**Content Fidelity Checklist Instructional Leadership**

| **Component** | **Purpose** | **How 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 | * Course outcomes 18 * Practice Profile 19 * Infographic 20 * (Intent) Areas of Instructional Focus 22 * Preparatory reading & reflection 7 & 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 | * Welcome and Introductions 10 * Norms 11 * Session-At-A-Glance 15 * Essential questions 16-17 * Pre-assessment on MoEdu-Sail.org |
| **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 * Research - Implications for student learning 26-29, 32-33, 37-40 |
| **Overview of the topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation. | * Key terms 6 * Where to focus time and effort 34 * Becoming the instructional leader: how to get started 42-44 |
| **Unpacking the topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps. | * Steps to get started becoming an instructional leader 45 -60 * Establish collaborative culture and climate 46 -48 * Set time for implementation 51 * Establish expectations 53-54 * Ensure resources 57 * Monitor for implementation/collaboration 60 |
| **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 looks like. | * Activity: Influences on Achievement 36-40 * Steps to get started becoming an instructional leader 45-60 * Establish collaborative culture & climate 46-48 * Set time for implementation 51 * Establish expectation 53-54 * Ensure resources 57 * Monitor for implementation/collaboration 60-63 |
| **Topic in action**   * Reflection on what implementation would look like * Discuss and problem-solve potential challenges to implementation and fidelity drift | Explore ways for the learners to incorporate the new knowledge and skills. | * Collaborative culture reflection 49 * Set time for implementation reflection activity 51 * Establish expectations reflections 55 * Ensuring resources reflection activity 58 * Tools for monitoring for implementation/collaboration 60 * Monitor for implementation/collaboration reflection 64 |
| **Assessment & reflection**   * Post-assessment learner knowledge * Reflect on personal context and implementation | Provide opportunity for the learners to reflect on their learning and potential implementation challenges. | * Collaborative culture reflection 49 * Set time for implementation reflection activity 51 * Establish expectations reflections 55 * Ensuring resources reflection activity 58 * Monitor for implementation/collaboration reflection 64 * Becoming the Instructional Leader of Your Building: Essential Planning Inventory (EPI & preparation 68-70 * Putting It All Together 66 * Essential Questions 74-75 |
| **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. | * Action Planning: Becoming the Instructional Leader of Your Building: Essential Planning Inventory (EPI & preparation 68-70 * Becoming an Instructional Leader Practice Profile 73 * References 77-79 |