Professional Development Activities Needs Assessment

2015–2016

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

This report summarizes the 2014–2015 Austin Independent School District (AISD) teacher appraisal results and highlights the areas of need for additional professional development activities in 2015–2016. Appraisal data from both the Texas Professional Development Appraisal System (PDAS) and AISD's teacher appraisal system Professional Pathways for Teachers (PPfT) were included. Areas of need were conceptualized as the appraisal areas with room for teachers to grow, defined by the percentage of teachers earning less than the highest possible score on an appraisal strand.

The three PDAS domains with the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible domain score were:

1) Domain II: Learner-centered instruction (88% below maximum domain score)
2) Domain VIII: Improvement of all students' academic performance (80% below maximum domain score)
3) Domain I: Active, successful student participation in the learning process (79% below maximum domain score)

The three PPfT instructional practice strands with the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible strand score were:

1) Differentiation (89% below maximum strand score)
2) Problem solving and critical thinking (87% below maximum strand score)
3) Assessment and feedback (84% below maximum strand score)

The three PPfT professional growth and responsibilities strands with the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible strand score were:

1) Professional development activities and reflection (68% below maximum strand score)
2) Lesson planning and data use (67% below maximum strand score)
3) Compliance (63% below maximum strand score)

Appraisal results were also explored for each level, years of teaching experience, and teaching assignment. Subgroups were either in complete alignment with the top three areas of need for all teachers or were in alignment with two out of three top areas of need for all teachers.

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Introduction

This report summarizes the 2014–2015 Austin Independent School District (AISD) teacher appraisal results, and highlights the areas of need for additional professional development activities in 2015–2016.

Teacher Appraisal in AISD

In 2014–2015 teachers in AISD were appraised using one of two systems: the Texas Professional Development Appraisal System (PDAS)[1] or AISD's teacher appraisal system Professional Pathways for Teachers (PPfT).[2] Although pilot versions of the district's own appraisal system have been in place for a few years, the 2014–2015 school year was the first year for PPfT in AISD. During the first year, PPfT was rolled out in 20 campuses. PPfT will be expanded to 35 campuses in 2015–2016 and then district-wide in 2016–2017.

Areas of need were conceptualized as the appraisal strands with room for teachers to grow, where room-to-grow was defined as any appraisal strand score less than the maximum possible. Thus, the measure used to determine areas of need was the percentage of teachers earning less than the highest possible score on an appraisal strand. Appraisal strands (called *domains* under PDAS) for all teachers were examined for the highest percentages of teachers earning less than the maximum strand scores; percentages were further disaggregated by school level, years of teaching experience, and teaching assignment area. Within each teacher appraisal system, strands were rank ordered from area of highest to lowest need (i.e., greatest percentage of teachers earning less than the maximum strand score to lowest, respectively). The top three ranked appraisal strands were highlighted.

> *Areas of need* were conceptualized as the appraisal areas with room for teachers to grow, defined by the percentage of teachers earning less than the highest possible score on an appraisal strand.

Teacher Appraisal Results

Teacher appraisal results are presented for the eight domains of PDAS, the seven strands of the instructional practice component of PPfT, and the four strands of the professional growth and responsibilities component of PPfT. PDAS appraisal data were examined for 4,221 teachers. PPfT appraisal data were examined for 1,030 teachers. Overall, greater percentages of teachers received less than the maximum scores on the PDAS domains and the PPfT instructional practices strands than received less than the maximum scores on the PPfT professional growth and responsibilities strands. Appendix A provides an overview of areas of need for each level, years of experience, and teaching assignment. Tables showing sample sizes and the percentages of teachers scoring below the highest possible score on the appraisal systems are shown in the appendices for each level, years of experience, and teaching assignment for both PDAS (Appendix B) and PPfT (Appendix C).

[1] See the AISD Professional Development website for more details http://www.austinisd.org/pd/pdas-evaluation

[2] See the AISD PPfT website for more details http://www.austinisd.org/ppft/new-teacher

The three PDAS domains with the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible domain score were (Figure 1):

1) Domain II: Learner-centered instruction (88% below maximum domain score)
2) Domain VIII: Improvement of all students' academic performance (80% below maximum domain score)
3) Domain I: Active, successful student participation in the learning process (79% below maximum domain score)

Domain II included five dimensions: (a) appropriate goals and objectives; (b) inclusion of basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines; (c) alignment with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines; (d) promoting application of learning through critical thinking and problem solving; and (e) use of appropriate motivational and instructional strategies that successfully and actively engage students in the learning process.

Domain VIII included five dimensions: (a) diagnosis of student needs and provision of performance feedback related to all appropriate Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills test (TAKS) objectives, (b) alignment of planning and delivery of instruction to all appropriate TEKS/TAKS objectives, (c) collaboration with other faculty and administration to improve TAKS-related performance of all students on the campus, (d) identification of students who are at risk and development of appropriate strategies to assist these students, and (e) monitoring the attendance of all students and designing interventions to promote regular attendance.

Domain I included two dimensions: (a) determining if the quantity and quality of active student participation in the learning process is evident and (b) challenging students through instruction and making connections to work and life applications.

