

# **Presentation Skills for CPIN Part 1 of 4**

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## training is one component of professional development

Take a look at the list of Professional Development Alternatives to Training and jot down responses to these questions:

Which forms of staff development have you engaged in?

Which form is more effective for learning compared to the others?

Which formats might be effective follow up to training?

Which formats do you have questions about?

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## Professional Development Alternatives to Training

Easton (2004) and Learning Forward (2018)

- Work with small learning teams by age level
- Be observed and provided feedback by mentor, coach, colleague, manager, director, or outside expert
- Share child work with teachers from other programs
- Observe colleagues
- Conduct peer reviews of implementation
- Conduct program walk-throughs by directors, coaches, colleagues
- Lead staff development or training
- Read educational journals or texts
- Maintain internal wiki or blog
- Conduct micro-teaching
- Participate in professional online community
- Collaboratively teach, plan, or assess
- Build materials display boards
- Consult with expert
- Critique video examples of instruction, yours and others
- Conduct stack audit of child work
- Make field trip to another program
- Join study group
- Engage in co-teaching model
- Write article or book about work
- Develop online reference tool, library, glossary, or training materials
- Enroll in university course
- Lead a work committee
- Keep reflection log or journal
- Conduct self-assessment
- Develop curricula
- Form professional support group
- Join education book club
- Examine child work products and assessments
- Attend a conference
- Conduct action research
- Use or create a job aide
- Listen to podcasts
- Solicit child or parent evaluations of program or teacher
- Swap success stories
- Shadow a child
- Model instructional strategies in team or program meetings
- Participate in job exchange
- Read an education book
- Develop teacher portfolio
- Immerse in another job







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## who is the audience

### **andragogy: adult learning theory**

In 1986, Malcolm Knowles introduced the concept of andragogy -- which he defined as “the art and science of helping adults learn” -- into American adult education literature. He asserted that adults require certain conditions to learn. He contrasted andragogy with pedagogy (defined as the art and science of teaching children), which was the traditional teaching method for all learners, regardless of age, prior experience, or developmental level. In his work Knowles identified five primary assumptions about the characteristics of the adult learner, which are widely accepted and implemented by practitioners in this field. The five primary assumptions are, in general, that adults:

