



PROFESSIONAL PATHWAYS
for **TEACHERS**

PPFT COMPENSATION SUPPORT GUIDE

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Background

Professional Pathways for Teachers

Professional Pathways for Teachers (PPfT) is the result of the collaboration between Austin Independent School District, the PPfT Oversight Committee, which consists of teachers, campus administrators, and Education Austin, to design a Human Capital System that blends appraisal, compensation, professional learning, and teacher leadership. The Board of Trustees approved a consultation agreement to implement the PPfT Compensation Framework beginning in the 2016-2017 school year. After several years of voluntary opt-in, all AISD teachers were enrolled in PPfT Compensation beginning in the 2020-2021 school year. 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 Overview

BACKGROUND

Professional Pathways for Teachers (PPfT) is the result of the collaboration between Austin Independent School District, the PPfT Oversight Committee, which consists of teachers, campus administrators, and Education Austin, to design a Human Capital System that blends appraisal, compensation, professional learning, and teacher leadership. The Board of Trustees approved a consultation agreement to implement the PPfT Compensation Framework beginning in the 2016-2017 school year. After several years of voluntary opt-in, all AISD teachers were enrolled in PPfT Compensation beginning in the 2020-2021 school year.

Austin ISD teacher compensation is unique in that we have developed a local human capital system that includes compensation, which differentiates teacher pay based on overall effectiveness rating, the campus a teacher works on, and any optional professional growth opportunities a teacher chooses to participate in. AISD has incorporated these elements into a system that allows teachers to have ownership of their career development and compensation.

PPfT Compensation is designed to financially incent effective instructional practice and continuous professional growth. PPfT base-salary increases are calculated in addition to any Board approved salary increases or stipends a teacher may be eligible to earn. PPfT Compensation increases are TRS eligible and are calculated as part of a teacher’s highest earning years.

**For PPfT eligibility, a teacher is defined as staff with a half-time or greater primary teaching assignment.*

THE FRAMEWORK

The PPfT Compensation framework builds the teacher’s base salary through a point system. The points are realized as permanent base-salary increases that may be earned annually. 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 3.

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

Elements	Professional Points (per year)	
Current Year of Service <i>Max of 1 per year for participating in PPfT</i>	1	
PPfT Appraisal Summative Rating Effective Highly Effective Distinguished	Standard	Enhanced
	4	6
	7	12
	10	20
Professional Development Unit (PDU)	3	
Leadership Pathways (LP) <i>Complete 2-year (4 micro-credential) process</i>	Professional Points (per 2 years)	
	15	
LP Plus 3	3	
Leadership Pathway Ambassador	<i>Stipend-based Leadership Opportunity</i>	
PPfT Campus Contact	<i>Stipend-based Leadership Opportunity</i>	

Base Salary Increases

BASE SALARY INCREASES

Every teacher in AISD has an individualized base rate based on when they enter the PPfT system, their annual appraisal rating, their campus type and any optional professional learning or leadership opportunities teachers choose to pursue within the PPfT Human Capital System. When a teacher first enters the PPfT Human Capital System, the teacher's initial base salary is set by their years of experience. Once enrolled in PPfT, AISD teachers have the opportunity to earn permanent, base-salary increases outlined on the table below. Points and increases are determined at the end of the school year when final PPfT Appraisal Ratings are calculated. Any base salary increases earned will be added to the teacher's salary and paid beginning the following year. The amount associated with the points is only earned once, but the base salary increase is permanent as long as the teacher remains staffed in a qualifying teaching position in AISD.

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

**PPfT Compensation points are cumulative and continue to stack each year.*

**A teacher can cross multiple levels in one year and the increases are combined.*

Enhanced Compensation Campuses

PPFT Enhanced Compensation Campuses 2022-2023

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 22-23 school year.

