

## *Some Best Practices for Trainers*

### **Literacy Achievement and Reading to Learn Academies**

1. **Review and practice presentations before delivering them.** Rehearsing your presentation multiple times is essential to delivering an engaging presentation.
2. **Arrive early to allow plenty of time to settle in before your training session.** Extra time ensures that you will not be late (even if your maps app shuts down) and provides you plenty of time to adapt to your presentation space.
3. **Become comfortable with and knowledgeable about your presentation environment.** Spend some time in the room where you will deliver your presentation. If possible, practice with the microphone, document camera, lighting, etc. Avoid clutter that may appear on screen via the document camera.
4. **Meet and greet attendees as they arrive.** Do your best to greet your participants before your presentation. Talking with audiences makes you seem more approachable. Interact with your participants in a cheerful, friendly way.
5. **Help your audience navigate the bulleted lists on slides.** When presenting, reference relevant portions of the slide—for example, pointing with a laser pointer, referring to “the second bullet” or “the third bullet,” etc.—so the audience can match the information you provide to what they see on the slide.
6. **Use chart paper to record and post agendas, key ideas, activity and discussion responses, etc.** Post these items around the room so that participants can refer to them throughout the academy.
7. **Maintain an appropriate pace so that you devote the precise amount of time to each section of the presentation.** You do not want to finish too early. You also do not want to rush at the end to fit too much content into the last 15 minutes.
8. **Pause and slow down as needed and as time allows.** When you are nervous, it is easy to speed up your presentation and talk too quickly, which in turn may cause you to run out of breath, get more nervous, and even panic.
9. **Remember that you are training peers who are well-educated, professional adults.** Interact with them accordingly. Avoid teaching and speaking in the same way you might with elementary or middle school students or with college students in a course.
10. **Keep your audience engaged.** People love to talk and make their opinions heard, but presentations can often seem like a one-sided proposition. Asking the audience what they think, inviting questions, and using other means to encourage audience participation can boost engagement and make attendees feel like a part of a conversation.

11. **Be aware of your participants' energy level and focus.** Use the energizers in the Introductory Material section to model ways to engage learners and make learning fun. Participants will also have those materials to use with their classes once they have attended the academy.
12. **Remember that you are representing the State of Texas.** Follow the academy notes and practices; fidelity is important to making sure that Texas teachers are all taught the same research-based practices to provide effective literacy instruction. *Keep practices and beliefs that are not part of the academies outside the academies.*
13. **Do not promote specific books or publishers** because doing so makes it appear that you, as a representative of the State, are making recommendations and/or privileging an author or publisher. The examples used in the academies are just examples and should not be promoted or encouraged beyond the script.
14. **Stay close to script.** Each time you repeat or elaborate on the script, you add time.
15. **Practice opening videos** with VLC Media Player.
16. **Review each video and activity and ensure a purpose is set** as to why participants are watching the video or completing the activity.
17. **When breaking for lunch,** display a list of the materials participants should have ready for the next section.
18. **Work with your fellow trainer or facilitator to transition between activities** (getting videos ready to go, dimming lights, etc.).
19. **When participants work on an activity,** the “nonpresenter” can walk around and listen to participants' comments, write examples heard and participants' names, and then share a few examples using the document camera.
20. **Remember that effective presentation includes verbal considerations (what is said), extra-verbal considerations (emphasis, fluency, hesitations, rate of speech, pitch, modulation, repetitions, enthusiasm), and nonverbal considerations (eye contact and fixation, body language, proximity, posture, movement, facial expression).** Although we will not cover all of the details of these factors here, it is important to emphasize that effective presenters are clear, enthusiastic, fluid, and cheerful. These presenters use an audible tone of voice (without yelling), pause appropriately (without being slow), alternate eye contact with different members of the audience, repeat what is difficult or important, and are approachable. Less effective presenters speak quickly in a monotonous and almost inaudible tone of voice, are immobile behind the podium, and look only at their notebook.