

Appendix C

Participation in Professional Development

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Professional Development: Summary of Sessions and Participation

In 2003-04, APS began using Electronic Registrar Online (ERO) to track teacher professional learning, to include registration and attendance. Over the years, APS began to include professional learning for P-, E-, and A-scale staff for events such as the annual Administrative Conference and the Instructional Assistant professional learning days. Other professional learning is not tracked in ERO, such as administrative technology training (STARS, Outlook, etc.).

Table 1: Total Number of Unique Sessions and Total Number of Sessions

Year	Total Number of Unique Courses	Total Number of all Sessions	Number of Courses with Multiple Sessions
2011-12	187	585	123
2012-13	270	668	122
2013-14	295	860	144
2014-15	426	1002	160

Table 2: Average Number of Professional Development Hours, by Scale

	2011-12		2012-13		2013-14		2014-15	
	# Participants	Average PD Hours	# Participants	Average PD Hours	# Participants	Average PD Hours	# Participants	Average PD Hours
T	1975	39.6	2116	38.8	2246	35.9	2260	35.4
A	442	15.7	577	13.2	568	15.8	576	13.1
E	62	18.8	69	22.1	74	23	60	11.9
G	7	5.4	8	5.3	4	*	5	7.0
P	127	27.3	133	23.3	140	35.1	140	35.3

*Sample size less than 5, not reported

Table 3: Average Number of Professional Development Hours for T-Scale School-Based Staff, by Grade Level

	2011-12		2012-13		2013-14		2014-15	
	# Participants	Average PD Hours	# Participants	Average PD Hours	# Participants	Average PD Hours	# Participants	Average PD Hours
Elementary	1088	48.0	1182	42.9	1186	40.2	1216	41.1
Middle School	327	32.0	338	35.3	402	38.9	401	32.4
High School	410	28.5	430	35.6	505	26.2	494	26.6

