**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, 27-42Sources to identify learning needs, 44-49Focused instruction, practice, feedback, 51-60, 68Rubrics, 61, 63-65Students track, reflect, share progress, 73-77Portfolios, 79-82Student-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
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