Professional Development Needs Assessment

72%

of teachers evaluated using the AISD pilot appraisal rubric earned the highest possible score for positive rapport with students and encouraging positive peer interactions.

19%

of teachers evaluated using the AISD pilot appraisal rubric earned the highest possible score for students' exhibiting higher-level thinking through their communicating with each other.

83%

of AISD teachers agree that professional development is connected with teacher performance standards (i.e., their appraisal).

This report summarizes the 2013 — 2014 AISD teacher appraisal results and highlights the areas of particular need for additional professional development. In addition, teacher responses to select survey items on the 2014 — 2015 TELL AISD Teaching and Learning Conditions Survey (TELL AISD) are included.

Teacher Appraisal Results

In 2013—2014 teachers in AISD were appraised using one of two systems: the Texas Professional Development Appraisal System (PDAS) or the AISD Pilot Appraisal System.[1] Overall, teachers received high ratings of proficiency across evaluation components in both systems. Teachers who were rated using PDAS generally received higher scores than did teachers in the pilot appraisal.

The measure used to determine "areas of need" was the *percentage of teachers who earned the highest possible score on a the component*. Cut scores used for determining areas of need were derived from the distribution of scores observed for the two systems. For the pilot appraisal, a component was flagged as an area of need when 40% or fewer teachers earned the highest possible score on the component; for PDAS, components for which 55% or fewer earned the highest possible score were considered areas of need. (Table 1).

Table 1. Number of Teachers Rated by Appraisal Type, and Percent of Teachers Who Earned the Highest Possible Score within an Appraisal Strand

	#Teachers appraised	% of teachers who earned the highest possible score			
		Lowest	Highest	Avg	Area of need
Pilot Appraisal	440	19%	72%	47%	40%
PDAS	4,540	37%	80%	59%	55%

Appraisal results are displayed in the charts and tables that follow. For each appraisal component, the bar displayed represents the *percentage of teachers who earned the highest score on the rubric* for that component. Pink bars indicate areas of need. Please note: PDAS is expected to be replaced in the immediate future, therefore, results are presented in terms of the new AISD appraisal and results for PDAS are shown only for components identified as areas of need.

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Instructional Practices

Figure 1 displays the results for the instructional practice components of both the pilot appraisal rubric and corresponding elements of PDAS for which fewer than 55% earned the highest rating.

The greatest needs were observed in the domains of classroom expectations and critical thinking/problem solving. The domain with the fewest areas of need identified was classroom climate. Disaggregated results by school level, teacher type, and years of experience are provided in Appendix A.

