

Professional Learning in Northwest ISD

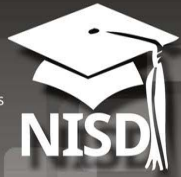
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Every Student Future Ready

Core Beliefs

1. Kids come first
2. Continuous improvement is essential for future success
3. The success of each student is the shared responsibility of students, families, schools, and communities
4. Environment influences learning



Vision

The best and most sought-after school district where every student is future ready:

- Ready for college
- Ready for the global workplace
- Ready for personal success

Mission

Northwest ISD, in partnership with parents and community, will engage all students in a premier education, preparing them to be successful, productive citizens.

Strategic Goals

Goal 1
Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2
Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Goal 3
Northwest ISD will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4
Northwest ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Goal 5
Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Northwest
INDEPENDENT SCHOOL DISTRICT

Profile of an NISD Educator

A professional educator in Northwest ISD will engage all students in a premier education, preparing them to be successful, productive citizens. The Northwest ISD educator is:

Committed to Teaching and Learning:

- Demonstrates a deep understanding of content knowledge and curriculum standards to provide focused and aligned instruction.
- Engages students in learning experiences focused on problem solving and critical thinking.
- Supports all learners by building on students' strengths and respecting individual differences.
- Dedicated to continual learning through collaboration and professional development.
- Empowers and encourages students to communicate and collaborate through dynamic, real-world learning experiences.

Committed to Creativity and Innovation:

- Engages students through creative instructional strategies.
- Fosters purposeful integration and implementation of technology resources.
- Creates an environment where students feel safe taking risks.
- Constructs and designs innovative lessons that challenge and empower students.

Committed to Student Success:

- Partners with parents and the community to enhance student success.
- Provides specific, timely feedback to students allowing them to self-reflect, set goals, and monitor their own performance.
- Builds positive relationships with students and the school community.
- Exhibits professional and ethical conduct toward students, colleagues, and the community.
- Designs challenging instruction and sets high expectations for student success.
- Models determination, flexibility, and resiliency.

Profile of an NISD Educator

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Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be **future ready**: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

- To prepare to be **future ready**, a student who graduates from NISD will
 - Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
 - Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
 - Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
 - Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

- To prepare to be **future ready**, a student who graduates from NISD will
 - Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
 - Construct new ideas through original and innovative thinking.
 - Exhibit vision for personal learning and forward thinking to prepare for the future.
 - Understand and adapt responsibly to a changing global community.

Ready for Personal Success

- To prepare to be **future ready**, a student who graduates from NISD will
 - Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
 - Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
 - Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
 - Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

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NISD Instructional Framework

A Bridge between POE and POG

To directly align with NISD Profile of a Graduate, learning environments in NISD have clear rituals and routines that allow for authentic learning. Student learning will improve over time when a culture of learning becomes the classroom norm. Learners are supported in their risk taking efforts that allow them to persevere through productive struggle. Educators design learning experiences where all NISD learners are continuously:

Engaged in Thoughtful and Meaningful Work:

- Students will critically read and write daily in all content areas. Opportunities and student products are authentic, scaffolded, and require students to analyze, problem solve, and make connections to relevant, real-world or unpredictable situations.
- Students use prior learning and seek out relevant resources to leverage new learning to critically think through all problems or circumstances.
- Students will collaborate and communicate with each other daily by contributing their thoughts and ideas while working through critical thinking and problem solving situations.

Engaged in Authentic Learning:

- Students question and drive discussions while using academic vocabulary and content to add value to the learning community.
- Students feel safe to take risks and are encouraged to productively struggle while demonstrating respect for peers, the teacher, and the learning environment.
- Students generate questions that challenge the learning community and demonstrate rigorous, differentiated, and independent thinking that propels the learning forward.

