



Professional Learning Effectiveness

September 14, 2026

The NISD Advantage



Personalized Pathways

Differentiated academies and multiple-choice options designed to meet teachers precisely where they are in their growth journey.



Data-Driven Alignment

Curriculum explicitly engineered from student data, targeted district goals, and continuous administrative feedback.



Job-Embedded Support

Transitioning from the seminar room to the classroom with intensive, side-by-side instructional coaching and unit previews.



353,855
Hours of Professional Learning Earned



89,895
Enrolled in Classes



551
Unique Classes Offered

A Culture of Learning

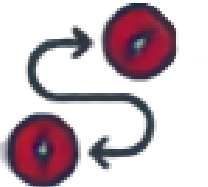
P Participate positively



L Listen and share perspectives with respect



N Navigate learning with a growth mindset



I Identify how learning applies to work



S Set goals and plan next steps

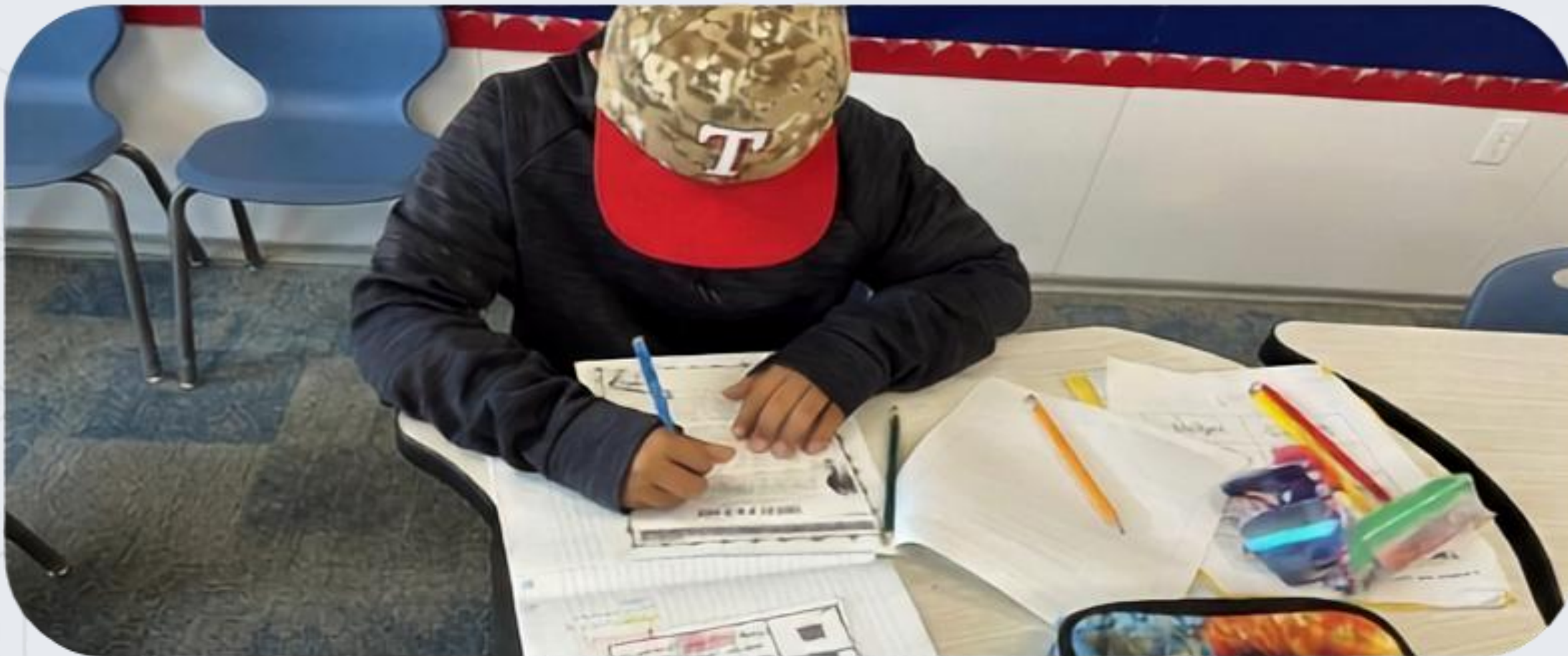


D Demonstrate professionalism



Strategic Goal 1: Connecting Literacy & Academic Progress

- Continued focus on early literacy and content literacy support
- Reading and writing across contents
- Highlighting reading and writing opportunities within the curriculum
- Using common instructional language to support student understanding



1.1: Literacy

Annually increase proficiency to reach or exceed grade-level standards.

