.

The 2017-2018 PPfT increase and the Board Approved Raise increased this teacher's hourly rate from \$32.08 to \$33.40 for the 2018-2019 school year.

## PPfT Compensation

### Annual Results



Employee ID: \_\_\_\_\_

Employee Name: \_\_\_\_\_

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Location: **000 - AISD ELEMENTARY** (Enhanced Compensation)

School Year: 2017-18

Appraisal: 2017-2018 Professional Pathways for Teachers Appraisal

Appraisal Rating	PPfT Points	Yrs Service	LP Points	PDU Points	Total	Cumulative	Levels Moved	Increase
Highly Effective	12	1	0	0	13	13	1	\$750

Starting Hourly Rate: \$32.08

Board Approved Raise: \$0.48

PPfT Increase: \$0.84

New Hourly Rate: \$33.40

# PPfT Compensation Scenario


In the 2018-2019 school year, the teacher's new base hourly rate is now \$33.40. In the 2018-2019 school year, the teacher again earned a final [PPfT Appraisal rating of Highly Effective](#) on an [Enhance Compensation Campus](#). This rating earned the teacher 12 points for being appraised that year. This teacher also received 1 PPfT Compensation point for completing a year of service as a teacher in AISD. That gave the teacher a total of 13 points for the 2018-2019 school year that will apply to the 2019-2020 rate.

These points are added to the points from the previous year so the teacher's new cumulative total is 26 points. The teacher met the 5 and 10 point levels the previous year, but this year they met the 20 point level, moving the teacher one additional level and earning an additional \$750 increase for the 2019-2020 school year.

The PPfT increase (\$0.51) and the 7% Board Approved Raise in 2019-2020 (\$2.34) increased this teacher's hourly rate from \$33.40 to \$36.25 for the 2019-2020 school year.

## PPfT Compensation

### Annual Results



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Employee ID: \_\_\_\_\_  
Employee Name: \_\_\_\_\_

---

Location: **000 - AISD ELEMENTARY** (Enhanced Compensation) School Year: 2018-19

Appraisal: PPfT

Appraisal Rating:	PPfT Points:	Yrs Service:	LP Points:	PDU Points:	Total:	Cumulative:	Levels Moved:	Increase:
Highly Effective	12	1	0	0	13	26	1	\$750

---

Starting Hourly Rate: \$33.40      Board Approved Raise: \$2.34      PPfT Increase: \$0.51      New Hourly Rate: \$36.25

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*(The following table is intentionally blurred in the original image)*

# Operational Procedures

## PPfT Compensation

### **Eligibility:**

- To participate in PPfT Compensation, the [teacher](#) must also be participating in PPfT Appraisal.

### **Compensation Exit and Reentry (Internal):**

- If a teacher participating in PPfT Compensation takes a non-teaching position in AISD, but never breaks employment with the district, the teacher's bank of PPfT base-building dollars will be held until they return to a qualified teaching position in AISD. Upon returning to teaching, the teacher's base teaching salary will be set by the current salary schedule plus their bank of PPfT dollars.

### **Compensation Exit and Reentry (External):**

- If a teacher participating in PPfT Compensation leaves the district, then the absence from AISD can't exceed more than one school year in between leaving the district and returning to a qualified teaching position in AISD to receive their bank of PPfT dollars. The year gap does not impose any specific month requirements. Rather, a teacher may leave the district at any time during the school year in year one, miss all of school year two, and return to a teaching position in AISD at any time in school year three. As long as there is not more than a year gap, the teacher's base teaching salary will be set by the current salary schedule plus their bank of PPfT dollars. If there is more than a year gap, then the teacher's base teaching salary will be set by the current salary schedule only.

### **Compensation Exit (Not Returning):**

- If a teacher exits the compensation system with no plans to return, (e.g. retiring or indefinite leave), the teacher's previous year's PPfT point bank will be dissolved.

### **Enhanced Compensation:**

- Only teachers appraised on Enhanced Compensation Campuses will receive enhanced compensation points.

# Operational Procedures

## Professional Development Unit

### **Eligibility:**

- Teachers of all grade levels and content areas participating in PPfT are eligible to opt-in to a PDU. A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.
- Teachers may not participate in a Leadership Pathway/LP Plus 1 and in a PDU during the same year.
- PDU teams must consist of 3-6 participants. At no point in the PDU process can a team have more than 6 participants. A team can start with no less than 3 participants at the beginning of the PDU process. If a team member drops out during the process, the remaining team must have at least 2 people to complete the PDU process.

