

Teacher Evaluation

Tool Kit Resources

August 2007

Teacher Evaluation Tool Kit Resources

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Teacher Observation Record Using Bloom's Taxonomy

Observer: _____

Teacher: _____ Class: _____ Date: _____ Period: _____
Start Time: _____ Finish Time: _____ Total Time Observing: _____ Observation #: _____
Objective: _____
Teacher behavior to be monitored (refer to back of form for suggestions): <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>

Time	Question (or Activity)	Blooms Taxonomy	Wait time

Bloom's Taxonomy: K is Knowledge
 C is Comprehension
 Ap is Application
 An is Analysis
 S is Synthesis
 E is Evaluation

Video Observation Protocol

1. The day before the observation the teacher informs students that the class will be videotaped in order to provide feedback to him/her on the classroom environment and explains that the class will be run “business as usual.”
2. The administrator videos 30 to 45 minutes of the class session at a time that has been mutually agreed upon by the teacher and administrator.
3. The administrator gives the video to the teacher to observe and sets a post conference date or if mutually agreed upon the teacher and administrator observe the video together and debrief (post conference) at that time.
4. The video is then re-used for future observations. Video records are not kept by administration. However, if the teacher would like to make a copy he/she may do so. Also if the teacher would like the administrator to use the teacher’s video, so that the teacher has a copy of his/her lesson, then the teacher will provide a personal video prior to the observation for the administrator to use for recording purposes.

Video Post Conference Discussion Points

(Ideas for this taken from National Board Analysis of Video Recording information)

This observation focuses on the teacher’s description and analysis of the learning experience shown in the video recording.

1. What occurred (immediately prior to and has or will occur after the video segment (that is important to know in order to understand and interpret the video segment)?
2. What were the specific objectives for the learning experience featured on the video recording? Explain how these related to your objectives for the unit.
3. What evidence of inquiry, intellectual engagement, discussion, and content is demonstrated in your video recording?

Make Your Day Self-Assessment

5-Almost Always, 3-Sometimes, 1-Seldom

Establishing MYD in Your Area – Do I:

- | | | | |
|---|---|---|---|
| 1 | 3 | 5 | Display the school rule and/or post expectations? |
| 1 | 3 | 5 | Have a points roster (chart) for student viewing? |
| 1 | 3 | 5 | Have a Special Area point sheet available that travels with the class (K-5 only)? |
| 1 | 3 | 5 | Use MYD language? |

Setting Expectation: (pg. 24 in Make Your Day manual)

- | | | | |
|---|---|---|---|
| 1 | 3 | 5 | Does my class follow established common area expectations (K-5 only)? |
| 1 | 3 | 5 | Do I state/restate expectations clearly using MYD language? (i.e. “In order to earn points, . . . “ - “You will be doing what is expected if . . .”). |

Steps Process – Do I: (pgs 7-22 in manual)

- | | | | |
|---|---|---|---|
| 1 | 3 | 5 | Avoid cueing? (Use Step 1 as the warning) |
| 1 | 3 | 5 | Privately give students permission to go to steps by going to the student or calling the student to me? |
| 1 | 3 | 5 | Use a quiet voice? |
| 1 | 3 | 5 | Avoid eye contact until Step 3? |
| 1 | 3 | 5 | Avoid touching? |
| 1 | 3 | 5 | Do I deliver the step information and immediately move away to give the student processing time? |

Steps Process (continued) Do I:

- | | | | |
|---|---|---|---|
| 1 | 3 | 5 | Use steps in various areas within my classroom to avoid a negative connotation associated with steps? |
| 1 | 3 | 5 | Leave students on steps less than 5 minutes? |
| 1 | 3 | 5 | Follow Step 3 procedures? |
| 1 | 3 | 5 | Follow Step 4 procedures? (2 nd pair of eyes, paper trail, etc.) |

Points/Concerns Process – Do I: (pgs. 23-42 in manual)

Use the following elements during each point/class period?

