| **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 | * Preparation information for consultant, 1, 4
* Structure of CT modules, 7
* Learning objectives, 9
* Reflect/discuss CT, 11
 |
| **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 | * Norms, 10
 |
| **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 and Leader Standards, 8
* Why agendas?, 13
* Why minutes?, 19
 |
| **Overview of the Topic*** Core concepts
* Glossary of terms
* Implementation example
 | Provide learner with core concepts, terms, and vision for implementation | * Definition of agendas, 12
* Definition of minutes, 20
* Core concepts for agendas, 13-15
* Core concepts for minutes, 21-22
 |
| **Unpacking the Topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * Activity – Creating an agenda, 16
* Sample agenda/minutes, 23, 24
 |
| **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/discussion of agenda created, 17
* Activity – Next step with agendas, 18
* Activity – Next steps with minutes, 30
* CT Practice Profile, 27
 |
| **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 | * CT SAPP, 28
* CT Implementation Fidelity Checklist, 29
* Discussion around potential challenges and problem solving during activities, 18, 30
 |
| **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 | * Discussion around potential challenges and problem solving during activities, 18, 30
* CT Practice Profile, 27
* CT SAPP, 28
* CT Implementation Fidelity Checklist, 29
 |
| **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 for CT agenda & minutes implementation, 30, 31
* Agenda/minutes template, 23, 24
* Technology resources (links), 25, 26
* Contact info for coaching, 32
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