Figure 1
Percentages of Teachers Rated Below the Maximum on PDAS Domains

Domain	Percentage
Domain II: Learner-centered instruction	88%
Domain VIII: Improvement of all students' academic performance*	80%
Domain I: Active, successful student participation in the learning process	79%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%
Domain III: Evaluation and feedback on student progress	75%
Domain V: Professional communication	71%
Domain VI: Professional development activities	71%
Domain VII: Compliance with policies, operating procedures and requirements	64%

Source. AISD PDAS and PPfT teacher appraisal records
* Because new teachers did not receive a campus rating in their first year, points earned for campus ratings were excluded from computation of Domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

The three PPfT instructional practice strands with the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible strand score were (Figure 2):

1) Differentiation (89% below maximum strand score)
2) Problem solving and critical thinking (87% below maximum strand score)
3) Assessment and feedback (84% below maximum strand score)

Differentiation included three indicators: (a) lesson access, (b) additional support, and (c) multiple methods of engagement.

Problem solving and critical thinking included three indicators: (a) challenging students, (b) thinking critically about the content, and (c) high-level questioning.

Assessment and feedback included five indicators: (a) checking for understanding, (b) diagnosing misunderstandings, (c) responding to questions, (d) self-assessment, and (e) feedback.

Figure 2
Percentages of Teachers Rated Below the Maximum on PPfT Instructional Practices Strands
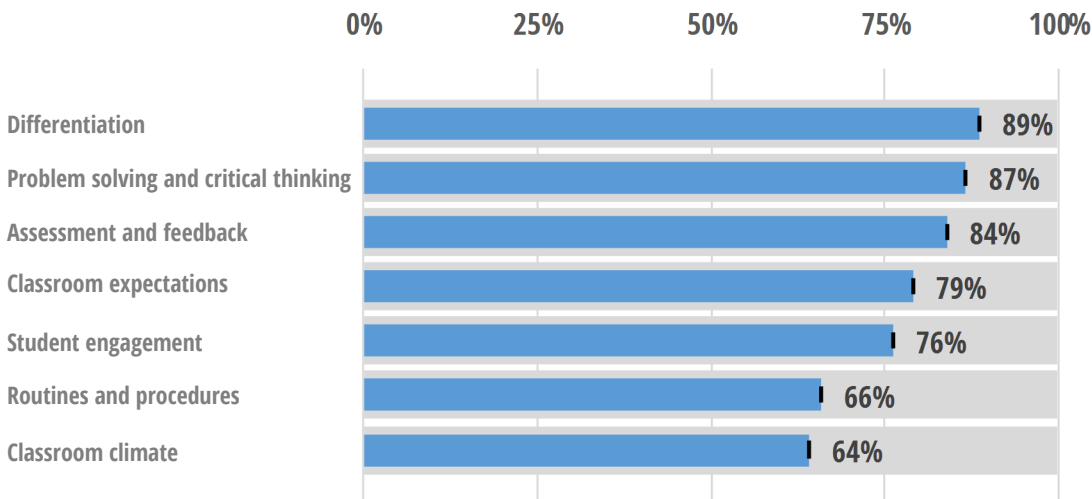
Source. AISD PDAS and PPfT teacher appraisal records

The three PPfT professional growth and responsibilities strands showing the greatest need for additional professional development activities indicated by the percentages of teachers earning less than the highest possible strand score were (Figure 3):
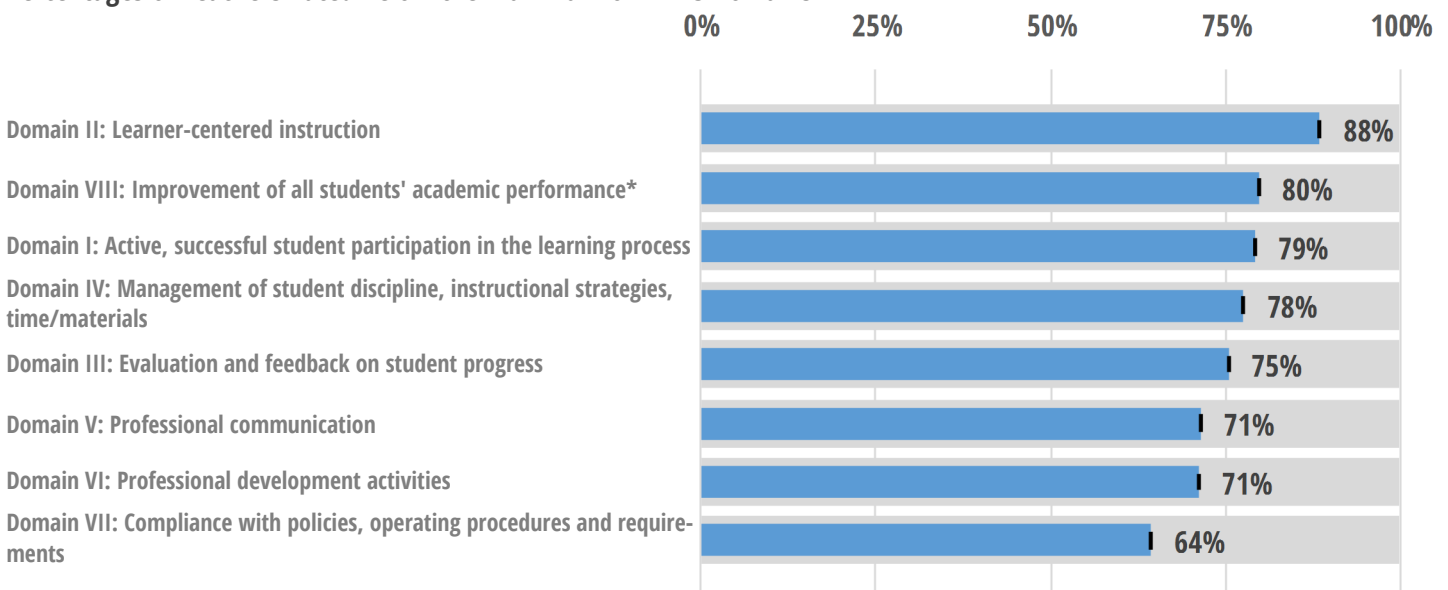
1) Professional development activities and reflection (68% below maximum strand score)
2) Lesson planning and data use (67% below maximum strand score)
3) Compliance (63% below maximum strand score)

