MIDDLE SCHOOL MATTERS

INSTITUTE

GEORGE W. BUSH INSTITUTE

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

Vocabulary Maps Observation Checklist

Middle School Matters Institute
An initiative of the George W. Bush Institute in partnership with
The Meadows Center for Preventing Educational Risk

About This Checklist

This feedback form is not meant to aid in the evaluation of teachers. Instead, it is a tool to

a) record research-based practices observed during classroom instruction (or students' independent use or application of those practices),

b) identify practices in need of refinement,

c) guide productive conversations between instructional leaders and teachers, and

d) inform professional development needs.

About the Vocabulary Maps Strategy

Middle School Matters Field Guide: See Reading, Principle 2, Practice 1

Vocabulary Maps Toolkit: https://greatmiddleschools.org/toolkits/reading/vocabulary-maps/

Includes professional development resources, videos, and instructional tools

Explicit Instruction Using Vocabulary Maps:
Observation Checklist

Date: _____   Observer: _____   Teacher/grade: _____

Subject area: _____   Unit of study: _____   Text used: _____

Word Selection

- ☐ Is the word is critical (i.e., conceptually central) for understanding the text or unit of study?
- ☐ Is the word likely unfamiliar to most students (or new in this particular context)?
- ☐ Is the word important for the students to know 5 years from now?

Teacher Practices

- ☐ Displays the graphic organizer
- ☐ Pronounces the word and gives Spanish cognate or translation (as appropriate)
- ☐ Provides a student-friendly definition
- ☐ Asks or tells the students how the visual represents the word
- ☐ Uses the word in two sentences (ideally one sentence is from text students will read)
- ☐ Uses two turn-and-talk prompts to help students make connections between the unit of study and their prior knowledge
- ☐ Instructs students to answer in complete sentences and use the targeted word in their response
- ☐ Monitors student discussion to assess understanding of the word
- ☐ Selects two to three students to share responses with the class
- ☐ Corrects misconceptions or incorrect responses (as needed)

NOTES:

OVERALL LEVEL OF IMPLEMENTATION:

☐ **NO = Not Observed**
Practice is applicable to the instruction delivered during the observation but was not implemented.

☐ **B = Beginning Implementation**
Practice is implemented with limited fidelity, but can be enhanced with targeted professional development, coaching, and/or additional practice implementing.

☐ **P = Partial Implementation**
Practice is implemented with some fidelity. Additional support or practice may be needed.

☐ **F= Full Implementation**
Practice is implemented with fidelity and may serve as a model for other teachers.

RECOMMENDED NEXT STEPS: