
5 Things to Know for Educators Moving into Training

introduction

OWN

ANY

OCCASION

*create
the talk*

(audience, content, organization, visual aids, looks)

Mastering the Art of
Speaking and Presenting

(poise, voice, life, eye contact, gestures, speed)

Erik Palmer

conclusion



Teacher to Trainer

Apply Your Passion and
Skills to a New Career

Edited by Lisa Spi...

What I will share today:

My experiences and the path I took

**Ideas for you to explore as you think
about transitioning to training**





UNIVERSITY *of*
DENVER

STURM COLLEGE OF LAW



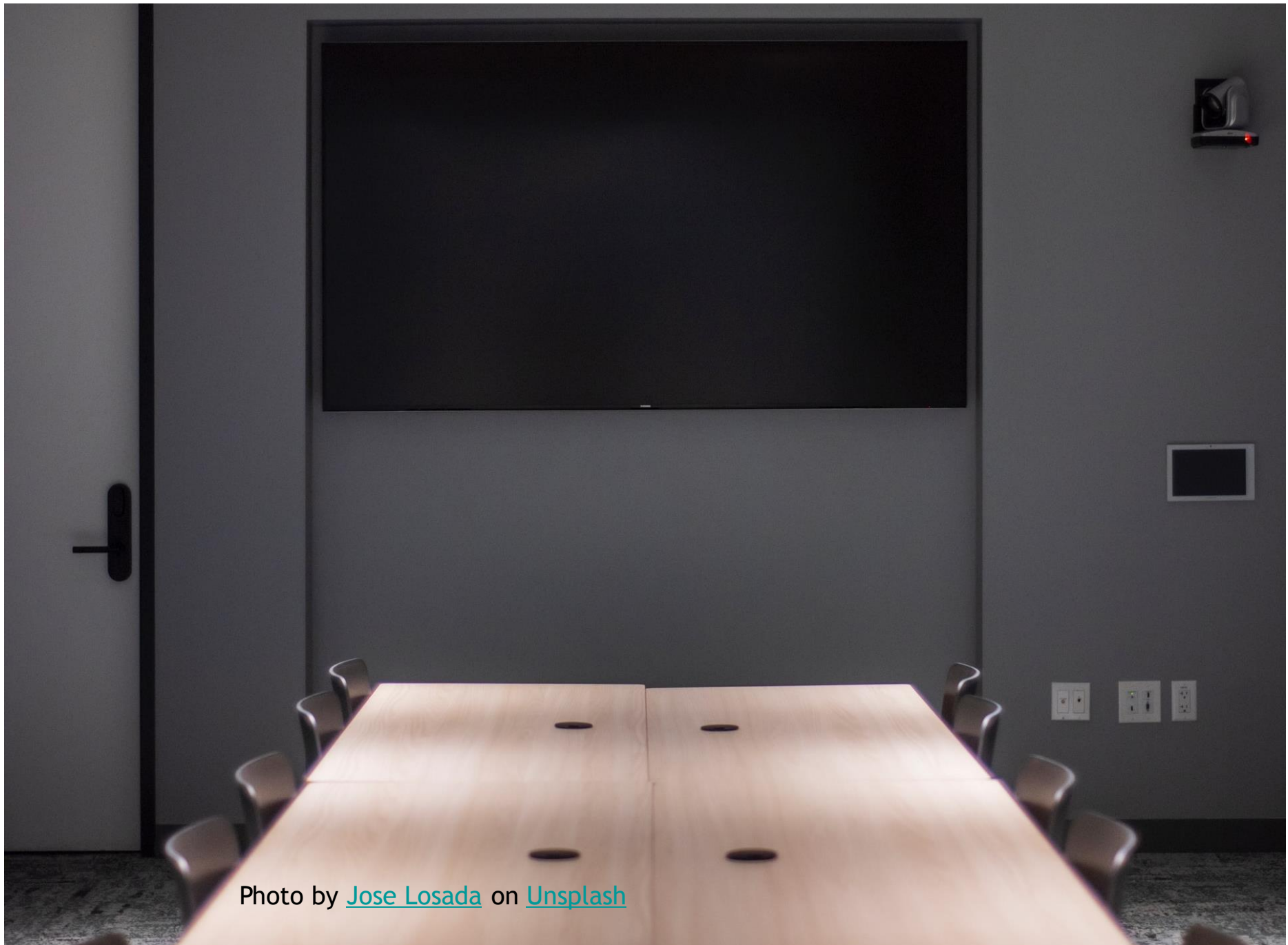


Photo by [Jose Losada](#) on [Unsplash](#)



