

## **EI Facilitator Network Gathering One 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 and enhance retention of the content.

### **Explicit Instruction**

*Activity 1.2:* Create an explicit instruction bumper sticker- jot down your slogan!

#### *Definitions of Explicit Instruction:*

1. "Direct and deliberate instruction through continuous teacher-pupil interaction that includes explanation, teacher modeling or example, and multiple opportunities to practice with feedback for students to develop mastery." – Michigan Public Act 146
2. "a systematic method of teaching with an emphasis on proceeding with small steps, checking for understanding, and achieving active and successful participation for all students." – Rosenshine, 1987
3. "a way of teaching where the teacher selects an important objective, specified the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice to help a student achieve mastery" – Kearns, 2018
4. "Explicit teaching is not just the episode within a lesson when information is presented; it involves chunking content into small components, guiding students' initial attempts at working with that content and gradually releasing control into more open activities as students gain mastery. It is a teaching model that progresses from 'I do' to 'we do' to 'you do'." – Boxer, 2019

*Activity 2.1:* Write a 2-3 sentence summary of explicit instruction

Assignment 2.3: Read, Stop, Respond

- Select and **highlight** your choice of article, then type the number into the chat.
  1. [Putting Students on the Path to Learning: The Case for Fully Guided Instruction](#)
  2. [Explicit Instruction as the Essential Tool for Executing the Science of Reading](#)
  3. [Principles of Instruction: Research-Based Strategies that All Teachers Should Know](#)

Key Points	Questions	Applications/Connections

Activity 2.4: Discussion Notes

**Leading Professional Development**

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

*Planning for Professional Learning*

Activity 4.1: Reflect on professional learning content

Slide	HQPDP Considerations	Adjustments

*Assignment 4.3*

What do you think will go well?

What roadblocks do you anticipate?

How do you plan to sustain the work?

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

Clark, R. E., Kirschner, P. A., & Sweller, J. (2012). Putting students on the path to learning: The case for fullyguided instruction. *American Educator*, 36(1), 6-11.  
<https://www.aft.org/sites/default/files/Clark.pdf>

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation Checklist for High-Quality Professional Development [Version 3]. Center for Research on Learning, University of Kansas. <http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>

Hattie, J. (2018). *Visible learning: Feedback*. New York, NY: Routledge.

Michigan Legislature. (2024). \*Public Act 146 of 2024. *Enrolled Senate Bill No. 567*.  
<https://www.legislature.mi.gov/documents/2023-2024/publicact/htm/2024-PA-0146.htm>

Rosenshine, B. (1987). Explicit teaching and teacher training. *Journal of Teacher Education*, 38(3), 34-36.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.