

# NPUSC and the Professional Learning Community

Ensuring High Levels of Learning for All Students!



# Outcomes

- Provide a better understanding of PLCs and how they impact student learning and achievement
- Information about RTI and the approach NPUSC takes to provide students with academic intervention and enrichment
- Information about why this work is so important and research to support this shift

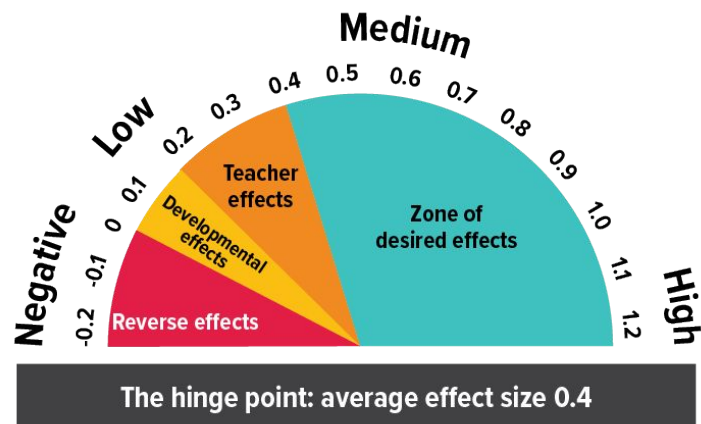
# What is a Professional Learning Community (PLC)?

- **An interdependent team which operates focused on improving student learning**
  - Continuous job-embedded opportunities to learn
  - An ongoing collaborative process
  - Action research to improve learning and outcomes for students
  - Failing Forward
- A PLC operates as a collective unit with collective responsibility.
  
- **What is IS NOT**
  - A group or a committee

# Why NPUSC is Committed to this Work

## John Hattie and the 250+ Influences on Student Achievement

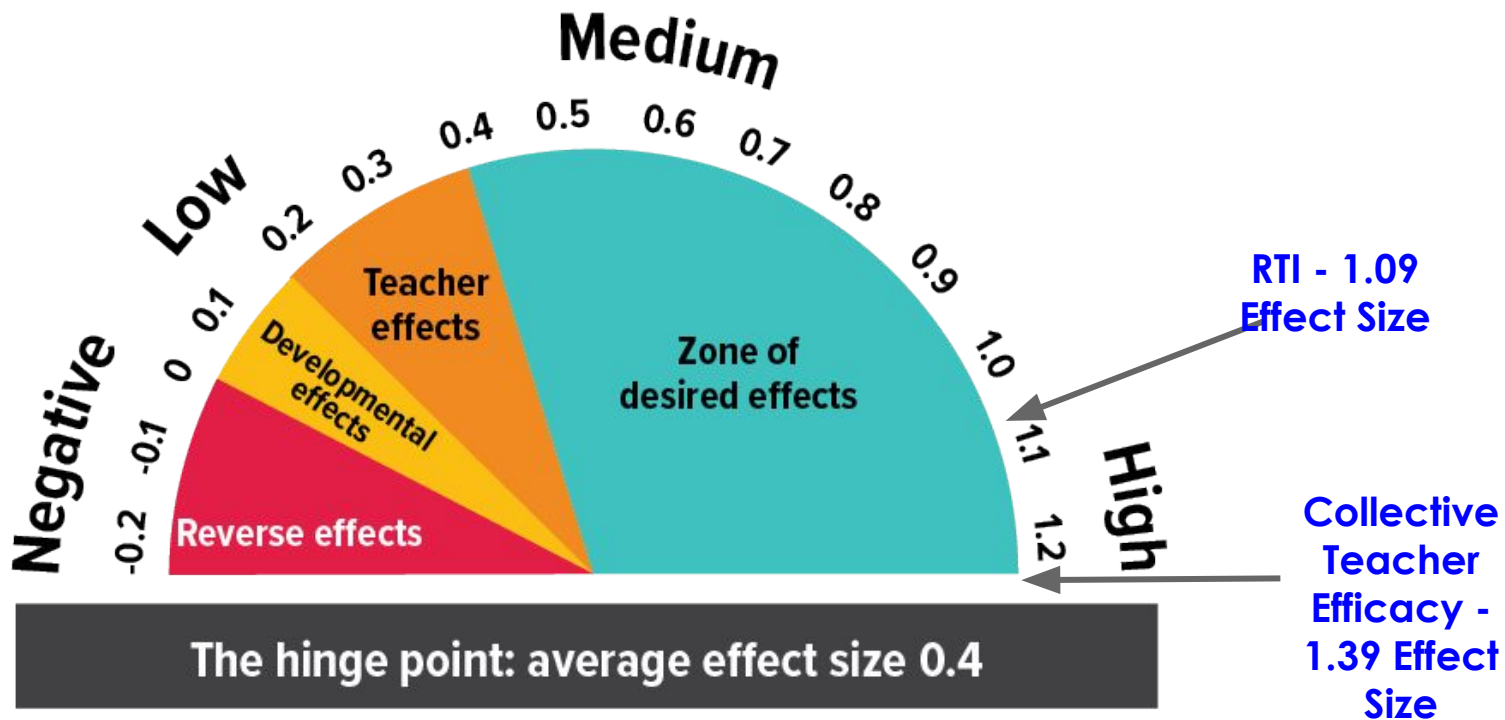
- Decimal is referred to as an “effect size”



