

REEd
RESOURCING
EXCELLENCE
IN EDUCATION



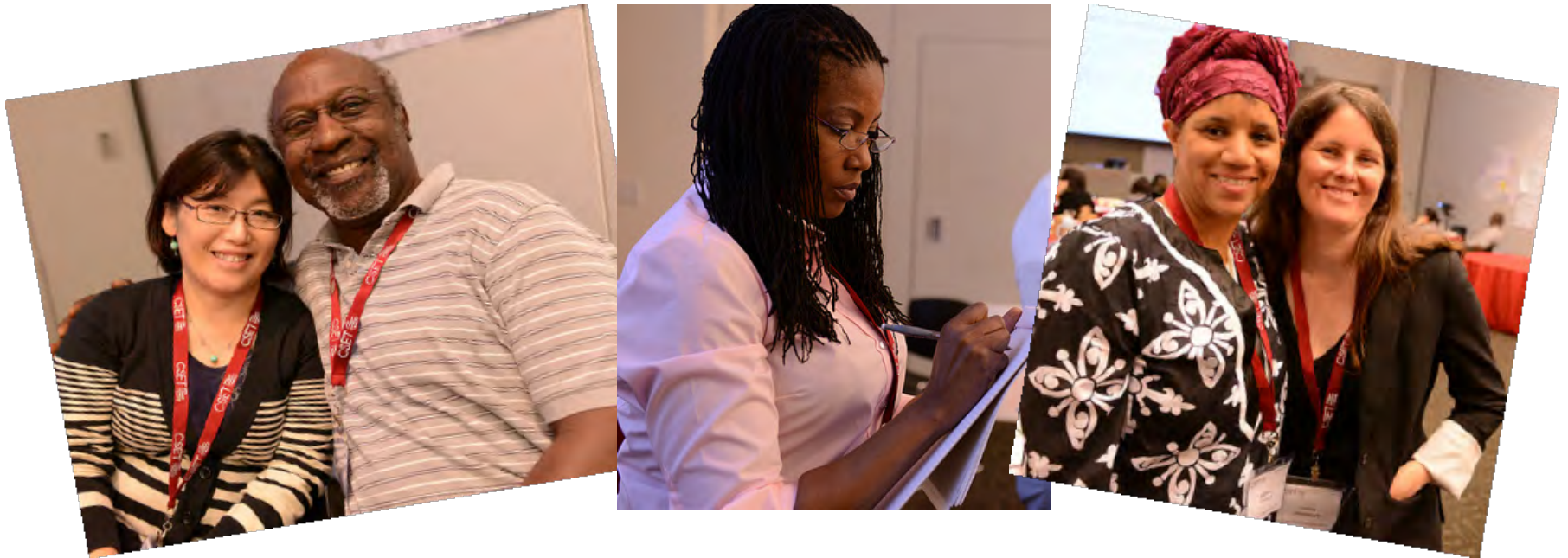
Instructional
Capacity
Building

Instructional Capacity

1. What is it?

2. How do you get it?

What is instructional capacity?



