

™

***D*esigning *Y*our
*C*own *L*ocal
*P*artnership
*P*resentation**



Twelve Refreshers for Developing an Effective Presentation

Presentation Refreshers	Ranking					Comments for Observations
	😊 5	4	3	2	☹️ 1	
1. Determine up front what you want your audience to leave with.	😊				☹️	
	5	4	3	2	1	
2. Clearly state the major focus of your presentation.	😊				☹️	
	5	4	3	2	1	
3. Explain the benefits of your message to individual participants and why it is important to them, specifically.	😊				☹️	
	5	4	3	2	1	
4. Provide supporting points with relevant experiences, examples, and analogies.	😊				☹️	
	5	4	3	2	1	
5. Reference obstacles and challenges that your message can help them overcome.	😊				☹️	
	5	4	3	2	1	
6. Anticipate issues and objections; infuse suggestions and alternatives within your supporting points.	😊				☹️	
	5	4	3	2	1	
7. Keep points concise and brief.	😊				☹️	
	5	4	3	2	1	
8. Do not pace. Plant your feet squarely on the floor each time you move.	😊				☹️	
	5	4	3	2	1	
9. If you are using a podium, step away from it from time to time.	😊				☹️	
	5	4	3	2	1	
10. Make a conscious effort to slow down to allow listeners to hear and understand you better.	😊				☹️	
	5	4	3	2	1	
11. Have a pleasant, relaxed expression on your face to show you are happy to be speaking, and your audience will enjoy the time they spend listening.	😊				☹️	
	5	4	3	2	1	
12. In conclusion, tell them what you have told them, referring back to the opening to help provide a sense of completeness. Make a call to action within your conclusion.	😊				☹️	
	5	4	3	2	1	

EFFECTIVE PRESENTATION OUTCOMES

Participants Will Be Able To:

Attention-Getter:

Major Focus of Presentation:

Supporting Points

1. Supporting Point

Data Facts, Examples

2. Supporting Point

Data, Facts, Examples

3. Supporting Point

Data, Facts, Examples

SUMMARY:

CALL TO ACTION:



Analyzing the Training Needed by Local Partnership

1. Describe training needed on the local partnership level.
2. Why is training required?
3. Who are the categories of audiences needing the training at the local partnership level?
4. To what degree are the local audiences familiar with the training content?
5. What is the anticipated learner attitudes about the training content?

Analyzing the Training Needed by Local Partnership (cont.)

6. What is the length of training? Frequency of training?

7. What is the estimated number of learners?

8. What are the space requirements?

9. What are the equipment requirements?

A Local Partnership Teacher Training Session	Visual Aids/Strategy
<p>3. List the learning objectives:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>4. Overview the activities that will occur in the lesson/ workshop.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

A Local Partnership Teacher Training Session	Visual Aids/Strategy
<p>7. Show them how to do it by using examples and demonstrations.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>8. Have the Teachers/Partners practice their new skills by doing an exercise.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

A Local Partnership Teacher Training Session	Visual Aids/Strategy
<p data-bbox="175 373 792 415">9. Provide feedback on their performance.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p data-bbox="151 1171 1003 1213">10. Summarize the lesson, stressing the important points.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

A Local Partnership Teacher Training Session	Visual Aids/Strategy
<p>11. Answer teacher's/partner's questions.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>12. Make a transition to the next lesson/topic:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Using Training Aids Effectively

Videotapes	<ol style="list-style-type: none"> 1. () Tell participants what they will see and why it is important. 2. () Tell participants what to do during the video — take notes, watch for certain points, etc. 3. () Tell participants what they will do after the video — discuss certain points, complete an activity, etc. 4. () After video reflection activity, summarize the key points to be retained.
Handouts	<ol style="list-style-type: none"> 1. () Tell participants the purpose of the handout. 2. () Bold print, underline, or capitalize to emphasize information. 3. () Space information so it is easy to read. 4. () Use short, active sentences.
Flip Charts	<ol style="list-style-type: none"> 1. () Make letters at least 1½ inches high. 2. () Highlight key points. 3. () Leave a blank page between each prerecorded page to avoid bleeding through. 4. () Alternate colors when listing group's ideas. 5. () Check with learners to be sure you are reflecting their ideas effectively. 6. () To compare and contrast, use two flip charts. 7. () Tab prerecorded charts for easy reference. 8. () Cover prerecorded errors with paste-on labels and write correct information. 9. () Cover flip chart information when not in use.
Overhead Transparencies	<ol style="list-style-type: none"> 1. () Keep information to six lines or less. 2. () Cover only one major idea and three subpoints on one transparency. 3. () Use letters at least ¼ inch. 4. () Turn projector off between transparencies; don't keep transparency up too long. 5. () Use a paper to mask one area at a time. 6. () Write memory joggers on the transparency frames.

