Frameworks for Growth: Strengthening Collective Teacher Efficacy to Transform Student Learning

Principal Name: Katie Isch
School Name: Adams Central High School
Team Members' Names: Sandy Beckner and Kevin Dines
Principal's Email Contact: ischk@accs.k12.in.us

Background Leading to Our Inquiry (Slides 3 & 4)

Adams Central Middle/High School has been using John Hattie's Visible Learning research to grow our collective teacher efficacy (with an effect size of 1.01) for the past five years (Hattie, 2023). In his video defining Collective Teacher Efficacy, John Hattie describes this powerful influence on student learning as "teachers working together to have appropriately high, challenging expectations... fed with the evidence of impact" (Waack, 2018).

Data provided by our High Reliability School surveys showed us areas where we specific areas where we could improve in order to grow our overall collective teacher efficacy. Two areas from our surveys stood out:

HRS Level 1

Leading Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Specifically, our survey showed us that we need to focus on teachers' use of *written goals* and *data*.

HRS Level 2

Leading Indicator 2.3: Predominant instructional practices throughout the school are

known and monitored.

Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching

Specifically, we received feedback that showed us the need to identify an *instructional framework* and provide *time for teacher discussion* about effective instructional practices.

The Purpose of Our Inquiry (Slide 6)

The purpose of our action inquiry was to increase "collaborative conversation based on evidence" at Adams Central (Donohoo, 2016):

First we wanted to focus on evidence by strengthening "Purposeful Planning" at Adams Central MS/HS through providing clear guidelines and professional development on goal setting and data tracking using the common formative assessments our teachers created last year.

Secondly, we wanted to strengthen our collaborative conversations with a focus on "Effective Instruction" by working together to identify impactful instructional practices and create an instructional framework for our school.

The purpose of these inquiries is to provide a foundation for next year's professional development where teachers can work in professional learning communities that are focused on improving student learning through the effective use of impactful instructional practices measured through goal setting and data collection.

Our Wondering (Slides 8 & 9)

1. If we invest time in providing scaffolding and examples of purposeful planning, what effect will it have on goals and data tracking? Will teachers' goals meet the criteria of their written goals being standards-based, measurable, and tied to CFAs? Will teachers use a tracking system to measure student learning and their own progress toward their goals?

2. How can we collaboratively identify impactful instruction practices to create an instructional framework for our school? How can we use this framework to grow our ability to have collaborative conversations that focus on student learning?

Our Actions (Slides 11-18)

Goal Setting

We used our first waiver day to provide a PD session that introduced "DUMB" goals and a tracking system to measure student learning by their scores on CFAs. After the morning PD, teachers spent the afternoon writing their own DUMB goals and creating a tracking system to measure student learning according to their scores on their CFAs (Aug 30). Teachers then had an opportunity to refine their goals at their department meetings by presenting their goals and getting feedback (Sept 12). After teachers finalized their goals, they posted them to a shared slide deck (Sept 18). We have several check-ins planned throughout the rest of the school year. (semester, Feb 14, summative, end-of-year).

Instructional Framework

Our team gained insights into impactful instructional practices by teaching our staff about the instructional framework model. By allowing teachers to work collaboratively together we improved our staff buy-in and improved teacher insight into the instructional practices that are utilized at Adams Central. Adams Central staff used time during the professional development day to evaluate the different instructional practices and took time to answer these questions: How can we collaboratively identify impactful instruction practices to create an instructional framework for our school? How can we use this framework to grow our ability to have collaborative conversations that focus on student learning?

After identifying the instructional strategies that individual teachers thought were the best practices, teachers were put into small groups of four to collaborate and discuss their lists of best practices. After compiling their list groups were differentiated into four groups of thirteen. These groups created a list of best practices into categories of Good, Better and Best. These lists were shared and ranked with all staff leaving us with sixteen strategies that teachers considered as best practices out of the forty-three listed.

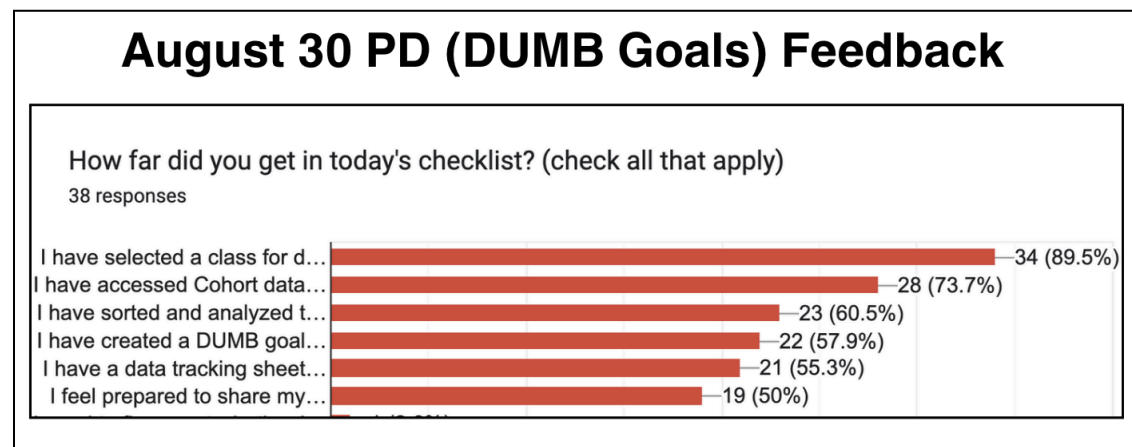### Data Collection (Slide 20)

PD Survey: August 2024
DUMB Goals: September 2024
PD Survey: December 2024

Instructional Strategies Feedback: February 2025
Goal/Data Check-in: April/May 2025 (upcoming)
Instructional Framework Feedback: April 2025 (upcoming)

Our Data (Slides 22-33)

PD Survey: August 30

August 30 PD (DUMB Goals) Feedback

How far did you get in today's checklist? (check all that apply)
38 responses

I have selected a class for d…	34 (89.5%)
I have accessed Cohort data…	28 (73.7%)
I have sorted and analyzed t…	23 (60.5%)
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Time. Later on, the data is going to come in from our CFAs, but we need to enter it in to the spreadsheet, highlight in colors, organize results... and I'm still struggling on getting my learning intentions and success criteria on Schoology every morning. I'd like to have Purposeful Planning, but it will take dedicated time, and time is a precious resource I just have very little of anymore.

Nothing. I now just need my data.

I need time to continue building CFAs.

More guidance/expectations on the CFA. From both the meeting questions and work time questions I received, teachers seem to think everyone has an exclusion for why theirs should be different the the original CFA intent.

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I was glad we had time to work with the data on our own. Data was readily accessible and easy to work with. Dumb goals were clearly explained.

Learning about CFAs and the value that they provide in understanding how to evaluate and use that data.

The survey given after our August 30 PD showed us our teachers' overall progress toward setting a data-driven goal. It also provided us with feedback on what they liked about our professional development session and what they need in the future so that we could plan accordingly.

September 2025

DUMB Goal Examples

Based on the data for ENGL 20201 Literary Interpretation, 80% of students will score 80% or higher on the quarterly CFA AND the semester exam.

Based on PreTest scores my Ag Power 70 % of the students will score an 80% or higher on Final Exam. Advanced Manufacturing will have ½ of the students achieve success on certification exam. This being the first year of testing.

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Based on their individualized rubrics, 75% of students will perform 80% of steps on a visual/written checklist with minimal prompting.

In September, all teachers submitted a DUMB goal on a common slide deck. By the end of the first semester, 88% of teachers shared that they had given two common formative assessments and tracked the data with it.

PD Survey: Fall Semester

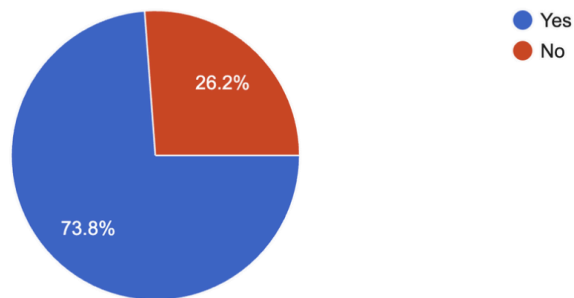By the end of this semester, I will have given two (or more) CFAs to my students.
42 responses
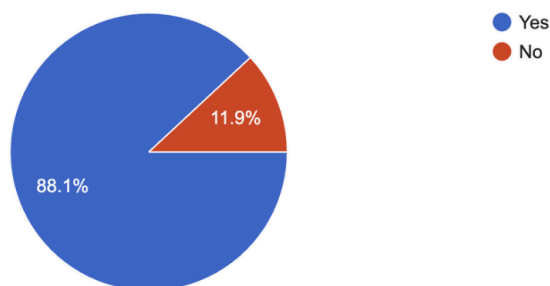
- Yes
- No

11.9%
88.1%

By the end of this semester, I will have recorded data from two (or more) CFAs.
42 responses

- Yes
- No

21.4%

78.6%

By the end of this semester, I will have analyzed the data from two (or more) CFAs.
42 responses

- Yes
- No

26.2%

73.8%

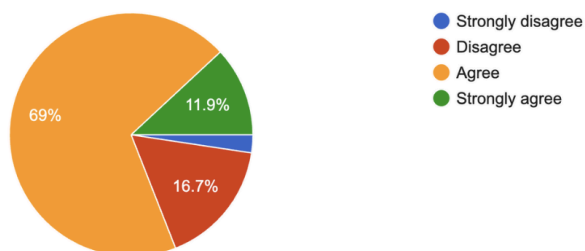## I am comfortable discussing the data and the takeaways from my CFAs in relation to my goal with others.
42 responses

