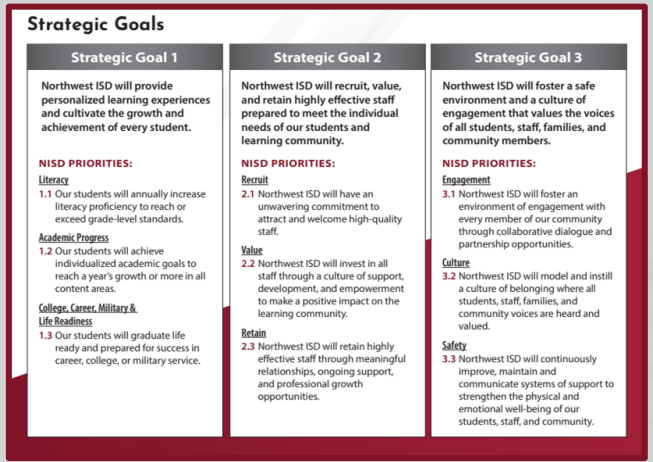
Professional Learning Effectiveness Report

September 23, 2024

Designing Professional Learning

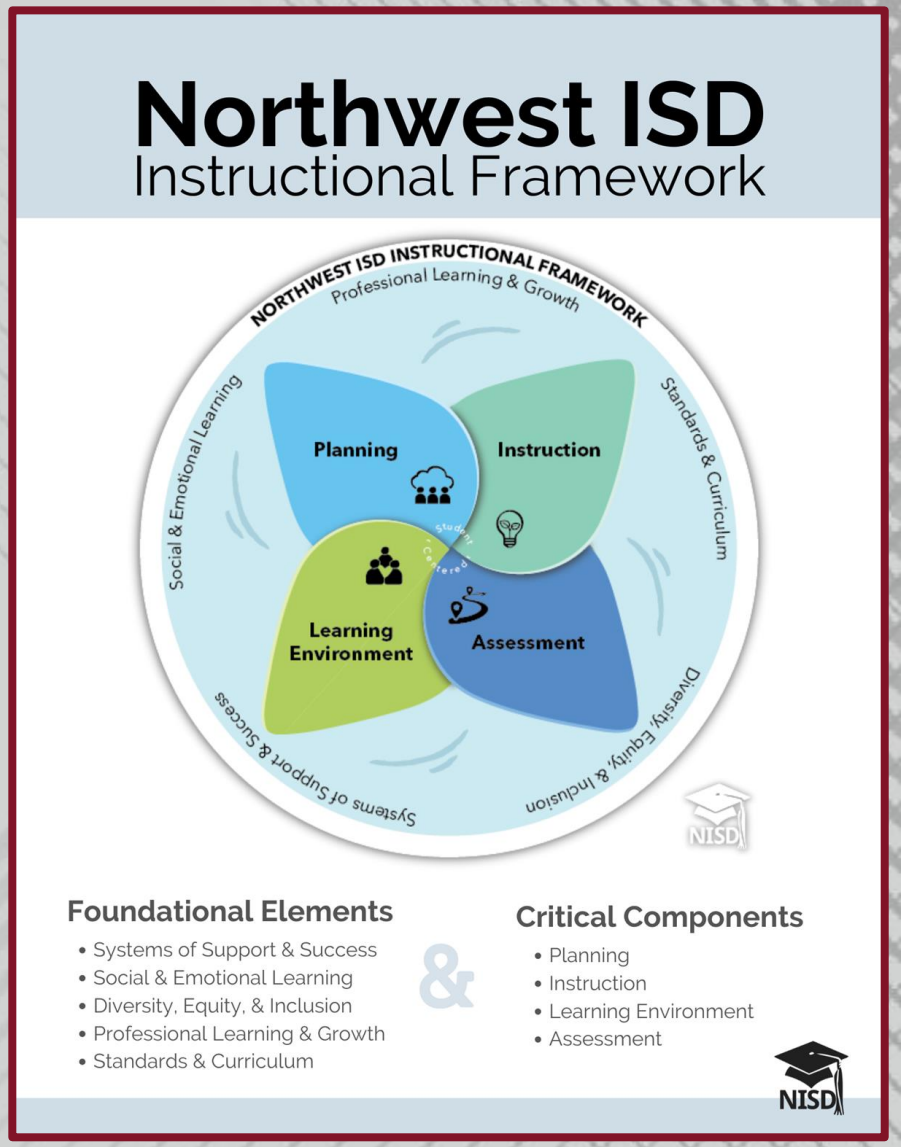
- Strategic Goals & Priorities
- Instructional Framework
- Teacher Feedback & Survey Data
- Classroom and Student Data
- Curriculum Changes
- Teacher Evaluation Data
- Current Research on Instructional Practices
- **Professional Learning Advisory Committee**