Professional development activities and reflection included six indicators: (a) professional development opportunities, (b) knowledge of current research based practices, (c) setting professional goals to enhance strengths and weaknesses, (d) promoting activities related to professional reflection, (e) use of professional learning to have an impact on student achievement, and (f) content knowledge.

Lesson planning and data use included nine indicators: (a) uses a variety of assessment types to determine students' strengths and weaknesses; (b) prepares lesson plans when

absent; (c) plans are well-organized and provide time for students to master objectives and standards; (d) sequences lessons to ensure students' mastery of standards and objectives/Individualized Education Program (IEP) goals; (e) selects, creates, or adapts materials and resources to enrich learning; (f) tracks students' progress toward meeting objectives; (g) regularly reflects on effectiveness of lessons and uses insights to improve practice and students' learning; (h) analyzes student data to adjust lesson plans and objectives; and (i) routinely uses assessments to measure students' mastery of standards and objectives, and provides multiple ways students can demonstrate mastery.

Compliance included three indicators: (a) ability to follow district and school policies, (b) ability to comply with state federal laws, and (c) ability to grade and post scores in a timely manner.

Figure 3
Percentages of Teachers Rated Below the Maximum on PPfT Professional Growth and Responsibilities Strands
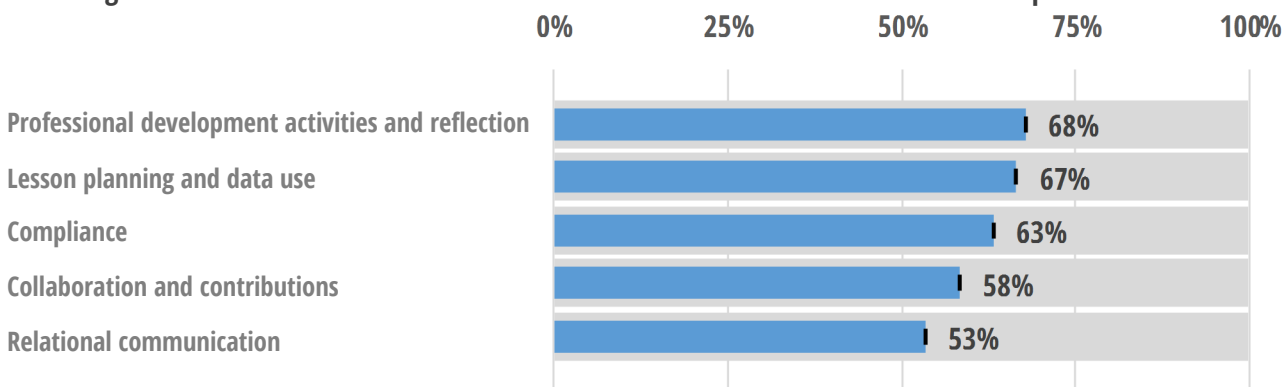
Source. AISD PDAS and PPfT teacher appraisal records

Teacher Appraisal Results Disaggregated by School Level

The areas of need for additional professional development activities for all teachers in AISD were examined for differences between school levels (i.e., elementary, middle, and high school). For both PDAS and PPfT, the two areas of greatest need for all teachers were also top ranked priority areas for all school levels (i.e., in the top three ranked need areas for each level). Table 1 shows the top three ranked PDAS domains of need for each level. Table 2 shows the top three PPfT instructional practice strands of need for each level, and Table 3 shows the top three PPfT professional growth and responsibilities strands of need for each level.

Table 1

Domains II (learner-centered instruction) and VIII (improvement of all students' academic performance) were in the top three ranked domains of need for all three school levels.

Domain I (active, successful student participation in the learning process) was in the top three ranked domains of need in two out of three school levels (i.e., ES and MS); domain V (professional communication) ranked third for HS while domain I ranked fifth.