1.2: Academic Progress

Achieve individualized goals to reach a year's growth or more in all contents.

1.3: CCMR

Graduate life-ready and prepared for career, college, or military service.

Literacy Experts & Implementation

Dr. Donyall Dickie

- ✓ Worked with all principals to highlight exposure to complex texts
- ✓ Focus on citing textual evidence & writing from 2+ sources
- ✓ Building conceptual understanding of academic language
- ✓ Execution: Model lessons alongside teachers



Tosh Mcgaughy

- ✓ Focus on targeted revising skills
- ✓ Driving authentic text interaction in the classroom

Successful Math Adoption Strategy

The Rollout Phase



May

Early access to materials secured before school year end

Pre-ENGAGE

10 dedicated opportunities for Savvas Implementation training

ENGAGE & Back-to-School

Targeted implementation training and lesson internalization planning

The Classroom Impact

These are other intentional sessions we offered that centered around the resource during the summer

Timely assessments that matter.

Routines rooted in problem-solving and discourse.

Building fluency through hands-on games.

Using Savvas specifically for small-group success.

Equipping Teachers for Academic Progress

Professional Learning Focus

-  Unpacking TEKS
-  Backwards Design
-  Lesson Planning
-  Leveling up Learning Targets
-  Effective Questioning



Curriculum Supports Provided

-  TEKS Clarifying Documents
-  Assessment Suggestions
-  Question Stems
-  Backwards Design Documents tied to resources & reteaching

Moving from TEKS to the Test Lesson by systematically unpacking standards and reverse-engineering the assessment.

ACADEMIC PROGRESS

Formative Assessment

Professional Learning

- Unpacking TEKS
- Backwards Design
- Lesson Planning
- Leveling up Learning Targets
- Questioning

Curriculum Supports

- TEKS Clarifying Documents
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Question Stems

5th Reading STAAR Question Stems
[Lead4Word 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
		7	Why is (Character's) experience with (event) important to the plot?	Fiction
5.6G evaluate details read to determine key ideas	R	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 infer 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 # and # 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
5.6G evaluate details read to determine key ideas	R	3	Based on the details in paragraph ____, what can the reader infer ____?	Informational
		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.

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Distributive Property
• Equivalent
• Function
• Coefficient
• Inverse Operations

Constant
• Equation
• Variable

Solving Equations with One Variable

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

STEP 2: COMBINE LIKE TERMS
 $8x - 1 = 4 + 2x$
 $8x - 2x - 1 = 4$
 $6x - 1 = 4$

STEP 3: MOVE SMALLER VARIABLE
 $6x - 1 = 4$
 $6x = 4 + 1$
 $6x = 5$

STEP 4: INVERSE OPERATION OF CONSTANT
 $6x = 5$
 $x = \frac{5}{6}$

STEP 5: SOLVE
 $x = \frac{5}{6}$

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:

