**DACL Part 1 (Where Am I Going?) Content Fidelity Checklist**

| **Component** | **Purpose** | **How DACL 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 | * Presenter prep, 1-3
* Pre-read, 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, 11
* Session-at-a-glance, 15
* Essential questions, 17
* Norms, 18
 |
| **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
* Core concepts: Review of DACL strategies, 21-27
 |
| **Unpacking the topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * Core concepts/rationale/implementation steps:

Learning targets, 28-34 Rubrics, 36-41, 49Involving students with rubrics, 47Using sample work, 53,54Importance of goal setting, 60 |
| **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 | * Pre-reading discussion, 20
* Learning target reading & discussion, 28
* Learning target examples, 30-33
* Rubric activity & reflection (Draw a park), 36-37
* Rubric activity & reflection (Award winning cookie), 42-44
* Video: Austin’s Butterfly & reflection, 48
* Video: strong/weak work examples, 56
 |
| **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 | * Learning target reading & discussion, 28
* Learning target examples, 30-33
* Rubric activity & reflection (Draw a park), 36-37
* Rubric activity & reflection (Award winning cookie), 42-44
* Video: Austin’s Butterfly & reflection, 48
* Reflections on sample work, 57
* Activity: Using strong and weak work, 58
* Video: Goal setting, 61
 |
| **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 | * Reflection: What do you already do?, 65
* DACL Practice Profile, 68
* DACL implementation reflection tool, 69
* DACL SAPP, 70 (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, 71
* Rubric resources, 50
* Resources for further learning/coaching, 72-73
* DACL Coaching Companion online
* Contact information for coaching, 74
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