



PROFESSIONAL PATHWAYS  
for **TEACHERS**

**COMPENSATION SUPPORT GUIDE**

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# Background

## Professional Pathways for Teachers

Professional Pathways for Teachers is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and professional development. 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 impacting student achievement.

AISD has spent five 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. We have 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:

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 - 1000 remaining current AISD teachers

## Guiding Principles

The PPfT Compensation System must:

- Reflect Austin ISD's priorities and values;
- Treat teaching as a profession;
- 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.

## Initial PPfT Work Group

Alexa Humberson - Teacher

Ruben Ramirez - Teacher

Sarah Dille - Teacher

Cathryn Mitchell - Principal

John Rocha - Principal

Robert Deckard - Assistant Principal

Jacquie Porter - Curriculum

Eddie Curran - Human Resources

Jan John- Professional Development

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Kimiko Krekel - Educator Quality

Joann Taylor - Educator Quality

Ken Zarifis - Education Austin

Dyan Smiley - AFT

# Framework

## PPfT Compensation Framework

The PPfT Compensation Framework is base-building, which means it adds permanent pay increases to a teacher's regular salary. This framework does not impact stipends, and teachers will still be able to earn all stipends as before. Teachers in the system will also be eligible for any raises or cost of living increases approved by the Board of Trustees. The framework builds the base through a point system. Teachers will earn professional points each year. Points are cumulative and determine the amount of the base increase. Teachers can earn points from four elements: Current Year of Service, Appraisal, Professional Development Units, and Leadership Pathways.

Elements	Professional Points (per year)	
Current Year of Service	1	
Appraisal	Standard	Enhanced
Effective	4	6
Highly Effective	7	12
Distinguished	10	20
PDU (Professional Development Unit)	2	
Leadership Pathways	Professional Points (per 2 years)	
4 micro-credentials & badge	15	

## Base Salary Increases

As teachers earn points, they will become eligible for base increases based on the table below. Teachers earn increases when the point amount is earned at the end of the school year. The base increase will be added to the teacher's salary for the following year. For example, once a teacher earns 5 points, the teacher will receive a \$500 increase to the base salary. Once the teacher earns an additional 5 points for a total of 10 points, the teacher will earn another \$750 increase. The next increase would come at 20 points. The amount associated with the points is only earned once, but the base increase is permanent. The increases listed below are based on a 187-day contract calendar. Please see [scenarios](#) for examples.

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

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

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

# Enhanced Compensation Campuses

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. Improvement Required Campuses who were newly identified and are not in the top 25% will also be included for two years. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

Below is the list of campuses for the 2019-2020 school year. \*

## High School

Eastside Memorial
Navarro
Northeast
Travis

## Middle School

Burnet
Dobie
Garcia
Sadler Means
Webb

## Improvement Required

Mendez
Widen

## Elementary School

Andrews
Barrington
Brown
Cook
Galindo
G. Thompson
Harris
Hart
Jordan
McBee
Overton
Padron
Pickle
Rodriguez
Sanchez
Uphaus
Walnut Creek
Webb Primary
Wooldridge
Wooten

\* Any additions or adjustments to Enhanced Compensation Campuses will be made by 9/1/19



# Current Year of Service

## What is it?

The current year of service element accounts for the year a teacher serves on a campus. Teachers earn one point for the current year they work in AISD. Since the starting base salary accounts for teachers' previous years of experience, no additional points will be awarded for experience. Teachers will not earn more than one point for a year of service.

## Examples

Teacher A has 15 years of experience and comes into the PPFT Compensation System at \$49,379. 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 \$47,511. She will receive 1 point for the current year of service at the end of the year which will be added to the other point accumulations in the system to determine the base salary increase.



