

Thinking Maps Classroom Observation Checklist

Teacher: _____ Room Number: _____ Grade: _____ Observer: _____

Date: _____ Beginning Time: _____ Ending Time: _____ Subject: _____

Teacher Behaviors	Observed	Not Observed	Comments
The Thinking Maps templates that the teachers and students are using are posted in the classroom and can be seen by all students. (Students can have Thinking Maps Reference Sheets also.)			
There is evidence that Thinking Maps were used for direct instruction.			
Students' work is displayed on Thinking Maps inside or outside of the classroom.			
There is evidence of use of the following Thinking Maps:			
• Circle Map (Defining in Context)			
• Bubble Map (Describing)			
• Double Bubble Map (Comparing & Contrasting)			
• Tree Map (Classifying)			
• Brace Map (Whole-to-Part Relationships)			
• Flow Map (Sequencing)			
• Multi-Flow Map (Cause and Effect)			
• Bridge Map (Analogous Relationships)			
Instead of completing worksheets, the teacher has created content-specific activities or performance tasks for students to use Thinking Maps.			
The Thinking Maps are used to clarify content misconceptions.			
Student Behaviors	Observed	Not Observed	Comments
Students can explain why they are using all or some of the Thinking Maps.			
• Circle Map (Defining in Context)			
• Bubble Map (Describing)			
• Double Bubble Map (Comparing & Contrasting)			
• Tree Map (Classifying)			
• Brace Map (Whole-to-Part Relationships)			
• Flow Map (Sequencing)			
• Multi-Flow Map (Cause and Effect)			
• Bridge Map (Analogous Relationships)			



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Student Behaviors	Observed	Not Observed	Comments
Students recognize the maps as teacher applies them in new situations.			
Students identify the appropriate Thinking Maps in response to prompts and/or questions.			
Students can independently choose which Thinking Map is needed for assignment(s) or performance task(s).			
Students know how to use the maps for certain stages of the writing process:			
<ul style="list-style-type: none"> • Brainstorming 			
<ul style="list-style-type: none"> • Classifying 			
<ul style="list-style-type: none"> • Elaborating supporting details 			
<ul style="list-style-type: none"> • Organizing ideas coherently 			
Students are working in pairs and/or small groups to use the Thinking Maps more independently.			
Students know how to use a variety of maps to show what they understand in several content areas.			
The assignment that students complete with Thinking Maps is appropriately rigorous.			
Students use Thinking Maps to reflect on course content.			
Overall Comments from Observer:			



Thinking Maps Classroom Observation Checklist Summary Sheet

Grade Observed: _____ Observer: _____ Date: _____

Beginning Time: _____ Ending Time: _____ Subject(s) Observed: _____

Teacher Behaviors	Number of times the behavior was Observed	Evidence/ Commendations/ Recommendations
The Thinking Maps Templates that the teachers and students are using are posted in the classroom and can be seen by all students. (Students can have Thinking Maps Reference Sheets also.)		
There is evidence that Thinking Maps were used for direct instruction.		
Students' work is displayed on Thinking Maps inside and outside of the classroom.		
There is evidence of the following Thinking Maps:		
• Circle Map (Defining in Context)		
• Bubble Map (Describing)		
• Double Bubble Map (Comparing & Contrasting)		
• Tree Map (Classifying)		
• Brace Map (Whole-to-Part Relationships)		
• Flow Map (Sequencing)		
• Multi-Flow Map (Cause and Effect)		
• Bridge Map (Analogous Relationships)		
Instead of completing worksheets, the teacher has created content-specific activities or performance tasks for students to use Thinking Maps.		
Student Behaviors	Number of times the behavior was Observed	Evidence/Commendations / Recommendations
Students can explain why they are using all or some of the Thinking Maps.		
• Circle Map (Defining in Context)		
• Bubble Map (Describing)		
• Double Bubble Map (Comparing & Contrasting)		
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Beginning Time: _____ Ending Time: _____ Subject(s) Observed: _____

Student Behaviors	Number of times the behavior was Observed	Evidence/ Commendations/ Recommendations
Students recognize the maps as teacher applies them in new situations.		
Students identify the appropriate Thinking Maps in response to prompts and/or questions.		
Students can independently choose which Thinking Map is needed for assignment(s) or performance task(s).		
Students know how to use the maps for the stages of the writing process:		
<ul style="list-style-type: none"> • Brainstorming 		
<ul style="list-style-type: none"> • Classifying 		
<ul style="list-style-type: none"> • Elaborating supporting details 		
<ul style="list-style-type: none"> • Organizing ideas coherently 		
Students are working in pairs and/or small groups to use the maps more independently.		
Students know how to use a variety of maps to show what they understand in several content areas.		
The assignment that students complete with Thinking Maps is appropriately rigorous.		
Students use Thinking Maps to reflect on course content.		

