

Concept Mastery Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

Teacher: _____

Coach: _____

School: _____

Subject: _____

Date: _____

Concept: _____

Full Session ____ or Partial Session ____

Length of Session _____

OVERALL the teacher...

Ensured all students writing on their diagrams
Kept a lively pace
Involved a large majority of students

Comments:

CUE the teacher...

Named the Concept Diagram or the Concept
Mastery Routine
Explained how it will help students
Handed out blank Concept Diagrams
Explained expectations

Comments:

DO STEP 1: Convey the concept teacher...

Specified the concept to be learned
Wrote the concept in Section 1

Comments:

DO STEP 2: Offer the overall concept name the teacher...

Elicited the Overall Concept from students
Wrote the Overall Concept in Section 2

Comments:

DO STEP 3: Note key words the teacher...

Elicited words that students associate with concept
Contributed and wrote a few key words
Used the list to involve students in identifying
characteristics and examples
Used symbols to designate characteristics and
examples within the list

Comments:

DO STEP 4: Classify the characteristics the teacher...

With students listed characteristics as *always*,
sometimes, or *never* characteristics
Elicited additional characteristics from the students
Added characteristics as needed
Wrote characteristics under the appropriate
headings

Comments:

DO STEP 5: Explore examples the teacher...

Elicited examples of the concept from the students
(in key words list or students' other knowledge)
Wrote examples in the example ovals in Section 5
Elicited non-examples of the concept from the
students (from key words list or students' other
knowledge)
Wrote the non-examples in the example ovals

Prompted the students through the process of
checking the characteristics of at least one
example and one non-example

Comments:

DO STEP 6: Practice with a new example(s) the teacher...

Wrote a potential example/non-example in the
"testing ground" in Section 6
Asked students to check the characteristics in the
"testing ground" term in groups or individually
Elicited final decisions from the students
Wrote example/non-example in appropriate oval

Comments:

DO STEP 7: Tie down a definition the teacher...

Elicited a definition from the students that contains
the name of the concept, the name of the overall
concept, and all of the always characteristics
Wrote the definition in complete sentences

Comments:

REVIEW the teacher...

Asked questions related to the information written
on the Concept Diagram
Asked questions to review the process of creating
a Concept Diagram
Asked questions to review how the students will
use their Concept Diagram

Comments: