

Explicit Instruction Facilitator Network Gathering Four Note Catcher

This note catcher is a structured space to capture essential ideas, strategies, and reflections for future reference and application. Using this resource will promote active participation and should support focused note-taking, enhancing retention of the content.

1.0 Connections

Activity 1.1: Check- In

- If your success this year had a headline, what would it be?

2.0 Practice and Feedback

Purposes of practice

- To gain minimum competency on a skill
- To improve and gain proficiency on a skill
- To gain automaticity on foundation skills needed for higher order skills
- To protect against forgetting
- To improve transfer of skills

Initial and independent practice

Types of practice

- Deliberate
- Retrieval
- Spaced

Feedback

Practice Planning Guide

- Supports collaborative planning
- Clarifies essential components
- Non-evaluative guide
- Encourages intentionality

Activity 2.1: Planning Guide

- Consider the following sentence stems:
 - One part of this planning guide that will be most helpful in my context is...
 - A component of this guide that could most improve student success is...
 - One change I might try in my next coaching cycle using this guide is...
 - One way this document could support my co-planning conversations is...
- Select one sentence to complete and type into the chat
- Read and respond to others

Assignment 2.3: Read, Stop, Respond

- Select and highlight your choice of article
 1. [Retrieval Practice and Transfer of Learning: Fostering students' application of learning](#)
 2. [Ask the Cognitive Scientist: Allocating Student Study Time](#)
 3. [Effective Approaches for Scheduling and Formatting Practice Distributed, Cumulative, and Interleaved Practice](#)
 4. [Fluency Practice Techniques for Building Automaticity in Foundational Knowledge and Skills](#)
 5. [Retrieval Practice for Retention and Transfer](#)
- Pre-plan your stopping points
- Read to pre-determined stopping points, stop, and respond by writing key words, phrases, or sentences representing an important idea or concept
- Repeat, section by section, until finished or until time has concluded

Key Word	Phrase	Sentence

Activity 2.4: Group Discussion:

- Join a breakout room of up to 4 participants to discuss your article
- One person reads their list of key words
 - Other group members place a checkmark on their list if they included the same key word
 - Once the first person has read their list, any words not listed are shared
- Repeat for phrases and sentences
- Use the following dialogue prompts to engage in a discussion
 - What are some things that pop out for you?
 - What are some relationships between the words, phrases, and sentences?
 - What are some connections you are making between this text and your own work?

Activity 2.5: Whole Group Share

- After reading and discussing your article, what stands out to you?
- A point from the article or conversation that stood out to me is...

3.0 Leading Professional Development

High Quality Professional Development ([HQPD](#)) Considerations:

- Preparing for learning
- Contextualizing the content
- Engaging in learning
- Reflecting on learning
- Transferring learning to practice

Activity 3.1: HQPD Reflection:

- How did using the HQPD checklist influence the design or facilitation of your last professional learning experience?
- What evidence did you observe that those changes improved the quality or outcomes of the session?

Professional Development Big Ideas

Big idea 7: Plan for and promote generalization

Activity 3.2: Big Idea #7 Reflection

- One change I would make to a recent PD session, based on Big Idea 7, is...

Big idea 8: Evaluate and adjust future sessions and trainings

Activity 3.3 Big Idea #8 Reflection

- Based on feedback from my participants, one tweak I made was...

4.0 Planning for Professional Learning

Activity 4.1: See Think Wonder:

- Preview the Practice and Feedback slideshow and use this organizer to gather your thoughts

See – Key ideas, facts, or details that stand out	Think – Interpretations, insights, or connections	Wonder – Questions or curiosities that arise

Activity 4.2: Provided Professional Learning Content: Notes

Slide	HQPD Considerations	Adjustments

Assignment 4.3: Breakout Room discussion:

- Do you have any information that you're unsure about? What questions remain?
- Share any adjustments or considerations you would like to make.
- How do you anticipate using these materials?
- Ask for any feedback or suggestions.

Assignment 4.4: Independent Planning

- Work on planning/adjusting the slides for your context and prepare to share:
 - What do you think will go well?
 - What roadblocks do you anticipate?
 - How do you plan to sustain the work?

5.0 Closing

Activity 5.1: Closing Reflection

- What does this video show us about the importance of practice and feedback?
- Respond in the chat
- Read and react to others

URLs Used in Document

Retrieval Practice and Transfer of Learning: Fostering students' application of learning (<https://drive.google.com/file/d/1Y-Hi14VGEMKIDJCazyq3zAlKXp3lgpe8/view>)

Ask the Cognitive Scientist: Allocating Student Study Time

(<https://drive.google.com/file/d/18rqEAvAn4OJabrKv550hWwbEq3LHtg35/view>)

Effective Approaches for Scheduling and Formatting Practice Distributed, Cumulative, and Interleaved Practice (<https://drive.google.com/file/d/15DsUhnf1nvFHwAjj-zT-dxSdqvFvY7H/view>)

Fluency Practice Techniques for Building Automaticity in Foundational Knowledge and Skills (<https://drive.google.com/file/d/15DsUhnf1nvFHwAjj-zT-dxSdqvFvY7H/view>)

Retrieval Practice for Retention and Transfer

(<https://drive.google.com/file/d/15DsUhnf1nvFHwAjj-zT-dxSdqvFvY7H/view>)

HQPD Rubric (<https://www.dropbox.com/scl/fi/mgiftbh13gf7mhhb524lh/HQPD-Checklist.pdf?rlkey=8mkt8ralcclz80wzi2kjinfo08&st=ampizzfh&dl=0>)

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