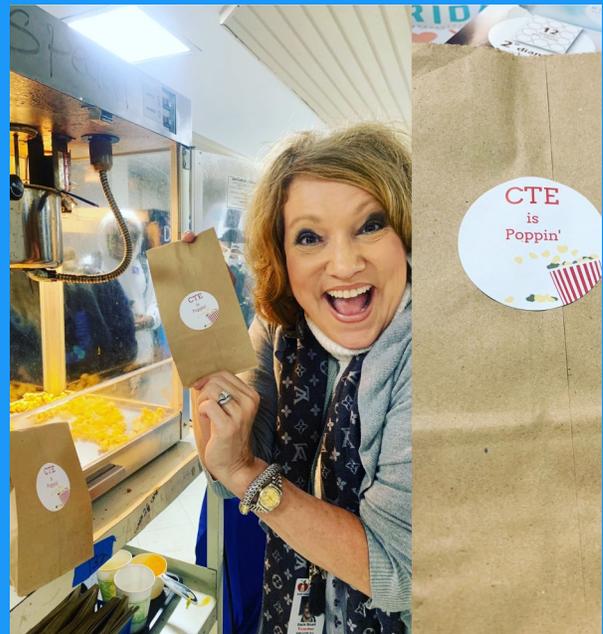


# Professional Pathways for Teachers:

2018-2019 Appraisal Results for Career and Technical Education Instructors





## Executive Summary

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.

Comparisons between CTE and non-CTE instructors and between CTE endorsements were examined in the context of PPfT and CTE's overlapping goals of quality instruction and 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.

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## Introduction

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 play a critical role in preparing and ensuring students are college and career ready. CTE provides work-based learning experiences that combine hands-on learning with real world scenarios. CTE instructors are often industry based, rather than common core based. 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. Through the CTE 5-year plan, CTE aims to provide high-quality instructional elements of the ACTE (2018) High-Quality Programs Framework.

The ACTE (2018) High-Quality elements include (a) prepared and effective program staff who address qualifications and professional development training and (b) engaging instruction, which refers to instructional strategies in student-centered learning environments for knowledge and skill attainment. In alignment with AISD's commitment to promoting professional growth, empowerment, and retention of quality teachers, CTE supports professional learning, training, and development, and compensation to recruit and retain quality CTE teachers (Coco & Bonazzo, 2019).

AISD administrators conduct annual teacher evaluations using the Professional Pathway to Teachers (PPFT) appraisal system to observe and give formative feedback on teachers' performance. All AISD teachers receive component score ratings and an overall score rating as part of their PPFT appraisal. Teachers are scored in three PPFT appraisal components: (a) teachers' instructional practice (IP), (b) professional growth and responsibilities (PGR), and (c) student growth through student learning objectives (SLO) and school-wide value-add (SWVA).

PPFT is designed to empower teachers, guide development, and provide compensation for professionalism and quality of instruction. PPFT goals include retaining quality teachers and improving student outcomes (DeBaylo et al., 2019). In addition to annual teacher appraisals, PPFT offers teachers opportunities to engage in professional learning. Through participation and completion, teachers earn points toward compensation. Compensation increases are calculated based on points from multiple areas, such as professional learning, appraisal score, campus type, and years of experience.

### High-Quality CTE Programs include:

- (a) prepared and effective program staff who address qualifications and professional development training
- (b) engaging instruction with instructional strategies in student-centered learning environments for knowledge and skill attainment.

# High, Middle, and Other Schools

## AISD High Schools

Akins  
Anderson  
Austin  
Bowie  
Crockett  
Eastside Memorial  
Garza Independence  
International  
LASA  
LBJ  
McCallum  
Navarro  
Northeast  
Travis

## AISD Middle Schools

Bailey  
Bedicheck  
Burnet  
Covington  
Dobie  
Lively  
García YMLA  
Gorzycki  
Kealing  
Lamar  
Martin  
Mendez  
Murchison  
O. Henry  
Paredes  
Sadler Means  
Small  
Webb

## AISD Other Schools

Alternative Learning Center  
Ann Richards SYWL  
Clifton Center  
Leadership Academy

\* Other refer to schools that combine grades 6 through 12, specialize in technical orientation, and/or serve students with special needs.

