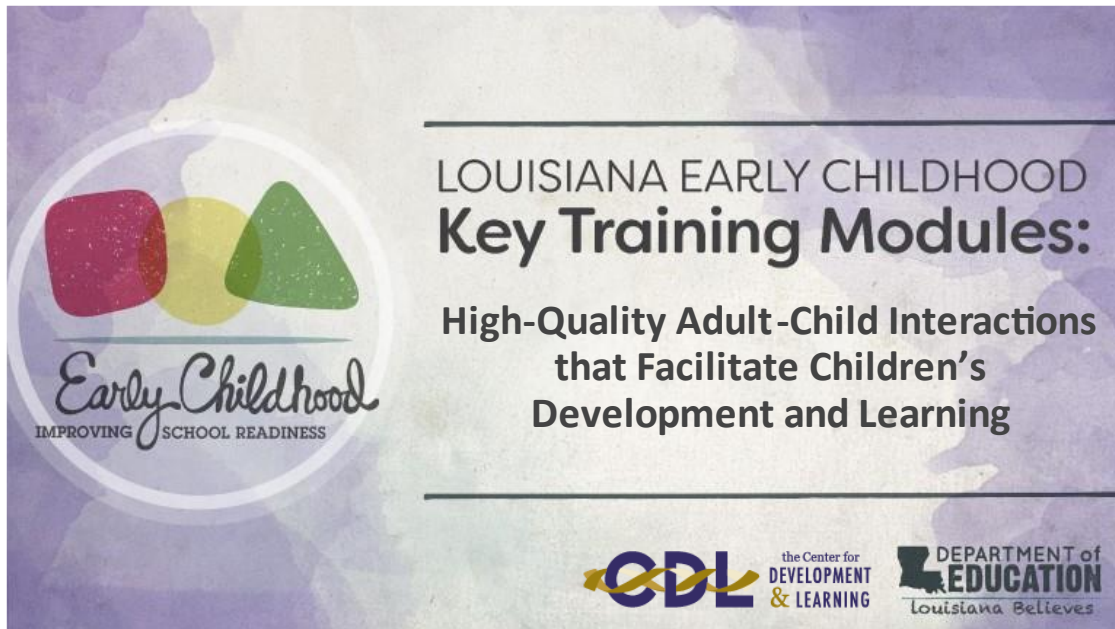


## Module 3E: Outline & Manual

### *High-Quality Adult-Child Interactions that Facilitate Children’s Development and Learning*

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## Module Description

This session will outline the components of effective, high-quality adult-child interactions and focus on how adults can actively support children's development and learning at a variety of levels. Participants will learn the benefits of high-quality adult-child interactions, evaluate adult-child interactions, and learn how to facilitate high-quality adult-child interactions that actively involve children and facilitate growth in all developmental areas. Strategies will also be given to aid participants in facilitating high-quality adult-child interactions throughout the day and in routines and activities.

### Pre-Work

- Create and prepare notecard statements for High-Quality Interactions Introduction Activity

### Materials

- Chart paper and markers
- Notecards
- Copy paper
- Pencils or pens for participants
- Handouts
  - *Statements for the High-Quality Interactions Introduction Activity*
  - *Pre- and Post-Assessment*

## Learning Outcomes

*Candidates who actively participate in this session will be able to...*

- Increase their knowledge of best practices related to facilitating children's development and learning through high-quality adult-child interactions

- Demonstrate an understanding of the essential components of high-quality adult-child interactions that impact children’s development and learning
- Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development
- Demonstrate knowledge of best practices in developing, planning, and implementing high-quality adult-child interactions that facilitate children’s development and learning

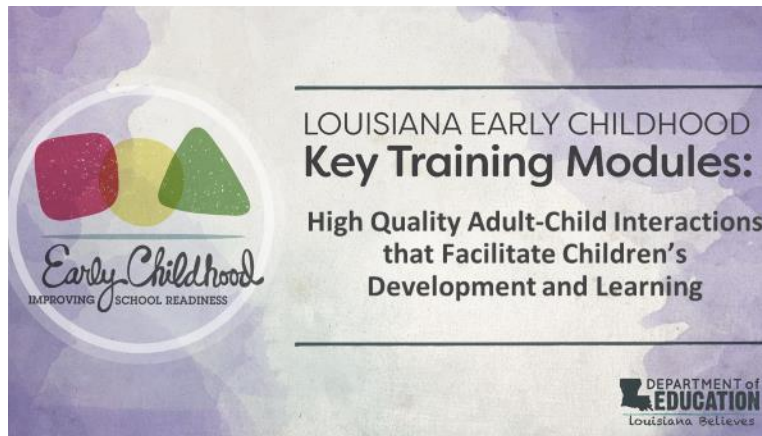
## Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

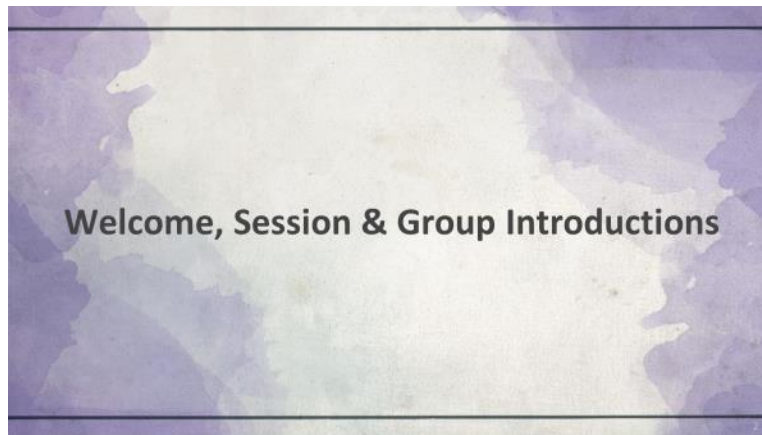
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
What a High-Quality Adult-Child Interaction Looks Like in Action	45 minutes
A Quick Look at CLASS®	15 minutes
Examining Serve and Return with a CLASS® Lens	45 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

