



September 25, 2023

Professional Learning Effectiveness Report

Designing Professional Learning

- District Improvement Plan
- Instructional Framework
- Teacher Feedback
- Classroom and Student Data
- Curriculum Changes
- Teacher Evaluation Data

Belief Statement

NISD believes in providing premiere professional learning that is ongoing, engaging, and designed around student, staff, campus, and district needs and goals.

2023-2024

Planning

- use **backward design** to plan standards-based lessons with clear **learning targets** that outline student success.
- plan for **formative assessment** to monitor student progress and guide instruction during the lesson cycle.

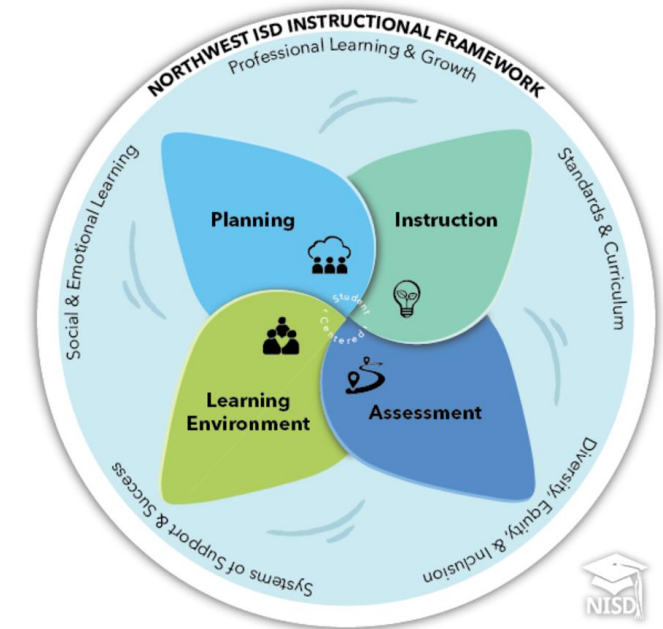
Instruction

- use a variety of **formative assessments** to measure student learning and understanding to effectively **adjust and differentiate instruction** based on the needs of students.

Assessment

- model use of **success criteria** such as rubrics and exemplars to **provide feedback**, so students regularly self-assess and measure mastery toward **learning targets, set goals**, and plan for next steps

Northwest ISD Instructional Framework



Foundational Elements

- Systems of Support & Success
- Social & Emotional Learning
- Diversity, Equity, & Inclusion
- Professional Learning & Growth
- Standards & Curriculum

&

Critical Components

- Planning
- Instruction
- Learning Environment
- Assessment



By the Numbers

→ **414** Courses Offered

→ **106,432** Hours of Professional Learning for Faculty and Staff

Between June 1 and August 15

Professional Learning FOCUS



- Content Literacy
- Deep understanding of our standards
 - Learning Targets
 - TEKS Vertical Alignment
 - Clarifying Documents - written into the curriculum
- Formative Assessment
 - Responsive teaching
 - Differentiation
- English Language Proficiency Standards
- New STAAR Question Types
- STAAR Data Review

District Improvement Plan

Priority 1.1: Literacy

Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

District Strategies:

1. Students will **critically write in all content areas** as a way to reflect, explain, justify their thinking, and demonstrate understanding of the content. (C&I)
2. **Support teachers in using a variety of data points to analyze and identify needs of readers** and writers to evaluate and plan for individualized instruction. (C&I)
3. **Implement mClass diagnostic assessment** in grades K-3 and support teachers with using data to make instructional decisions to create small groups for targeted literacy growth. (C&I)