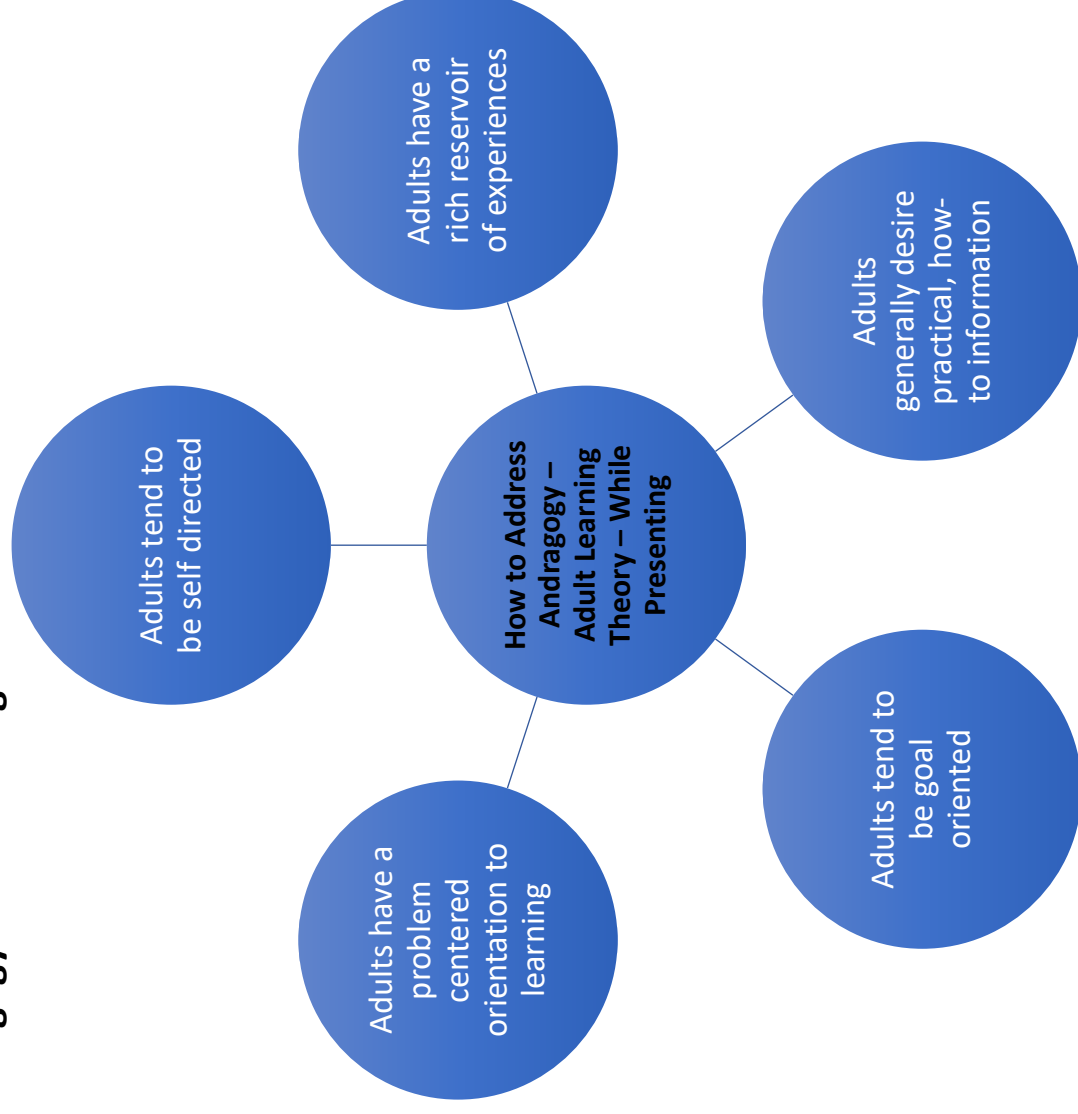
- Tend to be self-directed
- Have a rich reservoir of experience
- Are goal-oriented
- Have a problem-centered orientation to learning
- Want practical, how-to information

Knowles in his later work conceded that four of andragogy’s five key assumptions apply equally to adults and children. One difference exists however, children have fewer experiences and pre-established beliefs than adults and thus have less to relate. One other difference to note is that adults’ reasons for learning are very different those of children. It is important to know and use the principles of andragogy when working with adults in a learning situation in order to facilitate adult learning and growth.

**Why do trainers need to know about andragogy, adult learning theory?** Knowing key characteristics of adult learners helps the trainer stay focused on how-to information. Often an adult may be showing resistance to the training when in fact his/her needs as an adult learner are not being met.

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## how to address andragogy while training



# How to Address Andragogy While Training

Adults have a rich reservoir of experiences

- Brainstorm alternatives
- Ask participants who they adapted the content to a similar implementation in the past
- Use past experience for problem solving. “How did you implement previous curriculum changes?”

# How to Address Andragogy While Training

Adults tend to be self directed

- Offer choices – where to sit, when to meet, what to work on first
- Set personal goals to work on during training
- Set personal goals for what to work on to implement training



# How to Address Andragogy While Training

Adults have problem-centered orientation to learning

- Focus training on how to solve a problem with implementation or application
- Focus on their own data and how this assessment solve a problem for them or their program



# How to Address Andragogy While Training

- Adults generally desire practical, how-to info
- Focus on *how-to implement*
- Have research resources available, but don't expect adults to change practice just because it is "research-based"
- Have stories of how others have implemented the practice or changed



# How to Address Andragogy While Training

Adults tend to be goal oriented

- Focus on results
  - Set short-term goals – 1 or 2 weeks, 2 or 3 days.”
- What can you do tomorrow? What is your first step as you see it?”