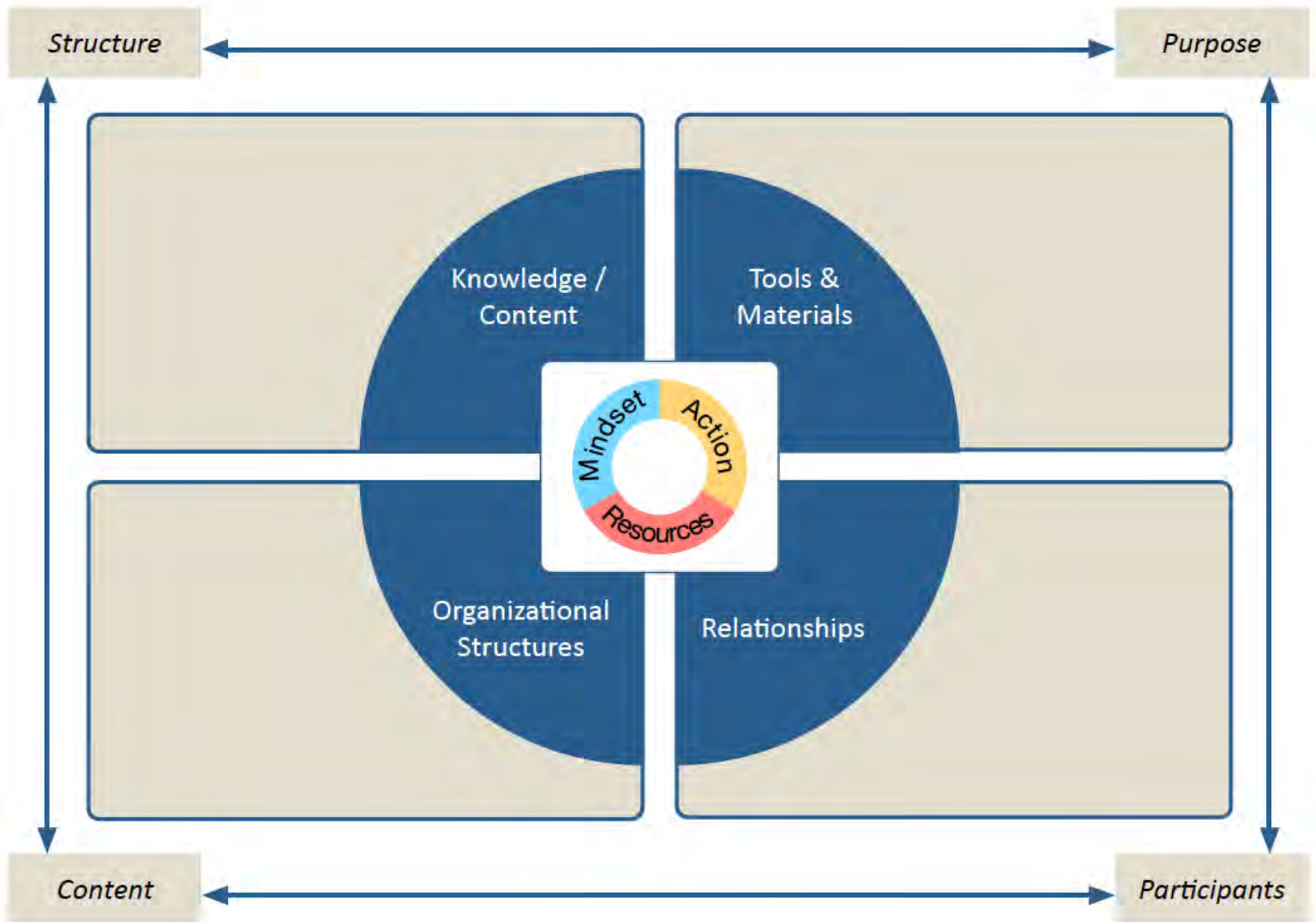
- The **resources** that a district, school, or team has to support instruction
- The ability or power to **use** these resources in the most effective manner

Building instructional capacity

Four categories of resources:

- Knowledge
 - Understanding of CCSS
 - Knowledge of effective strategies
- Instructional Tools or Materials
 - Annotated lesson plans
 - Formative assessments
- Instructional Relationships
 - Trust and respect between you, your principal, and your fellow teachers
 - Norms for communication
- Organizational Structures
 - Time for cross content collaboration
 - PLCs





LIBERTY & CEDAR BRIDGE MIDDLE SCHOOLS



Instructional Capacity: How to Build It Right. Ann Jaquith.
Educational Leadership. October, 2013

TABLE TALK

- Turn to a partner at your table and "say something" about what you have read and can remember from the article.

This could involve:

- making a comment.
- asking a question.
- making a connection.
- clarifying something you had misunderstood.
- making a prediction.

CEDAR BRIDGE MIDDLE SCHOOL

*This work should be relevant
and manageable.*

- ❖ What do we want students to learn?
- ❖ How will we know if students have learned it?
- ❖ What will we do if students don't learn?
- ❖ What will we do if they do?



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SMALL GROUP DISCUSSION

- Identify examples of the four types of instructional resources at Cedar Bridge.
- Using a different color post-it for each type of resource (e.g., yellow – knowledge, blue – tools, etc.), write one resource per post-it and put it on your laminated chart in the appropriate quadrant.
- What, if anything, did you notice about how the resources were used?

Instructional Resources at Cedar Ridge

Knowledge

- Pedagogical content knowledge
- Text Talk literacy strategy

Tools/Materials

- Student work
- Common assessment criteria

Organizational Structures

- Common planning time
- Library meeting space
- Admin participation

Relationships

- Teacher/Admin relationships
- “indistinguishable from each other”

Building Effective Instructional Capacity

Liberty

- Regular meeting time
- Teachers worked in teams
- Purposeful task for joint work (develop common assessments)
- Principal provided resources (e.g., bank of items)

Cedar Bridge

- Focused on looking at student work
- Teams were co-located in the library
- Focus on what and how students are learning in order to design instruction
- Principal framed a learning purpose and joined teacher teams colleague

- Language Development
- Essential practices
- Knowledge of students

- Annotated lessons
- Essential practice frames
- Videos
- Audio transcripts

- Need all four
- Interdependence among resources



- Time for cross content collaboration
- PLC experiences
- Availability of coaches to model lessons

- Value cross content collaboration
- Trust
- Norms for communication

What instructional capacity is needed in my school to support the academic language development of ELs?

HOW DOES THIS RELATE TO YOUR CONTEXT

- What resources **already exist** in your context to support the enactment of ALLIES practices broadly across your school?
- What **additional resources** are **needed** in your context to support the enactment of ALLIES practices broadly across your school?