TEACHER SELF-ASSESSMENT: USING VOCABULARY STRATEGIES

Purpose	Reading specialists and language arts coordinators can use this tool to help teachers reflect on ways that they embed vocabulary instruction into content area lessons. In addition, teachers can conduct a self-assessment to think about current practices and generate ideas for incorporating vocabulary strategies into content lessons.
Materials	*Content Area Vocabulary: Activities Packet*
	Middle School Math: Vocabulary Building Lesson and Related Materials
Media	*Explicit Vocabulary Teaching Strategies,* interview with Mary Beth Curtis, Harvard University (7:43)
	Greek Myths: Understanding Word Roots and Meanings, multimedia presentation with teacher from Pocomoke Middle School (4:32)
	Building Vocabulary in Middle School Math Class, multimedia presentation with teacher from KIPP San Francisco Bay Academy (5:52)
	This tool and related media and materials are located in the Doing What Works Library (https://dwwlibrary.wested.org/). For assistance, contact dww@wested.org.
Topic	Adolescent Literacy
Practice	Vocabulary Instruction

DOINGWHATWORKS

Teacher Self-Assessment: Using Vocabulary Strategies

Teacher reflects on a recently completed content lesson, notes level of satisfaction with vocabulary components and strategies, and suggests ideas for improvement.

Embedded Vocabulary Instruction Components	Very satisfied	Somewhat satisfied	Not satisfied	Ideas for Improvement
Planning lessons				
1. Includes vocabulary goals				
2. Embeds explicit vocabulary strategies in lesson				
3. Allots adequate time to teach vocabulary				
Selecting words				
1. Identifies new words from text				
2. Includes relevant words from schoolwide list				
Using explicit strategies				
1. Reviews words learned from previous lessons				
2. Introduces and provides clear explanation of new words				
3. Builds on students' prior knowledge				

Embedded Vocabulary Instruction Components	Very satisfied	Somewhat satisfied	Not satisfied	Ideas for Improvement
4. Provides repeated exposure to new words				
5. Uses multiple and varied contexts to teach vocabulary				
Scaffolding Independent Strategies				
1. Helps students develop strategies for independent learning				
2. Models strategies for defining word meanings (e.g., context cues, word structure, and component analysis)				
3. Provides reference materials, such as computer software and textbook glossaries				
Providing practice opportunities				
1. Provides in-class time and opportunities for independent practice of strategies				
2. Extends practice through follow up activities, such as computer-based experiences and homework assignments				

Embedded Vocabulary Instruction Components	Very satisfied	Somewhat satisfied	Not satisfied	Ideas for Improvement
Assessing learning				
1. Encourages multiple ways for students to show understanding				
2. Monitors student learning through frequent checks throughout lesson				
3. Conducts formal assessment to document student understanding				