**DACL Part 2 (Where Am I Now?) 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 notes, 1
* Handouts, 2
* Pre-reading, 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
 |
| **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, 12
* Core concepts: Review of DACL strategies, 20-25
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| **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/tools:

Power of feedback, 27-35Effective feedback, 37-43Levels of feedback, 58, 59Student self-assessment, 65-70Student goal setting, 72-75 |
| **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 | * Reflection activity: handout Where Am I Now, 25
* Activity: Descriptive or evaluative feedback, 44-56
* Activity: Reflection and plan for DACL strategy implementation, 78
* Reflection on DACL practices, 79
 |
| **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 | * Activity: Descriptive or evaluative feedback, 44-56
* Activity: Reflection and plan for DACL strategy implementation, 78
* Reflection on DACL practices, 79
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| **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 | * My feedback practices, 60
* Reflection on DACL practices, 79
* DACL Practice Profile, 81
* DACL implementation reflection tool, 82
* DACL SAPP, 82 (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, 84
* Feedback resources for further learning/coaching, 61-63
* Resources for further DACL learning/coaching, 85-86
* DACL Coaching Companion online
* Contact info for coaching, 87
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