### **Maintaining Eligibility:**

- Teachers must remain in a teaching assignment. Teachers must actively participate in a PDU with fidelity (e.g. pre- and post-testing, attending team meetings, submitting reflections, implementing strategies) to remain in the PDU. Teachers not actively participating may be removed from a PDU team. Removals will be considered on a case-by-case basis at the discretion of the office of Employee Effectiveness.

### **Opting out of PDUs:**

- Participation in PDUs is optional. Individual teachers or the entire PDU team may opt-out of the PDU process using this [link](#). There is no penalty for opting out, however, no points will be earned without completing the process in its entirety.

### **Earning Compensation Points Through a PDU:**

- To earn the 2 PPfT Compensation points, PDU teams must have a final score of at least 30 (average of 3 in each strand), and may not have a score of "1" on any single strand (averaged across ratings).

### **Submitting PDU Components:**

- All PDU electronic documents will be submitted through BLEND using a Sway other preferred platforms. Once the submission date has passed, each PDU team will be assigned a set of PDUs to peer review using the PDU Rubric.
- Each PDU team lead will submit one reflection for their team for each PL attended. Please limit reflections to one page.
- Each member of a PDU team will submit an individual reflection on the PDU process. Please limit reflections on the PDU process to three pages.
- Electronic submissions will be evaluated using the PDU Scoring Rubric.

### **Appeal Process:**

- If there is a concern regarding credit awarded, PDU participants may complete the Appeal Process Google [Form](#). Electronic submissions will be reviewed by two additional rating teams. The new ratings will be averaged with the previous ratings for an amended PDU score. Please note, the final appealed score may be higher or lower than the original score.

# Operational Procedures

## Leadership Pathways

### **Opt In Eligibility:**

- Teachers of any grades level/content area are eligible to opt in to Leadership Pathways as long as they
  - are staffed in a primary teaching position and currently eligible for PPFT Appraisal and Compensation
  - have two years teaching experience (current year must be in Austin ISD),
  - have an effective or better rating on their current year's PPFT Appraisal (confirmed after opt in), and
  - are not currently participating in year one of a Leadership Pathway during the 2020-2021 school year.
- Teachers who have previously completed a Leadership Pathway may choose to opt in, however, seats will be prioritized for teachers who have not previously completed a pathway unless there is space available.
  - Teachers who successfully complete a Leadership Pathway may choose to opt in to participate in a PDU the following year. More information can be found [here](#). A teacher may not participate in a Leadership Pathway and a PDU concurrently.
  - Teachers who successfully complete a Leadership Pathway, may choose to opt in to Leadership Pathways Plus 1 the following year in one of three ways to extend their learning: mentor a new Leadership Pathway teacher, design/deliver professional learning, or score Leadership Pathway submissions. More information can be found [here](#). A teacher may not participate in a Leadership Pathway and Leadership Pathways Plus 1 during the same year.
- Teachers may not participate in a Leadership Pathway and a PDU concurrently.
- Teachers may only participate in one Leadership Pathway at a time.

### **Maintaining Eligibility:**

- To remain eligible throughout the two-year process, teachers must maintain an effective or better rating on their PPFT Appraisal.
- If a teacher becomes ineligible due to receiving an insufficient PPFT rating after the first year of participation, the teacher will be removed from the program and will need to restart the Leadership Pathway when he or she becomes eligible again.
- Teachers must complete all professional learning requirements by the set due dates, including attending synchronous and/or in-person sessions and asynchronous online professional learning activities. If teachers are unable to attend or complete the professional learning requirements of the pathway, teachers will be removed from participation in the program.
- If a teacher takes a non-teaching position, they will become ineligible to participate in Leadership pathways.

# Operational Procedures

## Leadership Pathways

- According to the AISD Leave Policy, teachers who are on leave may not complete any work-related activities, including professional development and PPfT Appraisal/Compensation activities. If a teacher takes leave while enrolled in a Leadership Pathway, they should reach out to the Office of Employee Effectiveness at leadershippathways@austinisd.org or 512-414-1101 to discuss their options. Depending on the circumstances teachers may be required to pause their participation in the Leadership Pathway and rejoin a future cohort.

### Opt-In Process:

- During the spring before the Leadership Pathway begins, the Office of Employee Effectiveness will notify teachers of the opt-in window and process for opting in. Teachers will need to follow the opt-in process during the designated opt-in window to demonstrate their interest in joining a Leadership Pathway.
- The opt-in process is:
  - Log into the AISD Cloud with your AISD username and password
  - Search for "Leadership Pathways"
  - Click on the "Leadership Pathways" tile
  - Acknowledge eligibility to participate
  - Select the preferred pathway
  - Submit the response.
- Teachers will receive an automated email response indicating they have successfully completed the opt-in form.
- Once the opt-in window closes, the Office Of Employee Effectiveness will review eligibility of all who opted-in. If the number of eligible teachers exceeds the number of available seats, a lottery will be conducted.