- Strongly disagree
- Disagree
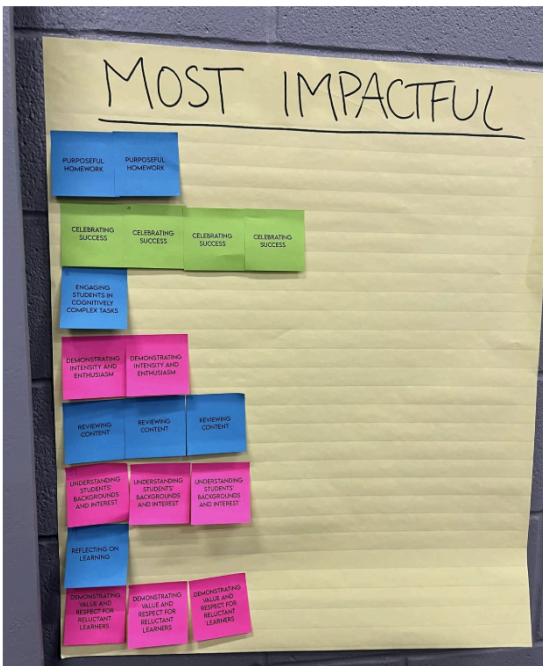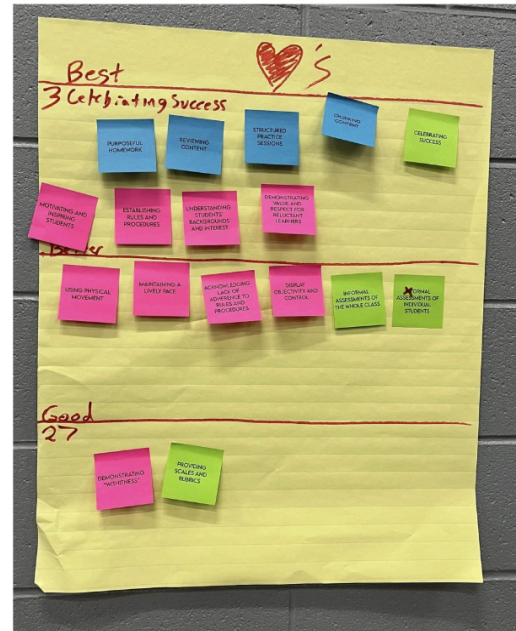- Agree
- Strongly agree

23.8%

54.8%

16.7%

I have adjusted instruction based on data from my CFAs this semester.
42 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

69%

11.9%

16.7%

We had teachers complete a survey at the end of the first semester. This survey provided feedback on teachers' progress toward their goals and the impact the data they were collecting had on their instruction.
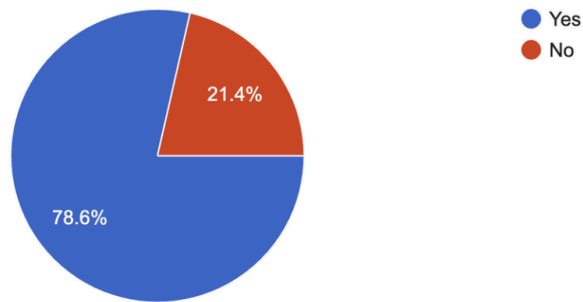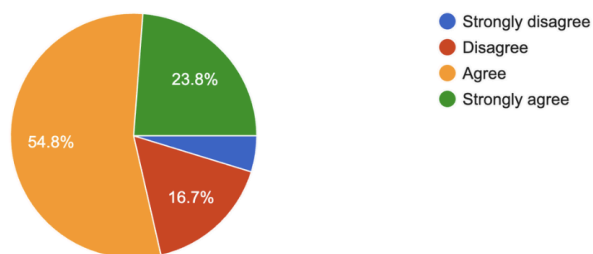
Instructional Strategies
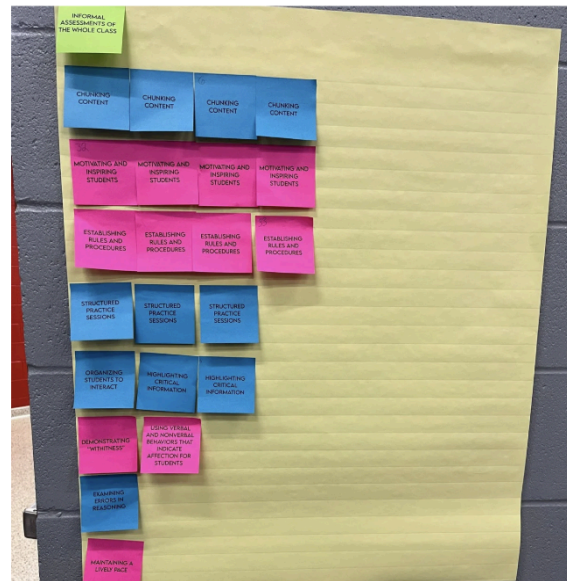
We used a collaborative process to determine our instructional framework by having teachers determine the most impactful elements individually, as a group of four, and as groups of 13. Then, we compiled the information to determine our instructional framework (see below).

GOAL: MASTERING CRITICAL INFORMATION

CULTURE & CONTEXT

- PLCs
  - Vertical (departments)
  - Horizontal (grade-level)
  - Topical
- Context
  - Celebrating success
  - Establishing rules and procedures
  - Understanding students' backgrounds and interests
  - Demonstrating value and respect for reluctant learners
- Learning Walks

INSTRUCTION

- Chunking content
- Structured practice sessions
- Reviewing Content

CURRICULUM

- Curriculum Maps
  - Priority standards
  - Learning intentions
  - Success criteria
  - Essential questions
  - Scope and sequence
- Assessment
  - CFAs
  - Formative: individual (e.g., quizzes, exit tickets)
  - Formative: group (whole class)
- Vocabulary
  - Morphology
  - Essential vocabulary

Our Discoveries (Slides 39-41)

Learning Statement One: *We have strong teacher participation in goal-setting and data tracking.*

This is evidenced by all teachers posting their goals in our shared slide deck. Additionally, 88% of teachers self-reported that they had already given two common formative assessments and tracked the student data by the end of the first semester.

Learning Statement Two: *We have teacher buy-in for our instructional framework due to the collaborative process and the ability to give feedback.*

At least 75% of all teachers recognized the elements selected as highly impactful. Additionally, survey feedback showed that teachers enjoyed the process and felt like their voices were heard.

Learning Statement Three: *Teachers need dedicated time to create goals, analyze data, and utilize the instructional framework.* The majority of teachers in all surveys given replied that they needed more time to work both independently and collaboratively to fully embed data-driven instruction in their classes.

Where We Are Headed Next (Slides 43-45)

This action research project helped our school build frameworks that support collective teacher efficacy through a focus on setting high expectations, gathering evidence of impact, and identifying highly effective elements that support teachers and students in reaching these expectations. Our work this year has provided a strong foundation for our professional development in the 2025-2026 school year and beyond. We have 45 minutes every week set aside for professional development on Wednesday mornings. Additionally, we have four waiver days where we have the opportunity to spend entire days working together throughout the year. Our action research this year has allowed us to set the stage for next year's professional learning in several ways:

- Our work on goal setting and data collection has provided us with the scaffolding we needed for teachers to set individual goals, identify benchmark assessments, and track student progress. This provides the structure we need to ensure that our professional learning translates into student learning.
- The identification of impactful instructional practices has allowed us to create an instructional framework specific to our school's needs. Because we created this framework together, we already have buy-in from our staff. Now we can use this framework to focus our instructional learning in two ways:
  - 45-minute, weekly PD time: Teachers will self-select areas of focus from our instructional framework: (1) *chunking content*, (2) *structured practice sessions*, (3) *reviewing content*. They will then work collaboratively in PLCs to grow their learning and implementation of these practices.
  - Waiver days: We are going to partner with Hope Alight to train our entire staff in Trust Based Relational Intervention. This aligns with our staff's identification of (4) *celebrating success*, (5) *establishing rules and procedures*, (6) *understanding students' backgrounds and interests*, (7) *demonstrating value and respect for reluctant learners* as part of our instructional framework.

Our next step is to continue to develop Adams Central Middle/High School's collective teacher efficacy through PLCs that are grounded in the work we have

done this past year. Because we believe that "when you fundamentally believe you can make a difference and you feed it with the evidence you are, that is exceedingly powerful" (Waack, 2018).

Bibliography (Slide 47)

Donohoo, J. (2016). *Collective Efficacy: How Educators' Beliefs Impact Student Learning*.

SAGE Publications.

Hattie, J. (2023). Visible learning: The sequel: A synthesis of over 2,100

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Marzano, R. J., & Marzano, R. J. (2019). The handbook for the new art and science of

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Marzano, R. J., & Marzano, R. J. (2017). The new art and science of teaching.

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Waack, S. (2018, March 7). *Collective Teacher Efficacy (CTE) according to John Hattie -*

VISIBLE LEARNING. Visible Learning. Retrieved March 5, 2025, from

https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/

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High Reliability School Survey Data

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Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching

Specifically, we received feedback that showed us the need to identify an **instructional framework** and provide time for **teacher discussion** about effective instructional practices.

Purpose
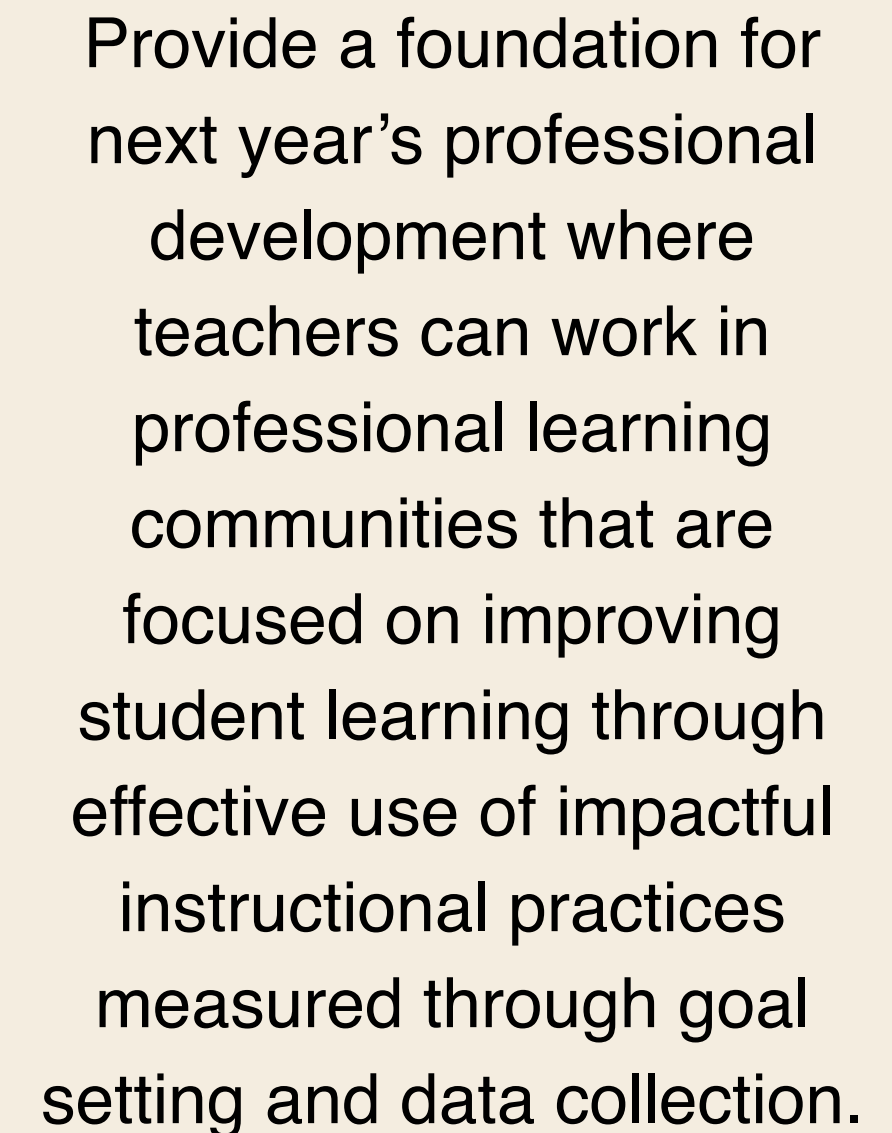
To increase "collaborative conversation based on evidence" at Adams Central

Strengthen "Purposeful Planning" by providing clear guidelines and professional development on goal setting and data tracking using the common formative assessments our teachers created last year.