STRATEGIC GOAL 2

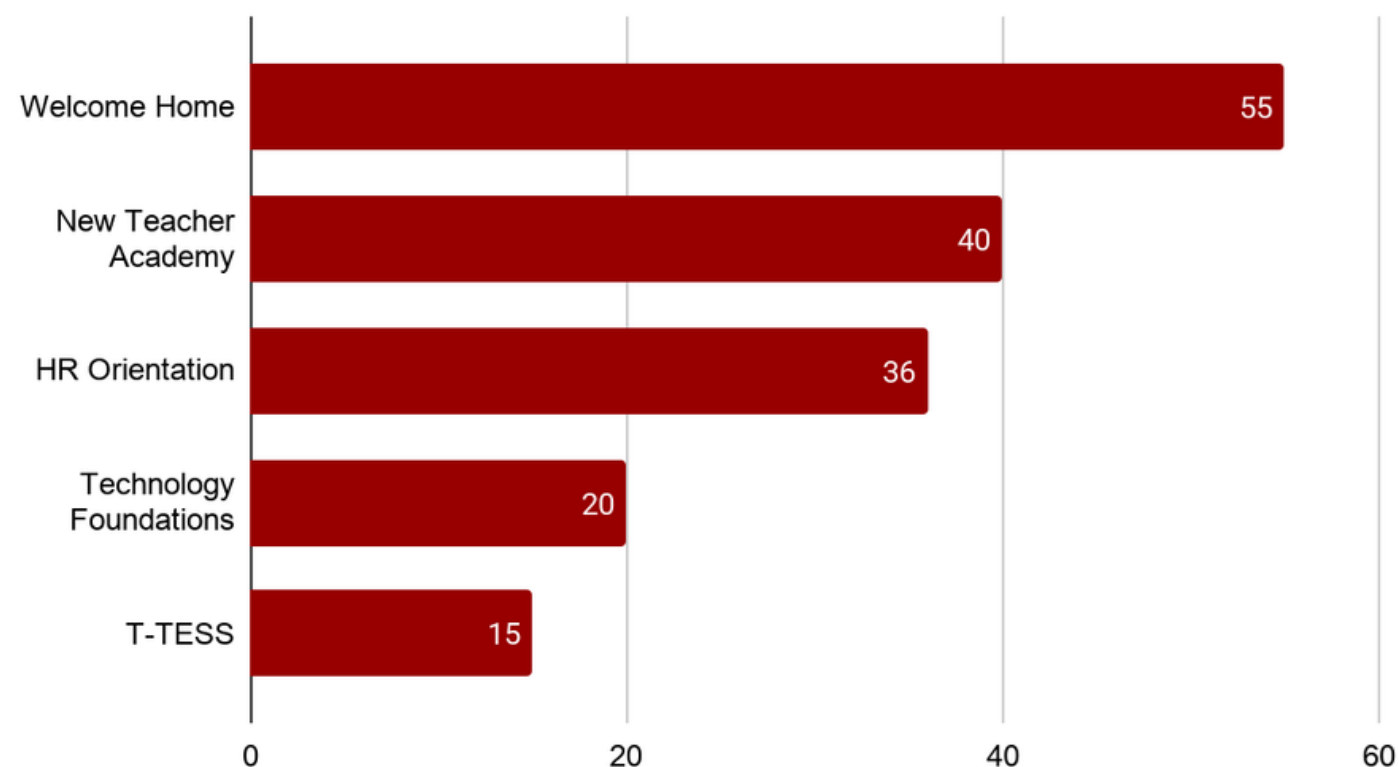
Recruit > Value > Retain

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 learning



Most Beneficial Trainings



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.