- The lottery process is:
  - All eligible teachers will be placed in the lottery and screened for the following priority weighting categories:
    - Title 1 Campus
    - Campus with 0 current LP Graduates
    - Designated Enhanced Compensation Campuses
  - The first 30% of available seats will be randomly selected from teachers who opted in that will teach at a Title 1 campus
  - For the remaining 70% of seats, teachers will be weighted for additional criteria:
    - Campus with 0 current LP Graduates
    - Designated Enhanced Compensation Campuses
  - After priority weighting occurs, a random lottery selection will be implemented to fill the remaining seats.

# Operational Procedures

## Leadership Pathways

### Components and Expectations:

- Teachers will earn micro-credentials in four targeted areas in their chosen Leadership Pathway by engaging in professional learning, applying their learning to practice, and reflecting on their learning journey and its impact to their teaching.
- Teachers will complete 12 hours of specific, required professional learning for each MC of a Leadership Pathway by the scheduled deadlines. This includes attending synchronous or in-person sessions and/or asynchronous online professional learning activities. Make-up opportunities will be considered on a case-by-case basis. Teachers missing this requirement will be removed from the program.
- Each semester, teachers must complete all micro-credential components by the set deadlines, including a final submission assignment that demonstrates and reflects on the teacher implementation, student impact, and overall integration of the MC components. Final submissions must be approved by the scorers to be able to continue in the pathway. There is one opportunity for a resubmission per micro-credential.
  - Only individually-completed, distinct, and separate assignment responses and reflections will be accepted, including the final submission. Teachers may choose to collaborate on planning for the implementation of their learning from the Leadership Pathway, but all work submitted must be individually completed.
  - Teachers who do not complete required activities/assignments (not including the final submission) by the established deadlines will be sent a 24-hour notice through email from the Office of Employee Effectiveness. Teachers will have 24 hours from the time of this notice to submit all missing documents through BLEND or be removed from participation in the pathway.
- Teachers in MC3 and MC4 will be expected to complete an embedded leadership opportunity in order to complete the Leadership Pathway Expectations. This opportunity may vary across pathways.
- Teachers will engage in a complete, thoughtful, and professional manner in all Leadership Pathway activities and forums. This includes activities in face-to-face, virtual, and online learning sessions.
- If the Lead Team determines that a teacher's participation or responses do not meet the requirements of the assignment, the teacher will be asked to add or revise their original work to more fully meet the requirements.
- Teachers will be expected to abide by the [Leadership Pathway Honor Code](#).



# Operational Procedures

## Leadership Pathways

### Final Submission and Scoring:

- For each of the four micro-credentials, teachers must turn in a final submission that documents their classroom practice and reflection in the areas of teacher implementation, student impact, and overall integration through the final submission module in the LP BLEND course.
- Teachers should review the Details Document, the LP Rubric, the Submission Instructions, and any pertinent information provided in the BLEND course for each micro-credential to find the specific requirements for final submissions. Teachers must use the templates provided in the BLEND course when completing their final submissions.
- Teachers are responsible for ensuring they have correctly completed and submitted each required final submission document to the corresponding BLEND assignment page. Please note that the Classroom Integration Plan and Explanatory Form must be submitted as .doc or .pdf files for the Final Submission.
- Once the submission window has closed, teachers cannot make changes to their submissions unless they receive a resubmission request.
- All submission documents, including artifacts, must be submitted through the BLEND assignment page by the teacher. The Office of Employee Effectiveness and/or Lead Teams cannot link artifacts or documents through comments or submit documents on a teacher's behalf. Any documents or artifacts not submitted properly in the assignments may not be considered.
- If a teacher has trouble submitting documents, they are responsible for seeking support from their LP Leads or their campus [Technology Design Coach](#) before the submission window closes.
- If a teacher's submission is incomplete by the deadline, an automatic resubmission will be required. Only one resubmission is allowed per MC.
- If a teacher does not submit any portion of their final submission by the deadline, the Office of Employee Effectiveness will send a 24-hour notice through email. Teachers will have 24 hours from the time of the notice to submit all missing documents through BLEND or be removed from participation in the pathway.
- Only the Office of Employee Effectiveness can grant extensions for final submissions. Extension Requests should be directed to [leadershippathways@austinisd.org](mailto:leadershippathways@austinisd.org)
- If a resubmission is requested, a teacher will have 10 working days to review their feedback, confer with their Lead Team, and submit each requested resubmission document through the appropriate BLEND assignment page in the final submission module.
- If resubmissions are not received by the deadline, the Office of Employee Effectiveness will send a 24-hour notice through email. Teachers will have 24 hours from the time of the notice to submit all requested changes through BLEND or be removed from participation in the pathway.
- All feedback on final submissions will be provided through the Submission Rating and Feedback page in the Final Submission Module of the Leadership Pathway BLEND Course. Scoring is done by the lead team for each Leadership Pathway along with other designated district administrators and LP Plus 1 scorers.
- Submissions will be evaluated using a scoring rubric specific to each Leadership Pathway.

