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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 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.

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 refined appraisal system based on the lessons learned from REACH and the AISD pilot appraisal as well as best practices in evaluation from across the nation.

Implementation of Compensation System

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

Working Group

<table>
<thead>
<tr>
<th>Working Group</th>
<th>Working Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexa Humberson - Teacher</td>
<td>Eddie Curran - Human Resources</td>
</tr>
<tr>
<td>Ruben Ramirez - Teacher</td>
<td>Jan John - Professional Development</td>
</tr>
<tr>
<td>Sarah Dille - Teacher</td>
<td>Lisa Schmitt - Research and Evaluation</td>
</tr>
<tr>
<td>Cathryn Mitchell - Principal</td>
<td>Kimiko Krekel - Educator Quality</td>
</tr>
<tr>
<td>John Rocha - Principal</td>
<td>Joann Taylor - Educator Effectiveness</td>
</tr>
<tr>
<td>Robert Deckard - Assistant Principal</td>
<td>Ken Zarifis - Education Austin</td>
</tr>
<tr>
<td>Jacquie Porter - Teaching and Learning</td>
<td>Dyan Smiley - AFT</td>
</tr>
</tbody>
</table>
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.

See the table below for an overview of the elements comprising the compensation system.

For more details, including information about potential base salary increases and teacher scenario examples, see the PPfT Compensation Opt-In Guide available on the district’s PPfT web page. [https://www.austinisd.org/ppft/compensation](https://www.austinisd.org/ppft/compensation).

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.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Professional Points per year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Year of Service</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Appraisal</strong></td>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td>Effective</td>
<td>4</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>7</td>
</tr>
<tr>
<td>Distinguished</td>
<td>10</td>
</tr>
<tr>
<td><strong>PDU (Professional Development Unit)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Leadership Pathways</strong></td>
<td><strong>Micro-Credential</strong></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

For more details, including information about potential base salary increases and teacher scenario examples, see the PPfT Compensation Opt-In Guide available on the district’s PPfT web page. [https://www.austinisd.org/ppft/compensation](https://www.austinisd.org/ppft/compensation).
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. 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.
Overview of the Process

Each Leadership Pathway is comprised of four micro-credentials that must be completed in sequence, one per academic semester, over the course of two consecutive years. To receive credit for each micro-credential, teachers will engage in 12 hours of uniquely tailored, blended professional learning, provide evidence of applying the new learning into classroom practice and submit a reflection about the impact on their teaching.

During year two, teachers will be trained to review submissions from another cohort which will award a digital badge, thus concluding the Leadership Pathway expectations and process. After one Leadership Pathway is completed, teachers may be able to opt in to another Leadership Pathway that addresses a different topic of interest.
Leadership Pathway: 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 micro-credential.

**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 support students with 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. 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**
Participants will be trained to review three micro-credentials from the pathway.
Leadership Pathway: Literacy

What does the submission process look like?

Teachers are expected to submit their evidence of classroom practice and teacher reflection toward the end of each micro-credential semester.

The submissions will be scored by members of the lead team and other district employees who are trained to assess the quality of the submissions as they relate to the expectations of the Leadership Pathway for Literacy. A rubric designed by the Literacy lead team will be used for scoring classroom practice. Teachers who submit evidence that do not meet or exceed expectations will be asked to work with a specialist or coach and resubmit their submission.

Resources

For additional information or strategies, please see the following resources:

- AISD’s PPFT website or resource site provides links to instructional strategies, links to videos of expected standard and above expected standard teaching, recommended readings, and suggested apps.
- Literacy Innovation Design Team
- Seidlitz 7 Steps to a Language Rich Interactive Classroom (ELL)

How will the submissions of evidence for classroom practice and teacher reflection be scored?

The rubric assessing classroom practice consists of three criteria upon which evidence will be evaluated and scored for quality: implementation, impact and integration. With regards to application of new knowledge and skills acquired from the tailored professional learning, evidence of implementation in the classroom will be assessed for depth, quality and consistency. Evidence should also illustrate the impact on student learning as observed by the degree to which students integrate the new literacy strategy or strategies. Evidence of integration of the district power skills will show that the teacher creates a space for the 6 C’s (communication, collaboration, connection, creativity, critical thinking, cultural proficiency) to take place in the classroom as students engage with the new literacy strategy or strategies. (see Appendix B for a sample rubric)

Although there is no rubric to score the reflection component, the teacher is required to thoughtfully reflect on their experience over the course of the micro-credential, focusing on how their new learning has impacted their teaching.

In order to demonstrate classroom practice and reflection, teachers will submit required artifacts and provide a detailed explanatory form. (see Appendix A for a sample form)
Leadership Pathway: Literacy

School Year 2018-2019, Fall Semester
Micro-credential 1 - Building a Literacy Repertoire

### Professional Learning: Participants will attend 6 hours of initial professional learning focused on research and strategies to support content-area literacy throughout the school day.