CTE instructors have industry-based expertise in addition to their teaching credentials. The quality of CTE instructors has often been studied in comparison with that of non-CTE instructors (Handy, 2019; Jacques & Potemski, 2014). Compared with traditionally trained district teachers of core curriculum, CTE instructors bring unique professional training and educational backgrounds, along with industry-based curriculum involving hands-on activity and work-based learning experience that may contribute to their quality of their teaching.

This report describes and compares CTE instructors and non-CTE instructors on PPfT performance and participation in professional learning. Based on the overlapping PPfT and CTE goals of quality instruction and commitments to professional learning, the following comparisons between CTE and non-CTE instructors will address questions about quality teaching in CTE programs at AISD.

### What are characteristics of CTE and non-CTE instructors?

Of the 5,456 AISD instructors in 2018–2019, 2,405 (44%) taught at middle schools (MS), high schools (HS), and other schools (i.e., schools with grades 6 through 12 or schools with specialized career or technical training for students with special needs) (Table 1).

*Among the 2,405 instructors, 292 (12%) were CTE instructors.* CTE instructors only taught at MS, HS, and other schools (i.e., grades 6 through 12 or alternative); therefore, no elementary school instructors were included in the comparisons between CTE instructors and non-CTE instructors in this report.

*CTE instructors were more highly represented at the HS level (16% of total instructors) than at the MS level (8%).* Although CTE instructors taught at all 36 HSs, MSs, and other schools, more CTE instructors were expected at the HS level because the majority of the CTE curriculum is offered at the HS level and designed to prepare students for postsecondary success in college and career. On average, CTE instructors were most highly represented at other schools (33% of total instructors). For instance, at Clifton Career Development School, a technical school for students with special needs, 89% of instructors were CTE instructors. Across all HS, MS, and other schools, CTE instructors were on average 13% of total instructors, although the proportion of CTE instructors on campuses varied widely (Table 1).

Table 1  
More CTE instructors taught at HSs than MSs.

	MS	HS	Other
CTE	78	193	21
Non-CTE	934	1108	71

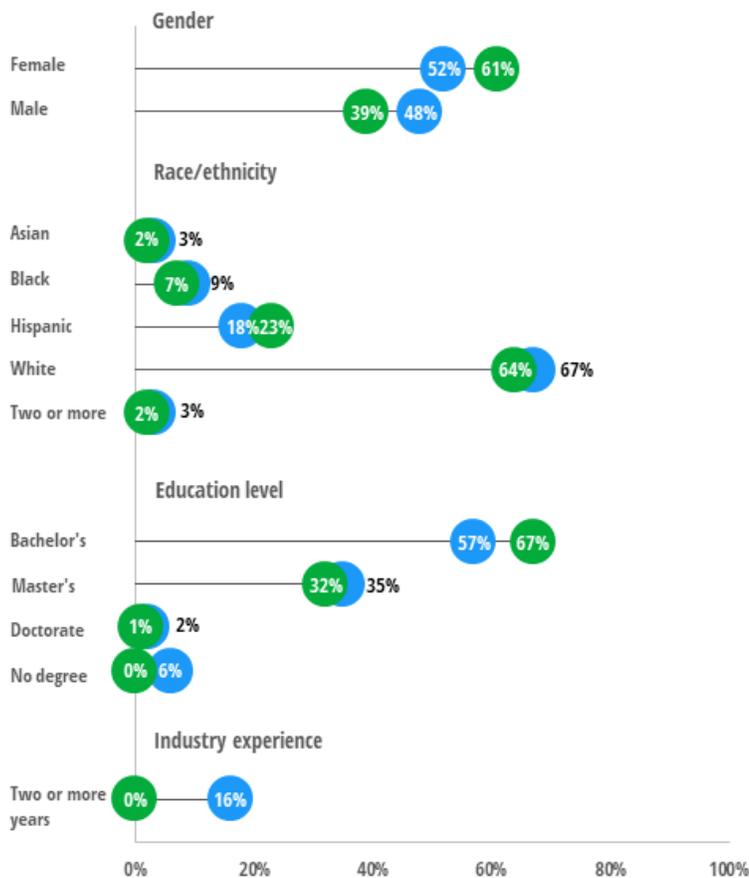
Source. AISD employment records, 2018–2019.