# Operational Procedures

## Leadership Pathways

- In order to complete the micro-credential expectations, teacher submissions must meet expectations in all three strands: overall integration, teacher implementation, and student impact.
- Teachers who receive an approaching expectations rating in any of the three strands must confer a member of their LP Lead Team or a coach/specialist approved by their LP Lead Team. Teachers are allowed one resubmission per micro-credential.
- Due to the complex nature of the scoring process, submission/resubmission feedback requires a considerable amount of time. The Office of Employee Effectiveness will share feedback with teachers as soon as is reasonably possible.

### **Appeal Process:**

- Any teacher with a concern regarding credit awarded for any micro-credential submission may submit an appeal to the Office of Talent Acquisition and Development via a Google form available [here](#). Teachers may also follow the grievance procedure outlined on the Human Capital website.

### **Leadership Pathway PLED Eligibility:**

- Per the Austin ISD Professional Learning Exchange Days Guidelines. If a staff member is participating in the AISD Leadership Pathways Program and completes their first semester micro-credentials, they will automatically earn 6 hours towards PLED. This information will be captured by the Professional Learning Office and no action is needed by the individual staff member.
- Spring Leadership Pathway professional learning sessions are not PLED eligible.
- For more information about Professional Learning Exchange Days, please visit the Austin ISD Professional Learning Exchange Days Website

### **Leadership Pathways Plus 1:**

- In order to participate in Leadership Pathways Plus 1, a teacher must have successfully completed at least one Leadership Pathway.
- Teachers may opt in to LP Plus 1 in the spring for participation in the following school year. All requirements must be met in order to earn 1 PPFT Compensation point to be combined with the teacher's cumulative compensation points.
- If a teacher chooses to mentor a teacher in their first year of Leadership Pathways and the mentee is unable to complete the process, the district Leadership Pathways Coordinator will work with the mentor to assign a new mentee, if available. If another mentee is not available, the district Leadership Pathway Coordinator will work with the LP Plus one teacher to choose another LP Plus one options.

# PPfT Compensation

## FAQs

### **How do I know if I am in PPfT Compensation?**

Beginning in the 2020-2021 school year, all current and new AISD teachers will participate in PPfT Compensation.

### **How do my PPfT Compensation points earn me increases in pay?**

As teachers earn compensation points, they will become eligible for base salary increases. Teachers earn increases at the end of the school year and the base salary increase is added to the teacher's salary for the following year. For example, once a teacher earns 5 points, the teacher will receive a \$500 increase to the base salary. Once the teacher earns an additional 5 points for a total of 10 points, the teacher will earn another \$750 increase. The next increase would come at 20 points, then at 30 points, then at 40 points, and so forth up to a maximum of 300 points. The amount associated with the points is only earned once but the base salary increase is permanent while staffed in a teaching position in AISD.

### **Will I still earn district approved stipends if I am participating in PPfT Compensation?**

Yes, the PPfT Compensation base salary increases do not impact stipend eligibility.

### **Will I still earn board approved raises if I am participating in PPfT Compensation?**

Yes, the PPfT Compensation base salary increases do not impact board approved raise eligibility.

### **How do I know if I am on an enhanced or standard campus?**

The PPfT Compensation Support Guide includes an updated list of Enhanced Compensation Campuses each year.

### **Can I earn PPfT Compensation points with only my appraisal rating?**

Yes, PPfT Compensation points are earned for Effective, Highly Effective, and Distinguished appraisal ratings.

### **Am I required to participate in the additional opportunities like PDUs and Leadership Pathways?**

No, all teachers must be appraised under PPfT but participation in the optional PDU, LP, or LP Plus 1 opportunities are not required.

### **What happens if I take a non-teaching position within AISD?**

If a teacher participating in PPfT Compensation takes a non-teaching position in AISD, but never breaks employment with the district, the teacher's bank of PPfT base-building dollars will be held until they return to a qualified teaching position in AISD. Upon returning to teaching, the teacher's base teaching salary will be set by the current salary schedule plus their bank of PPfT dollars.

