Train-the-Trainer Handbook and Facilitator's Guide

Ohio ABLE Professional Development Network
September 2013

Contents

Introduction

This Train-the-Trainer Handbook and Facilitator's Guide is designed to assist Ohio ABLE program staff in delivering training modules from the Ohio ABLE Fall Teacher Academy. Teacher Academy Training Modules include the following:

- PowerPoint Presentations (that include slides and speaker's notes)
- Handouts
- Videos (embedded in PowerPoint slides)
- Instructional Activities

The Ohio ABLE Professional Development Network (PDN) has developed training modules to guide ABLE program staff in the implementation of professional development on the 2014 GED® at the program level. These modules can be accessed by ABLE program staff online at http://www.ohioable.org/online and are designed to be facilitated by a participant in the Ohio ABLE Fall Teacher Academy. This Train-the-Trainer Handbook and Facilitator's Guide is intended to assist presenters in planning and delivering a high-quality, effective professional development event.

Objectives

Objectives for each module are listed at the beginning of each presentation; the presentations are available online at http://www.ohioable.org/online. Presenters should review the objectives with the audience. Presenters may want to remind participants that, although the content may be review for some, it may be completely new to others. The goal is to create a common understanding among all participants before moving to more advanced content. Participants will need additional support in implementing the practices introduced at the Fall Teacher Academy beyond that provided in these modules; ongoing coaching and follow-up professional development will allow participants to effectively implement these practices.

Handbook and Facilitator's Guide

The Train-the-Trainer Handbook and Facilitator's Guide presents information for attendees at the Fall Teacher Academy about how to prepare to deliver professional development and how to train large groups. Presenters should review the guide and become familiar with all content before presenting. The guide includes several resources that may be useful for delivering the trainings. The training checklist, included in the guide, provides presenters with a checklist of actions to take before, during, and after the training. The guide also contains a sample evaluation form for eliciting participant feedback that can be used to strengthen future presentations

Training Modules

Teacher Academy Training Modules may include the following components:

- PowerPoint Presentations (that include slides and speaker's notes)
- Handouts
- Videos (embedded in PowerPoint slides)
- Activities or Lesson Plans
- Additional Resources

PowerPoint Presentations

PowerPoint presentations are provided for each training module. Slides offer key talking points, but they should be expanded upon using the Presentation Speaker's Notes and the presenter's own knowledge. Brief activities are embedded in the presentations to give participants a chance to interact with the material and inform the presenter of any misunderstandings.

Presenters should print copies of these PowerPoint presentations for participants to follow along with during a program-level professional development event. The recommended format is three slides per page with space for note taking in the right-hand margin.

Presentation Speaker's Notes

Detailed speaker's notes accompany each slide.

- Text under the heading **Main Point** is typically intended to be read aloud by the presenter. This may include additional information that supplements the material listed on the slide or instructions on how to conduct an activity.
- A **Time Frame** is listed for each slide in order to inform presenters of the amount of time that may be necessary to present the material on a slide or facilitate an activity.
- The **Transition** is intended to assist presenters in moving from slide to slide throughout the presentation.
- The title of the **Next Slide** is listed at the bottom of the speaker's notes in order to allow presenters to anticipate what will come next.

Handouts

Each Teacher Academy Training Module also includes handouts that may be used when presenting the module. The handouts are intended to help participants begin to synthesize and apply the content to their own context.

Presenters should be mindful of the participants' level of understanding and implementation. Some may have completed professional development on the 2014 GED previously and may need a review; others may be just beginning to learn about the changes to the new assessment. Time constraints may prevent participants from finishing all of the handouts during the training. Presenters may recommend that participants continue this work with their colleagues at the program level.

When participants are completing handouts in teams, presenters may recommend that teams assign roles (such as time keeper and note taker) to aid with the completion of these activities. More instructions about how and when to use these materials can be found in the speaker's notes for slides related to the handouts and on the handouts themselves.

Videos

Brief videos may be embedded into some of the presentation slides. These are often intended to provide context or introduce an activity or concept. To play the videos, presenters will need to have a reliable Internet connection and be able to connect to http://www.youtube.com where the videos are housed.

