



Summary of AISD Professional Development Needs Assessment, 2009–2010

Overview

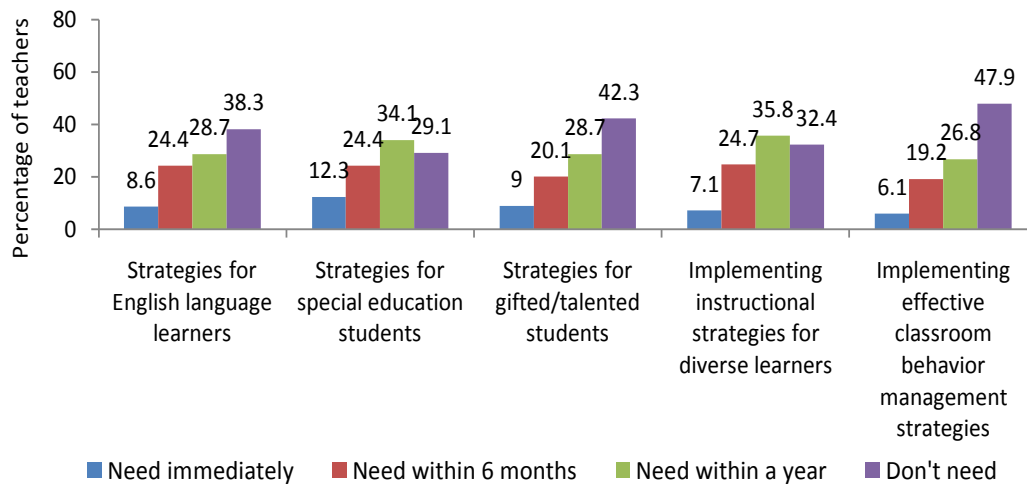
Annually, the Austin Independent School District (AISD) administers surveys about a variety of issues to samples of district and campus staff. This report summarizes the teachers' and campus administrators' responses to the Spring 2010 survey questions about professional development needs. For this survey, 604 teachers and 38 campus administrators responded. Major findings from the survey show that training requested most often by teachers included integrating technology into instruction (79%), accessing and using web-based resources (70%), and implementing instructional strategies for special education (SpEd) students (71%) and English language learner (ELL) students (62%).

Similarly, the most frequently requested trainings by campus administrators included differentiated instruction for SpEd students (75%), ELLs (68%), and gifted/talented students (68%). Additionally, 75% of campus administrators wanted training about academic rigor in all curriculum areas. Approximately two-thirds of campus administrators wanted training about distance learning or online professional development opportunities (61%), budgeting and other financial management issues (61%), supporting teacher leaders (61%), and professional learning communities (PLCs) (61%).

Professional Development Needs of AISD Teachers

Teachers provided their answers about the degree to which they needed various kinds of professional development opportunities. Figure 1 shows that strategies for providing instruction to ELLs (62%), SpEd students (71%), and gifted and talented students (58%) were chosen often. A similar item chosen often was implementing instructional strategies for diverse learners (68%). Implementing classroom behavior management strategies was selected by 52% of teachers responding. Only 12% of teachers said training about strategies for SpEd students (12%) was needed immediately, and 9% indicated immediate needs for training about strategies to use with ELLs and gifted and talented students.

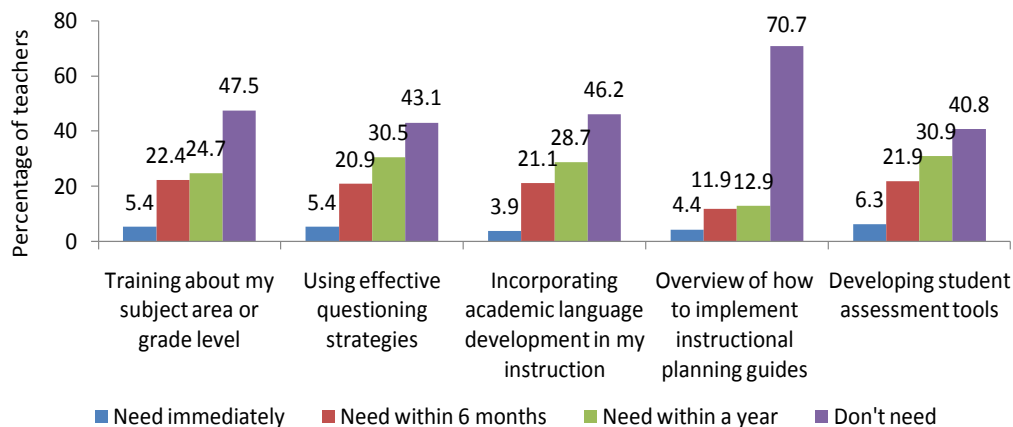
Figure 1. Teachers' Reported Professional Development Needs by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

