**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, 49  Involving students with rubrics, 47  Using sample work, 53,54  Importance 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 |