Note: "Other" refers to schools that combine grades 6 through 12, specialize in technical orientation, and/or serve students with special needs.

Similar proportions of male (48%) and female (52%) CTE instructors taught CTE courses. The race/ethnicity distribution was comparable for CTE and non-CTE instructors, with slightly more non-CTE instructors who were Hispanic or Latino (Figure 1).

*CTE instructors had more industry experience and advanced graduate degrees than did non-CTE instructors.* A slightly higher percentage of CTE instructors (35%) had graduate degrees at the master’s level, compared with non-CTE instructors (33%); CTE instructors (2%) were also one percentage point higher than non-CTE instructors (1%) for earned doctoral degrees. Although the percentage of non-CTE instructors (67%) was higher than that of CTE instructors (57%) for bachelor’s degrees, this is not surprising due to differences in requirements and teacher preparation programs. Compared with district instructors teaching in the common core, CTE instructors bring professional industry-based training in addition to teaching certification that may differ from what is offered in traditional teacher preparation and certification programs. More CTE instructors (16%) had 2 or more years of industry experience, while only seven out of 2,113 (less than 1%) non-CTE instructors had 2 or more years of industry experience (Figure 1).

Figure 1  
**CTE instructors had more master’s degrees, doctoral degrees, and professional industry experience than did non-CTE instructors.**



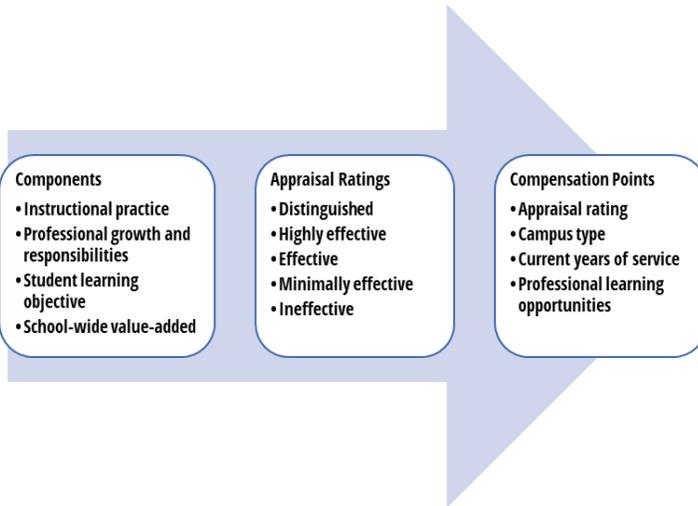
Source. AISD employment records, 2018–2019

## How does PPfT work?

PPfT’s multi-step appraisal system covers three components: (a) IP, (b) PGR, and (c) student growth. Student growth measures are SLO and SWVA. Rubrics are used to score instructors in each component and overall. Ratings are based on score calculations in accordance with PPfT appraisal system guidelines. Generally, an overall rating (e.g., distinguished, effective) and other factors are converted into points that determine the amount of salary increase. Figure 2 displays a flowchart of PPfT components, ratings, and compensation points. More information on PPfT is located in Appendix C and the [PPfT Support Guide](#) (AISD, 2015). A glossary on PPfT is provided in Appendix D.

Figure 2

Salary increases are determined by a teacher’s total points accumulated through component scores, appraisal rating, and compensation elements in the PPfT appraisal process.



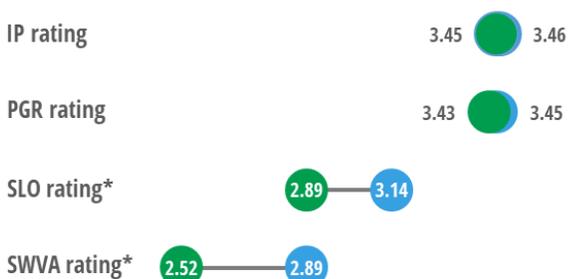
## PPfT Comparisons Between CTE Instructors and non-CTE Instructors

How did appraisal components compare between C TE instructors and non-CTE Instructors?

