

Module 1B: Outline & Manual

The Big Three of School Readiness: Standards, Curriculum, and Assessment

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Module Description

This training module includes experiences for trainees to understand how activities should be planned by a teacher. The module uses videos of the development of a physical skill, riding tricycles, to illustrate the concept of sequence and scaffolding. A second video shows a teacher interacting with children in a way that develops math skills to illustrate how to take advantage of children's interest and to include supporting activities in the curriculum. One activity supports participants' understanding of alignment. The module includes an opportunity for participants to use the concepts and create a plan they can use in their classroom.

Note: This module is based on Tier I Curricula, Louisiana Birth to Five Early Learning and Development Standards, and TS GOLD®.

Pre-Work

- Curriculum and Standards Activity Cards. *Print a set of activities from a Tier 1 curriculum for preschoolers and standards that the activities meet on card stock and cut apart. A template to print these items is provided, and the facilitator may create additional examples based on attendees' needs.*
- Request that attendees bring selected sections of their curriculum which includes some activities and an assessment tool from the curriculum they are using.
- Instruct participants to review their curriculum and how it is organized. *They should consider why a developmentally appropriate curriculum is important to ensure that children are presented activities that build on existing skills. Instruct them to review a section of their curriculum and to bring it with them. If using Frog Street PreK, they should bring their teacher's guide for Theme 7 Things that Move; If using Frog Street for Threes,*

they should bring their teacher's book, and if using Frog Street for Toddlers, they should bring the teacher's guide for Theme 3 Friends.

Materials

- Blue, pink, and yellow sticky notes
- Flip chart pages labeled STANDARDS, CURRICULUM, and ASSESSMENT (*Alternatively, divide a white board into sections*)
- Copy paper
- Pencils or pens
- Flash drive with PowerPoint and Riding Tricycles and Gas Station videos
- *Optional:* Assortment of children's puzzles of various difficulties
- Handouts
 - *Check Your Knowledge pre- and post-test*
 - *Selecting Activities Planning Sheet*

Learning Outcomes

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

- Explain the importance of using a quality curriculum
- Describe what is meant by alignment and why standards, curriculum, and assessment must be aligned
- Help a child master a complex task by scaffolding
- Select at least three activities and experiences for children based on your knowledge of the Birth to Five Early Learning and Development Standards and your curriculum
- Give some examples of how meeting these objectives will support children's learning and help meet the goals of school readiness

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	15 minutes
Learning Through Scaffolding	15 minutes
Adult Learning Through Scaffolding	5 minutes
Puzzles	5 minutes
Louisiana's Birth to Five Early Learning and Development Standards (ELDS)	15 minutes
Curriculum and Standards Activity Cards	10 minutes
Standards, Curriculum, and Assessment	5 minutes
Miranda and the Gas Station	15 minutes
Curriculum Treasure Hunt	25 minutes
Selecting Activities	10 minutes
Seven Strategies for Implementing Your Curriculum	5 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>

Overview of Gas Station Video

Sophia pulls her car into a gas station being staffed by her teacher, Miranda. When the teacher asks her how many dollars' worth of gas Sophia wants, she replies, "—Fifteen, sixteen, seventeen!" The teacher asks Sophia to count with her. As she turns a crank on the toy gas pump, they count each turn of the crank (which rings a bell).

Daniel comes to the gas station next and says he wants ten dollars of gas. The teacher repeats the same procedure and encourages Daniel to count with her as she turns the crank.

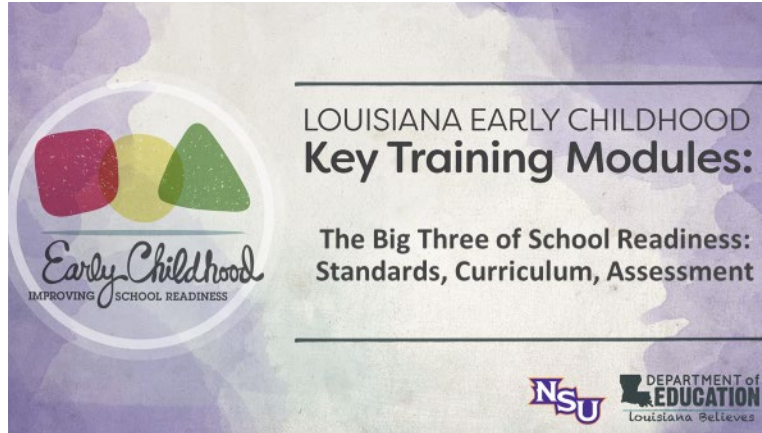
Other children playing with tricycles and cars begin to line up at a gas pump where a teacher offers to fill up their vehicles with gas. The teacher asks how many dollars of gas each child would like and then counts to the number the child says. She then asks for payment for the gas. The first girl starts to leave without paying and the teacher says that she'll put the bill on the girl's credit card. The boy that comes to the pump next tells the teacher that the gas tank on his car is in the front and pays for the gas when his tank is full.

The children that come to the gas station have the opportunity to decide how much gas they want. One boy, when asked where the gas tank is on his car, decides that it is in the front of the car. The children then can pay the associate for the gas.

The children coming to the gas station explore different societal roles. They observe how someone working in a service industry responds to customers. They also learn about the responsibilities associated with being a consumer, such as paying for products and services. They explore the role of a person who needs gas so the car will be able to transport them to the places they need to go.

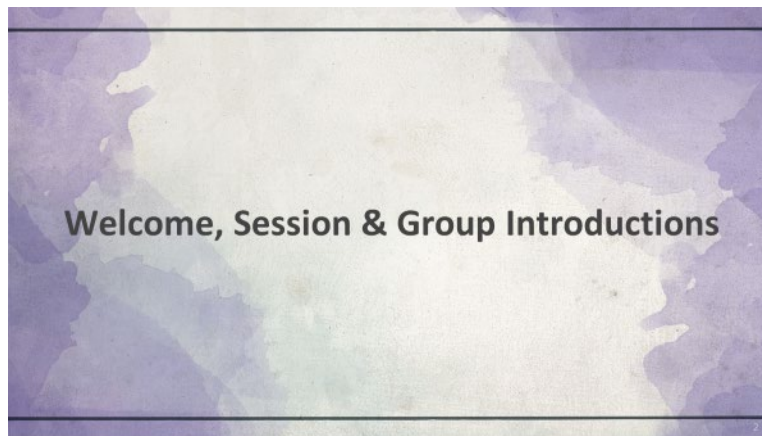
This teacher engages with individual children in a dramatic play scenario as she offers to fill up the children's vehicles with gas.

Training Manual



Distribute the Pre-Assessment Evaluation.