Adapted from John Hattie's book *Visible Learning*

- Collective Teacher Efficacy
  - 1.39 effect size
  - Potential to considerably accelerate student achievement
- Response to Intervention (RTI)
  - 1.09 effect size
  - Potential to considerably accelerate student achievement

# John Hattie and the 250+ Influences on Student Achievement



Adapted from John Hattie's book *Visible Learning*

# NPUSC State Exam Data Grades 3-8 since implementing PLCs 2017-2018

NPUSC has DOUBLED its typical 2011-2016 student performance above state average on state assessment exams for three consecutive testing cycles from 2017 to 2021

See included NPUSC Handout for more information

How does a PLC achieve this level of performance?



# The 4 Critical Questions

- 1. What do we want our students to learn?**
  - a. Essential Standards and Curriculum
- 2. How will we know they are learning?**
  - a. Common Formative Assessments and Collective Inquiry
- 3. How will we respond when they do not learn?**
  - a. Response to Intervention (RTI)
- 4. How will we respond when they do learn?**
  - a. Enrichment



# What is an Essential Standard?

- **Indiana academic standards that are essential to prepare a student for the level of learning**
- **Past Practice**
  - Cover all of the standards in 180 instructional days
  - Mike Mattos - It would take 22 years of instruction to cover all of the standards that are expected to be covered in a K-12 education system
- **Current Practice**
  - ID the most essential standards based on student data and use that to inform instruction
  - **Indiana Department of Education is now looking to provide a template of essential standards to schools based on ILEARN data**
    - We are ahead of the game at NPUSC!

# What is a Common Formative Assessment (CFA)?

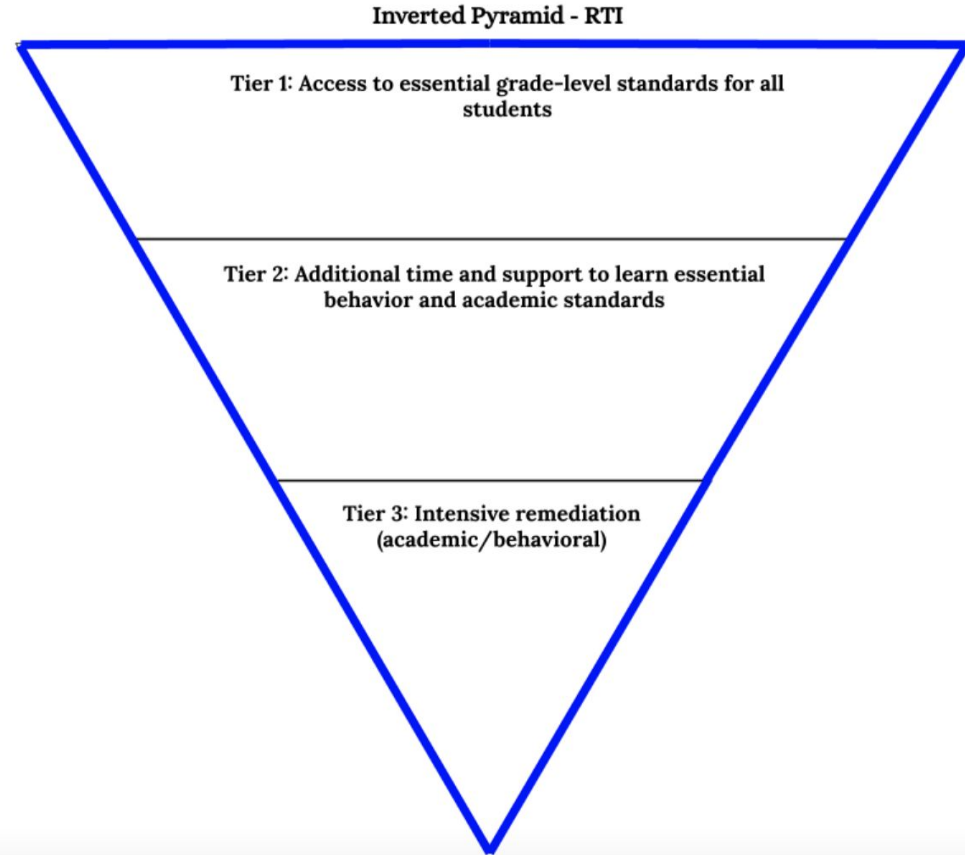
## Characteristics of a Common Formative Assessment

