

Guidelines for Instructing

When the teacher approaches the implementation of the initiative with high motivation and low capacity, instructional leadership suggests the principal **INSTRUCT** in order to support motivation and build capacity.

1. Clearly describe the context and outcome of the initiative.

What is the purpose of the initiative?

What, specifically, will the teacher be expected to implement?

What, specifically, are the success criteria for the initiative?

2. Clearly describe the process of how to achieve the goal of the initiative—step by step.

What specific actions does the teacher need to take?

When do these actions need to be taken?

What supports will the teacher receive in order to achieve the goal of the initiative?

3. Set dates for progress checks with the individual.

What are the major phases of the initiative and when should they be completed?

How will the principal deliver feedback?

What questions will the instructional leader ask to support the teacher's decision-making?

4. Allow time for implementation of the initiative and provide extra help if needed.

If the teacher makes mistakes, be understanding and help them learn from their mistakes.

Ask the teacher if extra help is needed. (The teacher may need some help but their high motivation may cause reluctance to say so.)

Table 6.3: Guidelines for Encouraging
Adapted from Schemel (1997)