Professional Development Needs Assessment Summary
2006-2007

Curriculum and Instruction

The information summarized below comes from the 2007 AISD Employee Coordinated Survey that was sent to a sample of campus principals and teachers.

Include specific instructional strategies to address working with students who have special education needs or who are English language learners.

In a spring 2007 survey, teachers reported that they needed professional development in specific instructional strategies to work with students who have special education needs (44%) or who are English language learners (28%). Furthermore, 46% of teachers wanted training in designing curriculum extensions and modifications for diverse learners, while 42% wanted training in how to implement effective teaching strategies for diverse learners.

Include professional development strategies for the integration of technology for teaching core subject areas.

In the same survey, 43% of teachers reported that they needed professional development in how to integrate technology into their instruction for the core subject areas.

Continue to provide professional development for teachers on how to access, interpret, and use student achievement data.

When teachers were asked about their training needs concerning student achievement data, 38% wanted more training in accessing the data, 36% requested more training in how to interpret the data, and 43% requested more training in how to use the data to improve instruction.

Team teaching, professional learning communities, and peer coaching or mentoring should be incorporated into teacher professional development to help teachers implement district curriculum or instructional planning guides.

Teachers reported that their ability to implement the district's curriculum or instructional planning guides would benefit from having professional development in team teaching (35%), professional learning communities (33%), and peer coaching or mentoring (25%).

Campus administrators cited their need for training in differentiated classroom instruction, academic rigor, and professional learning communities.
When campus administrators were asked what professional development would help them better support teachers, most chose training in differentiated instruction for students with learning needs (74%), academic rigor in the curriculum (71%), and professional learning communities (71%). Thus, differentiated instruction and professional learning communities represent professional development needs that campus administrators and teachers have in common.

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