

Table 7.2 Questions to Ask about the Timing of and Need for Disciplinary Literacy Work

IS THE TIMING RIGHT?

	Questions individuals might ask	Questions teams might ask
Student Needs	Do most of my students have a need for more support with disciplinary literacy skills or literacy skills more broadly?	Is there widespread agreement, within the team and beyond, that students need more support with disciplinary literacy skills or literacy skills more broadly?
Shared Understanding	Do I have a clear understanding of what “disciplinary literacy” means to me and in my classroom?	Do we all share a similar understanding of what “disciplinary literacy” means, from which we can launch our work?
Willingness	Am I really ready to try something new in my classroom, knowing that there will be lots of mistakes and missteps along the way?	Are we at a place, as a team, or as a school, where there is broad-based interest in and willingness to engage in change processes around disciplinary literacy?
Moving Toward Readiness	Is there anything I need to work on first to then be able to shift toward disciplinary literacy (e.g., shoring up basic or intermediate literacy skills, familiarizing myself with fundamental concepts in my field, and so on)?	Is there anything that the team might need to do in order to create more buy-in? Are there other change processes afoot that need to be finished out before launching into DL learning and change? Is there a need to build more shared understanding of our school’s strengths and needs regarding disciplinary literacy?
Addressing a Need	Do I know which needs disciplinary instruction will address? Are there unmet needs that will begin to be addressed when I start to make these changes to my instruction?	Are there unmet needs within the school that our team can pinpoint and begin to address through disciplinary literacy instructional practices?

For more guiding questions such as these, please see Dobbs, Ippolito, & Charner-Laird, 2017.