



NORTHWEST ISD

PROFESSIONAL LEARNING EFFECTIVENESS

SEPTEMBER 22, 2025

DESIGNING PROFESSIONAL LEARNING

- Strategic Goals & Priorities
- Instructional Framework
- Curriculum Changes
- Professional Learning Survey
- Professional Learning Advisory Committee
- New Teacher Survey
- Classroom Visits
- Teacher Feedback
- Principal Feedback
- Achievement Data
- State Requirements



STRATEGIC GOALS

2023-2028



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Our Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

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

WHAT SETS US APART

01 Personalized learning through side-by-side coaching

03 Unit previews to support planning for rigorous instruction

05 Differentiated teacher academies designed to meet various needs

02 Asynchronous choice opportunities

04 Job-Embedded Instructional Coaching

06 Curriculum Documents that Recommend High Quality Strategies & Lessons





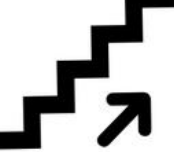

PROFESSIONAL LEARNING OFFERINGS

642 Classes Offered

87,807 Enrolled in Classes

409,105 Hours of Professional Learning Earned

Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

STRATEGIC GOAL 1

Connecting Literacy

- Continued focus on early literacy and content literacy support
- New instructional resources
- Highlighting reading and writing opportunities within the curriculum
- Understanding and calibrating writing rubrics
- Writing across content areas
- Using common instructional language to support student understanding



CONSTRUCTED RESPONSES *using* CER

Central Idea	claim, thesis, or opinion in response to a text-based prompt
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

Strategic Goal 1

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.

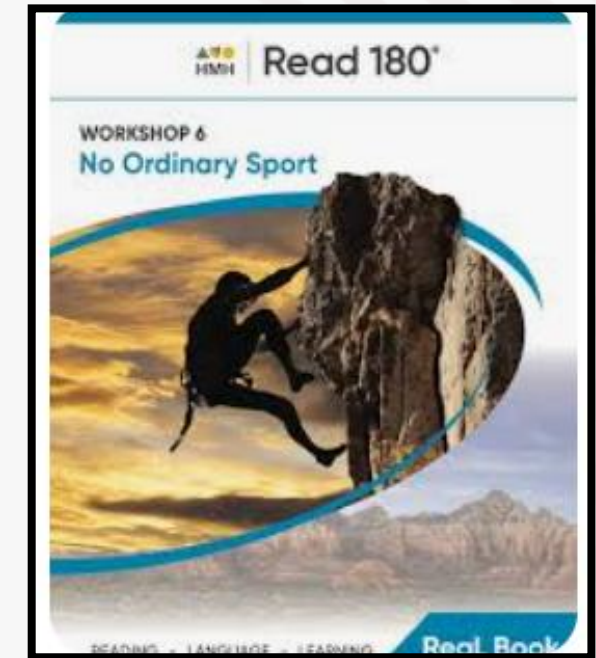
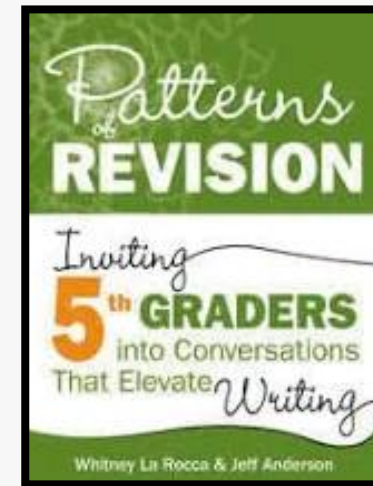
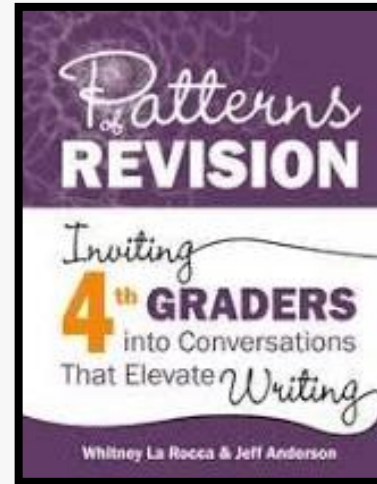
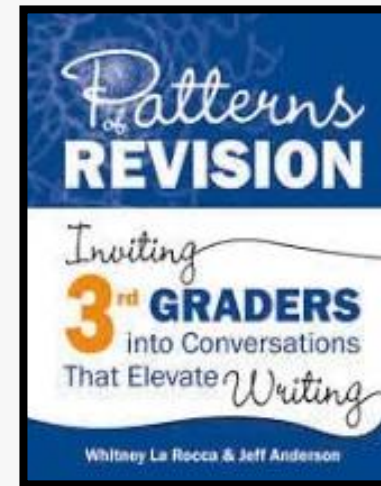
Academic Progress

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 SUPPORT



K-2

- Make & Take Sessions
- Choice Sessions to create UFLI Games
- Coaches modeled lessons
- After school UFLI PLCs
- All teachers had support

K +5 points
1st +3 points
2nd +2 points

+3-7 points in a year's growth

Outperform State & Nation by 7-16%

3-5

- Incorporate Patterns of Revision in the Curriculum
- Train teachers on the new resource
- Model lessons
- Coaching cycles & feedback

3rd grade grew in organizing drafts with purposeful structures. +10

4th grade grew in sentence structure, coherence, and clarity. +13

5th grade grew in focus, structure, and coherence. +5

6-8

- Lit Lab curriculum resources new with strategic support in:
- 4 PLCs to analyze data and unpack coming units
- Shared planning times supported by C&I

High growth on MAP

45% increase on STAAR passing

Student confidence

ACADEMIC PROGRESS

Formative Assessment

- Professional Learning
 - Unpacking TEKS
 - Backwards Design
 - Lesson Planning
 - Leveling up Learning Targets
 - Questioning
- Curriculum Supports
 - TEKS Clarifying Documents
 - Assessment Suggestions
 - Question Stems
 - Backwards Design Documents tied to Resources & Reteaching

Question Stems

5th Reading STAAR Question Stems

[Lead4Ward Released Item Analysis Tool](#)