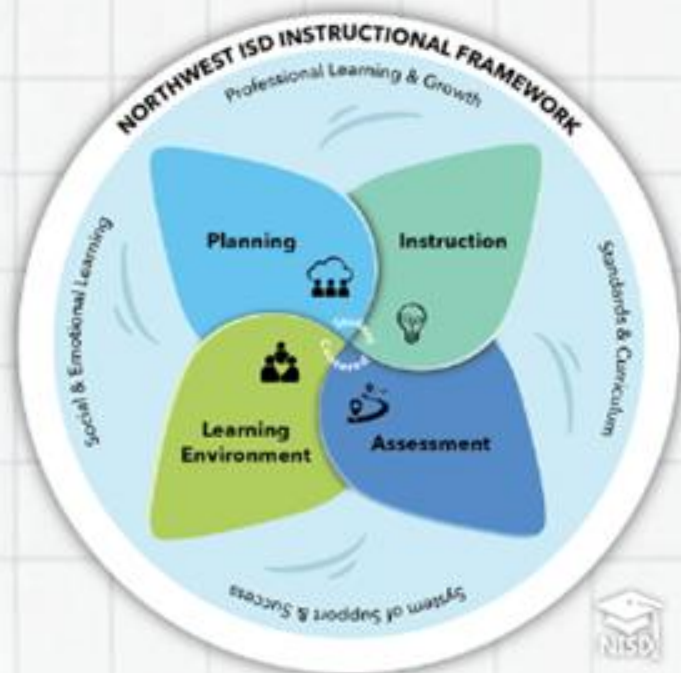
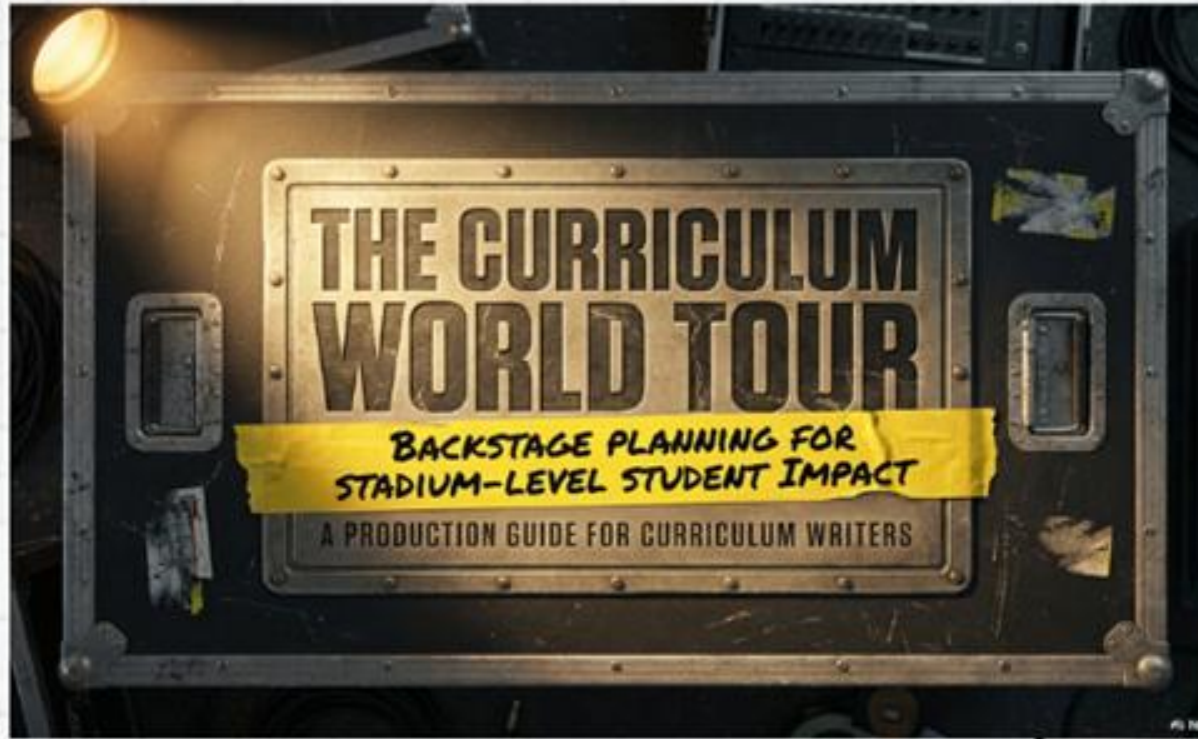
Value

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.