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

High Schools
Eastside EC High School/International HS
Navarro EC High School/Navarro GPA
Northeast ECHS
Travis EC High School/Travis GPA

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

Accountability Based Campuses
Martin Middle School
Webb Middle School
Widen Elementary

Special Campuses
Rosedale

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
Rodriguez Elementary
Uphaus ECCL
Walnut Creek Elementary
Wooldridge Elementary
Wooten Elementary

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 \$52,00. 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 PPFT Appraisal is to promote professional growth for all teachers, encourage more frequent, timely, and formative feedback and to incorporate multiple indicators of success, including measures of student growth. The appraisal system will:

- Foster open and collaborative campus cultures that focus on effective instructional practice, coaching and feedback, and the development of practices that more effectively improve student learning;
- Incorporate multiple measures of teacher effectiveness including student growth, and teacher self-reflection; and
- Offer professional learning that links to evaluation results.

Austin ISD developed the Professional Pathways for Teachers (PPFT) Appraisal in response to TEA's requirement of teacher evaluation in the state of Texas.

The PPFT Appraisal is a multi-measure system that uses several indicators to determine performance levels, including student growth, observations based on rigorous instructional standards, and professional expectations. PPFT is a collaborative effort between teacher and appraiser. The PPFT Appraisal includes 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

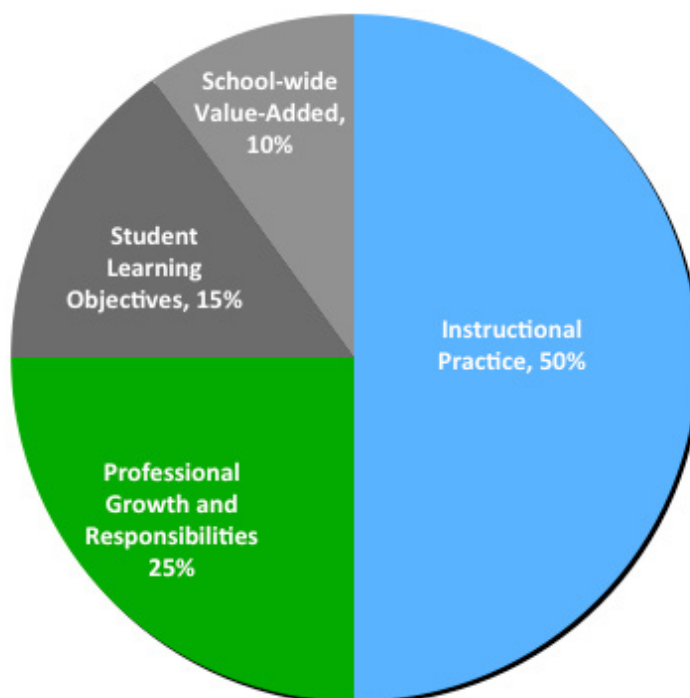
Enhanced Compensation Campuses

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.