TEKS/Student Expectation	R or S	Item #	Question Stem 2021, 2022, 2023, 2024, 2025	Genre
5.6F make inferences and use evidence to support understanding	R	14	Which statement expresses an idea found in BOTH the article "____" and the poem "____"?	Poetry/Informational
		15	How does the author of the article "____" appreciate the accomplishments of others DIFFERENTLY than the poet of the poem "____"?	Poetry/Informational
		16	Which idea about change is developed in BOTH the article "____" and the poem "____"?	Poetry/Informational
		17	How are the authors' purposes for including information about family in the article "____" and the poem "____" DIFFERENT?	Poetry/Informational
		16	What is DIFFERENT about how ____ develops her style in the story "____" and how ____ developed his ____ in the article "____"?	Fiction/Informational
		17	What idea about ____ is expressed in BOTH the story "____" and the article "____"?	Fiction/Informational
		18	What is a DIFFERENCE between the author's message in the story "____" and the article "____"?	Fiction/Informational
		5.6G evaluate details read to determine key ideas	R	7
12	Based on the information from paragraph #, the reader can conclude that (character/main topic from paragraph) --			Informational
15	Read paragraph # from the story "(title of the text)." (Paragraph inserted here in a box.) Based on the paragraph, what can the reader inform about (Character)?			Fiction
20	What is the most likely reason the poet refers to the (object in the text) as a ("word from text") in lines #-# of the poem "(title of poem)"?			Poetry
21	Based on stanza # (lines #-#) of the poem "(title of poem)," the speaker most likely feels --			Poetry
23	Read lines # through # from the poem "(title of poem)." (Lines inserted here in a box.) These lines suggest that the speaker thinks --			Poetry
33	From the information presented in paragraph #, what can the reader conclude about (character)?			Informational
7	What can the reader infer about ____ based on line ____?			Drama
36	In paragraphs ____ and ____, what can the reader infer about ____?			Fiction
3	Based on the details in paragraph ____, what can the reader infer ____?			Informational
5.6G evaluate details read to determine key ideas	R	11	What key idea do the details in the section ____ support?	Argument
		31	The details in paragraphs ____ and ____ support the key idea that ____ and ____.	Informational
		2	What key idea is supported by the details in paragraph ____ and ____?	Informational
		20	Which details from paragraphs ____ through ____ demonstrate the key idea that the characters are ____?	Fiction
		3	In paragraph 4, the details about kelp fibers support the key idea ____.	Argument

Assessment Suggestions

- 5.6(B) - Generate Questions
- 5.6(G) - Evaluate Details/Key Ideas
- 5.9(D)iii - Identify Organizational Patterns
- Unit 1C Quick Check

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.

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.

Distributive Property
Equivalent
Function
Coefficient

Constant
Equation
Variable

Inverse Operations

SOLVING EQUATIONS WITH ONE VARIABLE

STEP 1: IDENTIFY $2(4x - 3) - 5 = 4 + 2x$
 $8x - 6 - 5 = 4 + 2x$

STEP 2: COMBINE LIKE TERMS $8x - 11 = 4 + 2x$
 $8x - 11 = 4 + 2x$

STEP 3: MOVE SMALLER VARIABLE $8x - 11 = 4 + 2x$
 $6x - 11 = 4$

STEP 4: REVERSE OPERATIONS OF CONSTANT $6x - 11 = 4$
 $6x = 15$

STEP 5: SOLVE $6x = 15$
 $x = 2.5$

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.

3Science.Q1.Matter, Force & Motion CBA Backwards Design

Item/Question Type	Answer	TEKS R or S	Concept Assessed	Curriculum Connection	Implications for Instruction (For teacher planning)	Potential Resources for Additional Support and Reteaching
1 Multiple Choice	D	3.6C	Identifying changes in states of matter	T1E2: Literacy Station; Key Ideas Presentation and Video	Results of heating and cooling Diagram of changes (freezing, evaporating, melting)	Topic 1: Topic Reteach Reteach Presentation & Activity What is matter?
2 Multiple Choice	A	3.6B	Identifying states of matter	T1E2: Literacy Station; Key Ideas Presentation and Video	Incorporate bubbles into closing. Liquid filled with a gas	Topic 1: Topic Reteach Reteach Presentation & Activity. What are states of matter?
3 Multiple Choice	B	3.6A	Relative density - observations drawing conclusions	T1E1: Everyday Phenomenon Video; Explore - Hands On Station; Key Ideas Presentation	Density (only referred to as sink and float in 3rd) Only exposed to solids sinking and floating, need exposure to liquids	Topic 1: Topic Reteach (5th) Reteach Presentation & Activity How can matter be described?
4 Inline Choice	Stronger Safer	3.6D	Assessing different materials for engineering purposes	T1E3: Anchoring Phenomenon, STEAM Station, Literacy Station; Key Ideas Presentation	Drop down item type - testing Purpose of combining materials and the result. Stronger/weaker	Topic 1: Topic Reteach Reteach Presentation & Activity What is matter?
5 Multiple Choice	B	3.6C	Identifying changes in states of matter	T1E2: Literacy Station; Key Ideas Video	ID change from liquid to solid	Topic 1: Topic Reteach Reteach Presentation & Activity What is matter?
6 Hot Text	Flows out when poured	3.6B	Identifying states of matter by physical properties	T1E2: Literacy Station; Key Ideas Presentation and Video	Hot text - new item type Supporting a claim language Evidence of something being a liquid	Topic 1: Topic Reteach Reteach Presentation & Activity. What are states of matter?
7 Multiple Choice	D	3.6C	Identifying states of matter	T1E2: Literacy Station; Key Ideas Presentation and Video	Scenarios of things changing states due to heating and cooling.	Topic 1: Topic Reteach Reteach Presentation & Activity. What are states of matter?
8 Inline Choice	Celsius Thermometer Mass	3.6A	Science tools	T0: SEPs and Themes Preview	Purpose of tools - intentional instruction when using a tool what they are used for, units measured in, etc	SEPs and Themes Preview-Plan and Conduct an Investigation
9 Multiple	D	3.6B	Identifying states of matter	T1E2: Literacy Station; Key Ideas Presentation	Classification of a liquid. Maybe	Topic 1: Topic Reteach Reteach Presentation & Activity.

LITERACY LAB

TODAY I WILL Participate in academic discussion.

SO I CAN share and compare ideas about a video using new vocabulary and academic words.

I KNOW I'LL HAVE IT WHEN I can use academic words in discussion and my writing.

August 19, 2025

6TH

Today I will identify reasons for English, Spanish, and French exploration
 So I can understand motives for European Exploration
 I know I have it when I can explain at least two key reasons for each country's exploration

On-Level

Today I will... explore area models and numeric expressions

So I can... identify parts of an expression (product/factors), decompose a side length into a sum of 2+ parts, and recognize uses of distribution.

I'll know I have it when... I can apply the distributive property to rewrite a product.

Skill -	
TEKS:	
Today I will...	
so I can...	
I know I'll have it when...	

