**Becoming the Instructional Leader of Your Building**

**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 | * Learning intentions, 5
* Intent of module, 7
* Success criteria, 10
* Pre-reading reflection, 12
 |
| **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 and introductions, 3
* Norms, 4
* Session-at-a-Glance, 6
* Leadership pre-assessment, (online)
 |
| **Why the Topic is Important*** Implications for student learning
* Ways implementation aligns with MO Learning Standards
 | Review the basics and relevance to student learning | * Alignment with MO Leader Standards, 11
 |
| **Overview of the Topic*** Core concepts
* Glossary of terms
* Implementation example
 | Provide learner with core concepts, terms, and vision for implementation | * Key terms, 8-9
* Research on management & instructional practices, 13-25
 |
| **Unpacking the topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * Getting started to become a building leader, 26-47
* Areas of instructional focus, 26-29
* Collaborative culture, 30-33
* Time, 35-36
* Expectations, 38-41
* Resources, 43
* Monitoring, 45-47
 |
| **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 | * Reflection on key areas
* Collaborative culture, 34
* Time, 37
* Expectations, 42
* Resources, 44
* Monitoring, 48
 |
| **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 | * Essential Planning Inventory (EPI), 49-53
* Reflection on key areas
* Collaborative culture, 34
* Time, 37
* Expectations, 42
* Resources, 44
* Monitoring, 48
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| **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 | * Essential Planning Inventory (EPI), 49-53
* Practice Profile, 54
* Leadership post-assessment, (online)
* Becoming an Instructional Leader SAPP, (online VLP)
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| **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 | * Essential Planning Inventory (EPI), 49-53 & online
* Building Implementation Plan, 52 & online
* References, online
* Additional Information: MLDS Modules and Resources, online
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