Figure 1. Percentage of Teachers Rated Who Earned the Highest Rubric Rating, by Appraisal Strand
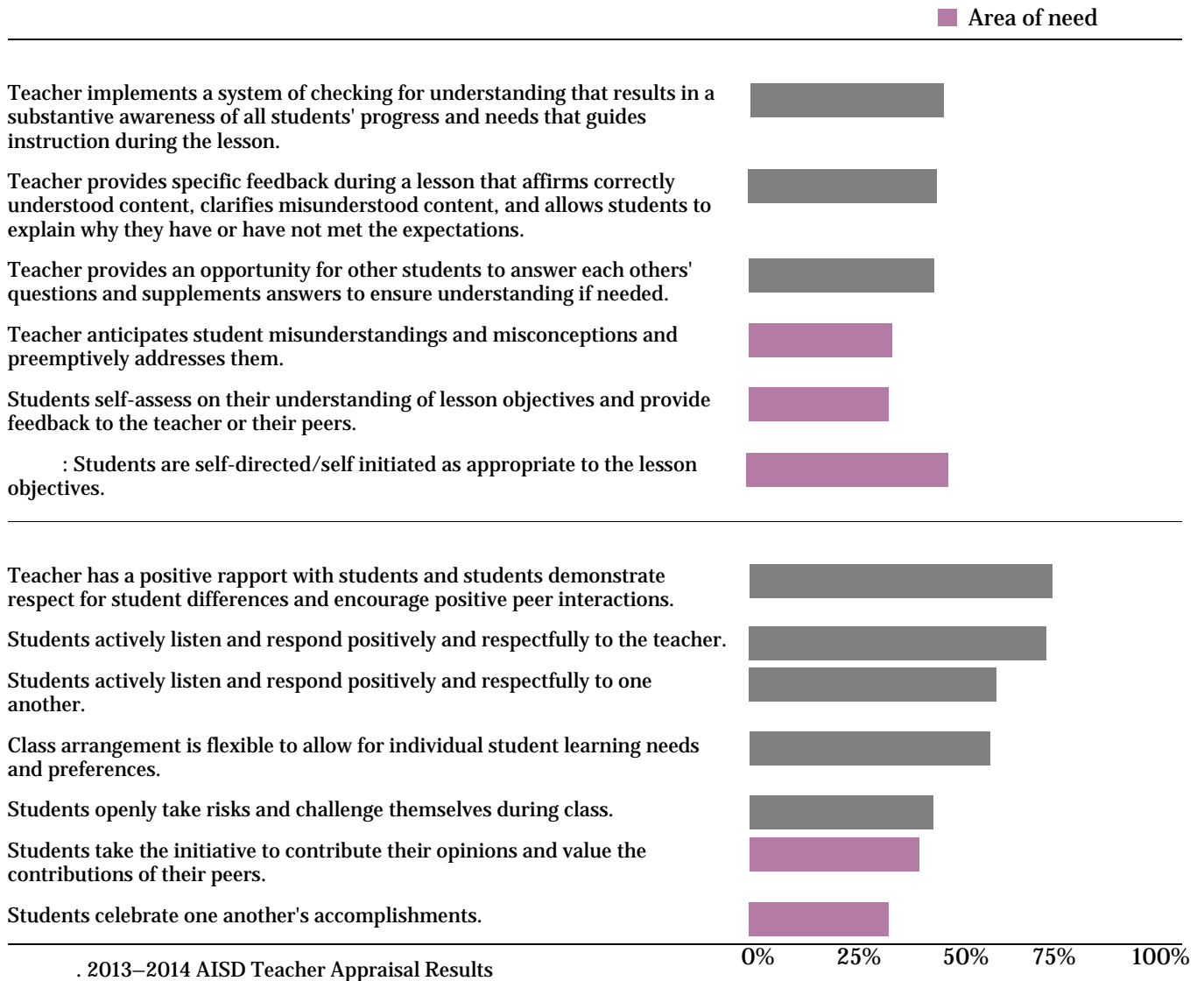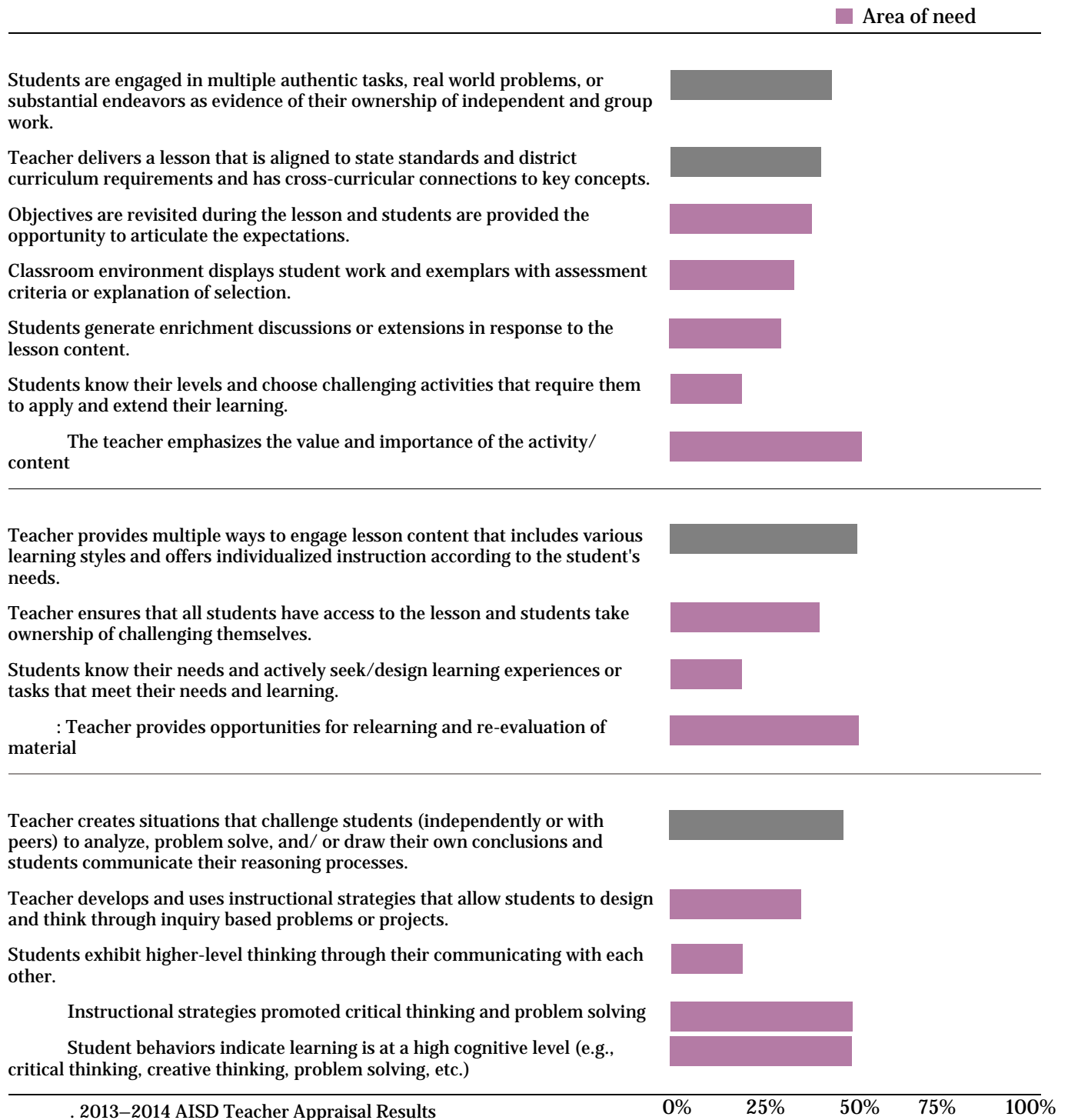