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## andragogy in training

Think about the last training you attended.

What aspects of Adult Learning Theory were addressed?

How could have Adult Learning Theory been more thoroughly included in that same training?

## concerns-based adoption model (CBAM) of change

Gene Hall (2013)

The Concerns-Based Adoption Model (CBAM) is a research-based model describing how people develop as they learn and implement an innovation or change and the stages of that change process. Actually, the CBAM is a complex, multi-part system, of which the "Stages of Concern" is but one part.

The concerns model identifies and provides ways to assess seven stages of concern, which are displayed on the following page. These stages have major implications for training. The stages define human learning and development, during which a person's focus or concern shifts in rather predictable ways. To understand this process, start at the bottom of the graphic on the following page with "awareness" and read up each level.

Trainers who know and use the concerns model, design experiences for educators that take into account the questions educators are asking and when they are asking them. Learning experiences evolve over time, take place in different settings, rely on varying degrees of external expertise, and change with participant needs. Learning experiences for different role groups vary in who provides them, what information they share, and how they are asked to engage.

Why do trainers need to know about CBAM or the change process? The strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information and assistance while you are training them. Trainers need to know that adults' questions and needs change as they move through implementing a change in practice.

Often, what looks like questioning or resistance to training is simply an adults' reflection of where they are in the change process.



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CBAM Stages of Concern	Question Indicators
<b>Refocusing</b> Concern about improving initial concept	
<b>Collaboration</b> Concern about impact on others	
<b>Consequence</b> Concern about results	
<b>Management</b> Concern about organizing	
<b>Personal</b> Concern about individual impact	
<b>Information</b> Concern about basic knowledge: who, what, how, when, etc.	How does it work?
<b>Awareness</b> No concern	Aren't we doing this already?

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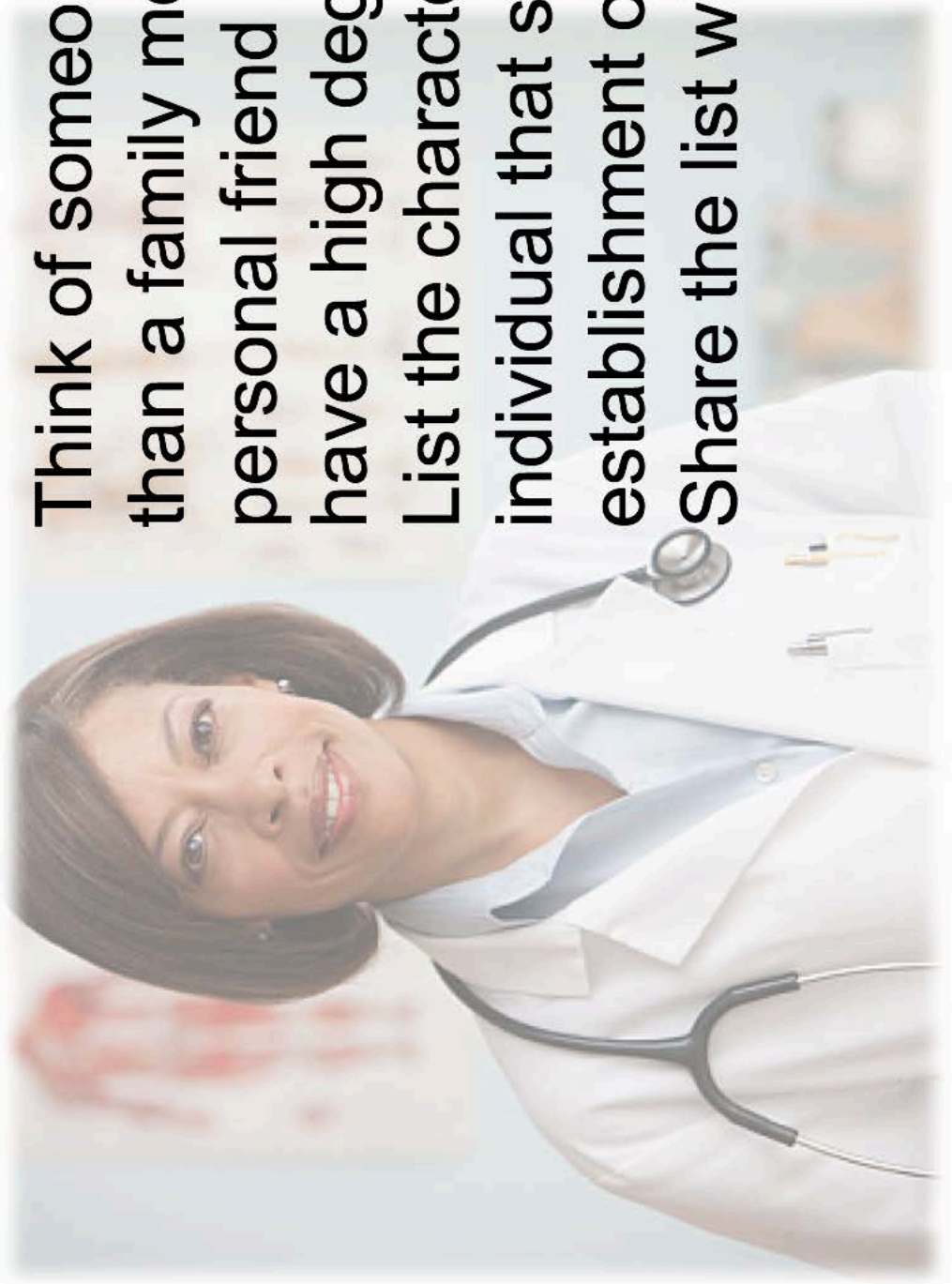
## speaking to four audiences