1. Assessment created collaboratively by a team of teachers responsible for the same grade level or course
2. Used frequently to identify
  - a. **Students who need additional time and support for learning**
  - b. **Teaching strategies most effective in helping students acquire knowledge and skills**
  - c. **Curriculum concerns where students are having trouble mastering content**
  - d. **Improvement goals for individual teachers and the team**

# Why Retakes are Necessary

- Retakes happen over essential standards and content
- Goal: to guarantee that students master essential content; giving students a chance to show mastery is part of the PLC process
  
- **“Won’t this hinder students? If they know they get multiple chances, will they even try the first time? Is this setting them up for failure in college?”**
  - No! Think of students who take the bar exam, or test into medical school? Are they limited to one chance?
  - We are committed to mastery of student content and essential skills!
  - Some Summative Unit Tests at Secondary level do not have retake options to simulate college setting also

# Response to Intervention (RTI)



# RTI Tier 1 – Core Instruction and Responsibilities

“We believe this portion of the pyramid are the most important to a school’s ability to create a highly effective system of interventions,” (Buffum et al., 2018).

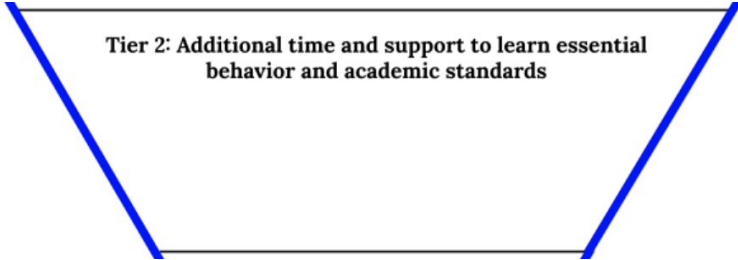
## Inverted Pyramid - RTI

**Tier 1: Access to essential grade-level standards for all students**

- **All students have access to grade level curriculum**
  - Essential Standards
- **Academic and social behaviors**
- **Proactive approach to support student success**
  - RTI
  - Use of CFAs

# RTI Tier 2 – What do we do if they did not learn it the first time?

“We have repeatedly stressed that interventions must be provided in addition to new grade-level curriculum, not in place of it.”  
(Buffum et al., 2018).

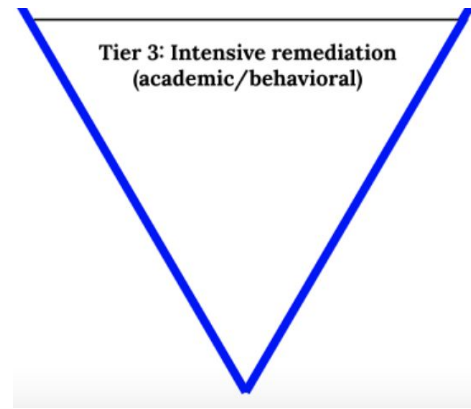


Tier 2: Additional time and support to learn essential behavior and academic standards

- Schedule time for intervention (RTI)
- Process for student intervention identification
- Supplemental interventions for essential social and academic behaviors
- Interventions for “will” and “skill” students

# RTI Tier 3 – Intense Intervention

“A school must assume that finding solutions for these students (Tier 3) is going to be very difficult. If simple interventions would work for them, prior years’ teachers would have used them,” (Buffum et al., 2018).



- ID students for intensive intervention - Tier 3
- On-site intervention teams
- Prioritize resources based on student need
- Timely and systematic student referral process
- Assess intervention effectiveness

# How we Identify Students for Tier 2 and Tier 3 Interventions

## Prairie View Elementary School

- Principal
  - Justin Heinold
- Teachers
  - Sandi Ernst
  - Aislin Zwierzynski



# NPUSC Mission Statement

## MISSION

Our purpose is to Ensure High  
Levels of Learning for ALL Students



# Reflections/ Questions

