



Importance of Professional Learning

in Northwest ISD

→ Learning never stops for our students, so it should not stop for educators. The world around us, our students, and their needs are constantly changing and through continuous education, our educators will be prepared with the most current research, strategies, and knowledge needed to support our students and families.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.



District Improvement Plan

2021-22 & 2022-23

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Professional Learning Standards



STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

- Goal-driven
 - ◆ Teacher
 - ◆ Campus
 - ◆ District
- Based on needs
 - ◆ Teacher
 - ◆ Campus
 - ◆ District
- Ongoing
- Collaborative
- Instructionally-focused
- Research-based
- Interactive & Applicable

→ Critical Components

- ◆ Planning
- ◆ Instruction
- ◆ Assessment
- ◆ Learning Environment

→ District Improvement Plan

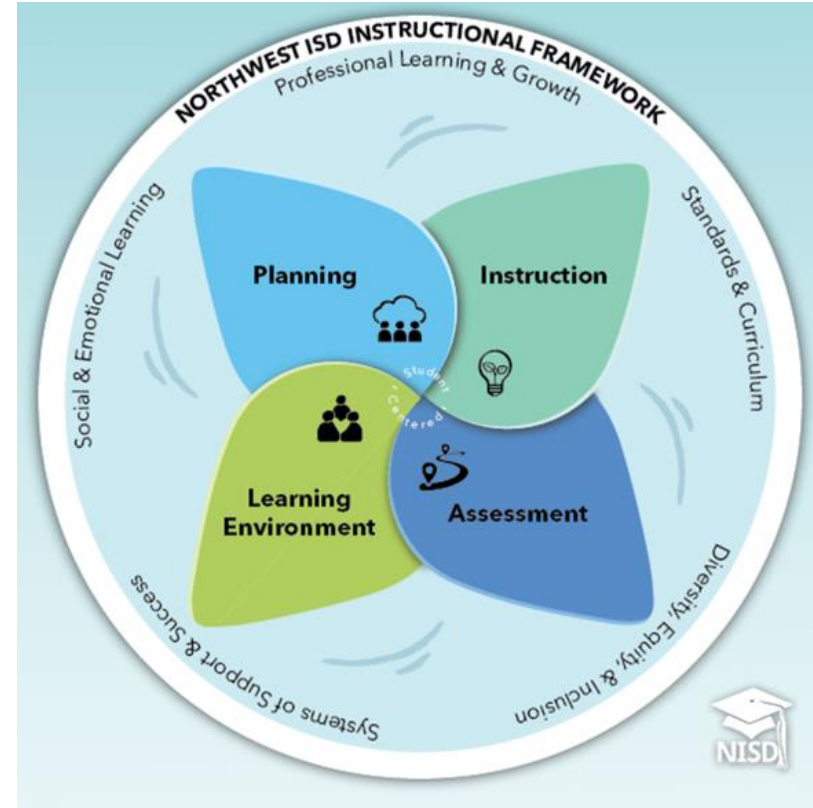
→ Needs Analysis

→ Teacher Feedback

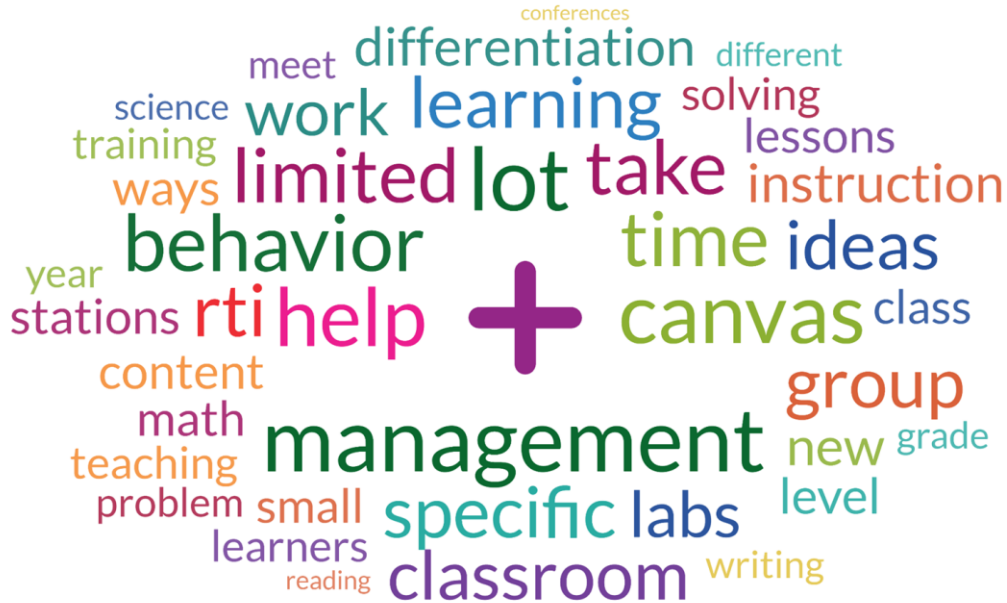
→ Classroom Observations

Professional Learning Plan is approved by the District Education Improvement Committee (DEIC)

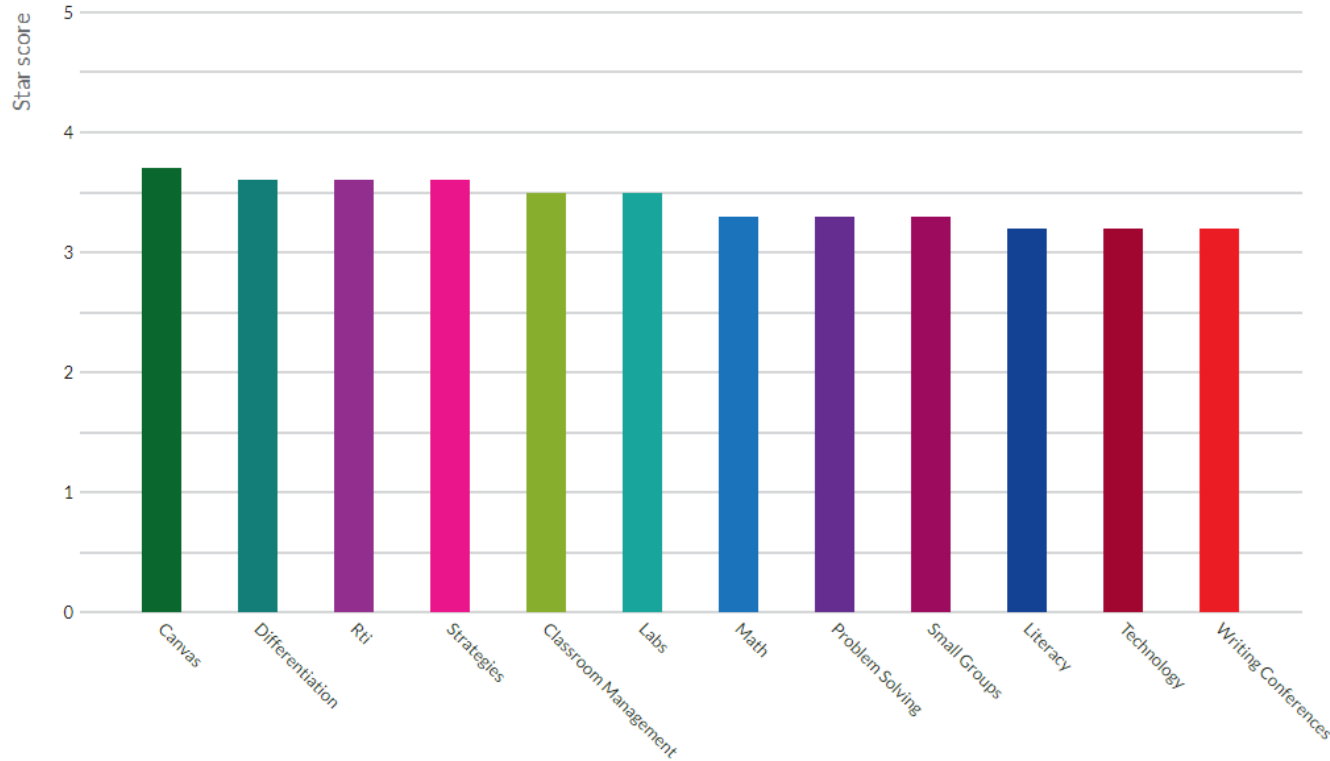
NISD Instructional Framework




Survey Themes




Highest Rated Thoughts





Professional Learning - Your Way

- Virtual
- Face-to-Face
- In-depth study
- Conference style
- Independent Study
- Book Studies
- Teacher Support