PDAS domain	All teachers	Level		
		ES	MS	HS
Domain II: Learner-centered instruction	1	1	1	1
Domain VIII: Improvement of all students' academic performance*	2	3	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				
Domain III: Evaluation and feedback on student progress				
Domain V: Professional communication				3
Domain VI: Professional development activities				
Domain VII: Compliance with policies, operating procedures and requirements				

Source. AISD PDAS and PPfT teacher appraisal records
Note. ES is elementary school. MS is middle school. HS is high school.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

Table 2

Differentiation and problem solving and critical thinking were in the top three ranked areas of need in all three school levels.

Assessment and feedback was in the top three ranked strands of need in two out of three school levels (i.e., ES and HS); student engagement ranked third for MS while assessment and feedback ranked fourth.

PPfT strand	All teachers	Level		
		ES	MS	HS
Instructional practices				
Differentiation	1	2	2	1
Problem solving and critical thinking	2	1	1	3
Assessment and feedback	3	3		2
Classroom expectations				
Student engagement			3	
Routines and procedures				
Classroom climate				

Source. AISD PDAS and PPfT teacher appraisal records
Note. ES is elementary school. MS is middle school. HS is high school.

Table 3
Professional development activities and reflection and lesson planning and data use were in the top three ranked areas of need in all three school levels.
Compliance was in the top three ranked strands of need in two out of three school levels (i.e., MS and HS); collaboration and contributions ranked third for ES while compliance ranked fourth.

PPfT strand	All teachers	Level		
		ES	MS	HS
Professional growth and responsibilities				
Professional development activities and reflection	1	1	1	3
Lesson planning and data use	2	2	2	2
Compliance	3		3	1
Collaboration and contributions		3		
Relational communication				

Source. AISD PDAS and PPfT teacher appraisal records
Note. ES is elementary school. MS is middle school. HS is high school.

Teacher Appraisal Results Disaggregated by Experience

Appraisal data were grouped into four bands of teaching experience: first year teachers, teachers with two to five years of experience, teachers with six to ten years of experience, and teachers with eleven or more years of experience. For both PDAS and PPfT, at least two out of three areas of greatest need for all AISD teachers were also top ranked priority areas across all categories of teaching experience. Table 4 shows the top three ranked PDAS domains of need for each band of teaching experience. Tables 5 and 6 show the top three ranked PPfT instructional practice strands and professional growth and responsibilities strands of need for each band of teaching experience.

Table 4
Domains II (learner-centered instruction) and I (active, successful student participation in the learning process) were in the top three ranked domains of need in all four experience bands.
Domain VIII (improvement of all students' academic performance) was in the top three ranked domains of need in two out of four experience bands (i.e., 6 or more years of teaching experience); domain III (evaluation and feedback on student progress) ranked third for 1st year teachers and domain IV (management of student discipline, instructional strategies, time/materials) ranked third for teachers with 2 to 5 years of experience (domain VIII ranked fourth for teachers with 5 or less years of experience).

PDAS domain	All teachers	Years of teaching experience			
		1st year	2-5 years	6-10 years	11+ years
Domain II: Learner-centered instruction	1	1	1	1	1
Domain VIII: Improvement of all students' academic performance*	2			2	2
Domain I: Active, successful student participation in the learning process	3	2	2	2	3
Domain IV: Management of student discipline, instructional strategies, time/materials			3		
Domain III: Evaluation and feedback on student progress		3			
Domain V: Professional communication					
Domain VI: Professional development activities					
Domain VII: Compliance with policies, operating procedures and requirements					

Source. AISD PDAS and PPfT teacher appraisal records
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

The top three ranked PPfT instructional practice strands of need were the same regardless of teaching 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	3
Classroom expectations					
Student engagement					
Routines and procedures					
Classroom climate					

Source. AISD PDAS and PPfT teacher appraisal records

Among the top three ranked PPfT professional growth and responsibilities strands of need for all teachers, compliance was the only strand not in the top three areas of need for all years of teaching experience. Collaboration and contributions ranked third for 1st year teachers while compliance ranked fourth.

PPfT strand	All teachers	Years of teaching experience			
		1st year	2-5 years	6-10 years	11+ years
Professional growth and responsibilities					
Professional development activities and reflection	1	2	1	2	1
Lesson planning and data use	2	1	3	1	2
Compliance	3		2	3	3
Collaboration and contributions		3			
Relational communication					

Source. AISD PDAS and PPfT teacher appraisal records

Teacher Appraisal Results Disaggregated by Teaching Assignment

Teacher appraisal data were also examined by two teaching assignment groups: core versus non-core and ESL/BE versus non-ESL/BE. Regardless of teaching assignment, domains II (learner-centered instruction) and I (active, successful student participation in the learning process) were in the top three ranked areas of need. Table 7 shows the top three ranked PDAS domains of need by core area assignment and Table 8 shows the top three ranked PDAS domains of need by English as a Second Language (ESL) and bilingual education (BE) 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.
Domain IV (management of student discipline, instructional strategies, time/materials) ranked third in core areas while domain VIII (improvement of all students' academic performance) ranked fourth.

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			

Source. AISD PDAS and PPfT teacher appraisal records
Note. Core assignments include elementary, general education, math, English language arts, science, and social studies.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

Table 8

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 ESL/BE and non-ESL/BE teaching assignments.
Domain III (evaluation and feedback on student progress) ranked third among all ESL/BE teachers, while domain VIII (improvement of all students' academic performance) ranked fourth.