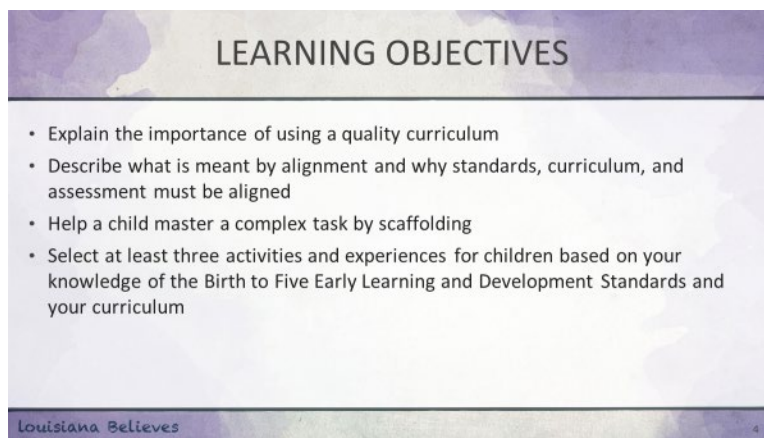
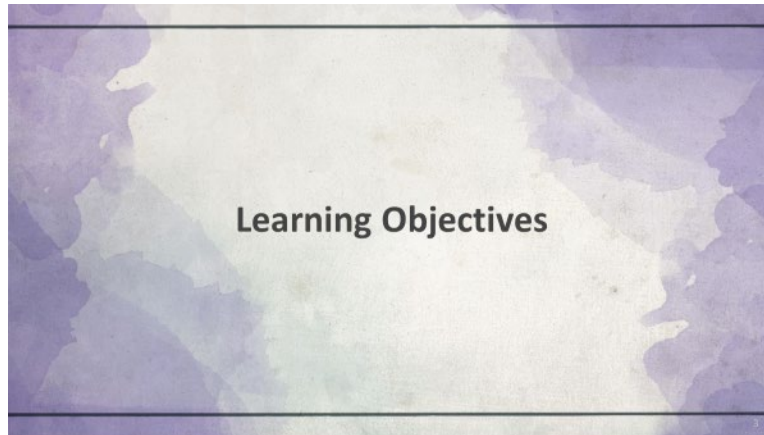
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by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



Hello, my name is (insert name) and I am your instructor for this training. This training will help you understand how standards, curriculums, and assessment work together to help you provide a quality learning environment.

Provide information about restrooms and other logistics.

Our session will be two hours long and you will receive two hours of training credit for licensing and Louisiana Pathways. Please feel free to participate and make any suggestions, share ideas, or ask questions.



Here are the objectives for this training. After you complete this training, you will be able to do these tasks. Your ability to understand and apply these skills will help you support children’s learning and help meet the goals of school readiness.

Read each learning objective aloud.

- **Explain the importance of using a quality curriculum**
- **Describe what is meant by alignment and why standards, curriculum, and assessment must be aligned**
- **Help a child master a complex task by scaffolding**
- **Select at least three activities and experiences for children based on your knowledge of the Birth to Five Early Learning and Development Standards and your curriculum**

Give some examples of how meeting these objectives will support children’s learning and help meet the goals of school readiness.

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

Record responses on chart paper.

WHY IS CURRICULUM IMPORTANT?



Louisiana Believes

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Why do you think it is important to have and use a curriculum?

Allow time for trainees to give some suggestions as to why they feel following a curriculum is important.

Trainer Note: The next slide will give some suggested answers.

WHY IS CURRICULUM IMPORTANT?

- A curriculum helps you plan your day and keep children engaged
- A quality curriculum is based on the most up-to-date research about how children learn
- It is designed to build the skills children need appropriate for their age
- It ensures that children have the experiences they need for school readiness

Louisiana Believes

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Here are some reasons many people consider a curriculum important.

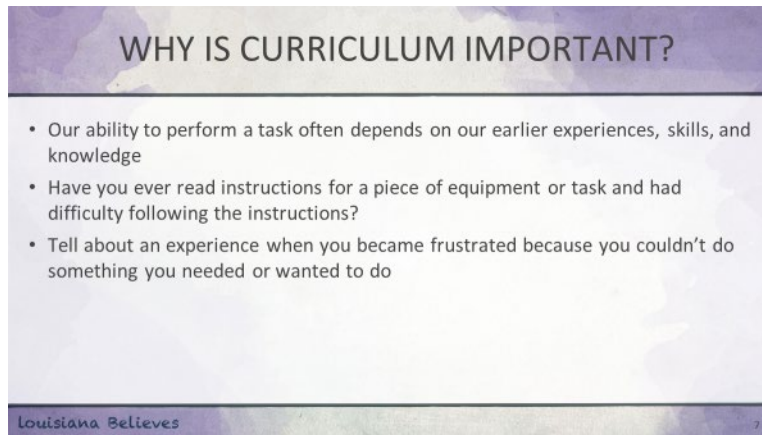
Click the mouse to have the bullet points appear one at a time. Read the text on the slides.

- **A curriculum helps you plan your day and keep children engaged.** It provides you with a variety of activities that meet appropriate learning objectives.
- **A quality curriculum is based on up-to-date research about how children learn.** Therefore, you know that what you are doing is based on what children need.
- **It is designed to build the skills children need appropriate for their age.** A quality curriculum will be based on knowledge of child development and developmentally appropriated practices.
- **It ensures that children have the experiences that lead to school readiness.** We know specific skills and abilities are needed to prepare children for success in school. A good curriculum will include experiences to develop those skills and abilities.

Discuss how a curriculum will have a scope and sequence. Explain how a curriculum may be comprehensive or may focus only on one area such as math or literacy.

Note: For this session, we will focus on curricula that covers all areas.

Discuss how parents often want to know that a program is using a curriculum that prepares the child for school.



Read the text on the slides.

- **Our ability to perform a task often depends on our earlier experience, skills, and knowledge.** One reason we need a curriculum is that it is often necessary to have one skill before you can do a harder task. The sequence plan of a curriculum is built on this need.
- **Have you ever read instructions for a piece of equipment or task and had difficulty following the instructions?** Allow time for responses such as a show of hands.
- **Tell about an experience when you became frustrated because you couldn't do something you needed or wanted to do.**

Allow time for trainees to share some experiences.

Trainer Note: *If response is limited, share a time you had difficulty completing a task due to lack of preliminary skills or knowledge to complete the task. For example, putting together a piece of furniture, changing a tire, or completing a computer task.*

Lead a discussion of examples of how it is often necessary to have one skill before you can do a harder task.

Relate this example to how following a Tier 1 curriculum with fidelity will help ensure that children have the skills necessary to complete tasks presented to them.

WHY IS CURRICULUM IMPORTANT?

- Why were you unable to follow the directions or complete the task?
- Would it have helped you if someone had shown you how to complete certain parts of the task?
- What else could have helped you fulfill the task?

Louisiana Believes

Trainer Note: If you used your own experience, answer these questions based on your experience.

Let's look at why you were not successful in the experiences you had.

- **Why were you unable to follow the directions or complete the task?**
Lack of understanding the terminology, no experience with the items or task, lack of necessary skills.
- **Would it have helped you if someone had shown you how to do certain parts of the task?**
Explain how this would be an example of scaffolding.
- **What else could have helped you fulfill the task?**
Simple instructions, someone to help with each step – scaffolding.

Explain how this type of support is important in learning new skills.

We know that learning to read is important for children. Reading requires many skills that must be learned first. For example, before children learn to read, they must:

- Know and understand the words and what they mean,
- Understand that writing is “talk written down” and that the marks make words and have meaning, and
- Recognize letters and the sounds they make.

WHY IS A TIER 1 CURRICULUM IMPORTANT?