Book Studies

- Why They Can't Write
- 4 Essential Studies
- Why Are We Still Doing That?
- Culturally Responsive Teaching and the Brain
- Think Again
- 5 Practices for Orchestrating Productive Mathematics
- Thinking Like a Lawyer
- The Underachieving Gifted Child
- Perfectionism
- Intentional Talk



Recruit, Value, Retain

- 437 Sessions Offered
- 196,413 Credits Earned

District Improvement Plan - Goal 1



1.1

Performance Objective 1: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

- Train and support the teachers on literacy structures and strategies across all content areas.
- Ensure process for administrator classroom visits to have a focus on the evidence and effectiveness of rigorous literacy-based strategies with an opportunity to collaborate and calibrate with administrators and C&I staff.
- Embed additional content-based texts to curriculum documents across content areas with activities that require students to build vocabulary and consume material in order to build knowledge in content areas.
- Use embedded content literacy in conjunction with literacy strategies to increase student understanding and application of content of knowledge and skills.

District Improvement Plan - Goal 1



1.2

Performance Objective 2: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

- Design effective implementation plan for newly revised Instructional Framework to build alignment between campuses, programs, and departments.
- Train campus administrators to be leaders on the implementation of the Instructional Framework to support teachers in the understanding of instructional expectations for NISD.
- Design Learning Teams meetings with campus administrators and C&I team to focus on effective research-based Tier 1 strategies from the NISD Instructional Framework utilizing classroom walkthroughs and targeted agendas/conversations focused on closing gaps across all grade levels and populations.
- Develop in-depth professional learning opportunities on data analysis, data management systems, and intervention support for campus administrators and key campus leaders, as well as C&I leaders.
- Evaluate possible Learning Management System update and develop Learning Management System migration and implementation timeline.

Content Literacy Focus



2021-2022 Focus:

- Focus on supporting math, science, and social studies contents with literacy strategies when reading texts.
 - ◆ Text Structures
 - ◆ Annotation
 - ◆ Content Vocabulary
 - ◆ Academic Language
 - ◆ Student Justification
 - ◆ Student Discourse

3rd Reading	18-19	20-21	21-22		State 21-22
Appr	83	74	81	+7	77
Meets	55	48	58	+10	52
Masters	38	27	37	+10	31

3rd Math	18-19	20-21	21-22		State 21-22
Approach	82	70	76	+6	70
Meets	53	37	46	+9	42
Masters	28	19	23	+4	21

4th Reading	18-19	20-21	21-22		State 21-22
Appr	81	67	82	+15	77
Meets	53	40	60	+20	54
Masters	29	21	34	+13	28

4th Math	18-19	20-21	21-22		State 21-22
Approach	79	68	71	+3	69
Meets	55	43	44	+1	41
Masters	37	26	27	+1	23

5th Reading	18-19	20-21	21-22		State 21-22
Appr	83	74	86	+12	80
Meets	55	48	66	+18	57
Masters	38	27	47	+20	37

5th Math	18-19	20-21	21-22		State 20-21
Approach	80	77	74	-3	66
Meets	56	43	45	+2	37
Masters	28	18	22	+4	17

STAAR Results
3rd - 5th Grade
Reading & Math

6th Reading	18-19	20-21	21-22		State 21-22
Appr	79	70	77	+7	67
Meets	47	37	49	+12	40
Masters	23	17	25	+8	21

6th Math	18-19	20-21	21-22		State 21-22
Approach	90	83	84	+1	70
Meets	63	52	52	0	35
Masters	34	28	23	-5	14

7th Reading	18-19	20-21	21-22		State 21-22
Appr	86	79	88	+9	76
Meets	61	54	66	+12	52
Masters	40	32	47	+15	35

