Communications 201
Enhance Your Skills in Social Media, Presentations, and Working with the Media

Instructors

• Ron Dietel - CRESST/UCLA

• Paul Baker – Wisconsin Center for Education Research

Special Guests

• Sara Goldrick-Rab, UW-Madison

• Sarah Sparks, Education Week
How to Present Like a Pro

Ron Dietel

American Educational Research Association

Vancouver, Canada – April 15, 2012
Three Presentation Takeaways

LESS is MORE

PRACTICE Makes Perfect

10 TIPS

National Center for Research on Evaluation, Standards, & Student Testing
Tip #1 – How to Reach Any Audience

Audiences

- Policymakers
- Practitioners
- Researchers
- Parents

Mom: the All Audience
Tip #2 – How to Get Attention

• Ask a question
• Personal or local anecdote
• Provocative fact or visual
• Have audience “do” something
Tip #3 – How to Stay on Time

• Limit background information
• 1-2 research questions
• Edit, edit, edit
Tip #4 – How to Speak Effectively

• Audible
• Voice Variation
Tip #5 – How to Dress for Success
Tip #6 – How to Use Non-Verbal Skills

• Eye-contact
• Smile
• Hands
• Movement
Tip # 7 – Important Presentation Ideas

• Make sure technology works
• No excuses
• Slow down
• Bring business cards
• Try something new
Tip #8 – Use 666 Rule to Make Great PowerPoints

• 6 bullets per page
• 6 words per bullet
• 6 information points on graphics
Baegel District Formative Assessment Study: Alignment, Achievement, and Analysis in the 2008/2009 School Year

- Research Questions
  - Are the district’s formative assessments aligned to state and school district content standards?
  - Do the district formative assessments improve learning in mathematics?
  - What is the correlation between performance on the district assessments and performance on the state test?

- Formative assessments that are not aligned to standards are not useful in guiding and informing instruction, Garcia and Wilson, 2008

- Random selection of 400 students who received different types of math instruction (ten lessons each) before taking the district mathematics assessment:
  - Data on mathematics alignment
  - Evidence collected in mathematics formative assessment using different mathematics curricula and instruction
  - Learning experts analysis of data
  - Triangulation of data
Formative Assessment Study

• Research Question -
  ✓ Did the formative assessments improve learning?

• Methods
  ✓ Random selection - treatment and control groups

• Results
  ✓ Treatment group had small achievement gains
Remember the “Mom” Audience

Validity evidence relating to score meaning

- **Structural** – relates to the fidelity of the scoring structure to the structure of the construct. The manner in which tasks are scored results in understanding the actions and processes that combined to create the scores (relates to scales).

- **Generalizability** – reflects degree to which score properties and interpretations to and across populations, settings, tasks, and raters.


- **Consequential** – Appraises value implications of score interpretations as a basis for action. Intended and unintended consequences.
What Reporters Need to Know About Testing

• Formative
  ✓ Informs teacher
  ✓ Low consequences

• Summative
  ✓ Informs many
  ✓ High consequences
Avoid Complex Models & Figures
Growth Models: using two assessments without underlying linkage
6 Information Points

- Content Understanding
- Teamwork & Collaboration
- Problem Solving
- Communication
- Metacognition
Simplify Charts

NAEP Reading Achievement Levels - Grade 4

1992

At Advanced: 6
At Proficient: 22
Below Basic: 38
At Basic: 34

2009

At Advanced: 8
At Proficient: 25
Below Basic: 33
At Basic: 34
NAEP Reading Achievement
Grade 4

1992
34%
At Basic

2009
34%
At Basic
Simplify Graphics

Napoleon Invades Russia - 1812
Simple Animation

LEARNING GOAL

INSTRUCTION

ASSESSMENT

National Center for Research on Evaluation, Standards, & Student Testing
Getting information from a table is like extracting sunlight from a cucumber

19th Century Economics Treatise
# Factor Analysis

## Teacher and Student Reports of Opportunity to Learn

### Score Distribution

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How often did you read literature?</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>2. How often did your teacher read aloud to you?</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>3. How often did you write compositions?</td>
<td>3%</td>
<td>1%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>4. How often did you take notes on your ideas before beginning to write a composition?</td>
<td>11%</td>
<td>1%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>5. How often did you use information from books to support ideas in your compositions?</td>
<td>9%</td>
<td>3%</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>6. How often did you rewrite your compositions to make them better?</td>
<td>6%</td>
<td>1%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>7. How often did your teacher explain how your compositions would be scored?</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
<td>23%</td>
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</table>
## Grade 4 National NAEP Reading Results-Achievement Levels


<table>
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<th>Year</th>
<th>Jurisdiction</th>
<th>Below basic</th>
<th>SE</th>
<th>Basic</th>
<th>SE</th>
<th>Proficient</th>
<th>SE</th>
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<td>(.3)</td>
<td>34</td>
<td>(.3)</td>
<td>25</td>
<td>(.4)</td>
<td>8</td>
<td>(.2)</td>
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<tr>
<td>2007</td>
<td>National</td>
<td>33</td>
<td>(.3)</td>
<td>35</td>
<td>(.3)</td>
<td>24</td>
<td>(.3)</td>
<td>8</td>
<td>(.2)</td>
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<td>National</td>
<td>36</td>
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<td>33</td>
<td>(.3)</td>
<td>23</td>
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<td>36</td>
<td>(.3)</td>
<td>21</td>
<td>(.3)</td>
<td>8</td>
<td>(.1)</td>
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<td>2002</td>
<td>National</td>
<td>36</td>
<td>(.5)</td>
<td>33</td>
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<td>2000</td>
<td>National</td>
<td>36</td>
<td>(1.4)</td>
<td>36</td>
<td>(1.4)</td>
<td>21</td>
<td>(1.1)</td>
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<tr>
<td>2000¹</td>
<td>National</td>
<td>37</td>
<td>(.8)</td>
<td>35</td>
<td>(.8)</td>
<td>21</td>
<td>(.9)</td>
<td>7</td>
<td>(.5)</td>
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<tr>
<td>1998</td>
<td>National</td>
<td>34</td>
<td>(1.2)</td>
<td>33</td>
<td>(1.2)</td>
<td>26</td>
<td>(.9)</td>
<td>7</td>
<td>(.5)</td>
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<tr>
<td>1998¹</td>
<td>National</td>
<td>35</td>
<td>(.9)</td>
<td>33</td>
<td>(.9)</td>
<td>25</td>
<td>(.9)</td>
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<td>(.7)</td>
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<td>National</td>
<td>38</td>
<td>(1.1)</td>
<td>34</td>
<td>(1.1)</td>
<td>22</td>
<td>(1.2)</td>
<td>6</td>
<td>(.6)</td>
</tr>
</tbody>
</table>
How to Make A Table - *if you must*

- Use the least number of possible cells
- Round numbers - two digits maximum
- No decimal points
# NAEP Reading Achievement

## Grade 4

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>1992</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>Basic</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Proficient or Above</td>
<td>28%</td>
<td>33%</td>
</tr>
</tbody>
</table>
More PowerPoint Tips

• One font; minimum size – 18 points
• One minute per slide
• Handouts
• Start early
• Expect naked room; have backup
• Simple template
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• Paul Baker - WCER

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• Sarah Sparks, Education Week
Tip #9 – How to Practice

- Videotape
- Practice at least 3-4 times...
- In office before you leave
- In hotel
- In actual presentation room
- Close to actual presentation time
Tip #10 – How to Finish Like a Pro

- Restate big point
- Avoid “more research” needed
- Encourage action
Remember…the most important how-to’s

LESS is MORE

PRACTICE MAKES PERFECT
Media Tips

1. Make reporter calls a high priority
2. Prepare in advance
3. Listen first, then talk
4. Don’t go beyond your expertise
Media Tips

5. Need more time, take it
6. Use local angle
7. Limits of study; balance
8. On the record
Media Tips - After the Interview

9. Quotes are short; sometimes nothing
10. Practice, practice, practice