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

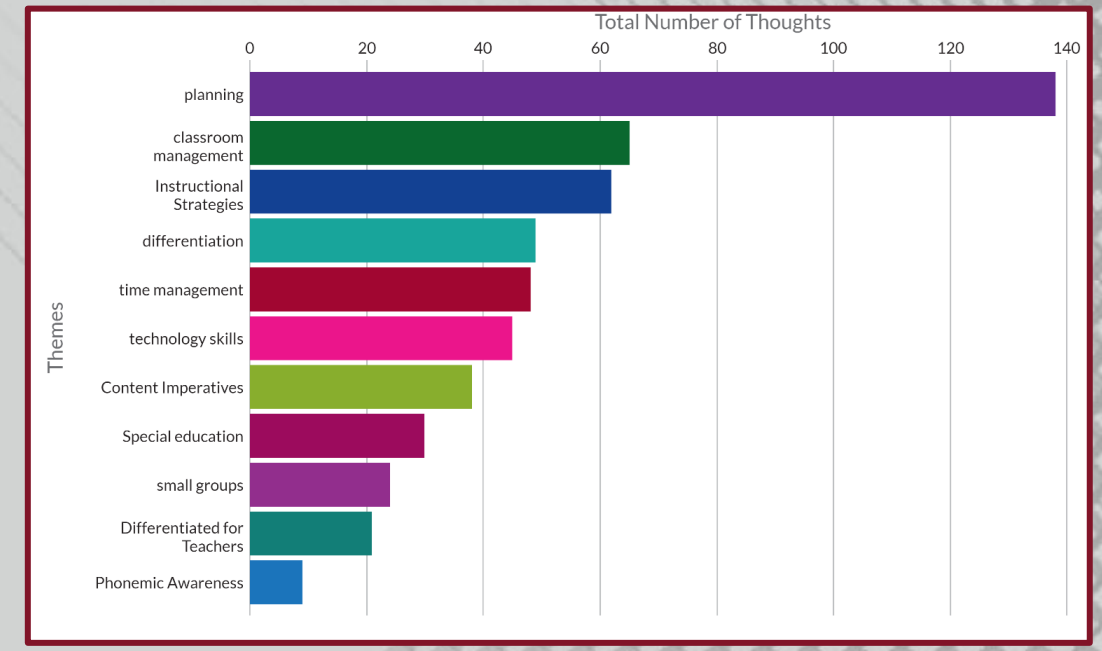


Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.
NISD PRIORITIES:	NISD PRIORITIES:	NISD PRIORITIES:
Literacy 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.	Recruit 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.	Engagement 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.
Academic Progress 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.	Value 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.	Culture 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.
College, Career, Military & Life Readiness 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.	Retain 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.	Safety 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.



Professional Learning Advisory Committee



Committee

- 3 meetings in the spring
- Continuing this fall
- Over 60 members
- Representatives from every school
  - Teachers
  - Administrators

This committee's work will help us review feedback, collaborate with stakeholders, and design targeted professional learning opportunities that empower, value, and support our educators.

Committee Feedback

- Differentiation Strategies (Special Education, Emergent Bilingual, Dyslexia)
- Strategies for Teaching Vocabulary
- More support for Content Literacy
- Modeling strategies
- Time to Plan with Colleagues and Coaches
- More Choice Sessions
- More Time in Classrooms

By the Numbers

➔**426** Classes Offered

➔**47,000** Total Enrolled

➔**128,030** Hours of Professional Learning

Between June 1 and August 13

Strategic Goal 1

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Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

NISD PRIORITIES:

Literacy

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

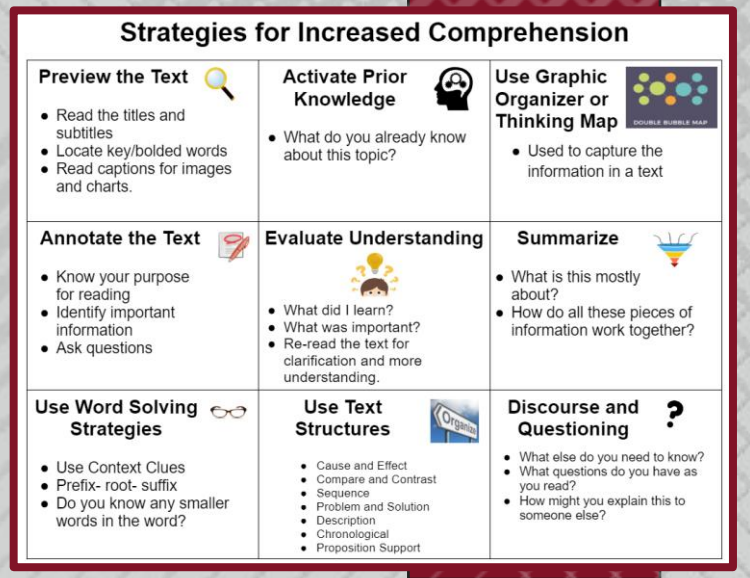
Academic Progress

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

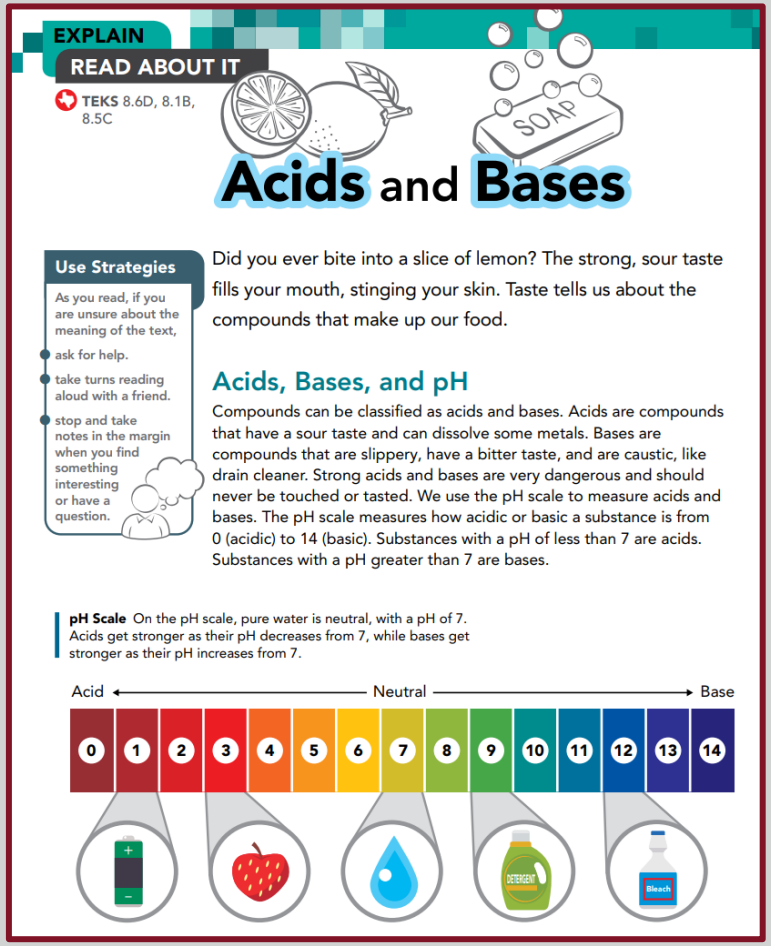
College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