- Following a quality curriculum with fidelity will help ensure that children have the skills necessary to complete tasks presented to them.
- They will practice the skills they need for school readiness to learn reading, math, and other important skills.

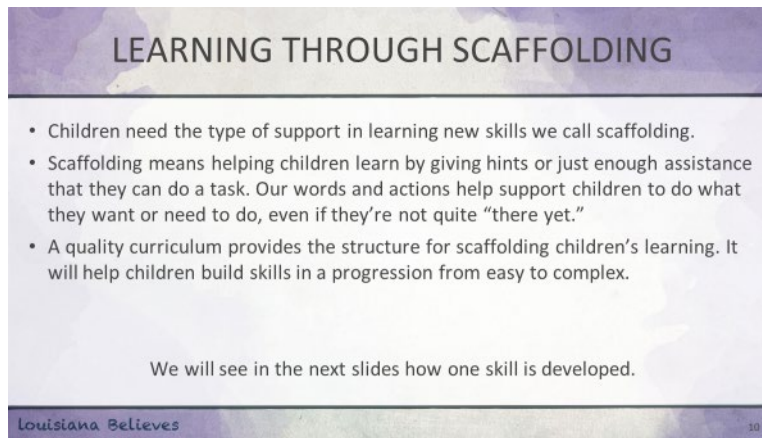


Louisiana Believes

The Louisiana Department of Education conducted a review of many published curricula to identify the ones that are closely aligned with the state standards. These curricula were considered Tier 1.

- **Following a quality curriculum with fidelity will help ensure that children have the skills necessary to complete tasks presented to them.**
- **They will have the skills they need for school readiness to learn reading, math, and other important skills.**

A quality curriculum will help children develop skills in a natural, developmental order. For example, children must understand the meaning of words they hear before they can say and use the words accurately and with meaning. They say words before they make sentences.



LEARNING THROUGH SCAFFOLDING

- Children need the type of support in learning new skills we call scaffolding.
- Scaffolding means helping children learn by giving hints or just enough assistance that they can do a task. Our words and actions help support children to do what they want or need to do, even if they're not quite "there yet."
- A quality curriculum provides the structure for scaffolding children's learning. It will help children build skills in a progression from easy to complex.

We will see in the next slides how one skill is developed.

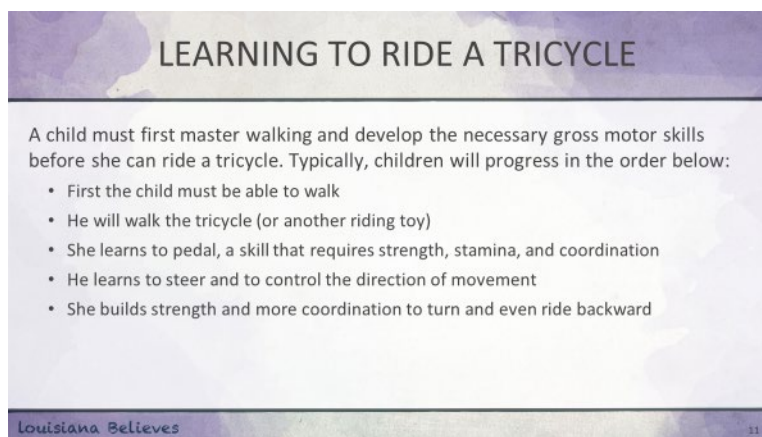
Louisiana Believes 10

Children need the type of support in learning new skills we call scaffolding. Scaffolding means helping children learn by giving hints or just enough assistance that they can do a task.

Think about how a scaffold supports a person in doing a task. A house painter may use scaffolding to reach the top part of a house. A brick mason may use it to lay bricks when they can't reach from the ground. **In the same way, our words and actions help children to do what they want or need to do but cannot without assistance.**

A quality curriculum provides the structure for scaffolding children's learning. It will help children build skills in a progression from easy to complex.

We will see in the next slides how one skill is developed.



LEARNING TO RIDE A TRICYCLE

A child must first master walking and develop the necessary gross motor skills before she can ride a tricycle. Typically, children will progress in the order below:

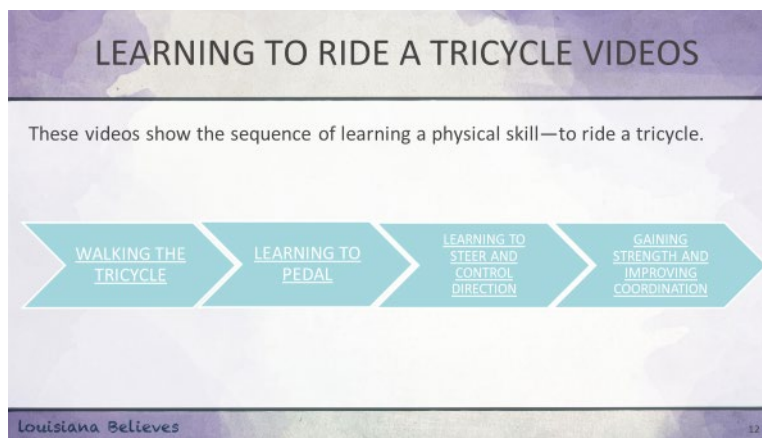
- First the child must be able to walk
- He will walk the tricycle (or another riding toy)
- She learns to pedal, a skill that requires strength, stamina, and coordination
- He learns to steer and to control the direction of movement
- She builds strength and more coordination to turn and even ride backward

Louisiana Believes 11

We've all heard the expression, "it's as easy as riding a bike," to describe something that comes second nature and should be easy to do. It implies that we know all about an activity and can take up where we left off at any time. But you must learn to ride the bike in the first place and there are steps in the learning process.

A child must first master walking and develop necessary gross motor skills before she can ride a tricycle. Typically, children will progress in this order:

1. **First the child must be able to walk.**
2. **He will walk the tricycle (or another riding toy).**
3. **She learns to pedal, a skill that requires strength, stamina, and coordination.**
4. **He learns to steer and to control the direction of movement.**
5. **She builds strength and more coordination to turn and even ride backward.**



Using videos, we will look at the sequence of a physical skill—riding a tricycle.

Click the mouse on each arrow to pull up the corresponding video.

After clip 1, ask:

1. What did you notice about the child's ability to ride the trike? *Walking the trike, trying to do what the older child is doing. He was very persistent in his attempts.*
2. How old do you think the child is? *Probably three.*
3. Does this seem to be normal development for a child this age? *Yes.*
4. Compare the skills of the child on the trike with the one on the small bicycle. *Child on bicycle is much more skilled. He can ride easily with the training wheels. At one point the younger child shows frustration because he cannot do what the older child is doing.*

After clip 2 ask:

1. What did you notice about this child's physical development compared to the earlier child? *She is beginning to learn to pedal. Her mother gives her suggestions (scaffolding). She still walks the trike some but can even pedal backwards.*
2. How does the mother encourage her efforts? *She suggests things like turning the handlebars to encourage steering, she uses parallel talk (Cloe's pedaling). She suggests she go backwards when she comes to a wall and doesn't know what to do. She asks Cloe to come toward her to encourage and says things like, "wow."*

After clip 3, ask:

1. What skills has this boy mastered? *Pedaling, steering, riding backwards, coasting, uses feet to turn once.*

After clip 4, ask:

1. What progress does this child show? *He rides fast, navigates better, rides over grass well which is harder, more in control.*
2. What do you think has helped this child master the trike so well? *More opportunities to ride, he appears older.*

LEARNING TO RIDE A TRICYCLE

- A child cannot master steering and control the direction of movement until he has the motor development required for the task, and the opportunity to practice the skill.
- He cannot ride where he wants to go until he can pedal and steer.
- He cannot ride backwards until he can pedal.
- Several skills may occur together and not always in the same order.
- For example, a child may learn to steer while walking before learning to pedal, but there is typically a sequence the child's progress.