SCIENCE

LEARNING TARGET

- I will examine the parts and properties of bodies of water
- So I can classify puddles, ponds, streams, rivers, lakes and oceans as freshwater and saltwater.
- I know I have it when I can accurately classify these bodies of water between freshwater and saltwater

Sample 6th grade ELA Learning Target:

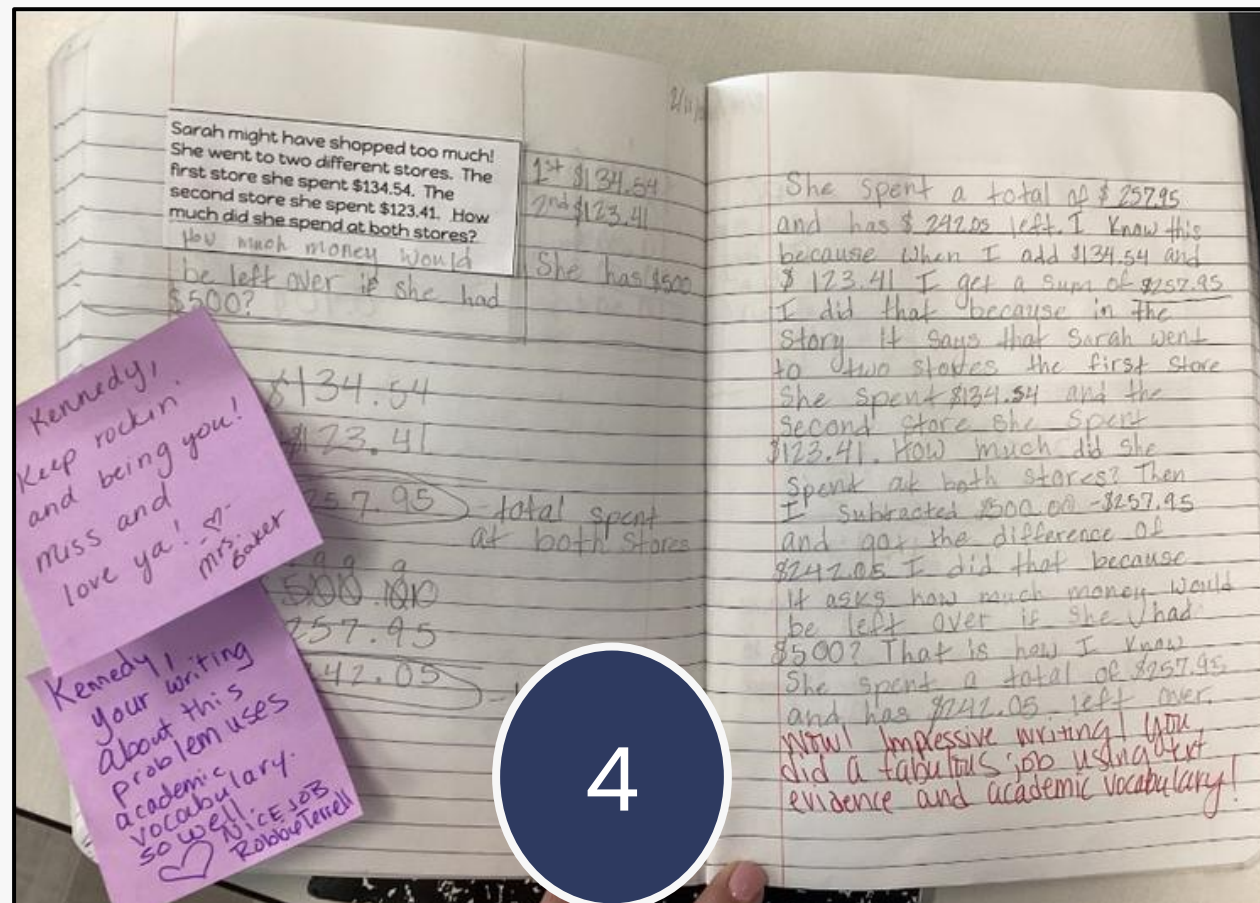
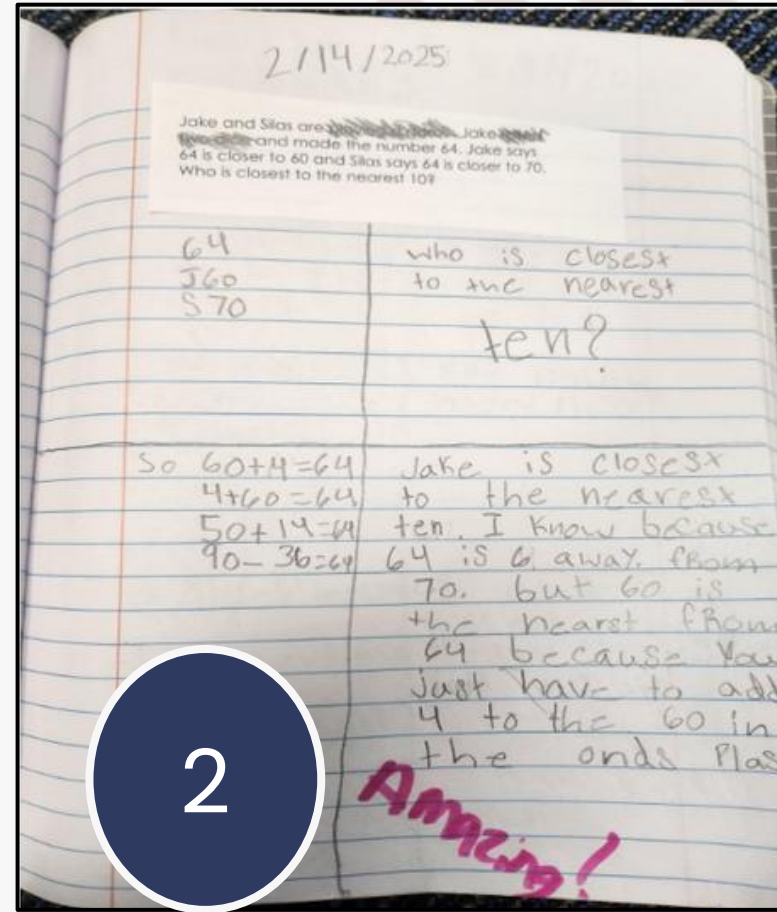
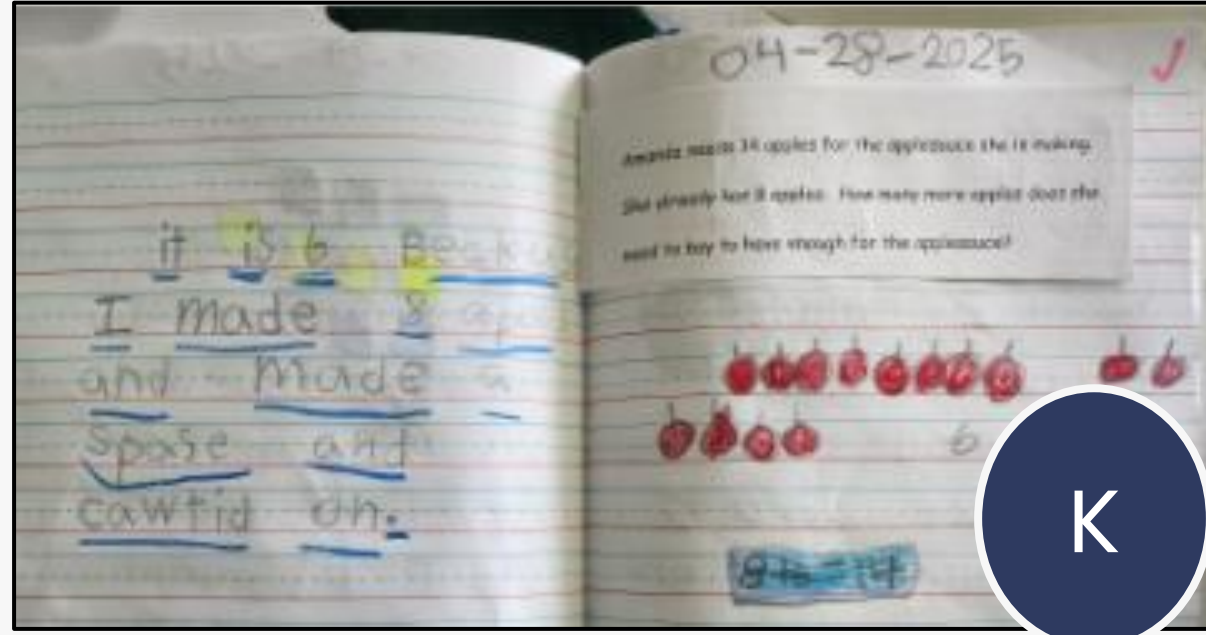
Today I will... analyze how characters' internal and external responses help develop the plot of a story