Delivery

One person may deliver a module in its entirety, or two or more presenters may choose to deliver the training together. Regardless of the number of presenters, it is expected that they participated in the Ohio ABLE Fall Teacher Academy and are familiar with the material.

Who Should Attend?

The Teacher Academy Training Modules are intended for presentation to Ohio ABLE program staff; including instructors, administrators, and support staff.

Customizing for Different Audiences and Contexts

In general, the modules can be customized by altering the following:

- order of the sections
- time spent and emphasis placed on each section
- time spent on examples, handout activities, and group work time
- removal of sections or handout activities that are not relevant to the audience

When planning to present the modules, presenters should think about the audience's priorities, needs, and schedule. The focus of the presentation may be modified by spending more time on certain sections or slides or by removing slides that are not relevant to the audience.

Presenters know their audiences best; therefore, final decisions regarding customization are left to their discretion. When removing content, presenters should be careful to ensure that participants have all the information necessary to understand the material in the remaining slides or modules.

Shortening the Presentation

Presenters are encouraged to modify the length and order of presentations to meet the needs of their audience. Presentations may be combined to create a full-day training, or may be broken into parts to create a series of shorter trainings. Modules can be presented over time, such as during monthly staff meetings or by dividing the modules into one-hour, two-hour, or half-day presentations. Slides and sections of the presentation also can be deleted or shortened to accommodate the goals, focus, and audience of the presentation.

Presenters should order presentations so that introductory information comes first and subsequent sections build upon knowledge learned in the previous sections. Refer to instructions provided in the speaker notes, where available.

Increasing Participant Engagement

The Ohio ABLE PDN has included opportunities for encouraging audience participation in several presentations, often as Think-Pair-Share activities (described below) or as participant handouts. There are many ways to customize these trainings to provide additional opportunities for participant engagement, and presenters should determine which strategies will work best for their audience and personal presentation style.

When planning for participant engagement activities, presenters should consider how the size of the group and the space in which the training occurs will affect the activities. They should also think about providing engagement activities that allow participants to process the information in a variety of formats (e.g., talking with a partner, larger group discussions, personal reflection through writing). It would be impossible to document all of the possible participant activities in this guide; instead, this section provides a brief overview of three strategies not included in the speaker notes: Touch Each Page, Gallery Walk, and Think-Pair-Share. A few other activities are described in the Closing Activities section.

Touch Each Page: Participants use sticky notes for at least one question or comment on each page of the resource or handout. Participants can write follow-up questions or notes about connections they have made with the content on the sticky notes to reference after the training. This activity works best with multi-page documents.

Gallery Walk: A “gallery walk” is a larger-group activity that provides participants an opportunity to work as teams to process information and then walk around and learn from the work of other groups. There are many ways to use this process to allow each group to display key ideas (to be determined by the presenter) on large chart paper, which is then displayed around the room. Presenters should ask participants to break into groups, and provide a prompt or topic for each group. The prompt can be the same for every group, or different for each group. Each group discusses the prompt and writes or draws its response on chart paper. The presenter then gives groups time to walk around the room, look at the other groups’ responses, and take notes. The presenter may provide groups with guiding questions to reflect on during this time. After groups have reviewed the responses posted around the room, presenters should debrief with the entire group about key concepts and ask them to share what they have learned.

Think-Pair-Share: Think-Pair-Share opportunities are embedded into several of the training modules. This strategy enables participants to relate to a topic, formulate their own ideas, and then share these with other participants. Rather than using a basic recitation method in which a presenter poses a question and one participant offers a response, Think-Pair-Share encourages participation and can help keep participants on task. Think-Pair-Share helps participants become actively involved in thinking about the concepts presented in the training.

When participants discuss new ideas, they are forced to make sense of those ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage. Participants need time to process new ideas in order to store them in long-term memory. When presenters share too much information in a single block, much of that information is lost. If participants are given time to “Think-Pair-Share” at selective points throughout the training, more of the critical information is retained. Think-Pair-Share is easy to use on the spur of the moment and with large groups. Participants tend to be more willing to participate in the small group activities because there is less pressure than in the large group. Using a timer can help to keep this activity brief and maintain structure.

