



Explicit Instruction Facilitator Network Network Gathering Three: Explicit Vocabulary Instruction

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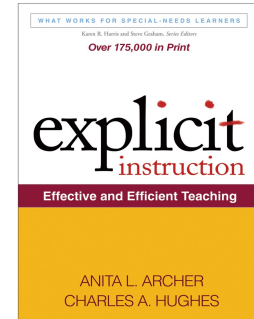
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Acknowledgments

The content for this training day was developed based on the work of:

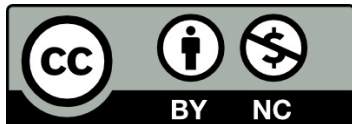
- Drs. Anita Archer & Charles Hughes



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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, reactions, unmute
 - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

- To support the successful implementation of explicit vocabulary instruction practices by:
 - Ensuring strong content knowledge
 - Equipping Network Facilitators with strategies and tools to lead professional learning
 - Empowering Network Facilitators to support the successful transfer of critical concepts to practice

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Intended Outcomes

At the end of this session, I will...

1. Expand my knowledge and understanding of explicit vocabulary instruction
2. Refine my professional development skills for delivering engaging and effective sessions
3. Plan for delivering professional development in my local context

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Agenda

- 1.0 Connections
- 2.0 Explicit Vocabulary
- 3.0 Leading Professional Learning
- 4.0 Planning for Professional Learning
- 5.0 Closing

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1.0 Connections

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Activity 1.1: Check In

Type in the chat:

- Name
- Role
- Share your game-changer:
Tell us a vocabulary strategy you, or the educators you support, have used that made a meaningful difference in teaching and learning



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2.0 Explicit Vocabulary

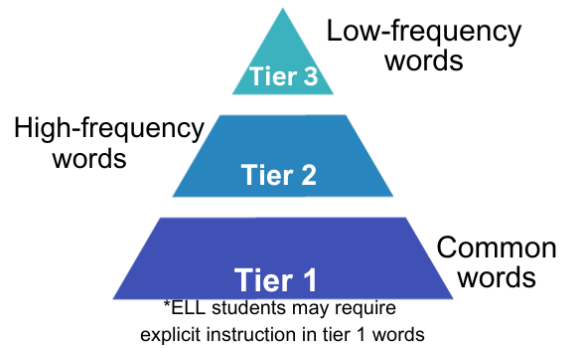
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Explicit Vocabulary in the Classroom

- 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 and comprehension of texts containing the taught words (Stahl & 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

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Vocabulary Tiers



(Hennessy, 2021; Beck et al., 2013)

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Word Selection Criteria Summary

Select...

- 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 that would generalize to other vocabulary terms

(Archer & Hughes, 2011)

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Vocabulary Routine: IPIC

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

(Archer & Hughes, 2011)

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Explicit Vocabulary Observation Tool

- Non-evaluative data collection to support the implementation of explicit vocabulary instruction
- Broken into two observable areas
- Tool can be used flexibly

Explicit Vocabulary Instruction Observation Guide

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


Explicit Vocabulary Instruction Observation Checklist

Make a check in the column for each indicator observed during the brief visit. Visits should typically last between 10-15 minutes, with an emphasis on observing what the teacher does. The provided space for any notes or reflections that do not relate to observations with the teacher. This tool is not intended for teacher evaluation but serves as a foundation for constructive conversations between school leaders and teachers, leading to identify coaching and professional development needs by entrance induction. Teachers should receive a copy of the tool, and school leaders should provide an overview of both the tool and its purpose before the visit.

Validity	Indicator	Notes on Teacher Instruction	Notes on Student Learning
1	Instruction is clear and unambiguous		
2	Instruction involves presentation of word meanings and contextual examples		
3	Multiple exposures to the word are provided		
1	Sufficient instructional time is devoted to vocabulary instruction.		
2			
3			

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Activity 2.1: Observation Tool

How could you use this tool to support the educators you are training?
Type your ideas in the chat.