**Format:** Participants will attend a face-to-face workshop for the total 6 hours. (choose one section)

**Objective:**
- Participants will be able to start building a repertoire of literacy strategies that support the AISD Literacy Plan and content-area literacy.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Language Rich Interactive Classroom Section 87900</td>
<td>9/6/18</td>
<td>8:30-3:30</td>
<td>Baker PDC</td>
<td>MET &amp; PL Team</td>
</tr>
<tr>
<td>A Language Rich Interactive Classroom Section 87901</td>
<td>9/11/18</td>
<td>8:30-3:30</td>
<td>Baker PDC</td>
<td>MET &amp; PL Team</td>
</tr>
<tr>
<td>A Language Rich Interactive Classroom Section 87902</td>
<td>9/19/18</td>
<td>8:30-3:30</td>
<td>SHRC</td>
<td>MET &amp; PL Team</td>
</tr>
<tr>
<td>A Language Rich Interactive Classroom Section 87904</td>
<td>9/25/18</td>
<td>8:30-3:30</td>
<td>SHRC</td>
<td>MET &amp; PL Team</td>
</tr>
</tbody>
</table>

*Dates and locations may be subject to change. You will be informed when registration becomes available. Make up sessions will not be available so attendance at one section is mandatory.*

### Professional Learning: Participants will engage in 6 hours of professional learning consisting of online learning focused on additional practices that complement implementation thus far.

**Format:** Participants will engage with online learning modules for 6 hours.

**Objective:**
- Participants will learn about and apply the district-wide strategies of Read Actively, Write to Learn, and Talk about it in order to further develop language rich, interactive classrooms and to support content-area literacy.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Modules: Building Language through District-Wide Literacy Strategies</td>
<td>10/16/18 to 11/16/18</td>
<td>Flexible</td>
<td>Flexible</td>
<td>Self-Paced</td>
</tr>
</tbody>
</table>

*All modules must be completed within the specified time frame.
Extensions will not be granted unless due to extenuating circumstances (family or medical emergency).
These hours may count toward professional learning exchange days so check with your principal for approval.*
Leadership Pathway: Literacy

School Year 2018-2019, Fall Semester
Micro-credential 1 - Building a Literacy Repertoire

Classroom Practice: Participants will implement 1-2 literacy strategies in their classroom and submit evidence to show quality of implementation, impact, and integration.

Format: Participants will submit evidence/artifact of classroom practice as explained below.

Required Artifacts:
• Video recording (15 minutes maximum; may be broken into more than one); or
• Series of student work samples (10 pages maximum)
  o two of these must demonstrate student work “before” and “after” a strategy is taught or implemented
  o other samples may illustrate how the strategy has been taught or show how the strategy has become part of the classroom routine
• Artifacts may include a combination of video and work samples but are not to exceed the limits above
  o if you are submitting a video AND student work samples, please limit the video to 5-7 minutes

Checklist for Submissions:
☐ Completed explanatory form
☐ Chosen artifact of classroom practice (artifact will be assessed using a scoring rubric)

Instructions for how to make end of semester submissions will be provided at a later date.

Reflection: Participants will document literacy strategy practice and reflect on its implementation, how the strategies impacted student performance and its integration with the power skills.

Format: Participants will submit evidence of teacher reflection as explained below.

Checklist for Submissions:
☐ Completed reflection will be captured on the same explanatory form for classroom practice

Instructions for how to make end of semester submissions will be provided at a later date.

All micro-credential framework expectations must be completed and approved by:

Wednesday, December 5, 2018.

(NOTE: Due to the short semester, teachers may not receive their MC#1 scorer feedback until January.)
Leadership Pathway: Social & Emotional Learning

**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 connections with others.

**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 micro-credentials one through three fit together to support the goal of creating safe, inclusive, culturally responsive, academically engaging, and equitable learning environments. Participants will be able to use classroom rituals and routines to support a culture of learning.

**Badge**
Participants will be trained to review three micro-credentials from the pathway.
Leadership Pathway: Social & Emotional Learning

What does the submission process look like?

Teachers are expected to submit their evidence of classroom practice and teacher reflection toward the end of each micro-credential semester.

The submissions will be scored by members of the lead team and other district employees who are trained to assess the quality of the submissions as they relate to the expectations of the Leadership Pathway for Social & Emotional Learning. A rubric designed by the SEL lead team will be used for scoring classroom practice. Teachers who submit evidence that do not meet or exceed expectations will be asked to work with a specialist or coach and resubmit their submission.

Resources

For additional information or strategies, please see the following resources:

- AISD’s PPfT website or resource site provides links to instructional strategies, links to videos of expected standard and above expected standard teaching, recommended readings, and suggested apps.
- Social & Emotional Learning website or School-Connect

How will the submissions of evidence for classroom practice and teacher reflection be scored?

The rubric for classroom practice consists of three criteria upon which evidence will be evaluated and scored for quality: implementation, impact and integration. With regards to application of new knowledge and skills acquired from the required professional learning, implementation in the classroom will be assessed according to the degree of shift in teaching practices. Evidence should also illustrate the impact on students as observed by the degree to which the teacher provides sufficient data. Evidence of integration of the district power skills will show that the teacher creates a space for the 6 C’s (communication, collaboration, connection, creativity, critical thinking, cultural proficiency) to take place in the classroom as students engage with the new SEL strategy or strategies. (see Appendix C for a sample rubric)

Although there is no rubric to score the reflection component, the teacher is required to thoughtfully reflect on their experience over the course of the micro-credential, focusing on how their new learning has impacted their teaching.