Connecting Literacy



	Approaches Standard	Meets Standard	Masters Standard
Claim	I state my solution sentence.	I state my solution sentence. I use academic vocabulary, names, and units from the problem.	
Evidence	<input type="checkbox"/> Important information from the problem (text evidence) <input type="checkbox"/> Know/Need to Know chart (if needed) <input type="checkbox"/> Tables, charts, or graphs <input type="checkbox"/> My work space	<input type="checkbox"/> Important information from the problem (text evidence) <input type="checkbox"/> Know/Need to Know chart (if needed) <input type="checkbox"/> Tables, charts, or graphs <input type="checkbox"/> My work space I write a sentence referencing my evidence so someone can easily see it.	
Reasoning	I will tell (choose one) <input type="checkbox"/> the operation I chose <input type="checkbox"/> my strategy <input type="checkbox"/> if my answer is reasonable <input type="checkbox"/> what information was important from the problem <input type="checkbox"/> _____ I write sentences about my steps. The sentences reflect "what/how" I did. <u>What</u> Ex: I counted. <u>How</u> Ex: I know my answer is correct, because I used base ten blocks to add 10 cookies and 4 more cookies. I had 14 cookies.	I will justify (choose one) <input type="checkbox"/> the operation I chose <input type="checkbox"/> my strategy <input type="checkbox"/> the reasonableness of my answer <input type="checkbox"/> how I used the important information from the problem <input type="checkbox"/> _____ I write sentences to <i>prove</i> the box I checked above. The sentences reflect the "why" component to transition from approaches to meets. Ex: I used the table because it helped me organize my thinking in a way that made sense. I used the tens strategy to solve 16 times 5 because it's a more efficient strategy. I know that 16 times 10 is 160 and I can do that mentally. Knowing this, I can take half of 160, which is 80 and that is the product of 16 times 5.	I will justify (choose one) <input type="checkbox"/> the operation I chose <input type="checkbox"/> my strategy <input type="checkbox"/> the reasonableness of my answer <input type="checkbox"/> how I used the important information from the problem <input type="checkbox"/> _____ I write sentences to <i>prove</i> the box I checked above. The sentences reflect the "why" component to transition from approaches to meets. To master standard: I am able to make connections or generalizations to form a rule or conjecture. Ex: I used the tens strategy to solve 16 times 5 because it's a more efficient strategy. I know that 16 times 10 is 160 and I can do that mentally. Knowing this, I can take half of 160, which is 80 and that is the product of 16 times 5. <i>I understand the relationship between 5 and 10. I know 5 is half of ten and ten is double five. Therefore the product of 16 times 5 is half the product of 16 times 10.</i>
Conventions & Written Communication	<input type="checkbox"/> Capitalization and punctuation of simple sentences <input type="checkbox"/> Capitalization of familiar names <input type="checkbox"/> Contains run on sentences or fragments <input type="checkbox"/> Inaccurate spelling of grade-level appropriate words	<input type="checkbox"/> Capitalization and punctuation of simple and compound sentences <input type="checkbox"/> Capitalization of ALL proper nouns <input type="checkbox"/> Recognition of fragments and run on sentences <input type="checkbox"/> Accurate spelling of grade-level appropriate words	

Short Constructed Response Rubric	
2	<ul style="list-style-type: none"> The response correctly answers the question The response provides relevant evidence that supports the response The response and the evidence to support it are based on the text
1	<ul style="list-style-type: none"> The response correctly answers the question & may include partial or no evidence or The response provides relevant evidence but does not answer the question
0	<ul style="list-style-type: none"> The response is not correct The response is not based on the text/parts There is no response provided

<h2>CONSTRUCTED RESPONSES</h2> <h3>using CER</h3>	
Claim	an argument/opinion, central idea, or answer to a specific question
Evidence	quotes, examples, and paraphrased information that supports the accuracy of the claim
Reasoning	connects the claim to the evidence, explaining why the claim is reasonable

Connecting Literacy



US History Literacy & Skills Calendar 2023-2024

Unit	Week of	Reading	Skill/Writing to use with identified reading	Tier 2 Vocabulary	Questions to Ask Students
Citizenship	8/21	ABC Clio - Citizenship	Summarizing Cause and Effect HTS	Abstract Polity Flux Naturalizing Entitled Enumerated	Summarize this article. What is the main idea of this article? What are three key points that you can take from this article? In your opinion, why is US citizenship so special and highly desired? Use evidence from the article in your response.
1	8/28	Homestead Act (ABC Clio)	Summarizing	Preemption Repressive Relinquish	Summarize this article. What is the main idea of this article? How did the Homestead Act help populate the West?

Strategies for Increased Comprehension

Preview the Text

- Read the titles and subtitles
- Locate key/bolded words
- Read captions for images and charts.

Activate Prior Knowledge

- What do you already know about this topic?

Use Graphic Organizer or Thinking Map

- Used to capture the information in a text

Annotate the Text

- Know your purpose for reading
- Identify important information
- Ask questions

Evaluate Understanding

- What did I learn?
- What was important?
- Re-read the text for clarification and more understanding.

Summarize

- What is this mostly about?
- How do all these pieces of information work together?

Use Word Solving Strategies

- Use Context Clues
- Prefix- root- suffix
- Do you know any smaller words in the word?

