

Guidelines for Encouraging

When the teacher approaches the implementation of the initiative with low motivation and high capacity, instructional leadership suggests the principal **ENCOURAGE** in order to build motivation and support 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. Come to an agreement with the teacher on the process of how to achieve the goal of the initiative.

Make sure the goal is clear.

Identify what the teacher is already doing and build on their strengths.

Agree on specific additional actions the teacher needs to take.

Agree on when these actions need to be taken.

Agree on the supports the teacher will receive in order to achieve the goal of the initiative.

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

Mark calendars with dates for frequent reviews.

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

Offer opportunities for support if needed.

5. 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?

6. 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 6.2: Guidelines for Encouraging
Adapted from Schemel (1997)