



FACILITATOR'S GUIDE

Recommended Best Practices for Conference Presenters

The following recommended practices for workshop facilitators are derived from research on adult learning theory and effective professional development (PD) strategies, and from participant feedback collected at the Resource Center Conferences delivered in Year 1 of the grant.¹ They are aligned with quality indicators² used in the study of the in-person training events conducted by the NYS 21st CCLC Technical Assistance Resource Centers.

The NYS 21st CCLC Program Management Team asked the Statewide Evaluator, Measurement Incorporated, and the Resource Centers to provide this guide for workshop facilitators who have been invited to present at the Regional and Statewide Conferences. The purpose of the guide is to help reinforce and extend the good practices that experienced facilitators have already been using, and to assist first-time facilitators as they are preparing their presentations. This resource can be used as a checklist of considerations for anyone planning to provide an in-person professional development session/workshop.

Recommended Practices	What does it look like?
1 Facilitator provides a clear introduction, describing the general plan and structure of the presentation	<ul style="list-style-type: none">✓ The introduction includes (a) an agenda/plan for addressing the subject matter; (b) objectives/intended outcomes – what's the workshop meant to accomplish?; and (c) basic norms/ground rules for active participation – what's expected of attendees?
2 Facilitator encourages participation in the evaluation of the PD experience, AND portions out time for this activity at the end of the presentation	<ul style="list-style-type: none">✓ Mention at the start of the presentation – or as part of the introduction – that participants will be invited to complete a survey at the conclusion of the session✓ Leave at least 5 minutes at the end of the session and remind participants to fill out their evaluation surveys, emphasize importance for continuous improvement
3 Facilitator's presentation is aligned with current research in the field of afterschool programming, NYS 21 st CCLC program goals, and participant needs	<p>Whenever appropriate...</p> <ul style="list-style-type: none">✓ Help make connections between the workshop content and NYSED program policies, including information communicated by the Resource Centers✓ Integrate the latest research into the discussion of the subject matter✓ Help make relevant connections between the workshop content and common issues faced by participants (considering level of prior experience, program characteristics, target population characteristics, etc.)
4 Facilitator provides appropriate resources to support the learning and gives participants portable information to use for reference	<ul style="list-style-type: none">✓ Resources could be in the form of a fact sheet, a list of resources/tools, or a copy of the PowerPoint, etc.✓ Consider: do these resources offer opportunities to extend the learning or help participants turn-key information with other program staff or stakeholders?
5 Facilitator demonstrates respect for ALL participants and works to create & maintain an equitable and open exchange of ideas	<ul style="list-style-type: none">✓ Check that all participants in the room can hear and see the presentation✓ Value and encourage contributions from all voices; respect and respond to alternative perspectives✓ Maintain awareness of time constraints
6 Facilitator employs techniques, strategies and activities to engage participants in the learning	<ul style="list-style-type: none">✓ Pause to check for understanding, e.g., (a) ask participants if they have questions and provide clear responses; (b) pose questions to invite deeper thinking and allow time for discussion; (c) summarize and synthesize key concepts✓ Provide opportunities for participants to collaborate in pairs or small groups; these should be structured, time-bound activities with clear instructions and objectives

¹ Participant feedback was collected via post-workshop surveys administered at the three, in-person Resource Center Conferences; survey items are aligned with the quality indicators for effective professional development; results from the surveys were aggregated and findings have been incorporated into these recommendations.

² These quality indicators were approved by the NYS 21st CCLC Program Management Team and are measured through multiple methods (participant surveys, observations, document review) as part of the Statewide Evaluation.