In order to demonstrate classroom practice and reflection, teachers will submit required artifacts and provide a detailed explanatory form. (see Appendix A for a sample form)
Leadership Pathway: Social & Emotional Learning

School Year 2018-2019, Fall Semester
Micro-credential 1 - Self-Awareness and Self-Management

**Professional Learning:** Participants will attend 6 hours of professional learning focused on self-awareness and self-management.

**Format:** Participants will attend a face-to-face workshop for the total 6 hours. (choose one section)

**Objectives:**
- Participants will be able to:
  - examine their own self-awareness and self-management, and
  - explore tools to refocus and manage stress for themselves and their students.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Self-Awareness and Self-Management</td>
<td>7/11/18</td>
<td>8:30-3:30</td>
<td>PAC (MPR)</td>
<td>SEL Team</td>
</tr>
<tr>
<td>Section 87584</td>
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</tr>
<tr>
<td>Foundations of Self-Awareness and Self-Management</td>
<td>7/25/18</td>
<td>8:30-3:30</td>
<td>PAC (Black Box)</td>
<td>SEL Team</td>
</tr>
<tr>
<td>Section 87585</td>
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</tr>
<tr>
<td>Foundations of Self-Awareness and Self-Management</td>
<td>8/1/18</td>
<td>8:30-3:30</td>
<td>Baker PDC</td>
<td>SEL Team</td>
</tr>
<tr>
<td>Section 87586</td>
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</tbody>
</table>

Dates and locations may be subject to change. You will be informed when registration becomes available.
Make up sessions will not be available so attendance at one section is mandatory.
These hours may count toward professional learning exchange days so check with your principal for approval.

**Professional Learning:** Participants will complete 6 hours of independent professional learning engaging with self-awareness and self-management.

**Format:** Participants will work independently for the total 6 hours.

**Objectives:**
- Participants will be able to:
  - understand their own cultural and personal identity and how it may inform their perceptions of others, and
  - support developing self-awareness and self-management in their students.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and Personal Identity Development</td>
<td>9/2/18 - 10/8/18</td>
<td>Flexible</td>
<td>Flexible</td>
<td>Self-Paced</td>
</tr>
<tr>
<td>Self-Awareness and Self-Management within Educational Communities</td>
<td>9/15/18 - 10/8/18</td>
<td>Flexible</td>
<td>Flexible</td>
<td>Self-Paced</td>
</tr>
</tbody>
</table>

All modules must be completed within the specified time frame.
Extensions will not be granted unless due to extenuating circumstances (family or medical emergency).
These hours may count toward professional learning exchange days so check with your principal for approval.
School Year 2018-2019, Fall Semester
Micro-credential 1 - Self-Awareness and Self-Management

All micro-credential framework expectations must be completed and approved by:
Wednesday, December 5, 2018.

(NOTE: Due to the short semester, teachers may not receive their MC#1 scorer feedback until January.)
Leadership 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 connect the 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.

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 the classroom. Participants will learn about and select appropriate structures and strategies to share their learning and build capacity in other teachers.

Badge
Participants will be trained to review three micro-credentials from the pathway.
What does the submission process look like?

Teachers are expected to submit their evidence of classroom practice and teacher reflection toward the end of each micro-credential semester.

The submissions will be scored by members of the lead team and other district employees who are trained to assess the quality of the submissions as they relate to the expectations of the Leadership Pathway for Transformative Technology. A rubric designed by the Technology lead team will be used for scoring classroom practice. Teachers who submit evidence that do not meet or exceed expectations will be asked to work with a specialist or coach and resubmit their submission.

Resources

For additional information or strategies, please see the following resources:

- AISD's PPfT website or resource site provides links to instructional strategies, links to videos of expected standard and above expected standard teaching, recommended readings, and suggested apps.
- Technology Integration Matrix website

How will the submissions of evidence for classroom practice and teacher reflection be scored?

The rubric for classroom practice consists of three criteria upon which evidence will be evaluated and scored for quality: implementation, impact and integration. With regards to application of new knowledge and skills acquired from the required professional learning, implementation in the classroom will be assessed on the development of a classroom implementation plan of which the goal is to impact teaching. Evidence should also illustrate the impact on student learning as observed by the degree to which student behavior exhibits digital citizenship. Evidence of integration of the district power skills will show that the teacher creates a space for the 6 C’s (communication, collaboration, connection, creativity, critical thinking, cultural proficiency) to take place in the classroom as students engage with the new strategy or strategies implemented via the BLEND module. (see Appendix D for a sample rubric)

Although there is no rubric to score the reflection component, the teacher is required to thoughtfully reflect on their experience over the course of the micro-credential, focusing on how their new learning has impacted their teaching.