You need
to know
the
market

It's huge
In-house v. consultant
Hard skills v. soft skills
Specialist v. generalist
Organizations
Jargon



**Your new
audience
is similar
but
different**







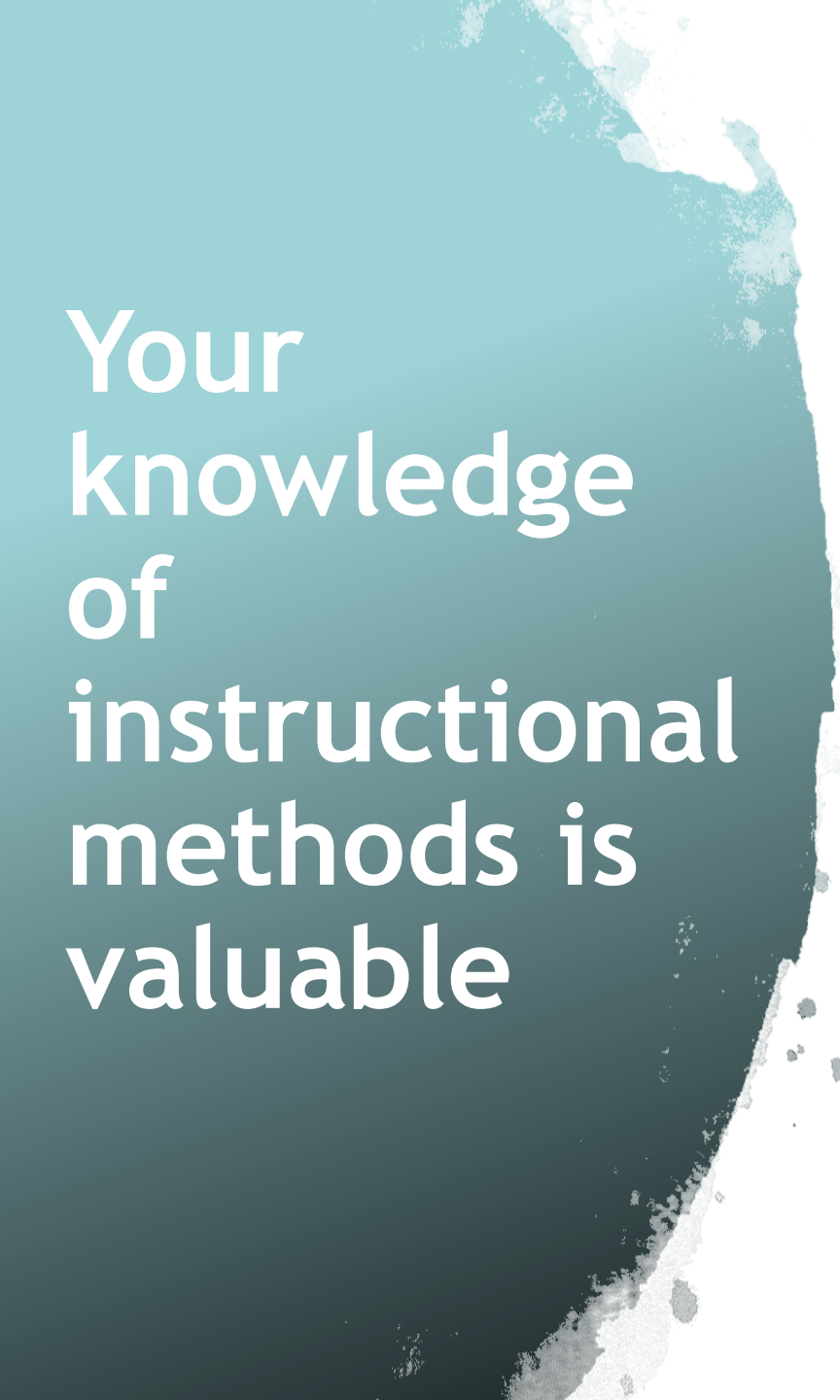
Your new
audience
is similar
but
different

Kids are kids. And then adults.

