

CAAAYC Forum for Professional Learning
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Presenting Professional Learning: Exciting or Stressful?
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7 ESSENTIAL QUALITIES OF EFFECTIVE PRESENTERS

1. Establish credibility
 2. Build and sustain rapport
 3. Read the group
 4. Balance task, process, and group development
 5. Listen to and acknowledge participants
 6. Respond appropriately
 7. Recover with grace
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PROCESSING TEXT AND INFORMATION STRATEGIES

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First Turn, Last Turn

1. Individually read selected text, highlighting 2-3 items
2. In turn, share one of your items, but do not comment on it -- The First Turn
3. Group members comment in round-robin order about the item (with no cross-talk)
4. The initiating person then shares his or her thinking about the item and gets – The Last Turn
5. Repeat pattern in sequence around the table

Say Something

1. Choose a partner
2. Read silently to the designated stopping point
3. When each partner is ready, stop and “Say Something” e.g., a key point/personal connection

Three A’s Plus One

1. Read and highlight the text selection
2. Record on index cards (one “A” per index card):
 - Agree:** One thing with which you agree
 - Argue:** One thing with which you might argue
 - Aspire:** One thing to which you aspire

Words, Phrases, Sentence

1. Individually, read the text selection
2. Record on three index cards (one category per card):
 - One key word
 - One phrase
 - One sentence
3. Group members place cards in the center of table by category

Get One, Give One

1. On a card, respond to the following: _____ (i.e. *How do you structure Circle Time?*)
2. Take your card and find a partner; share your information and then **exchange** cards
3. After two or three exchanges, return to your table group and share information on your last card
4. Table groups identify themes and patterns to share with full group

DEBRIEF PROMPTS

- What is a benefit of (this new concept/skill/ tool) for your practice?
- What is a challenge you might anticipate as you try to implement (this new concept/skill/ tool) and (very briefly) how might you address that challenge?
- What is a personal focus for growth as you implement (this new concept/skill/ tool)?
- What is one key thing to keep in mind going forward as you utilize (this new concept/skill/ tool)?
- What is one way in which (this new concept/skill/ tool) links to your current practice?
- What is a way you might be able to apply (this new concept/skill/ tool) tomorrow?

TYPES OF PRESENTER QUESTIONS

Clarifying/Probing

Uses questions to help gather more information; slows down the discussion to allow for deeper reflection often uncovering feelings and attitudes

“Can you give me an example...?” “Tell me more...”

Example:

Paraphrasing

Restates the teacher’s message; tests understanding; helps the participant hear her own message restated

“ Let me make sure I understand...”

Example:

Summarizing

Notes the key points, insights, or possible next steps; keeps the conversation focused and goal-oriented

“Let’s review the key points in our discussion...”

Example:

THINK ABOUT THE TIMING OF QUESTIONS FROM PARTICIPANTS:

The sort that seeks clarification of something that has just been said – you will answer those immediately.

The sort that asks a related question about something that you plan to cover later – you will answer those later in the presentation; and

The sort that is best dealt with offline because most of the audience probably won’t be interested, or it’s outside the topic of the presentation – you will make a note of the question and come back to the questioner afterwards.

<https://www.skillsyouneed.com/present/presentation-questions.html>

Excerpt from *The Choreography of Presenting*

By: Kendall Zoller and Claudette Landry

Essential Ability 1: Establish Credibility

This lays the foundation for participants to attribute intelligence, competence, confidence, and expertise to the presenter. Credibility is a presenter characteristic perceived and assigned by the group. The specific

skills associated with credibility include voice tone, use of the still gesture, credible stance, and abdominal breathing patterns.¹

Essential Ability 2: Build and Sustain Rapport

This involves strategies and moves that create a short-term psychological state in which the lines of communication are wide open. When rapport is high, participants are cognitively responsive and therefore receptive to considering new understandings that challenge their current models of knowing. Knowing how to establish rapport, break rapport, and reestablish rapport are critical skills in the learning environment that support student thinking and problem solving.²

Essential Ability 3: Read the Group

This entails recognizing, processing, and responding to participants' nonverbal patterns. The presenter reads the group to anticipate their learning needs as well as their psychological and physiological needs. By reading the nonverbal behaviors of participants, an effective presenter can anticipate resistance, recognize receptivity, and choreograph facilitation moves that support positive group dynamics.

Essential Ability 4: Balance Task, Process, and Group Development

This involves an interaction between outcomes (task), protocols (process), and relationship (group development). Effectively balancing the three ensures acquiring a tangible outcome while promoting maximum learning and optimal participation in the time available.

Essential Ability 5: Listen to and Acknowledge Participants

This involves deliberate steps in a delicate dance. Adults offer several challenges in learning environments, one of which is the willingness to reveal what they know and don't know as well as what they are learning. Effective listening requires Ability 2 (Build and Sustain Rapport) as well as

specific voice, eye, gesture, and stance patterns to give participants the perception of being sincerely listened to and acknowledged. Participant engagement and learning depends on being understood and having the sense of feeling safe enough to divulge their thinking to the group.

Essential Ability 6: Respond Appropriately

This is dependent on the effective implementation of the skills related to Ability 5. When a person feels listened to and acknowledged, the effective presenter can then deliver an appropriate response. Responding appropriately requires evaluating, synthesizing, and delivering a congruent verbal and nonverbal message. It is about making the person and the group *right*, by which we mean feeling safe to be wrong, to reveal learning, and to reveal what they do not know.

Essential Ability 7: Recover With Grace

This involves the ability to recognize when the participants stop thinking and you have lost group rapport or group attention, or perhaps even just lost your place. Graceful nonverbal moves ensure that the group will stay present, focused, and engaged. This intriguing ability includes the nonverbal moves associated with changing location, pausing, gestures of location, and stance.