To facilitate Think-Pair-Share, ask participants to follow these three steps:

1. **Think** about a particular topic. *Give participants approximately 20 seconds.*
2. **Pair** with your neighbor or table.
3. **Share** with your neighbor or table. *Give participants approximately two to three minutes.*

If time allows, presenters should ask two or three pairs or tables to orally share their ideas with the entire group.

Preparing for Training Day

Successful delivery of professional development requires detailed planning. It is recommended that presenters meet with ABLE program administrators or coordinators several weeks prior to the training in order to:

- gather more information about the audience members' needs, priorities, and past experiences with the content
- identify related tools or procedures currently being implemented
- verify the agenda and training outcomes
- confirm training logistics
- communicate technical requirements (e.g., laptop, LCD projector, screen) and provide a list of materials needed.

The training checklists and sample evaluation in appendixes A–D can assist presenters in preparing for and completing training activities.

Presentation Strategies

Presenting to groups can be exciting, and it also can create challenges for some presenters. The following strategies can help both inexperienced and experienced presenters effectively manage audience questions, gain audience attention, and deal with disruptions.

Know the Audience

It will be easier to meet the needs of participants if the presenter knows the roles and familiarity level of participants with the changes to the 2014 GED®. It can be helpful to have a discussion with the local program administrator prior to the presentation about who will be attending. Using this information, the presenter can tailor the presentation to meet the needs of participants. On the day of the training, presenters should begin by polling the audience to see who is in the room. When beginning the presentation, start by asking participants to briefly share their existing knowledge about the 2014 GED®. This can help the presenter assess what the audience already knows and where misconceptions may lie. Having knowledge about the audience will help the presenter emphasize the most relevant and critical points during the presentation.

Addressing Questions

It is important to give participants a chance to ask questions on the information presented, but it can feel intimidating to answer questions on the spot. Below are some suggestions to help presenters both encourage and respond to questions.

Parking Lot: Presenters may consider using a "parking lot" to store questions during the presentation. This strategy allows participants to ask questions without disrupting the flow of the presentation. It also gives the presenter a chance to sift through potentially difficult questions and think about the best way to address them.

To use a parking lot:

1. Place a large piece of chart paper in the room. Label it "Parking Lot."
2. At the beginning of the presentation, tell participants that if they have questions at any time, they should write them on sticky notes and post them to the parking lot.
3. At the end of a section or during a break, collect questions from the parking lot and think about how to respond to each question.
4. After the break, read (or paraphrase) each question aloud to the group, followed by your answer.

***Share Personal Experiences*:** Using personal examples is an excellent strategy for answering questions and explaining material. There are many ways to implement the strategies introduced at the Fall Teacher Academy. It may be helpful to frame the information with "This is one way this has been done," or "I have seen it done this way."

Responding to Difficult or Inappropriate Questions

When training a large group, presenters may be asked to address difficult or inappropriate questions on the spot. Presenters may keep questions focused on the topic by:

- communicating clear expectations,
- providing the agenda and goals at the beginning of the session
- providing basic guidelines for when and how questions will be addressed throughout the training.

The types of information covered in the presentation should be clearly articulated in order to deter off-topic questions and limit participants from asking questions on material that will be addressed later in the presentation.

Some general tips for addressing questions during the presentation include acknowledging all questions, being sure that everyone has heard the question by repeating it, and being honest and answering questions directly. Presenters should feel comfortable answering with "I don't know, but I can try to find out" if the answer is unknown.

In many cases, it may be more helpful to guide a participant through the process of answering his or her own question, instead of automatically providing the answer. Presenters should challenge participants to think through their questions by asking them prompting questions. For example, participants may ask whether a specific strategy introduced in a Teacher Academy Training Module, such as close reading, would be appropriate for a particular student. Instead of responding with a yes or no answer, prompting them to apply their own existing knowledge or that which they have gained during the presentation will help participants gain clarity and understanding. The presenter may ask, "Does the student struggle with understanding vocabulary in context? How might the steps in the close reading strategy be beneficial to that student?"

