

Professional Pathways for Teachers: Appraisal Results for Career and Technical Education Instructors

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Career and Technical Education (CTE) instructors in Austin Independent School District (AISD) provide students with academic knowledge and technical skills needed to gain entry to high-demand, high-skill, and high-wage industries. CTE instructors use innovative industry-standard resources, curricula, and engagement to provide high-quality instruction experiences to prepare and develop students with essential knowledge and skills needed for success in the workforce or college after high school graduation.

Professional Pathways for Teaching (PPfT) is designed to empower teachers, guide development, and provide compensation for professionalism and quality of instruction. PPfT's multi-step appraisal system components include Instructional Practice (IP), Professional Growth and Responsibilities (PGR), and student growth. Student growth measures are Student Learning Outcome (SLO), and School-Wide Value-Add (SWVA). In addition to annual teacher appraisals, PPfT offers teachers opportunities to engage in professional learning.

For PPfT appraisal, CTE instructors had higher scores for the SLO and SWVA student growth measure component than did non-CTE instructors, whereas IP and PGR scores were similar. Also, CTE instructors had significantly higher summative scores than did non-CTE instructors. Overall, almost twice as many CTE as non-CTE instructors earned a distinguished rating. CTE instructors' higher summative scores, distinguished ratings, and ratings in SLO and SWVA may serve as evidence of quality of teaching.

CTE instructors also accessed professional learning opportunities provided to them. CTE instructors opted into PPfT compensation at a higher rate than did non-CTE instructors. Opting in allowed instructors to join a Professional Development Unit or Leadership Pathway, and a higher percentage of CTE than non-CTE instructors participated in Leadership Pathways.

Results provided support for the CTE 5-year plan and AISD CTE's intent to provide high-quality programs with key indicators of quality instruction (i.e., prepared and effective program staff, engaging instruction, work-based learning opportunities, and standards-aligned and industry-based curriculum and instruction).

Future collaboration between PPfT and CTE is recommended. By working together, CTE and PPfT may identify and seek to understand and address differences in teachers' preparation requirements as well as the unique training, skills, and expertise of CTE instructors, courses, and programs of study that may have an impact on recruitment, retention, and evaluation.

PPfT Appraisal Components

PPfT's multi-step appraisal system covers three components: IP, PGR, and student growth. SLO and SWVA measure the student-growth component.



Component scores are calculated for an overall rating (e.g., distinguished, effective). Component scores and overall ratings along with other factors are converted into points that determine the amount of salary increase.

More information on PPfT can be found in the PPfT—CTE full report as well as in the AISD (2015) [*PPfT Support Guide*](#).