

Opening & Reflection

Nevada Early Childhood Leadership Series

Session 3

Session Objectives

- Preview the scope of work for the day
- Reflect on the impact of the self- and parallel-talk teacher development session on teacher performance

Agenda

Icebreaker

Session 3 Training Agenda

Reflections from Implementing Teacher Development
Sessions

- ICE BREAKER -

Agenda

Icebreaker

Session 3 Training Agenda

Reflections from Implementing Teacher Development
Sessions

Key Idea

We know that leadership matters. Research points to the pivotal role of strong instructional leadership in improving teaching and student achievement. The ability to identify, nurture, and develop teaching talent sits squarely with center and school leaders. **To have an effective teacher in every early childhood classroom, we need a transformational leader in every early childhood center and school.**

The leadership series is designed to support you in becoming a more **effective instructional leader.**

Session 3 Workshop Overview—Identifying Teacher Development Areas and Building Oral Language Using Conversation

TIME	SESSION TITLE
9:00-9:30	Opening and Reflection
9:30-11:05	Revisiting Observing and Rating Teacher Performance
11:05-11:15	Break
11:15-12:45	Developing Teachers by Identifying Key Development Areas
12:45-1:45	Lunch
1:45-3:40 (includes 10 min. break)	Building Oral Language: Using Conversation to Promote Vocabulary Development
3:40-4:00	Closing and Next Steps

Agenda

Icebreaker

Session 3 Training Agenda

**Reflections from Implementing Teacher
Development Sessions**

Reflecting on Oral Language Facilitation

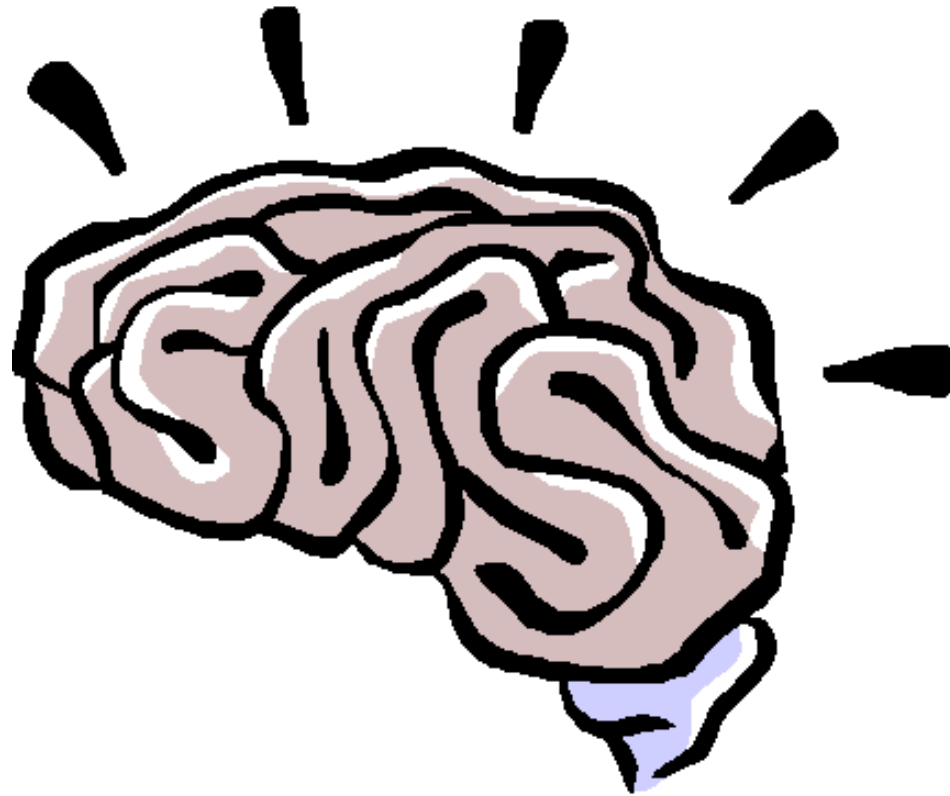
At your tables, briefly discuss the following:

If you are a center or school leader:

- What went well in facilitating this content to your staff? What was challenging?
- What impact, if any, have you noticed on your teacher's use of self- and parallel-talk in the classroom?
- What will you do next to follow up?

If you are in a non-director position:

- How did you support the centers or schools that you work with in implementing the self- and parallel-talk content?
- If their training hasn't been delivered yet—how are you helping them prepare to lead the session effectively?
- What will you do next to follow up?