*CTE instructors’ average component ratings were significantly higher than those of non-CTE instructors for SLO and SWVA*, and similar for PGR and IP. Figure 3 shows average ratings for each component (IP, PGR, SLO, and SWVA) for CTE and non-CTE instructors.

Figure 3

**CTE instructors** scored significantly higher on SLO and SWVA components than did **non-CTE instructors**.



Source. AISD employment records, 2018–2019

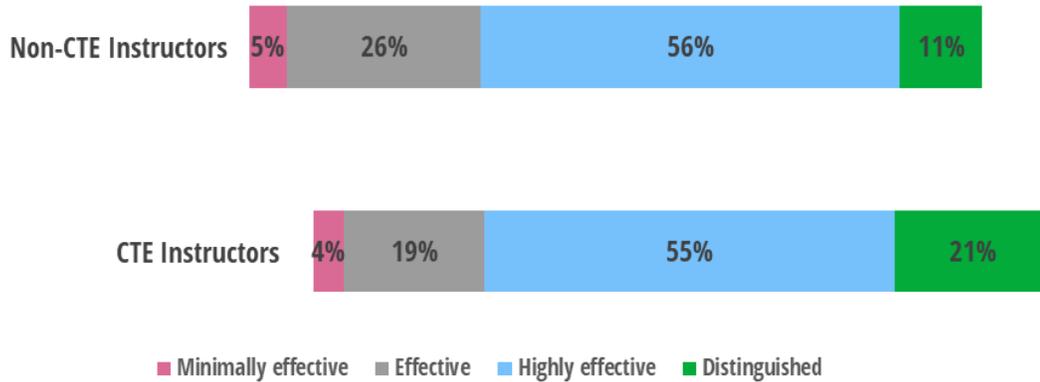
\* p < .001

## How did summative score and overall rating compare between CTE and non-CTE instructors?

*CTE instructors had significantly higher average summative scores (335.95) than did non-CTE instructors (327.62), and the difference was significant at  $p < .001$ .* Almost twice as many CTE instructors (21%) as non-CTE instructors (11%) earned a distinguished rating. Highly effective ratings were comparable between CTE and non-CTE instructors, but a higher percentage of non-CTE instructors received effective and minimally effective (Figure 4).

Figure 4

Almost twice as many CTE instructors earned **distinguished** ratings, compared with non-CTE instructors.



Source. AISD employment records, 2018–2019

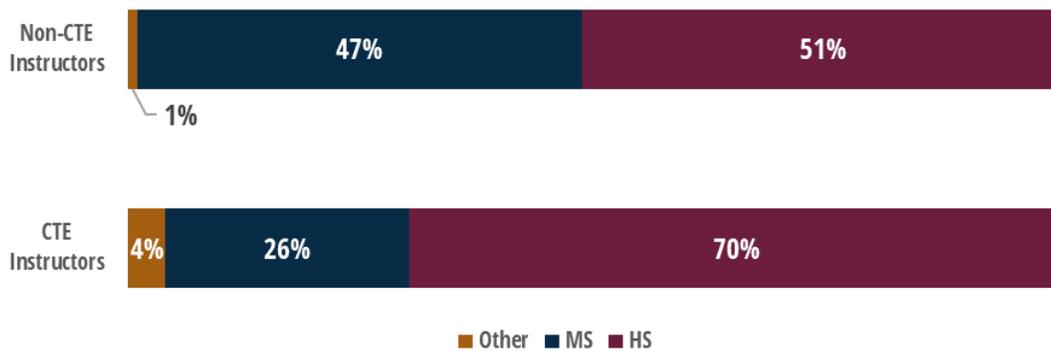
Note. Less than 1% of both CTE and non-CTE instructors received an ineffective or incomplete rating.

