

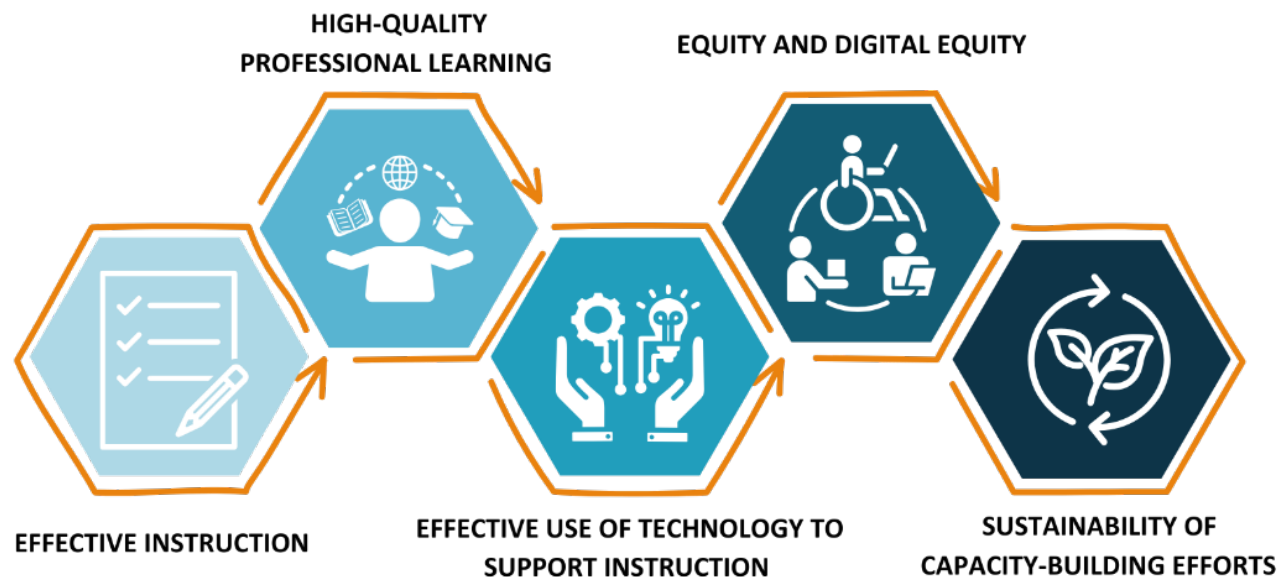
## KEY TAKEAWAYS FROM THE 2022-2023 BUILDING CAPACITY FOR HIGH-QUALITY INSTRUCTION GRANT

### PURPOSE AND PRIORITIES

This 2022-2023 federally funded competitive grant program provided funds for districts to adopt or expand capacity-building programming that would build the collective expertise of educators to utilize technology to deliver high-quality instruction.

In addition to providing professional development opportunities for educators in effective uses of educational technology, the Department requested programming that aligned to longer-term strategic plans of LEAs to develop a wide-scale capacity for all classrooms to effectively leverage technology to enhance teaching and learning. You can find information about all of the 2022-2023 recipients and their programs in [this overview](#).

EACH RECIPIENT DEMONSTRATED HOW THE USE OF FUNDS DIRECTLY ALIGNED WITH EACH OF THE PRIORITY FOCUS AREAS:



## SUCSESSES

While recipients used funding to establish varied approaches to professional learning, there were trends in those that demonstrated more success in achieving the goals of the grant. More successful programs showed a higher degree of alignment and vision, leadership and support, resource integration, and practical application.

### ALIGNMENT & VISION

- Clear alignment with the district's vision for teaching and learning
- Use of guiding frameworks or standards
- Establishment of clear, defined learning goals with anticipated outcomes and metrics for progress monitoring

### LEADERSHIP & SUPPORT

- Clear and active leadership support for professional learning and capacity building
- Inclusion of hands-on time, collaboration with colleagues and coaches
- Providing time for classroom observations and learning walks

### RESOURCE INTEGRATION

- Programming that built on existing district resources
- Utilization of edtech platforms for peer-to-peer learning and in-person meetings
- Longer-term programming with iterative improvements and knowledge increase

### PRACTICAL APPLICATION

- Ensuring that the training content was relevant to participating educators
- Educators' ability to translate capacity building into tangible, turnkey lessons and resources

## LESSONS LEARNED

Recipients also noted similar challenges and lessons learned through the grant program. These themes will be important to consider for any district planning capacity-building efforts in future years.

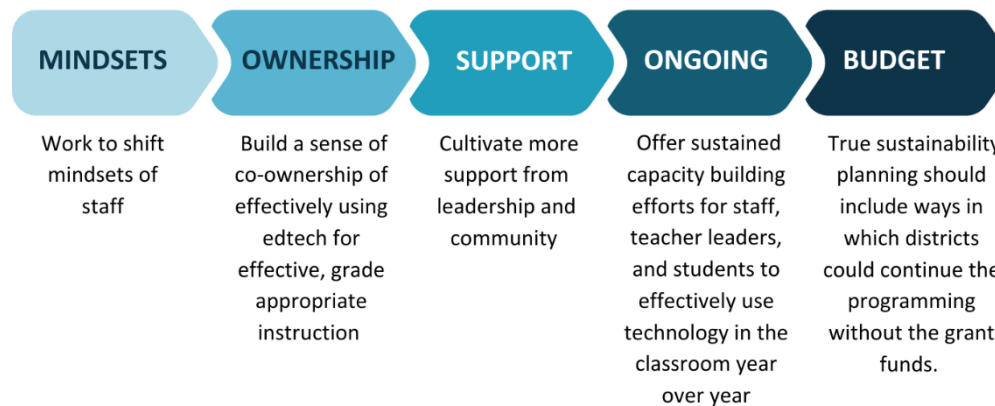
### EQUITY

Designing capacity-building programs with intentional emphasis and focus on **closing gaps for traditionally underserved student populations, including English Learners, students with disabilities, and students of color.**

### SUSTAINABILITY PLANNING: SHORT TERM

- Starting small allows time to pilot, identify what is successful, and have time to consider funding models to sustain scaling efforts long term.
- Then, maximize the impact of successful programs by scaling them up to reach more people.

### SUSTAINABILITY PLANNING: LONGER TERM



### EVALUATION

- Evaluating the overall effectiveness of the capacity-building programming was difficult for most.
- Districts should allocate sufficient time at the design phase of programming to clearly articulate the goals, as well as observable measures of success. This could include engagement in programming, educator satisfaction or perceived effectiveness of programming, educator knowledge or mindset changes, changes in educator practices, student satisfaction or perceived effectiveness of practice, and changes in student experience and outcomes.

*"WE WANT TO START BUILDING STAFF CAPACITY WITH EDTECH. WHERE DO WE START?"*

**PATH FOR CAPACITY BUILDING EDTECH PROGRAM**