Respond to the following questions:

Reflect on successes and challenges of the first month of classroom observations in your center/school using the new rubric:

- What went well when conducting observations/assigning ratings using the new literacy rubric over the past month?
- What has been challenging?

If you are in a non-director role:

- How can you use the content of the rubric in your role? How can you use it to support center or school leaders who you work with?

Observing and Rating Teacher Performance Revisited

Nevada Early Childhood Leadership Series

Session 3

Session Objectives

- Reflect on successes and challenges of the first month of classroom observations using the new rubric in your center/school
- Become familiar with the Leadership Series Data Tracking Tool
- Provide accurate ratings on teacher performance by taking low-inference notes and rating a teacher on a rubric

Agenda

Opening

Leadership Series Data Tracking Tool

Revisiting Effective Classroom Observations

Next Steps and Closing

Leader Development Goals

Focus Area: Prioritize the development of teachers through **effective observation, clear feedback**, and coaching

Goal: Increase **the quantity of observations** teachers receive and the **quality of the feedback** they receive.

✓ **Measure 1:** On an end of year survey, teachers report an **increase in the number of observations** they receive, with an **average of 3 observations per teacher** for most teachers by Session 6.

✓ **Measure 2:** On end of year survey, more teachers report that the **feedback they receive from their leader is high quality.**

Agenda

Opening

Leadership Series Data Tracking Tool

Revisiting Effective Classroom Observations

Next Steps and Closing

Tracking the results of each coaching and observation session ensures we maximize our support for teachers and inform our work in the Leadership Series.

Contribute to the larger NV ECE community

- Trends across schools/centers in the leadership series provide insights that allow for potential shifts in practice for the entire cohort.
- Trends across the NV ECE cohort provide opportunities for knowledge and resource sharing.
- Results are used to show funders our efforts and progress.

Pinpoint teacher areas of support

- Use previous results to prepare for upcoming observations.
- Quickly record the progress you see during an observation on your cell phone, tablet or computer.
- Results are then sent to your email for easy access and recording to prepare for the next observation.

Result are securely stored. Each center/school's results are only accessible to the individual center/school and TNTTP.



How will looking at teacher performance data inform your approach to teacher development, particularly related to language and literacy?

Agenda

Opening

Leadership Series Data Tracking Tool

Revisiting Effective Classroom Observations

Next Steps and Closing

Collecting Good Data in the Classroom

Key Idea:

When observing classrooms, you want to absorb as much as possible about what is happening so that you leave with an accurate understanding of teacher and student performance.



Low-Inference Note-Taking: Describe what is taking place without drawing conclusions or making judgments about what you observe.



Your notes should:

- Be objective and focus specifically on what is happening.
- Notes capture specific evidence.
- Contain actual teacher and student quotes.
- Be void of emotion or judgment.

Practice: Observing and Rating a Teacher - Pre-Kindergarten Classroom




Handouts, Page 4



As we watch [this video](#) of a Pre-Kindergarten classroom, use what you have learned about effective note-taking to collect data on this classroom.

How to Rate Overall Performance

1. Decide on your rating for each **indicator**.
2. Consider the ratings for all the indicators under a particular **competency** (i.e.. Building Oral Language Skills).
3. Using your evidence and indicator ratings, assign an **overall rating** to that competency: Ineffective, Minimally Effective, Developing, Proficient.
4. Write **2-3 evidence statements** that support your rating.
5. **Repeat** for each relevant competency.

-  Take the next twelve minutes to score this teacher on each overall competency. Make sure to think concretely about the evidence you collected during the video. Don't be afraid to be critical!
-  After assigning an overall score for each of the three competencies (Building Oral Language Skills, Worthwhile Texts, and Building Knowledge by Engaging with Texts), input your scores into the data tracker using the fake teacher name "Ms. Nancy".
-  Be prepared to discuss your normed ratings and evidence.

How to Rate Overall Performance

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4. Write **2-3 evidence statements** that support your rating.
5. **Repeat** for each relevant competency.