Use Text Structures

- Cause and Effect
- Compare and Contrast
- Sequence
- Problem and Solution
- Description
- Chronological
- Proposition Support

Discourse and Questioning

- What else do you need to know?
- What questions do you have as you read?
- How might you explain this to someone else?

District Improvement Plan

Priority 1.2: Academic Progress

Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

District Strategies:

1. **Support teachers in utilizing short-cycle assessments** from the curriculum to continuously monitor student progress. (C&I)
2. **Support teachers and administrators on using Learning Targets** as a tool to build understanding of standards-and **track progress toward mastery** of students' knowledge and skills. (C&I)
3. **Support students, teachers, and campuses with goal setting and tracking progress** using a variety of data points. (C&I)

Building TEKS Understanding

teks: 3.10A

Explain the author's purpose and message within the text

Author's purpose: the main goal of a piece of writing reflected by the way the author writes it.

Message: the main point or idea that the author is trying to tell the reader.

text book selection message

What is the most likely reason that the author included paragraph # in the selection?

What is the most likely reason that the author wrote this selection?

Aha Moments

Did this relate to the questions you saw?

What do I think? What can I learn?

Find a spot where the character reflects

- Backwards design
- Using the clarifying documents in the curriculum to build teacher understanding
- Supports planning

Readiness Standard				
3.10(A) explain the author's purpose and message within a text (R)				
Key - Verbs/Nouns				
Vertical Alignment				
2 Grade Levels Below	1 Grade Level Below	On Level	1 Grade Level Above	2 Grade Levels Above
2.10(A) discuss the author's purpose for writing text (R)	2.10(A) discuss the author's purpose for writing text (R)	3.10(A) explain the author's purpose and message within a text (R)	4.10(A) explain the author's purpose and message within a text (R)	5.10(A) explain the author's purpose and message within a text (R)

Cognitive Rigor - Blooms	Academic Vocabulary
<p>What is the cognitive requirement (the thinking) of the standard? At what level of complexity should students be working?</p> <p>explain - to give reason for something</p>	<p>author's purpose: describe the main goal in a piece of writing and how the author's purpose is reflected in the way an author writes about a topic. If the purpose is to entertain, the author will probably use jokes or anecdotes. If the goal is to inform or teach, it is likely that the author will include facts, descriptions, and reasonable explanations.</p> <p>message: the main point or idea that the author is trying to tell the reader. This message may be explicit and straightforward or embedded in the text which would require readers to make inferences.</p>
Content	
<p>What content is addressed in the standard?</p> <ul style="list-style-type: none"> • Basic ideas expressed by the author 	
<p>What hidden content must be addressed that is not spelled out?</p> <ul style="list-style-type: none"> • This is a statement based on evidence from the selection 	
Context	
<p>In what context will students perform this standard?</p> <ul style="list-style-type: none"> • Reading self-selected and grade level books/selections • Supporting your understanding • jotting/journaling • Conversations with partners <p>How will they demonstrate their thinking (rigor) about the content of this standard?</p> <ul style="list-style-type: none"> • Create a statement that declares the author's main reason for writing a selection • Locate evidence throughout a selection that supports the author's purpose/message • Explain how details in the selection align with the author's purpose 	

Unit 2 - 8.4C - Revolutionary Era								
Standard								
(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783								
Alignment								
K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
					summarize the results of the American Revolution, including the establishment of the United States 5.2C			
Cognitive Rigor						Academic Vocabulary		
<p>What should students be doing?</p> <p>Emphasize the first battles, turning point, and final battle of the American Revolution. Consider using a plot diagram with the beginning, rising action, climax, falling action, and resolution as a model when learning about wars. Have students maintain a timeline of the American Revolution throughout the unit to help with the sequence of events. Relative chronology will help students recognize cause and effect relationships and is more significant than absolute chronology (exact dates) for this cluster.</p>						<p>Key Vocabulary:</p> <p>Militia</p> <p>Defeated</p> <p>Surrender</p> <p>Victory</p> <p>Ally</p> <p>Commanding</p> <p>Imposed</p> <p>Quartering</p> <p>Consent</p> <p>Governed</p> <p>Unalienable rights</p>		
Content								
<p>Objectives:</p> <p>Declaration of Independence</p> <ul style="list-style-type: none"> • Common Sense, written by Thomas Paine, played a pivotal role in increasing support for American independence from England. • Abigail Adams called for women's rights as a part of independence. • John Adams provided leadership by encouraging American independence and by serving in the Continental Congress. • The term "unalienable right" means a right that cannot be taken away. Examples of unalienable rights include: life, liberty, and the pursuit of happiness. Thomas Jefferson, author of the Declaration of Independence, was influenced by John Locke when he included these rights. • Causes: Highlight key factors, such as unfair taxation, lack of representation, and the impact of Enlightenment ideas on the colonists' desire for self-governance. • Consequences: Discuss the immediate consequences of the Declaration of Independence, such as the formation of a new nation and the shift from a monarchy to a republic. 								

Learning Targets

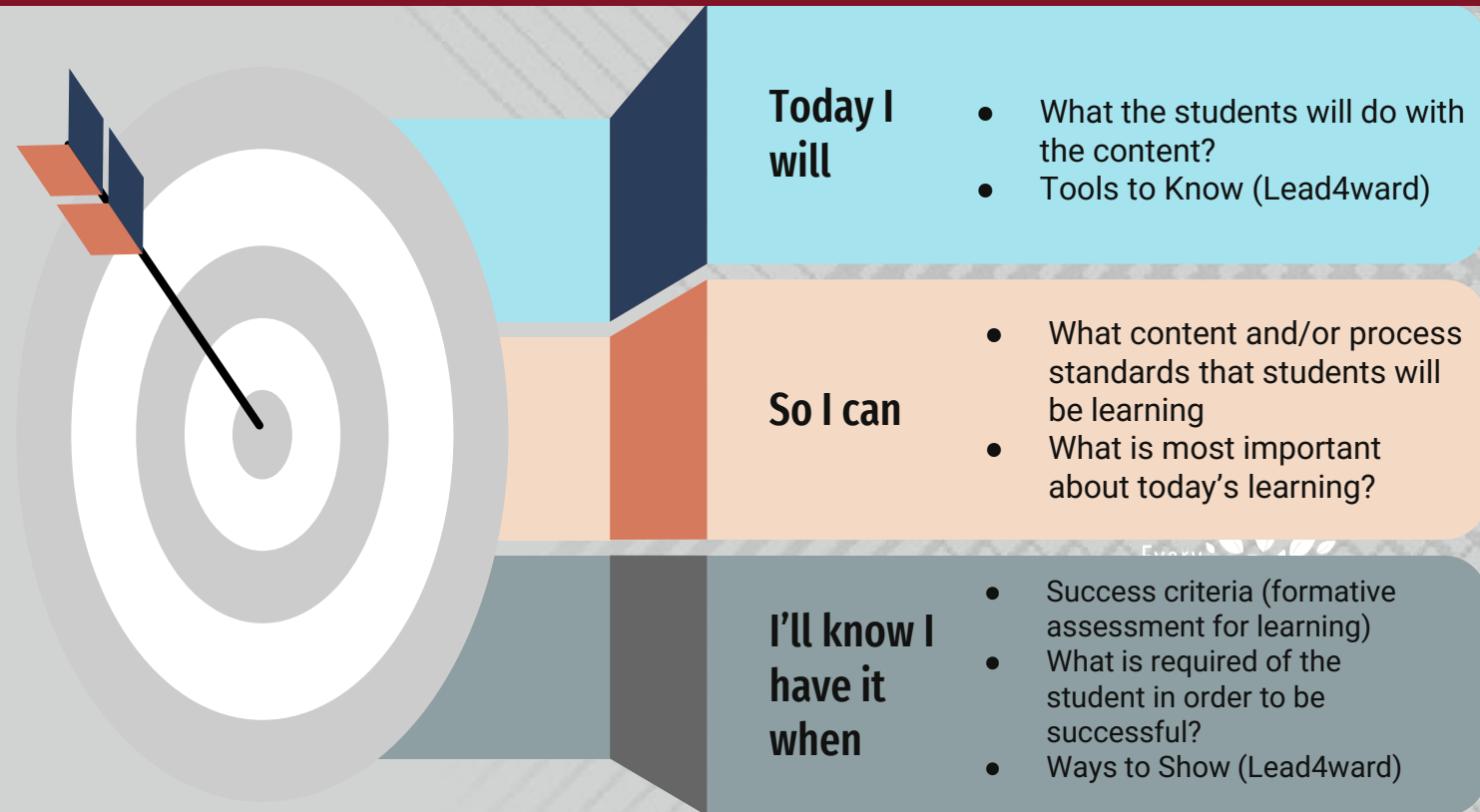
- Providing teachers with specific support and training on Learning Targets
- Modeling Learning Targets with every NISD Professional Learning session.
- Learning Targets examples are embedded in curriculum documents.

