**Leadership for Effective Implementation of District-Wide Evidence Based Practices (Systems Leadership)**

**Content Fidelity Checklist**

| **Component** | **Purpose** | **How the Leadership for Effective Implementation Module addresses each component & slide #** |
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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 | * Training expectations & recommendations, 1-2
* Preparation information for consultant, 3-6
* Pre/post reading opportunity/activity, 7, 22
* Essential questions, 16
* Learning objectives, 17
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| **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, 15
* Introductions, 10
* Norms, 11
* Essential questions, 16
* Leadership for Effective Implementation Pretest Knowledge Check (online)
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| **Why the topic is important*** Implications for student learning
* Ways implementation aligns with MO Learning Standards
 | Review the basics and relevance to student learning | * MO Leader Standards alignment, 14
* Schools as systems, 19-21
 |
| **Overview of the topic*** Core concepts
* Glossary of terms
* Implementation example
 | Provide learner with core concepts, terms, and vision for implementation. | * Key terms, 6
* Overview of leadership, 18-23
* Infographic, 24
* Practice Profile, handout 3
 |
| **Unpacking the topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * Overview of leadership, 18-23
* Aligning, 25 -41
* Path setting, 41-54
* Modeling, 55
* Empowering, 68
* Leadership in action, 81-83
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| **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 | * Aligning in practice, 32-39
* Using data, 40-41
* Path setting in practice, 41-45
* GAINS data process, 46-54
* Modeling, 56-66
* Empowering, 67-78
* Leadership in action, 81-84
* Implementation stages, 85-90
* GAINS process, 91
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| **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 | * Effective leadership reflections, 23
* Aligning in action, 35-36
* Reflecting on data, 41
* Path setting in action, 43, 44, 49, 51, 54
* Modeling in action, 60, 66
* Empowering in action, 73, 79
* Essential questions, 92
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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 | * District Implementation Practice Profile, 93
* Leadership for Effective Implementation Post Knowledge Check (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 earning
 | Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching | * Supporting resources, 94
* Next steps action planning, 95
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