Source. 2013–2014 AISD Teacher Appraisal Results

Figure 1. Percentage of Teachers Rated Who Earned the Highest Rubric Rating, by Appraisal Strand (continued)

■ Area of need

Classroom expectations

Students are engaged in multiple authentic tasks, real world problems, or substantial endeavors as evidence of their ownership of independent and group work.

Teacher delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts.

Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations.

Classroom environment displays student work and exemplars with assessment criteria or explanation of selection.

Students generate enrichment discussions or extensions in response to the lesson content.

Students know their levels and choose challenging activities that require them to apply and extend their learning.

PDAS: The teacher emphasizes the value and importance of the activity/ content

Differentiation

Teacher provides multiple ways to engage lesson content that includes various learning styles and offers individualized instruction according to the student's needs.

Teacher ensures that all students have access to the lesson and students take ownership of challenging themselves.

Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning.

PDAS: Teacher provides opportunities for relearning and re-evaluation of material

Problem-solving and critical thinking

Teacher creates situations that challenge students (independently or with peers) to analyze, problem solve, and/ or draw their own conclusions and students communicate their reasoning processes.

Teacher develops and uses instructional strategies that allow students to design and think through inquiry based problems or projects.

Students exhibit higher-level thinking through their communicating with each other.

PDAS: Instructional strategies promoted critical thinking and problem solving

PDAS: Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.)

Source. 2013–2014 AISD Teacher Appraisal Results

0% 25% 50% 75% 100%

Professional Expectations

Figure 2 displays the results for the professional expectations components of both the pilot appraisal rubric and corresponding elements of PDAS for which fewer than 55% earned the highest rating. The individual sub-strands of the pilot appraisal were not scored separately, so only global ratings for each strand are available.

Teacher performance on all of the pilot appraisal professional expectations domains exceeded the cut point, therefore no domains are indicated as areas of need. However, several PDAS components were identified as areas of need. Of particular interest is the area of relational communication; three relational communication PDAS evaluation strands met the criteria for areas of need.

Relational Communication

Teacher maintains positive and productive relationships with colleagues, students, and parents; communicates with parents/guardians regarding performance, behavior, and school activities; creates a welcoming environment for parents and community; communicates in an appropriate manner

PDAS: The teacher uses appropriate and accurate written communication with students

PDAS: The teacher meets with parents and/or other teachers of students who uses appropriate aiding or in danger of failing to dev9e8 Tm.594 of fain0 1 T Tw(sttcreate written communication with students

Teacher Perceptions of Professional Development in AISD

In January 2015, AISD teachers were asked to respond to twenty-two professional development survey items during the TELL AISD survey administration. The items included some that always have been part of TELL AISD and some that were developed specifically to inform the needs assessment. (Tables 2 and 3). Results were generally very favorable and teachers were satisfied with the quality and type of professional development offered. The results however do suggest a need for both greater differentiation in professional development to meet the needs of teachers, and for communicating the results of professional development evaluation to teachers.

Table 2. Results for 2014 — 2015 TELL AISD Teaching and Learning Survey Professional Development Items

	% of teachers who agree/strongly agree			
	Elementary (n = 3,084)	Middle (n = 1,028)	High (n = 1,248)	Other (n = 69)
An appropriate amount of time is provided for professional development.	84%	82%	84%	87%
Follow up is provided from professional development in this school.	81%	74%	75%	86%
Professional development deepens teachers' content knowledge.	87%	70%	67%	88%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%	82%	85%	87%
Professional development enhances teachers' abilities to improve student learning.	93%	83%	87%	88%
Professional development is differentiated to meet the needs of individual teachers.	77%	65%	66%	83%
Professional development is evaluated and results are communicated to teachers.	75%	67%	67%	72%
Professional development offerings are data driven.	90%	84%	88%	86%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	86%	77%	83%	85%
Professional learning opportunities are aligned with the school's improvement plan.	94%	90%	93%	95%
Sufficient resources are available for professional development in my school.	87%	83%	86%	86%
Teachers are encouraged to reflect on their own practice.	93%	89%	91%	82%

Source. 2015 TELL AISD Teaching and Learning Conditions Survey.

