



Unlocking Growth: A Collaborative Journey in Teaching Excellence

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Background Leading to Our Inquiry

Our inquiry stems from a shared commitment to continuous professional growth and improving student outcomes through reflective practice. By exploring how the implementation of instructional growth goals within our teaching and collaborative team meetings can strengthen our pedagogical skills, we aim to create a more intentional and focused approach to professional development. Embedding these goals into our regular practice encourages ongoing dialogue, peer feedback, and a culture of accountability, allowing us to align instructional strategies with student needs and current best practices. This inquiry seeks to understand how structured goal-setting can enhance instructional effectiveness, foster collaboration, and ultimately support a more cohesive and impactful learning environment.

The Purpose of Our Inquiry

Ensure our staff has the support they need to reach their 24-25 professional growth goal.

Our Wondering

How could implementing instructional growth goals into our teaching and collaborative team meetings strengthen our pedagogical skills?

Our Actions

Our team knew every teacher would have a professional learning goal as part of the HRS Level 2 certification. The team also learned through the survey data that this was an area we needed to grow in. We started out by having the staff fill out a survey. This measured their comfort level with 43 elements in Marzano's Art and Science of Teaching. Teachers we then asked to pick an element that they wanted to work on. Staff then had time to study the strategies related to the element, meet with other staff members that had similar goals, and work to develop their professional growth plan. This plan included strategies, goals and a measure of proficiency.

The school leader then developed a calendar of instructional rounds. These rounds were designed to keep teams together that had similar goals so that they could view strategies related to this goal in action.

Data Collection

As we worked on our goals, each staff member was given 4 opportunities to rank themselves on their strategy implementation.

Our Data

85% of teachers reported growth in their use of strategies. Teachers reported growth out of using the instructional rounds, improvements in planning, implementing other strategies through the use of the collaborative team discussion time, increased awareness of their instructional weaknesses, and more emphasis on intentionality.

Our Discoveries

- Learning Statement One: Teachers goals changed over time and became more fluid
- Learning Statement Two: We need to offer more job embedded PD related to goals
- Learning Statement Three: Teachers comfort level rose as they discussed and practiced their strategies.

The teachers goals changed over time and became more fluid-through the use of the personal tracking charts, practicing, and refining their goal to meet their teaching and student needs. This data was evident from the teacher tracking charts.

Through the process teachers needed more opportunities to learn strategies. To meet this need we need to offer more job embedded PD. This data was evident from our teacher survey.

Teachers comfort levels rose as they discussed and practiced their strategies. This was evident from the qualitative data collected

Where We Are Headed Next

We will continue to have professional growth goals in the future. Using our teacher feedback we will develop more opportunities for job embedded professional development aligned to teacher's goals. We are also creating a library of video strategies that will be accessible at any time.

I encourage all administrators to have your teachers develop an instructional growth goal, find time to monitor and discuss it and use the strategies to strengthen the entire staff's teaching.

Bibliography

Marzano, Robert J., et al. *Leading a High Reliability School: The Next Step in School Reform*. Solution Tree Press, 2018. **Robert J., et al.** *Leading a High Reliability School: The Next Step in School Reform*. Solution Tree Press, 2018.

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Crawfordsville MS

1

Purpose

Through our AR we hope to gain a better understanding of how our professional growth goals can help our collaborative teams grow and “co-labor,” together.

2

Wondering

How could implementing instructional growth goals into our teaching and collaborative team meetings strengthen our pedagogical skills?

3

Strategies

- Teachers develop professional growth plans
- Intentional time is built into collaborative teams to discuss
- Job-embedded PD was used to develop goals
- Instructional rounds were designed to allow staff to see strategies in action

3

Discoveries

- Increased intentional planning
- Increased student engagement
- Increased collective teacher efficacy
- New vision for instructional rounds and job embedded PD