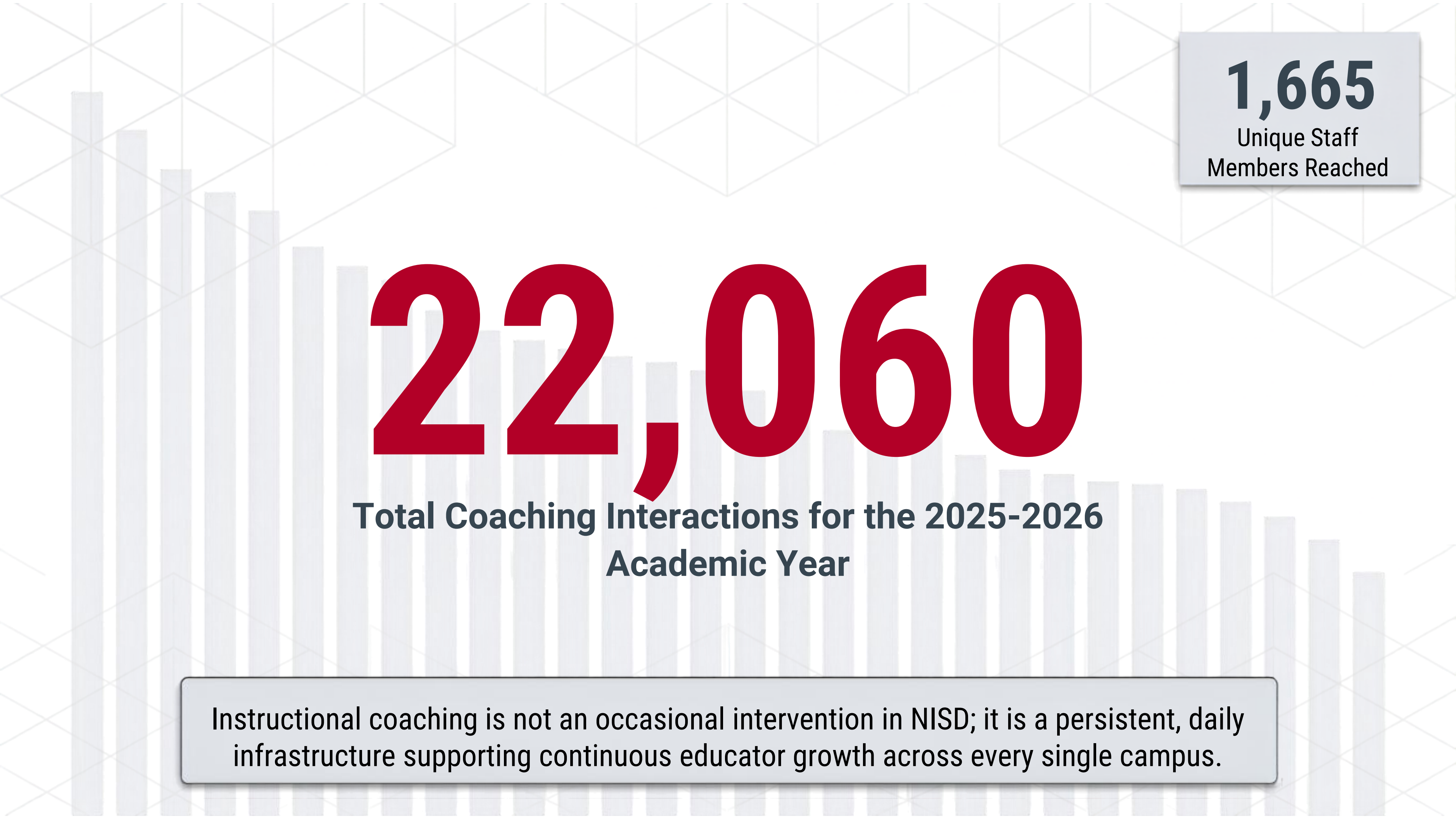
Strengthening Core Instruction Through Curriculum Development



Curriculum Writing Academy

Audience: All NISD Curriculum Writers

- ✓ Aligning to the NISD Instructional Framework
- ✓ Evaluating district initiatives and instructional tasks
- ✓ Practicing strong instructional strategies
- ✓ Standardizing understanding of standards and the curriculum writing template



