

Vocabulary Learning Walk Tool

The Improving Vocabulary Learning Walk Tool is a companion for the [Vocabulary Lesson Components](#) and is intended to support the teaching and learning shifts educators make to provide an equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use this learning walk tool to identify trends at the classroom, school, and district levels. Consider this tool a starting place for understanding students' opportunities to learn.

Educator:

Colleague:

Date:

Time:

Lesson Structure:

Whole group

Small group

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
Alignment	Words align to text Words are of appropriate difficulty.	Words reflect student comprehension needs.
Materials	Effective Engaging Equitable Materials reflect grade-level standards. Materials are easily accessible.	Words targeted: Aligned text title: Lesson includes opportunities to practice the newly introduced words.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Vocabulary review minutes	Target words practiced: Words are shown to students. Pacing is brisk and engaging. Educator uses all-student response methods. Educator gives positive, corrective feedback.	All students are invited to actively respond to each word.
New word introduction minutes	Target word(s) introduced: Words are shown to students. Spelling and pronunciation are connected. Student-friendly definitions are used. Educator highlights students' various funds of knowledge. Students have multiple exposures for each word.	All students are invited to actively respond.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<p>Active engagement</p> <p>minutes</p>	<p>Educator connects the word to the context of the text.</p> <p>Educator includes opportunities for oral responses, including the use of each of the target word(s).</p> <p>Educator gives prompt, targeted feedback.</p> <p>Educator provide multiple examples from various contexts for each of the target word(s).</p>	<p>All students are invited to actively respond.</p>
<p>Reflections on teaching and learning</p>		

Additional notes

Learning walks are intended to be educative, NOT evaluative.

What questions do you have about what you observed in the lesson?

How might you share your observations and insights on this lesson during a coaching conversation?

Keep

Start

Stop



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