Engaged in a Continuous Cycle of Feedback:

- Students and educators discuss learning outcomes to develop a clear vision for learning at the beginning of lessons to plan, organize, prioritize, and evaluate progress toward goals throughout the entire learning process.
- Students set individual goals to target their personal needs for continued growth by actively seeking ways to improve their own performance such as progress monitoring, seeking and providing feedback from peers and teachers, self-reflection, and revision.
- Students reflect on their own work and the work of others to meet or exceed learning goals by identifying and analyzing exemplars.
- Students and educators evaluate results from a variety of quality common assessments (multiple choice, open-ended, performance-based) that provide data to plan for purposeful instruction, enrichment, and intervention based on student need.

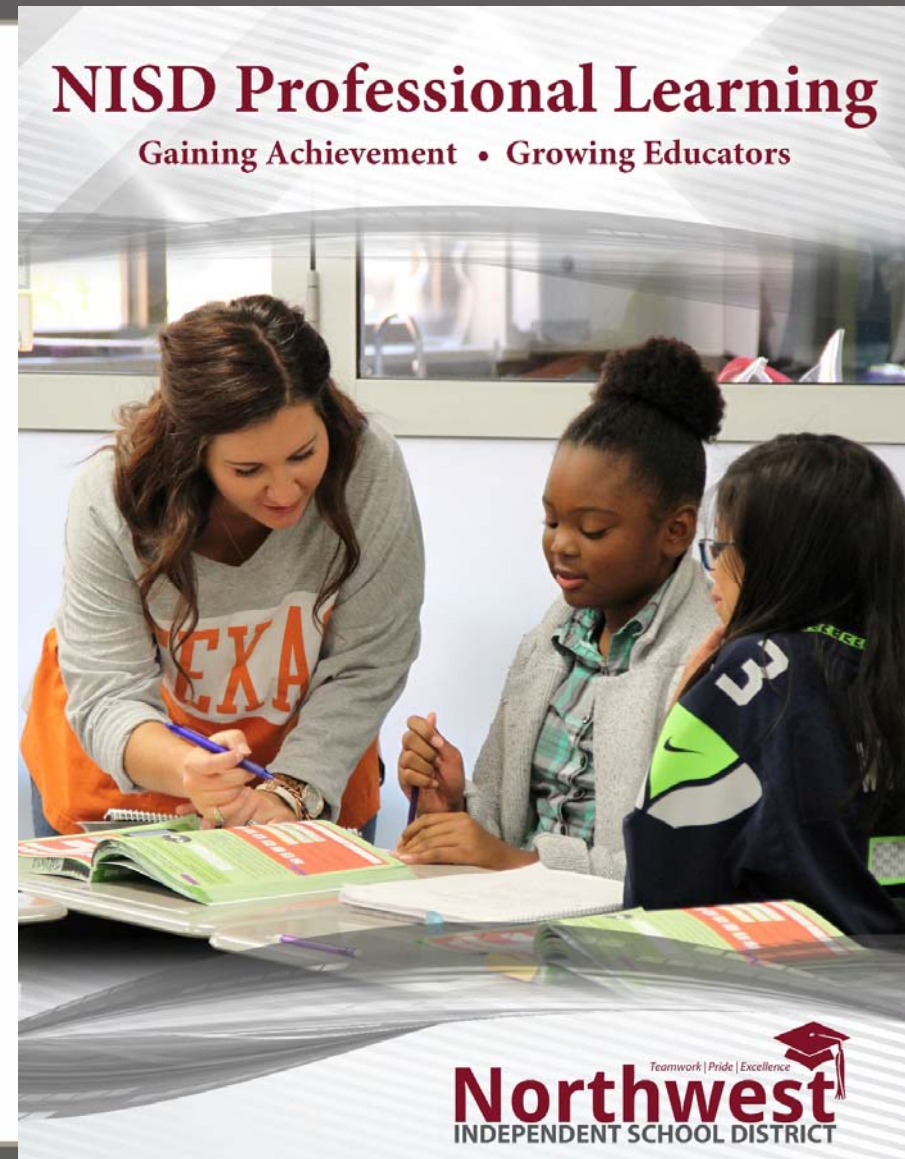
Priority Academic Goals

- NISD will increase the number of students reading on or above grade level in grades K-3.
- NISD will increase opportunities, participation and performance in the area of Advanced Academics.
- To increase academic success of students within the Performance Based Monitoring Analysis System.
- To support campus instructional programs by enhancing the curriculum and resources in order to improve overall learning experiences for students and the campuses will show academic progress that will place them in the 1st Quartile.