- 1 3 5 Opening – Stating academic/behavioral expectations
- 1 3 5 Body – Teaching, Learning, Instructional Time
- 1 3 5 Closing – Approximately 5 minutes before points, expectations restated and students asked to reflect on their efforts.
- 1 3 5 Points – Points materials only on desk, focus on point/concerns activity i.e. – “points posture”

Facilitate points/concerns including the following items?

- 1 3 5 Students given reflection time
- 1 3 5 Students actively involved in process
- 1 3 5 Teacher actively involved in process
- 1 3 5 Teacher name at top of list
- 1 3 5 List called name by name
- 1 3 5 Teacher and students validate points earned **and** not earned (pg. 26 in Make Your Day Manual)
- 1 3 5 Concerns – names called one by one
- 1 3 5 Correct format followed
- 1 3 5 Concerns are offered in a helping tone
- 1 3 5 Students are allowed to choose points they accept after concerns
- 1 3 5 Highest remaining points are averaged (Teacher is not assigning)

Kudos (what am I doing well?): _____

Something on which to focus: _____

Teacher Observation Record

Observer: _____

Teacher: _____ Class: _____ Date: _____ Period: _____

Start Time: _____ Finish Time: _____ Total Time Observing: _____ Observation #: _____

Objective: _____

Teacher behavior to be monitored (refer to back of form for suggestions):

Instructional Skill	Below	Meets	Exceeds	Not Observed	Comment
1.1 Teacher implements and differentiates rigorous and developmentally appropriate curriculum and demonstrates ethnic, gender, cultural, and socioeconomic understandings					
1.2 Teacher designs lessons that provide students with varied and appropriate levels of thinking and doing.					
1.3 Teacher integrates technology when appropriate into instruction and assessment					
1.4 Teacher advises and involves students in assessing their progress toward the required District and State learning targets through the use of student achievement and performance data.			n/a		
1.5 Teacher helps prepare students to become active participants in a democratic society by providing opportunities to participate and work together as members of a team					

Use of Instructional Strategies	Check if Evident	Comment
Clear Communication of Learning Goals		
Active Thinking Strategies (prior knowledge, questioning, inference, determining importance, sensory imagery, synthesizing, monitoring meaning to assist with comprehension and conceptual understanding)		
Question Stems (Use of WASL question stem cards in class discussions, assignments, and assessments)		
What do you Observe? What do you notice? (compare and contrast, charts and graphs, scientific process)		
Student Discourse (Teacher facilitates students discussions, active listening and communicating respectfully with each other)		
Think – Pair – Share (Time to form an answer, share answer with partner prior to a few sharing with the class)		
Justify your answer (prove it) (use of details or ideas to support your answers, specific in number, both oral and written)		
Graphic Organizers (Similar to Venn diagrams, four square, etc)		
Nonlinguistic Representations (Drawing pictures to represent a concept students are learning)		

Learning Environment	Below	Meets	Exceeds	Not Observed	Comment
2.1 Teacher assures safe arrangement, maintenance and access to space, equipment and materials in order to facilitate both individual and group learning in a safe, orderly environment.			2.1.A N/A		
2.2 Teacher demonstrates respect and fair treatment for all students and their individual differences.			2.2.A N/A		
2.3 Teacher establishes classroom expectations and routines to promote learning and appropriate student interaction with peers					

Educational Leadership	Below	Meets	Exceeds	Not Observed	Comment
3.1 Teacher's professional goals, instructional goals and curriculum align with District and building mission, vision, and action plans.					
3.2 Teacher demonstrates professionalism by completing routine tasks in a timely and accurate manner.			3.2.B 3.2.C 3.2.D N/A		
3.3 Teacher meets, communicates, and collaborates with colleagues, building and district teams and administrators in a professional manner.					
3.4 Teacher evaluates his/her own performance through feedback and reflection.					