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.

ACADEMIC PROGRESS

Growth in computational thinking and algebraic reasoning



- Intentional PL centered around Reporting Category 1 and 2
- AP support and learning walks
- Frequent feedback
- Frequence formative checks embedded into curriculum

STAAR 2025 vs STAAR 2024	Reporting Category 1 Numerical Representations & Relationships	Reporting Category 2 Computations & Algebraic Reasoning
3rd Grade	+4%	-5%
4th Grade	+1%	+10%
5th Grade	+11%	+1%

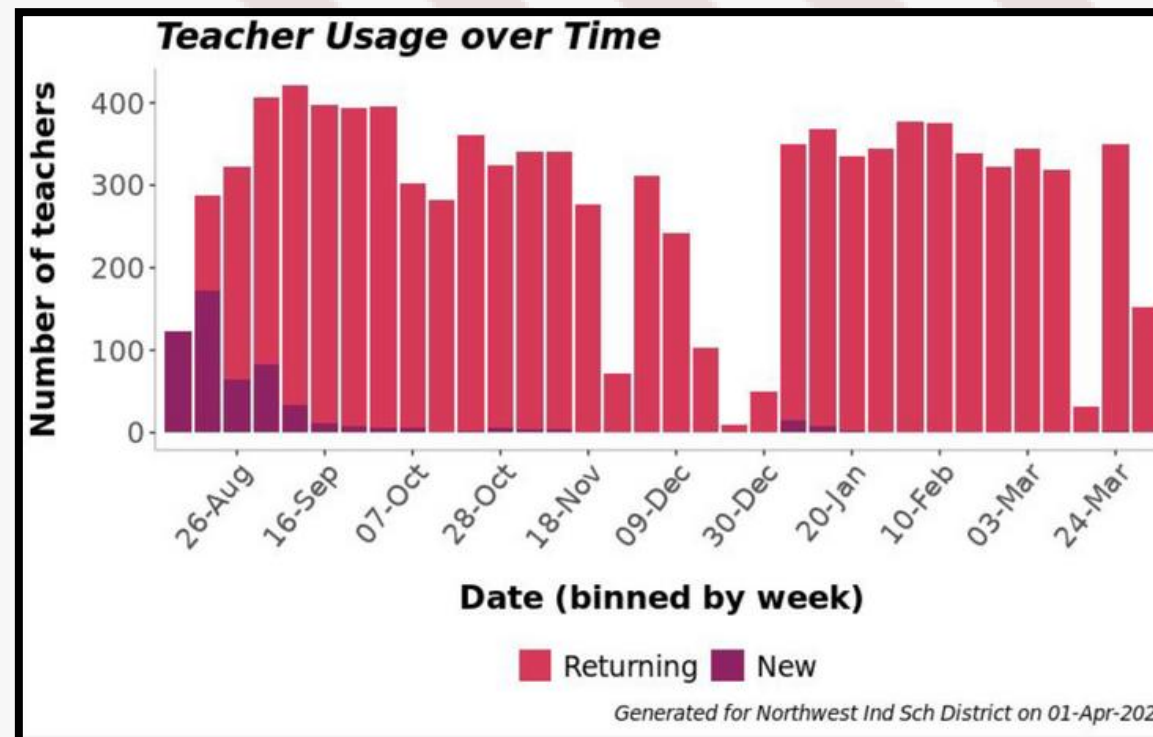
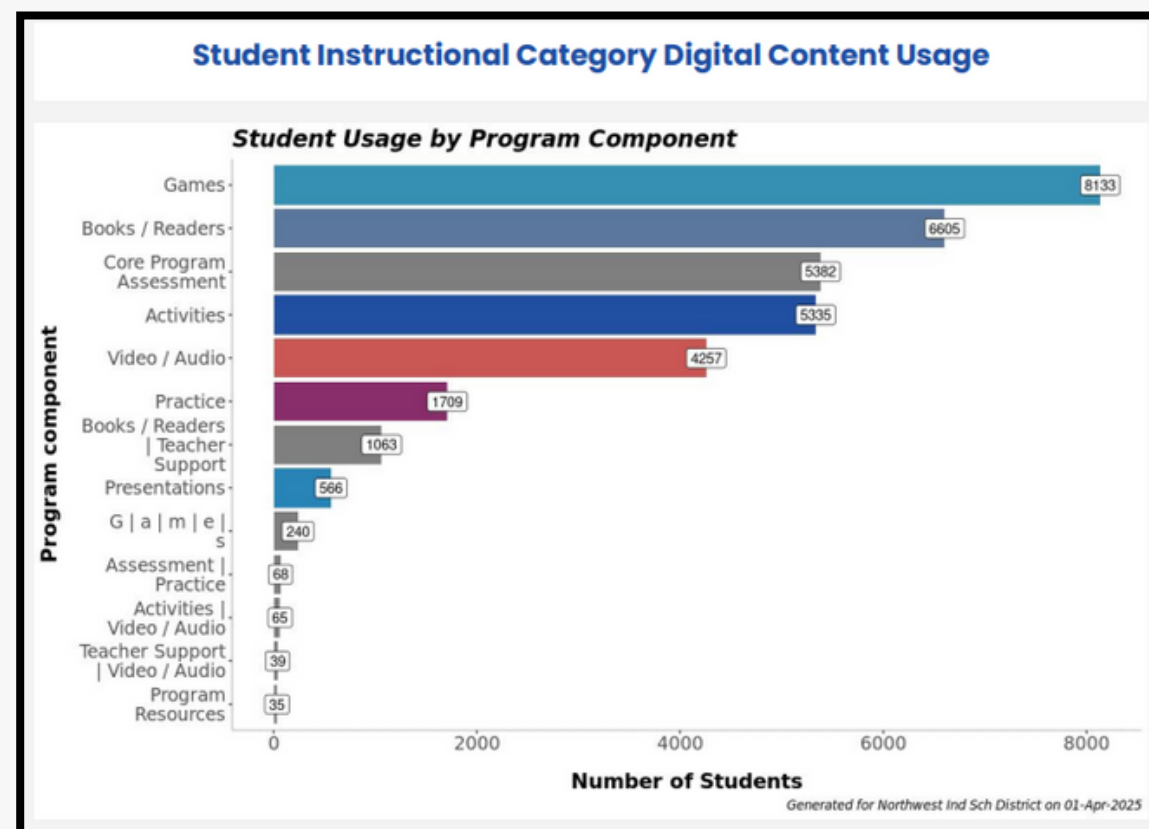
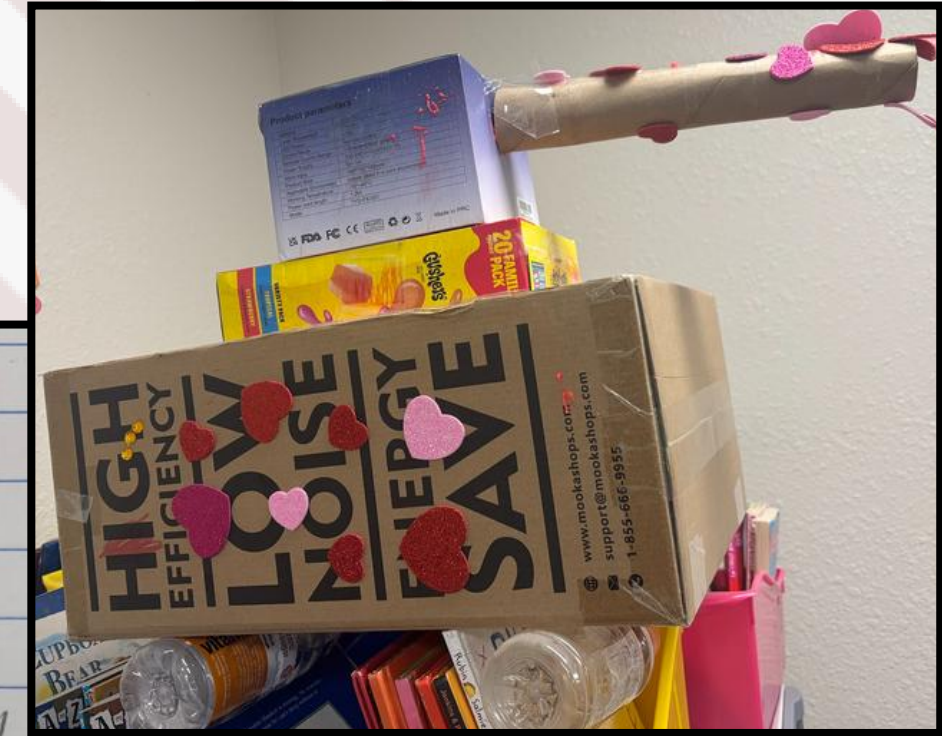
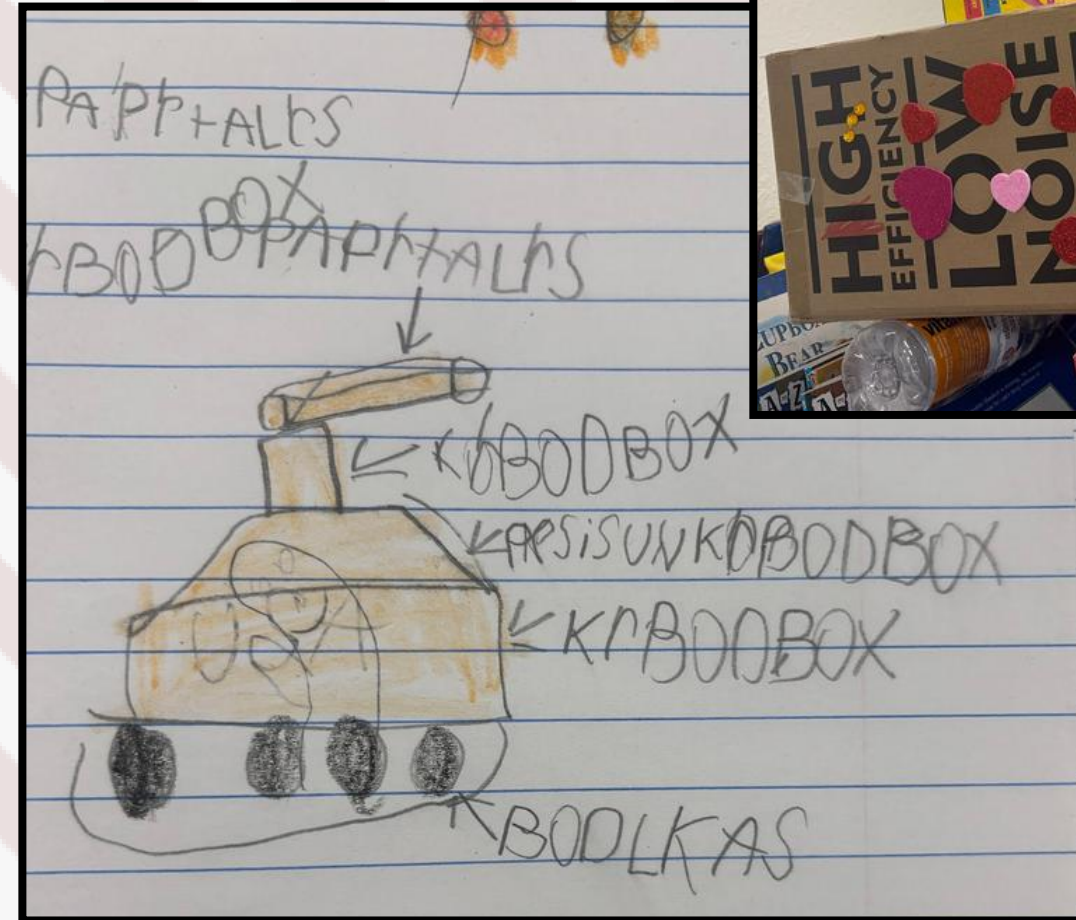
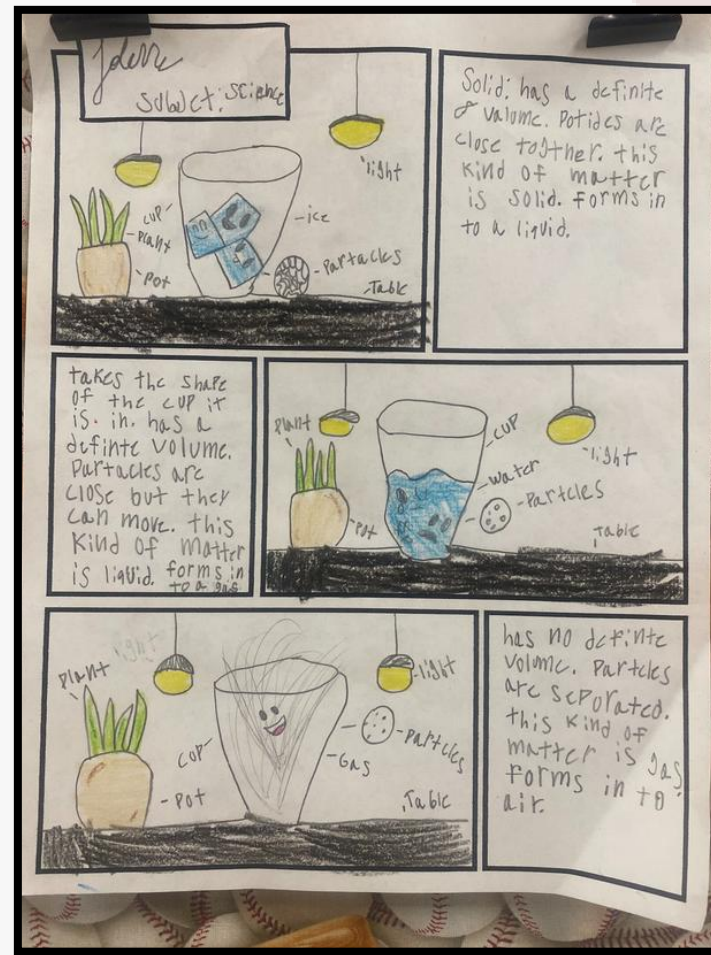
Spring 24-25 MAP vs. Spring 23-24 MAP