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

Source. AISD PDAS and PPfT teacher appraisal records
Note. Core assignments include elementary, general education, math, English language arts, science, and social studies.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

The cross section of core versus non-core and ESL/BE versus non-ESL/BE teaching assignments (Table 8) shows that for non-core areas, both non-ESL/BE and ESL/BE teaching assignments had the same top three ranked PDAS domains of need as for all teachers. For core area non-ESL/BE assignments, domain IV (management of student discipline, instructional strategies, time/materials) ranked second, for core area ESL/BE assignments, domain III (evaluation and feedback on student progress) ranked third, and domain VIII (improvement of all students' academic performance) ranked fourth for both subgroups of core area teaching assignments.

Table 9 shows the top three ranked PPfT instructional practices strands of need for each core area assignment, and Table 10 shows the top three ranked PPfT professional growth and responsibilities strands of need for each core area assignment. The three top three ranked strands of need for both components of PPfT and in both core and non-core areas were the same top ranked strands of need as for all teachers.

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

PPfT strand	All teachers	Core	Non-core
Instructional practices			
Differentiation	1	1	3
Problem solving and critical thinking	2	2	1
Assessment and feedback	3	3	2
Classroom expectations			
Student engagement			
Routines and procedures			
Classroom climate			

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

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			

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

Table 11 shows the top three ranked PPfT instructional practices strands of need for each ESL/BE teaching assignment. Regardless of teaching assignment (i.e., ESL/BE versus non-ESL/BE or core versus non-core), differentiation and assessment and feedback were in the top three ranked instructional practices areas of need.

Table 11

The three top three ranked PPfT instructional practices strands of need were the same for non-ESL/BE and ESL/BE teaching assignments.

Classroom expectations was tied for second with the assessment and feedback strand for the non-ESL/BIL subgroup of the core area teaching assignment; problem solving and critical thinking ranked fourth.

PPfT strand	All teachers	All Non-ESL/BE teachers	All ESL/BE teachers	Core		Non-core	
				Non-ESL/BE	ESL/BE	Non-ESL/BE	ESL/BE
Instructional practices							
Differentiation	1	1	1	1	1	3	2
Problem solving and critical thinking	2	2	2		2	1	1
Assessment and feedback	3	3	3	2	3	2	2
Classroom expectations				2			
Student engagement							
Routines and procedures							
Classroom climate							

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

Table 12 shows the top three ranked PPfT professional growth and responsibilities strands of need for each ESL/BE teaching assignment. Regardless of teaching assignment (i.e., ESL/BE versus non-ESL/BE or core versus non-core), professional development and reflection and lesson planning and data use were the top two ranked professional growth and responsibilities areas of need.

Table 12

Professional development activities and reflection and lesson planning and data use were the top two ranked PPfT professional growth and responsibilities strands of need for non-ESL/BE and ESL/BE teaching assignments.

Collaboration and contributions was in the top three ranked strands of need for ESL/BIL teaching assignments (regardless of combination with core or non-core), and in these cases, compliance ranked fourth.

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

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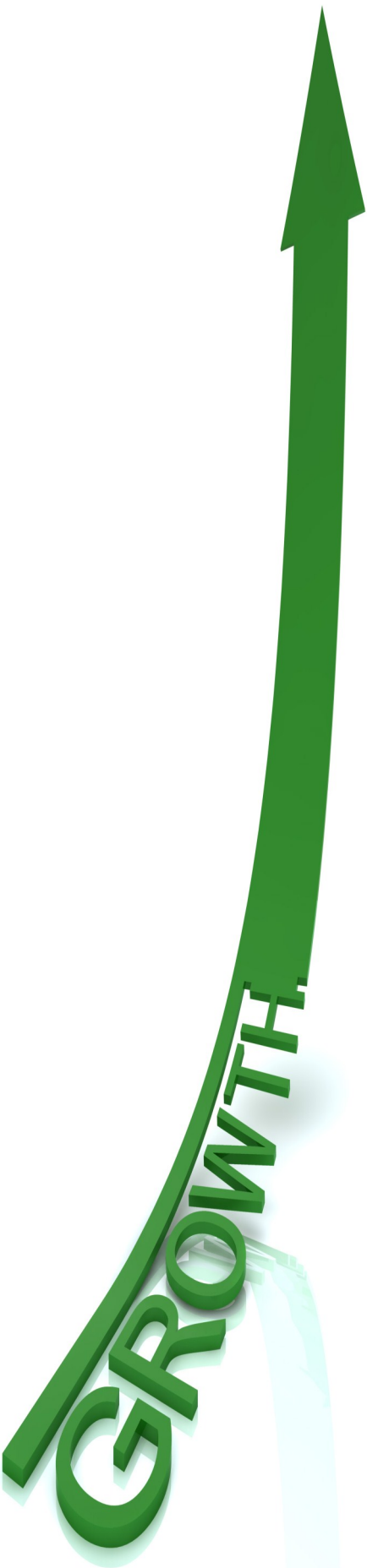
Conclusion

This report summarized the 2014–2015 AISD PDAS and PPfT appraisal results. Areas of need were conceptualized as the appraisal areas with room for teachers to grow, based on the percentage of teachers scoring below the highest possible score on an appraisal strand. The percentages of teachers scoring below the highest possible score were rank ordered, and the top three were highlighted as areas of need for additional professional development activities.