Louisiana Believes 13

Both physical and mental skills are learned in steps. Riding a tricycle is a physical skill that requires learning several simple steps before being mastered.

- **A child cannot steer and control the direction of movement until he has the necessary motor development.**
- **He cannot ride where he wants to go until he can pedal and steer.**
- **She cannot ride backwards until she can pedal.**
- **Several skills may occur together and not always in the same order. For example, a child may learn to steer before learning to pedal, but there is typically a sequence to the child's progress**

We can use such information in planning. For example, if a child cannot steer or pedal, we would plan activities to help him learn those skills.

Can you suggest ideas of how a teacher might help a child learn to pedal and steer? *Allow time for responses.*

LEARNING THROUGH SCAFFOLDING

Scaffolding is the process through which we help support a child in the learning process.

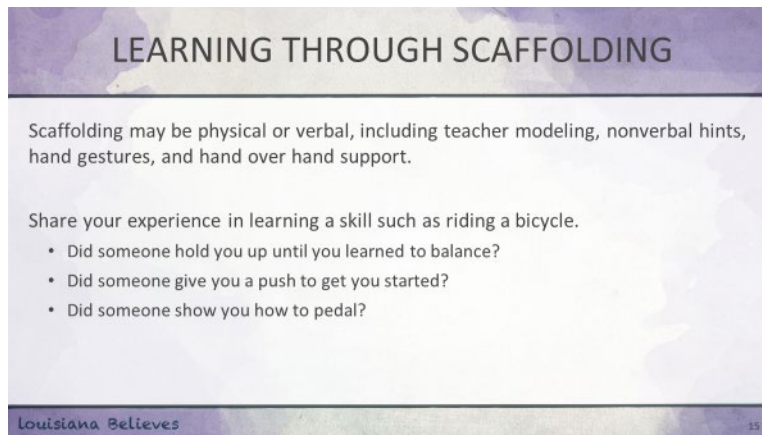


Louisiana Believes 14

Show the video of an adult helping a child learn to pedal, which is linked to the picture. This is scaffolding and it helps support a child in the learning process.

- What was the adult's role in helping the child learn to ride? *Encouragement, guidance*
- What are some other examples of scaffolding you have used or seen?

Explain how scaffolding is the way we support a child in the learning process.



LEARNING THROUGH SCAFFOLDING

Scaffolding may be physical or verbal, including teacher modeling, nonverbal hints, hand gestures, and hand over hand support.

Share your experience in learning a skill such as riding a bicycle.

- Did someone hold you up until you learned to balance?
- Did someone give you a push to get you started?
- Did someone show you how to pedal?

Louisiana Believes 15

Let's look at some other things we know about learning through scaffolding.

Scaffolding may be physical or verbal.

You may recall that the CLASS tool uses the term scaffolding to refer to verbal hints. Scaffolding include using language to guide or help children solve problems. In effective scaffolding, a teacher acknowledges the child's ability to complete a task and provides the necessary level of help to allow the student to succeed as independently as possible.


Will someone share their experience in learning a skill such as riding a bicycle?

- **Do you remember if someone held you up until you learned to balance?**
- **Did someone give you a push to get you started?**
- **Did someone show you how to pedal?**

These are examples of scaffolding and how you were helped in the learning process.

EVEN ADULTS LEARN THROUGH SCAFFOLDING

RECIPE FOR BASIC BISCUIT		
Ingredients	• 1 tbsp baking powder	• ½ cup shortening
• 2 cups flour	• ½ tsp salt	• ¾ cup milk
Directions		
• Preheat oven to 450 degrees F.		
• Sift together flour, baking powder and salt in a large mixing bowl. Cut in shortening with a pastry blender or fork until the mixture is like coarse crumbs.		
• Pour milk into the mixture while stirring with a fork. Mix in milk until the dough is soft and pulls away from the side of the bowl.		
• Turn dough onto a lightly floured surface and toss with flour until no longer sticky. Roll dough out ½ inch thick and cut with a biscuit or cookie cutter. Mix any unused dough together and repeat.		
• Place biscuits on an ungreased baking sheet and bake about 10 minutes until golden brown.		



Louisiana Believes 16

This slide shows us a recipe for making biscuits, something that many of you probably know how to do and may have even done many times.

- What might happen if one doesn't know how to do some of the tasks needed to make these biscuits?
- What if one skips a step or does not complete the steps in the right order?
This experience can be an opportunity to add humor by trainees' responses.
- What does one need to know how to do before making this recipe?
Measure ingredients, cut in shortening, sift, roll dough, and use a biscuit cutter.
- What if you didn't know how to cut in shortening or sift? Maybe you weren't even sure what shortening was? What if you didn't know how to measure liquid or dry ingredients?

A cook who cannot measure cannot follow a recipe; one who does not understand what knead means or how to do it cannot successfully make yeast rolls.

Following a recipe is in many ways like following a curriculum. We must use our curriculum in the way it is intended just as a recipe should be followed to ensure success. A curriculum is designed with a sequence to ensure children have the necessary skills to successfully master new skills.

Following a curriculum as intended is called using it with fidelity. Research on the curriculum's success is based on it being implemented with fidelity.

The same process is true with all skills. For example, cooking involves learning the meaning of various terms, how to accurately measure dry and wet ingredients, how to follow a recipe in the order the steps are given. One cannot complete a dish successfully unless you have all the skills needed for the task.



Now we will look at how activities and materials should be selected based on children’s ages, development, and what they already know or can do and what they need to learn. Many activities in ECE classrooms are naturally laid out for scaffolding.

Can you think of any examples? *Pause for responses.*



Show a selection of children’s puzzles of various levels of difficulty, or instruct participants to consider the pictures of puzzles on the slide.

Here is a selection of puzzles with various levels of difficulty. Some have recommended ages on them.

- How are the puzzles alike?
They are all puzzles with shapes to complete a picture, they all have separate pieces, they make pictures.
- How are the puzzles different?
Some have openings for one piece to fit in that matches the opening, some have knobs that make the pieces easier to handle, some have fewer and/or larger pieces, and some may have lines on the frame to give hints of where each piece goes
- Which of the puzzles are the easiest? Which are the hardest? What makes some easier or harder than others?
- Which ones might you give to toddlers? Which ones to preschoolers? Will any work with older infants?
- What would you consider in selecting puzzles based on the ages of the children?

The difficulty, the recommended ages, the children's experience with puzzles

Although they are all puzzles, younger children will work the easier puzzles. As they get older and gain skill, they will be able to complete the harder ones.