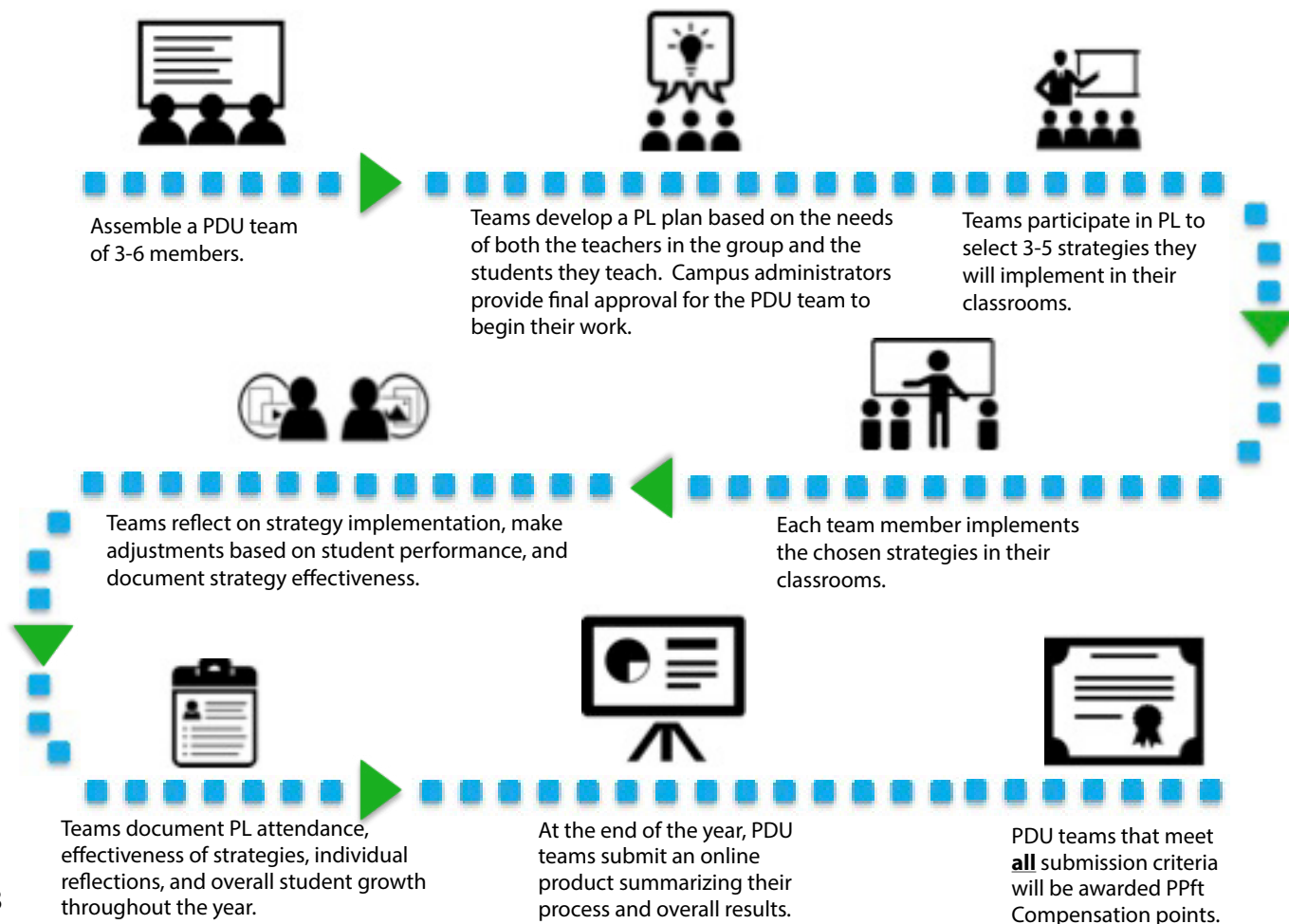
PDUs are designed to be a rigorous long-term study in which teachers utilize a repeating cycle of engagement in PL/research, implementation in the classroom, data

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 2021-2022 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 3 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 teams professional learning. 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 or attends.
 - 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 a Google form. 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.

Teachers will complete the 2022-2023 PDU Information Sheet 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 and click to complete the product. For a step-by-step guide, use 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 the team's 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 3-5 PL opportunities they plan to participate in, or attend.

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 the following district priority areas: Differentiated Learning Continuum, Language & Literacy, Project-Based Learning, Social & Emotional Learning, and Transformative Technology.

The PPfT Leadership Pathways Program supports teachers in Austin ISD to explore, apply, reflect, and lead in district focus areas in order to transform their instructional practice and positively impact student growth and learning through a two-year cycle of learning, implementation, reflection, coaching, and feedback.

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 the following:

- 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 2022-2023 school year teachers must:

- be staffed and remain in a primary teaching position and 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 2021-2022 PPfT Appraisal,
- maintain an effective or better rating throughout the process, and
- not be currently participating in another Leadership Pathway, PDU or LP+3 during the 2021-2022 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 Leadership Pathways +3 or Leadership Pathway Ambassador will not be eligible to participate in Leadership Pathways.

Upon successful completion of a two year Leadership Pathway process a teacher will receive 15 compensation points. No Partial points will be awarded.



Leadership Pathways Overview

Language & Literacy



Leadership Pathway for Language and Literacy - Overview



The development of literacy/biliteracy is foundational to personal, cultural, and academic identity. **Literacy/biliteracy** are key to learning about ourselves, others, and the world around us. **Biliteracy** is the ability to comprehend and communicate both orally and in written form in two languages to express complex and sophisticated thoughts as well as understanding the relationships across both languages. The Language and Literacy Leadership Pathway supports teacher understanding of the student literacy/biliteracy journey across grade levels and subject areas. **Teachers of all grade levels, disciplines, and academic programs** will engage in professional learning around high-quality oracy, reading, and writing instruction to achieve academic outcomes leading to success and personal growth.

Teaching and learning through culturally responsive and sustaining practices are at the heart of bringing literacy/biliteracy to life, and participants are dedicated to creating a community of students who see themselves as readers and writers. We believe that all AISD students should experience daily opportunities to:

- Engage in high-quality, evidence-based language and literacy instruction differentiated for their learning needs,
- Develop listening, speaking, reading, writing, and thinking skills that allow them to fully participate across grade levels and subject areas,
- Read texts that interest them and teach them something new,
- Write about what matters to them,
- Share ideas and ask questions with confidence,
- Listen and learn from other students' ideas, and
- Make connections to self, to text, and to the world.

Micro-credential 1 – Framing Literacy/Biliteracy

Participants will engage in professional learning around understanding literacy/biliteracy. Participants will

- Develop an asset-based mindset,
- Develop an understanding of literacy and multiliteracies,
- Engage with culturally responsive and sustaining practices, and
- Disrupt implicit biases related to literacy/biliteracy.

Micro-credential 2 – Cultivating a Literacy/Biliteracy-rich Classroom Culture

Participants will engage in professional learning around cultivating a literacy-rich classroom. Participants will

- Develop culturally responsive and sustaining strategies to support literacy and/or biliteracy and
- Engage students in co-creating a language-rich classroom culture.

Micro-credential 3 – Utilizing Literacy/Biliteracy to Demonstrate Growth

Participants will engage in professional learning around demonstrating student and teacher growth in literacy/biliteracy. Participants will

- Explore a wide variety of culturally responsive ways students can use literacy practices,
- Understand culturally responsive ways to evaluate student proficiency in domains of literacy within the course content, and
- Learn ways to engage students in culturally responsive activities encompassing all of the domains of literacy.

Micro-credential 4 – Becoming a Literacy/Biliteracy Leader

Participants will engage in professional learning around sharing their understanding of literacy/biliteracy. Participants will be required to share their learning beyond the walls of their classroom through a variety of options.

Leadership Pathways Overview

Transformative Technology



Leadership Pathway in TRANSFORMATIVE TECHNOLOGY - Overview

“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 instructional 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)



Leadership Pathway in SOCIAL & EMOTIONAL LEARNING - Overview

“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, rather than blunt, these assets and experiences. In the school setting, building stronger SE competencies starts with teacher and 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 – Self-Awareness and Self-Management

Participants will examine their own self-awareness and self-management, and how to support student self-awareness and self-management skills.

Self-Awareness Skills	Self-Management Skills
<ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy Impulse control 	<ul style="list-style-type: none"> Stress management Self-discipline Self-motivation Goal-setting Organizational skills <p>(Adapted from CASEL)</p>

Micro-credential 2 – Social Awareness and Relationship Skills

Participants will explore social awareness and relationship skills within themselves, and how to support student growth in social awareness and relationship skills.

Social Awareness Skills	Relationship Skills
<ul style="list-style-type: none"> Perspective-taking Empathy Appreciating diversity Respect for others 	<ul style="list-style-type: none"> Communication Social engagement Relationship-building Teamwork <p>(Adapted from CASEL)</p>

Leadership Pathways Overview

Social Emotional Learning (SEL)

Micro-credential 3 – Responsible Decision-Making and Executive Functioning Skills

Participants will explore executive functioning and responsible decision making within themselves and how to support this growth in their students.