7th Math	18-19	20-21	21-22		State 21-22
Approach	76	51	55	+4	57
Meets	33	13	16	+3	27
Masters	5	3	3	0	11

8th Reading	18-19	20-21	21-22		State 21-22
Appr	88	81	88	+7	80
Meets	69	52	64	+12	54
Masters	43	22	43	+21	35

8th Math	18-19	20-21	21-22		State 21-22
Approach	92	80	80	0	68
Meets	69	51	47	-4	37
Masters	39	16	17	+1	13

STAAR Results
6th - 8th Grade
Reading & Math

2022-2023 Summer Course Guide

Click on the title link to see a full list of the summer learning sessions we are offering at NISD for the 22-23 Summer. You can also click on the Domain name below to search by particular T-TESS Domain.

T-TESS DOMAIN



T-TESS DOMAIN



T-TESS DOMAIN



T-TESS DOMAIN



- Diverse Learner Summit
- ELPS Academy
- Argument Driven Inquiry
- Math Achievement Academy
- Technology Integration Academy
- Canvas Training and Support

1.1
1.2

In-Depth Workshop



Habits of Mind



Think!
Read!
Write!
Represent!
Speak like a Mathematician
and a Scientist!

1.1

Applying Learning

1.2



Jennifer Board
@NISDJaguars5

We did this team building activity in PD and I loved it!!! The kids are having a blast doing it too!

@NorthwestMATH @nyoung0119
@LRansl @JaimeGarcia04



9:27 AM · 8/26/22 · Twitter for iPhone



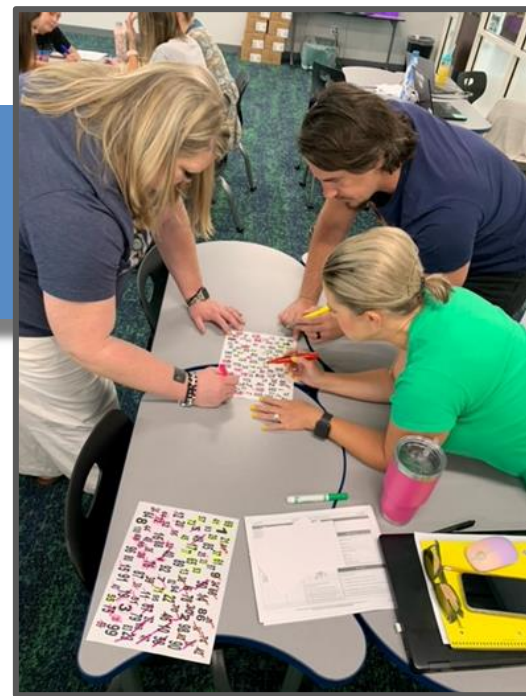
Kelley Cushenbery
@klcushenbery

Learning about how to accomplish a goal while working with a group. Loved this activity at back to school so I decided to use it with my class!

@BeckElem @NorthwestMATH



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100 Numbers to Get Students Talking

Activities to reflect on the purpose and power of collaboration.

New STAAR Question Types

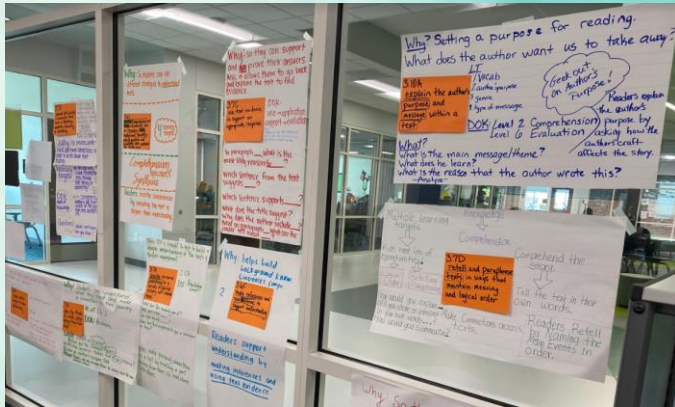
- Implications for curriculum
- Implications for instruction
- Understanding learning objectives and TEKS
- Explore multiple resources
- Engage in a variety of instructional strategies



2022-2023 DIP

Goal 1

Performance Objective 2



Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

*New question types will be finalized after the 2022 stand-alone field test.