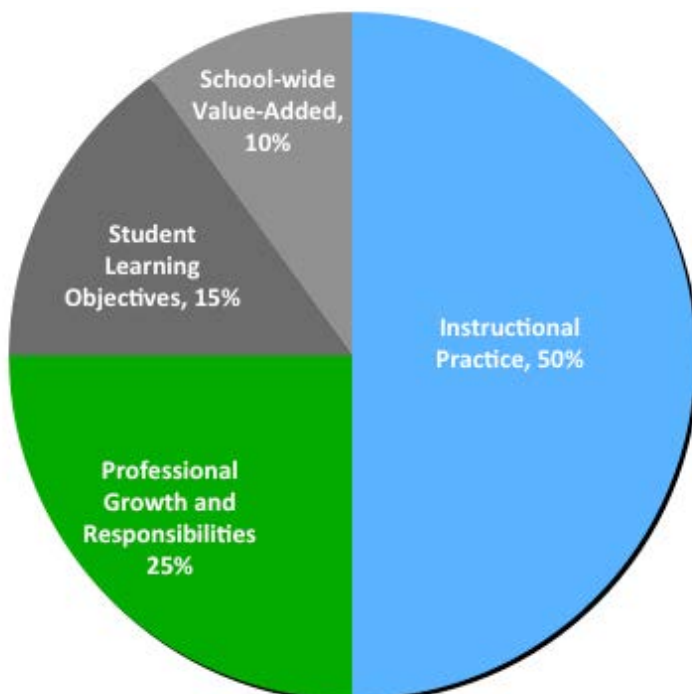
# Appraisal

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

The multiple measure system:

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

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



Teachers will receive a final rating based on their scores in the three components. Ratings range from ineffective to distinguished. Teachers will receive 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, please visit page 4 of this guide.

## Standard Campus

Effective - 4 points

Highly Effective - 7 points

Distinguished - 10 points

## Enhanced Compensation Campus

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 and are similar to action-research projects where teams of teachers identify a need that they want to work on for the year and then develop a plan of study and implementation to address that need.

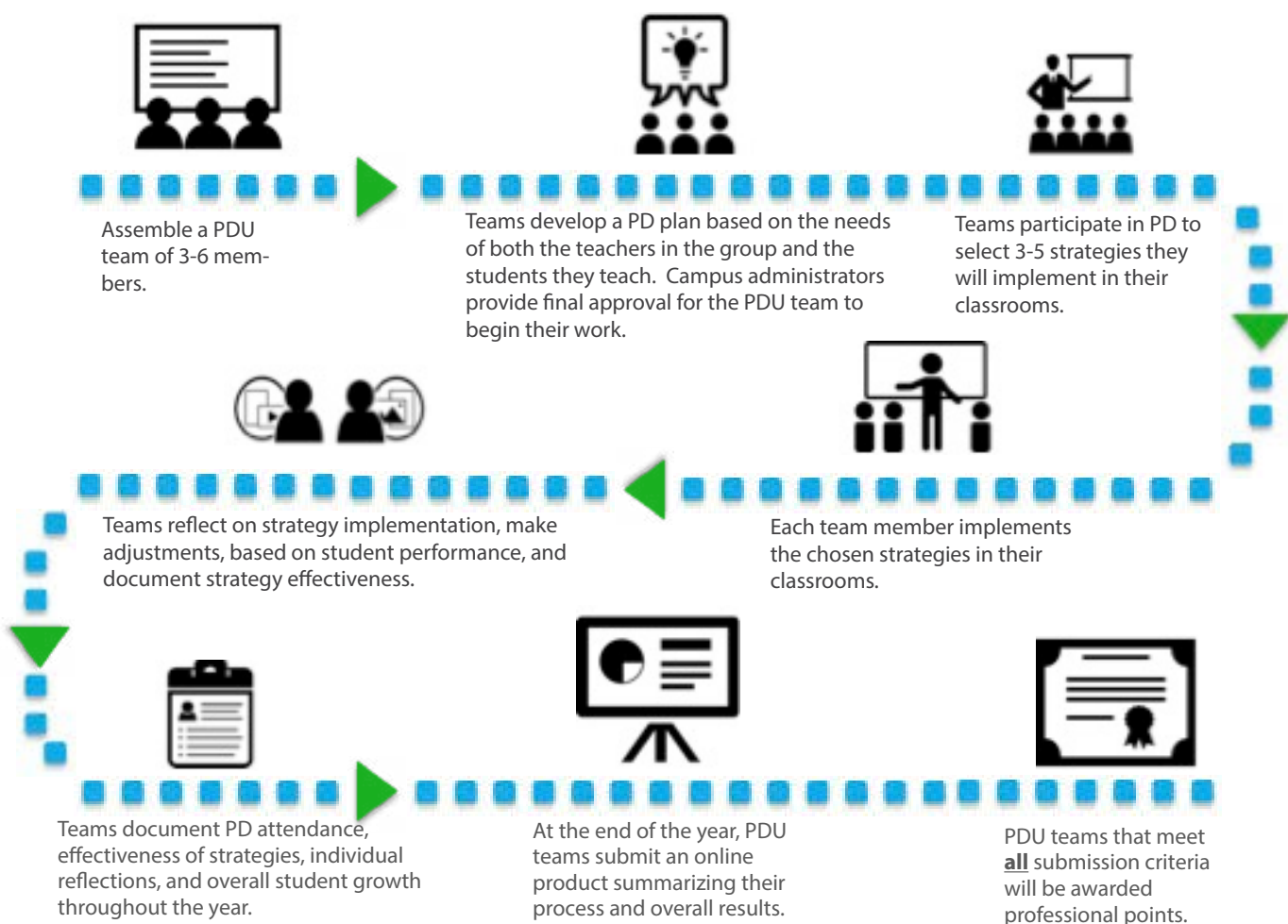
Those participating in PDUs will form self-selected teams of 3-6 members that will work together during the course of a school year to identify, study, and implement job-embedded professional development activities in a specific area. This area is relevant to the student population or a specific content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