Strengthen collaborative conversations with a focus on "Effective Instruction" by working together to identify impactful instructional practices and creating an instructional framework for our school.

Provide a foundation for next year's professional development where teachers can work in professional learning communities that are focused on improving student learning through effective use of impactful instructional practices measured through goal setting and data collection.

Wonderings
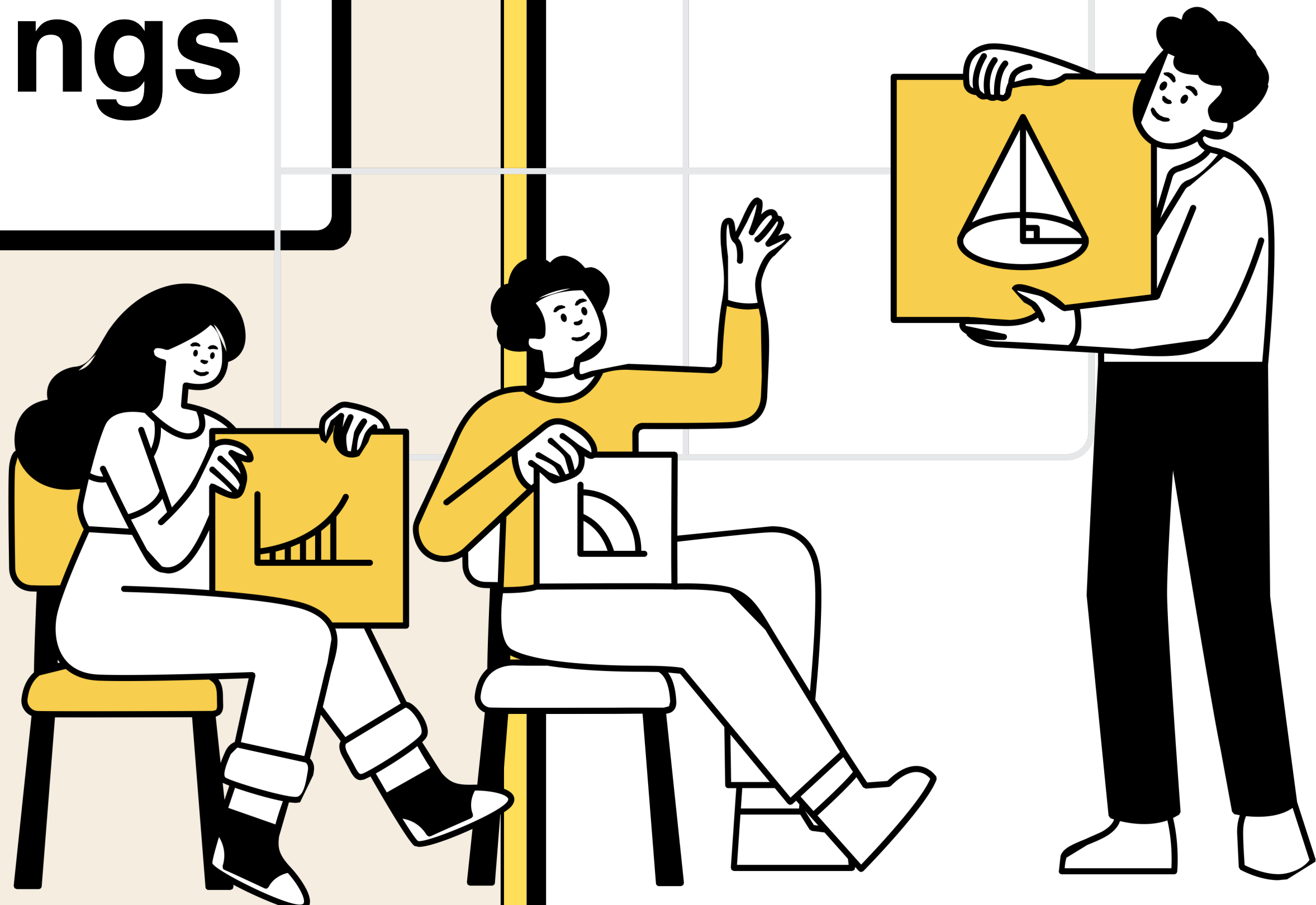
Wondering #1: Purposeful Planning

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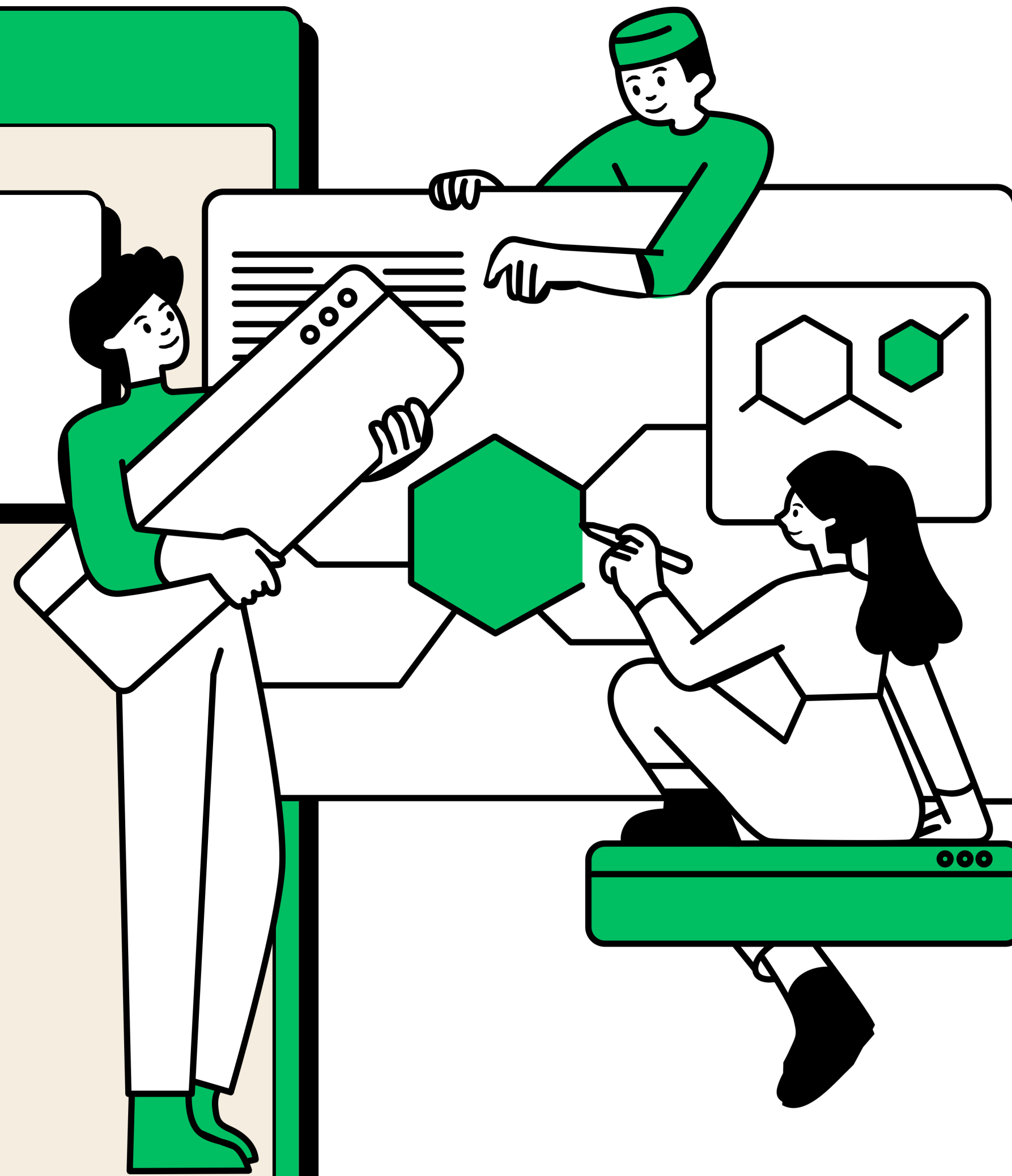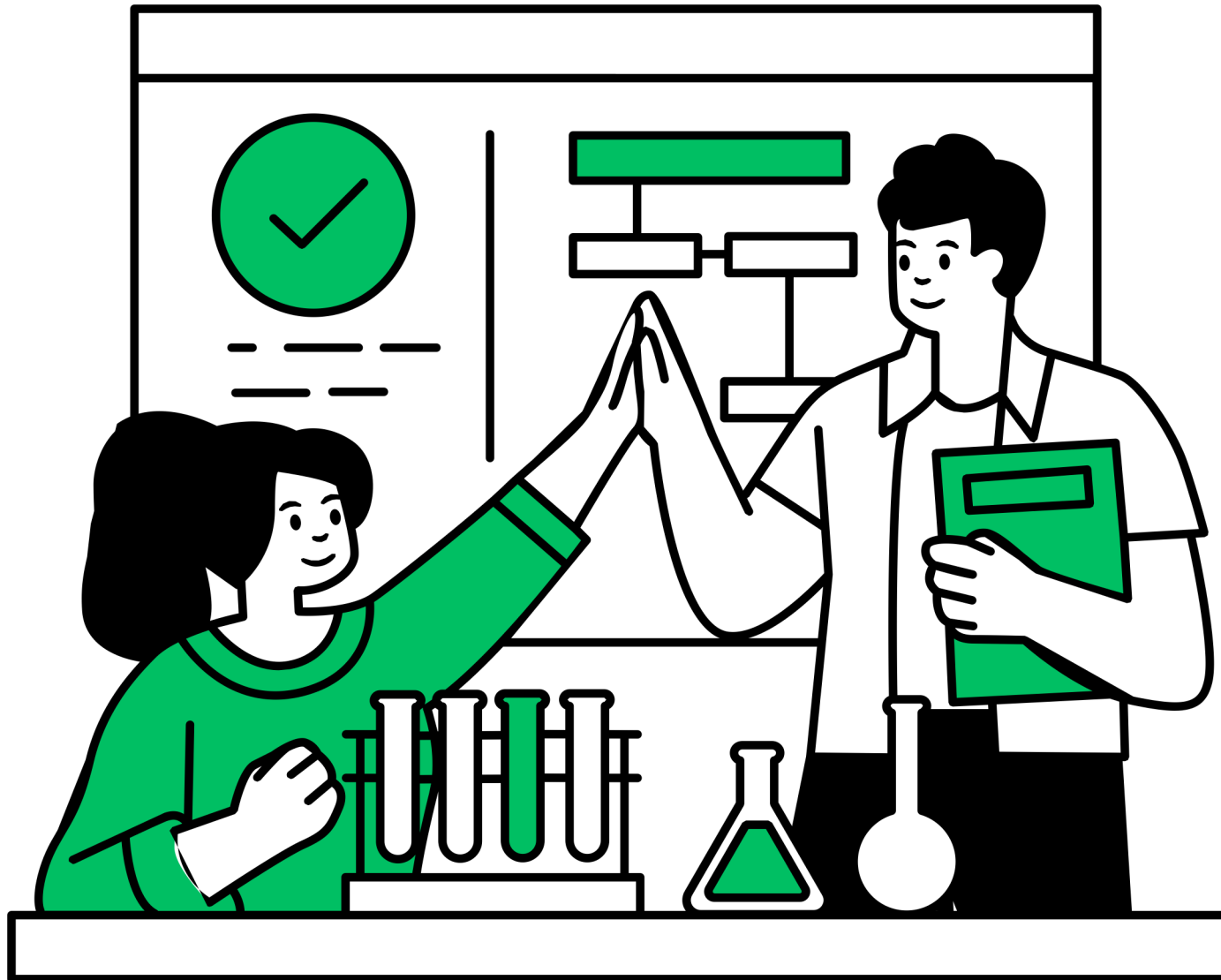
Wondering #2: Effective Instruction

