

EI Facilitator Network Gathering Two 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.

Intended Outcome:

1.0 Connections

Activity 1.1: Check In: Mic Drop! I have effectively applied instruction strategies when:


2.0 Active Participation

Active participation supports learners of all ages by offering multiple ways for students to connect with content, which increases engagement and improves retention.

- Everyone does everything
 - Involve all students
- If you expect it, pre-correct it
 - Be structured
- Many responses. Many Responders.
 - Offer multiple ways to respond: verbal, written, and action

Activity 2.1: Observation and Data Collection Tool:

How could you use this tool to support the educators you are training?



Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2025 – Version 1.0

Active Participation Observation and Data Collection

This document can be used to support the fidelity of implementation of active participation strategies in the classroom. You may choose to collect data on all areas of active participation or focus only on a predetermined goal(s).

Teacher observed:
Date of observation:
Start / End time of observation:
Content area:

Teacher requires frequent responses: Tally the types of responses requested by the teacher during the observed lesson.

- 3-5/minute for simple responses
- 1/minute for more complex responses
- 1/10-30 minutes for very complex responses

	Simple Responses	Complex Responses	Very Complex Responses
Number of responses			

All students are involved: For each overt response requested by the teacher, record the number of students participating during the observed lesson.

All students are involved, circle one & notes:	Tally students involved in each response
No opt-out	1.
Some opt-out	2.
	3.
	4.
	5.

Assignment 2.3: Read, Stop, Respond

1. Select and highlight your choice of article.

1. [The Right Questions, The Right Way](#)
2. [Learning is Not a Spectator Sport](#)
3. [Opportunities to Respond: A Key Component of Effective Instruction](#)
4. [Using Guided Notes to Enhance Instruction for All Students](#)
5. [Enhancing Engagement](#)

2. Read a section, stop, and respond using your choice of the following sentence stems:

1. I now understand...
2. I am surprised by...
3. I am beginning to wonder...
4. I would like to know more about...
5. I can see the connections between...
6. I would like some help with...
7. I'm becoming more confident about...

Repeat, section by section, until finished or until time has concluded.

Section	Response (completed sentence stems)

Activity 2.5: Whip Around or Pass Reflection: In what ways did engaging with the perspectives of your group membership shape or refine your own thinking?

How might listening to peers' perspectives benefit students?

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:

- To what extent did you engage with each component of the checklist during your previous experience?
- As you prepare to use it again, what insights or refinements will guide your approach this time?

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.

Preparing for Learning	
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.
Contextualizing the Content	
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' context.
Engaging in Learning	
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.
Reflecting on Learning	
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.
Transferring Learning to Practice	
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 technical assistance for continued learning.
21.	Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.

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

Professional Development Big Ideas

- Big, big, big, big idea: Staff development practices must = Classroom instructional practices
- Big idea 3: Establish a positive learning environment
 - Organize space & equipment, organize time, and connect with participants.
 - Be intentional when responding to participants' questions, and have a strategy in the case of a difficult question or participant.
- Big idea 4: Carefully structure lessons
 - Opening: Attention, Review, Preview
 - Body: Demonstration, Guided Practice, Check for Understanding
 - Closing: Review, Preview

Activity 3.2: Reflecting on Dr. Archer's big ideas of professional learning: What resonates most in terms of delivering professional learning to educators?

4.0 Planning for Professional Learning

Activity 4.1: Traffic Light Reflection: Preview the Active Participation slideshow and use this organizer to gather your thoughts

Green: Content I am confident about	Yellow: Content to review further	Red: Content that requires a question

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 is still yellow or red?
- 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: How does including musicians and voices from different backgrounds enrich the song and its impact?

How does this apply to the classroom?

Video link: <https://www.youtube.com/watch?v=uWXUWepSak4>

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.