**DACL Overview Content Fidelity Checklist**

| **Component** | **Purpose** | **How DACL 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, 1-3 * Pre-read: Current Reality Survey, 4 * Learning targets, 16 |
| **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 | * Introductions, 8 * DACL module structure, 10 * Session-at-a-Glance, 15 * Essential questions, 17 * Norms, 18 * Pre-assessment, 20 * DACL pre-assessment available 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 | * Hattie’s barometer, 13 * MO Teacher Standards alignment, 14 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * DACL infographic, 11 * ACL defined, 21 |
| **Unpacking the topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Core components: Assessment practices, 23-27   Assessing current reality, 28-37  DACL strategies, 39-41  Motivating learning, 42-47 |
| **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 | * ACL in action video, 22 * Hattie video & discussion, 48-49 * DACL Practice Profile, 55 * Implementation fidelity, 56 (use current DACL walk-through tool) |
| **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 | * Putting it all together, 49 * Reflection pair up, 52, 53 |
| **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 | * DACL Implementation reflection tool, 56 * DACL Practice Profile, 55 * DACL SAPP, 57 (use online version) * DACL post-assessment online |
| **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 plan template, 58  Resources for learning & coaching, 59  DACL Coaching Companion online  Coaching contact info, 60 |