Bloom's Taxonomy for Professional Development

Based on the revised version,[1] this Bloom's Taxonomy for Professional Development[2] lists sample questions for teachers at each of the six levels. A seventh is added in order to reflect *values* benchmarks you may be working toward. The levels are listed from surface to deep.

remembering	*Last week we discussed ___. Which of those ideas has stayed in your mind as worth trying out?*
understanding	*What do you know about the students in that class and how they might respond to that idea?*
applying	*What happened when you did try it out?*
analyzing	*Thinking of what you tried today, how would you describe: a) the students' participation, b) the suitability of the resources you prepared, and c) the timing?*
evaluating	*Overall how would you asses the value of this idea in your class with your students?*
creating	*Based on what happened in the classroom, your analysis and evaluation today, and how that fits with what you learned in your initial teacher training, how would you devise your own version of the idea for use in a future class?*
values	*How could you use an idea like the one you tried to encourage respect for individuals or cultures (or another agreed upon value)?*

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[1] David R. Krathwohl, "A Revision of Bloom's Taxonomy: An Overview," *Theory into Practice* 41, no. 4 (2002), doi: 10.15730/books.97.

[2] This chart is adapted from Melissa K. Smith and Marilyn Lewis, *Supporting the Professional Development of English Language Teachers: Facilitative Mentoring*, (New York: Routledge, forthcoming).