Figure 2 shows that more than half of teachers responding indicated they needed training in their subject area or grade level (52%), using effective questioning strategies (57%), incorporating academic language development in instruction (54%), and development of student assessment tools (59%). Only 29% indicated they needed training to provide them with an overview of how to implement the district's instructional planning guides (IPGs). The most immediate need for training was reported for the following: developing student assessment tools (6%), subject area or grade level (5%), and using effective questioning strategies (5%).

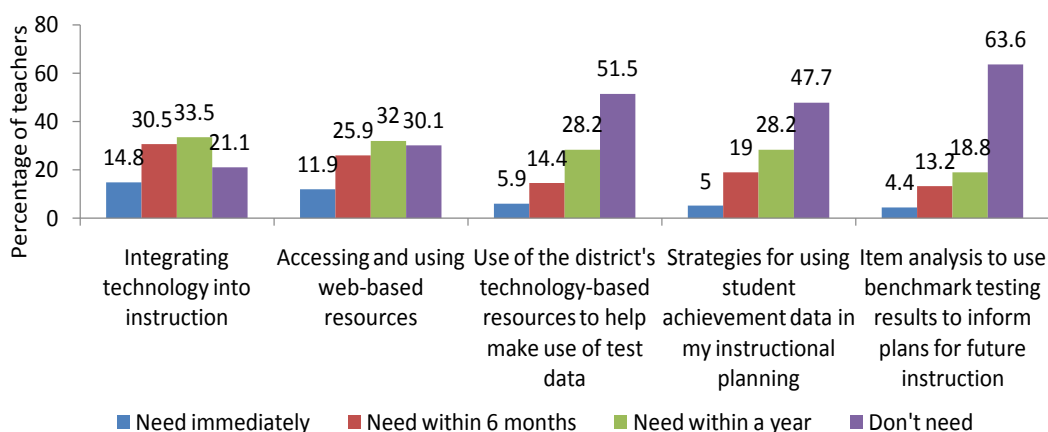
Figure 2. Teachers' Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

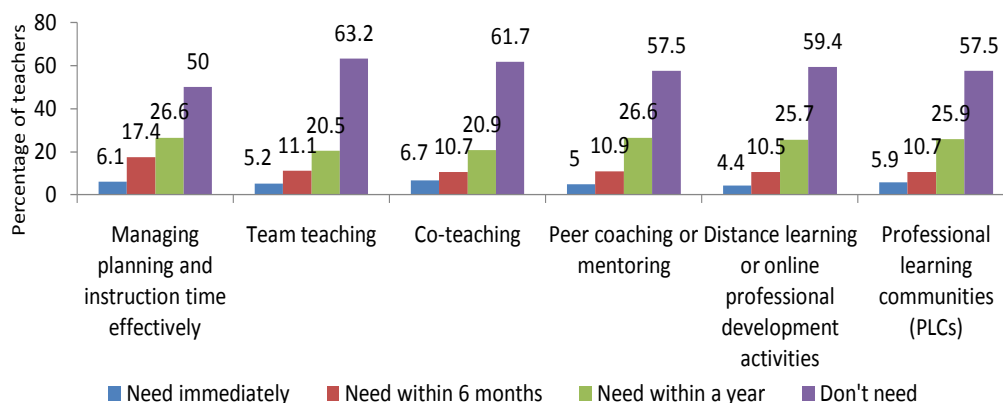
Figure 3 shows that most teachers reported needing professional development training about integrating technology into instruction (79%), accessing and using web-based resources (70%), and strategies for using student achievement data in instructional planning (52%). A little more than one-third (36%) of teachers wanted training about how to use item analysis of benchmark testing data to inform plans for instruction. The most immediate need for training was reported for technology-related items, such as integrating technology into instruction (15%), accessing and using web-based resources (12%), and use of AISD’s technology-based resources to help make use of test data (6%). Figure 4 shows that half (50%) of teachers reported needing training about managing their planning and instruction time effectively. About two-fifths of teachers reported needing training about peer coaching or mentoring (42%), PLCs (42%), and distance learning or online professional development opportunities (41%). A little more than one-third reported needing training about co-teaching (38%) or team teaching (37%). The most immediate need for training was for co-teaching (7%) and managing planning and instruction time effectively (6%).

