AISD PROFESSIONAL DEVELOPMENT OPPORTUNITY NEEDS ASSESSMENT, 2010–2011

September 2011

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 2011 survey questions about professional development opportunity needs. Table 1 shows that professional development opportunity topics requested most often by teachers included STAAR (State of Texas Assessment of Academic Readiness, the state's new academic assessment; 82%), integrating technology in instruction and/or students' academic interventions (73%), and strategies for students with special education needs (71%). Table 2 shows that campus administrators most often requested the professional development opportunity topics of STAAR (100%), using district technology to help make use of test data (80%), and academic rigor in all curriculum areas (79%).

Table 1. Teachers' Professional Development Opportunity Needs, Spring 2011

Topic	Need immediately	Need within 6 months	Need within a year	Do not need
Curriculum navigation system	8%	17%	20%	55%
Strategies for using student achievement data in instructional planning	7%	16%	24%	53%
Using district technology to help make use of test data	8%	18%	26%	48%
Distance learning or professional development offered online	6%	12%	27%	55%
Implementing instructional strategies or curriculum extensions for diverse learners	8%	25%	35%	31%
Strategies for students with special education needs	16%	23%	32%	29%
Strategies for English language learners	8%	20%	29%	43%
Strategies for gifted and talented students	9%	18%	29%	44%
Professional learning communities	4%	11%	25%	60%
Subject area or grade level	9%	17%	26%	48%
Integrating technology in instruction and/or students' academic interventions	16%	26%	31%	27%
Accessing and using web resources	14%	22%	29%	34%
Developing student assessment tools	8%	19%	28%	45%
Using effective questioning strategies	7%	19%	27%	47%
Implementing effective classroom behavior management strategies	8%	17%	23%	52%
Incorporating academic language development in instruction	7%	18%	27%	48%
Managing planning and instruction time effectively	10%	13%	23%	53%
Team teaching	7%	11%	19%	63%
Co-teaching	8%	12%	19%	61%
Peer coaching or mentoring	4%	11%	23%	61%
STAAR, the state's new assessment system	37%	27%	18%	18%

Source: AISD employee coordinated survey, Spring 2011
Note. The total number of teachers responding was 838 (a 50% response rate).

AISD Department of Research and Evaluation
Martha Doolittle, Ph.D.

Publication 10.70 RB
Page 1

Table 2. Campus Administrators' Professional Development Opportunity Needs, Spring 2011

Topic	Need immediately	Need within 6 months	Need within a year	Do not need
Curriculum navigation system	14%	25%	20%	41%
Planning staffing and course scheduling	3%	9%	10%	78%
Using district technology to help make use of test data	27%	38%	15%	20%
Distance learning or professional development offered online	9%	34%	26%	31%
Academic rigor in all curriculum areas	19%	43%	17%	21%
Differentiating instruction for students with special education needs	17%	34%	26%	22%
Differentiating instruction for English language learners	12%	38%	22%	27%
Differentiating instruction for gifted and talented students	14%	38%	24%	24%
Professional learning communities	5%	22%	12%	60%
Budgeting and other finance management issues	10%	24%	21%	45%
Highly qualified teacher requirements	3%	12%	5%	79%
Retaining teachers	3%	10%	7%	79%
Supporting teacher leaders	17%	25%	24%	53%
Communicating effectively with campus staff	5%	14%	27%	53%
Communicating effectively with parents, PTA, and community	3%	14%	23%	60%
Campus crisis management	7%	14%	29%	50%
STAAR, the state's new assessment system	78%	19%	3%	0%

Source: AISD employee coordinated survey, Spring 2011
Note. The total number of campus administrators responding was 92 (a 55% response rate).

AISD PROFESSIONAL DEVELOPMENT OPPORTUNITY PLANS FOR 2011–2012

At this time, the professional development opportunity plans for school year 2011–2012 address the following topic areas, which reflect some of the most common professional development opportunity needs from the 2010–2011 survey:

- STAAR and end-of-course (EOC) tests
- Use of curriculum road maps (e.g., Texas Essential Knowledge and Skills, content knowledge, literacy, numeracy, response to intervention plans, English language proficiency standards, best practice instructional strategies)
- English as a second language (e.g., dual language, quality teaching for English learners)
- Special education (e.g., instructional advancement plans)
- Advanced academics (i.e., gifted and talented education, early college start)
- Social emotional learning
- Schoolnet (i.e., the district's instructional management system)
- Child study system (i.e., the process of assisting students in academic and/or behavioral need)