# Training Manual



*Distribute the Pre-Assessment Evaluation as participants enter the training.*

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*

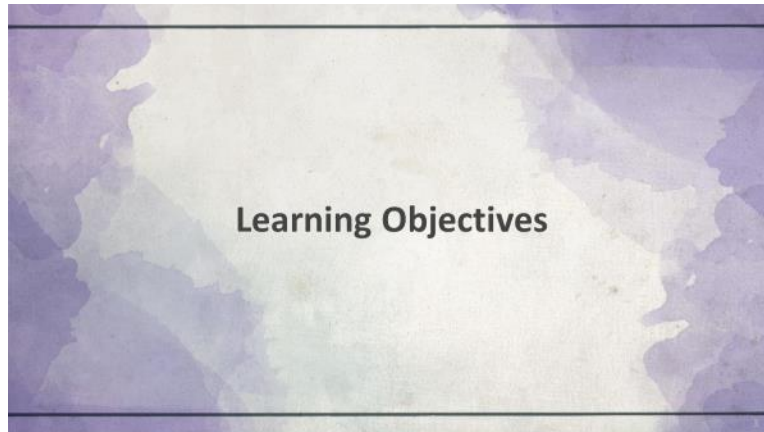


Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

Today we are focusing on how teacher-child interactions promote learning and development in young children. This training will look at these fundamentals along with CLASS®-based strategies to strengthen our knowledge of high-quality teacher-child interactions.



**LEARNING OBJECTIVES**

- Increase their knowledge of best practices related to facilitating children's development and learning through high-quality adult-child interactions
- Demonstrate an understanding of the essential components of high-quality adult-child interactions that impact children's development and learning
- Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development
- Demonstrate knowledge of best practices in developing, planning, and implementing high-quality adult-child interactions that facilitate children's development and learning

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*Read each learning objective aloud.*

- **Increase their knowledge of best practices related to facilitating children's development and learning through high-quality adult-child interactions**
- **Demonstrate an understanding of the essential components of high-quality adult-child interactions that impact children's development and learning**
- **Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development**
- **Demonstrate knowledge of best practices in developing, planning, and implementing high-quality adult-child interactions that facilitate children's development and learning**

Are there any additional points we should add to our list of objectives for today?

*Record responses on chart paper.*



*Trainer Note: This is an introduction activity – encourage participants to find a partner.*

Now that I have introduced the session, let's take time to learn a bit more about one another by engaging in an introduction activity focused on high-quality responses.

This activity uses sets of cards that each contain a high-quality adult-child interaction. Your task is to find the person with the same high-quality adult-child interaction as you. When you find your match, introduce yourself and talk about your role in early childhood care and education. Then, discuss what, in your opinion, makes an interaction high-quality.

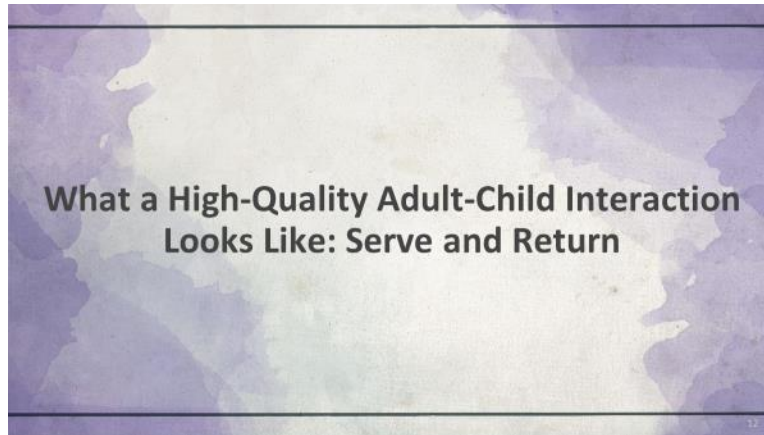
Once everyone has found their match and talked, each pair will share what they have learned about one another.



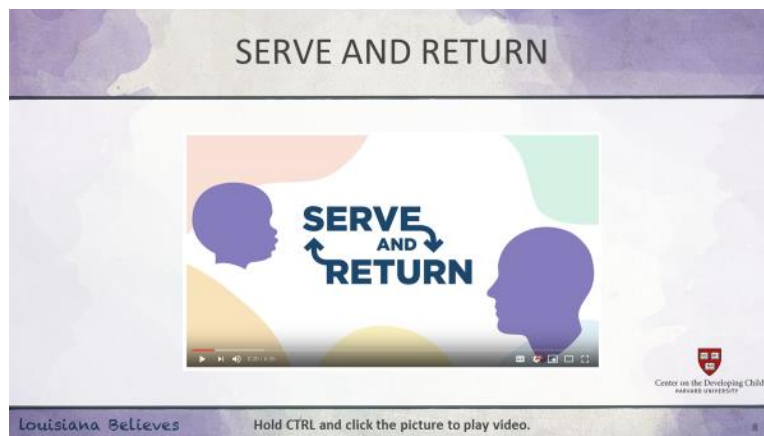
*Encourage participants to return to their seats.*

What does a high-quality adult-child interaction look like? *Allow participants time to respond.*

The learning environment created by early childhood educators is critical to the quality of an early childhood program. The experiences that children have during their early years shape their overall development. A high-quality teacher-child interaction should fit the needs of all children – using responsive language, engaging all children in classroom activities, fostering independence, and creating a language-rich environment.