Scholarship and Professional Responsibilities	Below	Meets	Exceeds	Not Observed	Comment
4.1 Teacher maintains competence and working knowledge of his/her subject area(s).					
4.2 Teacher knows and understands current legal and ethical issues.			N/A		
4.3 Teacher appropriately responds to intra-school communications and obligations.			N/A		

Student, Parent, Community Communication	Below	Meets	Exceeds	Not Observed	Comment
5.1 Teacher communicates with students and parents and represents a professional image of the school and the district to the community			5.1.A 5.1.D N/A		

Additional Comments:

Suggested Teacher Behaviors to be monitored: *(there are many more you may choose)*

• Classroom procedures	• Independent practice	• Use of Student portfolios
• Objectives	• Review	• Anticipatory set
• Lesson Delivery	• Summary	• Listening
• Questions	• Closure	• Modeling
• Interaction	• Time on task	• Check for understanding
• Behavior management	• Positive reinforcement	• Communication
• Guided practice	• Transitions	• Expectations
• Proximity	• Dealing with interruptions	• Addressing ELL needs (if applicable)
• Praise	• Use of Technology	• Knowing students
• Assessment	• Organization	• Calling on all students

EVALUATION RUBRIC GLOSSARY/DEFINITIONS

CRITERION 1: INSTRUCTIONAL SKILL

1.1.A Differentiates Instruction — This means that the teacher adjusts the pace and complexity of the instruction in response to varying learner needs. Teachers can vary content, process or products based on students' readiness, interests or learning profiles. Examples of strategies used to differentiate instruction include (but are not limited to): compacting, tiered assignments, flexible grouping, learning contracts, open-ended assignments, rubrics and varying levels of questioning, etc.

1.1.B Rigorous — This means that instruction moves from memorization of facts and information to increasingly complex tasks with multiple levels of meaning that are contextually embedded. It does not mean more work for you or your students, but rather more complex work and/or thinking. See 1.2.A Bloom's Taxonomy.

1.1.B Developmentally Appropriate — The curriculum and instruction is appropriate for the age, maturity, gender and ethnicity of the students.

1.1.D Integrates Understandings — This refers to bias in the instructional materials and/or resources the teacher selects; what kind of project materials and outside resources you use, appropriate and sensitive delivery of curriculum, what kinds of posters you display, etc.

1.2.A Bloom's Taxonomy — Bloom's Taxonomy divides educational objectives into three domains: Affective, Psychomotor, and Cognitive.

1. Affective

Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings.

There are five levels in the affective domain moving through the lowest order processes to the highest:

- **Receiving** — The lowest level; the student passively pays attention. Without this level no learning can occur.
- **Responding** — The student actively participates in the learning process, not only attends to a stimulus, but also reacts in some way.
- **Valuing** — The student attaches a value to an object, phenomenon, or piece of information.

- **Organizing** — The student puts together different values, information, and ideas and also accommodates them within his/her own schema; comparing, relating and elaborating on what has been learned.
- **Characterizing** — The student has held a particular value or belief that now exerts influence on their behavior so that it becomes a characteristic.

2. **Psychomotor**

Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument like a hand or a hammer. Psychomotor objectives usually focus on change and/or development in behavior and/or skills.

Bloom and his colleagues never created subcategories for skills in the psychomotor domain, but since then other educators have created their own psychomotor taxonomies.

3. **Cognitive**

Skills in the cognitive domain revolve around knowledge, comprehension, and "thinking through" a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives. There are six levels in the taxonomy, moving through the lowest order processes to the highest:

- **Knowledge** — *Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers*
 - * Knowledge of specifics - terminology, specific facts
 - * Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology
 - * Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures
- **Comprehension** — *Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas*
 - * Translation
 - * Interpretation
 - * Extrapolation
- **Application** — *Using new knowledge and solving problems with new situations by applying acquired knowledge, facts, techniques and rules in a different way*

- ***Analysis*** — *Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations*
 - * Analysis of elements
 - * Analysis of relationships
 - * Analysis of organizational principles

- ***Synthesis*** — *Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions*
 - * Production of a unique communication
 - * Production of a plan, or proposed set of operations
 - * Derivation of a set of abstract relations

- ***Evaluation*** — *Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria*
 - * Judgments in terms of internal evidence
 - * Judgments in terms of external criteria

1.3.A Technology — Technology is defined as any equipment or software a staff member uses to enhance a learning experience. It includes but is not limited to use of digital cameras, music, video, tape recordings, overhead, LCD or document projectors, power point presentations, computers, etc.