Figure 1: Professional Development Hours for A-Scale Staff

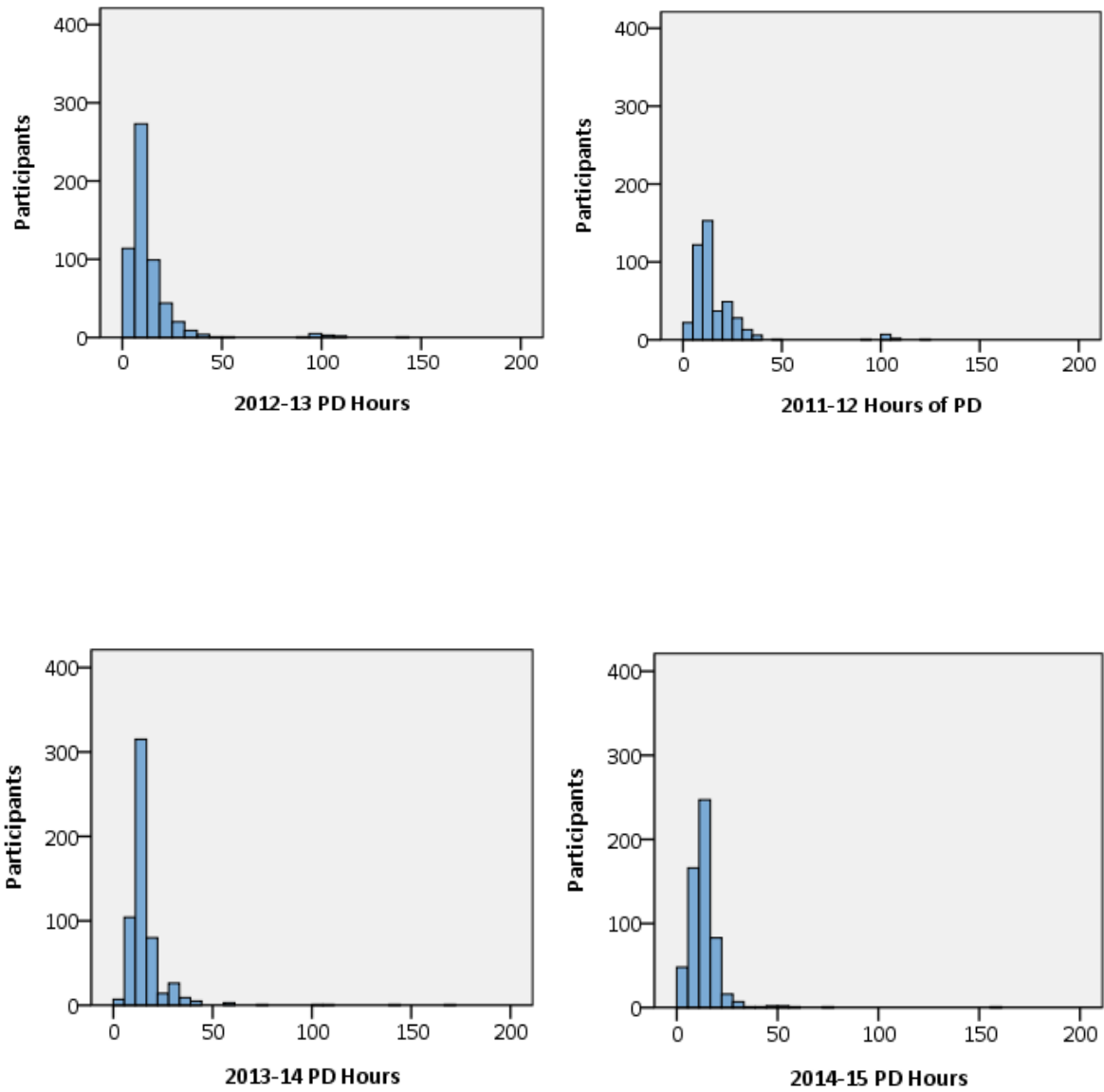


Figure 2: Professional Development Hours for P-Scale Staff

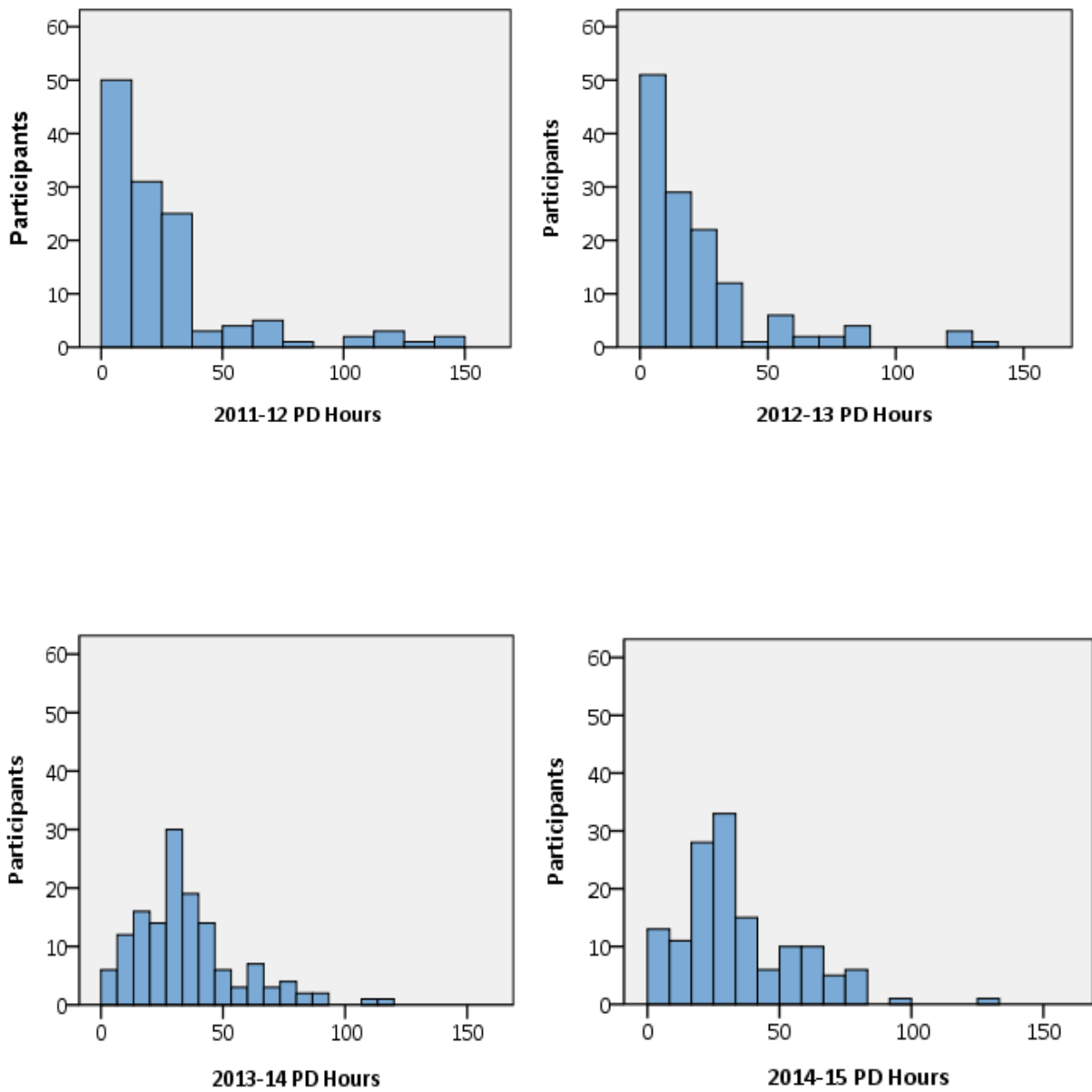


Figure 3: Professional Development Hours for T-Scale Staff

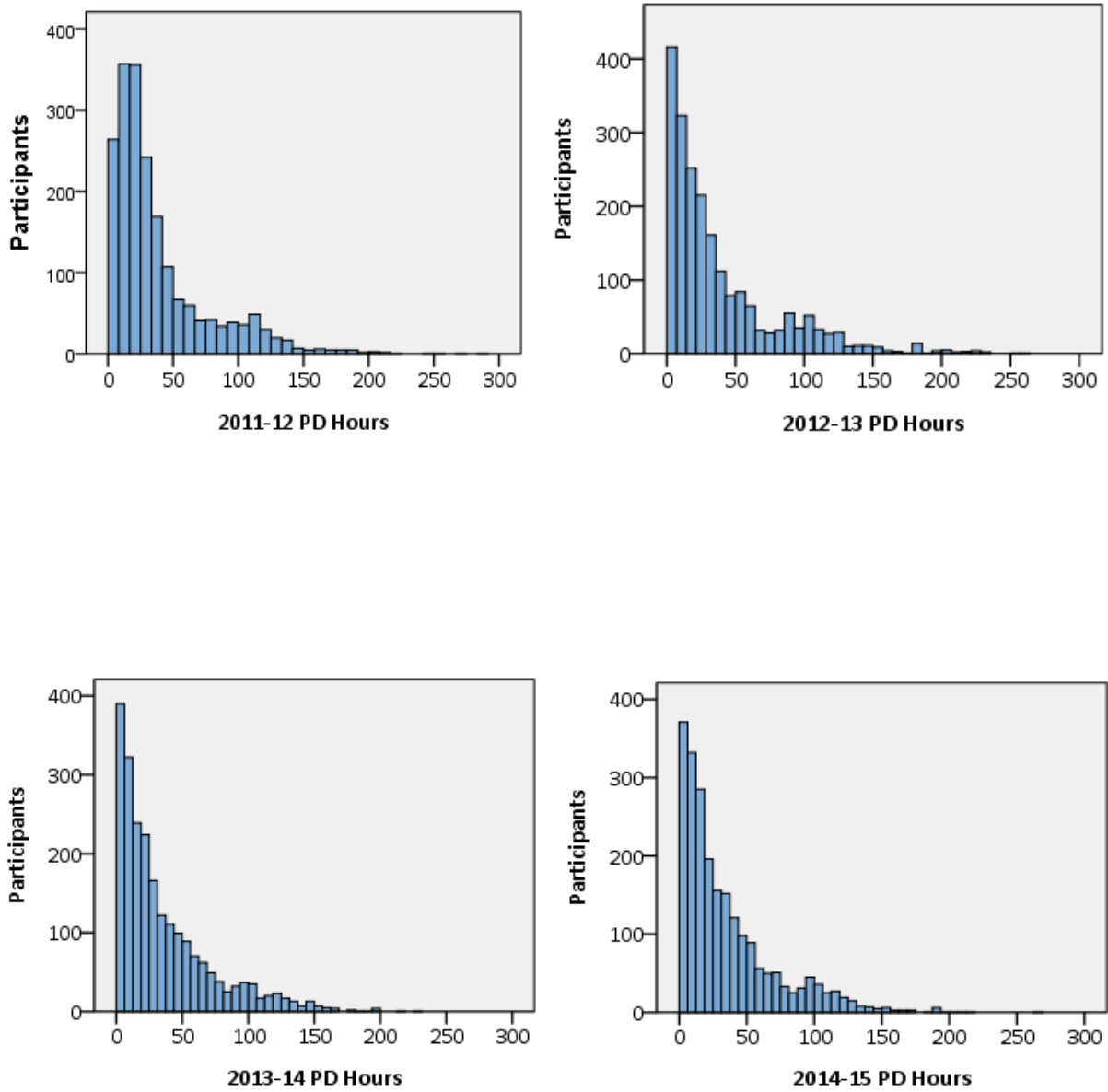


Table 4: Professional Development Sessions by Content Areas

PD Session Content Area	2011-12	2012-13	2013-14	2014-15
Professional Development	52	123	127	138
Special Education	64	79	106	90
ESOL/HILT	60	62	94	93
English/Language Arts	51	75	60	99
Instructional Technology	62	34	73	109
Gifted Services	11	26	35	152
Mathematics	32	35	49	22
Title One	2	6	66	59
World Languages	40	33	31	25
Early Childhood	28	27	33	39
Science	15	21	35	51
Student Services	19	31	41	28
Art Education	40	29	36	9
Health and PE	17	16	17	21
Library Media Services	30	20	3	14
