**CTE Module Pre/Post Assessment**

District: School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For each scenario below, does the action taken by the school/district leader(s) provide an opportunity for teachers to experience one or more of the four sources of efficacy?**

**Mark yes or no.**

1. Westwood Elementary’s professional learning is focused on developing student’s metacognitive skills. Principal Jenkins sent the third grade team an email stating how impressed he was with the way he had seen them modeling the strategy of “think alouds“ with their students.

Yes

No

1. Principal Brach developed a “Teachers Toolkit” that was distributed at the first staff meeting. It provided information regarding lesson plan expectations, curriculum pacing, testing protocols, and a yearly timeline outlining teacher tasks and responsibilities.

Yes

No

1. The instructional coach and 7th grade team have collaboratively reviewed their CFA data and are celebrating that 95% of their students have mastered cause and effect relationships. At the next staff meeting, the teachers will share and discuss the new instructional strategies they had learned that have made such an impact.

Yes

No

**For each scenario below, is there an opportunity for the development of CTE through one of the four CTE development strategies: Collaboration and Social Networks, Teacher Leadership, Teacher Voice in Decision Making, or Collaborative Teacher Inquiry?**

**Mark yes or no.**

1. Principal Garcia hired a full-time substitute to enable special education teachers to meet with core content area teams three times a week. Teams will use this time to review and analyze student data.

Yes

No

1. Vice Principal Smith plans all the professional development for West High School. He takes a very proactive approach and schedules professionals to come to the school each month to facilitate all staff training on research based instructional practices.

Yes

No

1. Jackson Elementary School purchases new textbooks on a three-year rotational basis. The administrative team meets at the end of each school year to review sample textbooks, reflect on the needs of their students, and makes a decision about which books to purchase. Instructional coaches submit suggestions regarding text preferences prior to these meetings.

Yes

No

1. School leaders at Grove Elementary gather input from teachers through a survey. They ask teachers about the effective instructional practices and teaching strategies they are implementing or have seen their colleagues implement. The survey data is then used to seek teacher volunteers to share their expertise and successes at staff professional development sessions.

Yes

No

1. Each August, a group of teachers volunteer to meet with principal Sisk to develop a master schedule for their upcoming school year. Their ideas are shared, discussed, and used to collaboratively draft two different master schedules. The schedules are then shared with the entire staff and voted on.

Yes

No

1. Special education teachers at Adams R-IX School District have agreed to individually look more closely at student evidence so they can identify the common errors students are making in math. They will each identify their own research-based strategies to use in improving their instruction.

Yes

No

1. Teachers at Washington Middle School participated in professional learning to gain knowledge about the stages of the collaborative teacher inquiry process. Content alike teams plan to meet for 4 hours each month to engage in action research and develop a plan to address the student learning needs and instructional gaps their data has identified.

Yes

No

**CTE Module Pre/Post Answer Key**

District: School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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