- Literacy strategies across content areas
  - Vocabulary development
  - Annotation strategies
  - Responding to prompts
  - Questioning strategies
- Deep understanding of standards
  - Backwards design
- Formative assessment
  - Differentiation
  - Responsive Teaching



Connecting Literacy



EXPLAIN

READ ABOUT IT

TEKS 8.6D, 8.1B, 8.5C

Acids and Bases

Use Strategies

As you read, if you are unsure about the meaning of the text,

- ask for help.
- take turns reading aloud with a friend.
- stop and take notes in the margin when you find something interesting or have a question.

Did you ever bite into a slice of lemon? The strong, sour taste fills your mouth, stinging your skin. Taste tells us about the compounds that make up our food.

Acids, Bases, and pH

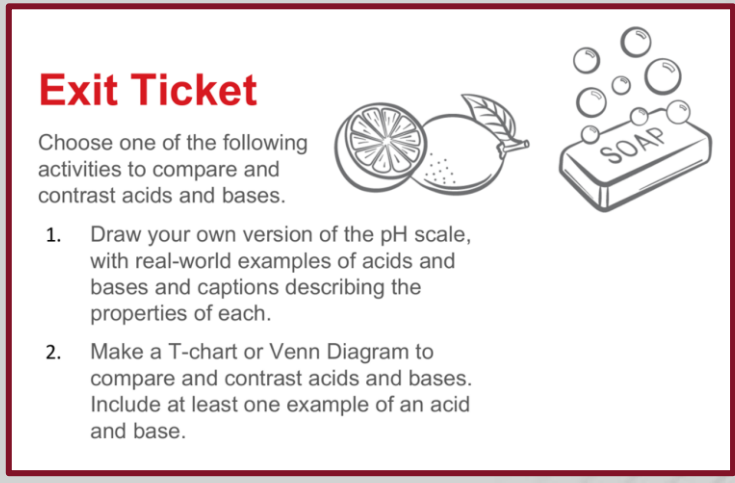
Compounds can be classified as acids and bases. Acids are compounds that have a sour taste and can dissolve some metals. Bases are compounds that are slippery, have a bitter taste, and are caustic, like drain cleaner. Strong acids and bases are very dangerous and should never be touched or tasted. We use the pH scale to measure acids and bases. The pH scale measures how acidic or basic a substance is from 0 (acidic) to 14 (basic). Substances with a pH of less than 7 are acids. Substances with a pH greater than 7 are bases.

pH Scale On the pH scale, pure water is neutral, with a pH of 7. Acids get stronger as their pH decreases from 7, while bases get stronger as their pH increases from 7.

Acid ← Neutral → Base

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

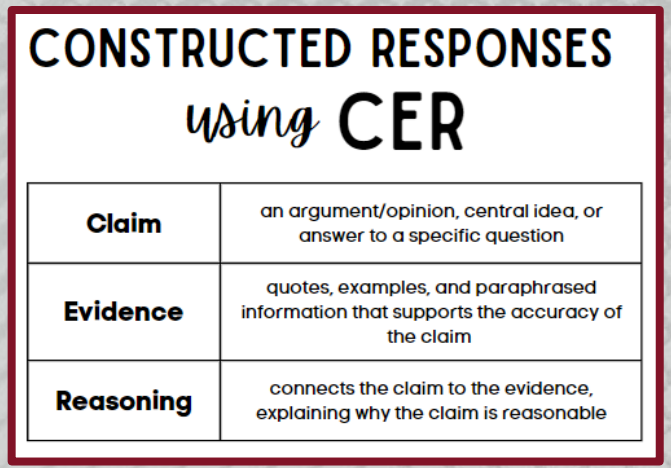
- Professional learning on journal writing and rubrics
- Highlight reading and writing opportunities in curriculum
- Professional learning and calibration
- Common language to support student understanding



Exit Ticket

Choose one of the following activities to compare and contrast acids and bases.