BUILDING ORAL LANGUAGE SKILLS

RATING: 2-APPROACHING DEVELOPING

Evidence Summary

- The teacher modeled a significant amount of complex vocabulary and language throughout the entirety of the story. She modeled words that included nocturnal, predator, cozy, disappeared, dependent, huddled, and familiar, among others. When modeling the vocabulary, she often pushed in a quick definition, used repetition, or used a synonym to help students access the vocabulary
- Students did not have any opportunities to determine meanings on their own. The teacher did all of the work in defining the vocabulary.
- The teacher did use self-talk consistently throughout the lesson when narrating her own thinking as she read the book. She often paused between pages to think aloud about the illustrations or events in the book. For example, early in the read aloud, she says, "I'm thinking, since it is nighttime, owls are nocturnal which means they stay awake at nighttime, but you sleep when it's daytime. That's why these baby owls just woke up. They wake up at nighttime and their mother is gone." She continues to narrate her thoughts throughout using self-talk and sentence starters like "I'm thinking" or "I'm noticing".
- Students had no opportunities to have conversations with each other throughout the course of the lesson. The teacher did close the lesson by asking an open-ended inference question: "Why do you think that Sarah said her mother will bring her some mice, and other things nice to eat. Why do you think she said that?" Very few students (5 or fewer) had the opportunity to respond one-on-one to that question.

Master Ratings: Worthwhile Text

WORTHWHILE TEXTS

RATING: 3-DEVELOPING

Evidence Summary

- The text that was chosen for this lesson, "Owl Babies", is at the complexity level expected for students of this age and time in the school year.
- The text has exceptional craft, provided useful information, and was very richly illustrated.
- Students were able to build some content knowledge over the course of the lesson, but since they did not interact significantly with the text, it is unclear how much content knowledge they truly absorbed.

Master Ratings: Building Knowledge by Engage with Text

BUILDING KNOWLEDGE BY ENGAGING WITH TEXTS

RATING: 2-APPROACHING DEVELOPING

Evidence Summary

- The lesson included very few opportunities for students to discuss the text. There was only one opportunity at the end of the lesson, and only 3 students had a chance to respond.
- The one question that students were able to think about did return them to the text. They needed to use clues from the text to infer why Sarah said that her mother will probably bring them back some mice.
- The question that the teacher asked of students at the end of the text did not require students to focus on the words and phrases in the sentences. To access and think about the book, however, students were exposed to a significant amount of complex vocabulary, including the most important words and phrases.
- The lesson did not include any activities that are connected to the text.

Agenda

Opening

Leadership Series Data Tracking Tool

Revisiting Effective Classroom Observations

Next Steps and Closing



Discuss the following questions:

- What will be most important for you to keep in mind when observing teachers? For those in non-director or coach roles: How will you support other leaders in applying this skill?
- What questions do you still have about using the rubric to observe teacher performance?

Developing Teachers by Identifying and Communicating Key Feedback

Nevada Early Childhood Leadership Series

Session 3

Agenda

Opening

Identifying Key Levers for Teacher Development

Next Steps and Closing

Session Objectives

- Articulate the connection between high-quality feedback and teacher growth
- Analyze observation data to identify a high leverage, bite-sized action step for teacher improvement

Why Feedback Matters

Done well, it *improves performance* and contributes to success of work (you can't fix a problem unless you know there is one!)

Feedback is a critical component of *developing as a professional* and the primary purpose of any evaluation system

Effective feedback, both positive and constructive, is important *for employee productivity, growth, and retention*

In the most effective management relationships, the manager and employee are *direct and honest* with each other

Giving and receiving feedback *fosters mutual trust, minimizes misunderstanding, and leads to improved results*

Agenda

Opening

Identifying Key Levers for Teacher Development

Next Steps and Closing

Key Idea:

Honing In is about quickly and efficiently making a decision about what development area to prioritize for a teacher and acting right away.



To *Hone In*:

- Analyze the data while you're in the room, or immediately afterward.
- Narrow your focus to one or two discrete skills.
- Pick skills that, if improved, would have the greatest effect on teacher and student performance. We call this the "**key lever**".

There is no perfect process for “Honing In”, but there are a few steps that help leaders make quick, effective choices.



Mentally Answer the Guiding Questions



Narrow your Focus



Check your Thinking

Model: Identifying the Key Lever (Ms. Prince – Pre-K Centers)

Handouts, Pages 11-12

As I model thinking-aloud through the honing in process below, take notes in your handouts about what I am saying and thinking during each step of the hone in process.

THE PROCESS

Answer the Guiding Questions	
Narrow My Focus	
Check My Thinking	

KEY LEVER:

Define and emphasize priority vocabulary **repeatedly** during conversations and narration.