The team develops a PD 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 PD 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 PD/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.

Those interested in pursuing a PDU will apply at the end of August to begin the process by the end of September. Teachers participating in Leadership Pathways will not be eligible to participate in PDUs.





# Leadership Pathways

Leadership Pathways will provide teachers with the opportunity to develop their 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.

Teachers pursuing a Leadership Pathway will participate in a two-year process focused on a specific district priority. The topics for 2018-2019 are literacy, transformative technology, and social and emotional learning (descriptions on next page). The process will allow teachers to earn micro-credentials in targeted areas through engagement in professional development, application of learning into practice, and reflection on the impact to their teaching.

In year one, teachers will work toward two micro-credentials. Each micro-credential is worth 2 points in the framework, so year one Leadership Pathway participants could earn up to 4 points.

In year two, teachers will complete two additional micro-credentials and then engage in a badge earning process that requires them to provide leadership by reviewing micro-credentials for the year one cohort. Year two will allow participants to earn 11 points. Points for badges are earned once.

In order to participate in a Leadership Pathway, teachers must :

- Have two years of teaching experience;
- Have an effective or better rating on the PPfT Appraisal; and
- Maintain that rating or better throughout the process.

Teachers interested in pursuing a Leadership Pathway will sign up for their selected topic beginning in May. 150 teachers can enter each pathway each year. Teachers participating in PDUs will not be eligible to participate in Leadership Pathways.



# Leadership Pathways

## Literacy



**Micro-credential 1 – Building a Literacy Repertoire** Participants will learn research and pedagogy to support content-area literacy throughout the school day. Participants will begin building a repertoire of literacy strategies that support the AISD Literacy Plan.



**Micro-credential 2 – Talk About It: Increasing and Improving Student Talk** “Talk About It” forms one of the three district-wide literacy focus areas of the AISD Literacy Plan. Participants will learn structures for supporting student talk in the classroom. While this micro-credential focuses on student talk, training will continue to model and reinforce literacy strategies from the repertoire established during the first semester.