How can we collaboratively identify impactful instruction practices to create an instructional framework for our school?

How can we use this framework to grow our ability to have collaborative conversations that focus on student learning?

Actions

Assess Student Learning

❏ **Backwards designed**- You create assessments that measure student learning based on what is taught
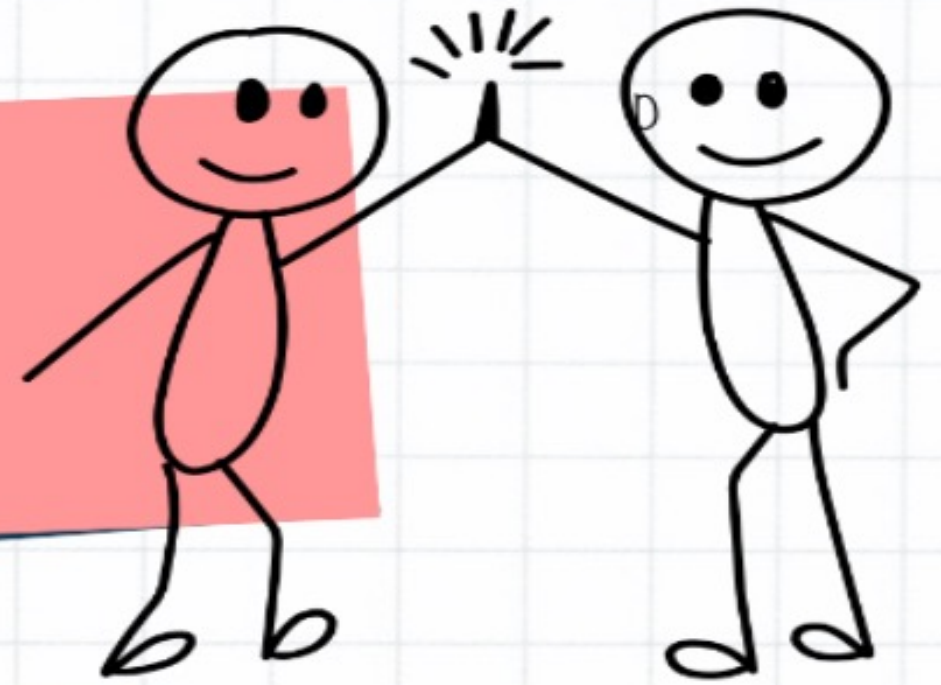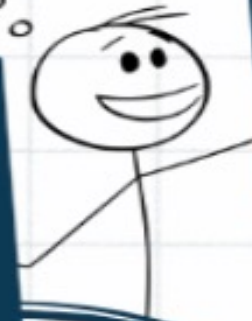
❏ **Standards-based**- Assessments of learning focus on specific standards that are taught in order to measure mastery of learning

❏ **Rigorous-** Assessments are aligned to a summative, standardized assessment (ILEARN, SAT, AP test, certification)

❏ **Benchmarked-** Assessment is given regularly (e.g., quarterly, chapter, unit)

| Quiz 10	Quiz 11	Semester 1 Final	Week 1 Quiz	Week 2 Quiz	Week 3 Quiz	Week 5 Quiz	Week 6 Quiz	Week 7 Quiz	Week 8 Quiz	Average Quiz
2.2.1-2.2.2	2.2.3		3.1.1 & 3.1.2	3.1.2 & 3.1.3	3.1.3 & 3.1.4	3.1.5,3.1.6 & 3.1.7	3.2.1 & 3.2.2	3.2.3 & 3.2.4	3.2.4 & 3.2.5	
6	18	64	15	12	14	12	12	16	0	69.13%
25	28	87	20	20	18	27	40	19	20	93.93%
25	28	72	16	14	18	19	19	20	20	81.00%
25	25	24	19	20	20	11	25	13	18	59.37%
24	30	100	19	20	18	17	40	20	20	97.63%
29	28	93	15	18	20	25	27	20	18	89.97%
9	17	67	14	6	18	12	30	17	18	66.75%
25	30	80	19	19	20	10	30	19	20	86.81%
11	0	54	16	11	0	29	20	12	18	53.83%
21	26	76	12	13	20	21	30	19	18	77.84%
14	24	62	12	15	20	12	20	19	14	70.98%
18	15	69	14	11	14	11	10	13	20	76.25%
12	30	72	12	7	20	18	27	12	16	74.93%
24	30	91	15	14	20	13	27	20	20	92.35%
22	25	78	16	20	20	20	33	20	18	84.70%
19	18	80	19	14	18	16	16	20	20	82.32%
22	30	97	19	19	20	26	26	19	0	92.61%
21	29	87	19	17	20	22	23	19	18	86.02%
	26	48	12	8	14	5	15	18	16	55.15%
24	30	92	20	20	20	26	25	20	20	94.72%
16	25	71	18	13	20	11	22	19	18	81.27%
16	16	73	19	18	12	23	25	20	20	75.20%
24	28	93	19	20	20	30	38	20	20	97.63%
19	30	73	19	16	18	17	0	20	18	82.06%
19.60869565	24.41666667	75.125	16.58333333	15.20833333	17.58333333	18.04166667	24.16666667	18.08333333	17	
25	30	100	20	20	20	30	40	20	20	
77.28	82	74	83	76	92	62		90	85%	51.85%

Domain 1 RISE Rubric

| Competencies	Effective (3)
1.1 Utilize Assessment Data to Plan	Teacher **uses prior assessment data** to formulate: - Achievement goals, unit plans, AND lesson plans
1.2 Set Ambitious and Measurable Achievement Goals	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year
1.3 Develop Standards Based Unit Plans and Assessments	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit
1.5 Track Student Data and Analyze Progress	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals

Instructional Framework Actions

PD Day 2/14/25

PD implementation plan for Fall 2025
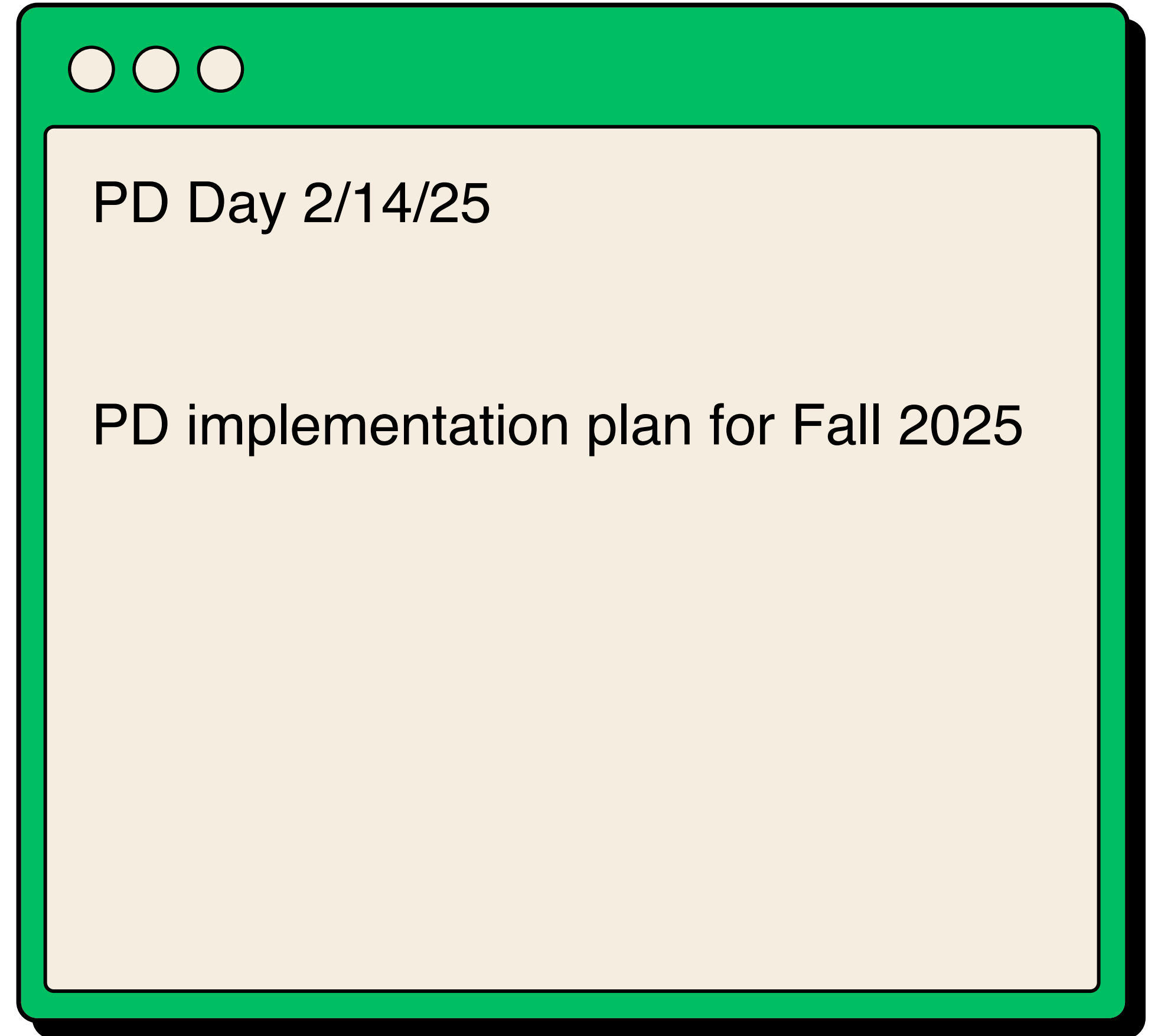
Team Feedback
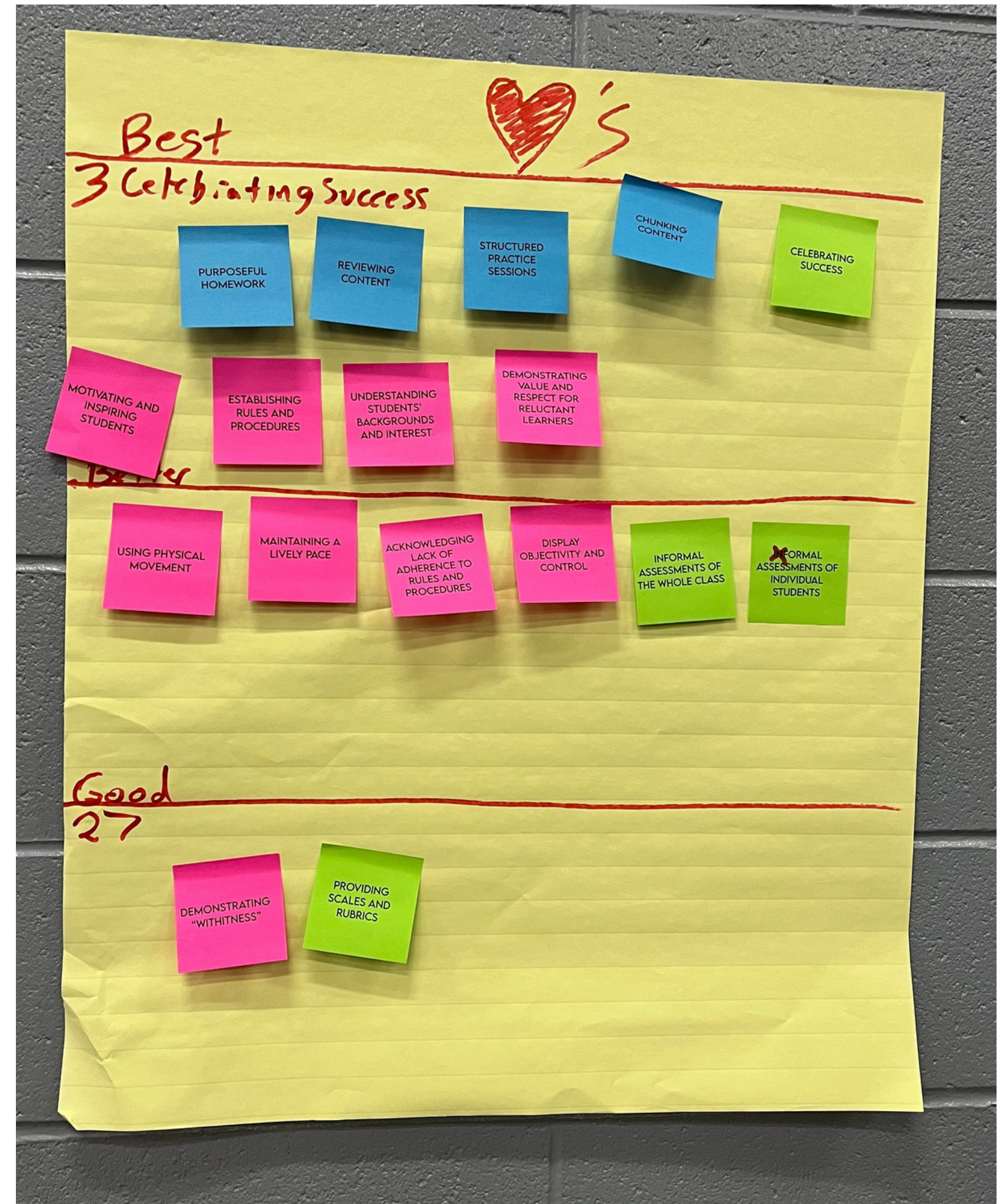
Whole School Feedback
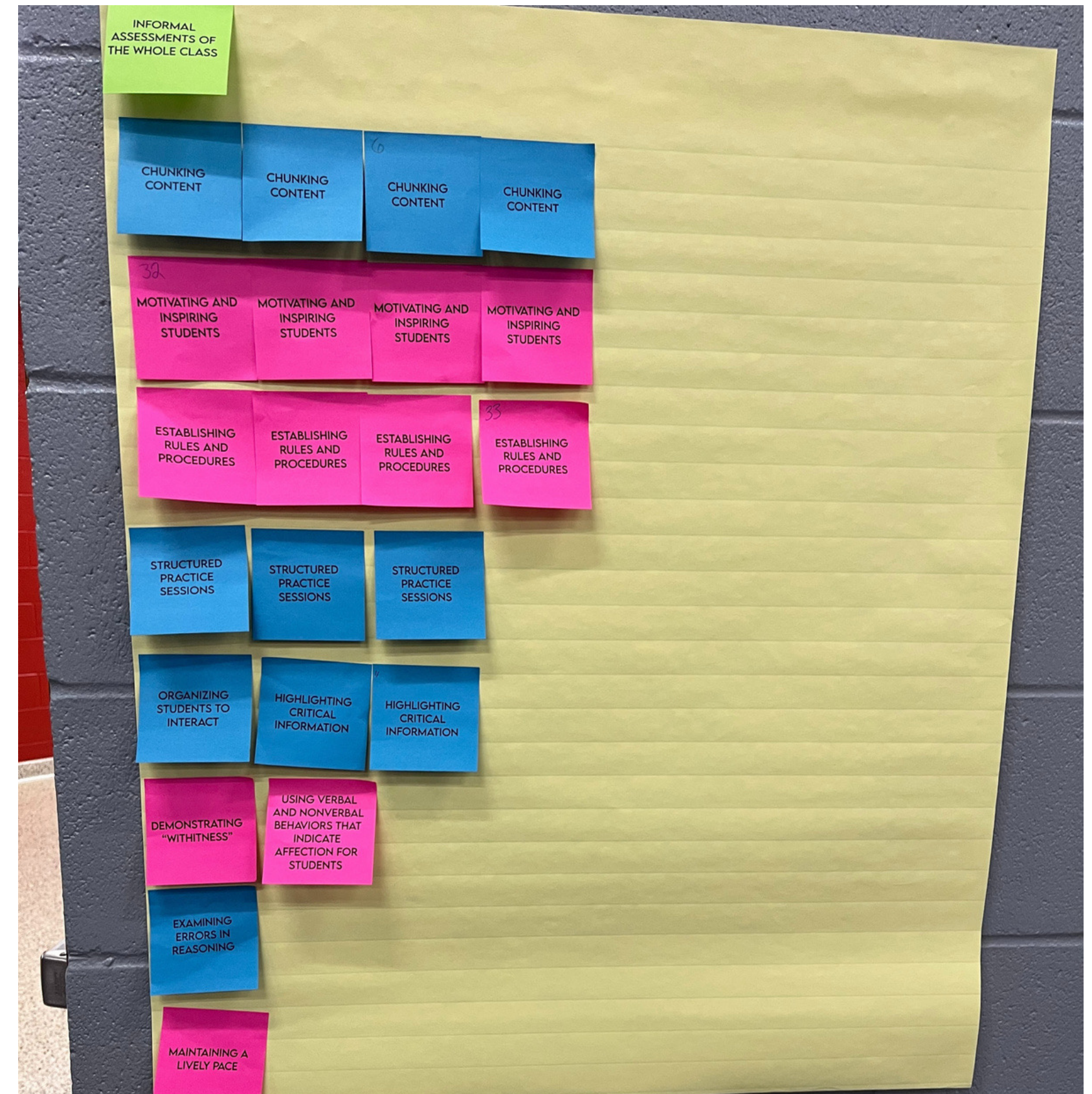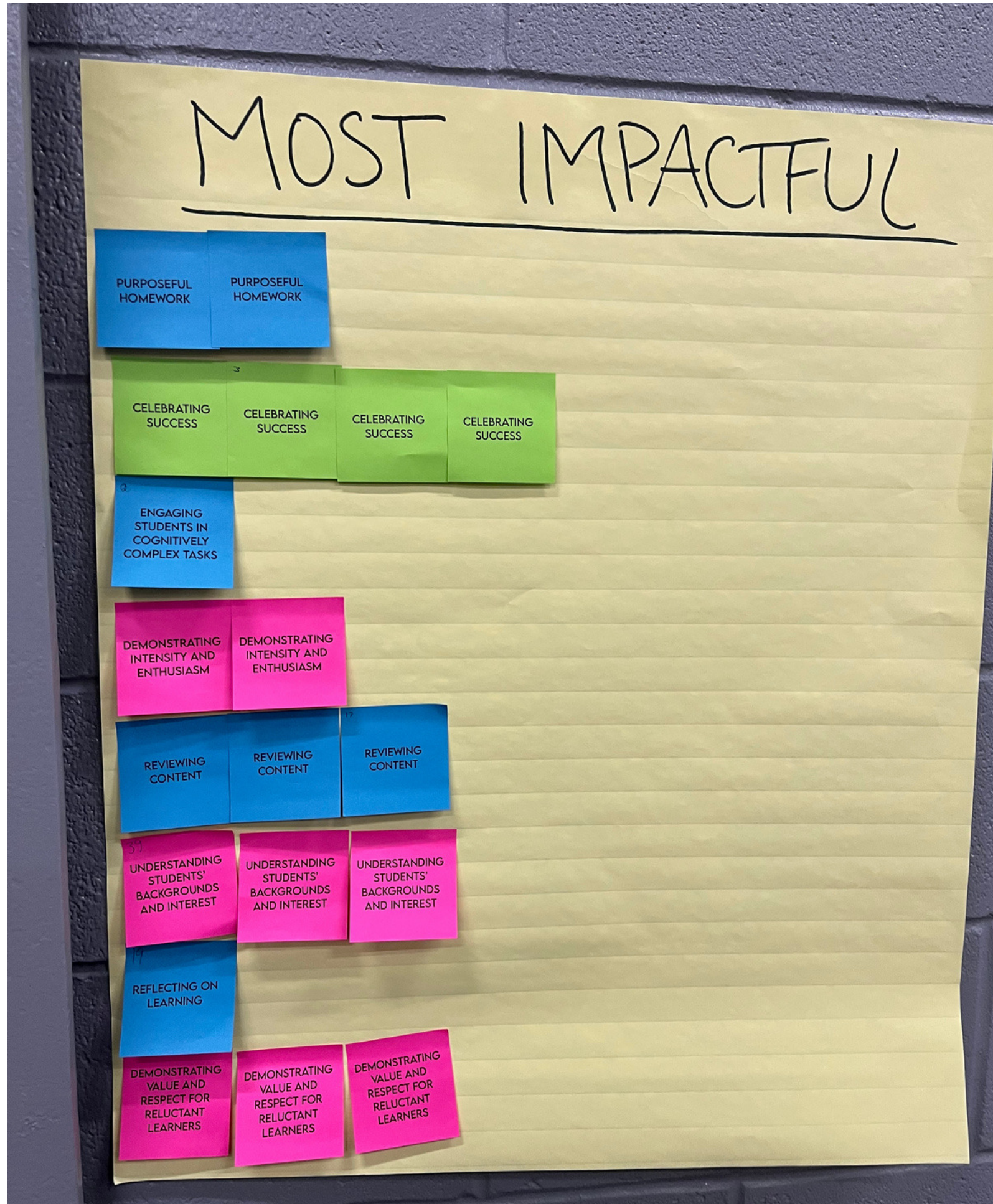