### **What happens if I leave the district?**

If a teacher participating in PPfT Compensation leaves the district, then the absence from AISD may not exceed more than one school year in between leaving the district and returning to a qualified teaching position in AISD to receive their bank of PPfT dollars. The year gap does not impose any specific month requirements. Rather, a teacher may leave the district at any time during the school year in year 1, miss all of school year 2, and return to a teaching position in AISD at any time in school year 3. As long as there is not more than a year gap, the teacher's base teaching salary will be set by the current salary schedule plus their bank of PPfT dollars. If there is more than a year gap, then the teacher's base teaching salary will be set by the current salary schedule only.

# Professional Development Unit

## FAQS

### **Are PDUs a required component of PPfT?**

No, PDUs are an optional component of PPfT Compensation.

### **Can I participate in a PDU if I am currently in a Leadership Pathway or LP Plus 1?**

No, teachers may not participate in a PDU and Leadership Pathways or LP Plus 1 concurrently.

### **How long is the PDU Study?**

PDUs should last at least four months over the course of the year. Team members are expected to attend PL beyond what is required by the campus/department/district.

### **Can we choose any topic? Is there a list of topics to choose from?**

There is not a list of PDU topics to choose from. PDU teams may choose any topic that is relevant to their student's learning. A list of sample PDUs can be found [here](#).

### **We have created our PDU group. How do we let the PDU district coordinator know who is on our team?**

Once opted-in, participants are enrolled in a PDU BLEND Course. The PDU team lead will be responsible for filling out the PDU Team Information Sheet.

### **How do we establish our PDU goals?**

In order to align PDUs to larger campus goals, individual teams will sometimes set expectations in addition to PDU requirements. These might include, but are not limited to, targeting a specific student population, targeting specific academic needs, assessments and growth targets, and deadlines. Please see your PDU team leader if you are not sure about your PDU team expectations.

### **What if a special circumstance arises and I am going to miss a PDU meeting?**

Attendance at PDU team meetings is an expectation of the program. Contact your PDU team leader and let them know about the circumstance to see what your team can arrange to accommodate your needs. Attendance requirements are addressed in the PDU rubric.

### **Who scores the PDU Electronic Documents?**

At the end of the year, all teams will be assigned to review a set of PDU submissions using the PDU Rubric. These scores will be submitted in BLEND. Scores will be averaged to create a final score, which will be used to determine if the team meets the PDU expectations.

### **Can I opt out of the PDU process?**

Yes, there is no penalty for opting out and you may opt in again the following year. Opting out of the PDU process will not remove you from PPfT Compensation.

### **Where can I find more information about PDUs?**

Additional PDU information can be found on the PDU Google site [here](#).

# Leadership Pathways FAQs

## **Who can participate in a Leadership Pathway?**

Teachers of all grade levels and content areas who are participating in PPfT Appraisal and Compensation and meet the eligibility requirements, may opt in to a Leadership Pathway. A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

## **How will I know if I have been accepted into the Leadership Pathway that I chose?**

The Employee Effectiveness team will always strive to accommodate as many teachers as possible. However, if the interested number of participants exceeds the number of seats available in any given pathway, a random lottery may be conducted to ensure that the required professional learning opportunities can be delivered to participants in a manner that is most impactful and meaningful. After the opt-in window has closed, eligibility has been determined, and any necessary lotteries have taken place, teachers will be notified via email regarding their participation status for the following year.

## **Can I work on more than one Leadership Pathway at a time?**

No, teachers must choose one Leadership Pathway to pursue over the two years due to the commitment involved surrounding the expectations for professional learning hours, submission of evidence of classroom practice, and completion of the reflection component.

## **Can I choose which micro-credentials to pursue for my chosen Leadership Pathway?**

No, teachers must pursue the required micro-credentials in order of sequence by year and cannot move on to a subsequent micro-credential until the previous micro-credential framework has been completed (professional learning hours, evidence of practice, evidence of reflection).

## **How will the professional learning be monitored to receive proper credit for completing the required 12 hours?**

All professional learning opportunities will be entered into the Human Capital Platform and teachers will be awarded completion credit once attendance is confirmed.

## **I have conflicts that won't allow me to attend professional learning sessions. Can I be excused from these or complete them later?**

Engagement in the twelve hours of specific professional learning associated with the Leadership Pathway is a requirement of participation in the Leadership Pathway. Teachers should make every effort to attend the scheduled professional learning offerings. For teachers who do not attend required face-to-face professional learning within each MC, make-up opportunities will be considered on a case-by-case basis. If there are extenuating circumstances, the Lead Team will work with the teacher as much as is possible. Otherwise, teachers missing this requirement will be removed from participation.