Demonstrate how you might help a child with a puzzle by turning pieces so he can more easily see how the piece fits or by putting in a few pieces for him to do the rest. Demonstrate parallel talk, giving hints, and asking open-ended questions to support children's cognitive skill development.

Such interactions support the development of cognitive skills just as helping the child learn to pedal support learning a physical skill.

Can you give some additional examples of how you scaffold children's learning? *Allow time for responses.*

Trainer Note: Optional Activity

Show puzzles intended for older children or adults such as 500- and 1000-piece jigsaw puzzles to expand the concept of increasing difficulty.

Let some participants work the puzzles to compare the differences.



This is the cover of Louisiana's Birth to Five Early Learning and Development Standards. We often call these standards ELDS for short. These standards tell us what children should be able to do according to their ages.

The publication of Louisiana's Early Learning and Development Standards (ELDS) was a result of a year-long effort by many individuals working to provide a guide to support optimal development of Louisiana's young children.

We will now look at these standards. Each of the ELDS – from Math to Social-Emotional – are laid out the same, as we will see.

Trainer Note: If copies of the pages were provided, distribute those now and ask participants to refer to them.

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

- Standard 1:** Develop large muscle control and coordinate movements in their upper and/or lower body.
- Standard 2:** Develop small muscle control and coordination.
- Standard 3:** Participate in a variety of physical activities to enhance strength and stamina.
- Standard 4:** Develop appropriate health and hygiene skills.
- Standard 5:** Demonstrate safe behaviors.

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices, health/safety practices, and physical activity for optimal learning.

Physical Fitness and Motor Skills

As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop.

There are two general types of motor skills: gross motor skills and fine motor skills. Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc. Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination. Gross motor skills usually develop before fine motor skills. Babies can wave their arms before they can pick up small objects with their fingers, and preschoolers can scribble with sweeping motions before they can write. As these motor skills are developing, children also are learning to use information gathered through their senses to understand their environment and make decisions about what action to take. For example, a child may adjust his/her walking if a surface is wet or slippery. Similarly, a child may recognize a cup that has been burned in the sand based on their touch and feel of the cup. As children develop, they become more capable of organizing information that is collected through their different senses, and then using this sensory information to guide their movements.

Although movement skills develop naturally in most young children, it is important that children have a variety of physical experiences that facilitate good muscle development, and experiences that allow them to practice motor skills. This is important, since the majority of motor skills develop by age 6. It is also important for good physical fitness. Parents, educators, health professionals, and policy makers share a common concern about the alarming increase in childhood obesity rates. Therefore, the Standards and Indicators provided in this domain are important because they encourage adults to provide a variety of motor activities for young children.

Look at your copy of Louisiana's Birth to Five Early Learning and Development Standards.

Look at Page 68: PHYSICAL WELL BEING AND MOTOR DEVELOPMENT. Let's look at Standards 1, 2, and 3. These are the ones related to the videos we just watched.

Point to the location of these Standards.

Will someone volunteer to read those Standards?

How does the tricycle example in the videos meet those standards?

Children are developing gross motor skills in arms and legs, fine motor control in some movements, participating in a physical activity, and increasing the strength to ride up hills and the stamina to ride longer.

Will someone read the first paragraph under Physical Fitness and Motor Skills?

Now, will everyone read the next two paragraphs please? *Allow time for section to be read.*

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 1

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
PM 1 Indicators: <ul style="list-style-type: none"> • Develop strength and control of head and back progressing to arms and legs. (1.1) • Develop strength and control of head and back progressing to arms and legs when playing with objects. (1.2) 	PM 1 Indicators: <ul style="list-style-type: none"> • Control and coordinate movement of arms, legs, and neck. (1.1) • Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2) 	PM 1 Indicators: <ul style="list-style-type: none"> • Combine and coordinate arm and leg movements when engaged in active play. (2.1) • Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2) 	PM 1 Indicators: <ul style="list-style-type: none"> • Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) • Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) 	PM 1 Indicators: <ul style="list-style-type: none"> • Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) • Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)

Now, let's look at page 70.

Point to the Subdomain and Standard line. Explain how they are used to organize the standards.

Let's look at how the indicators are listed for the age groups.

Read Standard PM 1 at the top. Read the indicators for infants, young toddlers, older toddlers, 3-year-olds, and 4-year-olds. Indicators are the way children demonstrate that the standards are met. *Allow time to read the indicators.*

Do you see how expectations progress from infants through 4-year-olds?

Call attention to Standard PM1 – Develop large muscle control and coordinate movements in their upper and/or lower body and the following Indicators.

Read PM1 Indicators for 4-year-olds (48-60 Months):

- 4.1: Use the whole body for balance and motor control when walking, jumping, throwing, and climbing.
- 4.2: Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities.

These indicators tell us that by the end of a child’s fourth year, he should have the physical skills to ride a tricycle. If not, then a teacher should offer more gross motor activities and scaffold the skills needed.

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 2

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 2: Develop small muscle control and coordination.				
Infants (Birth to 11 months)	Young Toddlers (12 – 18 months)	Older Toddlers (18 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Develop small motor control resulting from the chest outward to arms, wrist, and hands. (a.1) • Use hands to accomplish actions with rake grip and/or palming. (a.2) • Coordinate eye and hand movements when eating, grasping, or picking up objects. (a.3) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Demonstrate control of wrists, hands, and fingers. (s.1) • Use pincer grasp (thumb and forefinger) to pick up small objects. (s.2) • Hold an object in one hand and manipulate it with the other hand. (s.3) • Coordinate eye and hand movements to explore objects or complete activities (e.g. transfer object from one hand to the other, stack blocks to build a tower). (s.4) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (t.1) • Coordinate eye and hand movements to carry out simple tasks (e.g. using utensils for eating, putting puzzles together, stringing large beads). (t.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Use hands, fingers, and wrists for a wide variety of tasks and activities. (s.1) • Coordinate eye and hand movements to accomplish simple tasks (e.g. using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (s.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> • Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (a.1) • Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g. pitchforks for painting or scissors for cutting along a line). (a.2)

Now look at page 71 and read Standard PM 2 at the top. *Point to the area in the slide.*

This is the second standard we read on page 68. Read the indicators for this standard from infants to 4-year-olds. You can see how skills are gained as children grow and learn.

Which of these indicators are related to riding a tricycle?

Uses hands and wrists to manipulate large objects with strength and control, coordinate eye and hand movements to perform complex tasks.

How do the indicators for younger children build the skills needed to ride a tricycle?

The necessary coordination is developed over time.

Riding a trike involves coordination of eyes, hands, and feet, balance, and many other skills.

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 3

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.				
Infants (Birth to 11 months)	Young Toddlers (12 – 18 months)	Older Toddlers (18 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1) Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2) 	<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> Participate in a variety of indoor and outdoor play activities. (1.1) Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2) 	<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> Participate in a variety of indoor and outdoor play activities. (2.1) Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2) 	<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1) Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) 	<p>PM 3 Indicators:</p> <ul style="list-style-type: none"> Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1) Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)

Look at page 72 and read Standard PM 3 at the top. Then read the indicators for infants through 4-year-olds.

Discuss the indicators in relation to the development of strength and stamina for rigorous activities which includes riding a tricycle.

Call attention to the indicators for 3- and 4-year-olds.

Do you remember examples from the videos of how those indicators were met?

