AISD STAFF SURVEY RESULTS ABOUT PROFESSIONAL DEVELOPMENT NEEDS, 2011–2012

June 2012

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 teachers' and campus administrators' responses to the Spring 2012 survey questions about their professional development needs. Items rated most often by both campus administrators and teachers included academic rigor; instructional strategies for different student groups (e.g., special education, gifted and talented, English language learners [ELLs]); and the state's new assessment system.

TEACHERS' PROFESSIONAL DEVELOPMENT NEEDS

Table 1 shows teachers' most commonly mentioned professional development topics included integration of technology into instruction or student intervention (40%), instructional strategies for students with special education needs (37%), best practices (31%), accessing and using web-based resources (29%), academic rigor (28%), instructional strategies for gifted and talented students (27%), the state's new assessment system (26%), and instructional strategies for ELLs (26%). Other professional development topics were selected less often by teachers (e.g., using effective questioning strategies, implementing effective classroom behavior management, professional learning communities). Teachers at different school levels differed somewhat with respect to their selection of professional development needs.

Table 1. Teachers' Most Common Survey Responses About Their Professional Development Needs, Spring 2012

Select the professional development areas listed below for which you need training next school year.	% Elementary (*n* = 323)	% Middle (*n* = 119)	% High (*n* = 153)	% All (*N* = 595)
Integrating technology into instruction and/or students' academic interventions	43	37	35	40
Instructional strategies for students with special education needs, like dyslexia or learning disabilities	44	35	25	37
Training of best practices in my subject area or grade level	31	25	35	31
Accessing and using web-based resources	31	32	25	29
Training focused on academic rigor in my subject area or grade level	28	30	28	28
Instructional strategies for gifted and talented students	29	28	22	27
The state's new assessment system (STAAR, End of Course)	20	29	38	26
Instructional strategies for English language learners	28	22	25	26

Source: AISD employee coordinated survey, Spring 2012
Note. Other professional development topics were chosen by teachers but had fewer responses. These results are available from the AISD Department of Research and Evaluation.

CAMPUS ADMINISTRATORS' PROFESSIONAL DEVELOPMENT NEEDS

Table 2 shows results for professional development topics most often selected by principals and assistant principals. The professional development topics selected most often by these campus administrators included academic rigor (70%), support for use of SchoolNet (62%), instructional strategies for students with special education needs (57%), using technology-based resources for test data (51%), instructional strategies for ELLs (47%), the state's new assessment system (45%), support for use of eCST (40%), and instructional strategies for gifted and talented students (36%). Other professional development topics were selected less often by administrators (e.g., budget, coaching and mentoring, communicating effectively, retaining teachers, campus crisis management). Campus administrators at different school levels differed somewhat with respect to their selection of professional development needs.

Table 2. Principals' and Assistant Principals' Most Common Survey Responses About Professional Development Needs, Spring 2012

In your role as an instructional leader, select the professional development areas listed below for which you need training next school year.	% Elementary (*n* = 34)	% Middle (*n* = 7)	% High (*n* = 6)	% All (*N* = 47)
Training focused on academic rigor in all curriculum areas	73	57	67	70
Support for effective use and implementation of the instructional management system (SchoolNet)	68	43	50	62
Instructional strategies for students with special education needs, such as dyslexia or learning disabilities	65	71	0	57
Using the district's technology-based resources to help make use of test data	53	43	50	51
Instructional strategies for English language learners	41	71	50	47
The state's new assessment system (STAAR, End of Course)	44	28	67	45
Support for effective use and implementation of the child study system (eCST)	44	14	50	40
Instructional strategies for gifted and talented students	38	57	0	36

Source: AISD employee coordinated survey, Spring 2012
Note. Other professional development topics were chosen by campus administrators but had fewer responses. These results are available from the AISD Department of Research and Evaluation.