## How did participation in PPfT compensation compare between CTE and non-CTE instructors?

*A higher percentage of CTE (70%) than of non-CTE instructors (51%) at the HS level opted into PPfT compensation. More CTE instructors at HSs (70%) than at MSs (26%) opted into PPfT compensation, with 4% at other schools.* Non-CTE instructors who opted in were relatively evenly distributed at HSs (51%) and MSs (47%), with 1% at other schools (Figure 5).

Figure 5

At the **HS level**, a higher percentage of CTE instructors (70%) than non-CTE instructors (51%) opted into PPfT compensation



Source. AISD employment records, 2018–2019

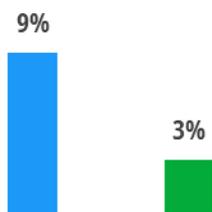
# Endorsements and Clusters

## How did CTE and non-CTE instructors compare in participation in PPfT professional learning?

All CTE and non-CTE instructors who opted into PPfT compensation were eligible to participate in professional learning opportunities, such as leadership pathways (LPs) and professional development units (PDUs), which provided options for teachers to accumulate points for increased compensation.

*A slightly higher proportion of CTE (9%) than of non-CTE instructors (3%) participated in LPs* (Figure 6). By the end of the 2018–2019 school year, 15 CTE instructors completed LPs (a 2-year process). Participation in PDUs was low with less than 1% of CTE and non-CTE instructors in PDUs.

Figure 6  
A higher percentage of CTE than of non-CTE instructors participated in LPs.



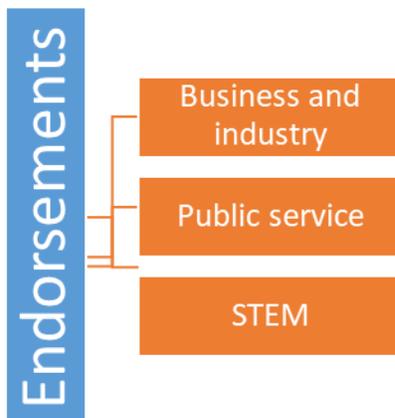
Source. AISD employment records, 2018–2019

## PPfT Comparisons Between CTE Endorsements

### How were PPfT results organized for comparisons by endorsement?

CTE endorsements offered at AISD include business and industry; public service; and science, technology, engineering, and mathematics (STEM). AISD CTE instructors teach courses that align with nationally recognized endorsements. To describe PPfT appraisal results for CTE instructors, CTE instructors were compared for each type of endorsement (Figure 7).

Figure 7  
CTE courses were organized into three endorsements at the HS level.



Source. AISD CTE Programs, 2018–2019

### Endorsements

Endorsements represent coherent sequences or series of courses in one of five areas including: Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM. CTE offers endorsements in Business and Industry, Public Service, and STEM.

### Clusters

Clusters are groups of careers with similar skills and themes based on industry. There are 16 clusters which correspond to designated endorsements. CTE offers programs of study for all 16 clusters across the district.

Career clusters and endorsements AISD align with state and federal standards.

#### STEM Endorsement

- STEM

#### Business and Industry Endorsement

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV Technology, and Communications
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing
- Manufacturing
- Transportation, Distribution, and Logistics

#### Arts and Humanities Endorsement

- None

#### Public Service Endorsement

- Education and Training
- Government and Public Administration
- Health Science
- Human Services
- Law, Public Safety, Corrections, and Security

#### Multidisciplinary Studies Endorsement

- All Career Clusters

## How did appraisal components and summative scores compare across endorsements?

*SWVA scores were significantly higher for public service (3.32) than for business and industry (2.92).* No other statistically significant differences were found between endorsements. Considering highest mean average scores in each component, by endorsement, STEM instructors earned the highest mean average on IP, public service instructors scored highest on PGR and SWVA, and business and industry instructors were highest on SLO. Comparing CTE instructors' component ratings, IP ratings were similar for business and industry (3.47) and public service (3.45) but highest for STEM (3.56). PGR ratings were similar for business and industry (3.43) and STEM (3.44) but highest for public service (3.51). Although the SLO ratings differed as well, there were no significant differences between IP, PGR, or SLO (Table 2).