	% of teachers who agree/strongly agree			
	Elementary (n = 3,084)	Middle (n = 1,028)	High (n = 1,248)	Other (n = 69)
I am responsible for selecting professional development to enhance skills that improve student learning.	94%	84%	82%	97%
I use what is learned from professional development to adjust and inform teaching practices.	97%	91%	92%	94%
Professional development is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.	92%	90%	90%	94%
Professional development is connected with teacher performance standards (i.e., your appraisal).	86%	80%	79%	89%
School and district leaders advocate for resources to fully support professional development.	86%	82%	84%	88%
School and district leaders are active participants with other staff members in the school's professional development.	90%	83%	85%	89%
School and district leaders regard professional development as a top priority for all staff.	85%	78%	81%	82%
Staff receive on-going support in various ways to improve teaching.	89%	84%	87%	88%
The use of technology is embedded in professional development.	83%	78%	78%	86%

In general, which professional development delivery model best suits your learning style?*	% of teachers who selected each response			
	Elementary (n = 3,084)	Middle (n = 1,028)	High (n = 1,248)	Other (n = 69)
Online (with or without instructor facilitation)	8%	9%	8%	12%
Face-to-face	58%	54%	53%	49%
Blended (combination of online and face-to-face learning sessions)	34%	37%	39%	39%

Table A.1. Teacher Counts by Category

	All teachers	Level			Teacher type							Years of teaching			
		ES	MS	HS	Core	Fine arts	Other elect	PE	SpEd	Bil/ESL	Pre-K	1st year	2-5	6-10	11+
Pilot Appraisal System	444	151	50	243	244	41	77	19	61	121	21	13	112	167	152
PDAS	4,540	2680	929	819	3010	391	340	168	592	1893	248	515	1237	1244	1544

	Level			Teacher type							Years of teaching			
	ES	MS	HS	Core	Fine arts	Other elect	PE	SpEd	Bil/ESL	Pre-K	1st year	2-5	6-10	11+

Assessment and feedback

Teacher implements a system of checking for understanding that results in a substantive awareness of all students' progress and needs that guides instruction during the lesson.

Teacher provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and allows students to explain why they have or have not met the expectations.

Teacher provides an opportunity for other students to answer each others' questions and supplements answers to ensure understanding if needed.

Teacher anticipates student misunderstandings and misconceptions and preemptively addresses them.

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	All teachers	Level			Teacher type					Bil/		1st			
		ES	MS	HS	Core	Fine arts	Other elect	PE	SpEd	ESL	Pre-K	year	2-5	6-10	11+

Classroom climate

Teacher has a positive rapport with students and students demonstrate respect for student differences and encourage positive peer interactions.

Students actively listen and respond positively and respectfully to the teacher.

All   Level   Teacher type   Years of teaching

Routines and procedures (cont.)

Off-task or inappropriate behavior rarely occurs, so there is no interference with student learning.

	All teachers	Level			Teacher type							Years of teaching			
		ES	MS	HS	Core	Fine arts	Other elect	PE	SpEd	Bil/ ESL	Pre-K	1st year	2-5	6-10	11+

Table A.3. Professional Expectations Areas of Need, by School Level, Teacher Type, and Years of Teaching Experience

	All teachers	Level			Teacher type							Years of teaching			
		ES	MS	HS	Core	Fine Arts	Other elect	PE	SpEd	Bil/ ESL	Pre-K	1st year	2-5	6-10	11+
Relational communication															
PDAS: The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals															
PDAS: The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention															
PDAS: The teacher uses appropriate and accurate written communication with students															
Professional development and reflection															
PDAS: The Teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal															
PDAS: The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district															
Lesson planning and data use															
PDAS: The teacher works with colleagues to analyze TAKS performance data relevant to all students in assigned classes prior to beginning instruction															
Collaboration and contribution															
PDAS: The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance															
PDAS: The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.															

Source. 2013–2014 Teacher Appraisal Data. Note. Dots indicate fewer than 40% of teachers (55% for PDAS) earned the highest possible score.

	All teachers				Teacher type						Years of teaching			
		ES	MS	HS	Core	Fine arts	Other elect	PE	SpEd	Bil/ ESL	Pre-K	1st year	2-5	6-10	11+

Collaboration and contribution

PDAS: The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance

PDAS: The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.

Compliance

PDAS: The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement

PDAS: The teacher complies with all