Responsible Decision-Making	Executive Functioning Skills
<ul style="list-style-type: none">● Identifying problems● Analyzing situations● Solving problems● Evaluating● Reflecting● Ethical responsibility	<ul style="list-style-type: none">● Working Memory● Cognitive Flexibility● Inhibitory Control <p>(Adapted from CASEL)</p>

Micro-credential 4 – Transformative Social and Emotional Leaders

Participants will explore their roles as leaders in Transformative SEL. "Transformative SEL is a process where students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences...Practitioners and researchers must conceptualize, implement, and assess SEL in a way that adapts to students' cultural assets and recognizes their inherent strengths. In doing so, students may feel more respected and valued for who they are as individuals and experience a sense of belonging that is foundational to their learning success." 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).

Leadership Pathways Overview

Project-Based Learning (PBL)



Leadership Pathway for PROJECT-BASED LEARNING – Overview



Definition of Project-Based Learning in AISD:

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

Differentiated Learning Continuum



Leadership Pathway for the Differentiated Learning Continuum - Overview

Differentiation is a framework of strategies designed to meet the needs of individual students by providing options for learning. Through the differentiation of content, process, products, or the learning environment, students are able to maximize their learning. Differentiation is an approach that should be used with all student groups, such as, on-level learners, Emerging Bilingual students, striving students, students with learning differences, and advanced learners.

Micro-credential 1 – Setting the Stage for Differentiated Learning

In MC1, participants will explore/gain knowledge of best practices to support the implementation of Differentiated Learning, including:

- exploring the nature and needs of different student populations
- designing supportive learning environments
- understanding growth mindset and habits
- establishing and building relationships

Micro-credential 2 – Universal Design for Learning (UDL): Exploring the Principles

In MC2, participants will explore/gain knowledge of best practices to support the implementation of Universal Design for Learning, including:

- Engagement - The Why (Recruiting Interest, Sustaining Effort & Persistence, Self-Regulation)
- Representation - The What (Perception, Language & Symbols, Comprehension)
- Action & Expression - The How (Physical Action, Expression & Communication, Executive Functions)

Micro-credential 3 – UDL and Differentiated Learning: Creating and Connecting

In MC3, participants will go deeper into their exploration of Universal Design for Learning to better understand how humans learn in order to design and implement the core elements for student success.

Micro-credential 4 – Differentiated Learning: Building Capacity

In MC4, participants will learn best practices for sharing their understanding of Universal Design for Learning with adult learners. Participants will be required to share their learning beyond the walls of their classroom through a variety of options.

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-credentials.
- 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.



Leadership Pathways Plus 3



LEADERSHIP PATHWAYS +3

Overview - SY 22-23

The Leadership Pathways +3 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

The goals of Leadership Pathways +3 are to:

- extend the learning of experienced LP teachers in their respective district priority area;
- provide opportunities for experienced LP teachers to serve in a leadership role; and
- grant an additional route to increased salary under PPfT Compensation.

EXPECTATIONS

The Leadership Pathways +3 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 district coordinator per established protocol; and
- furnish required documentation to evidence the fulfillment of these expectations and all obligations pertaining to their LP +3 option by the established deadline.

LEADERSHIP PATHWAYS +3 OPTIONS

A description of each of the three Leadership Pathways +3 options follows. Please read carefully.

Option 1: Mentor a New Leadership Pathway Teacher* Teachers interested in this option must commit to these LP +3 obligations:

- 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 their mentee and answer questions at predetermined checkpoints during each MC (BOY, MOY, EOY);
- document meeting notes and email communication attempts as evidence of their work;
- complete a final mentor experience reflection; and
- share surveys with their mentee to receive feedback on mentor performance.

