**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
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