Minority Achievement	22	22	12	10
Social Studies	16	12	17	17
SIOP	8	4	12	7
Business/IT, Computer Science	8	3	4	14
STEM	6	9	4	0
Technology Education	0	0	3	0
Family and Consumer Sciences	1	1	3	3
Language Services & Resource Center	1	0	0	2

Participation in Career Advancement Program

The Career Advancement Program (CAP) is a knowledge- and skills-based differentiated compensation program that rewards full time T-Scale staff that demonstrate and document high quality professional practice and leadership that cultivates student achievement.

Participation in CAP is voluntary and requires the completion of one or two portfolio opportunities, designed to challenge and engage T-scale staff in a rigorous process of enhancing their knowledge and skills through substantive professional development and experiences. **CAP portfolio I** is locally developed and **CAP portfolio III** is the National Board for Professional Teaching Standards (NBPTS) certification for teachers and counselors. Teachers receive credit for portfolio III whether they achieve it in APS or elsewhere.

In addition, T-scale staff who are not eligible to pursue National Board certification through NBPTS (school psychologists, speech and language pathologists, audiologists, occupational therapists, physical therapists, social workers, or visiting teachers) are able to participate in CAP III through external certification programs identified by the Department of Student Services. Employees in these positions who achieve the designated certification are added to the CAP pay scale, but do not receive professional learning or support in that process from the Professional Development Office.