In order to demonstrate classroom practice and reflection, teachers will submit required artifacts and provide a detailed explanatory form. (see Appendix A for a sample form)
Leadership Pathway: Transformative Technology

School Year 2018-2019, Fall Semester
Micro-credential 1 - BLENDed Learning and Digital Citizenship

MC #1 Focusing Question: 
How can I design and implement a blended learning experience aligned to my core values, the needs of my students, and the power skills of collaboration and communication?

Professional Learning: Participants will attend 1.5 hours of professional learning focused on effective blended learning, including digital citizenship, connected to their current practice and next steps.

Format: Participants will attend a face-to-face workshop for the total 1.5 hours. (choose one section)

Objectives:
- Participants will be able to:
  - connect the domains of blended learning and PPTt descriptions of exemplary teaching,
  - build a sense of community with LP participants, and
  - identify personal core values of teaching and learning to guide their learning and classroom implementation.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to BLENDed Learning and Digital Citizenship</td>
<td>8/28/18</td>
<td>5:00-6:30 pm</td>
<td>Baker PDC</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87931</td>
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<td></td>
</tr>
<tr>
<td>Introduction to BLENDed Learning and Digital Citizenship</td>
<td>8/30/18</td>
<td>5:30-7:00 pm</td>
<td>Baker PDC</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87930</td>
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</tr>
<tr>
<td>Introduction to BLENDed Learning and Digital Citizenship</td>
<td>9/6/18</td>
<td>5:00-6:30 pm</td>
<td>Baker PDC</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87932</td>
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</table>

Dates and locations may be subject to change. You will be informed when registration becomes available.
Make up sessions will not be available so attendance at one section is mandatory.
These hours may count toward professional learning exchange days so check with your principal for approval.

Professional Learning: Participants will engage in 4 hours of online professional learning focused on deepening understanding of blended learning domains and designing for implementation.

Format:
- Participants will engage with online learning modules in BLEND for 4 hours.

Objectives:
- Participants will be able to:
  - build empathy for students by collecting feedback to design for classroom implementation addressing student needs,
  - self-reflect on core values and teaching practice to explore how blended learning shifts student and teacher roles,
  - align blended learning tools to core values and best practices,
  - consider how the physical space of the classroom can impact the success of blended learning,
  - identify, describe, and evaluate blended learning models for feasibility and effectiveness,
  - create a prototype for enhancing classroom culture by designing for digital citizenship and collaboration, and
  - continuously add to a Classroom Implementation Plan throughout the online learning modules.
Leadership Pathway: Transformative Technology

School Year 2018-2019, Fall Semester
Micro-credential 1 - BLENDed Learning and Digital Citizenship

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deepening Understanding of BLENDed Learning &amp; Digital Citizenship, Online</td>
<td>9/6/18 to 10/9/18</td>
<td>Flexible</td>
<td>Flexible</td>
<td>Self-Paced</td>
</tr>
<tr>
<td>(MUST be completed prior to attending the face-to-face session - see below)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>All modules must be completed within the specified time frame. Extensions will not be granted unless due to extenuating circumstances (family or medical emergency). These hours may count toward professional learning exchange days so check with your principal for approval.</td>
<td></td>
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</tr>
<tr>
<td>Professional Learning: Participants will attend 6 hours of professional learning focused on applying online learning and planning for design and implementation.</td>
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<tr>
<td>Format: Participants will attend a face-to-face workshop for the total 6 hours.</td>
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<tr>
<td>Objectives:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Participants will be able to:</td>
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<tr>
<td>○ connect a station rotation model to design a blended learning experience,</td>
<td></td>
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</tr>
<tr>
<td>○ develop a plan to create a culture of digital citizenship in their classroom,</td>
<td></td>
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<tr>
<td>○ refine their classroom implementation plan by giving and receiving feedback, and</td>
<td></td>
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</tr>
<tr>
<td>○ further reflect on their learning by setting goals and next steps for classroom implementation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for BLENDed Learning and Digital Citizenship</td>
<td>10/16/18</td>
<td>8:30 am - 3:30 pm</td>
<td>Southfield</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87933</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for BLENDed Learning and Digital Citizenship</td>
<td>10/17/18</td>
<td>8:30 am - 3:30 pm</td>
<td>PAC Black Box</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87934</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for BLENDed Learning and Digital Citizenship</td>
<td>10/18/18</td>
<td>8:30 am - 3:30 pm</td>
<td>Southfield</td>
<td>Tech Team</td>
</tr>
<tr>
<td>Section 87957</td>
<td></td>
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</tr>
</tbody>
</table>

Dates and locations may be subject to change.
Make up sessions will not be available so attendance at one session is mandatory.

After completion of the online modules and attending the face-to-face, participants will design a BLEND module based on previous learning. Once built, participants will implement the BLEND module with students within their learning environment.
Leadership Pathway: Transformative Technology

School Year 2018-2019, Fall Semester
Micro-credential 1 - BLENDed Learning and Digital Citizenship

Professional Learning: Participants will engage in .50 hours of professional learning consisting of a meeting with a Technology Design Coach to personalize their learning and/or classroom implementation.