Sample 6th grade ELA Learning Target:

Today I will... analyze how characters' internal and external responses help develop the plot of a story

So I Can... annotate an excerpt for personal connections, text to text connections, and inferences I can make about how the thoughts and actions of characters impact the plot of a story.

I'll know I'll have it when... I am able to complete an ECR making inferences about a character in an excerpt I read using text evidence to support my ideas.



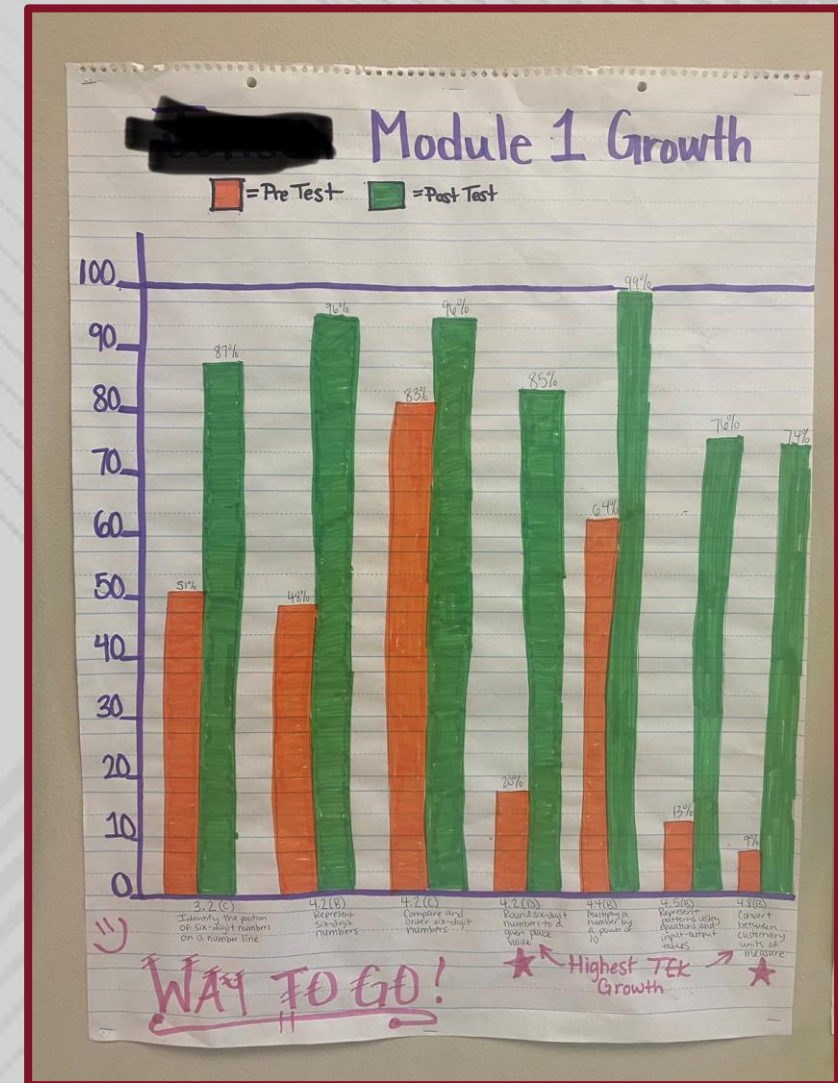
Formative Assessment

ELA Quick Check:

- 5 Questions
- 3 Reading + 2 Conventions
- Previously taught content
- Follow TEKS-to-Test Lesson
- Intended to provide mid quarter/unit data before CBA

Math, Science, Social Studies Quick Check:

- 5 Questions
- STAAR-formatted
- 3 follow TEKS-to-Test Lesson
- 12 to be used in conjunction with Module Check Up
- Intended to provide formative data on Readiness TEKS leading up to quarterly CBAs



NISD Strategic Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Priority 2.1: Recruit

Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

District Strategies:

1. **Showcase NISD high-quality aligned curriculum documents, resources, and instructional support** opportunities to attract and recruit high-quality staff. (C&I)
2. **Expand the current Grow Our Home program** to include specific educator pipelines, develop a partnership for a pathway to certification, and begin targeted early college recruitment. (HR)

Priority 2.2: Value

Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

District Strategies:

1. Continue to **review the NISD Compensation Plan and make adjustments** as necessary to ensure our employees are appropriately compensated and within market values. (HR & Finance)
2. **Value teachers and staff by providing opportunities for feedback** to guide future district processes, resources, and support. (C&I)
3. Implement teacher and staff listening sessions at campuses to **provide teachers and staff with an outlet to provide actionable feedback.** (Cabinet)