Figure 3. Teachers’ Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

Figure 4. Teachers’ Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

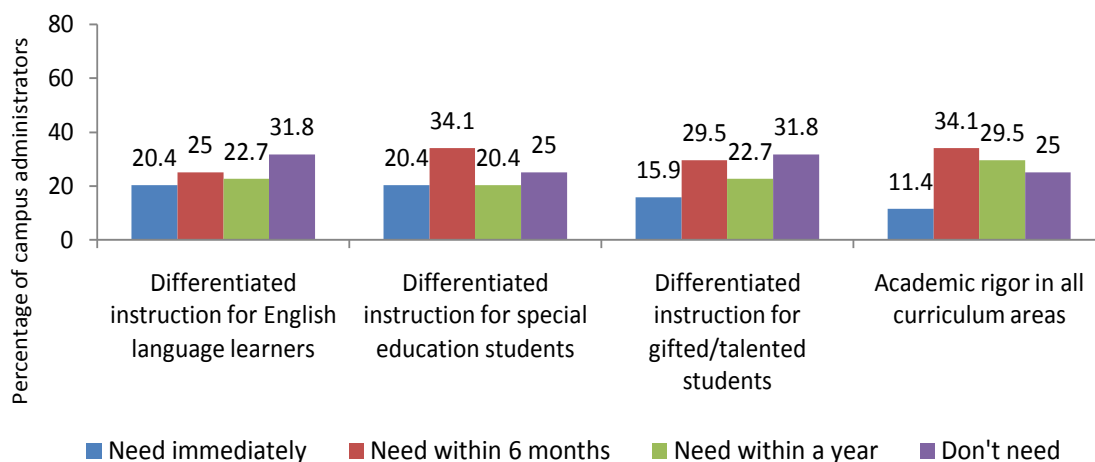
Professional Development Needs of AISD Campus Administrators

Campus administrators (i.e., principals and assistant principals) provided their answers about the degree to which they needed various kinds of professional development opportunities. Figure 5 shows that, similar to needs reported by teachers, most campus administrators wanted professional development opportunities about differentiated instruction for SpEd students (75%), ELLs (68%), and gifted/talented students (68%). Three-fourths (75%) of campus administrators wanted training about academic rigor in all curriculum areas. The greatest need for training was in differentiated instruction for SpEd students (20%) and ELLs (20%).

Figure 6 shows that 61% of campus administrators wanted training about distance learning or online professional development opportunities, and more than half (57%) wanted training about how to use the district's technology-based resources to help make use of test data. About 43% wanted training about IPGs, and 36% wanted training about item analysis of benchmark test results.

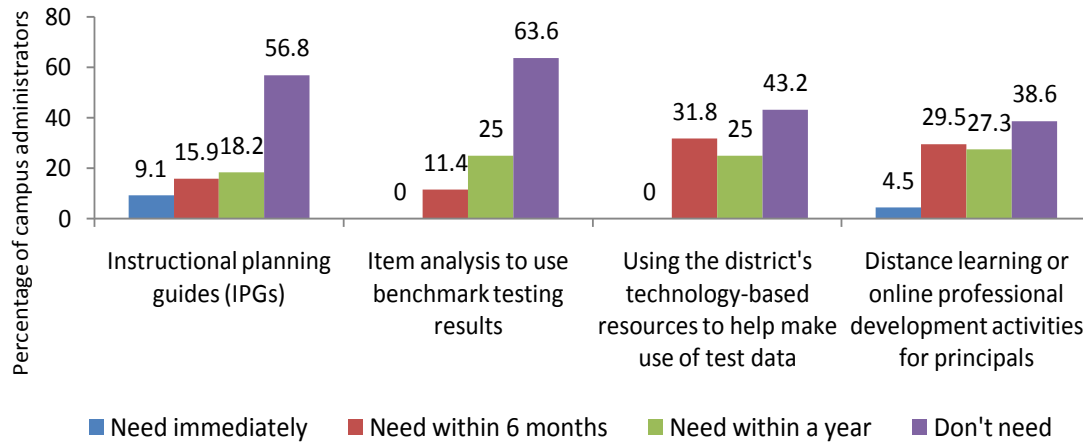
Figure 7 shows that almost two-thirds (61%) of campus administrators reported needing training about budgeting and other financial management issues, supporting teacher leaders, and PLCs. Almost one-third reported needing training about highly qualified teacher requirements (32%) and retaining teachers (30%). The most immediate need was for training about PLCs (14%).

