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Professional Development Activities Needs Assessment

2015–2016

Department of
AUSTIN INDEPENDENT SCHOOL DISTRICT

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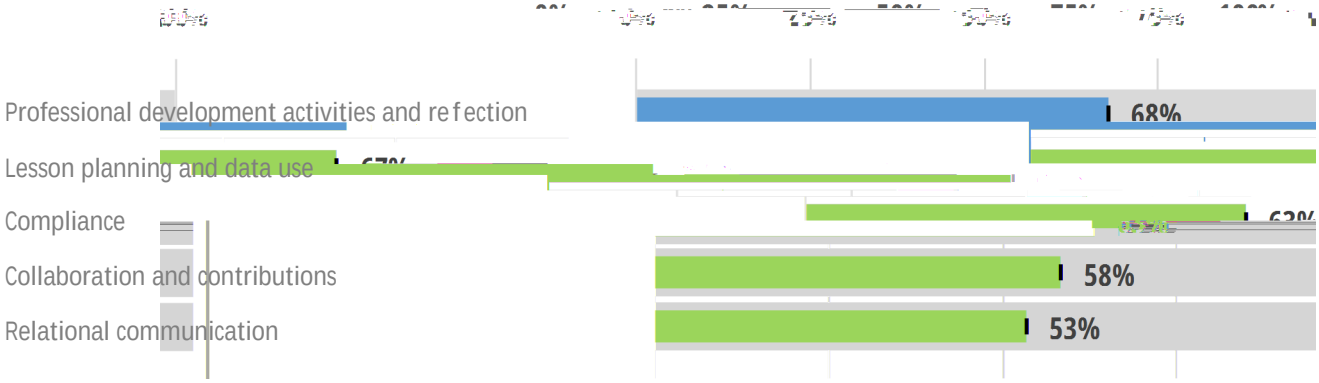
Introduction

Figure 3

Percentages of Teachers Rated Below the Maximum on PPfT Professional Growth and Responsibilities Strands



Source. AISD PDAS and PPfT teacher appraisal records

Teacher Appraisal Results Disaggregated by School Level

PPfT strand

Teacher Appraisal Results Disaggregated by Experience

PPfT strand	All teachers	Years of teaching experience			
		1st year	2-5 years	6-10 years	11+ years
Instructional practices					
Differentiation	1	1	1	1	2
Problem solving and critical thinking	2	3	2	2	1
Assessment and feedback	3	2	3	3	

Teacher Appraisal Results Disaggregated by Teaching Assignment

Table 7

Domains II (learner-centered instruction) and I (active, successful student participation in the learning process) were in the top three ranked PDAS domains of need for both core and non-core areas.

PDAS domain	All teachers	Core areas	Non-core areas
Domain II: Learner-centered instruction	1	1	1
Domain VIII: Improvement of all students' academic performance*	2		2
Domain I: Active, successful student participation in the learning process	3	2	3
Domain IV: Management of student discipline, instructional strategies, time/materials		3	
Domain III: Evaluation and feedback on student progress			
Domain V: Professional communication			
Domain VI: Professional development activities			
Domain VII: Compliance with policies, operating procedures and requirements			

Table 9
The top three ranked PPfT instructional practice strands of need were the same for core and non-core areas.

Source. AISD PDAS and PPfT teacher appraisal records
Note

Table 10
The three top three ranked PPfT professional growth and responsibilities strands of need were the same for core and non-core areas.

PPfT strand	All teachers	Core	Non-core
Professional growth and responsibilities			
Professional development activities and reflection	1	1	1
Lesson planning and data use	2	2	2
Compliance	3	3	3
Collaboration and contributions			
Relational communication			

Conclusion

Domain or Strand Evaluated	All teachers	Level				Years of teaching experience				Core area		ESL/BIL assignment	
		ES	MS	HS	Other	1st year	2-5 years	6-10 years	11+ years	Core	Non-Core	All Non-ESL/BIL Teachers	All ESL/BIL Teachers
PDAS domain													
Domain II: Learner-centered instruction	*	*	*	*		*	*	*	*	*	*	*	*
Domain VIII: Improvement of all students' academic performance*	*	*	*	*	*			*	*		*	*	
Domain I: Active, successful student participation in the learning process	*	*	*			*	*	*	*	*	*	*	*
Domain IV: Management of student discipline, instructional strategies, time/materials					*		*			*			
Domain III: Evaluation and feedback on student progress						*							*
Domain V: Professional communication				*									
Domain VI: Professional development activities					*								
Domain VII: Compliance with policies, operating procedures and requirements					*								
PPfT instructional practices strand													
Differentiation	*	*	*	*		*	*	*	*				
Problem solving and critical thinking	*	*	*	*		*	*	*	*				
Assessment and feedback	*	*		*		*	*	*	*				
Classroom expectations													
Student engagement			*										
Routines and procedures													

Table B.3

Percentages of Teachers Earning Less Than the Highest Possible Score on PDAS Domains, Disaggregated by Teaching Assignment

PDAS domain	All teachers *n* = 4,221	Teaching assignment: AVID/ DELTA/ ROTC/PAL/ LEAD *n* = 34	CATE/ Business/ Vocational *n* = 136	Elementary *n* = 1,798	Fine arts *n* = 364	Foreign language *n* = 101	General education *n* = 65	Instructional/ Literacy coach *n* = 45	Math *n* = 247
Domain II: Learner-centered instruction	88%	91%	89%	87%	88%	91%	88%	71%	89%
Domain VIII: Improvement of all students' academic performance**	80%	82%	98%	73%	92%	94%	88%	64%	76%
Domain I: Active, successful student participation in the learning process	79%	88%	77%	75%	81%	76%	86%	64%	85%
Domain IV: Management of student disc ` " arts									

Source. AISD PDAS and PPfT teacher appraisal records

* Other combines teaching assignments with samples less than 10. The assignments combined were health and psychology.

** Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

Appendix C. PPfT Strands

Table C.3
Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by Teaching Assignment

PPfT strand	All teachers *n* = 1030	Teaching assignment: AVID/DELTA/ ROTC/PAL/ LEAD *n* = 18	CATE/ Business/ Vocational *n* = 59	Elementary *n* = 402	Fine arts *n* = 74	Foreign language *n* = 23	Math *n* = 70
Instructional practices							
Differentiation	89%	100%	93%	90%	80%	91%	96%
Problem solving and critical thinking	87%	94%	83%	86%	89%	91%	76%
Assessment and feedback	84%	89%	90%	83%	73%	96%	74%
Classroom expectations	79%	61%	88%	78%	66%	1	

Source. AISD PDAS and PPfT teacher appraisal records
* Other combines teaching assignments with samples less than 10. The assignments combined were general education, health, instructional/ literacy coach, and speech/journalism.

Table C.3 continued

Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by Teaching Assignment

Table C.4
Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by Core Area

PPfT strand	All teachers *n* = 1030	Core *n* = 679	Non-core *n* = 351
Instructional practices			
Differentiation	89%	91%	83%
Problem solving and critical thinking	87%	85%	90%
Assessment and feedback	84%	84%	84%
Classroom expectations	79%	81%	75%
Student engagement	76%	77%	74%
Routines and procedures	66%	67%	64%
Classroom climate	64%	65%	62%
Professional growth and responsibilities			
Professional development activities and reflection	68%	66%	71%
Lesson planning and data use	67%	65%	70%
Compliance			

Source. AISD PDAS and PPfT teacher appraisal records
Note. Core assignments include elementary, general education, math, English language arts, science, and social studies.

Table C.5
Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by ESL/BE Assignment