- 1 With a partner, go through the “honing in” process for the Owl Babies video. Remember to walk through each step, using guiding questions and your handouts as a guide.
- 2 Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
- 3 Be prepared to share your key lever and your rationale with the group.

KEY LEVER:

Engage students in internalizing the most important vocabulary in the story by having them **talk about the complex vocabulary throughout the story.**



Discuss the following questions:

Reflect on the process of honing in. How did this process feel? How did you do? What was challenging?

Application: Identifying the Key Lever for Your Own Teachers

Handouts, Page 14

- 1 On your own, go through the “honing in” process for one of the teachers you observed this month and for who you completed an observation report. Remember to walk through each step, using guiding questions and your handouts as a guide. If you are in a non-director role, join one of your colleagues and think through the process together.
- 2 Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
- 3 Be prepared to share your key lever and your rationale with a partner.
- 4 In pairs, share out the key lever you identified and your rationale. Provide your partner with feedback. Switch roles and repeat.

KEY LEVER:

Agenda

Opening

Identifying Key Levers for Teacher Development

Next Steps and Closing



If you are a leader:

- What will be most important for you to keep in mind when “honing in” during classroom observations?
- What are your next steps for observing your teachers and identifying their key levers for improvement?

If you are in a non-director role:

- How will you support leaders in applying this strategy faithfully?
- How will you provide others with positive and constructive feedback as they practice this strategy?



Take a few minutes to respond to the following questions:

- On average, how many minutes per day do you expect your teachers to spend in genuine conversations with individual students in their classes? How close are they to currently meeting those expectations?
- What are some strategies that your teachers are already using in their classrooms to engage students in conversation?

Building Oral Language: Using Conversation to Promote Vocabulary Development

Nevada Early Childhood Leadership Series

Session 3

Big Goal of Teacher Sessions

BIG GOAL

Improve the way teachers use oral language and literacy practices in the classroom following the delivery of prioritized teacher development trainings.

Measures:

- Leader observations of teachers indicate an improvement on language and literacy scores on observation rubric by Session 6. (For example: Observations indicate an increase in use of parallel/self-talk in classroom activities after the training.)
- Self-reported shift in teacher instructional practices in language and literacy from pre-training survey to end of year survey.
- Leaders gather classroom data related to prioritized trainings (building oral language and using complex texts). Each director/principal will collect data from 3-4 classrooms to assess if the content they present is leading to changes in practice in the classroom.

Objectives

- Explain the importance of using conversation as a strategy to support student vocabulary acquisition and use
- Understand the components of the TALK strategy to promote conversation and develop vocabulary in young children
- Practice using the TALK strategy to promote conversation in a common early childhood classroom scenario
- Plan for how teachers will use the TALK strategy on a daily basis in their interactions with students

Agenda

Opening

The Power of Conversation

The Development of Conversation and Language Skills

Developing Complex Vocabulary: TALK Strategy, Practice, and Planning

Plan and Closing



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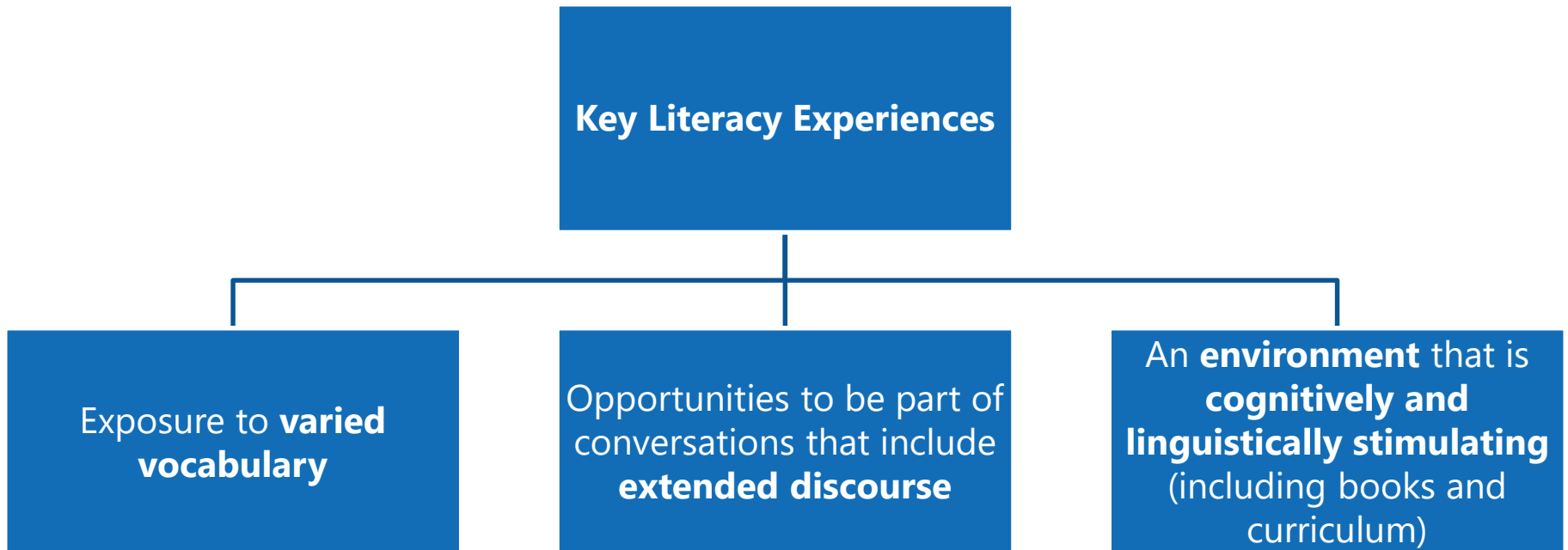
Opening