1,665

Unique Staff
Members Reached

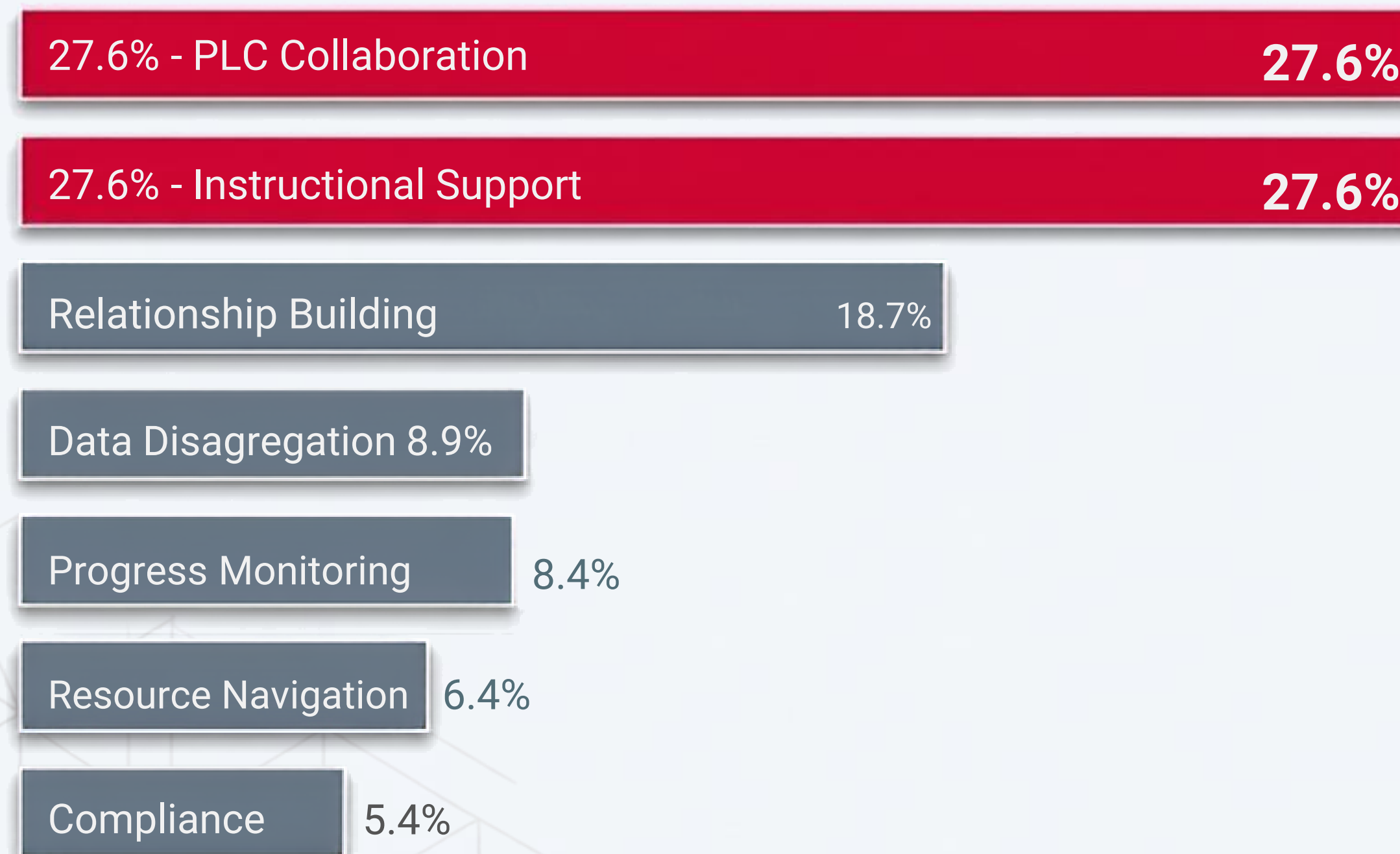
22,060

**Total Coaching Interactions for the 2025-2026
Academic Year**

Instructional coaching is not an occasional intervention in NISD; it is a persistent, daily infrastructure supporting continuous educator growth across every single campus.

How Coaches Spend Their Time

Interaction Breakdown



Over **55%** of all coaching bandwidth is dedicated strictly to collaborative planning and direct instructional support.

ENGAGE 2026: The Premier District Learning Event

July 21–23, 2026 | Northwest High School



Scale

Over 200 sessions spanning all content areas and grade levels.



Relevance

Engaging, highly applicable topics built for immediate classroom use.



Expertise

Led by NISD classroom experts, returning favorites, and dynamic new voices.



Culture

A strict focus on fun, fellowship, and community building.



Filter By Type

Instruction

Learning Environment

Planning

Professional Practices and Responsibilities

Professional Practices & Responsibilities

CONTENT AREA

Audience

TOPIC

Assessment

Behavior

Content Literacy

Data

Differentiation

Edugence

Formative Assessment

GT Update

Instructional Strategies

Leadership

Literacy

PLCs

Support Services

Technology

3

Days

212

Sessions

1,048

Participants

3,866

Responses

Feedback & Satisfaction

Impact (3.84/4.0)

Will have a positive impact on students.

Application (3.84/4.0)

Included practical examples to use in position.

Alignment (3.82/4.0)

Relevant to specific content area/ instructional needs.

Engagement (3.82/4.0)

Provided opportunities to be an active participant.

Confidence (3.81/4.0)

Feel confident applying learning to classroom.

Scale & Effort

409,105
Hours of
Intentional
Learning



Job-Embedded Support

22,060
Targeted
Coaching
Interactions



Measurable Impact

3.84 out
of 4.00
Professional
Learning
Effectiveness



Thank You

