| **Component** | **Purpose** | **How SBIC Module addresses each component**  **with slide number** |
| --- | --- | --- |
| **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 | * Presenter preparation, 1-3, 6 * Pre-reading, 4 * Learning targets, 18 |
| **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 | * Welcome & introductions, 10 * Norms, 11 * Session-at-a-glance, 17 * Essential questions, 19 * SBIC Practice Profile, 20 * SBIC SAPP, 21 * SBIC pre-assessment, 21 |
| **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 Standards alignment, 16 |
| **Overview of the Topic**   * Core concepts * Glossary of terms * Implementation example | Provide learner with core concepts, terms, and vision for implementation | * Synopsis of coaching principles, 14 * SBIC key terms, 5 * SBIC infographic, 15 * SBIC coaching process graphic, 22 |
| **Unpacking the Topic**   * Detailed description of the core components * Rationale for components * Detailed implementation steps | Explore the core components and implementation steps | Core concepts, rationale, implementation steps   * SBIC Practice Profile, 20 * Activity: Does coaching increase the rate and transfer of new skills?, 23-24 * SBIC structures, 25 * SBIC essential functions, 28 * Developing relationships, 30-37 * Effective feedback, 40-48 * Coaching plan, 51-60 * Solution dialogue, 63-70 * Progress monitor, 73-77 |
| **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 | * SBIC reflections and discussion (Jot Your Thoughts), 26-27 * Activity: Discovering your frame, 30-31 * Trust article reflection & discussion, 34 * Jigsaw reflection activity, 36 * 30 Second feedback practice, 44-47 * Growth goal plan example, 56-57 * Activity: Solution dialogue, 67 * Reflection on solution dialogue, 68 * Activity: Ideas for celebration, 75 |
| **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 | * Activity: Discovering your frame, 30 * Activity: 30 Second feedback practice, 44-45 * Activity: Coaches in action, 58 * Activity: Using solution dialogue with a growth goal plan, 76 * Linking SBIC learning targets to implementation, 79 |
| **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 | * SBIC Practice Profile, 20 * SBIC post assessment, online * SBIC SAPP, online * SBIC walk-through/assessment tool, online |
| **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 template, 80 * Contact information for coaching, 81 * SBIC Coaching Companion, online |