Option 2: Design and Deliver Professional Learning Teachers interested in this option must commit to these LP +3 obligations:

- 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 related to the LP completed (may-be face-to-face, online, or blended);
- understand that a list will be provided to campuses with LP +3 teachers identified as

Updated 04/12/22

Leadership Pathways Plus 3



LEADERSHIP PATHWAYS +3

Overview - SY 22-23

- 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/attended/completed by at least 5 people;
- submit a proposal for approval with learning objectives and presentation materials that detail the content of the session at least two weeks prior to the facilitation of the session;
- submit documentation and a reflection upon completion of facilitating the professional learning session; and
- understand they may not receive both immediate payment for planning or presenting professional learning and compensation points.

Option 3: Score Leadership Pathways Final Submissions* Teachers interested in this option must commit to these LP +3 obligations:

- 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;
- collaborate with their assigned scoring partner to score a minimum of 10 final submissions (5 fall/5 spring) from participating Leadership Pathways cohorts;
- complete a reflection; and
- share a survey with the LP lead team to receive feedback on scorer performance

**Please note there is no cohort of the Cultural Proficiency & Inclusiveness Leadership Pathway or Advanced Academics Leadership Pathway in the 22-23 school year, so we are unable to offer Mentor LP +3 Options for the Cultural Proficiency & Inclusiveness Leadership Pathway or the Advanced Academics Leadership Pathway during the 22-23 school year.*

All LP +3 teachers will be added to a BLEND course where information and documents required to successfully complete the expectations and obligations will be stored. This will also serve as a place where teachers choosing the same option can virtually meet and collaborate. **LP +3 teachers will also be required to sign a commitment form.**

Any teacher who completes all requirements of the LP+3 role by the set deadlines will receive **three compensation points** at the end of the school year during which they served. Similar to all compensation options, teachers must remain a PPfT-defined teacher to be eligible for this compensation. Additionally, any teacher who does not fulfill these expectations once they sign the commitment form will *not* receive the compensation points.

The opt-in form to show your interest in Leadership Pathways +3 and make your option selection will be available during the fall semester. Note that once you submit your choice in the fall, you will not be able to change options.

For more information, email leadershippathways@austinisd.org.

Leadership Pathway Ambassador

Leadership Pathway Ambassadors will serve as an advocate and support for continuing to build the capacity of the Leadership Pathway program. Each Leadership Pathway Ambassador will assist their assigned Leadership Pathway program and the district level lead team in the following ways.

The Leadership Pathway Ambassador may:

- support the assigned Leadership Pathway Lead Team with the design/review of the content and professional learning activities,
- attend professional learning sessions for the assigned Leadership Pathway to support facilitation of the content,
- respond within 24 hours to communications from the Leadership Pathway Lead Team,
- moderate discussion boards and other activities or provide feedback on assignments in the Leadership Pathway BLEND course,
- complete support tasks on the timeline assigned by your Leadership Pathway Lead Team,
- read any articles or books connected to a specific pathway to be able to support Leadership Pathway participants as they participate in the book studies,
- serve as a demonstration classroom to allow others to learn from your practice,
- speak with other teachers and staff about the positive impacts Leadership Pathways,
- attend Leadership Pathway informational sessions as needed to serve on a discussion panel or share your experience with the pathway you completed,
- score Leadership Pathway submissions in the fall and spring, and
- respect the growth and development process and maintain confidentiality.

There will be up to 5 Leadership Pathway Ambassador positions available per Leadership Pathway. Once eligibility requirements have been confirmed, participation will be determined by the need of the individual pathway based on position/content, campus, and capacity to support all teachers.

Leadership Pathway Ambassadors are eligible to earn a \$1,500 stipend after meeting all agreement terms for the 2022-2023 school year. The stipend will be paid out after the school year close-out, typically in June.

Eligibility Requirements:

To serve in the role of a Leadership Pathway Ambassador in the 2022-2023 school year, teachers must

- be staffed in a primary teaching position and currently eligible for PPfT Appraisal and Compensation,
- remain staffed in a PPfT eligible position for the entirety of the 2022-2023 school year,
- have successfully completed a Leadership Pathway,
- have an effective or better rating on their 2021-2022 PPfT Appraisal (confirmed after opt-in),
- not be currently participating in year one of a Leadership Pathway.

