Ready to Scale: *Designing Sustainable Professional Learning using Four Dimensions of Scale*

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Welcome, Introductions & Warm Up

• Think about a time (could be now) when you were/are attempting to scale an initiative.
• Share with the person next to you what that initiative was/is and why it was/is important to scale.
• Hold on to that thought!
Today’s Session Learning Goals

• Understand the factors that lead to effective scale up
• Examine these in practice at three levels of the system: state, district, school
• Think differently about intentionally planning for scale
• Assess and apply these dimensions to your own work
Success Criteria

• *Explain the 4 dimensions of scale up with examples*

• *Develop a plan to apply at least one dimension to one’s own scaling up efforts*
Our Example: Strengthen student agency through formative assessment practice

Goal: Self-Regulated Learners

✔ Set academic and personal goals
✔ Make plans to accomplish the goals
✔ Monitor their learning processes
✔ Self-direct their actions to achieve the goals

(Hadwin, Järvelä, & Miller, 2011; Zimmerman & Schunk, 2011)
Coburn’s Dimensions of Scale

“The problem of scale remains one of the most pressing issues in educational reform and improvement. In an effort to capture the multidimensional nature of the problem, I offer an elaborated conceptualization that requires reform not only reach more widely but also more deeply into schools to effect and sustain consequential change.”

Cynthia Coburn 2003
### Four Interrelated Dimensions of Scale

#### Depth:
- effecting deep and consequential change;
- changes in teachers’ beliefs, (underlying assumptions about how students learn, expectations for students, or what constitutes effective instruction);
- changes in norms of social interaction (teacher/student roles in the classroom, teacher/student talk);
- changes in pedagogical principles (beyond the presence of specific materials and tasks to the ways in which teachers engage students in the use of these materials and tasks).

#### Spread:
- more than simply increases in numbers;
- the spread of underlying beliefs, norms and pedagogical principles that build coherence within the system at the district and school levels e.g. evident in district or school policies, allocation of resources, procedures, routines and professional development;
- in classrooms teachers draw on new practice to additional subject matter.

#### Shift in Ownership:
- more than initial “buy-in, but a shift from “outside” support or “external actors” to an “internal” one;
- districts, schools and teachers develop the capacity to assume authority and knowledge of the reform through ongoing professional learning;
- districts, schools and teachers engage in strategic decision-making as they work to sustain practice and maintain coherence in the face of new circumstances, initiatives and priorities.

#### Sustainability:
- deep change in teachers’ pedagogical principles, beliefs and ways of doing ensures sustainability in practice;
- maintained over time after initial influx of resources; distribution and adoption of effort, beliefs, norms in the face of competing priorities, changing demands, and educator turnover;
- mechanisms are in place at multiple levels of the system to provide a supportive professional community of colleagues that reinforce normative changes and provide continuing opportunities to learn.

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- effecting deep and consequential change in practice;
- changes in teachers’ beliefs;
- changes in norms of social interaction between teachers and students;
- changes in pedagogical principles (beyond the presence of specific materials and tasks to the ways in which teachers engage students in the use of these materials and tasks);
- knowledgeable leaders who can influence policy, procedures, values.
- advocates and champions who lead the work; influence others.
Spread

- more than simply increases in numbers;
- the spread of underlying beliefs, norms and pedagogical principles that build coherence within the system at the district and school;
- spread is evident in district or school policies, allocation of resources, procedures, routines and professional development;
- in classrooms, teachers draw on new practice to additional subject matter.
Shift in Ownership

- more than initial “buy-in, but rather a shift from “outside” support or “external actors” to an “internal” one;
- districts, schools and teachers develop the capacity to assume authority and knowledge of the reform through ongoing professional learning;
- districts, schools and teachers engage in strategic decision-making as they work to sustain practice and maintain coherence in the face of new circumstances, initiatives and priorities.
• maintained over time after initial influx of resources; distribution and adoption of effort, beliefs, norms in the face of competing priorities, changing demands, and educator turnover;

• depth plays an important role in responding to new demands in ways that are consistent with underlying principles;

• conditions are in place at multiple levels of the system:
  o coherence and alignment with district policy
  o knowledgeable and supportive school leaders
  o a supportive professional community of colleagues that reinforce normative changes and provide continuing opportunities to learn.
  o connections with other schools and teachers
Dimensions of Scale

Scaling up not only requires spread to additional sites, but consequential change in classrooms, endurance over time, and a shift such that knowledge and authority for the reform is transferred from external organization to teachers, schools and districts.

(Coburn 2003)
Table Groups

Choose a group to hear and discuss examples of these dimensions in practice:

1. State Level Scale Up
2. District Level Scale Up
3. School Level Scale up
Back at your table:

- Using the blank template of the 4 dimensions in your packet, reflect on what you heard from the example and think about your own efforts through the lens of these 4 dimensions.
  - What evidence of these dimensions do you see in your work? Where do you see depth? Spread? Shifts in ownership? Sustainability?

- On the 4 flip charts posted around the room, post a green or yellow dot for each of the four dimensions.
  - Where is there strong evidence? Where are there gaps?
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(Coburn 2003)
Coburn’s Dimension of Scale

- Depth
- Spread
- Shift in Ownership
- Sustainability

➢ Interrelatedness of Dimension
➢ How this Dimension contributes to scale
Reflection: Think about your implementation thus far. What was successful and not successful through the lens of the Dimension of Scale. What worked? What didn’t?

Forward Thinking: Think about your implementation effort for the remainder of this year and/or next year. Which Dimension will best inform your planning?

Think about the benefit two perspectives (looking forward/backward) bring to your planning?
Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change

- In the Coburn article read the section that corresponds to the Dimension of Scale that you identified as your lever.

- Identify a word, phrase or sentence that resonates with you and supports or enhances your understanding of the Dimension.
Thought Partners

- Go to the “corners” that matches the Dimension that you read.
- Find a thought partner and share your word, phrase or sentence and talk through your “next move”.

Four Corners!
How will you monitor your scaling effort?

What will you be looking for?

Be specific.
Thank You!

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Please complete the survey on the Learning Forward App