Format: Participants will participate in a face-to-face coaching session for the total .50 hours.

Objectives:
- Participants will be able to:
  - collaborate with a coach to support their professional learning and classroom implementation.

<table>
<thead>
<tr>
<th>Title of Professional Learning</th>
<th>Date</th>
<th>Times</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Collaboration</td>
<td>9/7/18 -</td>
<td>Vary</td>
<td>Campus-based</td>
<td>TDT</td>
</tr>
<tr>
<td></td>
<td>11/26/18</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Extensions will not be granted unless due to extenuating circumstances (family or medical emergency). These hours may count toward professional learning exchange days so check with your principal for approval.

Classroom Practice: Participants will design and implement a blended learning experience aligned to the Classroom Implementation Plan.

Format: Participants will submit evidence/artifact of classroom practice as explained below.

Artifacts:
- Required:
  - Classroom Implementation Plan
  - BLEND Module (capturing blended learning experience)
  - Explanatory Form
  - Student Work Samples
- Supporting artifact of practice as evidence for implementation, impact, and integration:
  - Evidence of digital citizenship and student collaboration (may be evident in the BLEND module and/or explanatory form).
  - If not, please provide an additional artifact selected from the following: video recordings or student testimonials. (no more than two items please)

Checklist for Submissions:
- Completed Explanatory Form
- Classroom Implementation Plan
- BLEND Module
- Student Work Samples
- If necessary, chosen supporting artifacts of classroom practice (no more than two items)

Instructions for how to make end of semester submissions will be provided at a later date.
Leadership Pathway: 
Transformative Technology

School Year 2018-2019, Fall Semester
Micro-credential 1 - BLENDed Learning and Digital Citizenship

Reflection: Participants will submit a reflection on: most effective practices to leverage in BLEND, goals for increasing knowledge of BLEND tool in the future, next steps in the use of BLEND in the classroom, personal understanding of digital citizenship, evidence of student learning regarding digital citizenship.

Format: Participants will submit evidence/artifact of teacher reflection as explained below.

Artifacts:
- Required artifact as evidence of reflection:
  - Completed Explanatory Form
  - Classroom Implementation Plan

Checklist for Submissions:
- [ ] Completed Explanatory Form
- [ ] Classroom Implementation Plan

*Completed reflection is captured on the same explanatory form and classroom implementation plan for classroom practice.

Instructions for how to make end of semester submissions will be provided at a later date.

All micro-credential framework expectations must be completed and approved by:

Wednesday, December 5, 2018.

(NOTE: Due to the short semester, teachers may not receive their MC#1 scorer feedback until January.)
BLEND for New Learning

Each teacher will be added to the BLEND Leadership Pathway course for their cohort. It is here that teachers will engage with all professional learning content, both face-to-face & online.

1. **Micro-credential**
   - Submit evidence of meaningful reflection
   - Reflect on experience as it relates to impact on teaching
   - Implement new knowledge & skills in classroom
   - Submit evidence of classroom implementation
   - Receive feedback on classroom evidence/artifact

Repeat this process each semester as you engage with the subsequent three micro-credentials.
Timeline

Important Dates

• June-August
  New participants sign Commitment Form and complete Adobe Connect Information Session

• August-December
  All participants complete requirements for the fall semester micro-credential framework
  December
  Finishing participants help score submissions to receive culminating badge

• January-May
  All participants complete requirements for the spring semester micro-credential framework
  May
  Finishing participants help score submissions to receive culminating badge
Eligibility:

• Any teacher who is accepted into PPfT Compensation is eligible to participate in Leadership Pathways as long as he or she receives an Effective or better rating, and has two years of prior teaching experience. A teacher is defined as directly instructing students 50% of the time or more and is designated a teacher by Human Resources.

• To remain eligible, teachers must maintain the Effective or better rating throughout completion of the Leadership Pathway.

• 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. However, if there are extenuating circumstances involved, a one-year grace period may be granted to allow the teacher to restart without a penalty.

• In accepting participants, if the interested number per Leadership Pathway well exceeds 150, 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.

Components:

• Teachers will earn micro-credentials in four targeted areas in their chosen Leadership Pathway by engaging in professional learning, applying their learning to practice, and reflecting on the impact to their teaching.

• Teachers may choose only one Leadership Pathway to pursue at a time due to the commitment involved surrounding the expectations for professional learning hours, submission of evidence of classroom practice and completion of the reflection component.

• Teachers must individually complete all micro-credential components by the end of each semester with submissions for classroom and reflection evidence approved by the scorers to be able to continue. There is one opportunity for a resubmission per micro-credential.

• Within each micro-credential: For teachers who do not attend required face-to-face professional learning, make-up opportunities will only be made available if extenuating circumstances are present. The lead team will work with the teacher in this case. Otherwise, teachers missing this requirement will be removed from participation.

• Within each micro-credential: Teachers who do not submit online professional learning activities by established deadlines will be given a 24-hour grace period upon notification of missed work to submit. After this grace period has concluded, the following scale will be implemented: 1st reminder (explanation journal entry), 2nd reminder (confer with lead team). If missing work is still not submitted after the 2nd reminder is provided, teachers will be removed from participation.

