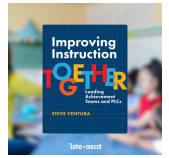


# Putting It All Together – Leadership Reflection & Action

These quotes from Chapter 8 of *Improving Instruction Together* (ASCD, 2025) reflect key principles of leadership vision, modeling, trust, and culture. Use them to spark meaningful discussion and connect reflection to action.



“The culture you create is the culture you deserve.”

“Without a clear leadership vision—I am afraid many of these strategies included in this book won’t bring about the intended impact.”

“The leaders in schools that are moving forward were seen doing what they required others to do.”

“Each of these five components must be present in order to achieve effective change.” (Action Plan, Collective Efficacy, Goals, Formative Evaluation/Reflection, Instructional Leadership)

Action Plan	+	Collective Efficacy	+	Goals	+	Formative Evaluation	+	Instructional Leadership	=	Change
Missing	+	Collective Efficacy	+	Goals	+	Formative Evaluation	+	Instructional Leadership	=	False Start
Action Plan	+	Missing	+	Goals	+	Formative Evaluation	+	Instructional Leadership	=	Fragmented Beliefs
Action Plan	+	Collective Efficacy	+	Missing	+	Formative Evaluation	+	Instructional Leadership	=	Reduced Motivation
Action Plan	+	Collective Efficacy	+	Goals	+	Missing	+	Instructional Leadership	=	Lack of Evidence
Action Plan	+	Collective Efficacy	+	Goals	+	Formative Evaluation	+	Missing	=	Confusion

“If you have a passion to lead, without the need to learn, then you have a desire to hold a title, not to fulfill a purpose.”

“Culture doesn’t change because we demand it; it changes because we model it.”

“Great leaders leave a legacy of collective capacity, not dependency.”

“Change doesn’t happen because of new initiatives—it happens because of new behaviors.”

“When clarity, collaboration, and evidence intersect, improvement becomes inevitable.”

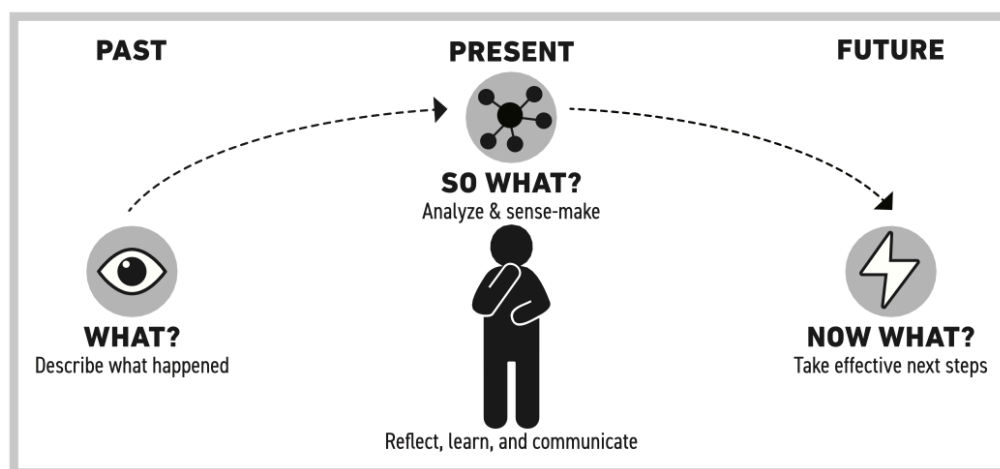
“The work of improving instruction together is never finished; it’s the heartbeat of professional learning.”

## From Insight to Action – Leadership Learning Activity

**Purpose:** To help instructional leaders translate key leadership principles from Improving Instruction Together into daily practice by reflecting on culture, vision, and modeled behavior.

1. **Quote Carousel:** Leaders take turns discussing what these quotes mean for their own leadership behavior. Guiding question: 'What would it look like if these principles were visible in your daily practice?'
2. **Personal Reflection:** Each leader selects one quote that resonates most and writes a short reflection: 'Why does this quote matter right now in my leadership journey?'
3. **Collective Commitment:** Leaders share one specific action they will implement in the next 30 days. Facilitator captures commitments on a poster or shared document titled 'The Culture We Create.'
4. **Optional Extension:** Revisit commitments at a future meeting using the 'What? So What? Now What?' reflection model from **Chapter 8, page 137**.

### What? So What? Now What? Critical Reflection Model



Adapted from Improving Instruction Together: Leading Achievement Teams and PLCs by Steve Ventura (ASCD, 2025).

## The Culture We Create

Why does this quote matter right now in my leadership journey?

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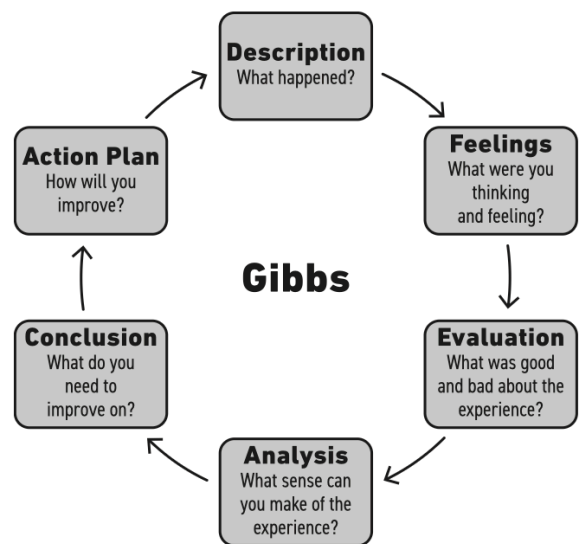
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### Efficacy and a Reflective Learning Environment Activity

In 1988, Graham Gibbs introduced the Gibbs Reflective Cycle, which includes the six stages shown in the figure below. Although this cycle was not developed exclusively for teachers, you can see how the cycle adapts to education:

- Description of the experience.
- Feelings and thoughts about the experience.
- Evaluation of the experience, both good and bad.
- Analysis to make sense of the situation.
- Conclusion about what you learned and could have done differently.
- Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.

**Gibbs Reflective Cycle**



Leaders should reinforce the practice of reflection not only for teachers but also for themselves. Remember, instructionally effective schools share a common thread: the leaders in these schools were seen doing what they required others to do. Encourage and model reflective thinking in teacher team and PLC conversations, and provide time for educators to reflect on teaching and learning on a regular basis.

**Prompt:** Think about a recent teacher or colleague interaction that stayed with you. What made it stand out (positive or challenging)? Now, go through the Gibbs Reflective Cycle.