**Table 2**  
**CTE instructors' average component ratings were similar across endorsements for IP and PGR, but varied for SLO and SWVA.**

PPFT component	Business and industry	Public service	STEM
	<i>n</i> = 136	<i>n</i> = 79	<i>n</i> = 34
IP rating	3.47	3.45	3.56
PGR rating	3.43	3.51	3.44
SLO rating	3.35	3.14	2.9
SWVA rating	2.92	3.32*	3.05

Source. AISD employment records, 2018–2019

CTE instructors' mean summative scores were comparable between endorsement groups of business and industry, public service, and STEM. All endorsement groups received ratings of highly effective (Table 3).

**Table 3**  
**Summative scores were similar across all endorsements.**

Endorsement	Summative score	Rating	N
Public service	340.45	Highly effective	79
Business and industry	339.25	Highly effective	136
STEM	339.02	Highly effective	34

Source. AISD employment records, 2018–2019

## How did participation in PPfT compensation compare across endorsements?

CTE instructors in public service opted into PPfT compensation at higher rates (66%) than did those in business and industry (58%) and STEM (57%). In all endorsements, a majority of CTE instructors were in compensation (Table 4).

**Table 4**  
**Public service had the highest percentage in compensation, compared with other endorsement groups.**

Endorsement	PPfT compensation status		
	In compensation	Not in compensation	N
Business and industry	58%	42%	136
Public service	66%	34%	79
STEM	57%	43%	35

Source. AISD employment records, 2018–2019

## Middle Schools

Outcomes for the group of CTE instructors who taught at the MS level also were examined. The MS CTE programs provided an early opportunity for instruction and engagement with hands-on learning and skill development related to careers prior to the HS curriculum. CTE 5-year plan goals include providing career exploration opportunities and increasing career readiness among students in earlier grades.

*Despite lower SLO and SWVA, the CTE MS average mean summative score was 314.28, a highly effective overall rating.* Exploratory analyses investigated potential significant differences between the CTE MS and HS endorsements (business and industry, public service, and STEM). In exploratory analyses, the CTE MS SLO and SWVA scores were significantly lower than were the CTE HS scores. The CTE MS ( $n = 42$ ) average component ratings included the following: IP = 3.39, PGR = 3.43, SLO = 2.61\*, SWVA = 1.92.\* Additionally, in CTE MSs, 53% of instructors opted into compensation and 47% did not opt into compensation.

Comparisons between levels (i.e., MS and HS) should be interpreted with caution and are not necessarily reflective of teacher quality. These preliminary comparisons may serve as baseline data on MS scores.



## Summary and Recommendations

Comparisons between CTE and non-CTE instructors and between CTE endorsements were examined in the context of PPfT and CTE's overlapping goals of quality instruction and professional learning. The number of CTE instructors was far less than the number of non-CTE instructors. CTE and non-CTE instructors differed on a few characteristics. CTE instructors had more professional industry experience and were slightly more likely to have master's and doctoral degrees than were non-CTE instructors. CTE instructors were also more likely to teach at HS than at MS and were more likely to be found at other schools (i.e., schools with grades 6 through 12 or schools with specialized career or technical training for students with special needs). Gender distribution was evenly represented for CTE, with similar percentages of males and females teaching CTE courses.

For PPfT appraisal, CTE instructors had higher scores for the SLO and SWVA 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. The percentage of highly effective ratings was comparable between CTE and non-CTE instructors, a higher percentage of non-CTE instructors received ratings of effective and minimally effective. CTE instructors' higher summative scores, distinguished ratings, and ratings in SLO and SWVA may serve as evidence of quality of teaching.

CTE program indicators for quality instruction overlapped with several items on the PPfT instructional practice rubric. For example, the PPfT rubric contains the following items: provided opportunities for active student engagement during class, created an environment where students were able to make decisions, students were allowed some independent work time, and encouraged active student involvement in the learning process.

The high ratings of CTE instructors suggested CTE instructors provided high-quality instruction, as was expected based on CTE standards. 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 PDU or LP, and a higher percentage of CTE than non-CTE instructors participated in LPs.

