

Reflect on the Implementation of the Actions of Instructional Leadership in Curriculum

All support and learning is driven by a clearly defined initiative with measurable and achievable outcomes.

How well and how often did you clarify the goals of the initiative by offering the following supports?

- The goals of the initiative were clearly explained and defined.
- The purpose of the initiative was clearly explained and defined.
- The expectations for the teachers were clearly explained and defined.
- The success criteria for the initiative were clearly explained and defined.
- The benefits of the initiative to the students were clearly explained and defined.
- The benefits of the initiative to the teachers were clearly explained and defined.

How well and how often did you integrate the goals of the initiative with other expectations by offering the following support?

- How the initiative supports the other work of the school was clearly explained and defined.

How well and how often did you provide the resources needed to implement this initiative by offering the following support?

- The resources the teachers need to effectively implement the initiative were clearly explained and easily accessible.

How well and how often did you share the information with the staff by offering the following support?

- The information was explained, defined, and shared in as many distinct ways as possible.

Table 1.10: Narrative Reflection on the Implementation of the Actions of Instructional Leadership in Curriculum

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All support and learning is driven by a clearly defined initiative with measurable and achievable outcomes.

To what degree did you clarify the goals of the initiative?

- The goals of the initiative were clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The purpose of the initiative was clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The expectations for the teacher were clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The success criteria for the initiative were clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The benefits of the initiative to the students were clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The benefits of the initiative to the teachers were clearly explained and defined.

5	4	3	2	1
always		sometimes		never

To what degree did you integrate the goals of the initiative with other expectations?

- How the initiative supports the other work of the school was clearly explained and defined.

5 4 3 2 1
always sometimes never

To what degree did you provide the resources needed to implement this initiative?

- The resources the teachers need to effectively implement the initiative were clearly explained and easily accessible.

5 4 3 2 1
always sometimes never

To what degree did you share the information with the staff?

- The information was explained, defined, and shared in as many distinct ways as possible.

5 4 3 2 1
always sometimes never

Table 1.11: Evaluative Reflection on the Implementation of the Actions of Instructional Leadership in Curriculum