My name is Stephanie Scaletta, and this is my professional development course that I created, Strengthening CTE Collaboration. This is my implementation overview for assignment number two for EDLD 5318. For this assignment, I used Canvas as my learning management system. I decided to use Canvas because I am familiar with it as it's my home campus's LMS. I also like the flexibility and user ability to put multiple files, videos, resources all in one place where the participants can also do discussions, turn in assignments, contact the professor, anything like that. It's all in one platform. Each week is broken into individual modules. So module one would correspond to week one, which is our introduction module. We have module two, our collaboration in CTE. Module three, deep dive into PLC. Module four, designing for effective PLCs for CTE. Module five, deep dive into mentorship models. Module six, mentorship in action. Module 7, Cross-Pathway Planning. Module 8, Implementation Planning and Continuous Improvement. Module 9, Showcase and Reflection. Our introduction module is the first module of the professional development course. Within this module, we have a welcome overview for our participants to kind of give them a short synopsis of what the course is about. And then I have a course overview, which shares our purpose and our goals, the nine week schedule, participation, expectations, and contact info for myself as a facilitator. These are clickable links where these goals will show and they can see the BHAG and all the learning goals and the learning outcome. I've also created a welcome video that explains what the purpose of the professional development is about and all the items in module one, what their uses are. Module 1 hopefully will ground participants in the why of collaboration by exploring research-based benefits, connecting it to CTE teacher and student successes, and encourage reflection on personal and program needs. I've also created a discussion board where our participants can introduce themselves and get to know each other. My hope is that this module will build motivation and context before moving into designing and practicing collaboration models. Again, the course goals and outcomes are shared with teachers in this introductory model in Canvas using Fink's three-column table that connects the professional development to the participant's daily practice. This professional development will use a 60-40 ratio with 60% synchronous activities, which would be live PLC meetings, collaborative planning groups, feedback discussions, etc., And those synchronous activities are to build trust and practice collaboration protocols. 40% of the model is asynchronous activities, such as videos, reflections, discussions, and planning tasks in Canvas. This allows our teacher participants flexibility in engaging with foundational concepts and preparing for live sessions. In Module 2, Collaboration and CTE, I'm introducing participants to the three collaboration models, PLCs, mentorships, and cross pathway planning, providing an overview of their structures, benefits, and practical examples in CTE. Participants will explore which model aligns best with their program needs, setting the stage for deeper design and application to work in future models. Again, I've also listed learning objectives for the week. We have readings and research. I've also provided some guiding questions to help them. a short video that describes what are PLCs. And a discussion post, which prompts the participant to think about which model feels most relevant to their program and why. For module three, deep dives into PLCs, this module is meant to transition the participants from understanding PLC concepts to practical application. My goal is that this module helps to equip them to confidently facilitate and sustain effective PLCs within their program. This module is also the first synchronous module that I have in the course where participants would come and be coached on how to facilitate PLCs and to give examples. And

this kind of just lists out the day, the time, what we're gonna discuss. The overall instructional design approach for this professional development is based on backward design. Each module starts with clear outcomes and it aligns activities and collaboration protocols. It also has blended learning elements with course modules that combine synchronous and asynchronous learning. Modules align outcomes and activities by starting with our clear goals, followed by activities that build these skills and practical collaboration assessments. This allows for learning combined with actively participating collaboration. Overall design is also student-centered for teachers while I coach and guide the process. The professional development is designed for teachers to actively engage, make choices, and collaboratively design projects that align with their specific CTE programs. Thank you.