Trainers are teachers.

Andragogy v. pedagogy

Short term v. long term



Your
knowledge
of
instructional
methods is
valuable



Your
knowledge
of
instructional
methods is
valuable

Those skills are needed and
they transfer



You may
need to
improve
your
speaking
skills

CREATING

Audience
Content
Organization
Looks
Visual Aids

PERFORMING

Poise
Voice
Life
Eye Contact
Gestures
Speed

CREATING

Audience

Content

Organization

Looks

Visual Aids

A large, empty audience of blue chairs. The chairs are arranged in many rows, receding into the distance. The word "Audience" is written in black text across the middle of the image.

Audience

A 3D graphic of a puzzle. The puzzle pieces are arranged in a circular pattern. The word "Content" is written in a bold, black, sans-serif font in the center of the puzzle. The puzzle pieces are light blue and have a slight 3D effect with shadows. The background is a light blue grid pattern.

Content

Organization

The background of the slide is a blurred photograph of a workshop. On the wall, various tools are organized on a rack, including a hammer, a wrench, a screwdriver, and pliers. Below the tools, there are several black plastic storage bins arranged in a row, some containing small items. The overall scene suggests a well-organized workspace.



Looks

Visual Aids



What are Multimodal Assessments?

- **Multimodal assessments are assessments prepared by the instructor to allow him or her administer an assessment in a manner to cater to the students learning style and strengths beyond written/formulaic responses.**
 - **Note – In order for multimodal assessments to really be effective, the teacher may also have to change their instructional style by teaching and giving assignments in the same manner or style.**
 - **Note – This type of assessment preparation does require a lot of work and planning on the part of the teacher. However, the results of seeing a student's grade increasing far outweighs the work.**
 - **Note: Formative multimodal assessments may yield higher graded assessment scores.**



TECHNOPHOBIA

FEAR OF TECHNOLOGY ELIMINATING JOBS.

FEAR OF TECHNOLOGY TAKING OVER THE HUMAN (INDIVIDUAL OR SOCIETY).

FEARS RELATED TO PRIVACY AND CYBER SECURITY.

FEAR OF LOSING CONTROL AND GETTING LOST IN THE TECHNOLOGY MESH.

FEAR OF NOT LEARNING THE SKILLS OR NOT HAVING ACCESS TO USE A TECHNOLOGY.

FEAR OF DEPENDENCE AND NOT SURVIVING WITHOUT THE TECHNOLOGY (FOR EXAMPLE IN THE CASE OF A POWER CUT).

FEAR OF NEGATIVE SOCIAL AND SOCIETAL IMPACTS (FOR EXAMPLE LACK OF FACE-TO-FACE INTERACTION).



TOM TORLAKSON
State Superintendent
of Public Instruction

Understanding Disciplinary Literacy

- ELA: engaging in Socratic Seminars; SQP2RS (Survey, Question, Predict, Read, Respond, Summarize); and GIST (Generating Interactions between Schemata and Text)
- Science: writing procedures for experiments, summarizing sections of text, responding to text from single or multiple sources for the purposes of deep inquiry
- Mathematics: constructing viable arguments, writing explanations and justifications, responding to charts, graphs, patterns, and other data
- History: constructing events charts, summarizing using multiple-gist strategies, and engaging in Questioning the Author

Transforming Education through Universal Design for Learning



Udio dashboard | explore | create

« 1 2 3 4 »

Improving Adolescent Literacy
 CAST and its partners are designing and testing a dynamic, universally designed reading environment for struggling middle-school readers. [Read more.](#)