1.4 District and State Learning Targets — These are identified by the EALR’s and GLE’s that are found in the WSD Family Guides (K-8), course outlines (9-12) and curriculum blueprints (K-8).

1.4.A Achievement and Performance Data — **Scores on formative and summative assessments.**

1.4.B Students Assess Their Progress — Students communicate and understand what they need to do to meet standards; i.e. CBA data, class projects, portfolios, quizzes, tests, class work, etc.

1.5.A Students evaluate the effectiveness of their teamwork — Students analyze both what worked and what didn’t work in their team (2 or more students working together).

CRITERION 2: LEARNING ENVIRONMENT

The goal is to establish a “culture of learning” in which students aren’t afraid to take risks and achieve high standards for themselves.

2.1.A Physical space, equipment and materials — This indicator speaks to how teachers manage what they can control, for example how they organize materials, desk arrangement, etc.

2.2.A Demonstrates respect and fairness — Teacher is sensitive to students’ needs and demonstrates respectful and appropriate interactions that engender a safe and comfortable environment.

CRITERION 3: EDUCATIONAL LEADERSHIP

3.1.A District and Building Mission, Vision and Action Plans — These can be found on the WSD website and obtained from your principal and/or Learning Improvement Team.

3.1.A Continuous Improvement Efforts — These can be found in your building and the District CIPP (Continuous Improvement Planning Process) documents.

3.1.B District Adopted Curriculum/Professional Content Standards — This can be obtained from your department, team leader or the Learning and Teaching Department. Some examples include information from the Blue Prints, Instructional Calendars and Articulation Teams, etc.

3.2.A Accurate and Timely — This refers primarily to attendance, progress reports and grades. This information should be communicated without errors and in a timeframe that facilitates improvement. Students and parents should receive feedback on student work as quickly as possible after its completion. Some examples include CBA entries, online grades, web pages and Special Ed paperwork, etc.

3.2.C Shares School Responsibilities and Supervision — Some examples include hall duty, recess duty, bus duty and assembly duty, etc.

3.2.D WSD Fitness To Work/Attendance — WSD Board Policy No. 5254 states:

“It is fundamental that regular attendance is an important factor in employment. The board directs the superintendent to develop administrative rules to promote regular attendance on the part of the employees. Administrative Rules:

1. The importance of regular attendance will be stressed with new employees as a part of the district and worksite orientation.
2. Regular attendance will be a factor to be considered as part of new employee probationary evaluation and in the determination to move a new employee to regular contract teacher, or contract administrative status.
3. Regular attendance will be a factor to be considered as a part of each employee’s periodic evaluation.
4. Absenteeism will be considered chronic whenever the total number of absences within a school year (exclusive of vacation, bereavement, or contractual personal leave) exceeds an average of one day per month for illness or injury, except in such cases as major surgery, recovery from a serious or life-threatening accident or illness, or as a result of a documented mental or physical impairment that constitutes a disability.
5. Tardiness and leaving work early shall be considered along with absenteeism in determining whether a pattern of unsatisfactory attendance exists.
6. If chronic absenteeism occurs and cannot be corrected, the district may take disciplinary action.