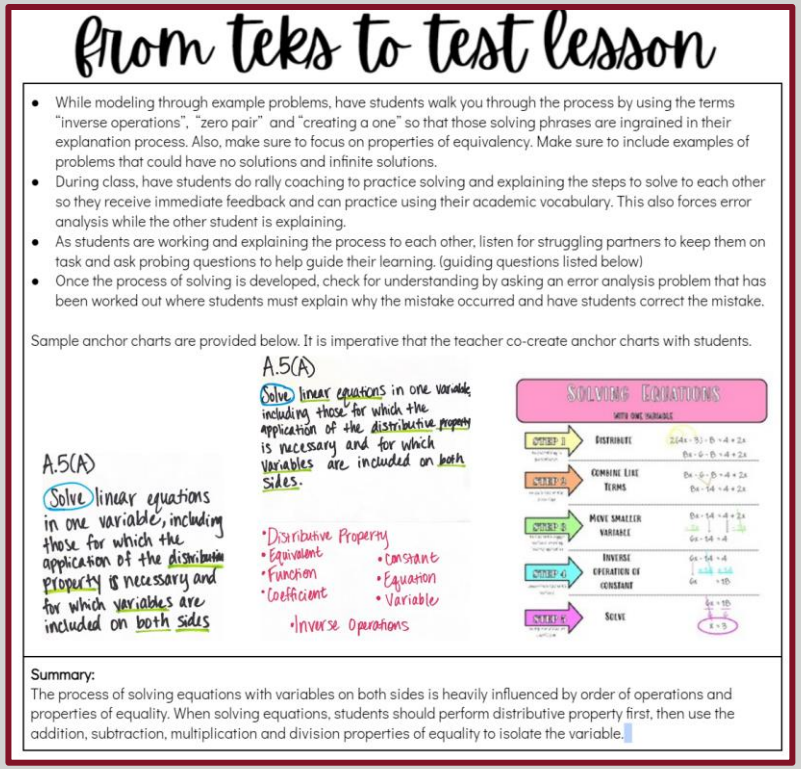
1. Draw your own version of the pH scale, with real-world examples of acids and bases and captions describing the properties of each.
2. Make a T-chart or Venn Diagram to compare and contrast acids and bases. Include at least one example of an acid and base.



CONSTRUCTED RESPONSES *using* CER

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

Curriculum Support



from teks to test lesson

- While modeling through example problems, have students walk you through the process by using the terms "inverse operations", "zero pair" and "creating a one" so that those solving phrases are ingrained in their explanation process. Also, make sure to focus on properties of equivalency. Make sure to include examples of problems that could have no solutions and infinite solutions.
- During class, have students do rally coaching to practice solving and explaining the steps to solve to each other so they receive immediate feedback and can practice using their academic vocabulary. This also forces error analysis while the other student is explaining.
- As students are working and explaining the process to each other, listen for struggling partners to keep them on task and ask probing questions to help guide their learning. (guiding questions listed below)
- Once the process of solving is developed, check for understanding by asking an error analysis problem that has been worked out where students must explain why the mistake occurred and have students correct the mistake.

Sample anchor charts are provided below. It is imperative that the teacher co-create anchor charts with students.

A.5(A)

Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.

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Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.

- Distributive Property
- Equivalent
- Function
- Coefficient
- Constant
- Equation
- Variable
- Inverse Operations

Summary:
The process of solving equations with variables on both sides is heavily influenced by order of operations and properties of equality. When solving equations, students should perform distributive property first, then use the addition, subtraction, multiplication and division properties of equality to isolate the variable.

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
What is the cognitive requirement (the thinking) of the standard? At what level of complexity should students be working? explain - to give reason for something	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. 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.
Content What content is addressed in the standard? • Basic ideas expressed by the author What hidden content must be addressed that is not spelled out? • This is a statement based on evidence from the selection	
Context In what context will students perform this standard? • Reading self-selected and grade level books/selections • Supporting your understanding • jotting/journaling • Conversations with partners How will they demonstrate their thinking (rigor) about the content of this standard? • 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

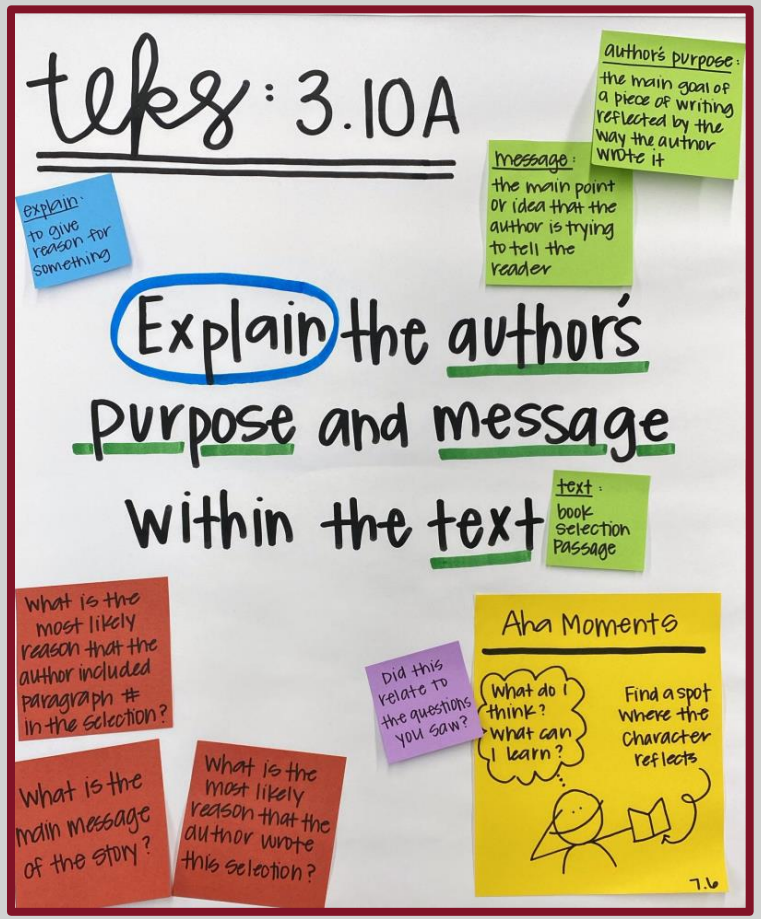
Standard
(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783

Alignment								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
					summarize the results of the American Revolution, including the establishment of the United States 5.2C			

Cognitive Rigor	Academic Vocabulary
What should students be doing? 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.	Key Vocabulary: Militia Defeated Surrender Victory Ally Commanding Imposed Quartering Consent Governed Unalienable rights
Content Objectives: **Declaration of Independence** • 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.	