Priority 2.3: Retain

Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

District Strategies:

1. **Provide differentiated and responsive professional development** to meet individual needs of staff. (C&I)
2. **Enhance our mentor programs to provide meaningful, ongoing support** for teachers, administrators, and staff. (C&I)

Recruit

Value

Retain





Basic and advanced practices of teaching

- Classroom Management
- Setting up classrooms
- Culture
- Time management

Meeting all student needs

- Flexible Grouping
- SPED
- MTSS
- Emergent Bilinguals
- Gifted and Talented
- Differentiation

NISD's instructional practices and curriculum

- Instructional framework
- TEKS
- Curriculum navigation and resources
- Instructional practices by content area
- Planning time

- **469** New NISD Teachers (and counting)
- **98** New to Teaching

- Offered 91 total sessions
 - New to the profession
 - Veteran teachers

- 97% of participants felt ***prepared to begin teaching in NISD*** according to the feedback survey.



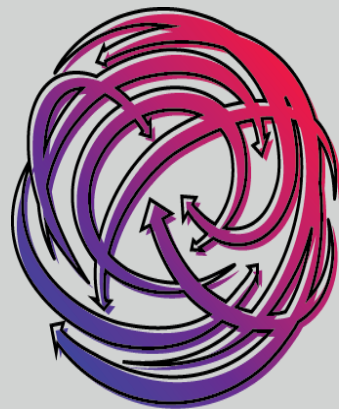
"Thank you for providing a space where I feel valued and cared about. You guys poured into me so much the past few days and have reignited my passion for teaching."

"This has been a great 3 days of learning. I am blown away by the support that is offered to teachers in the district! Looking forward to working in NISD!"

"This is the most organized and informative training I've been in. NISD definitely raised all expectations."




Welcome
HOME *to* **NISD**



'23 and NISD

ENGAGE

LEARNING is in our DNA 



Manny Scott, Ph.D.

An original Freedom Writer whose story is told in part in the hit movie, *Freedom Writers*, Dr. Manuel Scott has energized more than two million educators, students, and leaders worldwide with his authentic, inspiring messages of hope.

Summer Professional Learning

- 3 Days of learning
- Over 200 sessions



Shannon
Anderson

July 26



Thomas Van
Soelen, Ph.D.