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Activity 2.2: **Read, Stop, Respond**

- Select one of the articles listed on your note catcher
- Read your article and use the graphic organizer to identify key ideas, make connections to your work, and prepare for the upcoming discussion/activity
- Be prepared to join a small breakout group to discuss your article using the provided questions.


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Article 1: How Knowledge Powers Reading

- Building students' background knowledge is crucial to strengthening their reading comprehension
- Knowledge counts more than skill
- Teachers can enhance knowledge by integrating knowledge-building strategies into instruction
 - Enrich understanding with embedded non-fiction
 - Ask knowledge-based questions
 - Put writing before discussion

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Article 2: Reading Comprehension Requires Knowledge - of Words and the World

- Vocabulary and comprehension are tightly linked, and domain knowledge deepens understanding
- Early word gaps grow over time; both explicit and incidental word learning are essential
- Words are learned incrementally over multiple exposures
- Optimal use of Language Arts time

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Article 3: How Knowledge Helps

The more knowledge students accumulate, the smarter they become

- How knowledge builds more knowledge
- How knowledge helps you think about new information
- How knowledge improves thinking

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Article 4: Rethinking How to Promote Reading Comprehension

- Reading comprehension is complex and not a single skill
- Background knowledge is crucial for comprehension
- The role of background knowledge and comprehension is reciprocal
- Implications for instruction: Integrate knowledge building with literacy
- Implications for assessment: Better align instruction and assessment

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Article 5: The Magic of Words

- A significant vocabulary gap exists between children from high-income and low-income families; early well-designed interventions can close the gap and strengthen future academic success
- Five myths about vocabulary development are challenged
- Effective vocabulary instruction includes combining explicit and implicit teaching
- Research with over 2000 children demonstrates that intentional vocabulary instruction improves vocabulary and comprehension

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Determine the Gist of a Short Text

Gist Routine

1. Name the who or what the paragraph is about
2. Identify the most important information
3. Write the main idea in your own words in a short (using 10 or 15 words), complete sentence that makes sense

Vaughn et al. (2022)

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Assignment 2.3



- Select your focus article
- Pre-plan your stopping points
- Read to pre-determined stopping points
- Stop and reflect
- Write the "gist" and potential connections to your context
- Repeat, section by section, until finished

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



Activity 2.4

- Join a breakout room discussing your article
 - Breakout rooms should include 3-4 participants. If a room already has 4, please join a new room.
 - Assign a number to each person 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.
 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

- What is one key insight or takeaway from your article or discussion that you think is most important for others to hear?
- Share in the chat.



3.0 Leading Professional Learning

High Quality Professional Development

- Preparing for Learning
- Contextualizing the Content
- Engaging in Learning
- Reflecting on Learning
- Transferring Learning to Practice

Gaumer, Noonan, Ault & Brussow, 2012

Observation Checklist for High Quality Professional Development (Version 3)
(HQPD Checklist-3)

May 2008

The Observation Checklist for High Quality Professional Development, Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the extent to which the observed adult learning activities reflect professional development. These data should be incorporated into ongoing feedback and coaching to the observed and provide professional development. Experiences of the subjects can be used as evidence when designing or refining professional development. The tool represents a compilation of indicators, which through a series of related research and action that focus upon or experience including professional development, that promote learning and implementation of evidence-based practice.