Garmston (2009)

<b>What?</b>  These people want mastery and competence. They want to be able to remember the information and be able to perform the skills that are presented.  <b>Presentation Tips:</b>	<b>So What?</b>  These people want personal involvement and engagement with other participants. They want to respond to the topic through interpersonal relations. Feeling tone is important to them.  <b>Presentation Tips:</b>
<b>Why?</b>  These people want to understand and comprehend. They want to reason with the information that is being presented.  <b>Presentation Tips:</b>	<b>What If?</b>  These people want to adapt, modify, extend, explore, and create. They want to reorganize the information into new and different arrangements.  <b>Presentation Tips:</b>



# Building Trust



Think of someone other than a family member or personal friend in whom you have a high degree of trust. List the characteristics of the individual that supported the establishment of trust. Share the list with a partner.

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## interpersonal skills I need

### building trust

*Trust is difficult to achieve. People must engage in consistent hard work to obtain it, for trust grows slowly. Because of the complex dynamics surrounding trust, it cannot be built in a short period of time and have lasting value. It takes time, physical presence, and human energy. However, as trust between people grows, behaviors change and interpersonal dynamics are transformed. As trust grows, the barriers that prevent candor and openness lessen. People become more expressive, impulsive, frank and spontaneous. Their communication is efficient and clear. They risk conflict and confrontation, opening doors to deeper communication, involvement, and commitment.*  
– Chartier (1991)

Characteristics of a trusted individual...



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**What is building trust?** Building trust is on-going attention to professional and personal skills of sincerity, reliability, and competence.

**Why is building trust significant in training?** Trainers must cultivate an environment that fuels teachers' ongoing best practices. None of this is possible if the trainer lacks basic affinity for trust and rapport with teachers.

**What are the steps to building trust as a trainer?** (Bloom, 2005)

**Demonstrate sincerity:**

1. Demonstrate basic personal regard
2. Be truthful
3. Ask for permission
4. Admit mistakes
5. Maintain confidentiality

**Demonstrate reliability:**

1. Clarify expectations
2. Keep commitments
3. Behave consistently
4. Be available before, during, and after training

**Demonstrate competence:**

1. Let the teacher know about your expertise and experience
2. Find outside expertise in cases where you don't possess it
3. Have high expectations of yourself and of the training process

My personal improvement goal for building trust is to...

