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

| **Component** | **Purpose** | **How CTE Module addresses each component** **with slide number** |
| --- | --- | --- |
| **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
 |