A recommendation for CTE district and campus staff is to increase support and encouragement for CTE instructors to engage in the professional learning opportunities available through PPfT. Opportunities to share feedback, collaborate, and contribute to ongoing professional learning should be widely communicated with encouragement to CTE instructors. Moving forward, in the 2020–2021 school year, PPfT policy will automatically apply the opt-in option to all instructors, rather than leave it to individual choice, to encourage even more instructors to participate in professional learning.

Administrators may provide professional learning topics relevant to the overlapping needs and interests of CTE and non-CTE instructors by increasing communication and collaboration to understand the strengths and needs for the development of instructors and programs. Importantly, building partnerships and relationships may benefit all instructors, both common core and CTE, with the goals of maximizing learning, sharing, and applying diverse areas of knowledge, skill, and expertise.

Finally, 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. Look at the goals, components, results, and processes involved in the PPfT appraisal system, CTE instructors showed strong performance ratings as quality instructors in the district. The contents of this report provide support for the CTE 5-year plan and AISD CTE's aims 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).

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## AUSTIN INDEPENDENT SCHOOL DISTRICT

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## Appendix A

### Other Schools

One example of an alternative, or “Other,” school is the Alternative Learning Center. Students may attend this school for reasons such as but not limited to social and discipline challenges at their home schools, or community-based incidents.

The low student-teacher ratio allows specially trained staff to provide learning interventions and specialized instruction. Students receive the same coursework as a regular school; however, they may receive extra help in whichever area gaps are identified, whether in academics, character development, or social skills.

A second example of an alternative school is Clifton Career Development School, where students who receive special education services gain CTE. While attending Clifton, they can learn vocational skills and receive on-the-job training and professional certifications. A sampling of courses offered include welding, childcare, culinary arts, hospitality, and health sciences. Students get hands-on experience by providing culinary and hospitality services for event catering. AISD staff frequently rely on the products for events such as staff meetings and conferences. Students take industry-standard certification exams. Clifton has received recognition by the mayor’s Committee for People with Disabilities twice.

## Appendix B

### CTE Endorsements and Clusters

Endorsements represent coherent sequences or series of courses in one of four areas: arts and humanities, business and industry, multidisciplinary studies, STEM, and public service. CTE offers endorsements in business and industry, public service, and STEM (Figure B1).

At AISD, endorsements and clusters align with state and federal standards. Sixteen national career clusters correspond to designated endorsements of STEM, business and industry, and public service. Clusters are groups of careers with similar skills and themes based on industry. CTE offers programs with courses in the endorsements and clusters across the district.

Figure B1  
CTE offers endorsements in STEM, business and industry, and public service.



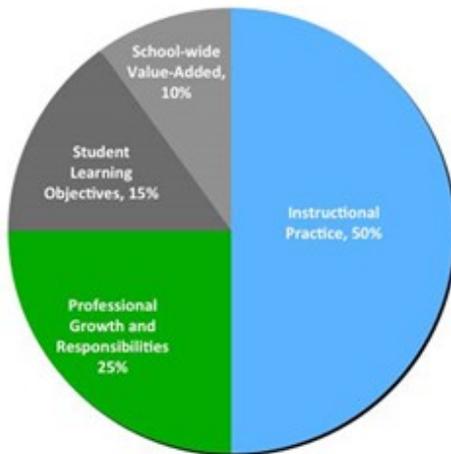
## Appendix C

### PPfT Background Summary

#### PPfT Appraisal Components

PPfT’s multi-step appraisal system comprises three components: IP, PGR, SLO, and an SWVA measure. Teachers receive a rating from 1 to 4 for each component. Campus administrators use rubrics to determine a teacher’s rating in each component. These rubrics can be found in the *PPfT Support Guide* (AISD, 2015). The pie chart in Figure C1 shows the percentage of each component in the teacher’s total score.

Figure C1  
The PPfT Appraisal Components: IP, PGR, SLO, and SWVA.



Source. PPfT support materials, 2019

Note. Figure C1 is based on a teacher’s standard plan.

#### PPfT Summative Score and Overall Ranking

After teachers receive their component rating, it is converted to make up their summative score. The sum of the weighted ratings is the number that becomes a teacher’s final PPfT summative score. Summative scores range from 85 to 400 and determines the teacher’s overall rating (Table C1). Both CTE and non-CTE instructors’ summative scores were converted into overall ratings, and averages were calculated.