July 25 & 26



Lisa Van Gemert

July 26



Shelby Ellis -
Lead4Ward

July 25 & 26



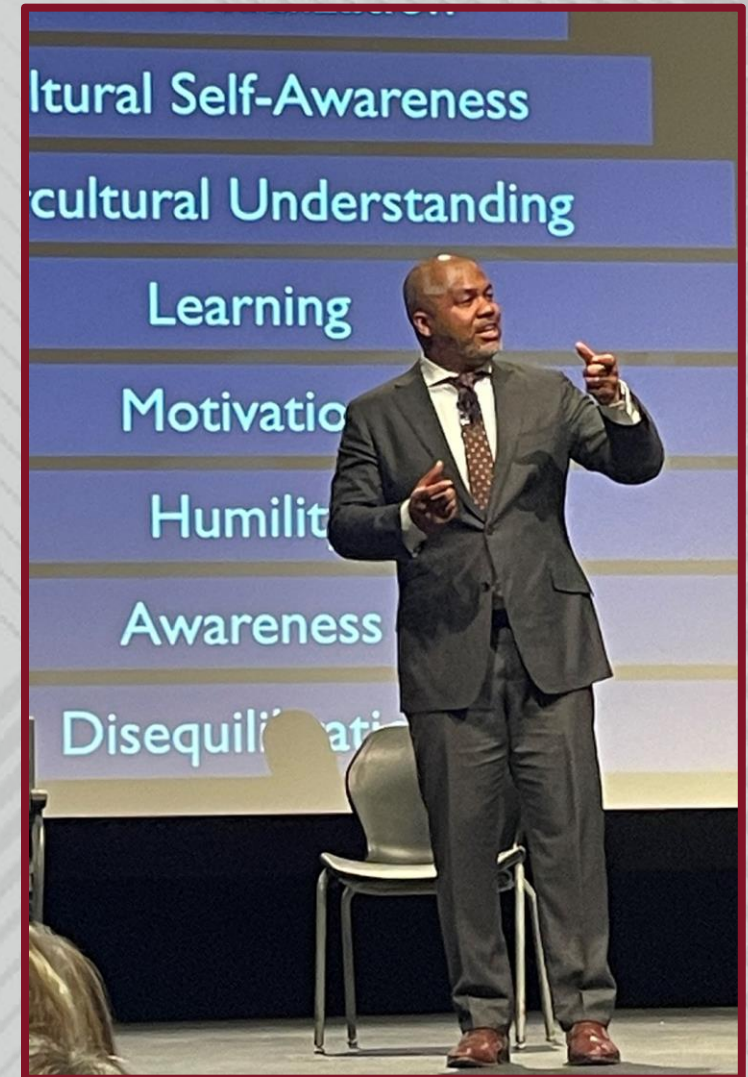
Keith Hyndshaw

July 27



Keynote Feedback

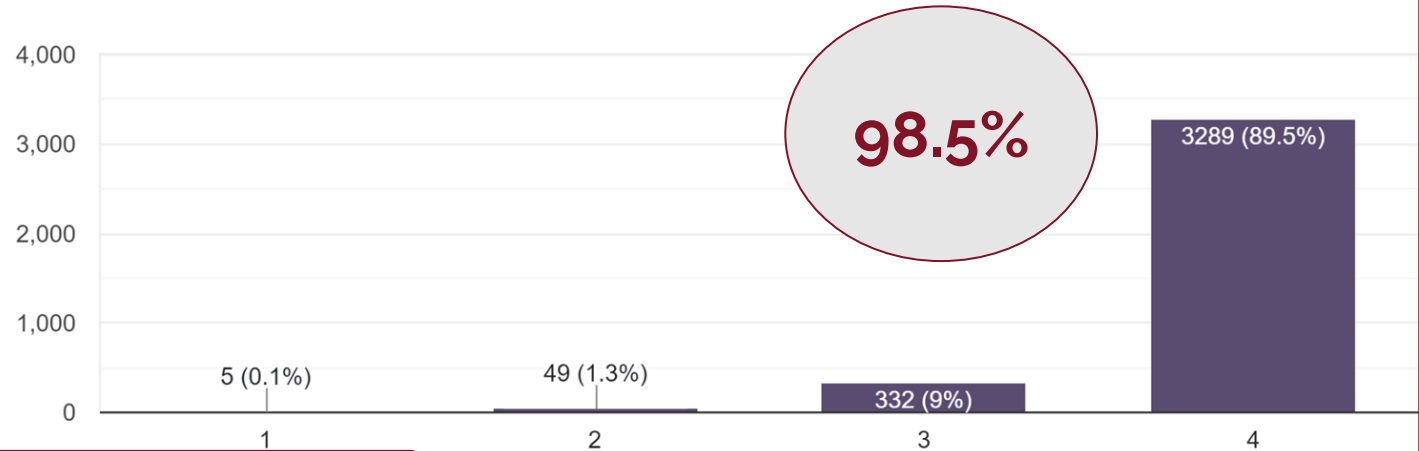
- *"My absolute favorite speaker ever of all time, and I've seen A LOT of speakers. Thank you for bringing in this high-caliber leader."*
- *"I love that the district is accepting the changes that are happening and preparing us to be ready to meet the challenges that are to come head on with empathy and power!"*
- *"He was amazing. Funny, heartbreaking, impactful and RELEVANT."*
- *"This session lifted me up so high and made me cry at the same time. What a powerful message."*