Children initiated the rigorous activity and demonstrated increased stamina.

STRATEGIES FOR PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	
<p>Infants</p> <ul style="list-style-type: none"> Place objects within reach at first and then slightly out of reach as infants gain more muscle control. Avoid placing infants in restrictive devices like cribs, walkers, strollers, infant seats, or bouncers (seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens only for napping and sleeping. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore and practice new skills. Be sure to remember safety rules, even when you think the infant cannot reach something or make any reach. Keep in mind that infants should never be left alone on changing tables. Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects. Include toys such as rattles, squeaky toys, and soft, washable toys. Toys should be small enough so that young infants can grasp and chew them, yet large enough so that infants cannot choke on or swallow them. 	<p>Toddlers</p> <ul style="list-style-type: none"> Model healthy eating while sitting with children at the table. Provide a choice of two or more nutritional foods and allow children to choose. Give child time to accomplish hygiene routines independently before stepping in to assist. Provide open space both indoors and outdoors for young toddlers to move and practice their developing gross motor skills. Include low, sturdy objects (e.g., furniture or objects for toddlers to hold onto while crawling). Provide items such as pillows and low platforms to the environment so that toddlers have different levels to explore and to have safe climbing opportunities. Use inclines or ramps provide a different sense of movement, space, and balance. Provide opportunities and a variety of materials that encourage children to use manipulative skills (e.g., nesting toys, soft blocks, containers for filling and emptying, for counting, playdough).
<p>2-Year-Olds</p> <ul style="list-style-type: none"> Model healthy eating while sitting with children at the table. Provide a choice of two or more nutritional foods and allow children to choose. Provide opportunities in the daily schedule to practice hygiene routines, such as teeth brushing, teeth flossing or handwashing. Provide unaided toy (e.g., wheels, with pedals and without) and allow to ride them. Add vocal play to motor play by adding simple rules like a stop sign along the tricycle or use a "green light" to fill up vehicles. Use small, colorful and a variety of different sized boxes to encourage social role play as they represent forts, houses, or tents. Provide a variety of levels and obstacles things to go through, around, over, and under) to increase the children's skills and enjoyment. Stack manipulative centers with containers for objects to be put into. Create manipulative opportunities can occur in many, daily routines and self-help skills. Tapping, nail, objects and fastening simple fasteners in much more fun when it is a functional process. 	<p>4-Year-Olds</p> <ul style="list-style-type: none"> Read books about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health. Model healthy eating, display the "My Plate" model for healthy and nutritious eating. Provide opportunities for children to pour their own drinks and to serve foods, such as opening and squeezing. Talk about consequences of unsafe behavior (e.g., injury to self, others, or damage to property). Provide opportunities for children to engage in gross motor activities inside such as dancing, moving to music, Simon Says, etc. Provide space and opportunities for children to walk, run, and climb every day. Provide a variety of materials (e.g., beads and snap cubes) for children to put together and pull apart. Develop activities or opportunities for children to practice drawing and writing with a variety of tools.

Look at page 75. This page gives you strategies for how you can help children meet the standards related to motor development. Read the bottom left-hand section for 3-year-olds and for 4-year-olds.

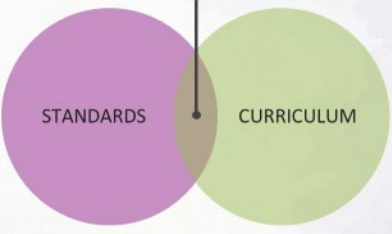
Call attention to the fourth bullet point for 3-year-olds and the fifth bullet point for 4-year-olds.

What are some other ways you can support children's motor skill development?

Why is it important that children have the opportunities for active play?

ALIGNMENT: LOUISIANA BIRTH TO FIVE EARLY LEARNING AND DEVELOPMENT STANDARDS AND TIER I CURRICULUM

- Standards and curriculum work together
- This is called alignment



Louisiana Believes 25

Explain how skills may not always develop in the exact same order, but they are all sequenced to some degree: A cook who cannot measure cannot follow a recipe, a cook who does not understand what knead means or how to do it, cannot successfully make yeast rolls.

Relate the recipe example to how following a curriculum in the way it is intended is important in children having the necessary skills to succeed in mastering new skills. Following a curriculum as intended is called using it with fidelity.

Explain how the research on the curriculum's effectiveness is based on the expectation that it is implemented with fidelity.

**CURRICULUM AND STANDARDS
ACTIVITY CARDS**

- In your group, you have a set of cards. The larger cards have activities on them that have come from a commonly used Tier 1 Curriculum. The smaller set has indicators from Louisiana's Birth to Five Early Learning and Development Standards.
- As a group, match the activity with the indicator with which it is most closely aligned.

Louisiana Believes 26

Tell participants how to divide into small groups of 4-6 people. Each group receives a set of the Curriculum and Standards Activity Cards.

We will now use what you have learned in an activity using these cards. The larger cards have activities that have come from a commonly used Tier 1 Curriculum. The smaller set has indicators from Louisiana's Birth to Five Early Learning and Development Standards.

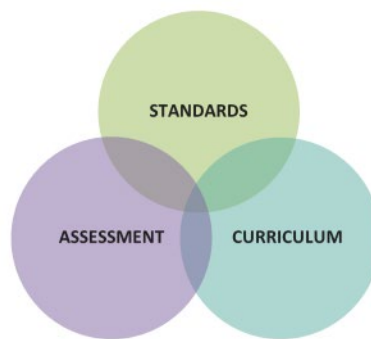
In your groups, you will read the description of the activity on one of the cards in the set. As a group, match the activity with the indicator which it is most closely aligned.

Trainer Note: Participants may recognize that one activity may relate to several indicators.

Remind participants how the standards are what children need to be able to do. Explain how the curriculum includes activities and experiences designed to help children develop the skills and knowledge in the standards.

The goal of this activity is to help trainees understand how curriculum and standards are related and how one activity can meet different standard.

Trainer Note: If time permits, ask a for a report to the whole group.

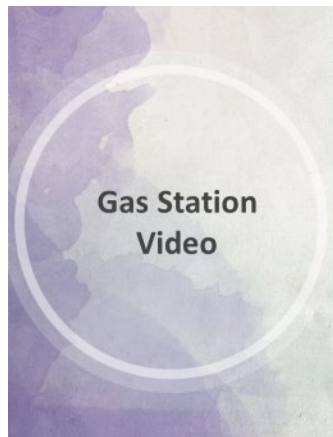


Standards, curriculum, and assessment work together. Remember that standards are sets of skills that children need to know and be able to do by the end of their year/age band, curriculum is activities they do to learn and practice these skills, and assessment is how we measure what they have learned.

If teachers have been using an assessment tool to document the child’s physical abilities and a child has been considered within the typically developing range, then this further indicates the child should be able to a tricycle.

For example, with TS *GOLD*® (Physical Objective 4 – Demonstrates traveling skills) a teacher would document a child’s ability as he “rides tricycle using pedals.” If during the first 5 years a child has shown delayed physical ability as documented using an assessment tool, and his teachers were familiar with Early Learning Standards they would have the insight to offer additional opportunities for him to improve his gross motor skills.