The Power of Conversation

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Plan and Closing



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Opening

The Power of Conversation

The Development of Conversation and Language Skills

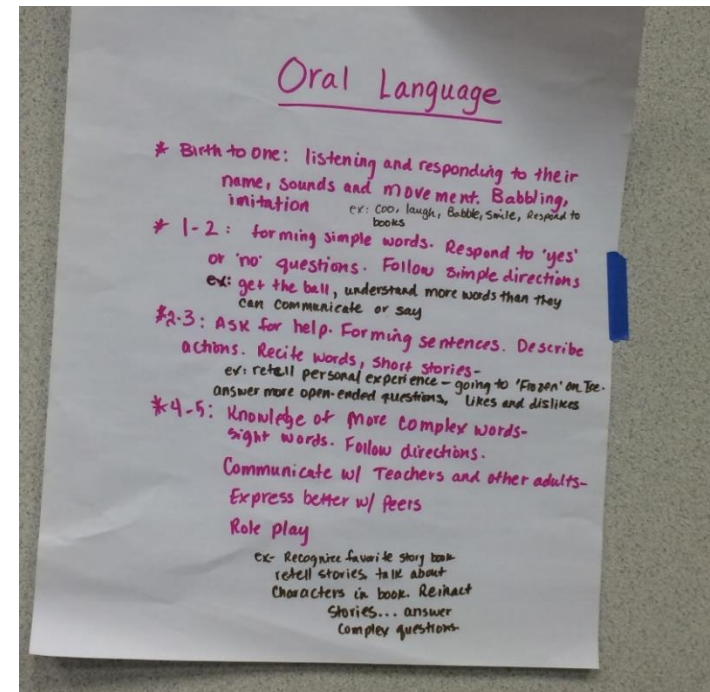
Developing Complex Vocabulary: TALK Strategy, Practice, and Planning

Plan and Closing

Key Idea:

The Infant and Toddler Early Learning Guidelines and Pre-Kindergarten Standards are built to address the major developmental milestones that students should hit each year. These standards are dense, however—they require further examination to break down the exact knowledge and skills that students need

Content Standard 1.0: Numbers, Number Sense & Computation		
Indicator M= Math	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
→ 1.PK.3a Recognize and read numerals 0-5.	Identify numbers and match number symbols 0 to 5.	Consistently provide materials to promote counting.
→ 1.K.3 Recognize, read, and write numbers from 0-10.	Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.	Provide children with opportunities to match object with numbers.
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	Identify the next number in a series of numbers up to 5.	Encourage children to experiment with counting.
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	Identify the concepts of "more than, less than" when comparing two groups of objects.	Sing songs that encourage counting.
1.K.3 Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.	Identify the concepts of "more than, less than" when comparing two groups of objects.	Model counting of objects.
1.PK.4a Count to 10.	Count familiar objects or manipulatives in the classroom.	Provide many opportunities throughout the day for counting concrete objects.
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	Count each object once (e.g., one-to-one correspondence).	Ask children to answer the question, "how many?" in relation to various concrete objects.
1.K.4 Count to 20 by demonstrating one-to-one correspondence using objects.	Identify and name numbers in signs or books.	Play counting games.
1.PK.5 Use concrete objects to combine and separate groups up to 5.	Put red, yellow, and blue objects together and count them.	Read books that feature counting or numbers.
1.K.5 Use concrete objects to model simple addition and subtraction.	Participate in finger plays, such as "Five Little Monkeys," that require counting backwards.	Model the connection between a counting word/number and an object.