The top three PDAS domains with the greatest need for additional professional development activities were: (a) domain II: learner-centered instruction, (b) domain VIII: improvement of all students' academic performance, and (c) domain I: active, successful student participation in the learning process.

The top three PPfT instructional practice strands with the greatest need for additional professional development activities were: (a) differentiation, (b) problem solving and critical thinking, and (c) assessment and feedback.

The top three PPfT professional growth and responsibilities strands with the greatest need for additional professional

> **PDAS areas of greatest need:**
> - **Domains II, VIII, and I**
>
> **PPfT areas of greatest need:**
> - **Differentiation, problem solving and critical thinking, and assessment and feedback**
> - **Professional development activities and reflection, lesson planning and data use, and compliance**

development activities were: (a) professional development activities and reflection, (b) lesson planning and data use, and (c) compliance.

Analyses across school levels, years of teaching experience, and teaching assignments were important for understanding where the need for targeted professional development activities differed based on teacher characteristics. However, the disaggregated analyses also demonstrated where areas of need for additional professional development activities were the same regardless of teacher characteristics. For example, Appendix A shows certain areas of need regardless of school level, years of teaching experience, or teaching assignment: PDAS domain II (learner-centered instruction), PPfT instructional practices strands differentiation and problem solving and critical thinking, and PPfT professional growth and responsibilities strands professional development and reflection and lesson planning and data use were all need areas.

Further examination of disaggregated groups also reveals unique needs for specific teacher groups (Appendix A). Analysis by school level shows unique need for high school teachers in PDAS domain V (professional communication), for middle school teachers in the PPfT instructional practices strand of student engagement, and for elementary school teachers in the PPfT professional growth and responsibilities strand of collaboration and contributions.

GROWTH

Analysis by years of teaching experience shows unique need for 1st year teachers in PDAS domain III (evaluation and feedback on student progress) and the PPfT professional growth and responsibilities strand of collaboration and contributions. Unique need for teachers with 2 to 5 years of experience is shown in PDAS domain IV (management of student discipline, instructional strategies, time/materials).

Analysis by teaching assignment shows unique need for core area teachers in PDAS domain IV (management of student discipline, instructional strategies, time/materials), and for ESL/BE teachers in PDAS domain III (evaluation and feedback on student progress) and the PPfT professional growth and responsibilities strand of collaboration and contributions.

Because PDAS and PPfT are not completely aligned in their evaluative components, comparisons between the appraisal systems are difficult and should be interpreted with caution. However, looking within the high-ranking areas of need, some common dimensions of PDAS and indicators of PPfT align between the two appraisal systems. For example, the criteria that students are being challenged, engaged, and taught to think critically may be lifted up as common evaluative criteria within the high-ranking need areas. Likewise, that teachers set learning activities and goals in alignment with standards and adjust instruction based on ongoing assessment of student need may also be lifted up as aligned evaluative criteria within the high-ranking need areas. Further review of the dimensions and indicators against which the high-need domains and strands are evaluated should guide decisions about the content to target for addition professional development activities.

Appendix A. Overview of Areas of Need

Table A.1
Areas of Need, by School Level, Years of Teaching Experience, and Teaching Assignments

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													
Classroom climate													
PPfT professional growth and responsibilities strand													
Professional development activities and reflection	*	*	*	*		*	*	*	*	*	*	*	*
Lesson planning and data use	*	*	*	*		*	*	*	*	*	*	*	*
Compliance	*		*	*			*	*	*	*	*	*	
Collaboration and contributions		*				*							*
Relational communication													

Appendix B. PDAS Domains

Percentages of Teachers Earning Less Than the Highest Possible Score on PDAS Domains, Disaggregated by School Level, Years of Teaching Experience, and Teaching Assignment

Table B.1
Percentages of Teachers Earning Less Than the Highest Possible Score on PDAS Domains, Disaggregated by School Level

PDAS domain	All teachers n = 4,221	Level			
		ES n = 2,378	MS n = 920	HS n = 818	Other n = 105
Domain II: Learner-centered instruction	88%	87%	92%	90%	94%
Domain VIII: Improvement of all students' academic performance*	80%	74%	88%	84%	99%
Domain I: Active, successful student participation in the learning process	79%	76%	84%	82%	90%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%	73%	83%	82%	96%
Domain III: Evaluation and feedback on student progress	75%	72%	79%	80%	85%
Domain V: Professional communication	71%	63%	80%	82%	91%
Domain VI: Professional development activities	71%	65%	78%	78%	98%
Domain VII: Compliance with policies, operating procedures and requirements	64%	57%	70%	74%	96%

Source. AISD PDAS and PPfT teacher appraisal records
Note. ES is elementary school. MS is middle school. HS is high school. Campuses and/or programs falling into the *Other* group included Alternative Learning Center, Clifton Career Development Center, Rosedale School, Travis County Detention Center, Phoenix House, Disciplinary Alternative Education Program, Homebound, Community Education Programs, Learning Support Centers, and State Deaf.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