Workshop
Follow-up
and
Impact



Workshop Follow-Up

If a program is worth doing, it is also worth a follow-up. When you decide to deliver your training, you planned the training objectives to meet the needs of your participants. The best way to determine if the in-service training accomplished its objectives is to evaluate the impact it had on your participants.

Training for impact begins with your introduction. It is important to begin your training session by introducing the workshop objectives and the expected learner outcomes. Attachment A is an outline, to open and close your training, that will provide a focus for your session. Your participants will leave knowing exactly what outcomes to expect from implementing what they have learned.

The most meaningful training evaluation is made after participants have had time to integrate the concepts into their work. There are many different types of follow-up evaluations, but some of the most common ones are focus groups, posttests, observations and surveys. Although training evaluations can be done at different intervals after the training, it is highly beneficial to conduct them shortly after the training takes place (three months) and then re-evaluate six months after the training. You may use any form of follow-up evaluation, and we encourage you to experiment with different forms to determine which ones give you the best results.

Although you are encouraged to conduct multiple follow-ups using a variety of methods, we realize that you may not have the time to develop these processes. Therefore, we have included a sample survey questionnaire (attachment B) for your use. (Note: This survey can also help you develop focus group and interview questions as well.) The survey should be introduced by a cover letter explaining its purpose and when and where it should be returned. A sample cover letter (attachment C) is also included for you to use or modify.

Please remember that training is not complete until the follow-up is done. You design in-service training activities to improve the knowledge and skills of your participants. To test the impact of your training, you must determine the extent to which your objectives were integrated into your participants' work. This information will either reinforce the manner in which your training was delivered or help make you aware of changes that should be made.

(ATTACHMENT A)**Workshop Facilitator Outline****During Your Workshop Introduction:**

(15 - 20 minutes)

- A. Welcome
- B. Introductions
- C. Share Workshop Objectives
Have posted on overhead, PowerPoint, or prewritten flip chart.
- D. Allow participants to share their anticipated outcomes: "When I leave today, I anticipate that I will be able to _____ as a result of this workshop."
 - 1. List anticipated outcomes on a flip chart as they are shared with the facilitator in a large group setting.
 - 2. Allow each individual table of participants to make a list and select a table reporter. (For the benefit of time, you may call on every other table and list results on a flip chart for the large group to view. Then, ask for any additional outcomes from the remaining tables to save time.)
- E. Review and compare workshop objectives and anticipated participant outcomes.
- F. Share some anticipated benefits for workshop participants as well as other audiences who could be affected by the training. Example: students, administrators, business and industry, parents, etc.

During Your Workshop Closure:

(15 - 20 minutes)

- A. Allow participants to share as a group or at individual tables.
 - 1. What do you know now that you didn't know before?
 - 2. What will you do differently?
 - 3. Who will be impacted as a result of your action?
 - 4. How will they be impacted?
- B. Discuss the contact and follow-up survey that will be done within three to six months.

(ATTACHMENT B)

Workshop Follow-Up Survey Template

(To be completed 3 to 6 months following workshop)

Workshop Name _____

Workshop Objectives:

1. Did the workshop meet the objectives?
_____ To a high degree
_____ To a moderate degree
_____ To a low degree
_____ Not at all
2. To what degree have you used the knowledge, resources, or ideas gained from the workshop?
_____ To a high degree
_____ To a moderate degree
_____ To a low degree
_____ Not at all

Please explain how you have used knowledge, resources, or ideas gained from the workshop.

3. Have you shared the knowledge, resources or ideas gained from the workshop with other colleagues?
If so, please provide a number amount following your selected answer.
_____ With a few colleagues at my local school within an informal setting. Number _____
_____ With several colleagues in an informal setting. Number _____
_____ With several colleagues in a formal workshop/conference/meeting setting. Number _____
_____ Name of Workshop/Conference/Meeting _____
_____ None
4. How have the strategies you learned in the workshop affected your instruction?
5. How have the strategies you learned in the workshop affected your students?
6. What additional training do you feel would benefit you concerning _____ ?
(Workshop Topic)

Name (Optional)

Title

(ATTACHMENT C)

MEMO

To:**From:****Subject:** Follow-up Evaluation**Date:**

On (incorporate date), you participated in a (incorporate topic of training) workshop. Its main focus was to (incorporate objectives).

Our goal is to provide professional development opportunities to equip you with knowledge and skills that will increase your effectiveness. Therefore, we are requesting follow-up information so that we can assess the impact and future direction of this particular development activity.

Please complete the enclosed follow-up survey for the (incorporate title of workshop) workshop and return it in the self-addressed envelope or fax it to (incorporate fax number if applicable) by (incorporate deadline date). Your input is important! If you have any questions or concerns, please call (incorporate contact name and phone number).