| **Component** | **Purpose** | **How DBDM Module addresses each component with slide numbers** |
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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 | * Learning targets, 19 * DBDM process clarification and benefits, 20-21 * Consultant preparation, rationale, and details, 1-3 * Pre-read article, 4 * Participant data request, 4 * Roadblock Reflection, 23 |
| **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 | * Session at-a-glance, 17 * Welcome and introductions, 11 * DBDM essential questions, 18 * Norms, 12 * Pre-assessment for DBDM can be accessed via online module |
| **Why the Topic is Important**   * Implications for student learning * Ways implementation aligns with MO Learning Standards | Review the basics and relevance to student learning | * DBDM alignment with MO learning standards, 15 * DBDM alignment with MO teacher standards, 16 * Benefits of DBDM, 21 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * GAINS graphic provides core concepts of the module, 24 * DBDM key terms and definitions, 5-7 (also in workbook) * DBDM Practice Profile provides implementation examples, 27, 35, 48, 59 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Each of the DBDM Practice Profile essential functions and indicators are discussed in detail along with their purpose, steps for implementation, and possible roadblocks, 27-33, 35-45, 48-57, 59-65 * Overall possible roadblocks to DBDM implementation, 23 |
| **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 | * Detailed description of implementation during unpacking of essential functions, 27-33, 35-45, 48-57, 59-65 * Participants will engage in activities to experience the DBDM process and have discussions regarding implementation in their actual school setting, 34, 47 * The workbook that accompanies this module provides guided practice and application opportunities throughout the module * Participants will be given opportunities to view & discuss videos illustrating implementation, 46, 58 * The DBDM Practice Profile will be used to measure fidelity of implementation, 27, 35, 48, 59 * The key message in the module is the use of data to inform instructional decisions. Learners will have an opportunity to examine data to make decisions about future instructional practice, 34, 47 (and supporting workbook) |
| **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 | * Learners will design the mock DBDM meeting and data analysis process to replicate their classroom situation, 34, 47 (with supporting workbook) * A protocol for data review will be determined and a specific instructional action plan will be developed based on data reviewed during the DBDM process, 34, 47 (with supporting workbook) * Participants will have multiple opportunities to discuss roadblocks to DBDM while connecting their new learning to solutions for overcoming these obstacles, 27-33, 35-45, 48-57, 59-65 |

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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 | * Reflection opportunities are provided throughout the unpacking and practice portions of the module, 27 -33, 35-45, 48-57, 59-65 * The DBDM workbook poses additional reflection questions * Participants are provided opportunities to demonstrate their understanding of the DBDM process through mock DBDM scenarios, 34, 47 (and supporting workbook) * DBDM post assessment is available 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 are discussed and a template is provided for recording implementation steps to be taken, 66 * Templates/samples are provided in the DBDM workbook for * Data Team Guidelines * Data Team Protocol * Data Team Agenda * Data Analysis Form * Link to teacher practice questions * DBDM Instructional Action Plan * Follow up coaching, 65 * The DBDM Coaching Companion provides numerous additional resources for further learning |