| **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 | * 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 |