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## building rapport

*Being in rapport is the ability to enter someone else's model of the world and let them know that we truly understand their model. – Brooks (1989)*

**What is building rapport?** Rapport is a mutual understanding between individuals that they share each other's concerns.

**Why is building rapport important in training?** In order for participants to respect the trainer and actually participate fully in the content, the trainer must establish at least a minimum of rapport with the people. Sharing a few common professional concerns helps communicate to the educators that you understand their work environment – the context in which you are asking them to change practice.

how to build rapport	how to build rapport training
share personal and professional connections	
be fully present in the training	
be aware of your body language	
listen impeccably	
communicate acceptance	



# Building Rapport

## How to Build Rapport

Share personal and professional connections

## How to Build Rapport Training

Provide your real, personal experiences in the classroom, implementation of a new skill, failing or stumbling while learning a new concept or skill.

Be fully present in the training

Look the person in the eye. Don't be distracted by the phone, email, or clock.

# Building Rapport

How to Build Rapport	How to Build Rapport Training
Be aware of your body language	Slightly reflecting a person's body language helps establish rapport. Stay "Open & Forward" (more on this later)
Listen impeccably	Reflect or summarize when necessary; don't over do it. Ask for clarification when needed.
Communicate acceptance	Reflect when the teacher states concerns.



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## listening

**What is listening?** Listening is an active activity that involves receiving, deciphering, and perceiving a message with intent to respond. Planning well ahead for training improves a trainer's ability to listen.

**Why is listening important as a trainer?** Listening carefully helps the trainer determine where the participants are terms of the change process, the implementation of a new practice, and/or the attitude hindering implementation.

### 3 questions to ask yourself as you listen

1. What are the facts and details embedded in the speaker's words?
2. Are the spoken messages free of generalizations, bias, of blame and finger pointing?

You hear...	You might respond...
<b>Universal Quantifiers</b> <i>all, everyone, never, forever, always</i>	<i>Was there a time when that wasn't true? Not a single person? Every time?</i>
<b>Modal Operators</b> <i>should, must, necessary, can't, have to, ought</i>	<i>What is the barrier? Who do we talk to about that? What do you think might happen if you did that?</i>
<b>Unspecified Verbs</b> <i>prepare, make, think, do, feel, know, learn</i>	<i>What does that look like to you? How will you do that? Tell me what 'know' looks like in your classroom?</i>
<b>Unspecified Nouns</b> <i>children, clients, women, they, parents</i>	<i>Which parents? Which manager or director? How many children is that?</i>
<b>Comparators</b> <i>better, larger, more effective, less useful</i>	<i>More effective than what? How is that less powerful?</i>

Adapted from Laborde (2012)

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3. Are there patterns of language or comments that tell us about the speaker's way of thinking? (Garmston, 2009)

- **Power and Efficacy.** I have the power to make change. I can produce results and make a difference. I can reach goals by aligning internal and external resources. *Or*, I have little or no control. I am completely constrained by forces outside of myself. My results do not matter.
- **Flexibility and Openness to Feedback.** I welcome criticism and am determined to grow from it. I like new ideas and different ways of thinking. I can deal with uncertainty and ambiguity. *Or*, I know what I'm doing and do need not external ideas or assistance. My way is tried and true. Collaboration and stretch goals are of little or no value.
- **Craftsmanship and Skilfulness.** I have the skills and experiences necessary to complete the work. I'm quick to admit my weakness and seek ways to improve. *Or*, I don't know what to do. I don't have the technical ability to accomplish this work.

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## comments of a new teacher

I think things are going well so far. I do have a bunch of kids who will not pay attention, and are behavior problems, they're just bad kids and don't want to behave. The other teachers at my level agree with me, and they feel sorry that I have to deal with all of them in one room. I've tried calling the parents, but they are no help at all. I do need to know more about this Creative Curriculum. I'm not sure how I'm supposed to implement this program with this group of needy children.