• Toward the end of the two years, teachers will be expected to score three micro-credential submissions from new cohorts in order to complete the Leadership Pathway expectations.

Appeal Process:

• Any teacher with a concern regarding credit awarded for any micro-credential submission can submit an appeal to the Office of Talent Acquisition and Development via a Google form available at this link: https://tinyurl.com/LPappeal.

• Teachers can also follow the grievance procedure outlined on the Human Capital website.
1. What is the Leadership Pathways program?
The Leadership Pathways program is a two-year process by which teachers earn micro-credentials in four targeted areas within a chosen topic of high priority to the district. To earn the micro-credentials, teachers must complete a micro-credential framework that includes engaging in professional learning, putting learning into practice, and reflecting on the impact to teaching. Teachers will also be trained on how to review micro-credential submissions and will receive a badge to complete the Leadership Pathway expectations. Successful completion of all required components within a Leadership Pathway can result in additional compensation.

2. Who is eligible to opt in to the Leadership Pathways program?
To be eligible for the program, teachers must meet the following criteria:
- completed two years of teaching
- received an effective or better rating on the PPfT Appraisal the previous year
- maintain an effective or better rating throughout completion of the Leadership Pathway

3. 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 well exceeds 150, a lottery may be conducted to ensure that the required professional development opportunities can be delivered to participants in a manner that is most impactful and meaningful.

4. 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, the teacher will be removed from the program and will need to opt in and restart the Leadership Pathway when he or she becomes eligible again.

5. 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 one-year grace period may be granted to allow the teacher to restart Leadership Pathways without a penalty. If the teacher exits without such extenuating circumstances, they will need to opt in anew and restart the Leadership Pathway.

6. Can I work on more than one Leadership Pathway at a time?
No, we encourage teachers to 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.

7. What if I change my mind and want to pursue a different Leadership Pathway than the one I selected?
A teacher may transfer to a different Leadership Pathway other than the one initially selected if there is space in that Leadership Pathway cohort, and as long as the change takes place with enough time to complete the info session and the first professional learning opportunity for the new Leadership Pathway.

8. 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).

9. How will the professional learning be monitored so that I 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.
10. Will I be able to keep my CPE credits if I leave the district?
Yes, as with all other professional learning offered through the Human Capital Platform, teachers will be able to retain their CPE credits if they leave the district.

11. How will I submit evidence of the classroom practice and teacher reflection?
Upon confirmation of participation in the Leadership Pathway, teachers will be added to a course developed in the district’s learning positioning system, BLEND. It is through this collaborative platform that teachers will engage with all professional learning content, both face-to-face and online. In order to submit their evidence of practice and reflection at the end of each semester, teachers are expected to bundle all submission items into a Google folder for review and scoring. Detailed instructions for submissions are provided toward the end of the semester.

12. How will the submissions of evidence for classroom practice and teacher reflection be scored?
When teachers submit their evidence of practice and reflection through a Google folder, the submissions will be scored by members of the Leadership Pathway lead team and other central office administrators with expert knowledge in that particular Leadership Pathway. A rubric designed by each lead team for Leadership Pathways will be used for scoring purposes.

13. What happens if my micro-credential submissions are not approved?
Teachers must receive meeting or exceeding expectations according to rubric criteria to receive full credit for any given micro-credential. Teachers may be asked to resubmit and can do so within the specified period of time. However, only one resubmission is permissible per micro-credential.

14. What is the appeal process in the event that I disagree with the scoring of my submissions?
Any teacher with a concern regarding the credit awarded for any micro-credential submission can submit an appeal to the Office of Talent Acquisition and Development via a Google form available at this link: https://tinyurl.com/LPappeal.

15. What if I am not able to attend a professional learning opportunity required for my chosen Leadership Pathway?
Upon opting in to the program, teachers sign a commitment form expressing availability and willingness to attend and engage in all required professional learning for the selected Leadership Pathway. Multiple sections are available for the face-to-face training and teachers are expected to manage their schedule to attend one section as make-up opportunities will not be available. The online learning has established deadlines for completion and teachers are expected to complete all activities by those dates or consequences will be put into action.

If a teacher misses a professional learning training under extenuating circumstances, they should communicate this immediately to see how to proceed. Otherwise, a one-year grace period may be granted for re-entry into the Leadership Pathway without penalty. In all other cases, the teacher will need to wait until the following year to opt in anew and restart the Leadership Pathway.

16. Can I use the professional learning exchange days to complete a professional learning opportunity required for my chosen Leadership Pathway?
Teachers may only use the exchange days for professional learning that occurs outside of the normal duty day such as on a Saturday, in the evening, or during the summer.
17. For the face-to-face professional learning, are substitutes provided?
If the required professional learning takes place during the duty day, 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. However, teachers may elect to use the professional learning exchange days for these situations.

18. How am I awarded the points for completion of the Leadership Pathway, and when will the additional compensation be added to my salary?
The information below illustrates how the points are awarded for completion of each micro-credential.

At the end of the two-year process, teachers can become eligible to receive the additional compensation to their salary for the following year. To better understand the base salary increases and when they will occur, teachers may refer to the PPfT Compensation Framework available on the district’s PPfT web page. https://www.austinisd.org/ppft/compensation

19. Can I opt out of the badge requirement and focus only on the micro-credentials?
No, the badge requirement is an essential component of the Leadership Pathway in that it helps build capacity toward development of teacher leaders in our district community.
Appendix A

Explanatory Forms

• Literacy
  Click here to access a sample of what the explanatory form will look like.

• Social & Emotional Learning (SEL)
  Click here to access a sample of what the explanatory form will look like.

• Transformative Technology
  Click here to access a sample of what the explanatory form will look like.
# Appendix B

## Literacy - Classroom Practice Rubric

### SAMPLE

<table>
<thead>
<tr>
<th>Teacher IMPLEMENTATION (depth, quality, responsiveness to student performance)</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher demonstrates masterful implementation of the selected literacy strategy/ies, adapting and responding to student need and performance (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td>The teacher demonstrates implementation of the selected literacy strategy/ies, reflects upon the impact and makes some adjustments in teaching accordingly (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td>The teacher demonstrates implementation of the selected literacy strategy/ies, but there are lingering issues or struggles with one or more aspects of implementation and responds occasionally to student needs (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td>The teacher does not provide clear evidence of implementation of the selected literacy strategy/ies, and adaptations to meet student needs are not described (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student IMPACT (degree of impact related to stated goal)</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provides a thorough &amp; detailed explanation of how the selected literacy strategy/ies enabled student progress toward a goal (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td>The teacher demonstrates how the selected literacy strategy/ies enabled student progress toward a goal (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td>The teacher’s description of student progress toward a goal in relation to the strategy/ies is present on the explanatory form, but does not fully explain/illustrate the connection between strategy/ies presented in the student artifacts and progress toward the goal.</td>
<td>The teacher does not demonstrate how the selected literacy strategy/ies enabled students to reach the stated goal (as evidenced by the description on the explanatory form and the artifacts provided).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power Skills Content INTEGRATION (critical thinking, collaboration, creative, problem solving)</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provides a thorough &amp; complex discussion of how the strategy/ies supports students’ use of at least 3 of the 6 power skills, as evidenced by the description on the explanatory form and the artifacts provided.</td>
<td>The teacher provides a discussion of how the strategy/ies supports students’ use of at least 3 of the 6 power skills, as evidenced by the description on the explanatory form and the artifacts provided.</td>
<td>The teacher mentions power skills, but fails to discuss 3 or more, or does not sufficiently connect them to the selected strategy/ies, as evidenced by the description provided on the explanatory form.</td>
<td>The teacher does not demonstrate how the selected literacy strategy/ies enable students’ use of the power skills, as evidenced by the description provided on the explanatory form.</td>
<td></td>
</tr>
</tbody>
</table>
## SEL - Classroom Practice Rubric

### SAMPLE

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong>&lt;br&gt;IMPLEMENTATION&lt;br&gt;The tiers of the rubric rate the submission’s evidence of teacher implementation.</td>
<td>Submission shows qualitative or quantitative data* demonstrating a significant shift in teaching practices.</td>
<td>Submission shows qualitative or quantitative data* demonstrating a small shift in teaching practices.</td>
<td>Submission shows qualitative or quantitative data gathered demonstrating no shift in teaching practices.</td>
<td>Submission does not show data collection.</td>
</tr>
<tr>
<td><strong>Student</strong>&lt;br&gt;IMPACT&lt;br&gt;The tiers of the rubric rate the submission’s demonstration increase student belonging.</td>
<td>Submission demonstrates evidence that a majority of students participating in the implementation feel a greater sense of belonging in the classroom.</td>
<td>Submission demonstrates evidence that many of students participating in the implementation feel a greater sense of belonging in the classroom.</td>
<td>Submission demonstrates evidence that half of students participating in the implementation feel a greater sense of belonging in the classroom.</td>
<td>Submission demonstrates evidence that no students participating in the implementation feel a greater sense of belonging in the classroom.</td>
</tr>
<tr>
<td><strong>Power Skills/ 6Cs Content</strong>&lt;br&gt;INTEGRATION&lt;br&gt;The tiers of the rubric rate the submission’s demonstration of how extensively Power Skills were integrated into the submission.</td>
<td>Submission demonstrates integration of all 6 power skills.</td>
<td>Submission demonstrates integration of 4-5 power skills.</td>
<td>Submission demonstrates integration of 2-3 power skills.</td>
<td>Submission demonstrates integration of 0-1 power skills.</td>
</tr>
</tbody>
</table>

*Qualitative data is gathering information through observation and analysis.

