

# Professional Development Activities Needs Assessment

## 2015–2016

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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 most room for teachers to grow, defined by the percentage of teachers earning less than the highest possible score on an appraisal domain or strand. Data were examined for all teachers and further disaggregated by school level, years of teaching experience, and teaching assignment area. Disaggregation revealed needs both common to all teachers and different by subgroup. Table 1 shows the top three areas of need for all teachers and for teachers at each school level.

Table 1  
Areas of greatest need were similar for teachers at each school level.

Domain or Strand Evaluated	All teachers	Level		
		ES	MS	HS
<b>PDAS domains</b>				
Learner-centered instruction	*	*	*	*
Improvement of all students' academic performance	*	*	*	*
Active, successful student participation in the learning process	*	*	*	
Management of student discipline, instructional strategies, time/materials				
Evaluation and feedback on student progress				
Professional communication				*
Professional development activities				
Compliance with policies, operating procedures and requirements				
<b>PPFT instructional practice strands</b>				
Differentiation	*	*	*	*
Problem solving and critical thinking	*	*	*	*
Assessment and feedback	*	*		*
Classroom expectations				
Student engagement			*	
Routines and procedures				
Classroom climate				
<b>PPFT professional growth and responsibilities strands</b>				
Professional development activities and reflection	*	*	*	*
Lesson planning and data use	*	*	*	*
Compliance	*		*	*
Collaboration and contributions			*	
Relational communication				

Source. AISD PDAS and PPFT teacher appraisal records

Note. \*Areas of greatest need among PDAS domains, PPFT instructional practice strands, and PPFT professional growth and responsibilities strands. ES is elementary school. MS is middle school. HS is high school.

## Needs Not Common to All Teachers by Teaching Experience and Assignment

### Teaching experience

**1st year teachers** showed need for additional professional development activities for **evaluation and feedback on student progress** and **collaboration and contributions**.

**Teachers with 2 to 5 years of experience** showed need for **management of student discipline, instructional strategies, time/materials**.

### Teaching assignment

**Core area teachers** showed need for **management of student discipline, instructional strategies, time/materials**.

**Bilingual education and English as a second language teachers** showed need in **evaluation and feedback on student progress** and **collaboration and contributions**.