**CTE Teacher Voice in Decision Making Content Fidelity Checklist**

| **Component** | **Purpose** | **How CTE Module addresses each component**  **with slide number** |
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| **Preparation**   * Learning objectives * Expectations for the training * Preparatory reading Reflection exercise | Provide opportunity for learners to engage in the content prior to the formal training | * Presenter prep, 1-4 * Pre-reading, 8 * Learning targets, 18 |
| **Opening & Introductions**   * Session at-a-glance * Introductions * Essential questions * Norms * Pre-assessment | Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions | * Welcome & introductions, 11 * Norms, 12 * Session-at-a-glance, 17 * Essential questions, 19 |
| **Why the Topic is Important**   * Implications for student learning * Ways implementation aligns with MO Learning Standards | Review the basics and relevance to student learning | * MO Leader Standards alignment with CTE, 15 * MO Teacher Standards alignment with CTE, 16 * Hattie effect size, 21 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * CTE key terms, 5-7 * CTE infographic, 20 |
| **Unpacking the topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | Core concepts, terms, implementation   * Impact of high/low CTE (review optional), 23-25 * How to develop CTE capacity, 26 * Types of efficacy, 27-32 * Teacher voice in decision making, 35, 37-42, 45, 47, 48 * Sources of efficacy, 36 * Creating cultures & conditions to build CTE, 43-44, 46-48 |
| **Topic in practice**   * Detailed description of what implementation looks like * Group discussion on what implementation looks like in a variety of contexts * Measuring fidelity * Using data to inform practice | Provide opportunity for learners to discuss what application in the classroom looks like | * Activity: Efficacy posters/discussion, 33 * Survey and discussion: Enabling conditions for CTE, 37 * Decision making reflection & discussion, 38-40 * CTE Practice Profile, 50 |
| **Topic in action**   * Reflection on what implementation would look like in their classrooms * Discuss and problem-solve potential challenges to implementation and fidelity drift | Explore ways for the learners to incorporate the new knowledge and skills into their teaching | * Teacher voice in decision making reflection/discussion/ poster activity, 41-42 |
| **Assessment & reflection**   * Post-assessment learner knowledge * Reflect on personal teaching context and implementation | Provide opportunity for the learners to reflect on their learning and potential implementation challenges | * CTE Practice Profile, 50 * CTE Walk-through/reflection tool online (coming soon) |
| **Closing & follow-up**   * Template for outlining implementation steps in personal teaching contexts and follow-up coaching * Additional resources for further learning | Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching | * Next steps action planning template, 49 * Where do we go from here flowchart, 51 * CTE next steps reflection questions, 52 * References (additional resources), 53-55 |