| **Component** | **Purpose** | **How CT Module addresses each component**  **with slide numbers** |
| --- | --- | --- |
| **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 |