Key Idea:

While the standards provide us a clear roadmap for instruction for students, each standard needs to be broken down into the specific knowledge and skills that students need to master the true spirit of each standard.

Steps to Break Down a Standard

1. Determine the variety of knowledge and skills students **will already need** to have when they begin working on this standard. **These are the prerequisite skills.**
2. Identify the **nouns** within the standard. Those represent **what students will need to know** to successfully master this standard.
3. Identify the **verbs** within the standard. Those represent **what students will need to know how to do to** successfully master this standard.

Key Idea:

While the standards provide us a clear roadmap for instruction for students, each standard needs to be broken down into the specific knowledge and skills that students need to master the true spirit of each standard.

Directions

1. Each table has been **assigned a standard**—it is written on top of your poster paper.
2. **Spend five minutes** breaking that standard into three components:
 - **Pre-Requisites** students need prior to learning this standard
 - What students **need to know** to master the entire spirit of the standard
 - What students **need to be able to do to** show complete mastery of the standard
3. Be prepared to **share the breakdown of your standard!**



You will continue to revisit the standards (sometimes even the same ones) each time you dig into a topic with your teachers.

- Why is it important to do this?
- How might returning to the standards in each session change teacher practice?

Agenda

Opening

The Power of Conversation

The Development of Conversation and Language Skills

**Developing Complex Vocabulary: TALK Strategy, Practice,
and Planning**

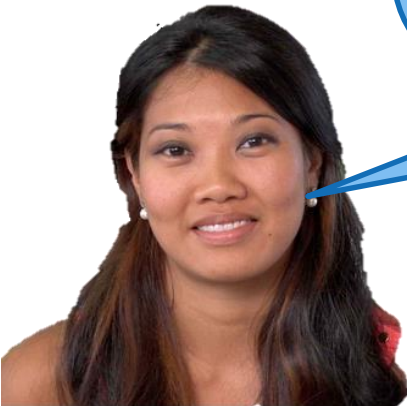
Plan and Closing



What strategies did you notice Joan use to support and engage Nathan in their conversation?

Here's how Joan supported Nathan:

- Asked him either/or questions
- Helped him rephrase with complex vocabulary
 - Acted some of the words out
- Actively engaged in conversation (modeling the listening)
 - Kept the conversation going
 - Exposed and defined new vocabulary
- Modeled correct grammar and syntax/word choice



- T** **Tune In**
- A** **Ask Questions**
- L** **Lift Language**
- K** **Keep It Going**



WHEN?

Centers
Small groups
One-on-one
Mealtimes
Outdoors
Changing Table
Before or after school

When you **“Tune In”**, you enter the child’s world and make the conversation meaningful to what they are interested in.

To effectively “Tune In”:

- Watch the child and **notice what is happening**
- Be patient and **wait for the right moment** to enter or begin the conversation
- When you do enter the child’s world, make sure to make an observation about **what the child is already doing** or what they are interested in
- Avoid evaluative statements (i.e., no praise or criticism)
- Start by **making an observation**:
 - “I notice...”
 - “I see...”
 - “I’m thinking...”
 - “I wonder...”

After commenting to enter the child's world, **engage the child further by asking child-centric, open-ended questions.**

To effectively "Ask Questions":

- You should use close-ended questions **with infants and young toddlers**
- For older toddlers and preschoolers use **open-ended questions as much as possible**:
 - "Tell me about..."
 - "Explain how..."
 - "How do you know that..."
 - "How did you figure that out?"
 - "I wonder what would happen if..."
 - "What if..."
 - "What would you do if..."
- Try either-or questions or comparison questions:
 - "Was it _____ or _____?"

[Watch Ms. Johnethea](#) "Tune In" and "Ask Questions". How does the teacher get involved in the student's world? What questions does the teacher use?

Watch [this video](#) of Andrew, an **older toddler**. If you were the teacher in this classroom, what would you say to Tune In? What question(s) would you ask to start your conversation?