Teachers who achieve either of the portfolios are moved to the CAP salary schedule, which gives them the equivalent of an additional step on the pay scale, or a 5-7.5% higher salary if they are on longevity steps. Teachers remain on the CAP salary schedule for the duration of their career in APS, and they receive a bump for each portfolio they complete.

This appendix describes the extent to which APS teachers participate in the CAP program. For purposes of this analysis, the Office of Professional Development provided the Office of Planning & Evaluation with CAP I and III participation data from 2010-11 through the current school year. Data included in this analysis includes staff who participated in the CAP program **within APS** and who received support for that process from the Professional Development Office. It does **not** include staff who achieved CAP portfolio III outside of APS.

CAP Portfolio I

Table 1: Teacher Participation in CAP Portfolio I since 2010-11, by School Level

Level	Number of Schools/Sites with Participating Teachers	Number of Participating Teachers per School
Elementary	11	1 (7 schools) 3 (2 schools) 4 (2 schools) 21 teachers total
Middle School	5	1 (1 school) 3 (2 schools) 4 (2 schools) 15 teachers total
Comprehensive High School	3	2 (1 school) 3 (1 school) 7 (1 school) 12 teachers total
Program	4	1 (3 schools) 2 (1 school) 5 teachers total
Central Office	3	13 T-scale staff total

Table 2: Status of CAP I Submissions, 2010-11 through 2014-15

Status	N	%
Initiated and withdrew	7	14%
Submitted and did not achieve, one attempt	7	14%
Submitted and did not achieve, two attempts	5	10%
Achieved First Attempt	24	48%
Achieved Second Attempt	3	6%
In Process Year 2	4	8%
Total	50	

Table 3: Number of Teachers Initiating CAP I Process by School Year

School Year	N	%
2010-2011	4	6%
2011-2012	3	4%
2012-2013	15	22%
2013-2014	13	19%
2014-2015	15	22%
2015-2016	18	26%
Total	68	

Table 4: Percentage of Past Participating CAP I Teachers Still with APS, by Status (not including 2015-16)

Status	Still with APS	%
In Process Year 2 (n=4)	4	100%
Initiated and withdrew (n=7)	7	100%
Achieved, Any Attempt (n=26)*	26	100%
Submitted and did not achieve, either attempt (n=12)	12	100%

*one staff member removed; passed away

CAP Portfolio III

Table 5: Teacher Participation in CAP Portfolio III since 2010-11, by School Level

Level	Number of Schools with Participating Teachers	Number of Participating Teachers per School
Elementary	18	1 (5 schools) 2 (3 schools) 4 (3 schools) 5 (2 schools) 6 (1 school) 7 (1 school) 8 (1 school) 9 (1 school) 10 (1 school) 73 teachers total
Middle School	4	2 (1 school) 6 (1 school) 8 (2 schools) 24 teachers total
Comprehensive High School	3	4 (1 school) 17 (1 school) 21 (1 school) 42 teachers total
Program	3	1 (1 school) 2 (1 school) 3 (1 school) 6 teachers total

Table 6: Status of CAP III Submissions, 2010-11 through 2014-15

Status	N	%
Initiated and withdrew *	25	21%
Submitted and did not achieve	10	8%
Achieved	75	63%
In Process	10	8%
Total	120	

*This category includes one staff member who left APS after initiating the process.

Table 7: Number of Teachers Initiating CAP III Process by School Year

School Year	N	%
2010-2011	23	15%
2011-2012	25	17%
2012-2013	34	23%
2013-2014	26	17%
2014-2015	12	8%
2015-2016	30	20%
Total	150	

The dip in participation in 2014-15 is likely due to a new process implemented by the National Board for Professional Teaching Standards, which lengthened the possible time commitment from one year to potentially three years. The one-year option will be reinstated in 2016-17.

Table 8: Percentage of Past Participating CAP III Teachers Still with APS, by Status (not including 2015-16)

Status	% Still with APS
In Process (n=10)	100%
Initiated and withdrew (n=25)	76%
Achieved (n=75)	80%
Submitted and did not achieve (n=10)	40%