To begin, we are going to talk about the fundamentals of high-quality adult-child interactions by exploring **serve and return**.



*This content comes from the Center on the Developing Child out of Harvard University.*

*Play the entire video. (Duration: 6:06)*

*Video link: [https://www.youtube.com/watch?time\\_continue=12&v=KNrnZag17Ek](https://www.youtube.com/watch?time_continue=12&v=KNrnZag17Ek)*

*Expand the full screen view so all participants can easily view the content.*

*What do serve and return interactions look like? Allow participants time to respond.*



We will now break down each of the **Five Steps for Serve and Return** highlighted in the video.

Quickly review the five steps:

- Notice the serve and **share the child's focus**.
- Return the serve by **supporting and encouraging**.
- Give it a **name**.
- **Take turns** and wait – keep the interaction going back and forth.
- **Practice endings and beginnings**.

*Trainer Note:* For additional information, you can refer to the following: [https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC\\_ServeReturn\\_for\\_Parents\\_Caregivers\\_2019.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC_ServeReturn_for_Parents_Caregivers_2019.pdf)



Sharing the focus is just that – focusing on what it is that has drawn the child's attention. Is the child looking at, gesturing towards, or showing other forms of interest related to something within their surroundings?

This is your cue that they are interested and your opportunity to **share the focus**. These moments are the “serves” in the serve and return interaction.



*Ask for examples of children's serves from participants who work with each of the three primary age groups: infants, toddlers, and preschoolers. Provide or ask for examples of how the focus could be shared in each of the presented scenarios.*

Why do we do this? If you pay attention to the serves, you will learn a lot more about children's interests, abilities, and needs. Paying attention to these and then sharing the focus will strengthen the bond between you and the children in your care.



By acknowledging the children's focus of attention, interest, or actions through words, gestures, or by joining or assisting in the children's actions you are providing support. Adding encouragement is as simple as an additional facial expression, such as a smile to show approval, or a gesture, such as handing the child a toy they are intently looking at but cannot get to on their own.

*Ask for examples of how the participants from each age group support and encourage children – infants, toddlers, and preschoolers. Provide additional information as needed based on their comments.*

Why do we do this? **Support and encouragement** facilitates and rewards children's curiosity and interest, making them eager to explore and learn more. Support and encouragement is one of the many ways you can return the serve. Doing this lets the children know they are heard and understood, and that they are valued.



By using language to return a serve by naming what a child is looking at or seeing, doing, feeling, or possibly thinking – you are making important connections in their brains and building their language.

Children understand far more than they can say, so feel free to name anything and everything. People, objects, actions, feelings, or several things at once. If a child yawns, you can say “oh, you’re so tired,” or, if she points at a toy, you can say “that’s the blue car.”

*Provide some of your own examples and then ask participants to share some of the labeling or “naming” that occurs in their classrooms.*

*Then, switch the focus and ask them why they think naming is a key serve. Follow up their responses by stating that naming things helps children build an understanding of the world around them and helps them understand feelings and know what to expect. Naming also gives them words that they can use and, like other serves, lets them know that you are paying attention and that you care.*



**Take turns** – children, even those that are non-verbal, should be active participants in adult-child interactions. So, every time you return a serve you should allow time for the children to respond. Taking turns can go on for many turns, or back-and-forth interactions, or it can be a quick one-time exchange.

Either way, remember that as the adult you will need to practice waiting. Children need time to respond and even older children need time to formulate their responses. Waiting is key to keep the turn-taking going.

*Ask the participants how turn-taking looks different at each of the three primary age groups – infant, toddler, and preschooler. What about non-verbal vs. verbal turn-taking? What does it look like? Expand upon their responses as needed.*

What does turn-taking do as part of a serve and return interaction? *Pause to allow participants to respond.*

It helps children learn and practice the skill of turn-taking and facilitates the development of self-control. Additionally, it helps children build the skills associated with interacting and getting along with others.

What does waiting do? *Pause to allow participants to respond.*

After expanding on their responses, conclude by stating that waiting provides time for children to develop and share their ideas, and being provided with the ability and time to share helps to build confidence and independence. Waiting also helps you to provide a better return, and gives you a chance to understand their ideas, wants, and needs, among other things.



The final step is **practice endings and beginnings**. If you follow children’s cues or serve, you will see when they are done or ready to move on to another activity.

*Ask the participants what “being done” looks like at various stages of development, expanding on responses as needed. Thank participants for all the sharing they have done throughout the five steps.*

Being responsive using steps one through four, and using step five, practice endings and beginnings, provides children with moments when they are actively involved and in charge of their own development and learning – and times when they know you are there for support.

Letting them take on this role and responding in-kind allows the serve and return interactions to be an ongoing part of the early care and learning environment.

