

Table 7.3 Situating DL Change Work within the Context of Larger Initiatives

IN WHAT WAYS DOES THIS INITIATIVE INTERACT WITH AND COME INTO BALANCE WITH OTHER WORK IN MY/OUR SCHOOL COMMUNITY?

	Questions individuals might ask	Questions teams might ask
Balancing with Other Initiatives	How does the work I'm trying to do around disciplinary literacy complement and/or compete with other school-wide improvement efforts I am invested in?	How does work around disciplinary literacy complement and/or compete with other school-wide improvement efforts that individuals or our entire team may be invested in?
Personal Balance	Is the timing right for this work? Will I feel balanced professionally if I take on these changes now? Or am I in danger of experiencing initiative overload or burnout?	Is the timing right for this work for our team? Will this initiative provide professional balance for those involved? Or are we in danger of experiencing initiative overload or burnout?
Energizing Work	What aspects of this work energize me? Does this work play to my strengths? Or how can I shape the work to play to my strengths and growing edges?	As a team, does this work energize us? How does it play to the strengths of the group? How does it push us toward our growing edge, as a group and as individuals?
Aligning with the Community	Does my beginning work around disciplinary literacy align with the priorities of the school community?	Does the work of the team around disciplinary literacy align with the priorities of the school community?
Blind Spots	What are my blind spots as I begin this work? What am I not considering?	What are our collective blind spots as a team? What else are we not considering?

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