Gerry Brooks - Keynote

About

Sessions

Super Fun Stuff

Food on Site

Outside Attendee

Contact

Free Childcare for NISD employees during ENGAGE! More details to come!

Featured Presenters



Gerry Brooks

Gerry Brooks will kick off our ENGAGE conference this year with an energizing keynote



Shannon Anderson

Award winning author - July 28



Thomas Van Soelen

Everyone's favorite presenter is back! - July 26-27



Mark Hess

July 27



Lisa Van Gemert

July 27



Brad Gibson with Lead4ward

July 27

Over 200 Sessions

- Checking for Understanding
- Content Literacy
- Content Specific Sessions
- Data
- Differentiation
- Instructional Strategies
- New STAAR Format
- Phonics
- SEL
- Technology Supports

Goals 1 & 2

Performance Objectives 1, 2, & 3
2021-2022 & 2022-2023 DIP

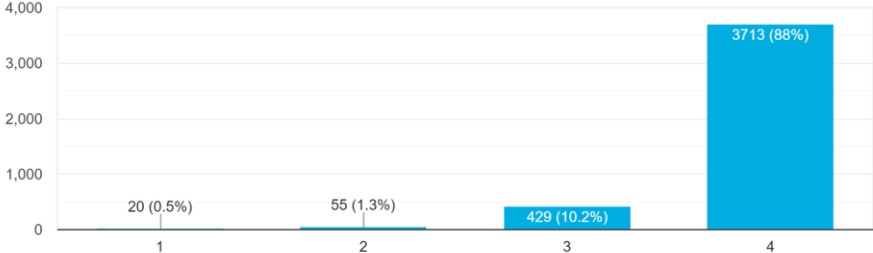


Session Feedback

98.2%

Today's training will help me successfully implement district initiatives or instructional expectations.

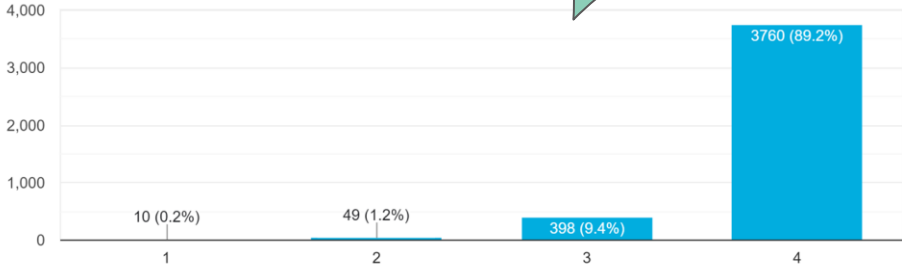
4,217 responses



98.6%

I would recommend this session to other teachers.

4,217 responses



1.2

CTE Professional Learning

Industry training and summer certification opportunities allow teachers to gain expert level certifications and trains teachers in curriculum that is aligned with industry standards.



- Vet Med CASE Curriculum Training
- Advanced Manufacturing Amatrol Training
- Master Florist Teacher Certifications
- Python Coding Training - MS & HS teachers
- Content-Specific Conferences
- Externships - Paid partnerships with business and industry

Lunch & Learns

- [Tech Bytes](#)
- Numberless Word Problems
- Three-Act Tasks
- Which One Doesn't Belong
- Esti Mysteries
- 3-Reads Protocol
- C-R-Azy About Math

Unit Previews

- Preview upcoming units
- Review upcoming assessments
- Identify exemplars
- Review data
- Done on Zoom
- Presentations posted to instructional websites

Instructional Videos

- [NISD 1:World: Learning without limits](#)
- Administering the Tx-KEA (Kindergarten Entry Assessment)
- Administering the TPRI (for Dyslexia Screener)
- Administering the DRA2
- Early Literacy Online Course
- Small Group Instruction

Curriculum & Instruction Support



1.1
1.2

Instructional Websites

Northwest ISD believes that student success starts with our teachers! We want to do everything possible to support our teachers during the learning process. Each instructional department has a website that is FULL of amazing resources for teachers.