The Professional Learning Framework

- Comprehensive guide to professional learning opportunities and expectations in Northwest ISD.
- The framework differentiates expectations for new and returning NISD educators.
- The framework differentiates between courses, contents, and positions within NISD.
- The framework is aligned to the Texas Teacher Evaluation and Support System (T-TESS)

Every Student Future Ready.



Aligned to T-TESS Domains

Planning	Instruction	Learning Environment	Professional Practices & Responsibilities
<ul style="list-style-type: none"> • Aligned standards, goals & objectives • Lesson design • Integrated technology • Planning and designing assessments • Using data • Progress monitoring • Differentiation • Questioning 	<ul style="list-style-type: none"> • Content understanding • Checking for Understanding • Content vocabulary • Instructional strategies & best practices 	<ul style="list-style-type: none"> • Procedures, routines, transitions • Safety & organization • Student behavior • Positive reinforcement behavior strategies • Classroom Culture 	<ul style="list-style-type: none"> • Professional strategies • Teacher goal setting • Student advocacy • Teacher professional development • T-TESS • Annual Updates • Safety Procedures

Learning Levels

- **Level 1 – Application**

- The professional learning opportunities listed under Level 1 are all annual required professional learning sessions that teachers must complete each year.

- **Level 2 – Analysis and Synthesis**

- The professional learning opportunities listed under Level 2 are designed to enhance teacher pedagogy or instruction in their classroom. Teachers are not required to attend all of the offerings listed under Level 2.

- **Level 3 – Transformation**

- The professional learning opportunities listed under Level 3 are designed to help transform the educator, campus and district. Teachers are not required to attend the sessions under Level 3 and the offerings will not apply to every teacher. Many offerings under Level 3 are leadership opportunities or trainer of trainers' modules.

Frameworks

Teachers New to NISD

Secondary Math	
Domain	Professional Learning Course
Planning	<ul style="list-style-type: none"> Curriculum Overview, Math 6-12 (included in Workshop Model, Math 6-12) Foundations of Technology (3) (completed within first year of hire)
Instruction	<ul style="list-style-type: none"> Thinking Maps*(6) New Teacher Academy**(12)
Learning Environment	<ul style="list-style-type: none"> Establishing NISD Classroom Culture (3) (For teachers with less than two years of teaching experience.) Workshop Model, Math 6-12, (<i>Curriculum Overview, Math 6-12 included</i>) (6)
Professional Practices & Responsibilities	<ul style="list-style-type: none"> New Hire Orientation (6) T-TESS Orientation* (for teachers new to the T-TESS system) GT Update for teachers who have their 30 Hours (6) Annual Online Updates^ (see list)

All Teachers in NISD

Special Education			
	Level 1 Application Annual required professional learning	Level 2 Analysis & Synthesis Professional learning designed to enhance pedagogy	Level 3 Transformation Professional learning designed to transform their practice, the campus, and the district
Planning		<ul style="list-style-type: none"> Planning for Differentiation in the Mainstream Classroom (3) Goal Setting with Students (3) 	
Instruction	<ul style="list-style-type: none"> Curriculum Institute (R) - pick content you support the most) (3) Special Education Institute (SC) (6) Writing IEP Goals (3) Resource Teacher Institute (3) 	<ul style="list-style-type: none"> Grading Students with IEPs (3) Inclusion (3) Co-Teaching (6) Checking for Understanding (3) Strategies to Boost Vocabulary Instruction for Struggling Learners (1.5) Executive Functioning (3) 	<ul style="list-style-type: none"> Tips and Tools^^ (12) Thinking Maps 2 (3)
Learning Environment	<ul style="list-style-type: none"> ESPED (6) Technology Integration Academy ^ (required within the first 3 years) 	<ul style="list-style-type: none"> Autism Awareness (6) Managing Challenging Behavior (3) Engaging Students in Learning (3) Strategies for Differentiation in the Mainstream Classroom (3) Digital Environment (3) Making the Most of Google (6) Mobile Management with the iPad (3) 	<ul style="list-style-type: none"> Culturally Responsive Education (1.5) Google Educator Certification^
Professional Practices & Responsibilities	<ul style="list-style-type: none"> Annual online updates (see list)^ SPED Guidelines & Procedures (3) ARD Etiquette (1.5) CPI (6) GT Update (6) for those maintaining their 30 hours 	<ul style="list-style-type: none"> GT Program Overview** (1.5) Website Guidelines (1.5) ePortfolios (3) 	<ul style="list-style-type: none"> LEAP^^ LEAD^^ Coaching for Results^^ Crucial Conversations^^