NISD students showed higher Mean RIT scores for both Reporting Category 1 and Reporting Category 2 grades 3, 4 and 5 than the previous grade-level cohort.

ACADEMIC PROGRESS

New Science Standards and Adoption Resources

- Introduced new science standards a year before they went into effect
- PL on Savvas resource
- Modeled lessons
- Coach support
- Learning Teams



STRATEGIC GOAL 2

Recruit > Value > Retain

We strive to meet the needs of our staff through

- Feedback on professional learning all year long
- Coaching support
- Job-embedded professional learning
- Choice options for professional



Most Beneficial Training	Responses
Welcome Home	50
New Teacher Academy	44
District PLCs	35
Foundations of Technology	29
Orientation with Human Resources	19
ENGAGE Professional Learning Institute	18
I was a late hire and did not attend new teacher training	15
T-TESS Orientation Training	4

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.

NISD PRIORITIES:

Recruit

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

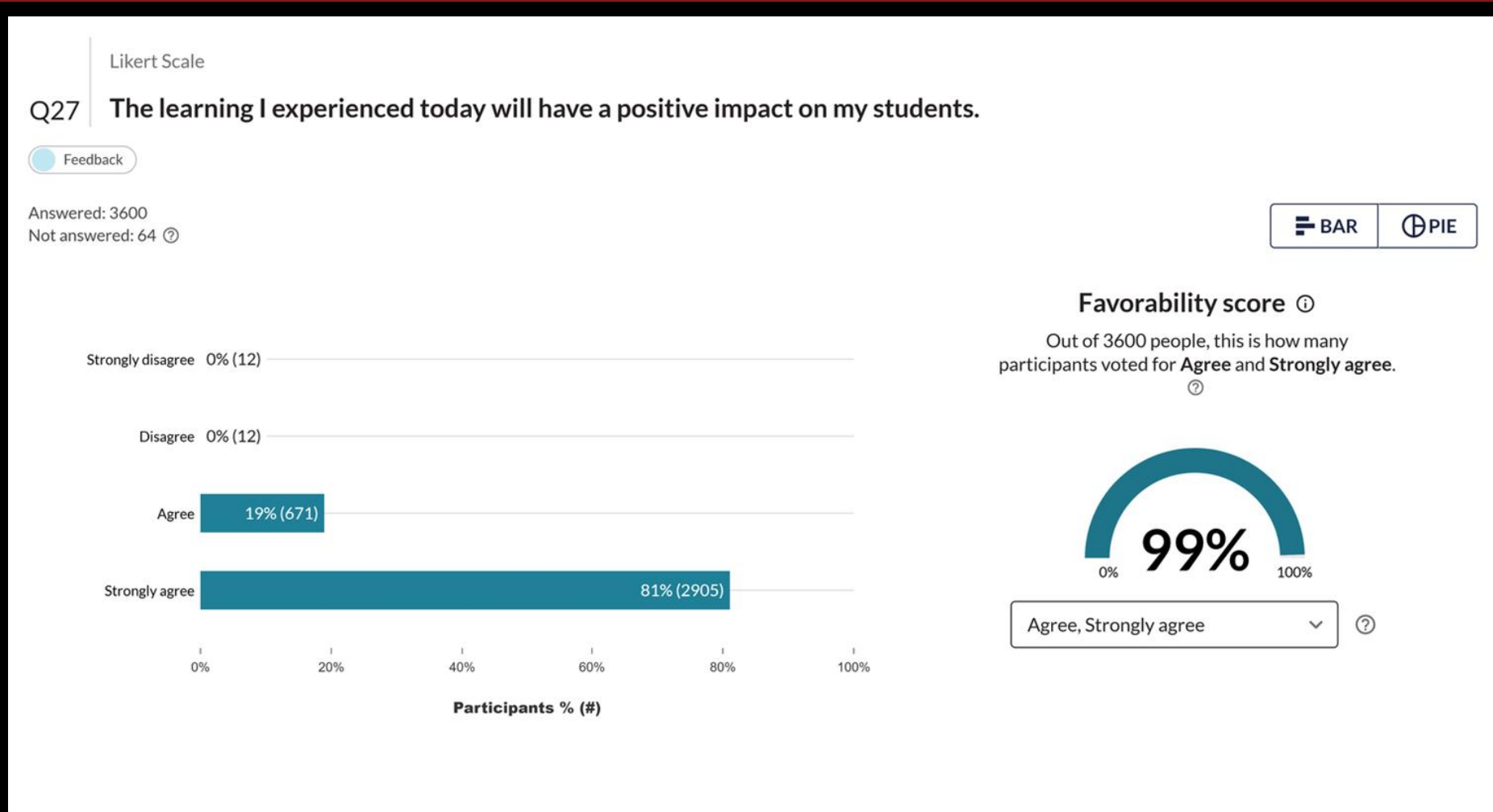
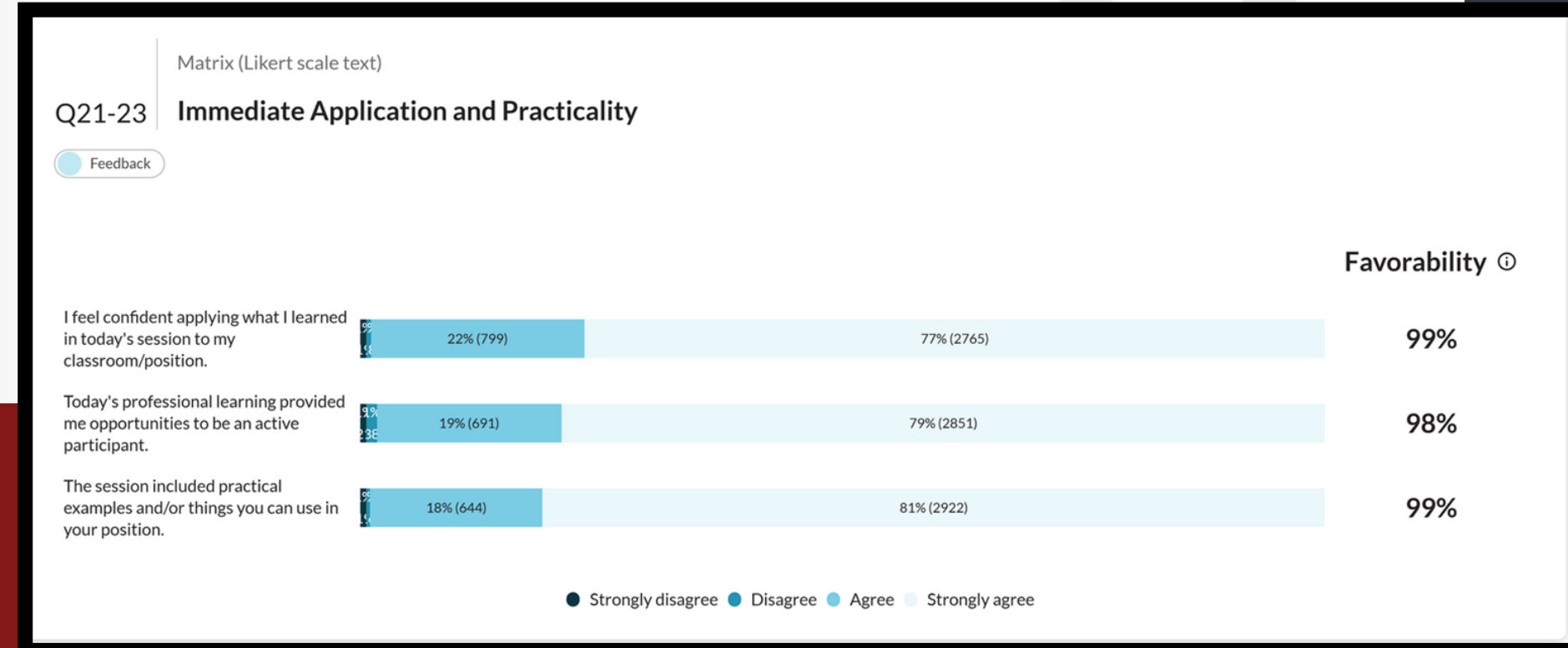
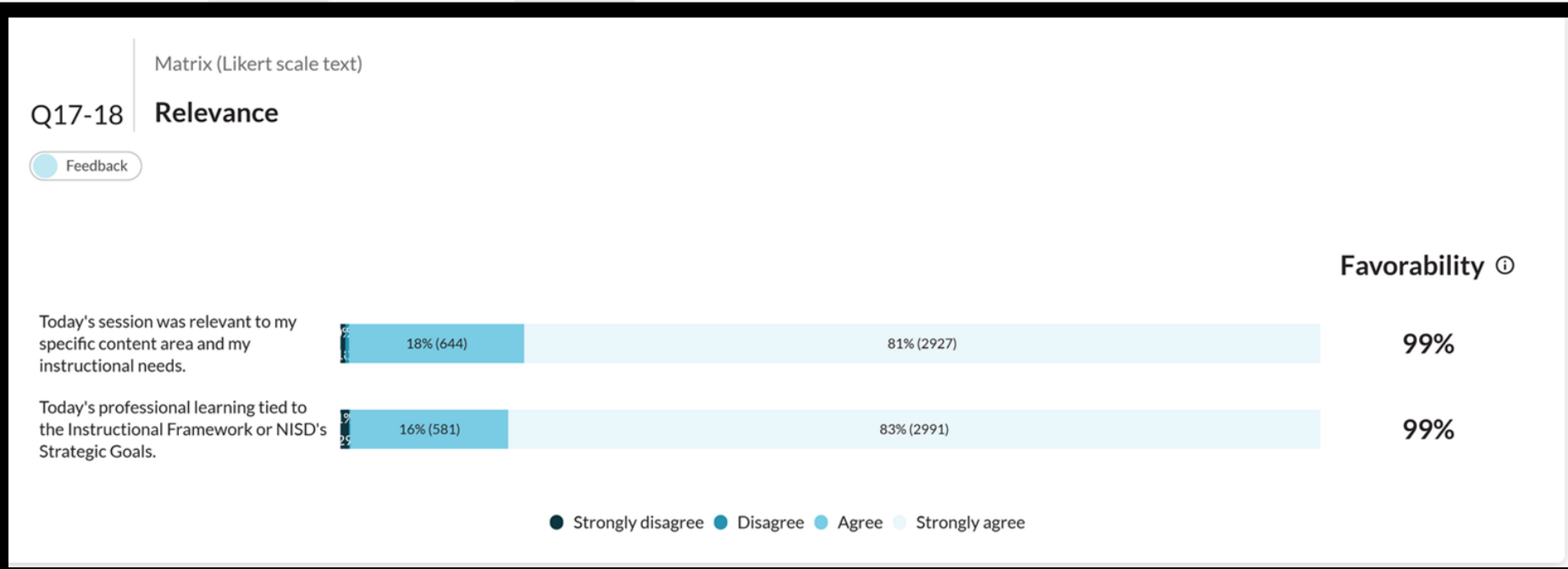
Value

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.