Now that we have reviewed the first two elements of the TALK strategy, and seen a few videos of early childhood educators applying this strategy, **independently respond** to the reflection questions below:

- How will the beginnings of this strategy benefit your students and teachers?
- What parts will come easily to teachers? What will be more challenging?

When you “**Lift Language**”, your goal is to push in new, complex vocabulary, model correct grammar, and continue to engage the child(ren) in conversation.

To effectively “Lift Language”:

- Use think-alouds to **narrate your own thinking**
- Engage in both **self- and parallel-talk**
- **Restate** what a child says using a more complex sentence
- Model **correct grammar and rich vocabulary**
- Use synonyms
- **Build on children’s statements** by adding more information (add more information, describe, provide vocabulary words)
- Monitor children’s use of target vocabulary and **reinforce new words**

“Keep It Going” by committing to **multiple back-and-forth exchanges** with the child.

To effectively “Keep It Going”:

- **Keep watching** what the child is doing, and if they change directions, follow their lead
- Allow for the child to have **think time** and respond
- Continue to **reinforce complex vocabulary** through repetition
- **“Strive for Five”** ...or more!
- Commit to (and plan for) **staying in one place to have extended conversations** with individual or small groups of children

Watch [this preschool teacher](#) “Lift Language” and “Keep It Going”. What strategies to lift language did you notice? How does the teacher keep the conversation going?

Practice: The TALK Strategy

Handouts Pages 26-28

Prepare
2 minutes

- For this practice, you will work with your **“face partner,”** or the person who is sitting straight across from you
- The **person with the nearest birthday will be the teacher first** when practice begins. The other person will be the student/coach.
- Take **one minute to read the practice scenario.** Jot down any notes, Tune In statements, questions, etc. that you may want to use. **You will use the entire TALK strategy for this practice.**

Practice
2 minutes

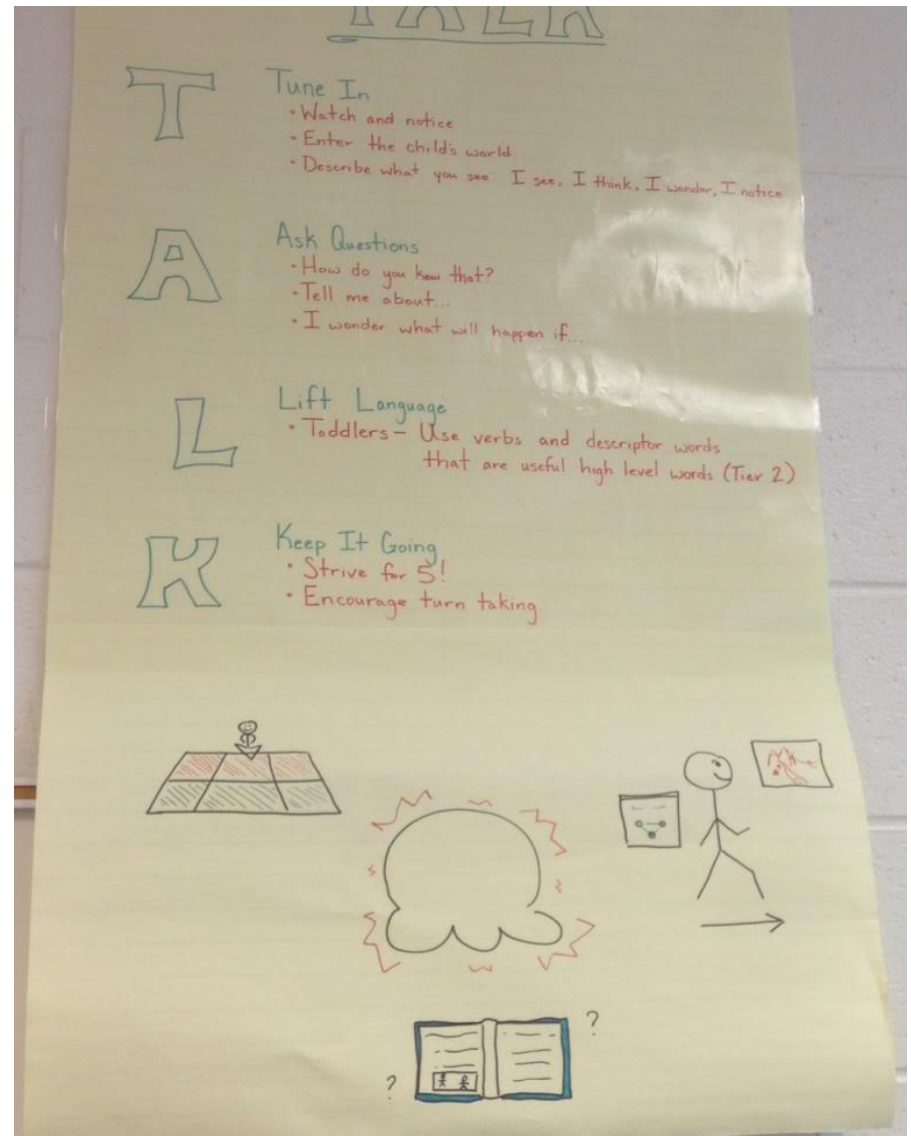
- Student 1 will **start acting as the student in the scenario.** Teacher 1 will **begin engaging the “student” in conversation** using the TALK strategy steps.
- **Student 1 will respond to Teacher 1,** answer all questions, and generally interact as though a student in a preschool classroom.
- The practice TALK conversation will continue for 2 minutes. **Remain in your roles for the entire two minutes.**