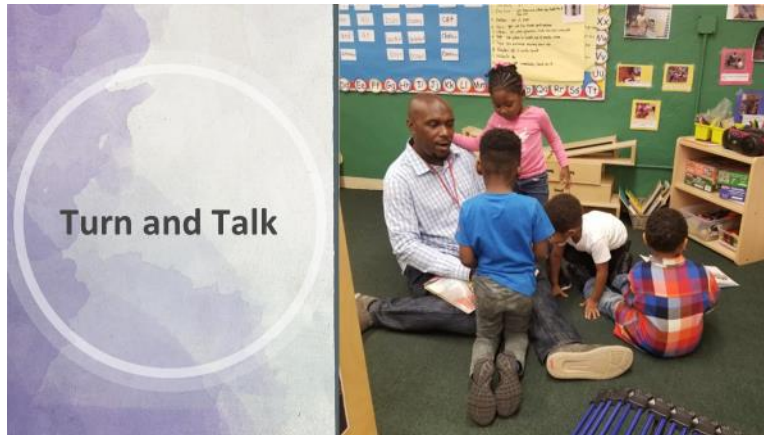
**SERVE AND RETURN**

*“Serve and return interactions make everyday moments fun and become second nature with practice. By taking small moments during the day to do serve and return, you build up the foundation for children’s lifelong learning, behavior, and health – and their skills for facing life’s challenges.”*

Center on the Developing Child, 2019

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“Serve and return interactions make everyday moments fun and become second nature with practice. By taking small moments during the day to do serve and return, you build up the foundation for children’s lifelong learning, behavior, and health – and their skills for facing life’s challenges.”



Turn and Talk

How can adults intentionally facilitate children’s development and learning? *Allow time for participants to respond.*

Now, we will take a look at how teachers can intentionally facilitate children’s learning and development through the CLASS® lens. We are going to look at the following dimensions: Facilitated Exploration, Facilitation of Learning and Development, and Concept Development.

Ask the trainees if they have any questions before we move on.

FACILITATING CHILDREN’S DEVELOPMENT AND LEARNING

How can adults intentionally facilitate children’s development and learning?

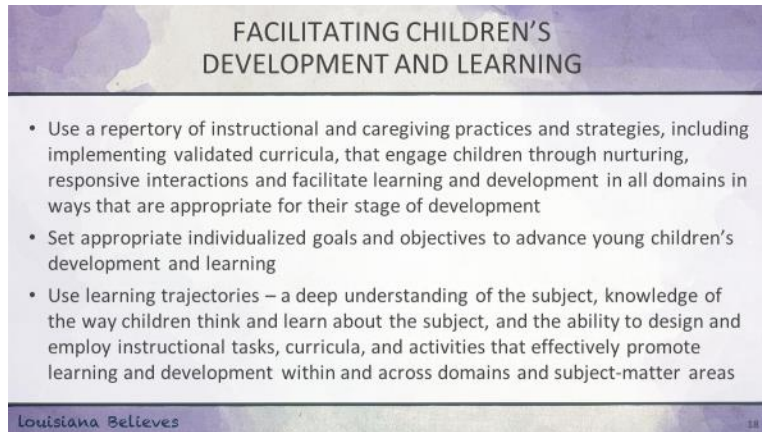
- Establish relationships and interactions with children that are nurturing and use positive language
- Create and manage effective learning environments – physical space, materials, activities, classroom management
- Consistently deploy productive routines, maintain a schedule, and make transitions brief and productive, all to increase predictability and learning opportunities and to maintain a sense of emotional calm in the learning environment

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Adults can intentionally facilitate children’s development and learning by:

- **Establishing relationships and interactions with children that are nurturing and use positive language,**
- **Creating and managing effective learning environments, including physical space, materials, activities, and classroom management, and**
- **Consistently deploying productive routines, maintaining a schedule, and making transitions brief and productive – all to increase predictability and learning opportunities, and to maintain a sense of emotional calm in the learning environment.**

*Trainer Note: For additional information, you can refer to the following: <https://www.americanprogress.org/issues/early-childhood/reports/2016/01/07/127967/developing-a-high-quality-early-learning-continuum-the-need-for-early-head-start%E2%80%91child-care-partnerships/>*



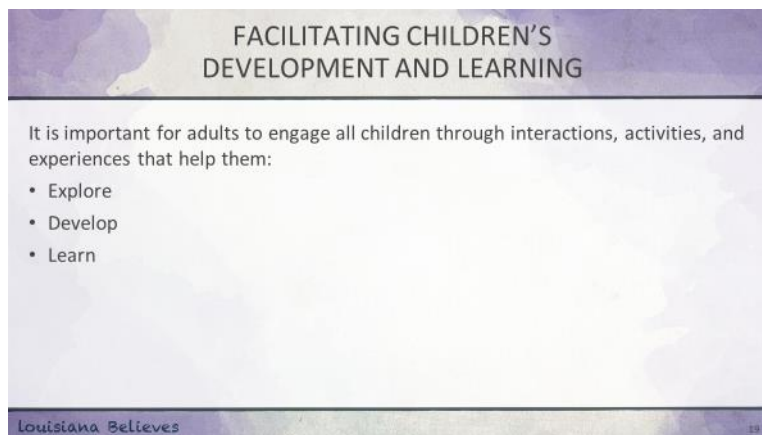
**FACILITATING CHILDREN'S DEVELOPMENT AND LEARNING**

- Use a repertory of instructional and caregiving practices and strategies, including implementing validated curricula, that engage children through nurturing, responsive interactions and facilitate learning and development in all domains in ways that are appropriate for their stage of development
- Set appropriate individualized goals and objectives to advance young children's development and learning
- Use learning trajectories – a deep understanding of the subject, knowledge of the way children think and learn about the subject, and the ability to design and employ instructional tasks, curricula, and activities that effectively promote learning and development within and across domains and subject-matter areas

