Common Formative Assessment Part 3 (Feedback)

Content Fidelity Checklist

| **Component** | **Purpose** | **How module 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 preparation, 1-10 * Module organization, 17 * Module objectives, 18 and 26 * CFA Infographic, 16 * Preparatory reading and reflection articles, 10 and 31 |
| **Opening and 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, 13 * Norms, 14 * CFA Practice Profile, 20 * Essential questions, 27 * Session-at-a-glance, 25 * 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, 21 * MO Teacher Standards alignment, 22 * Implications for student learning, 30 and 32 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * Key terms, 7-9 * Module organization, 17 * Formative assessment process, 23 * Introduction to feedback, 28 and 30 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Formative assessment to guide feedback, 28-29 * Purpose and benefits of feedback, 30-35 * Providing effective feedback, 36-52 * Criteria for effective feedback, 51 |
| **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 | * Activity: What does effective feedback look like?, 31 * Activity: Types of feedback, 41-42 * Timing of feedback, 43 * Video: Providing feedback to self, 49-50 |
| **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 | * Video & reflection: Using feedback to guide instruction, 36-37 * Activities & reflection: Informative feedback strategies, 44-48 * Activity: Practicing effective feedback, 53 |
| **Assessment and 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 | * CFA Practice Profile, 20 * Essential questions, 54-55 * CFA post assessment, online |
| **Closing and 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, 56 * CFA Practice Profile, 20 * References, 58-60 * CFA SAPP, online * CFA walk-through/assessment tool, online |