3.3.A Required Meetings — Teachers attend and participate in required meetings. These include (but are not limited to) staff, team/department/grade band/curriculum/program, IEP/504, nurse/counselor/Child Study Team, instructional coaching meetings and/or parent conferences

scheduled during the contract day, Monday Job-A-Like and other LID meetings and District trainings. LID time on Monday mornings occurs during the contract day. Any meeting of a group for which teachers receive a stipend or salary in addition to their regular contract will also be considered required. This does not include Professional Development Per Diem Day, Per Diem Days and Paid For Additional Time Worked Day.

3.3.B Professional Manner — This is defined as demonstrating respect for others by being present for shared work, listening and considering the opinions of others, and stating one’s position in a courteous manner. It also means taking responsibility for shared work and completing tasks as agreed.

3.4.A Employee evaluates his/her own performance through feedback and reflection — This is accomplished by accepting constructive criticism from colleagues and implementing suggestions for improvement, using student data and action research to inform related improvement.

CRITERION 4: SCHOLARSHIP

4.1.A Possesses and maintains competence and working knowledge of endorsed subject matter — Teachers read books, collaborate with colleagues, take classes and/or attend conferences to stay current in their endorsed subject area(s).

4.2.B Current legal and ethical issues — WSD and WenEA will work together to provide information on current legal and ethical issues. Questions can be directed to the Human Resources Department or WenEA.

4.3.A. Responds to intra-school communication in a timely and professional manner — Teachers are expected to monitor forms of communication such as office mailbox, voicemail and email daily. If requested information is not immediately available, then immediate acknowledgement of the request is expected with an estimate of when the request can be fulfilled. Remember that anything that you write on district email can/may be made public. For more on professional manner, see 3.3.B.

CRITERION 5: STUDENT/PARENT/COMMUNITY COMMUNICATION

Professional Image — As representatives of the Wenatchee School District teachers strive to be presentable, responsible/reliable, competent, honest, compassionate, respectful of others, conscientious, non-judgmental and display an open and generally businesslike manner. Teachers should be accurate in communication, yet attempt to be tactful and sensitive to the feelings and reputations of others. Teachers should be punctual themselves as well as patient about others' workloads and priorities.

5.1.C Exceeds standard — This would involve the use of grade book software and using email, and/or web-posting of grades.

COLLECTING DATA

1. On Task Behavior

A seating chart is useful for providing data on whether students are engaged in appropriate behavior at specified times during a lesson.

Directions: Observe the class at three or five-minute intervals. Using agreed upon behavior categories, note what each student is doing at the specified times and mark the appropriate symbols in the student's box. In the example, two students were talking with others (and were off task) at 9:00, and all students were on task at 9:30.

Example:

Teacher																																
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Time Intervals

1. 9:00
2. 9:03
3. 9:06
4. 9:09
5. 9:12
6. 9:15
7. 9:18
8. 9:21
9. 9:24
10. 9:27

Suggested symbols for Student Behavior:
O – On task
T – Talking with others
D – Daydreaming or not paying attention

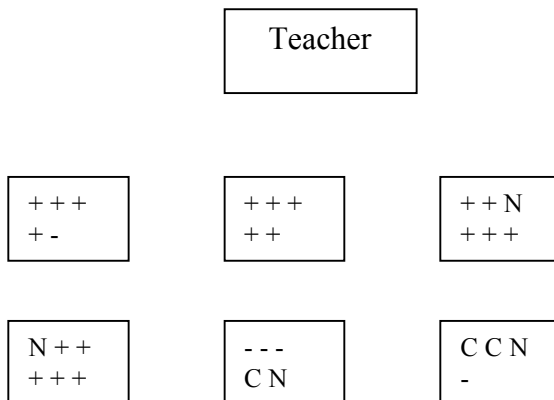
2. Reinforcement and Feedback

A seating chart may also be used to record teacher responses to individual student behavior. For example, the observer may wish to learn whether the teacher's communications with a class (or an individual student) are predominantly positive or negative.

Directions: Each time the teacher provides feedback to an individual student, decide whether the feedback is a reprimand, a positive response (compliment, etc.) a correction, or a neutral response. Then place the symbol for that feedback in the student's box. Discuss this in the Pre-Conference.