Table C1  
PPfT Summative Scores to Ratings Conversion Table.

Category	PPfT summative score
Distinguished	370–400
Highly effective	314–369.99
Effective	257–313.99
Minimally effective	200–256.99
Ineffective	85–199.99

Source. PPfT support materials, 2019

## PPfT Professional Learning Opportunities

All CTE and non-CTE instructors who opted into PPfT compensation were eligible to participate in a professional learning opportunity, such as LPs or PDUs. In LPs, teachers learned about a specific topic important to district initiatives (e.g., transformative technology, social and emotional learning). In PDUs, teachers self-organized into collaborative research teams, answered an education-based research question, and produced a report or other deliverable by the end of the school year. These two professional learning opportunities provided additional options for teachers to accumulate points leading to increased compensation.

## Appendix D

### Glossary

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

**Components:** the three main areas of the PPfT appraisal: instructional practice (IP), professional growth and responsibilities (PGR), and student growth (consisting of student learning objectives [SLOs] and school-wide value-add [SWVA]).

**Enhanced compensation campus:** a designation created as a part of the PPfT appraisal system to provide recruitment and retention support to schools with the highest number of students who need instructional services.

**Indicators:** measurable behaviors and outcomes within each PPfT strand that demonstrate teacher performance.

**Instructional practice (IP):** this component of the PPfT reflects observable teacher skills and knowledge that drive student learning and engagement in the classroom.

**Late contract plan:** a specific PPfT appraisal plan for teachers hired in the second semester, after SLOs are no longer able to be written. Their appraisal does not include an SLO score.

**New teacher plan:** a specific PPfT appraisal plan for new teachers, teachers on special campuses, and teachers with special assignments. Their appraisal does not include SWVA in the student growth component.

**Observation:** this is an announced observation (30-minute minimum) of a teacher's practice in the classroom. Two announced observations, by two different appraisers, are required during the school year: one in the fall and one in the spring.

**Professional development training:** an ongoing 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 students' learning and achievement. Professional development training must align with personal, building, district, and state goals.

**Professional Pathways for Teachers (PPfT):** this is a collaboration between AISD, Education Austin, and American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development training. This work focuses resources on building the capacity of teachers through a comprehensive system of supports and rewards, with the ultimate goal of having a positive impact on students' achievement.

**PPfT appraisal:** this is a multi-measure system that evaluates teachers on a regular basis. This system covers three areas: IP, PGR, and student growth.

**Professional growth and responsibilities (PGR):** 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.

School-wide value-added (SWVA): this is a district-rated measure of the extent to which a school's average growth meets, exceeds, or falls short of average growth. SWVA provides a picture of student growth, regardless of students' achievement levels; helps districts understand whether high-achieving schools are making enough progress to sustain or even improve their achievement levels; and examines progress over time for schools.

Scoring system: the PPfT includes a scoring spectrum of five levels: distinguished, highly effective, effective, minimally effective, and ineffective.

Standard contract plan: the PPfT appraisal plan appropriate for all teachers in AISD who do not meet the criteria for either the late contract plan or the new teacher plan

Student growth: this component of the PPfT appraisal provides a system that acknowledges a teacher's contribution to students' academic progress, assessed through multiple measures of student growth, including SLOs and SWVA.

Student learning objectives (SLOs): goals for individual student growth that teachers set at the beginning of a course and strive to achieve by the end. Each SLO is targeted in an area of high need, based on a thorough review of available data and must meet standards for rigor and verifiability.

Summative: a process designed to collect and evaluate evidence of teacher performance and effectiveness, using standard, predetermined criteria. Summative appraisals are used by an appraiser to make decisions, identify growth areas, guide professional development opportunities, evaluate teachers on a regular basis, and develop teachers for LPs.

Targeted growth: this is the level of expected growth, or progress toward an identified goal, made by the target population.

Teacher: directly instructs students 50% or more of the instructional day and has the title of teacher in the human resources system.