- TEKS to Test Lessons
- TEKS Clarifying Documents
- Question Stems
- Journal Prompts

Building TEKS Understanding



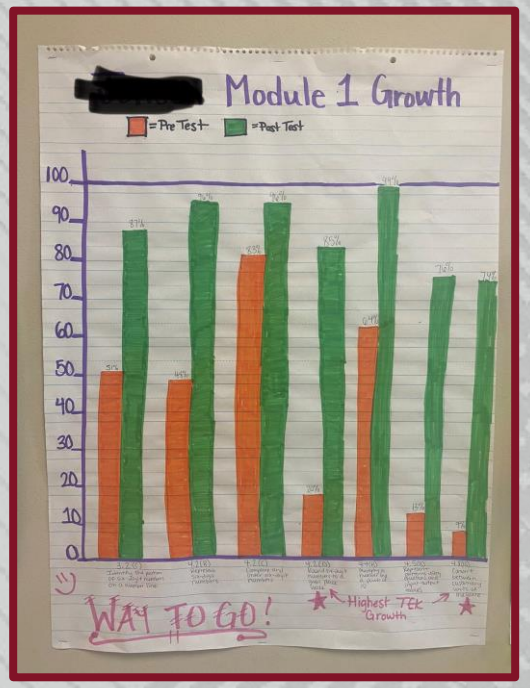
Sample 6th grade ELA Learning Target:
Today I will... analyze how characters' internal and external responses help develop the plot of a story
So I Can... annotate an excerpt for personal connections, text to text connections, and inferences I can make about how the thoughts and actions of characters 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.

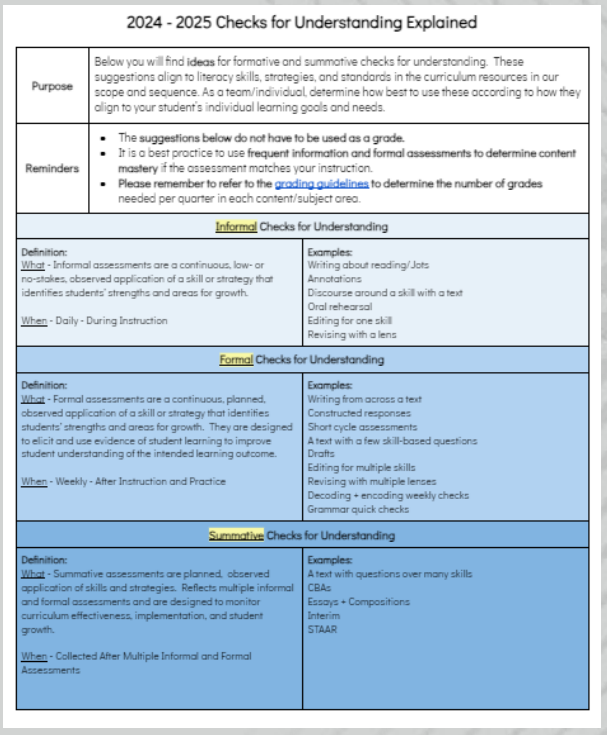
- Professional Learning on unpacking TEKS
- Backwards design - lesson planning
- Learning Target professional learning
  - Modeling in professional learning
  - Exemplars in curriculum
  - Administrator support
- Using the clarifying documents in the curriculum to build teacher understanding

Every Child Matters Every Day!

Formative Assessment

- Build understanding of formative assessment
  - Types of formative assessment
  - Responsive teaching
- Short Cycle Assessments written in curriculum to support checking for understanding
  - Protocol for teachers to map out informal, formal, and summative assessments for each quarter
- Goal setting strategies for students to use to set goals





2024 - 2025 Checks for Understanding Explained

Purpose	Below you will find ideas for formative and summative checks for understanding. These suggestions align to literacy skills, strategies, and standards in the curriculum resources in our scope and sequence. As a team/individual, determine how best to use these according to how they align to your student's individual learning goals and needs.
Reminders	• The suggestions below do not have to be used as a grade. • It is a best practice to use frequent information and formal assessments to determine content mastery if the assessment matches your instruction. • Please remember to refer to the grading guidelines to determine the number of grades needed per quarter in each content/subject area.

Informal Checks for Understanding

Definition:	Examples:
What - Informal assessments are a continuous, low- or no-stakes, observed application of a skill or strategy that identifies students' strengths and areas for growth. When - Daily - During Instruction	Writing about reading/Jots Annotations Discourse around a skill with a text Oral rehearsal Editing for one skill Revising with a lens

Formal Checks for Understanding

Definition:	Examples:
What - Formal assessments are a continuous, planned, observed application of a skill or strategy that identifies students' strengths and areas for growth. They are designed to elicit and use evidence of student learning to improve student understanding of the intended learning outcome. When - Weekly - After Instruction and Practice	Writing from across a text Constructed responses Short cycle assessments A text with a few skill-based questions Drafts Editing for multiple skills Revising with multiple lenses Decoding + encoding weekly checks Grammar quick checks

Summative Checks for Understanding

Definition:	Examples:
What - Summative assessments are planned, observed application of skills and strategies. Reflects multiple informal and formal assessments and are designed to monitor curriculum effectiveness, implementation, and student growth. When - Collected After Multiple Informal and Formal Assessments	A text with questions over many skills CBAs Essays + Compositions Interim STAAR