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Adults can also intentionally facilitate children's development and learning by:

- **Using a repertory of instructional and caregiving practices and strategies, including implementing validated curricula, that engage children through nurturing, responsive interactions and facilitate learning and development in all domains in ways that are appropriate for their stage of development,**
- **Setting appropriate individualized goals and objectives to advance young children's development and learning, and**
- **Using learning trajectories – a deep understanding of the subject, knowledge of the way children thinking and learn about the subject, and the ability to design and employ instructional tasks, curricula, and activities that effectively promote learning and development within and across domains and subject-matter areas.**



**FACILITATING CHILDREN'S DEVELOPMENT AND LEARNING**

It is important for adults to engage all children through interactions, activities, and experiences that help them:

- Explore
- Develop
- Learn

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**It is important for adults to engage all children through interactions, activities, and experiences that help them: explore, develop, and learn.**

How are you actively engaging the children in activities that help them develop, explore, and learn? *Pause to allow participants to respond.*

Children are natural explorers, but there is still a lot you can do to help them learn and grow. For example, you need to know what children explore. You also have to meaningfully design your environment and find materials to spark exploration. Finally, you can plan experiences that promote learning.

*Trainer Note: For additional information, you can refer to the following:*  
<https://www.virtuallabschool.org/preschool/cognitive/lesson-4>



What do these elements look like in your program?

- Exploration
- Development
- Learning

How do you encourage young children to explore, learn, and develop in your program? *Pause to allow participants to respond.*



This video will show how teachers engage infants and toddlers in activities, experiences, and interactions that help them explore, learn, and develop.

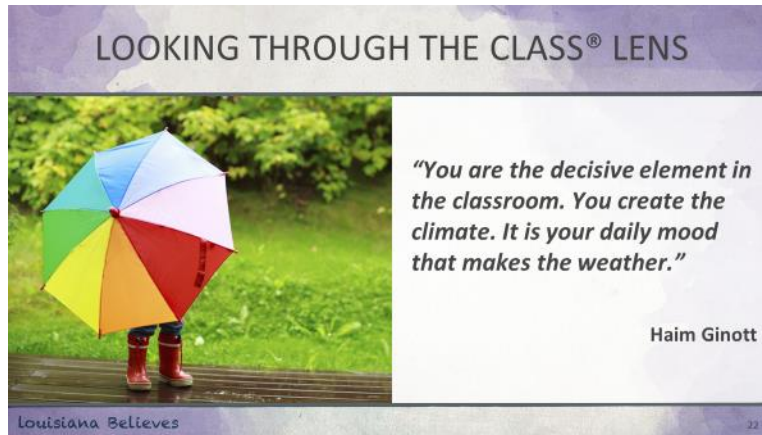
This video content shows infants and toddlers interacting with teachers in an effective manner. The teachers demonstrate a variety of roles and experiences in which facilitate children's learning and development.

All teachers are verbally and physically involved in the children's play to guide exploration and learning. The children are involved in activities all throughout the classroom.

*Play the video linked on the slide. (Duration 6:44)*

Video link: <https://youtu.be/GSR8PIGLkZY>

Expand to full screen view so all participants can easily view the content.

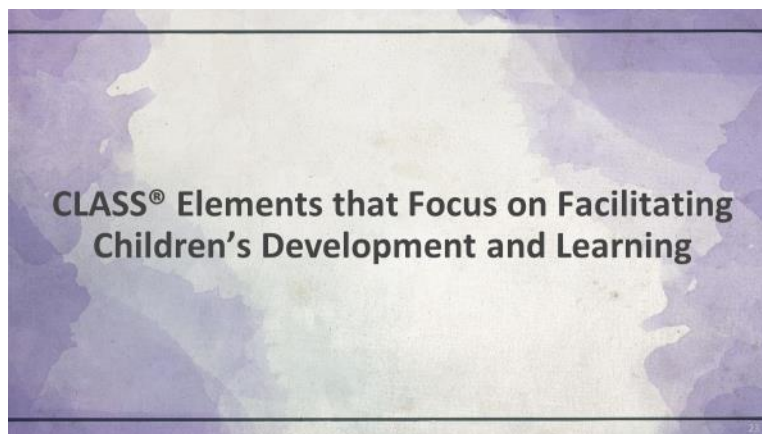


*Trainer Note: This is a slide to introduce the next portion of the training – looking through the CLASS® lens.*