Professional Learning Team

- Comprised of over 100 NISD teachers, librarians, counselors, administrators, instructional coaches, coordinators, and other district staff.
- Conducted professional learning needs assessment based on district data, goals, and current offerings.
- Revise and create sessions based on the needs assessment.
- Trained in professional development strategies that enhance professional learning sessions.
 - Standards of professional learning
 - Presentation strategies
 - Use of technology in professional development
 - Processing content
 - Classroom instructional strategies

New Learning Opportunities

- Differentiation in the Mainstream Classroom
- Planning for Differentiation
- Tools for Engaging Students
- Strategies to Boost Vocabulary Instruction for Struggling Learners
- Linguistically Accommodated Mini-Lessons
- Culturally Responsive Education
- Checking for Understanding
- Goal Setting
- Curriculum Institutes

Curriculum Institutes

- Annual required professional learning institutes
 - 4 Core Content Areas
 - PK-5 Classroom Teachers
 - Special Education Teachers

Institute Themes

Elementary

- K-2 ELA – Shared reading and writing
- 3-5 ELA – Writing conferences
- Math – Justification and explanation using rubrics
- Science – Integrating processes with content

Secondary

- ELA – Feedback, student engagement, authentic writing, and learning targets
- Math – Justification and reasonableness to propel student thinking
- Science – Integrating processes with content
- Social Studies – Content reading with Historical Thinking Skills to develop deeper understanding of content

- 219 Sessions offered
- 3 Keynotes
 - Peter DeWitt
 - John Almarode
 - Jaime Casap
- 3 Student addresses
- Over 800 attendees



Northwest **ENGAGE**

August 1-3
2017

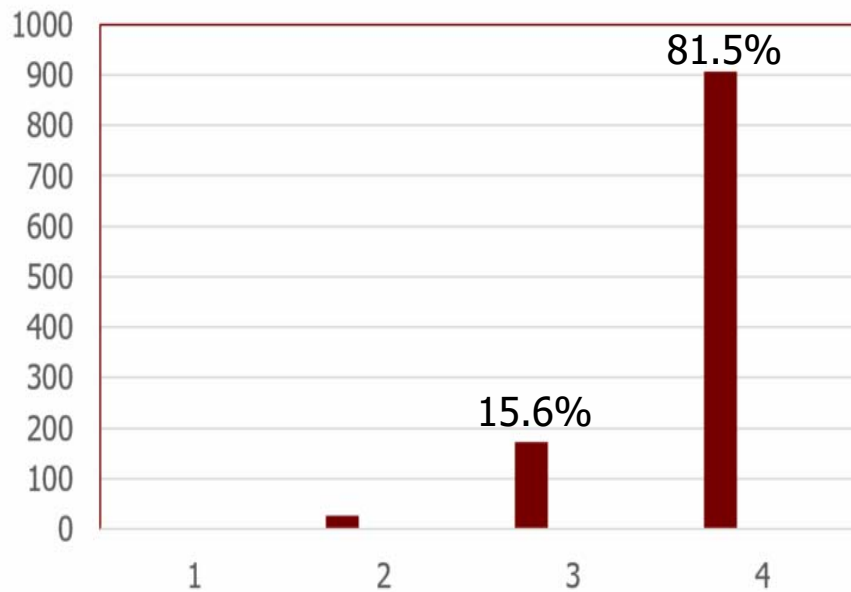
NISD Summer Professional Learning Institute