The following are specific types of difficult questions that presenters may encounter, along with strategies for addressing them.

Off-topic Questions

Off-topic questions may include questions asked about material that will be covered later in the presentation, questions that pertain only to a particular student or situation, general questions about the format of the 2014 GED®, or questions about information that is not a focus of the presentation.

If the question relates to material that will be addressed later in the presentation, presenters can provide a brief response, if appropriate, and let the participant know that the topic will be discussed in more detail later.

If the question is about a specific example (e.g., "I have a student who …"), presenters should try to restate the question more broadly so that it is relevant to everyone. If the question cannot be broadened, presenters may recommend that the participant find them after the presentation or during a break.

If the question is not related to the material being presented, presenters may remind the audience of the focus of the presentation and direct the participant to a relevant resource to learn more. For example, if participants ask questions about the nature of the computer-based assessment during an activity on using heuristics to solve problems, the presenter can let them know that this presentation is focused on a particular topic and strategy. Participants should be referred to resources, such as http://www.ohioable.org, where they can find more information that may address their questions.

Questions That Never End

There are times when participants ask a barrage of questions. One way for presenters to address this without being confrontational is to answer each question as briefly as possible. By being brief, presenters limit the information available to spark additional questions. After giving a brief response, presenters should move to the next topic. If short answers and setting limits have not deterred interruptions, presenters can acknowledge the question but delay the answer. Bridging techniques, words, or phrases allow presenters to acknowledge and move on without being considered rude or dismissive. An example of a bridge is "I understand what you are asking. Lots of people are concerned about that, but they need to know… [give important points]." Presenters can also signal and underline the end of the question-and-answer period by saying, "I will take one more question, and then we need to move on."

Confrontational Questions

When dealing with a confrontational question, it is important for presenters to separate the attitude of the questioner and tone of the question from the content of the question. Participants who have anxiety over the new assessment may come to a training session with some level of skepticism or frustration. Presenters should try to rephrase and restate the question without the confrontational tone and answer the question as honestly as possible. If the question is impossible to address in the group setting, the presenters may consider meeting the participant during the next break.

Comments Instead of Questions

Sometimes participants will provide comments or personal examples instead of asking questions. In these situations, presenters should thank them for making the point and, if necessary, restate what was said in the presentation and move on to the next question.

Gaining Attention

There are many strategies for gaining participants' attention. Presenters should consider using strategies with which they feel the most comfortable. A strategy will be most effective if it is used consistently throughout the presentation. At the beginning of the training, it is recommended that presenters communicate how they will bring the group back together. For example, a presenter might say, "When I raise my hand, it is time to pause conversations and come back together as a group." Several other strategies are as follows:

- Use a bell, tone, or sound.
- Use a clapping pattern.
- Flick the lights.
- Use a countdown (could be a timer on your computer or phone).

Dealing with Disruptive Talking

In large groups, people occasionally get distracted and talk among themselves. Although presenters may choose to overlook some small discussions among participants, it may be necessary to take action if these discussions are distracting to other participants. One of the best ways to address disruptive talking is to increase proximity to the talkers. This might mean walking near them. This method allows the presenter to indicate that they are disrupting without making a scene and asking them to be quiet. If disruptive behavior continues, it may be necessary to speak with the participant during the next break.

Closing Activity

At the close of training, it can be helpful to conduct an activity for participants to synthesize the content they have learned. These activities can help participants identify the main lessons of the training and also can be used to quickly assess the knowledge that participants have gained from the training. Multiple strategies can be used, such as:

- Exit Ticket: Ask participants to answer one or two reflection questions and to hand their reflection to you as they leave.
- Review Game: Play a quick review game by adding presentation slides that ask participants to answer content-related questions.
- 3-2-1: Ask participants to write down three new things they have learned during the learning event, two things they have reaffirmed, and one burning question.