Symbols of Teacher Response

- = Reprimand
+ = Positive
C = Correction
N = Neutral

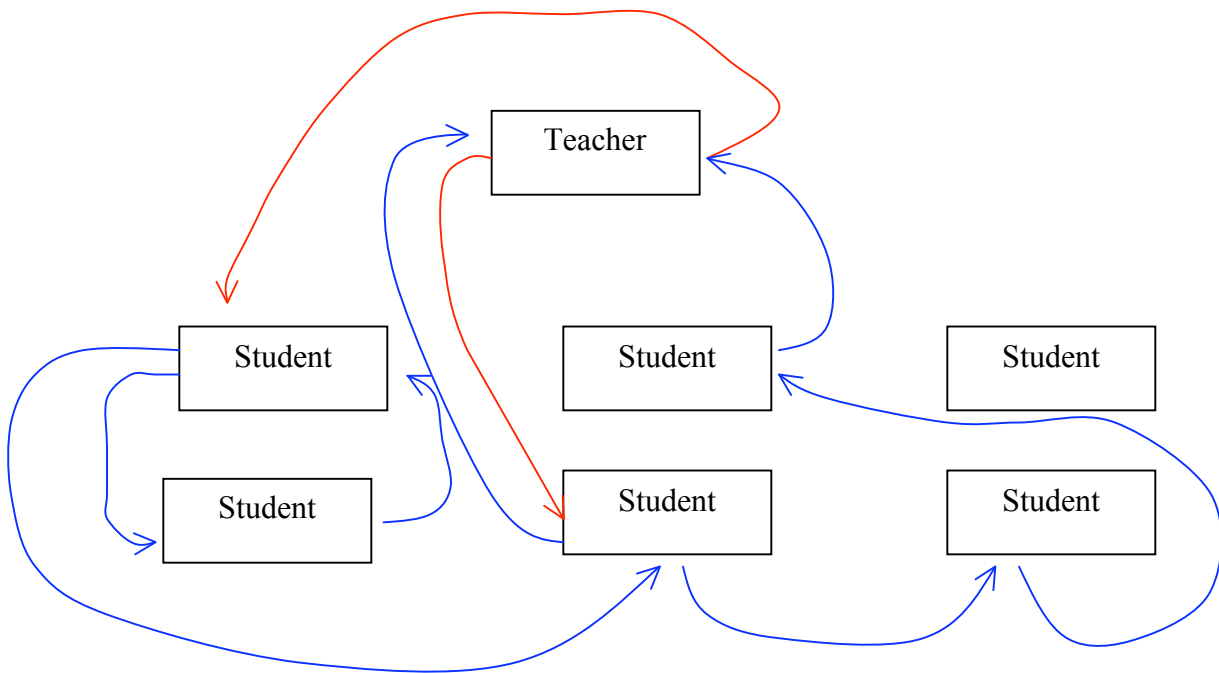


3. Teacher and/or Student Classroom Movement Patterns

The observer and the teacher may be interested in recording teacher and/or student movement in the classroom during a period of time. Data on a Seating Chart may provide information concerning teacher bias, classroom management procedures, student engagement, or some other aspect of classroom behavior.