Preparing for Learning	
1.	Focus on the professional development provided during sessions addressing the critical concepts.
2.	Prepare participants to engage in the content by assigning activities in advance.
3.	Provide an agenda that outlines the flow of the content and includes beginning times, ending times, and key levels.
4.	Establish an opportunity to discuss professional development and its effectiveness.
Contextualizing the Content	
5.	Illustrates alignment between the content and participant organizational structure, goals, or priorities.
6.	Formulates the evidence base for the content, including providing evidence in time.
7.	Describe the impact of the practice/content on improved outcomes (e.g., student achievement, client satisfaction).
8.	Provides model examples of the content in practice (available to participants) content.
Engaging in Learning	
9.	Builds an air routine to participant prior learning.
10.	Engage participants in higher-order thinking to meet each critical concept.
11.	Provide time opportunities to make connections to their content.
12.	Facilitates opportunities for participants to collaborate related to the critical concepts.
13.	Facilitates opportunities for participants to provide feedback on the critical concepts.
Reflecting on Learning	
14.	Provides opportunities to feedback within practice opportunities to promote the acquisition of skills.
15.	Engage each participant in assessment of knowledge/skill acquisition with immediate feedback.
16.	Facilitates opportunities for participants to reflect on how learning will influence their practice.
17.	Establishes a system for development (available) related to implementation and content.
Transferring Learning to Practice	
18.	Outline criteria that distinguish a successful transfer of the critical concepts to practice.
19.	Engage each participant to assess the extent to which they will apply new learning.
20.	Provides resources and technical assistance for continued learning.
21.	Establishes ongoing, two-way communication (available) to improve the implementation ability of critical concepts.

Gaumer, Noonan, Ault, & Brussow, 2012. Observation Checklist for High Quality Professional Development (Version 3). Center for Research on Learning Strategy of Florida State University. <http://www.crls.org/observational-checklist-for-high-quality-professional-development.pdf>

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Activity 3.1

Reflecting on your previous use of the High-Quality Professional Development Checklist:

- 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?

Share in the chat

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Professional Development Big Ideas

1. Select critical content
2. Prepare effective training materials
3. Establish a positive learning environment
4. Carefully structured sessions
5. Present in an engaging manner
6. Promote positive participant behavior
7. Plan for and promote generalization
8. Evaluate and adjust future sessions and trainings

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Professional Development Big Idea #5

Present content in an engaging manner

Delivery of Instruction:

- Elicit responses (Active Participation)
- Monitor responding
- Provide feedback
- Maintain a perky pace

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Big Idea #5: Active Participation in Professional Learning

Introduction to Participants:

“Given that active participation is essential when promoting learning in all classes, today I am going to use the same practices that I would use if I had the opportunity to teach your students.”

Practices to consider:

- Choral Responses
- Choral Reading
- Cloze Reading
- Simulations
- Written Responses
- Structured Partners

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Active Participation in Professional Learning

Choral Responses

- When answers are short and the same
- Be sure to allow thinking time
- Provide a signal to cue response

Choral Reading

- Indicate the material to be read
- Request that they keep their voices with you

Cloze Reading

- Read, stop, and omit a word
- Participants read omitted word
- Omit words that create meaning

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Active Participation in Professional Learning: Simulations

Simulations

- Group Teach
 - Provide a script with teacher and student wording
 - Participants teach the lesson with you through choral reading
- Partners Teach
 - Provide partners with lesson script
 - One partner teaches another, then reverse roles
 - Partners provide feedback to one another
 - Circulate and provide feedback

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Active Participation in Professional Learning: Written Responses

Written Responses

- Guided notes/Partial notes/Recording personal notes
- Responding to questions
- Brainstorming ideas
- Completing writing frames
- Recording observations
- Response to videos: good practices and missed opportunities
- List of best practices/take ways/bright ideas
- Pre and post quick write

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Active Participation in Professional Learning: Structured Partners

Partners

- Can be a triad
- Ask participants to assign numbers (#1, #2); then verify partner numbers
- Procedures:
 - Partners – First
 - Partners – Review
 - Partners – Teach
 - Partners – Think, Pair, Share
 - Partners – Video Analysis

Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Says answer together T. Monitors responses T. Provides feedback	Partners - First T. Asks a question T. Gives thinking time T. Provides sentence starter S. Share answer with partner T. Randomly calls on student S. Says answer (Stand and Deliver) T. Provides feedback
Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners Recording partner's best ideas T. Circulates and records ideas and names T. Displays ideas and names on screen and shares feedback with class	Partners - Teach T. Indicates which partner is teacher S. Teaches information on graphic organizer or another source OR S. Teaches process or strategy using corrected worked problem
Partners - Review T. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or providing additional information S. Check with notes, text, handout	Partners - Monitor T. Gives directive S. Follows directive T. Asks students to "check your partner" S. Checks partner compliance to directive
Individual - Question First T. Asks a question	Whip Around or Pass (short, varied answers) T. Asks a question