**Micro-credential 3 – Read Actively and Critically: Boost Comprehension via Metacognition** “Read Actively” is the second of the three district-wide literacy focus areas of the AISD Literacy Plan. Participants will learn to fully engage students with strategies to support critical thinking, metacognition and tackling nonfiction text. Training will build on strategies practiced during the first two micro-credentials.



**Micro-credential 4 – Write to Learn: Informal Writing for Deep Understanding** “Write to Learn” is the final district-wide focus area in the AISD Literacy Plan. Participants will learn writing techniques to integrate in any content area. Writing to Learn includes quick, informal, low-pressure ways (physical and digital) for students to process lesson content and to show their thinking. Participants will gain insight on how to use writing to learn strategies to formatively assess comprehension. Additionally, teachers will consider the role of authentic audiences and purposes for content area writing projects and assignments. The professional development, practice, and reflection process for this micro-credential will include clear integration of previous practices with talking, thinking, and reading actively.



### **Badge**

Review three micro-credentials from the pathway.

## Transformative Technology



**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 the use of BLEND in ways that amplify and extend beyond face-to-face learning, and the importance of a seamless integration of digital citizenship instruction into content across all disciplines.



**Micro-credential 2 – Student Voice and Choice** Participants will build upon their work in the first micro-credential, “BLENDED Learning and Digital Citizenship,” to explore ways to use technology to enhance student agency. Exploration will include culturally proficient instructional design and instructional models to support increased student agency. Participants will design and implement a plan for increased student agency within their classroom.



**Micro-credential 3 – Digging Deeper: Blended Learning** Participants will build on their learning from the first two micro-credentials to develop a deeper understanding of the guiding principles of blended learning and digital citizenship. Participants will apply their new understanding to design learning experiences that move beyond a technology-enhanced learning environment to a blended learning environment progressing toward personalization and transformation.

# Leadership Pathway



## **Micro-credential 4 – BLENDED Learning Leadership**

Participants will connect the learning from the first three micro-credentials to identify ways to grow as campus models to support blended learning and digital citizenship instruction both in and beyond their classroom. Participants will learn about and select appropriate structures and strategies to share their learning and build capacity in other teachers.



### **Badge**

Review three micro-credentials from the pathway.

## **Social and Emotional Learning (SEL)**



**Micro-credential 1 – Self-Awareness and Self-Management** Participants will examine their own self-awareness and self-management and how to support this growth in their students. Participants will understand their own cultural and personal identity and how it may inform perceptions of others. Participants will explore tools to refocus and manage stress in themselves and their students.



**Micro-credential 2 – Social Awareness and Relationship Skills** Participants will explore social awareness and relationship skills within themselves and how to support this growth in their students. Participants will be able to recognize and critically assess social and contextual norms for behavior. Participants will practice resolving conflicts peacefully and cultivating and sustaining healthy connection with others over time. Participants will learn how to create classroom rituals and routines to support a culture of learning.



**Micro-credential 3 – Executive Functioning and Responsible Decision-Making** Participants will explore executive functioning and responsible decision-making within themselves and how to support this growth in their students. Participants will be able to plan effectively by creating, evaluating, and choosing the set of actions that will best serve goals. Participants will learn how to support independent versus dependent student learners so that students are appropriately challenged in order to increase their intellectual capacity.



**Micro-credential 4 – Creating a Community of Learners** Participants will explore how the three sections of the SEL wheel that encompass the six SEL core competencies fit together to create the wheel foundation; safe, inclusive, culturally responsive, academically engaging, and equitable learning environments. Participants will engage with the concept of dignity and how it ties the core competencies into our SEL foundation. Participants will also learn how to create and foster learning environments anchored in dignity where all children and adults are accepted and valued.



### **Badge**

Review three micro-credentials from the pathway.

# Leadership Pathway

## Problem-Based Learning (PBL)



**Micro-credential 1 – PBL Teaching Practices** Participants will develop and accelerate their understanding and implementation of problem-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: Student Voice & Choice** 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.



### **Badge**

Review three micro-credentials from the pathway.