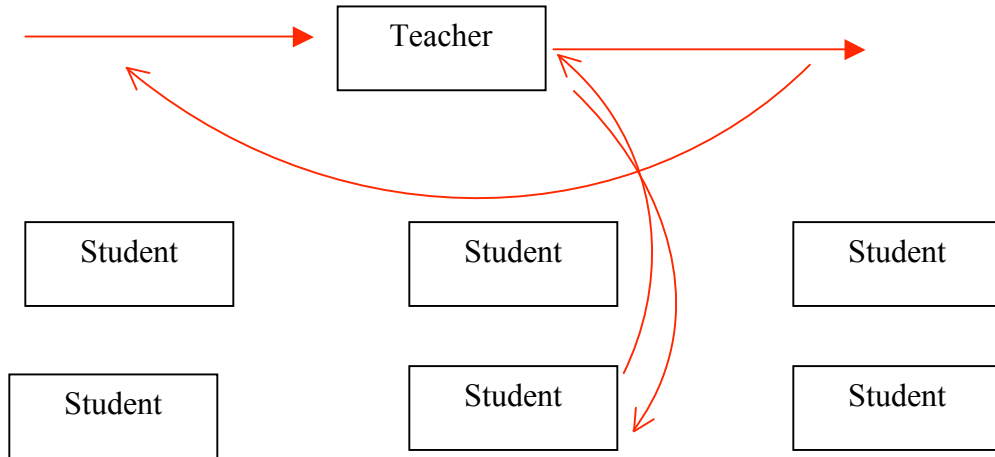
Directions: Use lines with arrows to show which students move about the room during the observation period.

Example:



4. Directions: Draw lines with arrows to record teacher movement during the observation.

Example:



Taken from Mentor Teacher Handbook, Evergreen Collegial Teacher Training consortium, July, 1987.

By now most of us are acquainted with Bloom's Taxonomy of cognitive hierarchy. Inherent in Washington State's Goal 3 of facilitating students to engage in higher order thinking, is that schools or teachers will go beyond mere knowledge and comprehension and emphasize application, analysis, synthesis, and evaluation.

Bloom's Taxonomy

Symbol

- K** **Knowledge** – The student recalls or recognizes information.
- C** **Comprehension** – The student puts major ideas into his/her own thoughts and words, as well as see the relationships and applications of major ideas.
- Ap** **Application** – The student reduces ideas into their component parts and shows that he/she understands the relationship of the parts.
- An** **Analysis** – A student reduces ideas into their component parts and shows that he/she understands the relationship of the parts.
- S** **Synthesis** – The student solves a problem that requires original creative thinking.
- E** **Evaluation** – The student makes a judgment according to standards that have been designated.

The challenge is how to incorporate higher level thinking in all content areas among all grade levels. One approach is to monitor the questioning strategies that are used in the classroom. Following are examples of questions from each area:

- **Knowledge** – “Define acid rain”
- **Comprehension** – “Compare Canada's and the United States' techniques of controlling acid rain.”
- **Application** – “Consider the map showing topographic features of the region. Assume you are a member of a committee of land developers concerned with the control of acid rain. Indicate where you would locate a manufacturing center and explain the reasons for your choice.”
- **Analysis** – “Explain in your own words why we find higher levels of acid rain in the Northeast than in other sections of the country.”
- **Synthesis** – “How might we advise a plan to significantly reduce acid rain?”
- **Evaluation** – “How would you rate the effectiveness of the EPA's actions to reduce acid rain?”

Higher Order Thinking (Think Bloom's Taxonomy)

Another strategy for incorporating higher order in the classroom is to monitor the verbs that we use when asking students to think.

Lower order verbs: define, describe, recite, count, scan complete, identify, list, match, name, observe, select.

Process verbs: compare, contrast, classify, sort, distinguish, explain, infer, sequence, analyze, synthesize, make analogies, reason.

Higher order verbs: evaluate, generalize, imagine, judge, predict, speculate, if/then, apply a principle, hypothesize, forecast, idealize.

We can analyze for ourselves the types of actions we request of students and make sure we are using a balance of all three levels.

In making the shift from recall to reasoning, teachers must foster metacognitive thinking in students. This can be accomplished through modeling for students our own thinking and having them write or discuss their own thinking. Asking the simple question, "What were you thinking about when you read/did/saw . . . ?" helps students become aware that they can make their thinking conscious, explicit, and purposeful and that it doesn't "just happen."

An excellent resource recounting classroom experiences where students are fostered to think about their reading is Mosaic of Thought by E. Keene and S. Zimmerman.