

## EI Facilitator Network Gathering Three 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.

### ***Intended Outcome:***

#### 1.0 Connections

*Activity 1.1: Vocabulary Game Changer:*

#### 2.0 Explicit Vocabulary

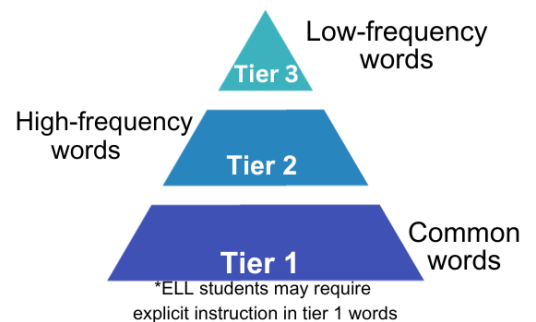
- By the end of high school, college-ready students must acquire about 80,000 words (Hirsh, 2003)
- Teaching Word meaning significantly improved children's vocabulary knowledge as well as improving their comprehension of texts containing the taught words (Stahl and Fairbanks, 1986)
- Direct vocabulary instruction has an impressive track record of improving students' background, knowledge and comprehension of academic content (Marzano, 2001)
- Hattie effect size for vocabulary programs: .67

#### Word Selection Criteria

- A limited number of words
- Words that are unknown
- Words that are critical to understanding the passage
- Words that can be used in the future
- Difficult words that need interpretation
- Words that have word relatives
- Words that contain meaningful parts and generalize to other vocabulary terms

#### Vocabulary Routine: IPIC


- Introduce the Word
- Provide a Student-Friendly Explanation
- Illustrate with Examples
- Check for Understanding



## Explicit Vocabulary Observation Tool

- Non-evaluative data collection
- Broken into two observable areas
- Can be used flexibly

*Activity 2.1:* Observation form:  
How could you use this tool to support the educators you are training?



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### Explicit Vocabulary Instruction Observation Guide

This checklist helps principals and coaches monitor and support effective vocabulary instruction across schools, building their knowledge and guiding school-wide professional development to ensure consistency in classrooms.

**Explicit Vocabulary Instruction Observation Checklist**

Mark a check in the column for each indicator observed during the brief visit. Visits should typically last between 5 to 15 minutes, with an emphasis on frequency rather than duration. Use the provided space for any notes or reflections that can guide follow-up discussions with the teacher. This tool is not intended for teacher evaluation but serves as a foundation for constructive conversations between school leaders and teachers, helping to identify coaching and professional development needs to enhance instruction. Teachers should receive a copy of the tool, and school leaders should provide an overview of both the tool and its purpose before its use.

**Characteristics of Effective Vocabulary Instruction**

Visits	Indicators	Notes on Teacher Instruction	Notes on Student Learning
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Instruction is clear and unambiguous		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Instruction involves presentation of word meanings and contextual examples		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Multiple exposures to the word are provided		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sufficient instructional time is devoted to vocabulary instruction		

### Assignment 2.3: Read, Stop, Respond

1. Select and **highlight** your choice of article.

1. How Knowledge Powers Reading
2. Reading Comprehension Requires Knowledge - of Words and the World: starting on page 14 of the article, on pages 4-11 of the document
3. How Knowledge Helps: It Speeds and Strengthens Reading Comprehension, Learning-and Thinking
4. Rethinking How to Promote Reading Comprehension: consider starting on page 8 at The Role of Knowledge
5. The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom

2. Pre-plan your stopping points.

3. Read to pre-determined stopping points, stop, and respond by writing the “gist” of the section. Make connections to current practices and/or consider potential adjustments to implement in your context. Repeat, section by section, until finished or until time has concluded.

**Gist Routine:** name the who or what, identify the most important information, write the main idea in your own words in a sentence that makes sense (up to 15 words).

Section	Gist Statements	Connection to current practices and/or potential adjustments to implement

### Activity 2.4: Group Discussion:

- Join a breakout room of up to 4 participants to discuss your article. Assign a number to each participant in the group. Person 1 shares first, person 2 shares second, and so on.
- Each person shares their response to Question 1. Then each person shares their response to Question 2. If time allows, also share something you heard from someone else that resonated with you.
- Questions:
  1. How does this article reinforce, refine, or challenge current practices in your setting?
  2. What routines or structures could you adjust or implement to better reflect the ideas in the article?

**Activity 2.5: Key Insight:** What is one key insight or takeaway from your article or discussion that you think is most important for others to hear?

## 3.0 Leading 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?

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	
The Observation Checklist for High-Quality Professional Development - Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the inclusion of evidence-based adult learning indicators within professional development. These data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development. Furthermore, the indicators can be used as guidance when designing or revising professional development. The tool represents a compilation of indicators, identified through a review of relevant research and more than fifteen years of experience evaluating professional development, that promote learning and implementation of evidence-based practices.	
<b>Preparing for Learning</b>	
1.	Prior to the professional development, provides learning objectives addressing the critical concepts.
2.	Prepares participants to engage in the content by assigning activities in advance.
3.	Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.
4.	Establishes credibility by communicating content expertise and/or experience.
<b>Contextualizing the Content</b>	
5.	Illustrates alignment between the content and participants' organizational standards, goals, or priorities.
6.	Summarizes the evidence base for the content, including providing references or links.
7.	Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being).
8.	Provides model examples of the content in practice, connected to participants' content.
<b>Engaging in Learning</b>	
9.	Builds on or relates to participants' prior learning.
10.	Engages participants in higher-order thinking to learn each critical concept.
11.	Prompts each participant to relate the content to their context.
12.	Facilitates opportunities for participants to collaborate related to the critical concepts.
13.	Facilitates opportunities for each participant to practice applying the critical concepts.
<b>Reflecting on Learning</b>	
14.	Provides constructive feedback within practice opportunities to promote the acquisition of skills.
15.	Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.
16.	Facilitates opportunities for participants to reflect on how learning will influence their practice.
17.	Establishes a process for participants' continued reflection on implementation and impact.
<b>Transferring Learning to Practice</b>	
18.	Outlines criteria that illustrate a successful transfer of the critical concepts to practice.
19.	Ensures that participants leave with detailed action steps to apply their learning.
20.	Provides resources and individual assistance for continued learning.
21.	Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.

### Professional Development Big Ideas

- Big idea 5: Present in an engaging manner
- Big idea 6: Promote positive participant behavior

**Activity 3.2: Reflecting on Dr. Archer's Professional Development Big Ideas 5 and 6:** What resonates most in terms of delivering professional learning to educators?

## 4.0 Planning for Professional Learning

*Activity 4.1:* See Think Wonder: Preview the [Explicit Vocabulary Instruction 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:* Work on planning/adjusting the slides for your context and prepare to discuss:

- 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: [YouTube Short: Fear the Word "Lemon"](#)

- Imagine each lemon is a new text with unfamiliar background knowledge and vocabulary. How might it feel for a student to walk into class and face this again and again?
- What emotions might build over time?
- How does this apply to pre-teaching vocabulary before reading a text?

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