## Advanced Academics



**Micro-credential 1 – Performance Mindsets** Participants will explore research and strategies for implementation that support performance mindsets in students to access and maximize potential. Specific emphasis will be placed on personal purpose, growth mindset, self-reliance and autonomy, grit and resilience, and mindfulness.



**Micro-credential 2 – Brain-Targeted Teaching** Participants will focus on strategies that actively engage the brain and activate learning. Consideration will be provided for emotional climate, physical environment, learning design, teaching for mastery and application, and evaluation.



**Micro-credential 3 – Global Connections** Participants will engage in methods that support the connections between students and the world. Global perspectives and empathy through case studies, global problem-solving, global leadership in virtual communities, and global advocacy to influence policymakers will be highlighted.



**Micro-credential 4 – Advanced Academics Capstone Project** Participants will select several strategies with academic, social, and emotional supports related to advanced academics and consider equity, access, and inclusion issues that impact high-ability students. A culminating unit project will be created that integrates appropriate strategies that provide equity, access, and inclusion to support the needs of high-ability students.



### **Badge**

Review three micro-credentials from the pathway.



# Opt-In Process

The opt-in process is straightforward. All current AISD teachers interested in entering the PPfT Compensation System will fill out a Google form requesting entry from February 27, 2019-April 19, 2019. Filling out the form does not guarantee a spot as selection is based on years of service in AISD. This year, approximately 1,000 current teachers may opt-in and selection will be prioritized based on their years of service in AISD. All teachers who submit opt-in forms will be notified in an email by April 29, 2019 of their status in the system. Decisions regarding PPfT Compensation opt-ins for 2019-20 are made in the Spring of 2019, as part of the AISD Budget approval process.

Access the 2019-2020 opt-in form through the cloud using the link below.

[Opt-In Form](#)



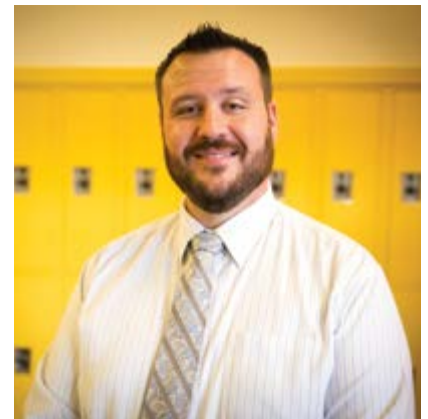


# Scenarios

The scenarios show how the PPfT Compensation System compares to the current AISD salary schedule. These are possible scenarios that assume no changes to the salary schedule and no raises to show the actual earnings over time. Each individual result will vary.

## 10th Year Teacher

A 10th year teacher enters the system with a base salary of \$47,752. The chart shows the PPfT activities and professional points earned and base salary increases based on the type of campus served. The graph shows the comparison of the current AISD steps and lanes, PPfT Compensation on a Standard Campus, and PPfT Compensation on an Enhanced Campus.



