| **Component** | **Purpose** | **How SBIC Module addresses each component****with slide number** |
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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 | * 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
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