Figure 5. Campus Administrators' Reported Professional Development Needs, by Topic, 2010



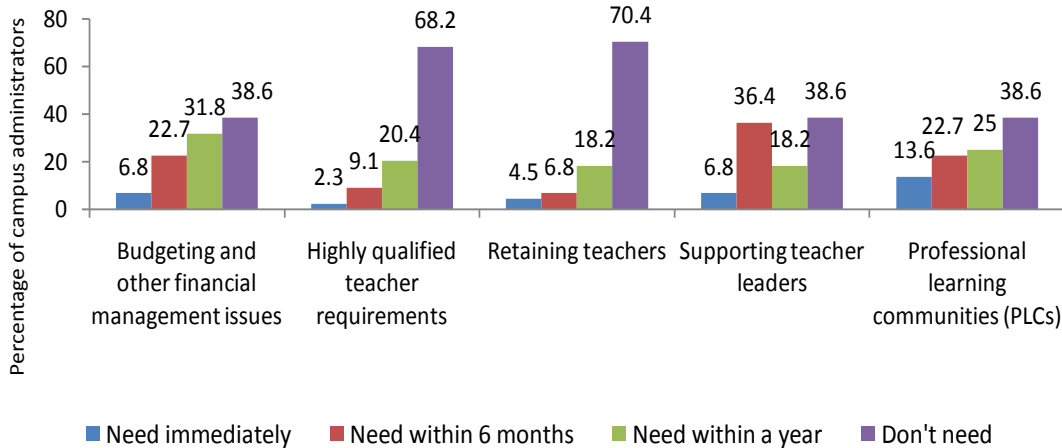
Source. AISD Employee Coordinated Survey, Spring 2010

Figure 6. Campus Administrators' Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

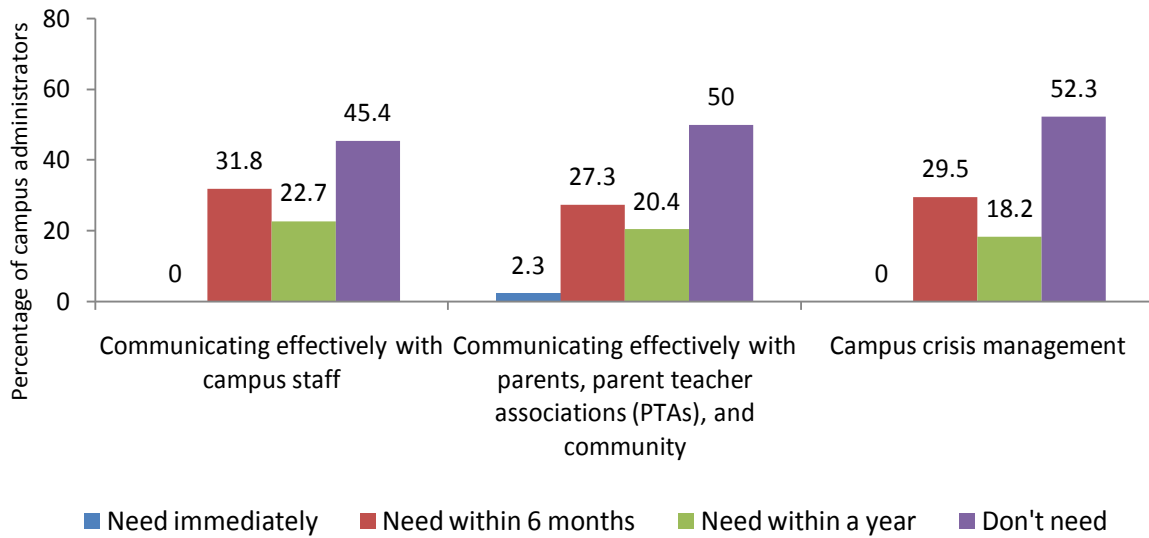
Figure 7. Campus Administrators' Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010

Figure 8 shows that about half of campus administrators wanted training about communicating effectively with campus staff (55%) and with parents, parent teacher associations (PTAs), and the community (50%), and about 48% wanted training about campus crisis management.

Figure 8. Campus Administrators' Reported Professional Development Needs, by Topic, 2010



Source. AISD Employee Coordinated Survey, Spring 2010