This is where the curriculum part of the standards/curriculum/assessment triad come into play. The standards state children his chronological age should be able to ride a tricycle, the curriculum includes experiences, and *GOLD*® documents whether the child’s progress towards mastering the skill. If it is not mastered, the teacher will plan gross motor experiences or scaffold the child in the needed skills.



GAS STATION VIDEO

A lead teacher, Miranda, selected a theme of transportation from her curriculum. She chose some props to expand on the curriculum activities related to transportation.

This video shows children engaging in an outdoor play activity in which Miranda interacts with them. Her conversation expands math concepts and provides opportunities to use language and develop social skills.



Louisiana Believes 23

Now we will look at how children learn skills that support school readiness through play as we consider the gas station activity under a transportation theme.

Read the text on the slide:

A lead teacher, Miranda, selected a theme of transportation from her curriculum. She chose some props to expand on the curriculum activities related to transportation.

This video shows children engaging in an outdoor play activity in which Miranda interacts with them. Her conversation expands math concepts and provides opportunities to use language and develop social skills.

Click on the link to show the video, Gas Station. The video is one and a half minutes long. An overview of the video follows the agenda.

GAS STATION VIDEO

Reflect on the video using the following questions:

1. Why do you think the teacher was near the gas pump?
2. How did she include math concepts in the experience?
3. What did the children learn about being a customer?
4. What social skills did the teacher model?
5. How might the teacher include some additional math concepts?
6. How did she use language to help children think and provide instructional support?
7. How could she expand on language?

Louisiana Believes

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Please think about what you saw in the video.

Trainer Note: If needed, show the video a second time.

Reflect on the video using the following questions:

1. **Why do you think the teacher was near the gas pump?**
She anticipated the children would want to purchase gas since her curriculum them was transportation
2. **How did she include math concepts in the experience?**
Asking how much gas the children wanted, counting the turns of the crank
3. **What did the children learn about being a customer?**
Paying for items, ways to pay
4. **What social skills did the teacher model?**
Greeting with "Hello, sir. How are you? It's good to see you today, thank you."
5. **How might the teacher include some additional math concepts?**
Making change, asking how many miles they were going, how long they would be gone
6. **How did she use language to help children think and provide instructional support?**
Where is your gas tank? Backing up is tricky.
7. **How else could she expand on language?**
Asking about their destination and what they would do when they got there, asking about what type of vehicle they were in, identifying the parts of the gas pump or of the tricycles

Trainer Note:

If using Frog Street, explain that the vocabulary cards for threes includes the words "axle" and "gears;" PreK includes "travel," "transportation," "turn," "left," "right," "map," "adventure," "suitcase," "luggage," "automobile," and "shuttle."

Explain how these words could have been included in the activity and provided language modeling. Use similar examples if another curriculum is used.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Social Studies

Standard 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.

Standard 2: Describe people, events, and symbols of the past and present.

Standard 3: Develop an awareness of geographic locations, maps, and landforms.

Standard 4: Demonstrate awareness of culture and other characteristics of groups of people.

Standard 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.

Standard 6: Demonstrate an awareness of basic economic concepts.

The primary purpose of social studies is to help young children become good citizens and deepen their understanding of the world around them. For young children, social studies begins with their awareness of self and their family. These early experiences and relationships help children understand who they are and their place within the family. Later, when children enter an early childhood program, they begin to develop a sense of community outside of the home. When children interact with people outside of the family – classmates, teachers, caregivers – their understanding of the world changes and expands to include others. This process gradually helps children learn about the community in which they live and eventually they come to see themselves as citizens of that community.

In teaching social studies to young children, it is important that teachers build on what children already know and focus on ideas that are related to the child's immediate experience. For very young children – infants and toddlers who are just beginning to develop a sense of self and others – caregivers can encourage respect for others and provide opportunities for children to learn about other cultures. They can do this by reading books or singing songs. As preschoolers, the focus may shift to helping children become good citizens within the classroom. Teachers can encourage this by asking children to put away toys and materials or by helping two children resolve a conflict. These and other skills described in the social studies Standards goals and indicators are important aspects of young children's understanding of the world around them.

The teacher's curriculum theme of transportation was aligned with the Standards for Cognitive Development and General Knowledge – Social Studies.

Look at Page 47 in your Early Learning and Development Standards. Read Standards one through six.

- How could Miranda encourage the children to describe events? *Where are you going?* etc.
- How did the activity include understanding of economics? *Paying for gas*
- How did the children show understanding of rules and responsibilities? *Waiting for a turn, paying for gas*

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 1

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.				
Infants (Birth to 11 months)	Young Toddlers (12 – 18 months)	Older Toddlers (18 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> Recognize familiar people. (1.1) Show anticipation of events in daily routine and activities. (1.2) 	<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> Remember familiar people (e.g., object permanence). (1.1) Show anticipation of events in daily routine. (1.2) 	<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> Respond to changes in routines or schedules (may be a positive or negative response). (1.1) Remember familiar people, events and objects (e.g., object permanence). (1.2) Demonstrate memory of recurring events through actions or words (e.g., "After lunch, I will hear a story."). (1.3) 	<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> Use words to describe events or activities that happened at an earlier time (e.g., "after we had snack" or "last night"). (1.1) Remember familiar people even though they may not have seen them for a while. (1.2) Describe the sequence of daily routines. (1.3) Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (1.4) 	<p>CSS 1 Indicators:</p> <ul style="list-style-type: none"> Describe events, activities, and people from the past using appropriate vocabulary. (1.1) Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (1.2)

Look at Page 48, Cognitive Development and General Knowledge – Social Studies. Read the Indicators for Standard CSS1 for 4-year-olds.

How could the teacher have included more opportunities or interactions that met these Indicators?
Asking more questions about where they were going and what they were going to do, asking about their vehicles

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 6

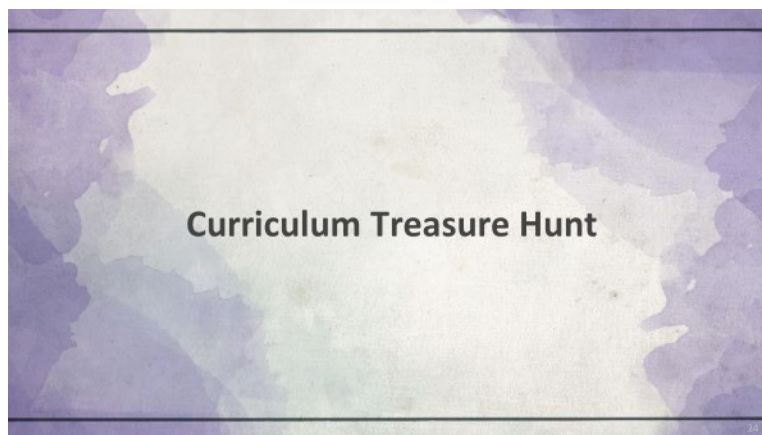
SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 6: Demonstrate an awareness of basic economic concepts.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
CSS 6 Indicators: <ul style="list-style-type: none"> Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (a.1) 	CSS 6 Indicators: <ul style="list-style-type: none"> Communicate desire for objects and/or persons that are in the classroom or home. (e.1) 	CSS 6 Indicators: <ul style="list-style-type: none"> Use play money in play activities. (a.1) Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (a.2) Indicate wants and needs through words and gestures. (a.3) 	CSS 6 Indicators: <ul style="list-style-type: none"> Demonstrate an awareness of uses of money. (b.1) Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (b.2) Express wants and needs. (b.3) 	CSS 6 Indicators: <ul style="list-style-type: none"> Demonstrate awareness of the purpose of money through play activities. (c.1) Demonstrate the role of buyers and sellers in play activities. (c.2) Participate in conversations about wants and needs. (c.3)

Look at Page 53, Cognitive Development and General Knowledge – Social Studies.