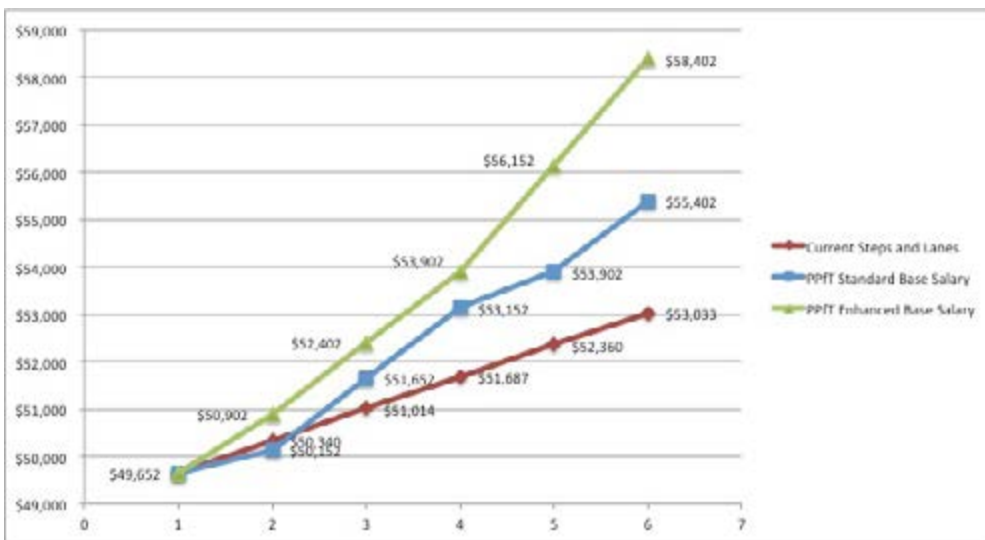
Year	Activity	Professional Points Earned Standard	Base Increase	Professional Points Earned Enhanced	Base Increase
Year 1	Highly Effective Appraisal Rating, Current Year of Service	8 Total Points = 8	\$500	13 Total Points = 13	\$1250
Year 2	Highly Effective Appraisal Rating, Current Year of Service, Professional Development Unit	10 Total Points = 18	\$750	15 Total Points = 28	\$750
Year 3	Highly Effective Appraisal Rating, Current Year of Service, Professional Development Unit	10 Total Points = 28	\$750	15 Total Points = 43	\$1500
Year 4	Highly Effective Appraisal Rating, Current Year of Service, Leadership Pathway	12 Total Points = 40	\$1500	17 Total Points = 60	\$1500
Year 5	Highly Effective Appraisal Rating, Current Year of Service, Leadership Pathway	19 Total Points = 59	\$750	24 Total Points = 84	\$1500

# Scenarios

The scenarios show how the PPfT Compensation System compares to the current AISD salary schedule. These are possible scenarios that assume no changes to the salary schedule and no raises to show the actual earnings over time. Each individual result will vary.

## 16th Year Teacher

A 16th year teacher enters the system with a base salary of \$49,652. The chart shows the PPfT activities and professional points earned and base salary increases based on the type of campus served. The graph shows the comparison of the current AISD steps and lanes, PPfT Compensation on a Standard Campus, and PPfT Compensation on an Enhanced Campus.



Year	Activity	Professional Points Earned Standard	Base Increase	Professional Points Earned Enhanced	Base Increase
Year 1	Highly Effective Appraisal Rating, Current Year of Service	8 Total Points = 8	\$500	13 Total Points = 13	\$1250
Year 2	Highly Effective Appraisal Rating, Current Year of Service, Professional Development Unit, Leadership Pathway	14 Total Points = 22	\$1500	19 Total Points = 32	\$1500
Year 3	Highly Effective Appraisal Rating, Current Year of Service, Leadership Pathway	19 Total Points = 41	\$1500	24 Total Points = 56	\$1500
Year 4	Distinguished Appraisal Rating, Current Year of Service, Leadership Pathway	14 Total Points = 55	\$750	24 Total Points = 80	\$2250
Year 5	Distinguished Appraisal Rating, Current Year of Service, Leadership Pathway	21 Total Points = 76	\$1500	31 Total Points = 111	\$2250

# Glossary

**Appraisals:** 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.

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

**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.

**Human Capital Platform (HCP):** Human Capital Platform is the district's Professional Development Management System that allows employees to register for AISD professional development and training opportunities. Our Human Capital Platform also includes an appraisal module that allows appraisers and staff to complete the appraisal process electronically.

**Professional Development:** 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 in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Development must align with personal, building, district and state goals.

**Professional Pathways for Teachers (PPfT):** This is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and professional development. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of impacting student achievement.

**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.

**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 what to do next or differently as a result of this information.

**Reflective Practice/Self-reflection:** An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices to gain new or deeper understanding that leads to improved teaching effectiveness and student learning.

**Teacher:** A teacher is defined as directly instructing students 50% or more of the instructional day and whose title is teacher in the HR system.