



# 2025-2026 NEISD Professional Learning

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## **Feedback from 2024-2025**



**PL Summer Series**



**New Teacher Orientation**



**Curriculum Day**



**Curriculum, Instruction, Assessment (CIA)**



**Virtual Winter Workshop Series**

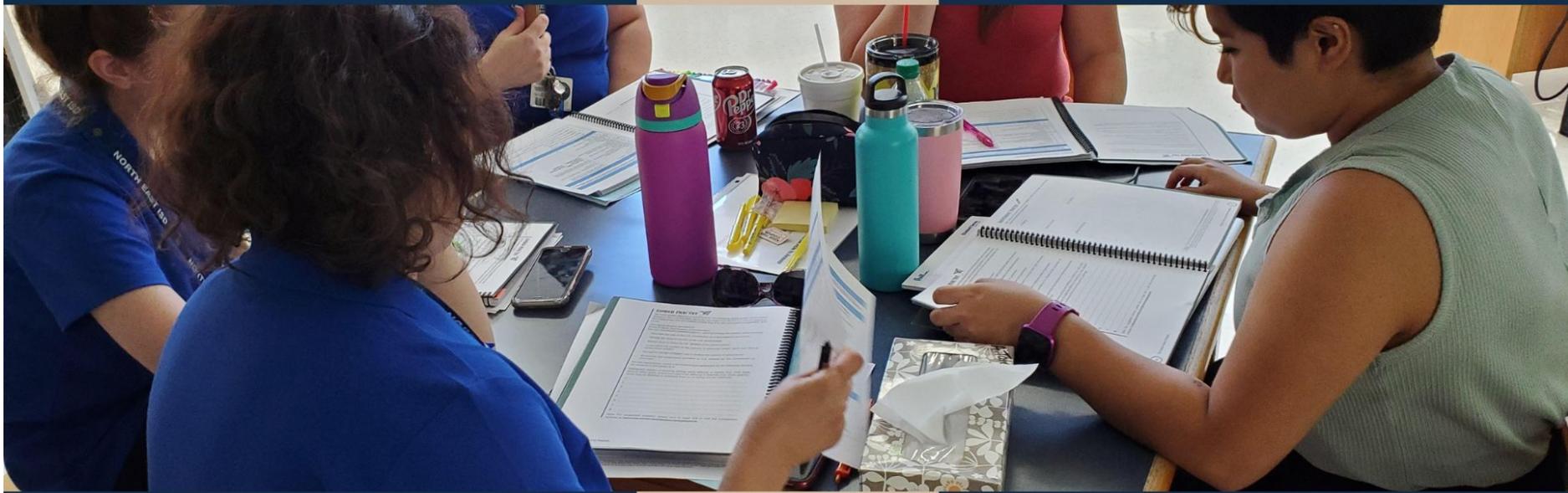


**Super Saturday**

The title "Virtual Sunset Sessions" is centered on a background of orange and yellow geometric shapes. "Virtual" is in a teal, cursive font, and "Sunset Sessions" is in a dark blue, cursive font. A white semi-circle at the bottom of the graphic represents a setting sun.

# *Virtual Sunset Sessions*

- Using Relevance to Strengthen Learning Intentions
- Effective Questioning Using Success Criteria
- Understanding the Learner's Brain: Using Practices & Strategies to Support the Learner
- Sparking Student Interest: Strategies for Active Classroom Engagement



**Professional Learning with a Purpose**

# 2025-2026 Professional Learning Proposed Sessions

How does this session align to the District Instructional Improvement Plan (DIIP)?

What data indicates that this professional learning is needed next year?

How will you continue to support the content delivered in this session? What are your plans for sustainability and follow-up for this professional learning focus?