Data Collection
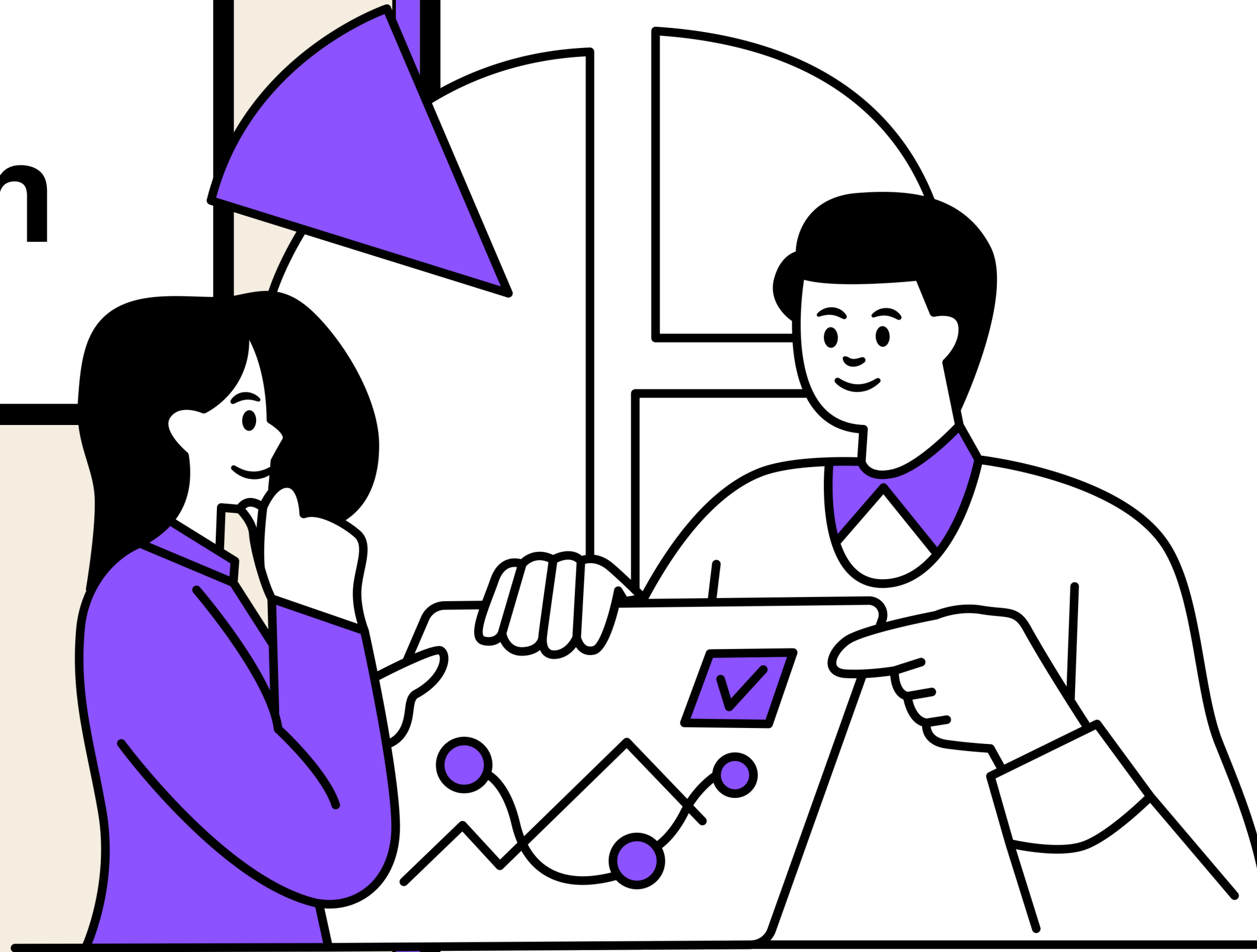
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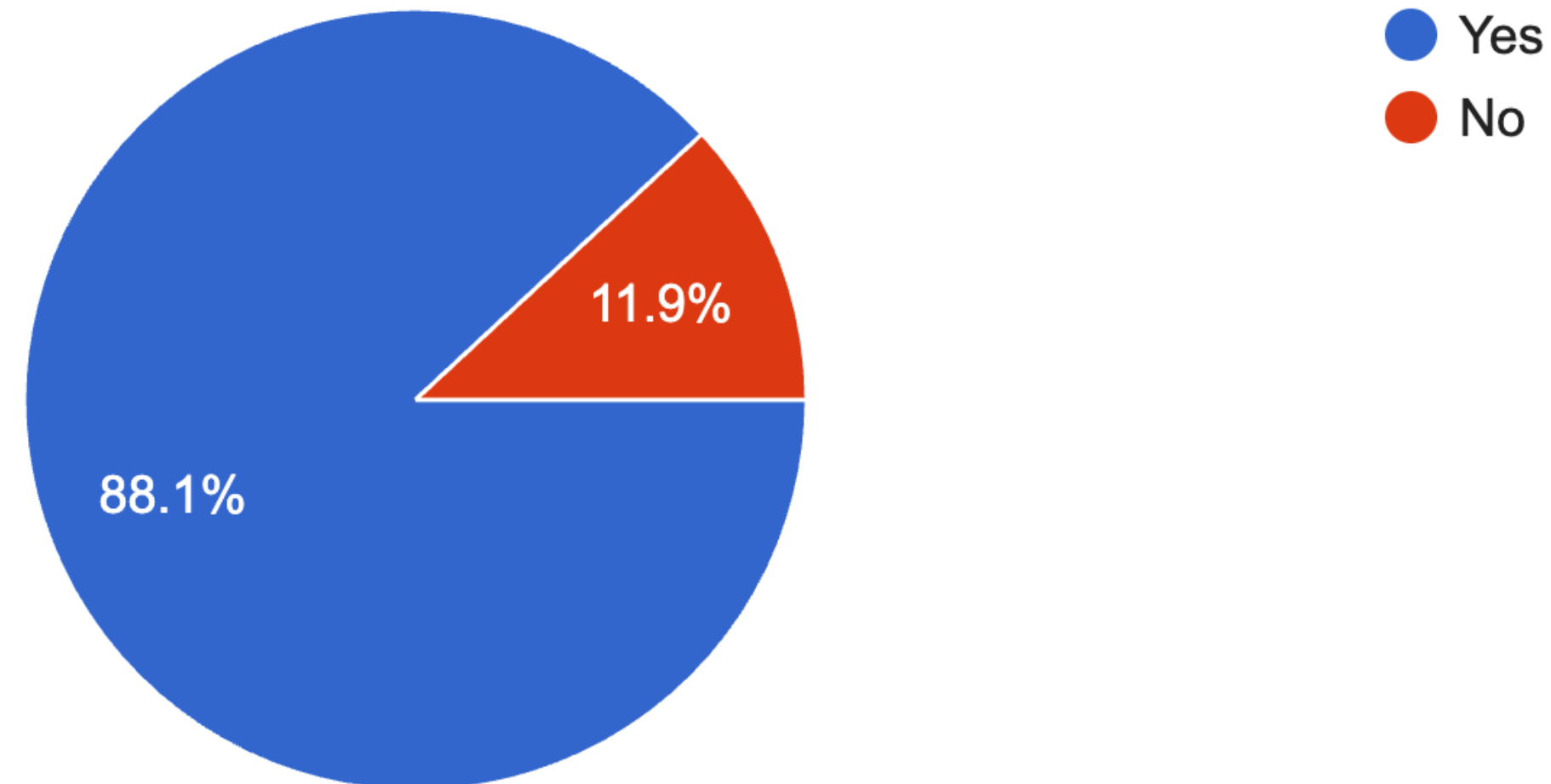
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PD Survey: Fall Semester

