**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
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| **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, 26-31Metacognitive 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)
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| **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
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