Appendix D

Transformative Technology - Classroom Practice Rubric

SAMPLE

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher IMPLEMENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts for consideration include:</td>
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<td></td>
<td></td>
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<tr>
<td>• Note-taking Guides 1, 2, and 3</td>
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<tr>
<td>• BLENDO Module</td>
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<tr>
<td>• Explanatory Form</td>
<td></td>
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<tr>
<td>• TIM Self-Reflection</td>
<td></td>
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</tr>
<tr>
<td>Classroom artifacts include transformative application of professional learning from MCT 1 and 2 addressing student voice and choice in a developmentally appropriate blended learning environment.</td>
<td>Classroom artifacts include application of professional learning from MCT 1 and 2 addressing student voice and choice in a developmentally appropriate blended learning environment.</td>
<td>Classroom artifacts include application of some professional learning addressing student voice and choice in a blended learning environment.</td>
<td>Classroom artifacts are incomplete and do not adequately apply professional learning.</td>
<td></td>
</tr>
<tr>
<td>Teacher designs opportunities for developmentally appropriate student voice and choice in a unit of study module in BLENDO.</td>
<td>Teacher designs opportunities for developmentally appropriate student voice and choice in a BLENDO module.</td>
<td>Teacher designs limited opportunities for student voice and choice in a BLENDO module.</td>
<td>Teacher design does not include opportunities for student voice and choice in a BLENDO module.</td>
<td></td>
</tr>
<tr>
<td>The module includes evidence of student voice in the creation of a culture of digital citizenship.</td>
<td>The module and/or explanatory form includes evidence of digital citizenship.</td>
<td>The module and/or explanatory form includes minimal evidence of digital citizenship.</td>
<td>There is little to no evidence of digital citizenship.</td>
<td></td>
</tr>
<tr>
<td>Module design captures online learning but may not include all features of learning.</td>
<td>Reflection demonstrates some growth in instructional practices.</td>
<td>Reflection demonstrates growth toward transformative practices.</td>
<td>Reflection demonstrates minimal evidence of teacher growth.</td>
<td></td>
</tr>
<tr>
<td><strong>Student IMPACT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts for consideration include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BLENDO Module</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Explanatory Form</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Optional student work samples</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Design of blended learning module designs student voice and choice through the developmentally appropriate use of BLENDO and other integrated tools (as needed).</td>
<td>Design of blended learning module includes student voice and choice through the developmentally appropriate use of BLENDO and other integrated tools (as needed).</td>
<td>Design of blended learning module attempts to include student voice and choice through the use of BLENDO and other integrated tools (as needed), but does not move beyond superficial examples.</td>
<td>Design of blended learning module does not adequately solve for student voice and choice.</td>
<td></td>
</tr>
<tr>
<td>During implementation, students use BLENDO and other integrated tools in unexpected or unconventional ways to:</td>
<td>During implementation, students use BLENDO and other integrated tools in expected and conventional ways to:</td>
<td>During implementation, students BLENDO and other integrated tools in a mainly teacher-directed manner:</td>
<td>During implementation, students BLENDO and other integrated tools in a largely student-directed manner:</td>
<td></td>
</tr>
<tr>
<td>• create, maintain, and share a culture of digital citizenship</td>
<td>• practice elements of digital citizenship</td>
<td>• occasionally practice elements of digital citizenship</td>
<td>• occasionally engage in metacognitive activities</td>
<td></td>
</tr>
<tr>
<td>• construct and share knowledge beyond the classroom</td>
<td>• construct and share knowledge within the classroom</td>
<td>• engage in metacognitive activities</td>
<td>• engage in metacognitive activities</td>
<td></td>
</tr>
<tr>
<td>• engage in ongoing metacognitive activities</td>
<td>• personalize their learning</td>
<td>• develop knowledge</td>
<td>• engage in metacognitive activities</td>
<td></td>
</tr>
<tr>
<td>• personalize their learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Power Skills Content INTEGRATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts for consideration include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• R.I.P.K.M Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explanatory Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Optional student work samples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both the identified problem of practice and the design of the blended learning module integrate multiple power skills to amplify student voice and choice.</td>
<td>Both the identified problem of practice and the design of the blended learning module integrate one power skill to amplify student voice and choice.</td>
<td>Both the identified problem of practice and the design of the blended learning module partially integrate one power skill to amplify student voice and choice.</td>
<td>Both the identified problem of practice and the design of the blended learning module do not clearly integrate any of the power skills and/or student voice and choice.</td>
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Teachers who submit evidence that does not meet or exceed expectations will be asked to work with a coach and mentor.
**Artifacts:** These are forms of evidence that demonstrate a teacher’s classroom implementation of new knowledge and skills and how the experience impacted teaching. 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.

**Badge:** A badge is a digital indicator of an accomplishment showing a teacher’s successful efforts in acquiring new knowledge and skills.

**Evidence:** Evidence of both classroom practice and teacher reflection is required throughout each semester and micro-credential.

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

**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 in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Learning tailored for each Leadership Pathway aligns with district 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, leadership pathways 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.

**Reflection:** An active, conscious and retrospective consideration of one’s practice. Reflection requires the teacher to examine how the Leadership Pathway experience has impacted teaching after having implemented a new strategy acquired from engaging in blended professional learning.

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

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