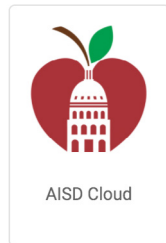
Please note that teachers will not be eligible to participate in a Leadership Pathway, PDU, or LP+3 while they are serving in the Leadership Pathway Ambassador role.

PPfT Compensation

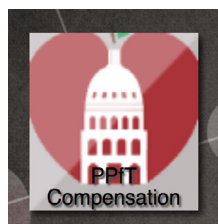
AISD Cloud Tile Access

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	Yrs Service	LP Points	PLC Points	Total	Compensation	Current Month	Previous
Outstanding	20	1	0	0	21	21	0	\$2000
Starting Hourly Rate:	\$22.75	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 - TRAVIS HS (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 - TRAVIS HS (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: _____

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

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	2	\$1250

Starting Hourly Rate: \$32.08 Board Approved Raise: \$0.48 PPfT Increase: \$0.84 New Hourly Rate: \$33.40

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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



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

Operational Procedures

PPfT Compensation

Eligibility:

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

Compensation Exit and Reentry (Internal):

- If a teacher participating in PPfT Compensation takes a non-teaching position in AISD, the teacher will be removed from the PPfT pay scale and placed on the appropriate pay scale for the new position. As long as the teacher remains employed in AISD, the teacher's bank of PPfT points and increases will be held until they return to a PPfT eligible 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 +3, Leadership Pathway Ambassador 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 or 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 into a Leadership Pathway as long as they

- » are staffed in a primary .5 or greater 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 current 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 may not participate in a Leadership Pathway and a PDU, Leadership Pathways +3, or Leadership Pathway Ambassador concurrently.
 - Teachers may only participate in one Leadership Pathway at a time.
 - Teachers may complete each Leadership Pathway a single 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.
- 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 when one is available.

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. Teachers will need to follow the process during the designated opt-in window to demonstrate their interest in joining a Leadership Pathway.
- The opt-in process requires teachers to complete a Google Form while logged in with their AISD credentials. The form will be emailed out by leadershippathways@austinisd.org.
- Teachers will receive an automated email with their form responses.
- Once the opt-in window closes, the Office Of Employee Effectiveness will review eligibility teachers opting 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

Operational Procedures

Leadership Pathways

- 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.

Components and Expectations

- Teachers will complete 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 on 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 engaging in 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 original 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 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.

Submissions 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 you must submit PDF versions of documents.
- 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 upload 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.

Operational Procedures

Leadership Pathways

- If a teacher's submission documents are found to be incomplete during the scoring process, an automatic resubmission will be required. Only one resubmission is allowed per MC.
- If a teacher fails to submit a 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
- If a resubmission is requested, a teacher will have 5 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 central office staff and Leadership Pathway +3 scorers.
- Submissions will be evaluated using a scoring rubric specific to each Leadership Pathway.
- 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 with 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 Pathway +3

- In order to participate in Leadership Pathway +3, a teacher must have successfully completed at least one Leadership Pathway.
- Teachers may opt into Leadership Pathway +3 in the fall for participation in the same school year. All requirements must be met in order to earn 3 PPfT Compensation points to be combined with the teacher's cumulative compensation points.
- If a teacher chooses to mentor a teacher in participating in 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 Leadership Pathway +3 teacher to choose another Leadership Pathway +3 option.

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 began participating 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, the teacher will be removed from the PPfT pay scale and placed on the appropriate pay scale for the new position. As long as the teacher remains employed in AISD, the teacher's bank of PPfT points and increases will be held until they return to a PPfT eligible 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 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 synchronous 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 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 leadershippathways@austinisd.org 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	Associate Superintendent HCD	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
Brandi Hosack	Associate Superintendent HR Services	HR/Compensation
John Rocha	Principal	Bailey MS- <i>Bowie VT</i>
Jerald Wilson	Principal	Kealing MS- McCallum VT
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>
Andrea Glienke	Assistant Principal	Navarro ECHS- <i>Navarro 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 ECHS- <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 th 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>