Quarter 1 - Calendar

Week	Day 1	Day 2	Day 3	Day 4
1 8/14 - 8/16 3 Days	No School	No School	TEKS - 4.6(A) CFU - Conferring	TEKS - 4.6(A) CFU - Conferring
2 8/19 - 8/23 5 Days	TEKS - 4.1(A) CFU - Partnership Conferences	TEKS - 4.6(A) CFU - Conferring	TEKS - 4.6(I) CFU - Jots	TEKS - CFU - Goal Setting
3 8/26 - 8/30 5 Days	TEKS - 4.6(F), 4.8(A), 4.8(B), 4.8(C) CFU - Pre-Assessment Papa's Parrot	TEKS - 4.6(I) CFU - Jots	TEKS - 4.6(A) CFU - Conferring	TEKS - 4.6(F), 4.8(A), 4.8(B), 4.8(C) CFU - Pre-Assessment Reflections Papa's Parrot
4 9/3 - 9/6 4 Days	No School	TEKS - 4.6(A) CFU - Conferring	TEKS - 4.7(D) CFU - Jots	TEKS - 4.7(D) CFU - Informal Check - Retelling
5 9/9 - 9/13 5 Days	TEKS - 4.6(D), 4.6(F) CFU - Jots, Learning Progression	TEKS - 4.6(F) CFU - Jots	TEKS - 4.6(F), 4.8(B) CFU - Jots	TEKS - 4.10(A) CFU - Jots
6 9/16 - 9/20 5 Days	TEKS - (TEKS to Test) CFU - Conferring	TEKS - CFU - Fiction Quick Check	TEKS - 4.7(C), 4.7(G) CFU - Jots	TEKS - 4.8(B), 4.7(B) CFU - Finding Complications in Characters
7 9/23 - 9/27 5 Days	TEKS - 4.7(C) CFU - Jots	TEKS - 4.7(C) CFU - Jots	TEKS - 4.8(C) CFU - Jots	TEKS - 4.8(C) CFU - Looking Beyond Characters: Studying Other Elements
8 9/30 - 10/4 5 Days	TEKS - 4.6(H) CFU - Jots	TEKS - 4.8(A) CFU - Conferring/Jots	TEKS - 4.10(A) CFU - Conferring/Jots	TEKS - 4.7(A) CFU - Conferring
9 10/7 - 10/11 4 1/2 Days	TEKS - CFU - Quarter 1 CBA & ECR	TEKS - 4.6(A) CFU - Conferring	TEKS - 4.9(D)(i) CFU - Conferring	Half Day

Real-Life Experience

Externships offer teachers real world work experiences to take back to their students.

- Environmental Industry/Government
- Engineering Industry
- Marketing/Design; Arts & AV
- Textile Fabrication
- Aerospace Manufacturing
- Insurance/Business
- Construction Industry

ENGAGE

Summer Professional Learning Conference

Date	Number of Attendees	Number of Sessions	Average Number in each Session
	1037	226	17
July 23	715	103	15
July 24	645	88	18
July 25	335	35	19

10th Annual ENGAGE

Celebrating

75

Years of Excellence

NISD

Feedback

"I cannot believe this was free!"

AMAZING presentation, great teaching strategies and engagement, very informative and essential for all grade levels!

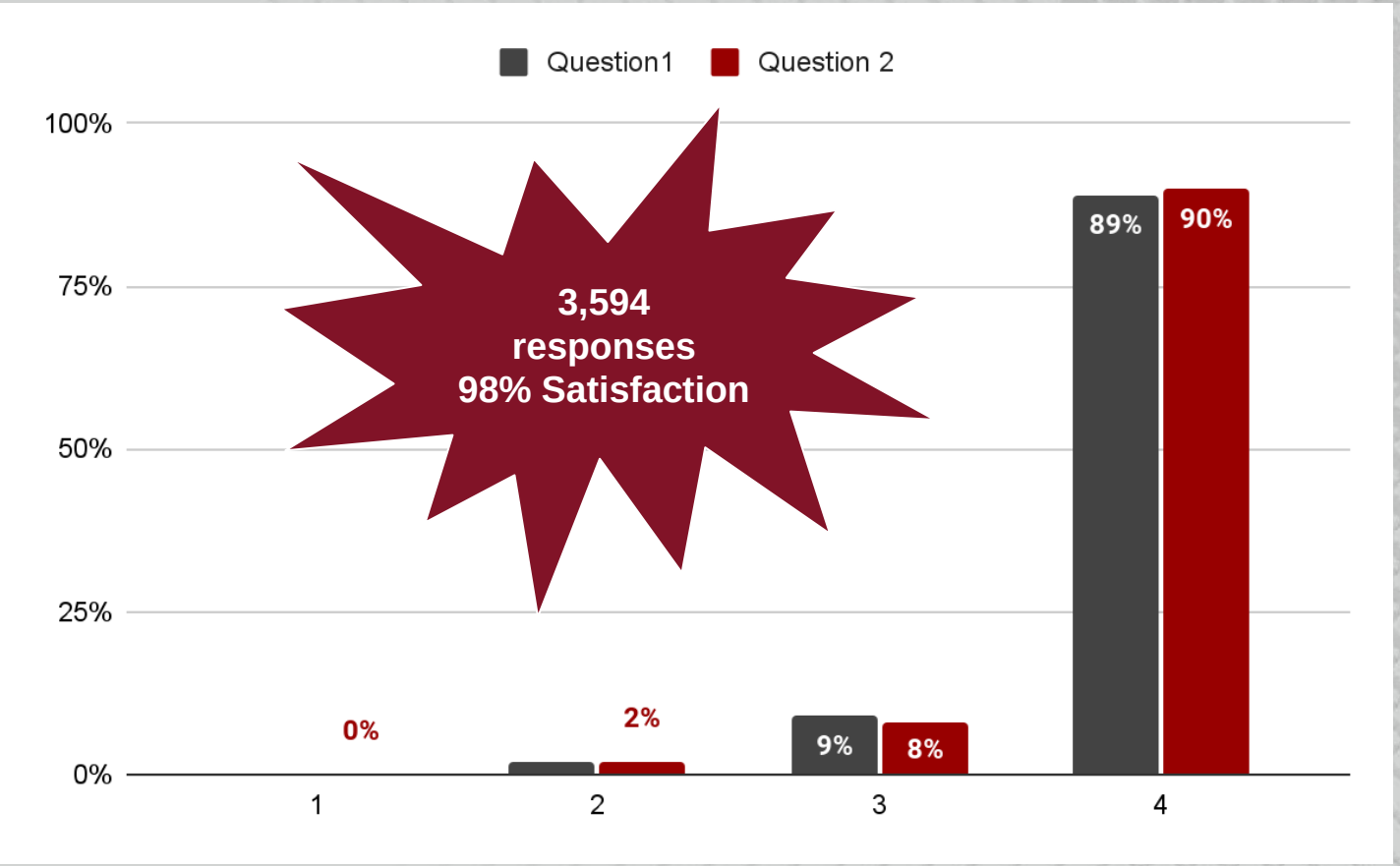
Thanks for continuing to offer and give us fun relaxing sessions to enjoy and get ready for a fun year. Loved taking a new chance at something.