Gaining Achievement • Growing Educators

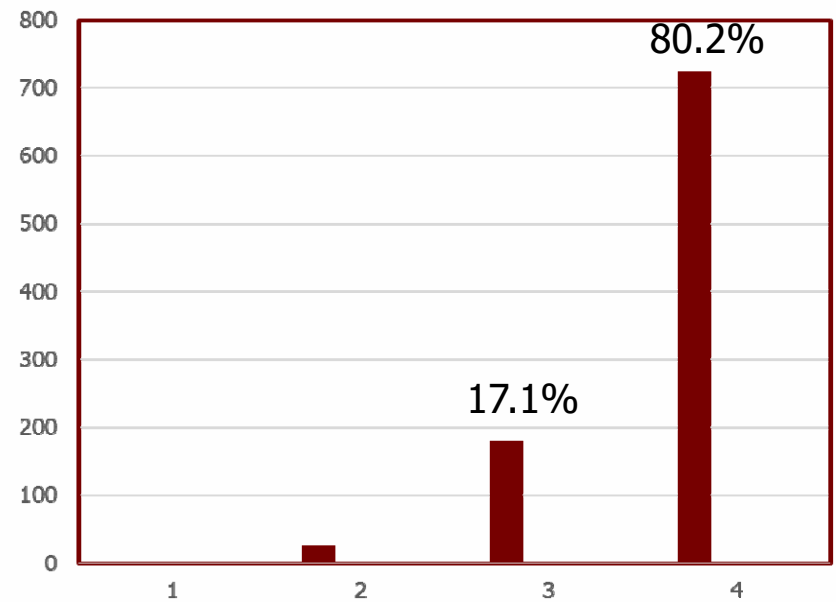
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Professional Learning Effectiveness

Today's training will help me be more effective in my job.



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



Professional Learning Effectiveness

- How well did the presenter convey the material?

98.8% Positive Response

- I would like to see more sessions like this or sessions that go into the topic at a deeper level.

88% Yes

Back to School Schedule

New to NISD Schedule

Monday August 14, 2017	Tuesday August 15, 2017	Wednesday August 16, 2017
New Teacher and Mentor time on home campus – a.m.	Curriculum Overview New Teachers	T-TESS Orientation Thinking Maps
New Teacher Luncheon & Ambassador training		

All Teachers Schedule

Thursday, August 18, 2017	Campus Learning Day
Friday, August 18, 2017	Campus Learning Day
Monday, August 21, 2017	Teacher Work Day – a.m.; Convocation p.m.
Tuesday, August 22, 2017	Curriculum Updates
Wednesday, August 23, 2017	Campus Learning Day
Thursday, August 24, 2017	Teacher PLC Day
Friday, August 25, 2017	Teacher Work Day

Ongoing Support

- District PLCs
- Campus PLCs
- ELA Academy
- Math Academy
- Science Academy
- Teacher Leader Academy
- Instructional Coaching

Leadership Learning

- Leadership Academy
- Protocol Training
- Principals/AP PLCs
- Leading and Learning Sessions
- Learning Cycles

Instructional Coaching



Goal Setting - The coach and the teacher then discuss the teacher's goals and set goals for the coaching relationship.

Observation & Data Collection - Next the coach and teacher work together to gather data from the teacher. This data might include test data, student work samples, and observation of the teacher.

Reflection - The teacher and coach then reflect on all of the data that is collected and discuss next steps.

Learning - Many different activities could occur during the Learning phase of the cycle. Depending on the needs identified, this could involve collaboration on planning, modeling instruction or co-teaching, professional development, or looking for resources.

Observation & Data Collection - After the learning phase, it is important to collect more data through observation and student work to evaluate progress toward teacher goals

Reflection - The teacher and coach then reflect on all of the data that is collected and discuss next steps.

QUESTIONS

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