Standard CSS6 is “Demonstrate an awareness of basic economic concepts.” Read the Indicators for Standard CSS6 for 3- and 4-year-olds.

Were any of these indicators met in the gas station video?

Children were aware of the purpose of money, acted out buying, and talked about how much gas they needed



Now we are going to use your curriculum materials.

- Can someone find an example of an activity in an infant curriculum?
Allow time for several to share. Help participants to understand why the activity is appropriate for an infant and not for a preschooler.
- Will someone find an activity for a toddler?
Allow time for several to share.
- Now, can someone find an activity for a preschooler?
Ask participants to tell you why the activities would not be appropriate for a toddler.

Since we have looked at curriculum activities for different ages, let’s consider why we should use a curriculum for the age group for whom it is intended.

- Why would you not use a curriculum designed for preschoolers with infants or toddlers?
It would be inappropriate because the activities and expectations would not be designed for the development level of infants and/or toddlers.
- Why would you not use one designed for infants with preschoolers?
It would not be challenging and would not include skills needed by preschoolers.
- How does the approach of building on what children already know help ensure their success at the tasks they are presented?
It increases the chance of success because they are more likely to be able to master the skill or task.

The Curriculum Treasure Hunt activity shows you how a curriculum is designed to build on what children already know.

Show some examples from a selected curriculum that shows a related skill but with increasing complexity as the curriculum is designed from infants to preschoolers.

Expand on how the curriculum builds on prior skills and why it is important to consider sequence in how and when activities are conducted.

Provide an example to help participants understand what they are to do. Walk around to the groups to make sure they understand the instructions and give help as needed. When groups are finished, ask for a volunteer to share each groups' selections with the whole group.

The curriculum builds on prior skills and it is important to consider sequence in how and when activities are conducted. Tier I curricula will provide for this sequence in how and when activities and tasks are introduced.

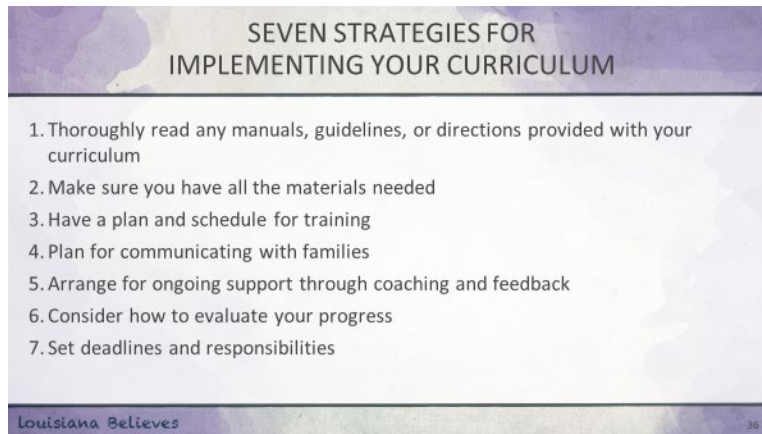


In small groups, use your curriculum materials to select activities that you plan to use. Use the Selecting Activities Planning Sheet to record individual selections.



Divide participants into small groups of 4-6 people. Each group needs assorted curriculum materials.

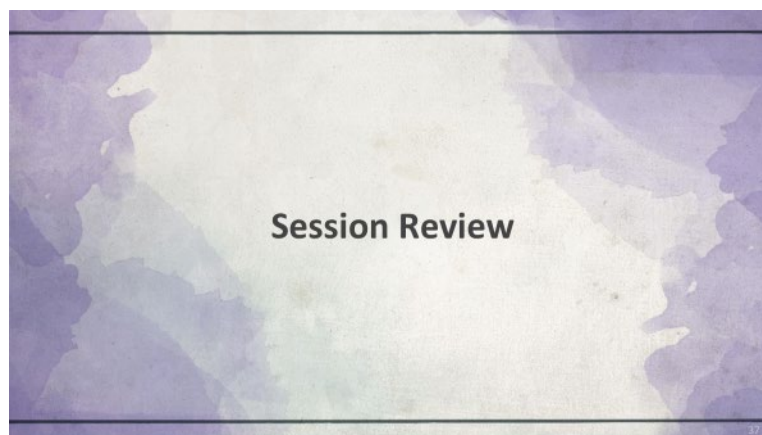
In small groups, use your curriculum materials to select activities. Use the Selecting Activities Planning Sheet to record individual selections.



If you have not fully implemented your curriculum, here are some guidelines to help you. It is important to follow your curriculum plan because Tier 1 curricula are aligned with the Louisiana Birth to Five Early Learning and Development Standards. The curriculum is designed to support readiness for school success.

These **seven strategies** will help you use your curriculum with fidelity as intended.

1. **Thoroughly read manuals, guidelines, or directions provided with your curriculum.** The manuals and directions that came with your curriculum will help you understand how the materials are intended to be used. Most will give you ideas about how to adapt activities for children with special needs.
2. **Make sure you have all the materials needed.** Most curricula provide a list of materials needed for the day and/or week. Gather those items to be prepared for each day.
3. **Have a plan and schedule for training.** Effectively using a curriculum will require training so that you fully understand the activities and how they benefit children.
4. **Plan for communicating with families.** Most tier 1 curricula include materials to help you let families know what children are learning and why it is important.
5. **Arrange for ongoing support through coaching and feedback.** Your coach or director can support you by observing and providing feedback to help you do the best you can.
6. **Consider how to evaluate your progress.** Most curricula will have a way to evaluate and document what children are learning. Knowing what children have learned helps you know what you need to work on next.
7. **Set deadlines and responsibilities.** Deadlines help us to meet goals. Self-determined goals and deadlines or those established in conjunction with your coach or director help you continue getting better.



REVIEW LEARNING OBJECTIVES

- Explain the importance of using a quality curriculum
- Describe what is meant by alignment and why standards, curriculum, and assessment must be aligned
- Help a child master a complex task by scaffolding
- Select at least three activities and experiences for children based on your knowledge of the Birth to Five Early Learning and Development Standards and your curriculum
- Give some examples of how meeting these objectives will support children's learning and help meet the goals of school readiness

Louisiana Believes 38

Review Learning Objectives.

- Explain the importance of using a quality curriculum
- Describe what is meant by alignment and why standards, curriculum, and assessment must be aligned
- Help a child master a complex task by scaffolding
- Select at least three activities and experiences for children based on your knowledge of the Birth to Five Early Learning and Development Standards and your curriculum
- Give some examples of how meeting these objectives will support children's learning and help meet the goals of school readiness



Now that we have finished our training, are there any additional questions you have? Is there anything you want more information about?

Review any questions on the sticky notes if they have not already been answered.



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*