## **I have already taken some courses with the team that leads this Leadership Pathway or I have taken graduate level coursework on the topic of this Leadership Pathway. Can I get credit for that work under this Leadership Pathway?**

The coursework contained in each Leadership Pathway is purposefully created by AISD staff to align with specific district priorities. The coursework is also designed to build from MC1 to MC4, so no other classes or coursework can be used as a substitution for the completion of any microcredential or assignment within a Leadership Pathway. No Leadership Pathway credit is awarded for work completed outside of a Leadership Pathway.

# Leadership Pathways FAQs

## **My coworker is also planning to enroll in this Leadership Pathway. Can we complete the work together?**

Teachers may choose to collaborate on planning for the implementation of their learning from the Leadership Pathway, but each teacher must submit individually-completed, distinct, and separate responses and reflections to all assignments within the pathway, including the final submission.

## **I don't have a lot of experience working with technology or BLEND. Is there another way I can complete this Leadership Pathway work or receive additional technology support?**

Every participant in a Leadership Pathway will have to use BLEND as the platform for online coursework and submitting assignments. If you need assistance with BLEND or technology support, you can always reach out to your campus Technology Design Coach.

## **Can I use the professional learning required for my chosen Leadership Pathway toward the professional learning exchange days?**

If a teacher is participating in a Leadership Pathway and completes their first semester micro-credentials, they will automatically earn 6 hours towards PLED. This information will be captured by the Professional Learning Office and no action is needed by the individual teacher. Spring Leadership Pathway coursework is not PLED eligible.

## **For professional learning sessions, are substitutes provided?**

If the required professional learning takes place during the duty day, approved substitute charges will be reimbursed to the campus upon confirmation of teacher attendance. Note that for any required professional learning outside of the duty day, compensation will not be provided although attendance is required as part of the Leadership Pathway expectations.

## **How might going on leave impact my participation in Leadership Pathways?**

Due to the official district leave policy guidelines, teachers cannot complete any Leadership Pathways activities while on leave. If a teacher takes leave while enrolled in a Leadership Pathway, the teacher should reach out to [leadershippathways@austinisd.org](mailto:leadershippathways@austinisd.org) immediately. The PPfT Leadership Pathway Team will determine what options might be available based on the teacher's specific circumstances.

## **I am enrolled in a Leadership Pathway, and I have decided to accept another job within Austin ISD. How will this impact my participation in the Leadership Pathway?**

If you are still appraised under the PPfT Appraisal System, you would still be eligible to participate. We encourage you to reach out to your Leadership Pathway Leads to discuss how the change in assignment will affect your implementation and final submission. If your new role is not appraised under the PPfT Appraisal System, you will not be eligible to continue in the Leadership Pathway and will be removed from the program.

## **What happens if I become ineligible during the two-year Leadership Pathway?**

If a teacher becomes ineligible due to receiving an insufficient PPfT rating after the first year of participation, or due to accepting a role other than a PPfT defined teacher, the teacher will be removed from the pathway and will need to opt in and restart the Leadership Pathway when or if he or she becomes eligible again.

## **What happens if I choose to exit Leadership Pathways before completing the two years?**

If there are extenuating circumstances involved such as family or medical emergency, a grace period may be granted to allow the teacher to step out and restart Leadership Pathways at a later opportunity without a penalty. If the teacher exits without such extenuating circumstances, they will need to opt in again the next year the pathway is offered. This means the teacher will restart the Leadership Pathway.

# Glossary

**Appraisal:** A system designed to assess the performance and effectiveness of teachers by trained appraisers. Every teacher will receive an appraisal each year. There will not be any waivers.

**Artifacts:** Forms of evidence that demonstrate a teacher's classroom implementation of new knowledge and skills and how the experience impacted teaching or demonstrate students' engagement with the new content the teacher is implementing, and how the experience impacts the students' understanding of concepts and skills. Artifacts may take forms other than documents, such as videos of practice or other forms of evidence as listed in the micro-credential detail descriptions.

**Base-Building:** Additional money paid to an employee that increases the hourly rate. An example at AISD would be the Professional Pathway for Teachers (PPFT) Compensation System. As a PPFT teacher qualifies for a new level, their hourly rate can increase. Stipends are not considered a base-building increase as they are a flat pay amount, usually paid out only once.

**Base Salary:** An employee is paid a set amount of money by their employer for work performed. Base salary is commonly referred to yearly income or gross pay before any deductions (e.g. Benefits). To calculate base salary for a full time employee you take the hourly rate x 8 hours in a workday x contracted days. For example, a full time teacher making \$34.76 an hour has a base salary of \$52,000.96 ( $\$34.76 \times 8 \text{ Hours} \times 187 \text{ Days}$ ).