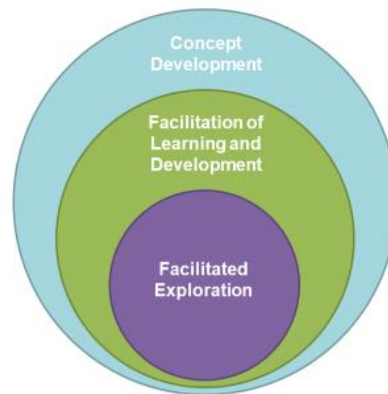
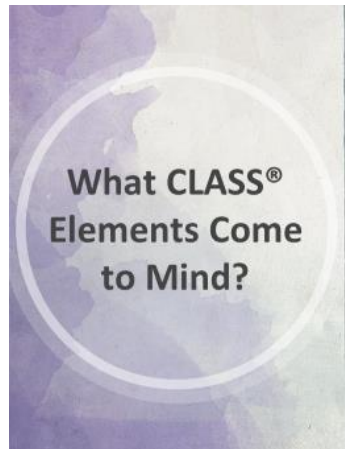
"I have come to the frightening conclusion that I am the **decisive element in the classroom**. It's my personal approach that **creates the climate**. It's my **daily mood that makes the weather**. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized." – Haim Ginott

*Encourage participants to reflect upon the quote and share their reflections with the larger group.*

Research shows that our actions matter and that the interactions between teachers and children are the primary mechanism of student development and learning.



Now we are going to take a look at high-quality interactions through the CLASS® lens.



When you think about high-quality teacher-child interactions that facilitate learning and development, **Facilitated Exploration** (infant), **Facilitation of Learning and Development** (toddler), and **Concept Development** (preschool) should all come to mind.

We are going to explore these three elements in depth.

A CLOSER LOOK AT CLASS®		
<b>FACILITATED EXPLORATION</b> <ul style="list-style-type: none"> <li>• Involvement</li> <li>• Infant focused</li> <li>• Expansion of infants' experience</li> </ul>	<b>FACILITATION OF LEARNING AND DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Active facilitation</li> <li>• Expansion of cognition</li> <li>• Children's active engagement</li> </ul>	<b>CONCEPT DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Analysis and reasoning</li> <li>• Creating</li> <li>• Integration</li> <li>• Connections to the real world</li> </ul>
<p><b>?</b> How are you actively engaging the children in activities that help them develop, explore, and learn?</p>		
<p>Louisiana Believes <span style="float: right;">25</span></p>		

How are you actively engaging the children in activities that help them develop, explore, and learn? *Pause to allow participants to respond, then conduct a brief overview of each dimension.*

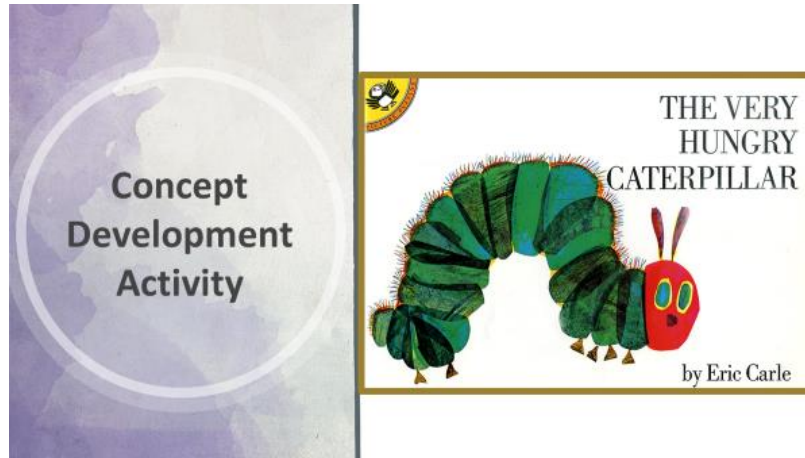
According to the Infant CLASS® tool, the **Facilitated Exploration** dimension states: “Teachers must spend most of their time actively involved with infants, consistently initiating, joining, or mirroring interactions with infants during play and within routines. Teachers consistently watch infants to see what they are interested in, and then follow that lead. Teachers provide opportunities for infants to explore and choose options in their surroundings. Teachers regularly encourage infants to persist in experiences through verbal encouragement.”

According the Toddler CLASS® tool, the **Facilitation of Learning and Development** dimension states: “Teacher spend most of his/her time actively involved with the children, providing opportunities and guidance for learning and development. Teacher connects aspects of activities and play to children’s lives, experiences, and previous learning.



Teacher facilitates children’s thinking skills through questioning, problem-solving, and prediction activities. The children are actively involved in activities and routines.

According to the preschool CLASS® tool, the **Concept Development** dimension state: “Teacher uses discussions and activities that encourage analysis and reasoning. Teacher often provides opportunities for students to be creative and/or generate their own ideas and products. Teacher links concepts and activities to one another and to previous learning. Teacher relates concepts to student’s lives.”



Let’s consider *The Very Hungry Caterpillar* by Eric Carle. What concepts do you discuss when reading this story to students?

For example:

- Numbers and counting
- Days of the week
- Sequencing
- Food

*The Very Hungry Caterpillar* leads to concepts related to problem solving. The caterpillar eats various fruits each day and the number increases day by day because the caterpillar is very hungry and he is in quest for food. His hunger is not satisfied. In order to solve this problem, the caterpillar eats one full leaf and becomes very fat the next day. After eating a big leaf he does not get hungry anymore, but is turned into a beautiful butterfly. The book would be an excellent tool for teachers to use when correlating problem solving to real-world situations.

*The Very Hungry Caterpillar* explains the life cycle of a butterfly, from laying an egg until its transformation into a beautiful butterfly. “In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and – pop! – out of the egg came a tiny and very hungry caterpillar. He started to look for some food.” The egg grows into a tiny caterpillar who feels very hungry. He eats more fruits and a big leaf to quench his hunger. The caterpillar grows big. The pictures of the caterpillar in Carle’s books are evidence of the appearance of the grown caterpillar. He describes it in the following manner:

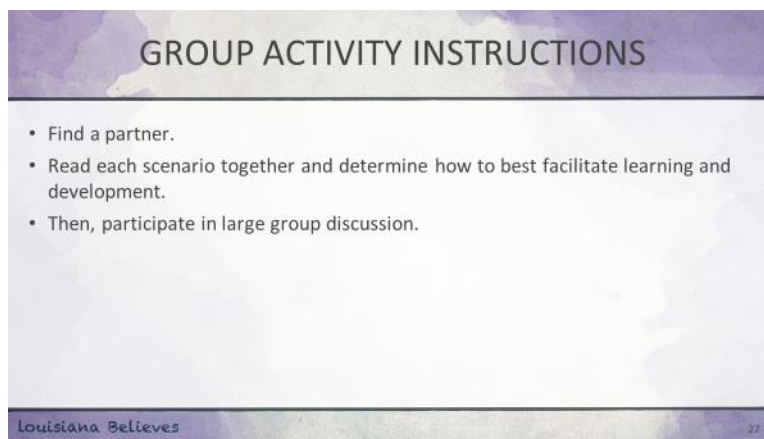
“Now he wasn’t hungry anymore - and he wasn’t a little caterpillar anymore. He was a big, fat caterpillar. He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, pushed his way out and... he was a beautiful butterfly!”

These lines show that the caterpillar forms a cocoon when the quest for food stops. Children learn that the growth of a butterfly has different stages. But it is a fact that the butterfly does not form a cocoon. Carle shows his creativity and gives a clear picture of the formation of the cocoon.

The life cycle of a butterfly depicted through *The Very Hungry Caterpillar* helps children to think creatively.

*Help participants connect life cycle, color, and math. Also connect concepts to children’s home lives – discuss foods they eat at home and talk about healthy and unhealthy food.*



A presentation slide with a purple header and a light purple background. The title "GROUP ACTIVITY INSTRUCTIONS" is centered at the top. Below the title, there are three bullet points. At the bottom left, it says "Louisiana Believes" and at the bottom right, there is a small number "27".

### GROUP ACTIVITY INSTRUCTIONS

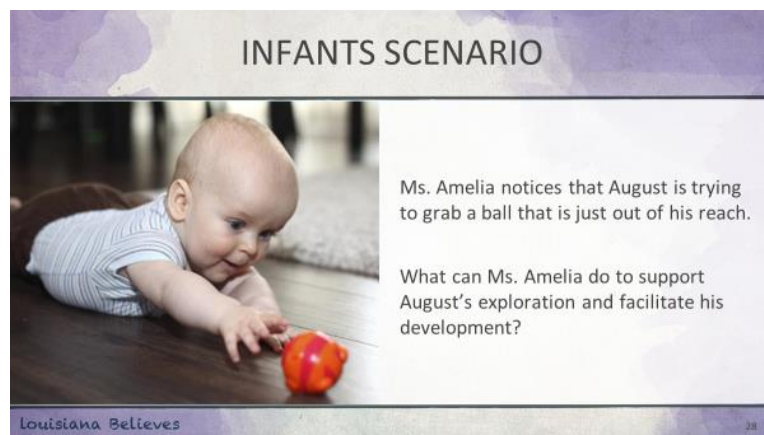
- Find a partner.
- Read each scenario together and determine how to best facilitate learning and development.
- Then, participate in large group discussion.

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**Find a partner.** We will look at each scenario in the presentation. We will **read each scenario together, and** as partners you will **determine how to best facilitate learning and development** using the strategies we discussed earlier.


There will be three scenarios all together, one for each range: infant, toddler, preschool.

After all pairs have discussed the scenario, we will discuss as a larger group.



A presentation slide with a purple header and a light purple background. The title "INFANTS SCENARIO" is centered at the top. Below the title, there is a photograph of a baby reaching for a red ball. To the right of the photo, there is text describing a scenario and a question. At the bottom left, it says "Louisiana Believes" and at the bottom right, there is a small number "28".

### INFANTS SCENARIO



Ms. Amelia notices that August is trying to grab a ball that is just out of his reach.

What can Ms. Amelia do to support August’s exploration and facilitate his development?

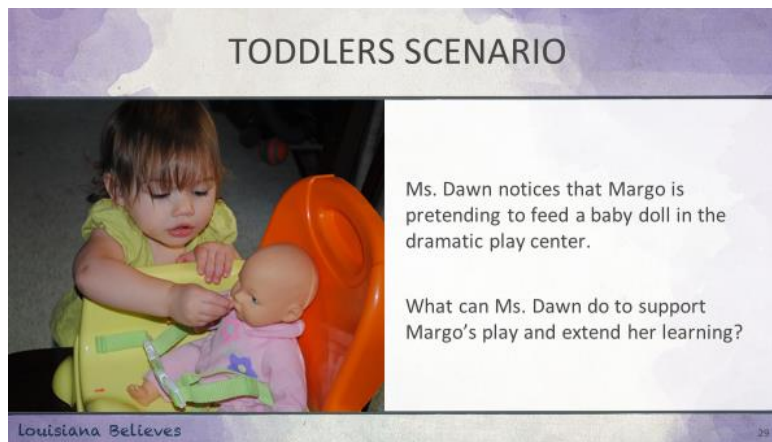
Louisiana Believes 28

**Ms. Amelia notices that August is trying to grab a ball that is just out of his reach. What can Ms. Amelia do to support August's exploration and facilitate his development?**

*Allow time for participants to discuss and answer.*

*Potential answers include:*

- *Join in the infant's experience – sit on the floor with the infant and mirror interactions*
- *Use verbal encouragement, i.e. "come on, you can do it"*



**TODDLERS SCENARIO**

Ms. Dawn notices that Margo is pretending to feed a baby doll in the dramatic play center.

