**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 |
| **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) |
| **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 |