Ongoing Professional Development

It is important that all ABLE staff are aware of innovative, evidence-based practices, procedures, processes, and tools for instruction in ABLE classrooms. Prior to conducting trainings, the Ohio ABLE PDN recommends that presenters review current resources online at http://www.ohioable.org/online. Additionally, all ABLE staff are encouraged to stay up-to-date with professional development offered by the Ohio ABLE PDN.

Stay tuned for announcements on upcoming workshops and updated resources. Please contact the Ohio ABLE PDN with any questions or concerns you may have about this or any other professional development by emailing ohiopdn@literacy.kent.edu.

Appendices

Appendix A. Training Checklist

Complete	Weeks Prior to Training
	Schedule meeting with presentation organizers (e.g. program administrator).
	Determine audience member needs, priorities, and prior knowledge.
	Verify training outcomes and final agenda.
	Determine final number of teams/participants.
	Confirm training location and room setup (round tables for teams are recommended).
	Provide host with technology requirements (see Appendix B).
	If needed, customize training materials to match p needs, priorities, and prior knowledge.
	Ensure training materials are printed and ready (see Appendix C).
	Review material and practice presenting material.
Complete	**Training Day**
	Arrive at least 30–60 minutes early to set up.
	Ensure presentation and technology are available and working properly (e.g., LCD projector, laptop).
	Test videos and microphone to ensure the audio is functioning appropriately (some trainings only).
	Place supplies (e.g., markers, sticky notes) in the center of each table.
	Check that all participant materials and sign-in sheets are available.
	Ensure participant tables are positioned to maximize team discussion and view slide content.
	If desired, set up parking lot for participant questions.
	Introduce yourself to participants.
	Deliver Teacher Academy Training Module(s)
	Gather completed training evaluation forms (see Appendix D for an example).
Complete	**Soon After Training**
	Analyze participant training evaluation data and compile results.
	Schedule meeting with ABLE program administrators or coordinators to debrief.
	Share evaluation results and discuss next steps.
	Follow up to answer any unanswered participant questions.

Appendix B. Recommended Technology Checklist

Presenter (P) or Coordinator (C) Responsibility?	Technology Requirements	Purpose
	Laptop computer	Presentation
	LCD projector	Presentation
	Large screen	Presentation
	Presenter microphone	Presentation
	Remote control clicker	Presentation
	Timer	Activities
	Speakers or sound system	Videos
	High-speed Internet connection	Videos

Appendix C. Training Day Materials Checklist

Presenter (P) or Coordinator (C) Responsibility?	Training Materials	Purpose
	Electronic copy of presentation	Presentation
	Presentation slides and speaker's notes (one for each presenter)	Presentation
	Sticky notes, pens or pencils, markers (one set per table)	Note-taking and activities
	Sticky chart paper (one pad)	Parking lot and activities
	Individual participant training materials: • Presentation handouts with printed slide images • Worksheets/handouts • Other relevant documents from http://wwww.ohioable.org/online	Participant resources
	Evaluation forms (one per participant)	Evaluation

Appendix D. Sample Evaluation Form

Teacher Academy Training Module Presentation Evaluation

Presenter(s):
Date:
Location:

Please rate the extent to which you agree or disagree with the following statements:				
The topic and content of the presentation are important and useful to me.	Strongly disagree	Disagree	Agree	Strongly agree
The ideas and concepts were explained clearly.	Strongly disagree	Disagree	Agree	Strongly agree
The presenter(s) answered questions thoroughly.	Strongly disagree	Disagree	Agree	Strongly agree
The presentation met my expectations.	Strongly disagree	Disagree	Agree	Strongly agree
Please rate the overall quality of the presentation:				
Presentation content	Poor	Fair	Good	Excellent
Presentation format	Poor	Fair	Good	Excellent
Prior to today's presentation, what was your knowledge level of the topic and content presented?	No knowledge	Some knowledge	Average knowledge	Above average knowledge
As a result of today's presentation, how did your knowledge level of the content/topic area change?	No change	Slight increase	Moderate increase	Great increase

What did you like best about this presentation?

What suggestions do you have for improving this presentation?

Additional comments. Feel free to use the other side.