Instructional Newsletters

- [The Math Corner](#)
- [Keeping IT Connected](#)
- [IT ABCs](#)
- Updates on their websites

New Teachers

- New Teacher Academy
- First priority
- Video support
- Individualized
- Teacher Support Specialist

Curriculum & Instruction Support



In the First Month of School

- **Elementary**
 - Over 600 classroom visits for support
 - 244 of the 600 teachers visits by requests
 - Total of 2,103 visits
 - 71% of the support provided was for instructional design and support
- **Secondary**
 - Over 550 teachers visited
 - 73 of the 550 visits were teacher or administrator requests
 - Total of 1,516 visits
 - 48% of the support provided was for instructional design and support

Goals 1 & 2 Performance Objectives 1, 2, 3

Teacher Feedback



Our coaches listened to what we needed and worked with us, giving us strategies and support to help us move our students. This is a very non-threatening environment. I felt that the coaches truly wanted to help us and not judge us. I told my students that Mrs. Maddox in my “turn and talk” partner. She is who I bounce ideas off of. She helps me to move through the process of figuring out how to best help my students. She has become a part of our class family! The students look forward to seeing her each week!

I learn so many tips that I didn't know before and actually seeing them work with my students. I also like how it goes from PLC to coaching to student learning. It is ongoing learning for me as the teacher and for my students.

Watching Kelli model small groups was super helpful! I love the format and toolkits she shared with us to help simplify the planning of small groups and really hone in on what strategy the students were working on.

Being able to voice what I needed in the classroom and receiving help in that area. This personalized the learning and it more valuable for my students and me.

This work was so helpful. Being able to work with the coaches on Tuesday and then try it on Wednesday with the coach in the room as validating and helpful. It is also really great hearing a coach pull out a term from a previous grade level with students. I always learn wonderful things from our coaches!

I love that you started with modeling and slowly helped me transition into doing it alone. It helped me see exactly what I should be doing.

Administrative Feedback



Teachers got to reflect and revisit how they teach. They know what to look for and it supported them with purposeful planning. They can meet more needs of kids because it's intentional small groups. The cycle helped with accountability and having people in their room. You scaffolded per teacher needs and were responsive to that work. You don't show judgments with teachers. This model is the only way to get into teachers rooms because small groups are so personal. The popping in way isn't always as effective in building that trust. With this cycle work, you got into "their bubble" and formed relationships.

It was useful that the teachers reflected and got to personalize it and what they needed. They got to have some one-on-one practice with their own kids with the coaches. Teachers have commented that when they had a model and then practiced right after, they were more likely to try and utilize this small group learning. Being able to see it in real time and try it right away was beneficial. They were also able to get more comfortable with tools and how to look at the progression and how to use them.

Coaching helps me as an administrator because it gave me an idea to help with follow through. It gave me a lens of what I can support teachers with when you're not here. I have learned a lot through this model as an administrator and am excited to continue supporting teachers with this new learning.

I see teachers' ah-ha moments. The opportunity to learn and grow. The implementation of the classroom after immediate learning. Lisa-it got me excited again with being in the units. SO much learning, tips, and strategies. It made me a learner again.

The depth of the thinking of the kids because of the support provided to the teachers was fun to see. It was good to see new or newer teachers learn and grow.

Teacher retention, morale, engagement hinges on being poured into and feeling valued. When you have someone partnering with you for this type of job embedded professional learning, it accomplishes all these things!

Supporting New Teachers

- 572 New NISD Teachers
- 28% of our Teaching Staff

- New Teacher Academy
- Teacher Support Specialist
- Revised Mentor Program
- Support for Department Heads



Leadership Support



- Leading Intervention
- Understanding STAAR Changes
- Leading Data Discussions
- Understanding Student Growth
- Learning Teams
- Leading and Learning Monthly Sessions
- Leadership Academy
- PLC Book Study
- Leadership Pathways

A circular graphic with a watercolor texture, transitioning from light blue on the left to purple on the right. A thin white circle is centered within the watercolor shape.

Thank You

Questions