



COMPONENTS OF SUCCESSFUL CHANGE

FACILITATING DIALOGUE AND VOCABULARY RELATED TO FACTORS NECESSARY FOR SUCCESSFUL REFORM

The Literacy Leadership Team's (LLT) overall goal of improving literacy instruction across the building to improve student outcomes begins with helping the teachers focus on the "bigger picture" of the school rather than their individual classrooms. Reading the article, "Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change", by Cynthia Coburn and taking time to analyze and discuss the article can begin to move the reference point for the committee members. Coburn identifies four factors required for successful scaling up. These factors should be discussed related to the school itself and the interventions, strategies, and routines being put into place.

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PROCEDURE

PRIOR TO MEETING: Depending on amount of time available, distribute article either a day ahead of the meeting or at the meeting. If it isn't likely that members will read the article ahead of the meeting, provide time during the meeting to read. The facilitator should definitely pre-read the article and set up the frame for the unique needs of the building.

Step 1: Facilitator should provide an advance organizer for the activity and an overview. LLT members should understand the purpose for reading the article. Using a jigsaw format, the contents of the article can be shared in approximately 30 minutes. (10 minutes for overview & wrap-up and 5 minutes per topic.) The four dimensions of scale that should be assigned are *depth*, *sustainability*, *spread*, and *ownership*.

Step 2: Each LLT member should have a copy of the Coburn FRAME to take notes on and use to link information back to the school. The attached FRAME can be changed or manipulated in

AN ARTICLE THAT PROVIDES USEFUL LANGUAGE FOR THINKING ABOUT CHANGE

Coburn analyzes four dimensions of scale that can assist LLT members conceptualize what it takes for successful CLC implementation while planning reform strategies for school.

Purpose of activity: To provide depth of understanding in successful change process and to provide a framework for thinking about underlying factors which may affect outcomes.

Time to allow for activity: 45 – 60 minutes

Materials needed: Copies of the Coburn article and the



any way to match more closely the goals of the team meeting.

Step 3: Give team members 10 – 15 minutes to read and digest their sections of the article using the FRAME as a guide. Remind them that they will be responsible for helping the rest of the team understand the content they are learning.

Step 4: Facilitator should draw group back together after the initial 10 – 15 minutes for sharing the information in the article. Once each person or group (depending on size of LLT) has shared, given examples, and helped the rest of the team understand their content, the facilitator should lead the dialogue back to how this information may be relevant to the school situation. Below are possible guiding questions for the team to begin thinking about adolescent literacy, CLC, and the dimensions of scale that Coburn references in successful school reform initiatives.

POSSIBLE GUIDING QUESTIONS TO PROMOTE DIALOGUE, ACTION, AND UNDERSTANDING...

1. How would we rate our school in each of the dimensions of scale related to the CLC (or SIM) initiative in our building?
2. How might we use these dimensions of scale as we think about our work with literacy?
3. How does the dimension of depth and spread address our success in this initiative?
4. How can we consciously work to spread knowledge and action as well as increase depth of understanding at all levels?
5. How can we plan ahead and thinking SMARTER so that we are able to sustain our efforts?
6. How will we know when the staff is owning the reform?
7. How can we gauge or measure the effects of our work in these four dimensions of scale?

Note: This activity should occur after the team has a firm grasp of literacy, CLC, and the reform effort. The activity itself is designed to deepen the leadership teams understanding of the change process itself. Deepening the knowledge base of the LLT is a very important function in the school's development.

Related article and materials needed for this activity:

Coburn, Cynthia E. (2003), Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. Educational Researcher, 32(6), 3 – 12.

RECOMMENDED READING:

Coburn, Cynthia, E. *Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change*, Educational Researcher, Vol. 32, No. 6, pp. 3-12.
Elmore, Richard E. *School Reform from the Inside Out*, Harvard Education Press, Cambridge, MA, 2004.

Key Topic
4 Dimensions of Scale

factors upon which school reform's success or failure depends

Main idea

Depth

Essential details

Main idea

Sustainability

Essential details

Main idea

Spread

Essential details

Main idea

Ownership

Essential details

So What? (What's important to understand about this?)