Fall Semester PD Feedback

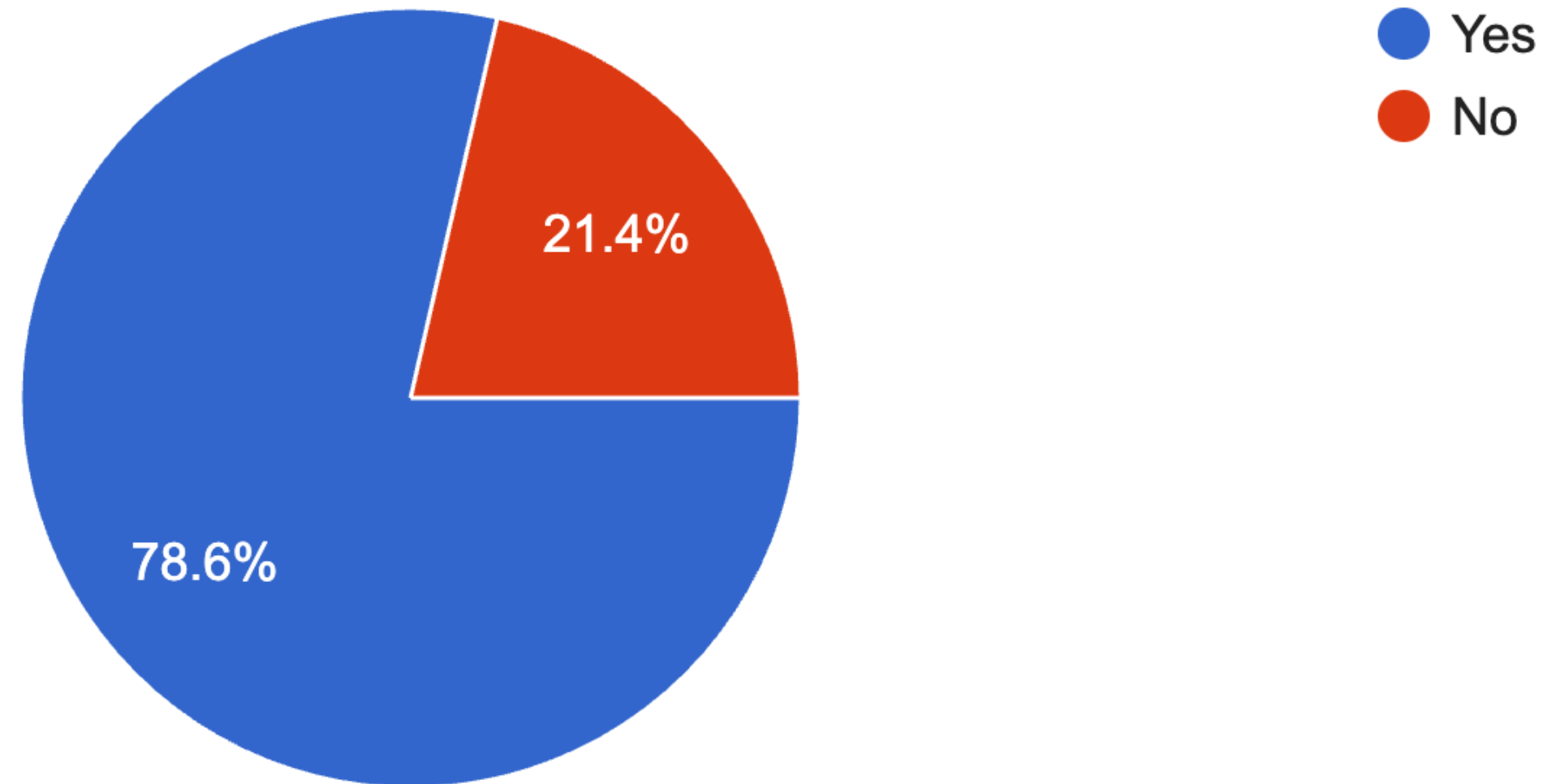By the end of this semester, I will have given two (or more) CFAs to my students.

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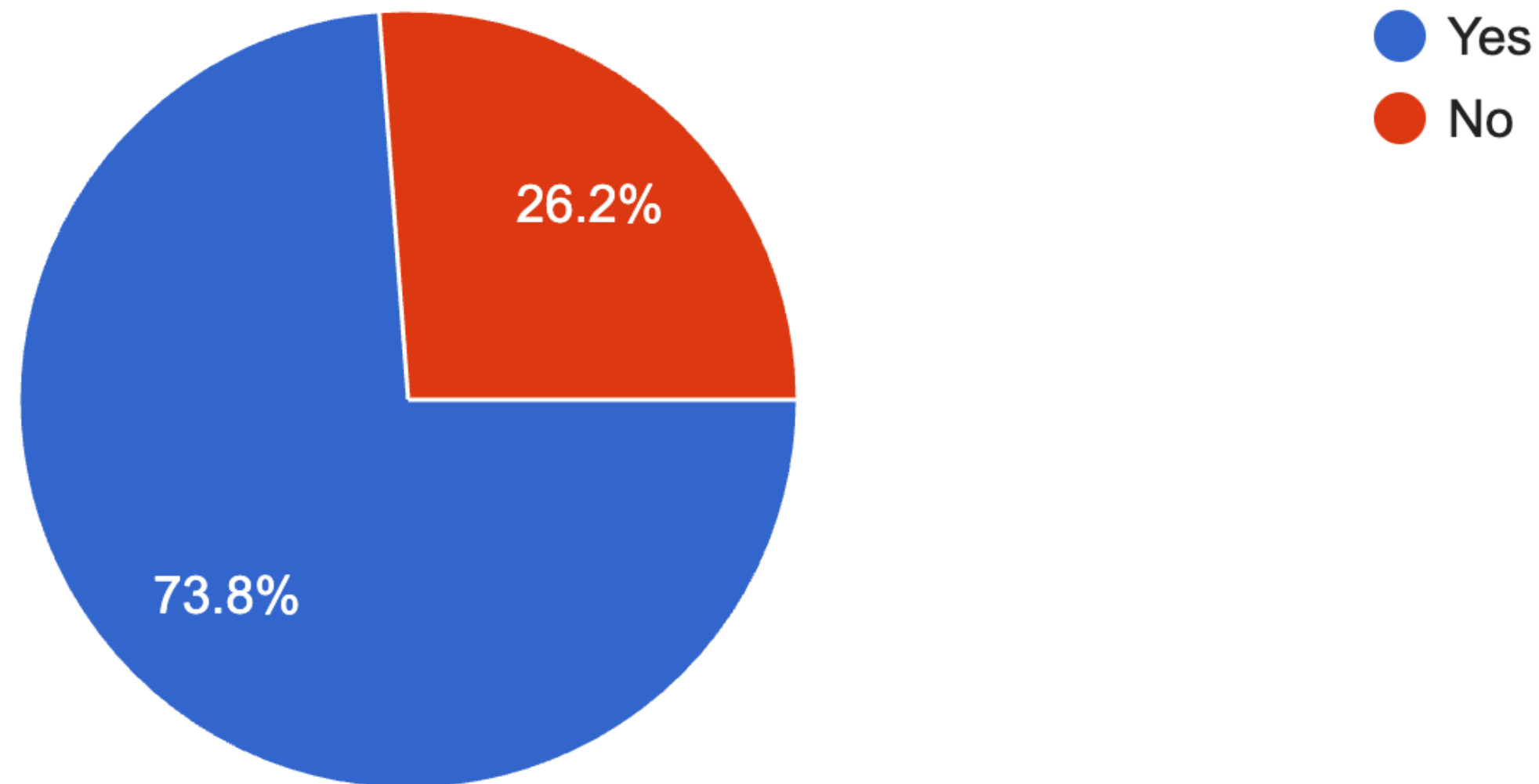
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Fall Semester PD Feedback

By the end of this semester, I will have analyzed the data from two (or more) CFAs.
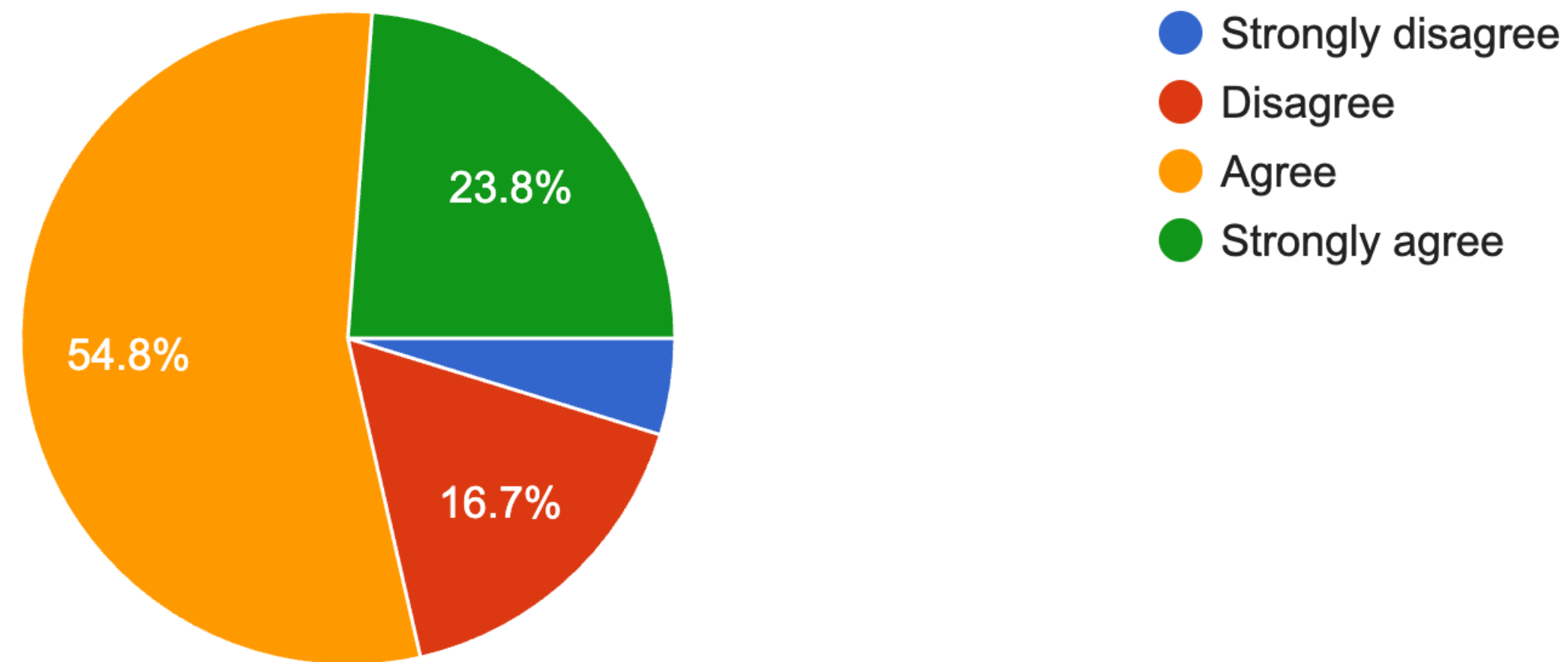
42 responses

