**Metacognition Content Fidelity Checklist**

| **Component** | **Purpose** | **How Metacognition 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 | * Presenter information, 1-3 * Pre-reading activity, 4 * Learning targets, 14 |
| **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 | * Welcome & introductions, 7 * Session-at-a-glance, 13 * Essential questions, 15 * Norms, 16 * Advance organizer (pre-assessment), 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 for metacognition, 11 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * Metacognition infographic, 9 * Metacognitive terms, 19 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Core concepts: What is metacognition?, 20-24   Importance/benefits of metacognition, 26-31  Metacognitive strategies and programs, 41-46 |
| **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 | * Video clip & discussion: Dylan William on Metacognition, 27 * Activity/discussion: Connection between metacognition and DACL, 28 * Metacognitive strategy discussion, 47 * Critique of metacognition prompts, 49-60 * Promoting metacognition, 62-63 |
| **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 | * Soap Dish Booth Activity including pre-task, mid-task, and post-task reflection, 33-39 * Intellectual risk-taking discussion, 66 |
| **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 | * Final reflection/sharing on metacognition, 67 * Metacognition Practice Profile, 69 * Metacognition SAPP, 70 (now online) * Metacognition walk-through/reflection tool, (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, 71 * Resources for further learning/coaching, 72 * Contact information for coaching, 73 |