

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

All support and learning is driven by highly engaging, effective, and efficient instruction.

How well and how often did you clarify how the initiative will be supported by offering the following supports?

- The instructional supports teachers needed in order to achieve the goal of the initiative were clearly explained and offered.

How well did you establish and how often did you clarify the plan for professional learning opportunities by offering the following support?

- The expectations for the teachers were clearly explained and defined.
- How the teachers ask for and receive additional support was clearly explained and offered.
- How the teachers work together to implement the initiative was clearly explained and offered.
- How the teachers have opportunities to contribute ideas to the implementation plan was clearly explained and offered.

How well and how often did you schedule professional learning opportunities directly related to the initiative by offering the following support?

- The timeline and plan for the initiative was clearly explained and defined.
- When the teachers receive support was clearly explained and defined.
- The milestone expectations for each learner were clearly explained and defined.

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 2.10: Narrative Reflection on the Implementation of the Actions of Instructional Leadership in Instruction

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All support and learning is driven by a highly engaging, effective, and efficient instruction.

To what degree did you clarify how the initiative will be supported?

- The instructional supports teachers needed in order to achieve the goal of the initiative were clearly explained and offered.

5	4	3	2	1
always		sometimes		never

To what degree did you clarify the plan for professional learning opportunities?

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

5	4	3	2	1
always		sometimes		never

- How the teachers ask for and receive additional support was clearly explained and offered.

5	4	3	2	1
always		sometimes		never

- How the teachers work together to implement the initiative was clearly explained and offered.

5	4	3	2	1
always		sometimes		never

- How the teachers have opportunities to contribute ideas to the implementation plan was clearly explained and offered.

5	4	3	2	1
always		sometimes		never

To what degree did you schedule professional learning opportunities directly related to the initiative?

- The timeline and plan for the initiative was clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- When the teachers receive support was clearly explained and defined.

5	4	3	2	1
always		sometimes		never

- The milestone expectations for each learner were clearly explained and defined.

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 2.11: Evaluative Reflection on the Implementation of the Actions of Instructional Leadership in Instruction