

**A PRESENTATION  
IS LIKE A GIFT  
BECAUSE...**



**ATTRIBUTES**

**OF A COACH**



# THE ROLES OF A COACH

**TRAINER/PRESENTER**

**CONSULTANT**

**CATALYST FOR CHANGE**

**TASK/PROCESS FACILITATOR**

**COMMUNICATOR**

**RESOURCE PROVIDER**



# **5-3-1**

**5 – On your own,  
write down 5 words  
that come to mind  
when you think  
about the elements  
that comprise effective  
professional development.**

**3 – our 3 words are:**

**1 – Our group's word is:**



# **ENGAGING THE ADULT LEARNER**

▶▶ **Audience**

▶▶ **Sequence**

▶▶ **Pacing**

▶▶ **Time**

▶▶ **Presentation Components**



# The retention of adult learning is

10% OF WHAT IS READ.

20% OF WHAT WAS HEARD.

30% OF WHAT WAS SEEN.

50% OF WHAT IS SEEN AND HEARD.

70% OF WHAT WAS SAID.

90% OF WHAT IS SAID AND DONE.



**Concerns and the**

**Facilitation of Change**



**Change is inevitable.**

**Growth is optional.**





**Compare/contrast**

**Adult and Student**

**Learning**



**Action Lab:**

**Active Learning**

**Activities**



# *Dimensions of Effective PD*

Planning PD hinges on:

▶▶ What do our students need to know and be able to do?

▶▶ What do students already know and what are they able to do now?

▶▶ What do we need to know and do so that our students will be able to achieve?

# ***ELEMENTS OF EFFECTIVE PD:***

- ▶▶ **is driven by its desired results: student achievement**
- ▶▶ **is linked to learning needs**
- ▶▶ **is differentiated**
- ▶▶ **is collaborative**
- ▶▶ **includes time for reflection**

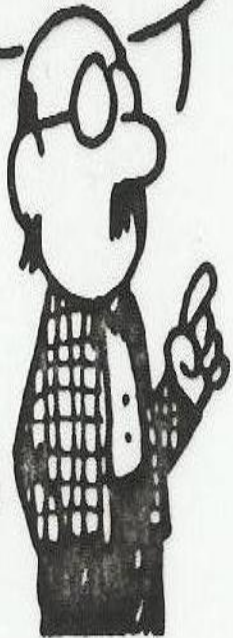


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BECAUSE...**



LUANN GREG EVANS / WITH APOLOGIES FOR ADAPTATION

OK, IS EVERYONE  
READY TO BEGIN  
THE TEST?



WHAT TEST? DOES  
IT COUNT? WHAT'S  
IT ABOUT?



IS IT PERFORMANCE  
ASSESSMENT OR  
MULTIPLE CHOICE?  
WILL I HAVE TO  
KNOW OR DO... OR  
KNOW AND DO? HAVE  
I HAD THE OPPORTUNITY  
TO LEARN THIS?



SOMETIMES I  
WONDER WHO'S  
REALLY BEING TESTED.



greg