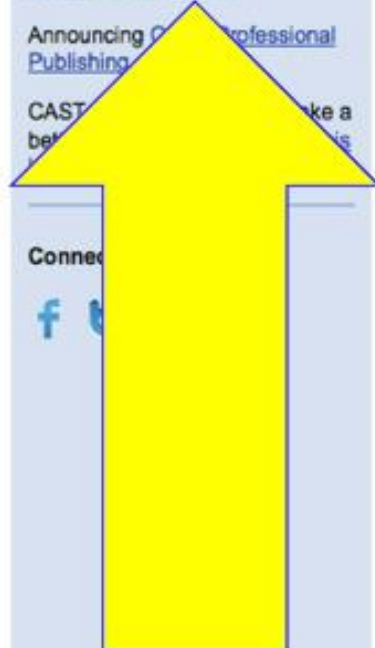
Highlights

Check out our new book [Universal Design for Learning: Theory & Practice](#) (free login required). Or [purchase a full color print copy today.](#)

Announcing [CAST Professional Publishing](#)

CAST [helps districts and educators](#) implement UDL to support all learners.

Connect with us on [Facebook](#) and [Twitter](#)



www.CAST.org

Who we are

About CAST

CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. [Explore CAST's history](#)

About UDL



What we do

Research and Development

CAST works to apply Universal Design for Learning to education's greatest challenges. [Read about our projects](#)

Systemic Change



What we offer

Learning Tools

Thanks to the generosity of our funders, CAST offers free multimedia learning tools. [View all tools](#)

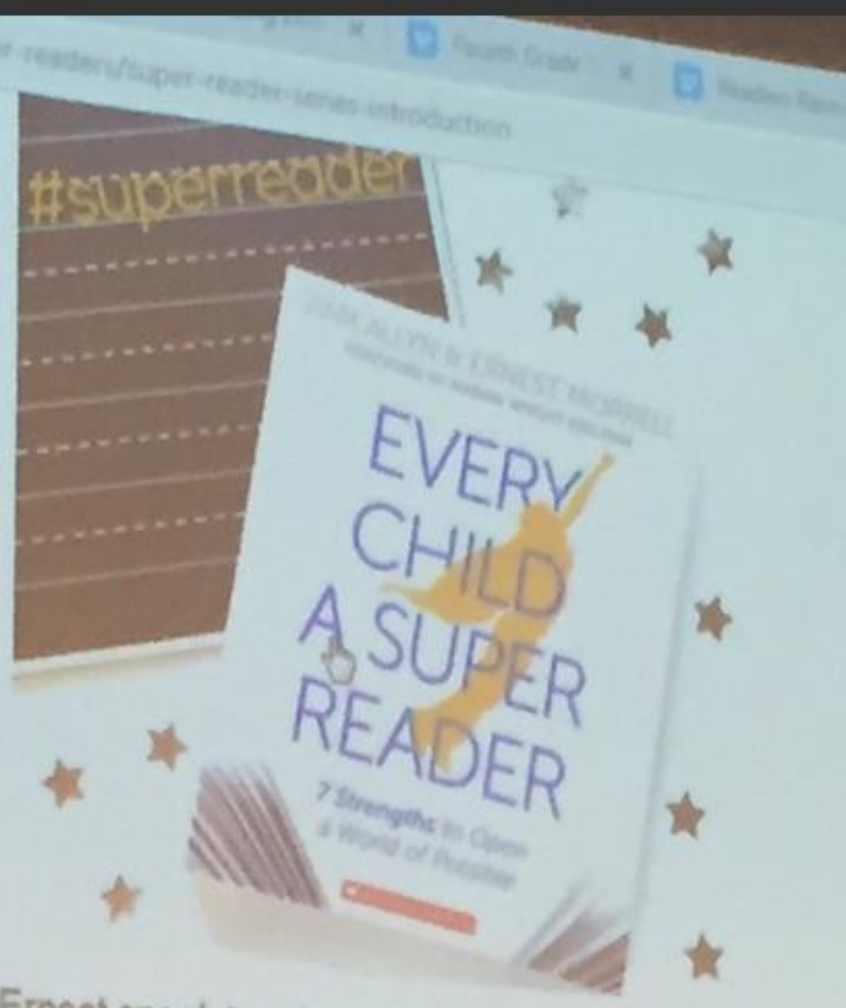


Professional Development

CAST helps districts and educators implement UDL to support all learners. [Learn more](#)