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Active Participation: It's in the Cards

- Give each participant a playing card
- Keep a matched set of cards
- Use of cards:
 - Select a card and call on participant with matching card
 - Create groups based on suit or number
 - Use suit or number to excuse participants to lunch or break



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Active Participation in Professional Learning: Feedback

Teacher Feedback

- Trainer shares correct response or their own observations

Peer Feedback

- Trainer shares ideas collected from participants
- Trainer calls on individuals

Partner Feedback

- Partners share responses

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Big Idea #5: Hints for Delivery of Instruction

- Infuse humor
 - Be present and establish a light climate; do not use prepared jokes or sarcasm
- Be sincere
 - Using a conversational tone, speak about what you believe with a high degree of knowledge and comfort with the material; allow your passion to flow
 - Share something personal that emphasizes your humanity
- Sprinkle with stories
 - Should be true, short, memorable, and illustrate a critical point
- Maintain enthusiasm
 - Over time, the meaning of "enthusiasm" evolved from its Greek roots and became extended to, "rapturous inspiration like that caused by a god"

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Professional Development Big Idea #6

Promote positive participant behavior

- Anticipate and remove
 - Anticipate what might occur and precorrect it before it comes to fruition
- What you expect = What you get
 - Provide clear expectations in non-authoritarian manner
 - Act in concert with expectations

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Big Idea #6: Promote Positive Participant Behavior

- Avoid the void
- Monitor.. Monitor.. and monitor some more
- How you honor = how you will be honored
- Teach with passion
Manage with compassion

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Activity 3.2

- Reflecting on Dr. Archer's professional development big ideas that we looked at today—big ideas five and six—what resonates most with you in terms of delivering professional development to educators?

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4.0 Planning for Professional Learning

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Explicit Vocabulary Instruction Materials

- Access to these materials:
 - Go to Mimtsstac.org
 - Log in
 - Select the Professional Learning tab
 - Select Explicit Instruction Facilitator Network
 - Scroll down to Trainers and Coaches Only, Network Gathering 3

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Activity 4.1: Material Reflection

- Preview the Explicit Vocabulary Instruction slideshow
- Complete the reflection in your note catcher
 - See: Key ideas, facts, or details that stand out
 - Think: Interpretations, insights, or connections
 - Wonder: Questions or curiosities that arise

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

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Activity 4.2


- As we go through the provided professional learning content, reflect with HQPD in mind:
 - What adjustments might need to be made?
 - What additional information or activities will need to be considered?

Slide	HQPD Considerations	Adjustments

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Facilitation of Explicit Vocabulary Instruction Session: Materials



Explicit Instruction
Explicit Vocabulary Instruction

Name _____
Date _____

mimtsstac.org



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Activity 4.3

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

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Assignment 4.4

- Turn off camera and work on adjustment slides/planning for your context.
- Be prepared to discuss
 - What do you think will go well?
 - What roadblocks do you anticipate?
 - How do you plan to sustain the work?

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5.0 Closing

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Closing Review

- Research shows that when given direct vocabulary instruction, students' background knowledge and comprehension of academic content improve
- High-quality professional development includes: Preparing for Learning, Contextualizing the Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning to Practice
- Dr. Archer's big ideas of professional development include: delivering instruction in an engaging manner and intentionally promoting positive participant behavior

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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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Reminders and Questions

- Sign up for a February Check-in
- Complete an Explicit Instruction Facilitator Network Professional Learning Reflection Survey (on the website, under Data Collection) after delivering a session
- Next Network Gathering on 3-17-26: Practice and Feedback
- Testimonials needed!

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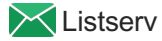


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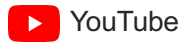
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