**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 |
| **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) |
| **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 |
| **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 |
| **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 |
| **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) |
| **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 |