Best training of the week! Glad there is something to look back at since we learned so much. Thanks!

Love this session! I can't wait to utilize it in science!

$311,100

1. Today's training will help me successfully implement district initiatives or instructional expectations.
2. I would recommend this session to other teachers.



Strategic Goal 2

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

NISD PRIORITIES:

Recruit

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

Value

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

Retain

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

Recruit
Value
Retain

Professional Learning Adjustments

To better support our teacher needs:

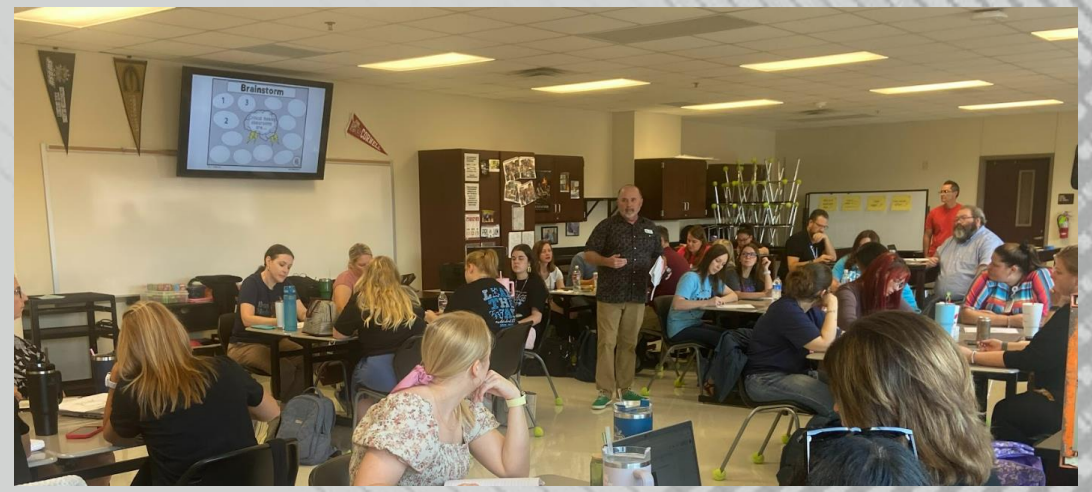
- Added MORE choice sessions
  - District Professional Learning Days
  - Back to School Days
- Offered some asynchronous options for curriculum updates
- Work sessions that offered make and takes so teachers already had materials ready to go
- Book Study options
- After school District PLCs will be on Zoom to save teachers from driving
- Flex time adjustments

Back to School PD Afternoon Learning Sessions

Sessions	Description	Facilitator	1:00 - 1:30	1:35 - 2:05	2:10 - 2:40	2:45 - 3:15	3:20 - 4:00
All - Journey Through the Curriculum	Take this time you explore the YAG, Q1 Scope, assessments, updated learning targets, and new clarifying TEKS documents.	CW - 1:00 - 1:40 CW - 1:45 - 2:25 CW - 2:30 - 3:10 CW - 3:15 - 3:55	Room - Pod	Room - Pod	Room - Pod	Room - Pod	
Navigating Social Studies	Learn strategies to enhance student engagement in social studies while deepening their understanding of historical events.	Allison P. Erika P.	Room - 318		Room - 318		
ELA Learning Targets Trail Guide	Learn more about how to craft and leverage your ELA learning targets while maximizing student understanding and engagement.	Diana M. Kelly A.		Room - 311 - 312	Room - 311 - 312	Room - 311 - 312	
Constructed Response Travel Kit	Gather essential tools and resources to support writing about reading in a one stop shop toolkit!	Caitlin S. Barbi L.	Room - 315 - 316	Room - 315 - 316	Room - 315 - 316	Room - 315 - 316	
The Road to Reciprocity	Maximize how students respond to what they read through merging reading and writing strategies to craft constructed responses.	Kelli P. Nicole P.	319 - 320		319 - 320		
Map Out Routines & Procedures	Ensure your year gets off to the best start with this session on setting up structures for literacy success.	Tonya G.		Room - 318		Room - 318	
Take Off with Technology	Take your teaching to the next level with tech tips, lessons, and Q1 activities.	Brittany H.	Room - 313	Room - 313	Room - 313	Room - 313	
Team Time	Debrief choice sessions and fill out Google Form. Ask questions and build relationships!	Curriculum Writers					3rd - 311 - 312 4th - 315 - 316 5th - 319 - 320

Back to School Changes

- First day back for teachers was a teacher workday.
- Dedicated time for teachers to plan - and had coaches available for support.
- Limited District day to curriculum update and not new learning.
- Decreased campus required professional learning.