**Collaboration:** Ongoing communication among professionals using a variety of formats (i.e. conferences, meetings, email, on-line community, conference calls) to discuss, plan, and implement content course work, experiences, and knowledge and skills of the teacher and/or students.

**Enhanced Compensation Campus:** Top 25% of campuses with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served in bilingual/English as a Second Language (ESL) programs, and the percentage of students served with special education programs. Campuses with an overall F accountability rating are also included. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

**Evidence:** Evidence of teacher implementation of learning components into classroom practice, student impact as a result of teacher implementation, and teacher reflection is required throughout each semester and micro-credential.

**Extenuating Circumstances:** Unusual and unavoidable events such as family or medical emergency, that may impact a teacher's commitment to the policies and procedures of a Leadership Pathway or PDU.

**Formative Feedback:** Non-evaluative feedback provided throughout the school year informing teachers where their practice is strong and where there is room for improvement.

**Full-Time:** For the purpose of determining base salary increases under PPFT Compensation, full-time is considered 8 hours a day, 187 days per year. Thus the equivalent hourly increase under PPFT Compensation is the annual increment divided by 187, divided by 8.

**Goal-Setting:** This process helps a teacher provide focus and direction to improve practice. Goals must be meaningful and help teachers reach higher levels of performance and effectiveness. Goals may serve as a plan for support, improvement or coaching, and formative assessment through the year.

# Glossary

**Human Capital Platform (HCP):**

The Human Capital Platform is the district's Professional Learning Management System that allows employees to register for AISD professional learning and training opportunities. Our Human Capital Platform also includes an appraisal module that allows appraisers and staff to complete the appraisal process electronically.

**Human Capital System:** Systems that blend talent management strategies, policies, and practices aligned with the needs of an organization.

**Identifying a Need:** The use of campus data, CIPs, SLO results, disciplinary records, etc. to determine an area of focus.

**Instructional Practice:** This component of the PPFT Appraisal reflects observable teacher skills and knowledge that drive student learning and engagement in the classroom.

**Leadership Pathways:** Optional PPFT Compensation opportunity to develop expertise in one of several areas of interest aligned with district priorities. These Leadership Pathways are intended to empower and grow all AISD teachers, allowing them to become leaders on their campus or throughout the district. These are optional for teachers to pursue based on their interest and schedules.

**Leadership Pathways Plus 1:** An option for teachers who complete a Leadership Pathway, and want to apply their expertise in a leadership role.

**Micro-credential:** A micro-credential recognizes a teacher's skills in certain specific areas. Each Leadership Pathway consists of four micro-credentials to be earned over a two-year process.

**Overall Integration:** One of the three sections on the Leadership Pathways Rubric, overall integration refers to how the teacher integrated components of a micro-credential into their routines and classroom practice to impact student learning.

**Peer Review:** PDU submissions will be peer reviewed by other PDU participants to determine if they meet the PDU criteria.

**Professional Development Unit (PDU):** Optional action-research projects where teams of teachers identify a need they plan to focus on throughout the year and develop a plan of study and implementation to address that need.

**PDU Control Group:** A set of comparison data. For example, a group of students that are working toward the same assessment goal as the PDU team but are not receiving specific researched strategies. This comparison class at the teacher's assigned campus or another campus with similar

demographics and academic characteristics, using the same pre-/post-assessments as the PDU group. Alternatively, data from the previous year's students may be used as the control group.

**PDU Electronic Submission:** All PDUs will be submitted electronically. Teams have the option of submitting either a Smore or a Sway as their final product. Both options provide a newsletter type format, where teams may provide content, pictures, videos, etc. to demonstrate the work they have completed through their PDU.

**PDU Professional Learning:** Face-to-face training, online, book studies, webinars, videos, scholarly articles, etc. Each PDU team will complete a reflection on all the PL they attended as a group. This PL must go beyond what is required by the campus, department, or district.

**Professional Growth and Responsibilities:** This component of the appraisal provides a system that concentrates on teacher growth and collaboration (Growth) and acknowledges compliance activities (Responsibilities). It includes a rubric that covers five strands related to professionalism.

**Professional Learning:** An on-going process that provides opportunities for a teacher to increase skill and knowledge, meet the needs of students, and stay current on best practices



# Glossary

in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Learning aligns with district goals.

## **Professional Pathways for**

**Teachers (PPfT) Appraisal:** The PPfT Appraisal is a multi-measure system that evaluates teachers on a regular basis. This system covers three areas: Instructional Practice, Professional Growth and Responsibilities, and Student Growth.