Feedback
1 minute

- Student 1 will **provide feedback** to Teacher 1 using the Feedback Cheat Sheet for the TALK strategy, then the roles will switch.

How will the TALK strategy support student literacy outcomes in your center or school?

How will you support teachers in implementing this strategy consistently in their classrooms?



Agenda

Opening

Why Oral Language?

The Trajectory of Oral Language Development

Developing Complex Vocabulary: Strategies, Practice, and Planning

Closing



Take the next several minutes to create a plan for how you will take this content back to your team.

- When will you deliver this content to your staff? (Remember: we expect you to share this content by Session 4's Leadership Series training.)
- How will you deliver content to your staff? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)
- How will you support your team in implementing the TALK strategy? What tools will you create and provide them with?
- What challenges do you anticipate your staff may have with this content?



The questions below are for when you facilitate for your staff:

What are your next steps for ensuring that you are consistently using the TALK strategy with your students?

When and where will you increase your use of conversation with students? How will you hold yourself accountable for using these strategies?

What questions do you still have about what you learned today? What feedback to you have about the session for the facilitator?

Next Steps for Teachers

- Create a poster or visual-aid to remind yourself of the TALK strategy and post it in a visible area of your classroom.
- Identify at least five opportunities you have to use the TALK strategy during your daily schedule.
- Have your poster and schedule posted by **PROVIDE DATE.**

Closing and Reflection

Nevada Early Childhood Leadership Series

Session 3

Session Objectives

- Reflect on key concepts learned during the day
- Articulate the next steps to take prior to Session 4's Leadership Series session
- Provide feedback on the day's sessions

Agenda

Reflecting on the Day

Looking Ahead to Session 4: Next Steps

Feedback Survey

Today we focused on best practices for identifying the most important development areas for teachers, as well as strategies for building student vocabulary through conversation.



What are your biggest take-aways from the content that was covered throughout the day today?

What will you do to make sure that you “live the learning” from today’s session? What will you do next week? Next month? Throughout the rest of the year?

Agenda

Reflecting on the Day

Looking Ahead to Session 4: Next Steps

Feedback Surveys

Prior to Session 4's Leadership Series training:

Teacher Observations:

- Observe, rate, and identify key levers for three teachers. Complete an individual observation report for each teacher.
- Continue to conduct observations and record ratings for all teachers. We will have time to enter additional ratings during Session 4. (No need to complete full observation reports for all observations—just keep track of teacher name and their scores on the rubric.)

Pre-Session Delivery:

- Choose at least 3 teachers to observe both before and after you deliver your next teacher session. By Session 4, rate three teachers in the “Before” section of the graphic organizer relating to developing oral language through conversation.

Session Delivery:

- Deliver the “Building Oral Language - Using Conversation to Promote Vocabulary Development” training session to your staff.
- Collect the exit tickets from the session. Bring those exit tickets to Session 4's training.
- Complete the “After” observations in the graphic organizer relating to developing oral language through conversation. Bring completed organizer to Session 4's training.

Agenda

Reflecting on the Day

Looking Ahead to Session 4: Next Steps

Feedback Surveys

Providing Feedback

Please take the next five minutes to complete the feedback surveys for today's sessions.