| **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 | * Consultant preparation, 4 * CT framework, 7 * Infographic, 9 * Our focus: Consensus, 10 * Learning objective, 13 |
| **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, 8 |
| **Why the Topic is Important**   * Implications for student learning * Ways implementation aligns with MO Learning Standards | Review the basics and relevance to student learning | * When and why use consensus, 11 * Main reasons to use consensus, 12 * Missouri Teacher and Leader Standards alignment, 14 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * Definition of consensus, 10 * Core concepts (when & why, guidelines, steps, rules of thumb, fist to five), 11-12, 15-17 * Implementation example (fist to five), 18 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | * Rationale (when & why), 11, 12 * Core concepts (guidelines, rules of thumb, fist to five), 15, 17, 18 * Steps in the process, 16 |
| **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 | * Core concepts (guidelines, rules of thumb, fist to five), 15, 17, 18 * Steps in the process, 16 * Reflection, 19 * Discussion rules, 20 * CT Practice Profile, 21 |
| **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 | * Reflection, 19 * Discussion rules for participating in an academic controversy, 20 |
| **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 | * Reflection, 19 * CT Practice Profile, 21 * CT SAPP, 22 * CT Implementation Checklist, 24 |
| **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 info for coaching, 25 |