| **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 | * Consultant preparation, 4
* CT module structure, 7
* CT infographic, 8
* Learning objective, 10
 |
| **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 | * Team norms, 11
 |
| **Why the Topic is Important*** Implications for student learning
* Ways implementation aligns with MO Learning Standards
 | Review the basics and relevance to student learning | * Why (norms)?, 12, 13
* MO Teacher Leader Standards alignment, 9
 |
| **Overview of the Topic*** Core concepts
* Glossary of terms
* Implementation example
 | Provide learner with core concepts, terms, and vision for implementation | * Norm definition, 14
* Significance of team norms, 18
* Team norms example, 11
 |
| **Unpacking the Topic*** Detailed description of the core components
* Rationale for components
* Detailed implementation steps
 | Explore the core components and implementation steps | * Norm details, 15
* Developing Team Norms, 16
* Evidence, 19
* Why (norms)?, 12, 13
 |
| **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 - Developing team norms, 17
* Evidence, 19
* CT Practice Profile, 20
 |
| **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 Implementation Fidelity Checklist, 22
 |
| **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 Implementation Fidelity Checklist, 22
* CT Practice Profile, 20
* CT SAPP, 21
* Activity - Developing team norms, 17
 |
| **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 action plan, 23
* Contact information for coaching, 24
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