Table B.2
Percentages of Teachers Earning Less Than the Highest Possible Score on PDAS Domains, Disaggregated by Years of Teaching Experience

PDAS domain	All teachers n = 4,221	Years of teaching experience			
		1st year n = 639	2-5 years n = 888	6-10 years n = 1,011	11+ years n = 1,683
Domain II: Learner-centered instruction	88%	97%	90%	88%	85%
Domain VIII: Improvement of all students' academic performance*	80%	90%	82%	78%	76%
Domain I: Active, successful student participation in the learning process	79%	93%	83%	78%	73%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%	88%	83%	76%	72%
Domain III: Evaluation and feedback on student progress	75%	91%	77%	74%	69%
Domain V: Professional communication	71%	82%	76%	68%	67%
Domain VI: Professional development activities	71%	85%	74%	71%	64%
Domain VII: Compliance with policies, operating procedures and requirements	64%	75%	67%	62%	60%

Source. AISD PDAS and PPfT teacher appraisal records
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

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

PDAS domain		Teaching assignment							
	All teachers n = 4,221	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 discipline, instructional strategies, time/materials	78%	85%	80%	73%	80%	76%	94%	51%	84%
Domain III: Evaluation and feedback on student progress	75%	82%	85%	73%	75%	75%	83%	49%	79%
Domain V: Professional communication	71%	82%	84%	63%	79%	71%	82%	44%	79%
Domain VI: Professional development activities	71%	74%	91%	65%	77%	74%	88%	47%	74%
Domain VII: Compliance with policies, operating procedures and requirements	64%	74%	86%	58%	68%	66%	82%	47%	70%

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.

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

PDAS domain	Teaching assignment							
	All teachers n = 4,221	Physical education/ Athletics n = 167	Reading/ English language arts n = 287	Science n = 221	Social studies n = 211	Special education n = 528	Speeach/ Journalism n = 12	Other* n = 5
Domain II: Learner-centered instruction	88%	87%	90%	92%	92%	92%	75%	100%
Domain VIII: Improvement of all students' academic performance**	80%	89%	86%	78%	86%	81%	100%	60%
Domain I: Active, successful student participation in the learning process	79%	83%	76%	85%	82%	88%	75%	80%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%	75%	84%	81%	81%	82%	83%	100%
Domain III: Evaluation and feedback on student progress	75%	74%	78%	80%	85%	73%	75%	100%
Domain V: Professional communication	71%	74%	84%	76%	85%	72%	75%	40%
Domain VI: Professional development activities	71%	73%	75%	73%	80%	75%	92%	20%
Domain VII: Compliance with policies, operating procedures and requirements	64%	62%	70%	69%	67%	69%	92%	40%

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.

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

PDAS domain	All teachers *n* = 4,221	Core *n* = 2,829	Non-core *n* = 1,392
Domain II: Learner-centered instruction	88%	88%	89%
Domain VIII: Improvement of all students' academic performance*	80%	76%	87%
Domain I: Active, successful student participation in the learning process	79%	77%	83%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%	77%	79%
Domain III: Evaluation and feedback on student progress	75%	76%	74%
Domain V: Professional communication	71%	70%	75%
Domain VI: Professional development activities	71%	69%	76%
Domain VII: Compliance with policies, operating procedures and requirements	64%	62%	69%

Source. AISD PDAS and PPfT teacher appraisal records
Note. Core assignments include elementary, general education, math, English language arts, science, and social studies.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

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

PDAS domain	All teachers *n* = 4,221	All Non-ESL/BE teachers *n* = 2,503	All ESL/BE teachers *n* = 1,718	Core		Non-core	
				Non-ESL/BE *n* = 1,197	ESL/BE *n* = 1,632	Non-ESL/BE *n* = 1,306	ESL/BE *n* = 86
Domain II: Learner-centered instruction	88%	89%	88%	88%	88%	89%	87%
Domain VIII: Improvement of all students' academic performance*	80%	83%	75%	78%	75%	88%	73%
Domain I: Active, successful student participation in the learning process	79%	81%	77%	79%	76%	83%	83%
Domain IV: Management of student discipline, instructional strategies, time/materials	78%	80%	74%	80%	75%	80%	70%
Domain III: Evaluation and feedback on student progress	75%	76%	75%	77%	75%	75%	67%
Domain V: Professional communication	71%	76%	65%	76%	65%	76%	62%
Domain VI: Professional development activities	71%	74%	67%	71%	67%	77%	64%
Domain VII: Compliance with policies, operating procedures and requirements	64%	68%	59%	66%	59%	70%	58%

Source. AISD PDAS and PPfT teacher appraisal records
Note. Core assignments include elementary, general education, math, English language arts, science, and social studies.
* Because new teachers did not receive a campus rating in their first year, points earned for campus rating were excluded from computation of domain VIII points so that 1st year teachers were evaluated against the same total points as were experienced teachers.

