**Key Vocabulary Implementation Progress Survey**

1.When did you receive your initial training for The Key Vocabulary Routine?

\_\_\_\_ less than 6 months ago

\_\_\_\_ 6 to 12 months ago

\_\_\_\_ more than a year ago

2. Please indicate your level of agreement/disagreement with the following statements about The Key Comprehension Routine (i.e., previewing, categorizing, semantic mapping, semantic feature analysis, scaling, selecting words to teach in-depth, Frayer/Concept Definition Map/Two-Column Notes templates, user-friendly definitions, use of context, use of word parts).

 **Disagree Neutral Agree**

I understand how and why Key Vocabulary is being used in my school/district 0% ---- 50% -----100%

I am aware of the resources/processes available to make Key Vocabulary a success in my school/district 0% ---- 50% -----100%

I have been given the necessary training to apply Key Vocabulary strategies to my teaching 0% ---- 50% -----100%

I understand district/school expectations about applying Key Vocabulary strategies in my teaching 0% ---- 50% -----100%

I possess the knowledge and skills I need to apply Key Vocabulary strategies to my teaching 0% ---- 50% -----100%

I have the time necessary to apply Key Vocabulary strategies to my teaching 0% ---- 50% -----100%

I actively use Key Vocabulary strategies in my teaching 0% ---- 50% -----100%

I understand Key Vocabulary strategies well enough to explain them to others 0% ---- 50% -----100%

3. Please indicate the % of time with which you teach the following Key Vocabulary skills/strategies.

(Rarely ‐ 0‐10%, Seldom = 11‐40%, Sometimes = 41‐60%, Usually = 61‐90%, Frequently = 91‐ 100%)

 I preview unfamiliar vocabulary before students read. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I ask student to sue a Word Knowledge Checklist to identify how well they know essential vocabulary prior to reading. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I ask students to categorize vocabulary as a way for them to make connections between words. \_\_ R \_\_Sel \_\_Som \_\_U \_\_

I use the technique known as semantic mapping to teach vocabulary. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I use the technique known as semantic feature analysis to teach vocabulary. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I use a set of criteria for selecting the most important content vocabulary words to teach in-depth. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I use a template or graphic organizer (such as Frayer.Four Square, Two-Column Notes, or Concept Definition Map) to teach words.

 \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I provide explicit instruction and practice for how the context might be used to determine the meaning of a word. \_\_ R \_\_Sel \_\_Som \_\_U \_\_F

I provide explicit instruction and practice for how to use word parts (roots, suffixes, prefixes) to determine the meaning of a word.

\_\_ R \_\_Sel \_\_Som \_\_U \_\_F

4. Please rate the following statements about The Key Comprehension Routine:

**Disagree Neutral Agree**

The strategies are practical and readily applicable. 0% ---- 50% -----100%

The skills and strategies are easy for students to use. 0% ---- 50% -----100%

Using the routine enhances my ability to teach vocabulary. 0% ---- 50% -----100%

The routine works well with various subjects and grades. 0% ---- 50% -----100%

Using the skills and strategies helps students better learn vocabulary and comprehend my content. 0% ---- 50% -----100%

5. What has contributed to your overall effective use of The Key Comprehension Routine? Check all that apply

\_\_\_\_ follow up PD provided by Keys to Literacy trainers

\_\_\_\_ support from building-based peer coaches

\_\_\_\_ ability to share ideas with peers

\_\_\_\_ support from administrators

\_\_\_\_ clear expectations from administrators related to use

\_\_\_\_ support provided by Keys to Literacy over extended period of time

\_\_\_\_ Keys to Literacy books and other support materials

\_\_\_\_ widespread use of the routine within your school district

\_\_\_\_ other:

6. Is there anything else you would like to say about The Key Vocabulary Routine?