1. What are the facts and details embedded in the speaker's words?
2. Are the spoken messages free of generalizations, bias, of blame and finger pointing?
3. Are there patterns of language or comments that tell us about the speaker's way of thinking?



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## nonverbal communication

*Only 7% of the emotional meaning of a message is communicated through the exchange of words. Some 38% is communicated by vocal intonation, and the remaining 55% is expressed through gestures, posture, facial expressions, and other physical cues. -- Bloom (2005)*

*I can never bring you to realize the importance of sleeves, the suggestiveness of thumbnails, or the great issues that may hang from a bootlace. -- Sherlock Holmes to Watson in "A Case of Identity"*

**What is nonverbal communication?** Nonverbal communication is a broad term used to describe any method of transferring information without words and may include body language and facial cues, fashion and personal grooming, hand gestures, and graphical signs and design.

**How is nonverbal communication important to training?** Nonverbal cues may provide the trainer with hints that a teacher is resistant or does not understand. Knowing a few clues about body language may cue the trainer to check for understanding or probe for specificity. The trainer should also be aware of his/her own body language in order to send physical messages that support the verbal messages and the precepts of trust and rapport.

**Tips:** Information about reading body language can be greatly over-generalized. The point of studying body language in the context of training is to provide the trainer with one of many interpersonal communication tools. The best use of reading body language is for the trainer to check for understanding. For example, if a person leans back and folds his arms it *may* signal the person is resistant to the message. The trainer might say in response, "How might I further clarify what we're talking about?" Or, the reclining and folding of arms may simply mean the teacher's back aches. Either way, the trainer might probe the nonverbal clue by checking for clarity ("How might I further clarify what we're talking about?") and then simply move on with the conversation. In general, the trainers' own body language should be open and forward.

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## open closed -- forward back

**OPEN and CLOSED** gestures are the most obvious. People with arms folded and legs crossed, and bodies turned away are often signalling they are rejecting messages. People showing open hands, fully facing you and both feet planted on the ground are most likely accepting them.

**Acceptance** -- open body language -- *might* be indicated by: standing erect, sitting with legs apart, open palm, raised eyebrows, smiling, arms uncrossed, nodding, and eye contact.

**Rejection** -- closed body language -- *might* be indicated by: hands clenched, frown, head down, legs crossed, sitting/moving back, slumped posture, doodling, finger/foot tapping, arms crossed.

**FORWARD and BACK** gestures indicate whether people are actively or passively reacting to communication. When a person is leaning forward and pointing towards you it is a strong indication s/he is actively accepting or rejecting the message. When a person is leaning back, looking up at the ceiling, doodling on a pad, cleaning her glasses, she may be either passively absorbing or ignoring it.

**Acceptance** -- forward body language -- *might* be indicated by: leaning forward, head tilted, sitting up, extended arm or hand.

**Rejection** -- back body language -- *might* be indicated by: slumped posture, hands on hips, leaning or moving away.

## Examples



- ☐ Open
- ☒ Closed
- ☐ Forward
- ☒ Back



- ☒ Open
- ☐ Closed
- ☐ Forward
- ☐ Back

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- ☐ Open
- ☐ Closed
- ☐ Forward
- ☐ Back



- ☐ Open
- ☐ Closed
- ☐ Forward
- ☐ Back



- ☐ Open
- ☐ Closed
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- ☐ Open
- ☐ Closed
- ☐ Forward
- ☐ Back



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## Connections and Application

Review the mathematics training model.

Highlight places where you'll be addressing adult learning theory.

Jot down notes where you need to pay attention to your listening skills, body language, and the change process. Given today's training, how will you be prepared to respond and interact with participants? What will you say or do?

What are ways for you to establish trust and credibly throughout the training? Write down what you will say in specific parts of the training.

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