Feedback

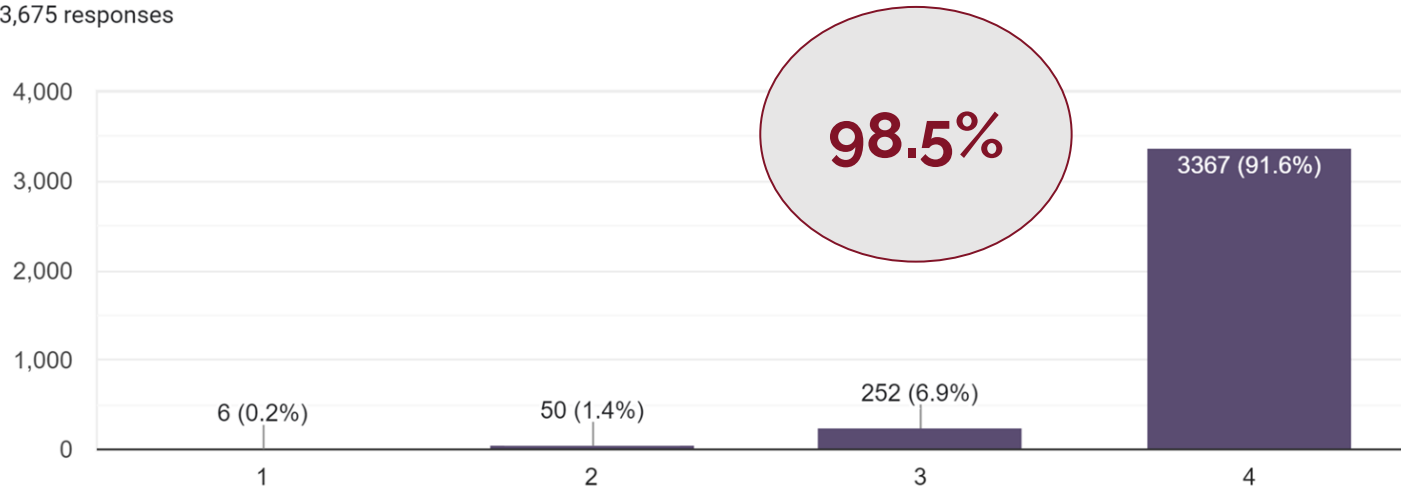
“This session was very informative, practical, engaging, and helpful to get students more engaged, heard, motivated, and to show compassion in class and build relationships.”

Today's training will help me successfully implement district initiatives or instructional expectations.
3,675 responses



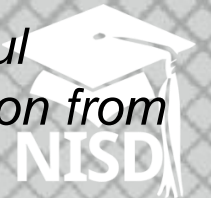
I would recommend this session to other teachers.

3,675 responses



“This was the best session about SPED, not only informative from presenter, but also from attendees.”

“Great experience, wonderful participation and collaboration from attendees.”



“This book study was life changing!”

Continuous Support for Educators

Northwest ISD believes that student success starts with our teachers! We want to do everything possible to support our teachers during the learning process.

Lunch & Learns

- [Tech Bytes](#)
- Focus on hard to grasp concepts in Math and coming content

Digital Unit Previews

- Preview upcoming units and assessments
- Identify exemplars
- Review data

Instructional Videos

- [NISD 1:World: Learning without limits](#)
- Administering the Tx-KEA (Kindergarten Entry Assessment), TPRI (Dyslexia), and mClass
- Small Group Instruction

Curriculum & Instruction Support



Instructional Websites

Each instructional department has a website that is FULL of amazing resources for teachers.



Instructional Newsletters

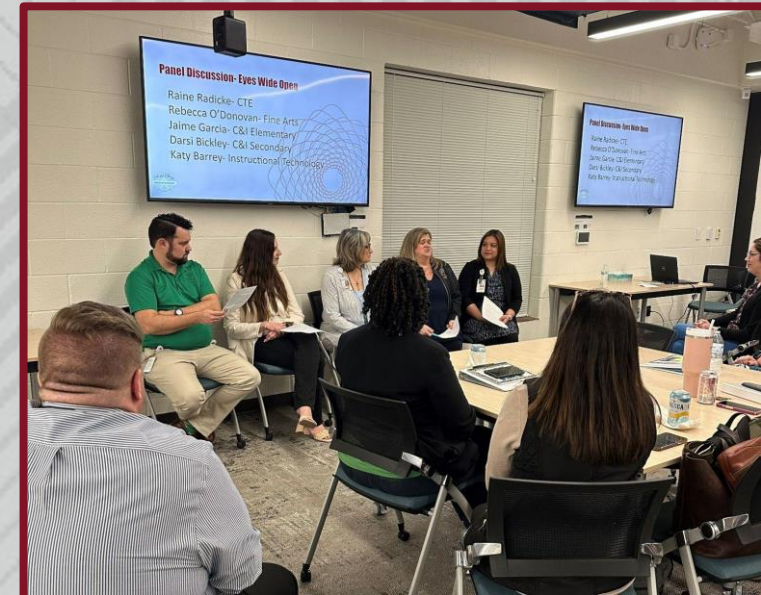
- [The Math Corner](#)
- [Keeping IT Connected](#)
- [IT ABCs](#)

New Teachers

- New Teacher Academy- 3 opportunities during the school year
- First priority for individualized coaching
- Teacher Support Specialist

Growing Leaders

- Emergent Tree - Behavior Framework Support
- Leading Professional Learning Communities
 - Assistant Principals
 - Department Chairs and PLC Leaders
- Leadership Pathways
- Learning Teams
- Curriculum Updates





Questions