...the 7 Strengths found in Ernest Morrell and Pam Allyn's book *Every Child a Super Reader: 7 Strengths to Open a World of Possible*. In this book, Ernest and Pam identify 7 Strengths that reading can help develop in children: belonging, curiosity, friendship, kindness, confidence, courage, and hope. In the first chapter, Ernest and Pam discuss the power of reading and why super reading matters for the emotional and academic development of every child both inside and outside of school. Each strength is then discussed in individual chapters in great detail. This book has a strong focus on social-emotional development and how to create a safe and loving learning environment. Pam and Ernest speak to educators and parents alike, understanding that every adult influences a child's future and every adult has the power and awesome responsibility to nurture the 7 Strengths in the children in their care.

Throughout the week of November 26-November 30, we will share an installment of the Super Reader mini-series each day. Each installment offers an in-depth glimpse into the 7 strengths, as well as strategies parents and teachers can use to instill these values through literacy.



Project LIT educators commit to...

- **Empower** our students as readers, writers, and leaders
- **Promote** a love of reading in our schools and communities
- **Support and inspire** one another as we improve our practice and pedagogy
- **Read, discuss, and celebrate** books that make our students feel seen, heard, affirmed, and valued
- **Develop** authentic reading identities by increasing access to high-quality books building community, and fostering a sense of belonging
- **Amplify** voices and stories of students and educators of color
- **Advocate** for literacy policies and practices that will build lifelong readers
- **Champion** young people and books that reflect their lived realities, communities, and identities
- **Rewrite** the narrative about which texts and authors are deemed worthy of academic study

Started Student-Centeredness

- Remember WHY you want to make a change!
- Think about your own growth as well as your students’.
- Start slowly...but start!
- Study your students every day.
- Think about what excites and deflates them.
- Lead your students—make them your partners.
- Start with one subject, one class, or one assignment.
- Start with your neediest class—or your strongest one.
- Plan the details carefully and at a pace that works for you and your students.
- Rehearse and review.
- Ask your students for advice and feedback.
- Build partnerships with like-minded colleagues.
- Be persistent—in for the long haul.
- Celebrate successes and learn from rough spots.



Curriculum & Differentiation, Personalization, Student-Centeredness

Differentiation and Personalization are instructional approaches.

Instruction is necessarily the accompaniment to curriculum, which is necessarily the melody.

Instruction works in service of curriculum.

Instruction answers the question, “How do we ensure that students learn what they need to learn?”

When the curriculum is “standardized,” differentiation helps students learn a standardized curriculum. Personalization is difficult to achieve. “Real” personalization **requires** an “open” curriculum.

When the curriculum is open, it helps student learn whatever goals are established in that more open context. Both Differentiation and personalization are more fully feasible.

Differentiation is necessary in both “closed” or “open” curricular contexts. But its power is amplified when the curriculum is more “open” and rich