What can Ms. Dawn do to support Margo's play and extend her learning?

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**Ms. Dawn notices that Margo is pretending to feed a baby doll in the dramatic play center. What can Ms. Dawn do to support Margo's play and extend her learning?**

*Allow time for participants to discuss and answer.*

*Potential answers include:*

- *Teacher can go and join the toddlers play in the dramatic play center*
- *Teacher could take a role in the child's play*
- *Teacher may ask effective questions, i.e. "What are you feeding your baby?" and add additional comments that facilitate learning*
- *Teacher may connect play to child's life, i.e. "Who feeds you at home?" "What do you eat at home?" "Do you sit in a high-chair when you are eating at home?"*

**PRESCHOOL SCENARIO**



Ms. Stephanie notices that Dylan and Bryce are playing with the people and animal figures in the block area.

What can Ms. Stephanie do to support their play and extend their learning?

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**Ms. Stephanie notices that Dylan and Bryce are playing with the people and animal figures in the block area. What can Ms. Stephanie do to support their play and extend their learning?**

*Allow time for participants to discuss and answer.*

*Potential answers include:*

- *The teacher may ask the children what they are building or what animals they have*
- *When the children name the animals, the teacher can connect to previous knowledge: “Remember, we learned about elephants – they are zoo animals,” or ask “Do you remember what kind of animals are farm animals?”*
- *The teacher could suggest children create a zoo or farm for the animals*
- *Brainstorm: “How could we build a zoo or farm?”*
- *The teacher can connect the people and farm animal figures in the block area to the children’s lives*

**Session Review**

11

*While reviewing the session, encourage participants to share how they plan to use serve and return along with CLASS® dimensions to facilitate high-quality teacher-child interactions. Ask participants how they plan to facilitate children’s learning and development in their classroom.*

## REVIEW LEARNING OBJECTIVES

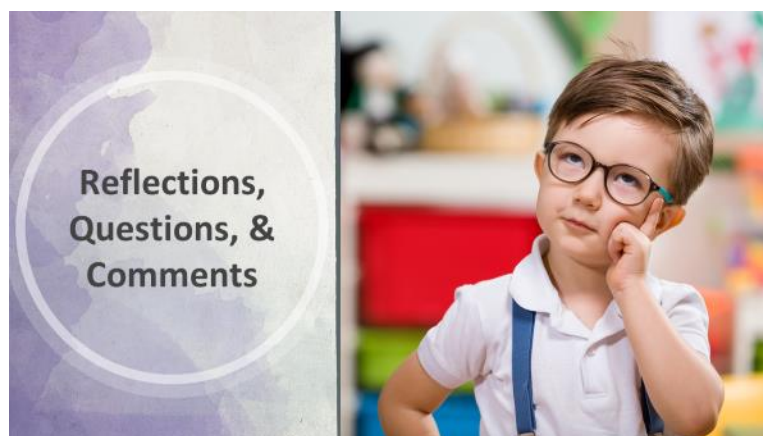
- Increase their knowledge of best practices related to facilitating children's development and learning through high quality adult-child interactions
- Demonstrate an understanding of the essential components of high quality adult-child interactions that impact children's development and learning
- Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development
- Demonstrate knowledge of best practices in developing, planning, and implementing high quality adult-child interactions that facilitate children's development and learning

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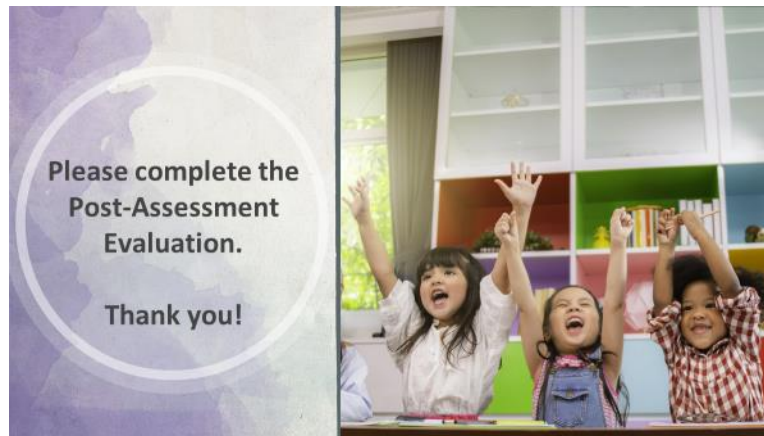
*Review Learning Objectives.*

*Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.*

- **Increase their knowledge of best practices related to facilitating children's development and learning through high-quality adult-child interactions**
- **Demonstrate an understanding of the essential components of high-quality adult-child interactions that impact children's development and learning**
- **Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development**
- **Demonstrate knowledge of best practices in developing, planning, and implementing high-quality adult-child interactions that facilitate children's development and learning**



*Open the floor for participants' comments and questions.*



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

*Distribute the Post-Assessment Evaluation.*

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

*Post-Assessment Evaluation Guidance*

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*