Department	Title of Session	Intended Audience	How does this session align to the District Instructional Improvement Plan (DIIP)?	What data indicates that this professional learning is needed next year?	How will you continue to support the content delivered in this session? What are your plans for sustainability and follow-up for this professional learning focus?
Bilingual/ESL	Participando nuestros estudiantes: Creador en el aula dual	Enlace Dual Teachers	This session contributes to the DIIP by strengthening teachers' ability to integrate English and language development into daily instruction while providing strong Spanish literacy support. The goal of this session is to support Performance Objective 9 for Bilingual/ESL by improving student achievement in speaking, writing, listening and reading.	TRAP results indicate a need for stronger English and language development among emergent bilingual students in bilingual programs.	Collaborative planning and resource-sharing sessions will be provided to support teachers in implementing strategies effectively in order to promote continuous growth and alignment with literacy best practices.
Bilingual/ESL	Participando nuestros estudiantes: Creador de lecturas en el aula dual	Enlace Dual Teachers	Strengthening foundational skills such as phonological awareness, phonics, and story is crucial for developing strong readers. This type of targeted instruction has a significant, long-term impact on student performance. The goal of this session is to support Performance Objective 9 for Bilingual/ESL by improving student achievement in speaking, writing, listening and reading.	MAP (Measures of Academic Progress) data highlights the importance of focusing on foundational skills. By strengthening these key areas, students become stronger readers.	Collaborative planning and resource-sharing sessions will be provided to support teachers in implementing strategies effectively in order to promote continuous growth and alignment with best practices for reading development.
Bilingual/ESL	Participando nuestros estudiantes: Intercambios en el aula dual	3rd grade Dual Teachers	The goal of this session is to support Performance Objective 9 for Bilingual/ESL, which focuses on building a strong foundation for success by helping students develop the language skills and confidence needed to excel in reading response tasks.	Beginning of the year 3rd-grade writing samples and responses (e.g., GRADE-RCR) indicate that incoming second grade students need additional instruction in responding to texts both orally and in writing.	Collaborative planning and resource-sharing sessions will be provided to support teachers in implementing strategies effectively in order to promote continuous growth and alignment with best practices for reading development.
Bilingual/ESL	Leer, pensar, escribir: Estrategias para responder con claridad	3rd grade Dual Teachers	The session supports Performance Objective 9 for Bilingual/ESL, which aims to increase 3rd-grade emergent bilingual students' reading and writing performance on Interim/Constructed Responses (ICR) by 8-9%. The session will provide explicit and instructional planning opportunities to ensure the effective implementation of instruction that supports student growth in their abilities to respond to reading, not only to the ICR.	2024 End-of-Cycle Assessments (ELMA) and STAM data indicate a need for targeted professional learning in writing instruction and ICR utilization. The 2024 STAM data revealed that 42% of NIBSD 3rd graders who took the assessment in Spanish scored a one on the Interim/Constructed Response.	We will continue to provide support that allows educators to see effective writing instruction in action and offer lesson planning support to help teachers integrate strategies into their daily instruction.  We will also offer follow-up utilization sessions to ensure consistency in scoring and alignment with the TSA rubric. We aim to build teacher capacity and increase student confidence in writing.
Bilingual/ESL	Leer, pensar, escribir: Estrategias para responder con claridad	4th grade Dual Teachers	The session supports Performance Objective 9 for Bilingual/ESL, which aims to increase 3rd-grade emergent bilingual students' reading and writing performance on Interim/Constructed Responses (ICR) by 8-9%. By enhancing the skills developed in 3rd grade, fourth-grade students will further enhance their ability to analyze texts, construct well-developed responses, and articulate their thoughts effectively.	Data from District End-of-Cycle Assessments (ELMA) and STAM results emphasize the importance of targeted professional development in writing instruction and ICR utilization. The 2024 STAM results revealed that only 9% of NIBSD fourth-grade students who took the test in Spanish scored between 8 and 20, while 33% received a one on the Interim/Constructed Response.	We will keep providing support that enables educators to observe effective writing instruction in practice and assist with lesson planning to help teachers incorporate strategies into their daily teaching.  Additionally, we will conduct follow-up utilization sessions to maintain consistency in scoring and alignment with the TSA rubric. Our goal is to
Bilingual/ESL	Leer, pensar, escribir: Estrategias para responder con claridad	5th grade Dual Teachers	The session supports Performance Objective 9 for Bilingual/ESL. While the primary focus of the Bilingual/ESL DIIP goal is 3rd grade, we also want to ensure that 5th-grade teachers are equipped with the necessary training to continue fostering student growth. This will help prevent students from remaining below grade level expectations and ensure they continue progressing in their reading and writing skills.	2024 End-of-Cycle Assessments (ELMA) and STAM data indicate a need for targeted professional learning in writing instruction and ICR utilization. The 2024 STAM data revealed that only 28% of NIBSD 5th graders who took the assessment in Spanish were rated as proficient on the Interim/Constructed Response. Our goal is to increase the percentage of students scoring proficient.	We will continue to provide support that allows educators to see effective writing instruction in action and offer lesson planning support to help teachers integrate strategies into their daily instruction.  We will also offer follow-up utilization sessions to ensure consistency in scoring and alignment with the TSA rubric. We aim to build teacher capacity and increase student confidence in writing.
Bilingual/ESL	Dual Language Essentials	Bilingual Reception Teachers	This session will provide the foundation of the dual language program. Topics include district demographics and terminology as well as goals, benefits, and challenges of the dual language program.	TSA requires districts to provide a bilingual foundational training to all bilingual classroom teachers who are under a bilingual exception and are assigned a group of emergent bilingual students.	We will continue to offer support by collaborating in planning, reading, and coaching as requested or needed.

# Notice – Wonder – Consider

Notice, Wonder, Consider			
Department	Notice	Wonder	Consider
CEI Elementary			
CEI Secondary			
Professional Learning			



thank you

FOR YOUR SUPPORT