Visual Aids



PERFORMING

Poise

Calm & confident



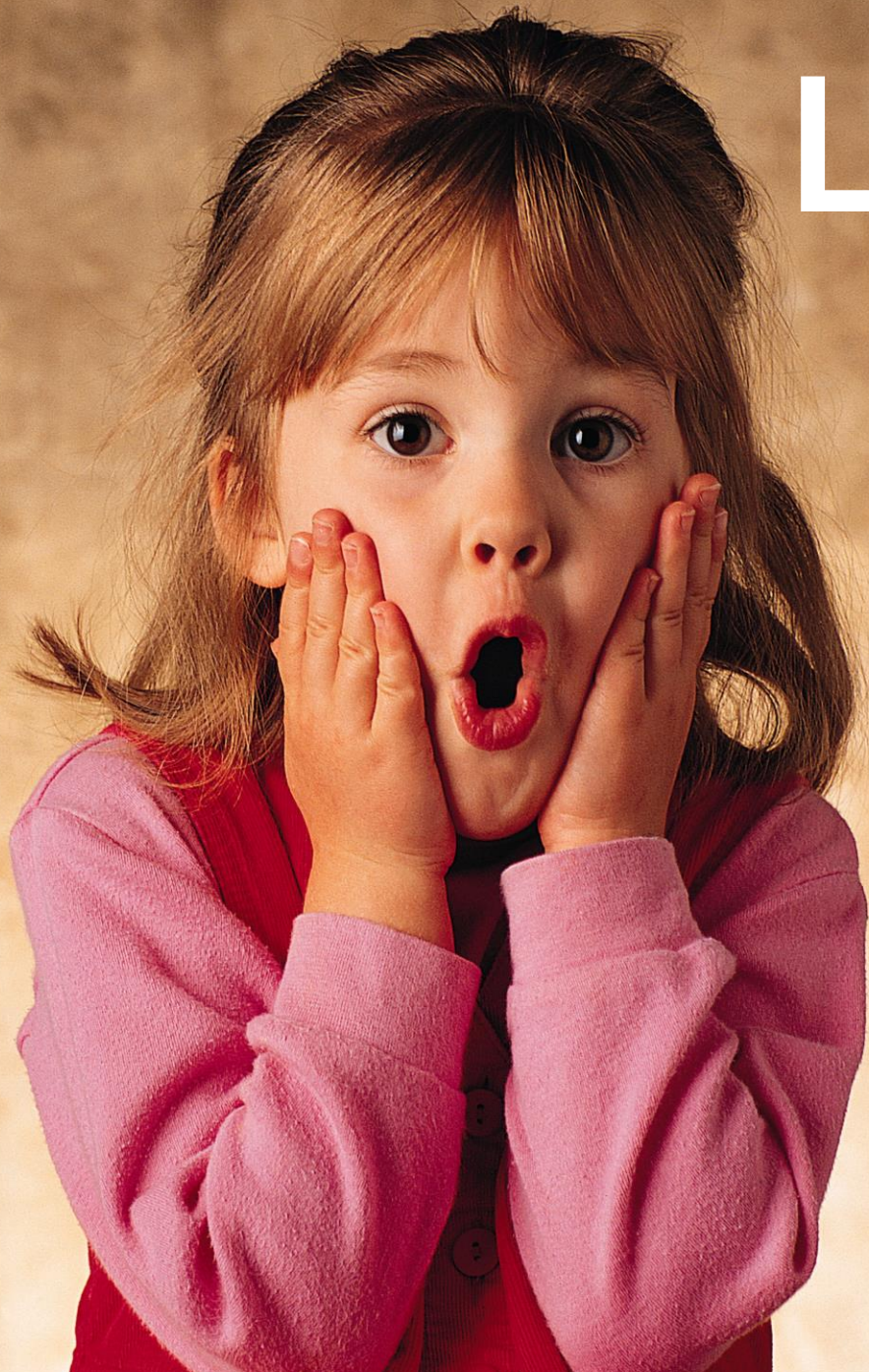


Voice

Every word heard

Feeling
Emotion
Passion

Life



Eye Contact



Gestures

Face

Hands

Body





Speed

Well-paced

PERFORMING

Poise

Voice

Life

Eye Contact

Gestures

Speed







Digital tools require demand stronger performance skills

Webinars

Podcasts

Video

Zoom

WebEx

Social27

You can
get in the
game
before
making
the move

Get practice
Have an online presence
Make a webpage



$8 \times 3 = 24$
 $5 \times 9 = 45$
 $4 \times 7 = 28$
 $7 \times 0 = 0$

$2 \times 7 = 14$
 $5 \times 9 = 45$
 $2 \times 6 = 12$

VOCABULARY
COMMUNITY
GEOGRAPHY
LOCATION
CULTURE