2023-2024 School Year	2024-2025 School Year
1 Teacher Work Day	2 Teacher Work Days
.5 Teacher Planning Day	1 Teacher Planning Day
3 Campus Learning Days	2.5 Campus Learning Days
2 District Learning Days	1 District Learning Day
.5 Day for Convocation	.5 Day for Convocation

Welcome HOME to NISD

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 Curriculum & Instruction

- Instructional framework
- TEKS
- Curriculum access & resources
- Planning support

- **252 New Elementary Teachers (36 zero year)**
- **179 New Secondary Teachers (27 zero year)**

- Offered 56 total sessions
  - Some choice sessions
  - Some required sessions
  - New to the profession
  - Veteran teachers
  - Time on their campus with their mentor
- 97% of participants felt ***prepared to begin teaching in NISD*** according to the feedback survey.

431
New Teachers
63
Zero Year

Welcome HOME to NISD

Behavior Framework

Strategic Goal 3

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

NISD PRIORITIES:

Engagement

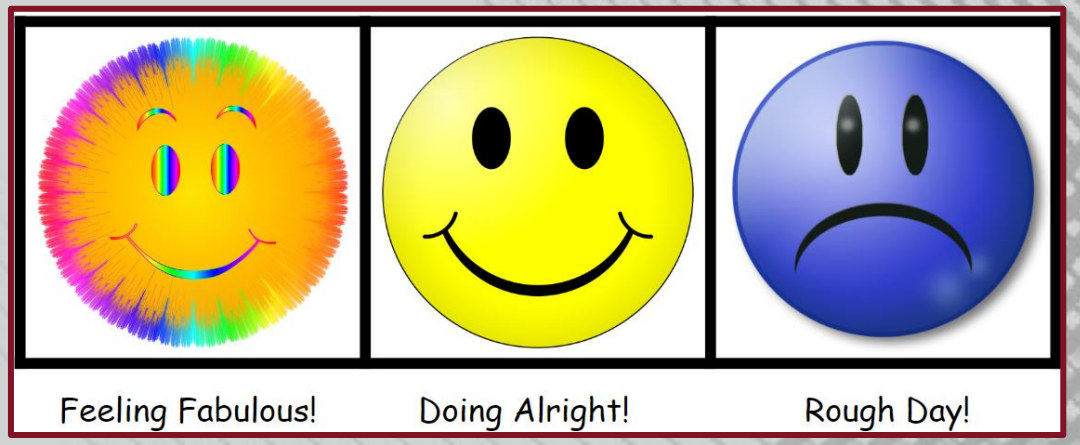
3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

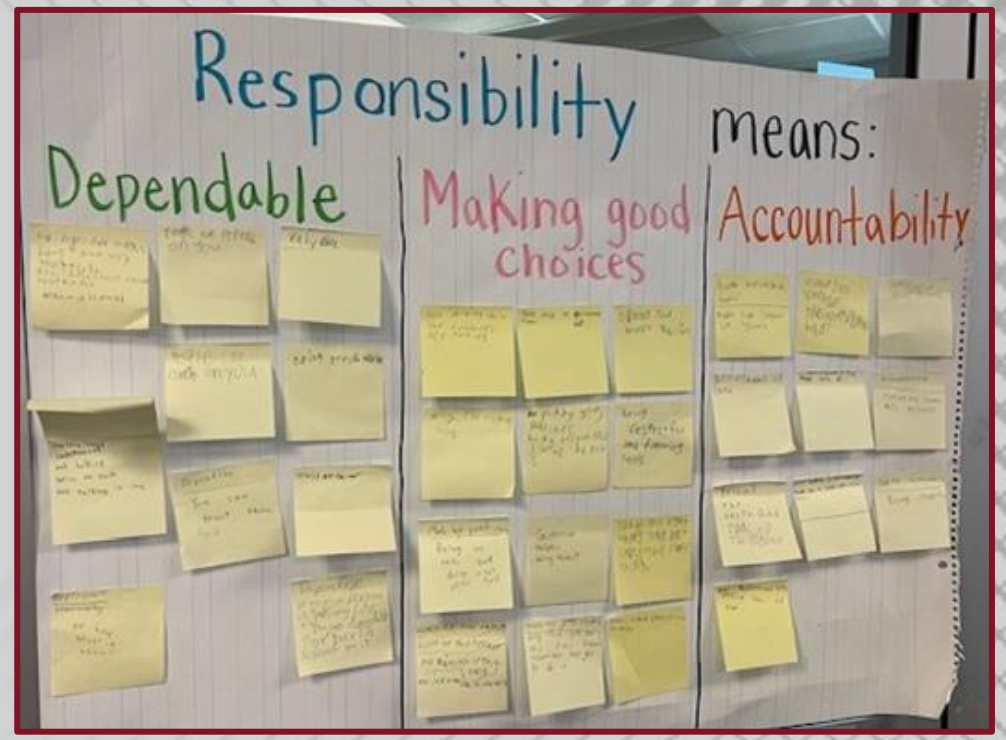
Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.





Growing Leaders

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

Questions