**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 |
| **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, 27-35  Effective feedback, 37-43  Levels of feedback, 58, 59  Student self-assessment, 65-70  Student 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 |
| **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 |