Appendix C. PPfT Strands

Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands Disaggregated by School Level, Years of Teaching Experience, and Teaching Assignment

Table C.1
Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by School Level

PPfT strand	All teachers *n* = 1030	Level		
		ES *n* = 511	MS *n* = 97	HS *n* = 422
Instructional practices				
Differentiation	89%	87%	82%	91%
Problem solving and critical thinking	87%	88%	87%	85%
Assessment and feedback	84%	83%	70%	88%
Classroom expectations	79%	77%	62%	85%
Student engagement	76%	75%	71%	78%
Routines and procedures	66%	65%	56%	69%
Classroom climate	64%	63%	52%	68%
Professional growth and responsibilities				
Professional development activities and reflection	68%	67%	76%	67%
Lesson planning and data use	67%	65%	59%	71%
Compliance	63%	54%	58%	76%
Collaboration and contributions	58%	59%	56%	58%
Relational communication	53%	46%	45%	64%

Source. AISD PDAS and PPfT teacher appraisal records
Note. ES is elementary school. MS is middle school. HS is high school.

Table C.2
Percentages of Teachers Earning Less Than the Highest Possible Score on PPfT Strands, Disaggregated by Years of Teaching Experience

PPfT strand	All teachers *n* = 1030	Years of teaching experience			
		1st year *n* = 193	2-5 years *n* = 267	6-10 years *n* = 243	11+ years *n* = 327
Instructional practices					
Differentiation	89%	94%	90%	86%	86%
Problem solving and critical thinking	87%	92%	85%	84%	86%
Assessment and feedback	84%	93%	82%	81%	82%
Classroom expectations	79%	87%	79%	75%	77%
Student engagement	76%	90%	74%	70%	74%
Routines and procedures	66%	77%	66%	61%	63%
Classroom climate	64%	78%	65%	59%	59%
Professional growth and responsibilities					
Professional development activities and reflection	68%	79%	62%	65%	68%
Lesson planning and data use	67%	80%	59%	68%	64%
Compliance	63%	70%	60%	64%	60%
Collaboration and contributions	58%	75%	56%	51%	56%
Relational communication	53%	64%	48%	56%	50%

Source. AISD PDAS and PPfT teacher appraisal records

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	AVID/DELTA/ROTC/PAL/LEAD n = 18	CATE/Business/Vocational n = 59	Teaching assignment 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%	61%	83%
Student engagement	76%	89%	81%	76%	65%	65%	73%
Routines and procedures	66%	50%	71%	65%	57%	48%	66%
Classroom climate	64%	61%	69%	63%	55%	35%	60%
Professional growth and responsibilities							
Professional development activities and reflection	68%	78%	83%	68%	59%	70%	67%
Lesson planning and data use	67%	83%	88%	65%	64%	74%	60%
Compliance	63%	72%	92%	55%	62%	70%	63%
Collaboration and contributions	58%	83%	75%	61%	45%	48%	54%
Relational communication	53%	61%	76%	49%	47%	52%	61%

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

PPfT strand	All teachers n=1030	Physical education/ Athletics n=31	Reading/ English language arts n=90	Science n=60	Social studies n=51	Special education n=133	Other* n=19
Instructional practices							
Differentiation	89%	81%	93%	92%	92%	79%	84%
Problem solving and critical thinking	87%	90%	89%	78%	88%	92%	89%
Assessment and feedback	84%	77%	93%	80%	90%	87%	84%
Classroom expectations	79%	61%	89%	87%	80%	82%	84%
Student engagement	76%	55%	86%	73%	80%	81%	68%
Routines and procedures	66%	65%	80%	67%	61%	69%	63%
Classroom climate	64%	61%	71%	67%	73%	69%	58%
Professional growth and responsibilities							
Professional development activities and reflection	68%	65%	57%	62%	73%	76%	42%
Lesson planning and data use	67%	48%	60%	67%	75%	69%	58%
Compliance	63%	48%	63%	72%	82%	63%	79%
Collaboration and contributions	58%	32%	53%	52%	59%	66%	47%
Relational communication	53%	32%	54%	58%	76%	48%	58%

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.

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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	63%	61%	68%
Collaboration and contributions	58%	58%	59%
Relational communication	53%	54%	53%

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

PPfT strand	All teachers *n* = 1030	All Non-ESL/BE teachers	All ESL/BE teachers *n* = 396	Core Non-ESL/BE	Core ESL/BE *n* = 378	Non-core Non-ESL/BE	Non-core ESL/BE *n* = 18
Instructional practices							
Differentiation	89%	89%	88%	95%	88%	84%	72%
Problem solving and critical thinking	87%	87%	86%	84%	86%	90%	83%
Assessment and feedback	84%	86%	81%	87%	81%	85%	72%
Classroom expectations	79%	81%	76%	87%	76%	76%	67%
Student engagement	76%	77%	75%	79%	76%	74%	67%
Routines and procedures	66%	67%	64%	69%	65%	65%	50%
Classroom climate	64%	65%	62%	68%	62%	62%	61%
Professional growth and responsibilities							
Professional development activities and reflection	68%	69%	65%	67%	66%	71%	61%
Lesson planning and data use	67%	69%	63%	66%	63%	71%	61%
Compliance	63%	68%	56%	66%	56%	69%	50%
Collaboration and contributions	58%	57%	60%	55%	60%	59%	61%
Relational communication	53%	57%	47%	61%	48%	54%	33%

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