**DACL Part 3 (How Can I Close the Gap?) 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, 3 * Learning targets, 15 |
| **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, 7 * DACL module structure, 9 * Session-at-a-glance, 14 * Essential questions, 16 * Norms, 17 |
| **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, 12 * MO Teacher Standards alignment, 13 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * DACL infographic, 10 * Core concepts: Review of DACL strategies, 19-20, 22-25 * Article discussion How Can I Close the Gap?, 26 |
| **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:   Identifying student learning needs, 27-42  Sources to identify learning needs, 44-49  Focused instruction, practice, feedback, 51-60, 68  Rubrics, 61, 63-65  Students track, reflect, share progress, 73-77  Portfolios, 79-82  Student-led conferences, 88 |
| **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: Think, Write, Share, 21 * Incomplete student understanding examples and discussion, 33-35 * Flaws in reasoning & misconception examples, 37-42 * Errors in reasoning and misconceptions discussion, 39, 43 * Rubric discussion, 64 * Student-led conferences current reality, 87 * Reflection on student-led-conferences, 89 * Reflection on methods to close the gap, 90 |
| **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 | * Reflection: Use of evidence of student learning, 50 * Revision plan example, 66 * Video: Student revision plan, 67 * Reflection: Portfolios, 83 * Videos: Student-led-conferences, 86 |
| **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 | * What do you plan to do?, 91 * DACL Practice Profile, 81 * DACL implementation reflection tool, 94 * DACL SAPP, 95 (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, 96 * DACL Coaching Companion online * Contact info for coaching, 97 |