- Yes
- No

26.2%

73.8%

Fall Semester PD Feedback

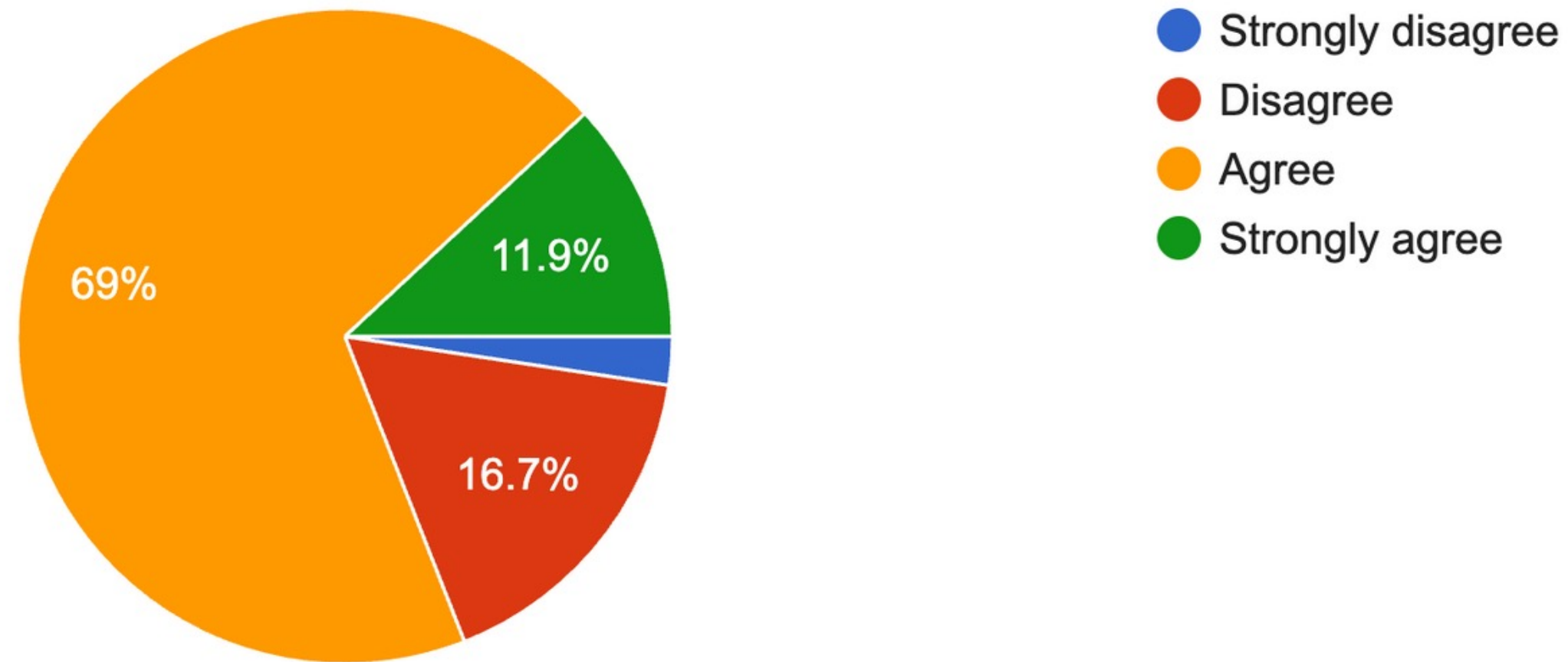I am comfortable discussing the data and the takeaways from my CFAs in relation to my goal with others.

42 responses

- 🔵 Strongly disagree
- 🔴 Disagree
- 🟠 Agree
- 🟢 Strongly agree

54.8%

16.7%

23.8%

Fall Semester PD Feedback

I have adjusted instruction based on data from my CFAs this semester.

42 responses

- 🔵 Strongly disagree
- 🔴 Disagree
- 🟠 Agree
- 🟢 Strongly agree

69%

11.9%

16.7%

Instructional Strategies: February 2025

Instructional Framework

GOAL: MASTERING CRITICAL INFORMATION

CULTURE & CONTEXT

- PLCs
  - Vertical (departments)
  - Horizontal (grade-level)
  - Topical
- Context
  - Celebrating success
  - Establishing rules and procedures
  - Understanding students' backgrounds and interests
  - Demonstrating value and respect for reluctant learners
- Learning Walks

INSTRUCTION

- Chunking content
- Structured practice sessions
- Reviewing Content

CURRICULUM

- Curriculum Maps
  - Priority standards
  - Learning intentions
  - Success criteria
  - Essential questions
  - Scope and sequence
- Assessment
  - CFAs
  - Formative: individual (e.g., quizzes, exit tickets)
  - Formative: group (whole class)
- Vocabulary
  - Morphology
  - Essential vocabulary

Upcoming Data Collection: April/May 2025

Goal/Data Feedback

Summative Meetings- Graham and I will begin summative meetings the week of April 7. You can sign up with Graham here or with Katie here. Please email the following 5 days prior to your summative meeting so that Graham and I have time to prepare:

Domain 1- Goal and CFA progress and any additional information/evidence you would like to share (this will allow us to finalize Domain 1)

Domain 3- Evidence for Domain 3

Our Discoveries

Learning Statement #1

Because of the scaffolding provided, we have strong teacher participation for goal-setting and data tracking.
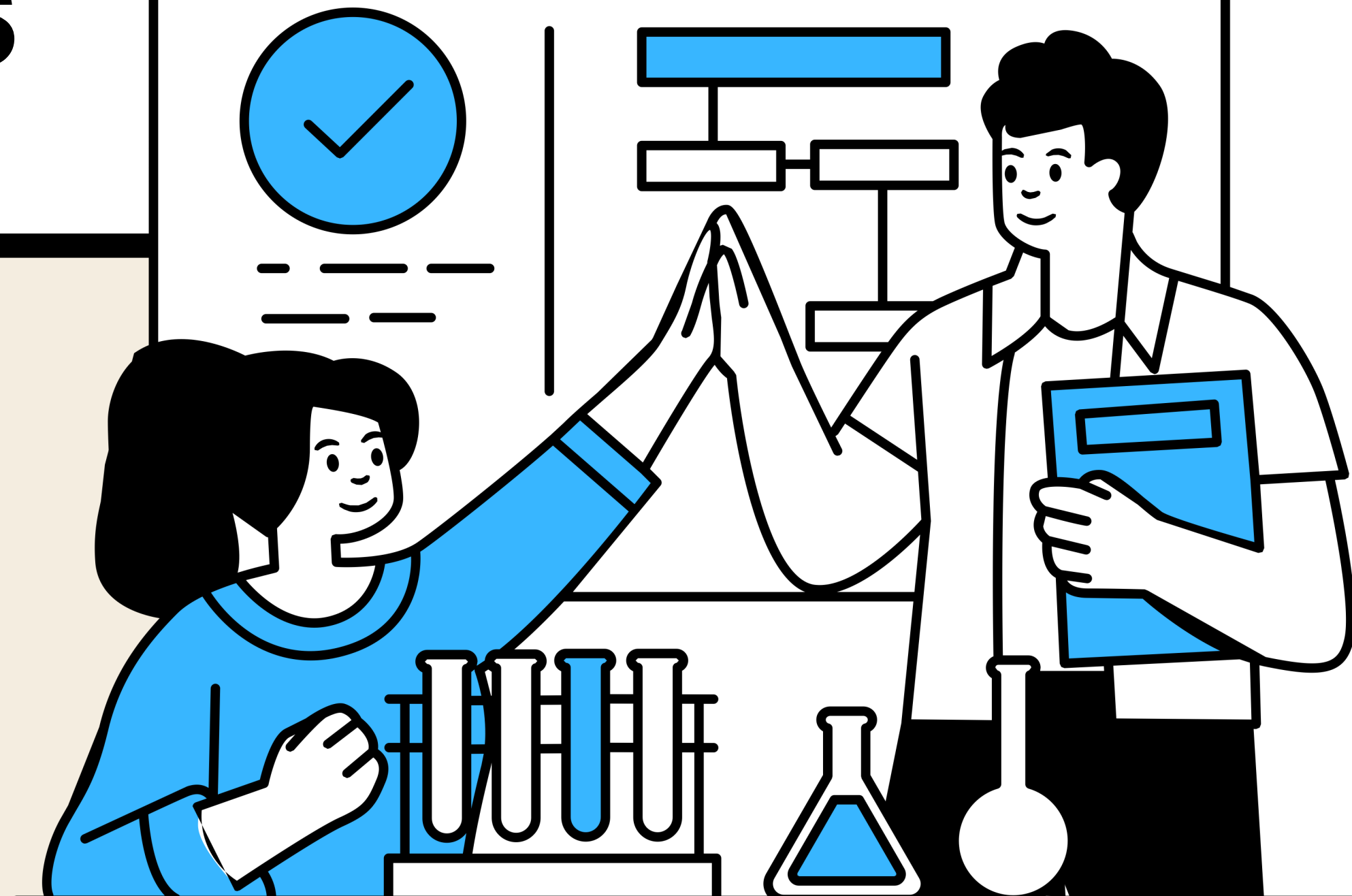
Learning Statement #2

We have teacher buy-in for our instructional framework due to the collaborative process and the ability to give feedback.

Learning Statement #3

Teachers need dedicated time to create goals, analyze data, and utilize the instructional framework.

Next Steps

"When you fundamentally believe you can make a difference and you feed it with the evidence you are, that is exceedingly powerful."

Teachers *setting individual goals, identifying benchmark assessments, and tracking student progress* provide the structure we need to ensure that our professional learning translates into student learning.
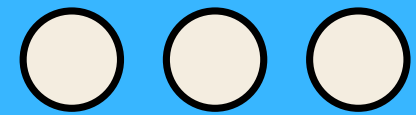
The identification of impactful instructional practices has allowed us to create an instructional framework specific to our school's needs. ***During our 45-minute PD time, teachers will self-select areas of focus from our instructional framework***: (1) chunking content, (2) structured practice sessions, (3) reviewing content. They will then work collaboratively in PLCs to grow their learning and implementation of these practices.

Because we created this framework together, we already have buy-in from our staff. During our waiver days, we are going to partner with Hope Alight to train our entire staff in **_Trust Based Relational Intervention_**. This aligns with our staff's identification of (4) celebrating success, (5) establishing rules and procedures, (6) understanding students' backgrounds and interests, (7) demonstrating value and respect for reluctant learners as part of our instructional framework.

References

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