

## Guidelines for Directing

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

### 1. Explain the context of the initiative.

What is the purpose of the initiative?

How will the success of the initiative benefit the students?

How will the success of the initiative benefit the teacher?

### 2. Clearly describe the outcome of the initiative.

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

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

### 3. 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?

**4. Set dates for frequent progress checks with the teacher.**

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

When will the work in progress on the initiative be reviewed?

How will the instructional leader deliver feedback? What questions will the instructional leader ask to support the teacher's decision making?

**5. Provide extra help if needed—but only if needed.**

Provide needed supports, but don't let the teacher's low motivation excuse them from doing the work the initiative requires.

**6. Have the teacher reflect on their implementation of the initiative.**

What successes have you seen? What are still some areas for growth?

How have your students benefited from the implementation of the initiative?

**7. Ask the teacher what they would like to continue working on with regard to the initiative.**

Help the teacher develop a plan of action for next steps.

**Table 6.1: Guidelines for Directing**  
Adapted from Schemel (1997)