STRATEGIC GOAL 2

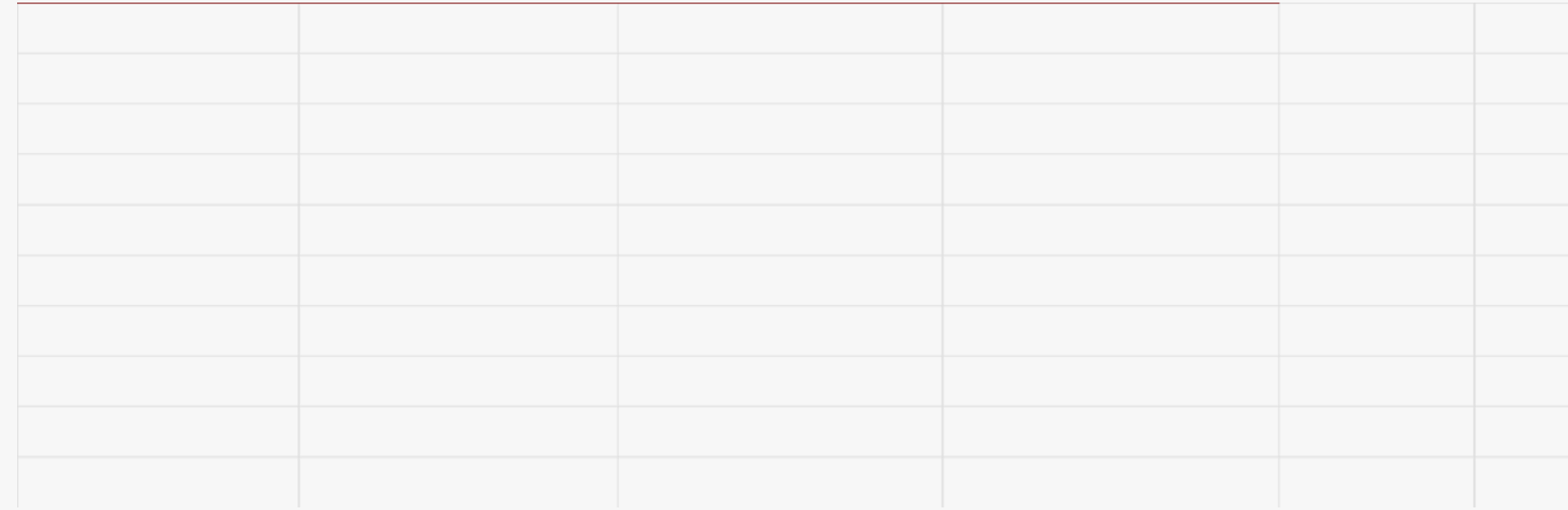




LEARN • PLAY • WIN

Most Attended Session Topics

- Engaging with Parents
 - Dealing with Conflict
 - Communication and Involvement
- Differentiation Sessions
 - Meeting all students needs
 - AI and Differentiation
- Technology Sessions
 - AI Sessions – Teacher Effectiveness
 - Using Tools and Resources
 - Lightspeed
- Behavior Support
- Student Engagement

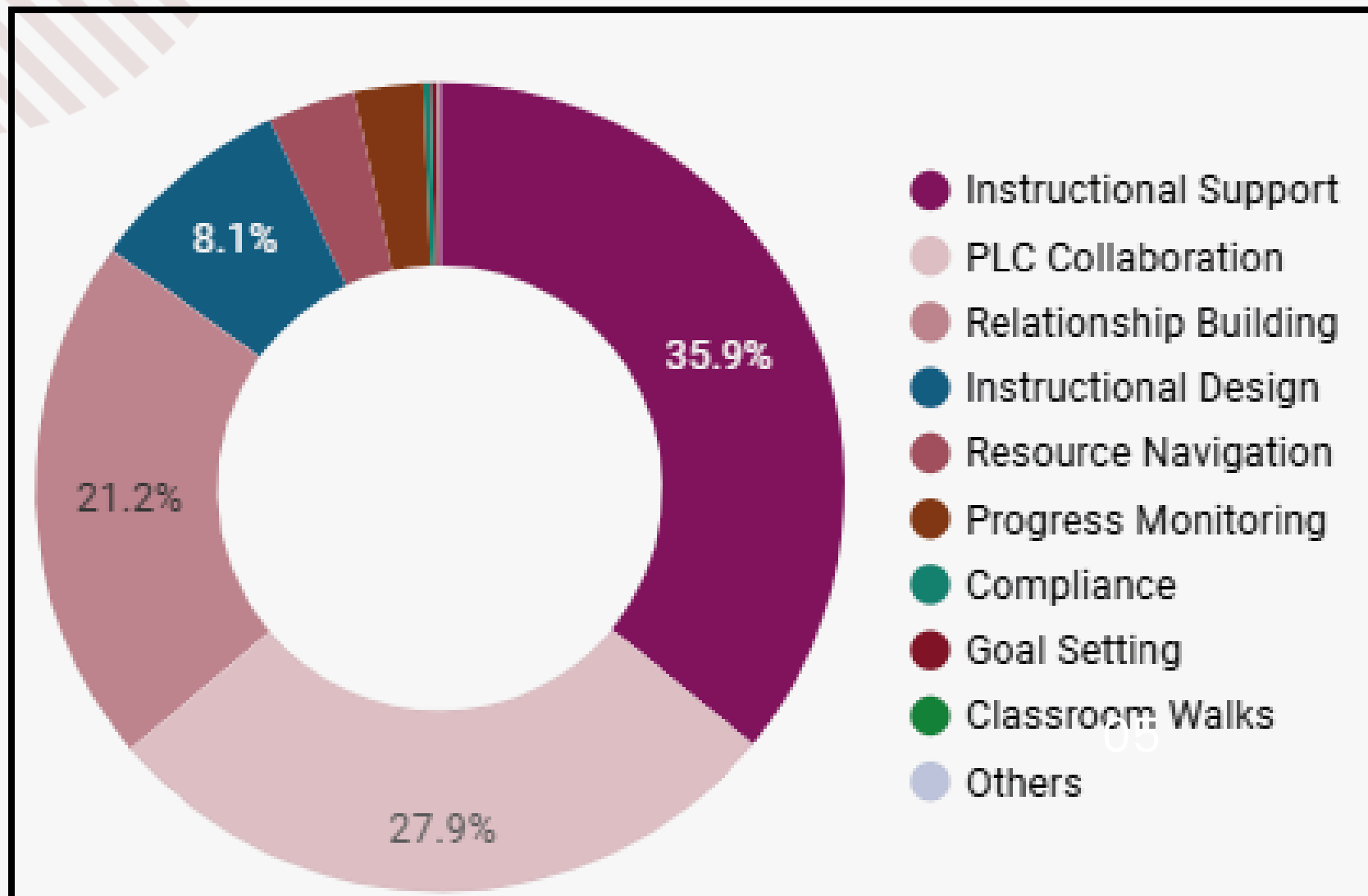


COACHING SUPPORT



18,853 coaching interactions

Average 524 interactions per campus



Direct correlation to the campuses that received the most coaching support and campuses that increased in their A-F state rating



Questions