| **Component** | **Purpose** | **How CT 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 | * CT Pre-assessment
* Preparation information for consultant, 1, 4
* Structure of CT modules, 7,8
* Learning objectives, 10, 20-22
* Pre-read article 1, 9
* Reflection activity, 14 – 16
 |
| **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 | * Essential questions, 11
* Norms, 13
* Pre-post assessment available 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 | * Missouri Teacher-Leader Standards, 12
* CT purpose, 18, 19
 |
| **Overview of the Topic*** Core concepts
* Glossary of terms
* Implementation example
 | Provide learner with core concepts, terms, and vision for implementation | * CT defined, 17
* CT core concepts introduced, 23, 24, 26-32
 |
| **Unpacking the Topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * CT core concepts description, rationale, and implementation steps, 23, 24, 26-32
 |
| **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 | * Reflection on CT practice, 23, 25, 34
* CT Practice Profile, 35
* CT SAPP, 36
 |
| **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 | * Administrator’s role reflection, 24
* Implementation reflection, 34, 35
 |
| **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 | * CT Post assessment, 33
* Implementation reflection, 34
 |
| **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 | * Next steps planning, 37-38, 40
* Implementation checklist, 39
* Coaching contact info, 41
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