## **Professional Pathways for Teachers (PPfT) Compensation:**

The teacher compensation component of the PPfT Human Capital System. PPfT Compensation is base-building, which means it adds permanent pay increases to a teacher's base salary. The compensation framework builds the base salary in a second way through a point system. Teachers will earn professional points each year. PPfT Compensation points are cumulative and determine the amount of additional base salary increase. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

## **Professional Pathways for Teachers Human Capital System (PPfT):**

A collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and

professional learning. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of growing teachers and students.

**Reflection:** Retrospective consideration of one's practice. Reflection requires the teacher to make an analysis of a lesson, learning activity or student performance, and consider next steps as a result of this information.

**Rubric:** A set of guidelines for scoring which allows for constructive feedback regarding the quality of teacher submissions for classroom practice evidence.

**Setting a Baseline for a PDU:** PDU teams must determine what assessment type will set the baseline for the PDU. Baselines help show where students are at the beginning of the PDU process. Baselines could be SLO assessments, BOY assessments, discipline/attendance records, student/parent surveys, iStation, or teacher created assessments.

**Strategy:** A plan of action taken from professional learning to implement during the PDU process to help students make progress toward the identified student need. PDU teams will implement 3-5 strategies during the PDU process.

**Student Growth:** This component

of the PPfT Appraisal provides a system that acknowledges a teacher's contribution to student academic progress assessed through multiple measures of student growth measures, including Student Learning Objectives and School-wide Value-added.

**Student Impact:** One of the three sections on the Leadership Pathways Rubric, student impact refers to how the micro-credential components the teacher implemented affected student learning.

**Teacher:** A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

**Teacher Implementation:** One of the three sections on the Leadership Pathways Rubric, teacher implementation refers to how the teacher has taken components of a micro-credential and used them during classroom activities and lessons to engage students in learning.

**Year of Service:** Chapter 153 of the Commissioner's Rules state it is a term of employment measured in school years in an entity in which the employment is recognized for salary increment purposes.

# Appendix A

## Initial PPfT Work Group

Alexa Humberson - Teacher

Ruben Ramirez - Teacher

Sarah Dille - Teacher

Cathryn Mitchell - Principal

John Rocha - Principal

Robert Deckard - Assistant Principal

Jacque Porter - Curriculum

Eddie Curran - Human Resources

Jan John - Professional Development

Lisa Schmitt - Research and Evaluation

Kimiko Krekel - Educator Quality

Joann Taylor - Educator Quality

Ken Zarifis - Education Austin

Dyan Smiley - AFT

# Appendix B

## Current PPfT Oversight Committee

Name	Title/Role	Campus/Department
Dr. Dru McGovern-Robinett	Executive Director TAD	Human Capital *Support Role Only
Amie Ortiz	Director	Employee Effectiveness
Ken Zarafis	President Education Austin	Education Austin
Sheila Henry	Executive Director	Office of School Leadership
Andy Hoffman	Director Comp & HRIS	Human Resources
Dr. Paige Debaylo	Program Analyst	DRE
Dr. Cathryn Mitchell	Principal	Gorzycki MS- <i>Bowie VT</i>
John Rocha	Principal	Bailey MS- <i>Bowie VT</i>
Tina Salazar	Principal	Akins HS- <i>Akins VT</i>
Chaolin Chang	Principal	Joslin ES- <i>Crockett VT</i>
Dr. Chaitra McGrew	Assistant Principal	Houston ES- <i>Travis VT</i>
Joshua Jeon	Assistant Principal	Eastside HS- <i>Eastside VT</i>
Larry Perez	Assistant Principal	Andrews ES- <i>LBJ VT</i>
Giseyla Lopez-Zubieta	Assistant Principal	Reilly ES- <i>McCallum VT</i>
Bobby Quindlen Sandoval	Teacher- Special Education	Langford ES- <i>Akins VT</i>
Lacey Faulkner	Teacher- HS Math	Northeast HS- <i>Northeast VT</i>
Margaret Daniels	Teacher- 7/8 Science	Gus Garcia YMLA- <i>LBJ VT</i>
Rodrigo Rodriguez	Teacher- Bilingual Content Interventionist	Cook ES- <i>Navarro VT</i>
Alfredo Uriegas	Teachers- 6 <sup>th</sup> Grade ESL Math	Lively MS- <i>Travis VT</i>
Dillon Braaten	Teacher-AP World Hist/ AVID	Anderson HS- <i>Anderson VT</i>
Colleen Fairbrother	Teacher- 3rd Grade ESL	Bryker Woods ES- <i>Austin VT</i>
Carmen Barrera	Teacher- Content Interventionist	Linder ES- <i>Travis VT</i>