| A Taxonomy of Reflection – Taxonomy based on Bloom’s work | Questions to Consider | Reflections |
| --- | --- | --- |
| *Remembering:* What did I do? | * What was the lesson?
* Did it address all the content?
* Did the lesson move students towards mastery of the concepts and skills addressed in the objective/learning target?
* How do I think the class went?
* What do I think worked very well in this class?
* How can I use what worked well in my next class?
* Did the chosen instructional strategy(ies) meet the students’ learning target? How do I know?
 |  |
| *Understanding:* What was important about what I did? Did I meet my goals? | * Did the goals of the lesson connect with the previous / next unit of study?
* Where does this unit fit into the curriculum?
* Did I follow best practices and address the standards?
* Did the lesson clearly connect to the identified generalization (big idea)?
 |  |
| *Applying:* When did I do this before? Where could I use this again? | * Did I build on content, product, or process from previous lessons?
* How does this lesson scaffold the learning for the next lesson?
* How could I adapt the instructional approach to another lesson?
* If I teach the same lesson again, what would I do differently?
* What would I do the same way?
* What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them?
 |  |

| A Taxonomy of Reflection – Taxonomy based on Bloom’s work | Questions to Consider | Reflections |
| --- | --- | --- |
| *Analyzing:* Do I see any patterns or relationships in what I did? | * What background knowledge and skills did I assume students were bringing to the lesson?
* Were the instructional strategies I used the right ones for this assignment?
* Do I see patterns in my teaching style - for example do I comment after every student reply?
* What were the results of the approach I used - was it effective, or could I have eliminated or reorganized steps?
* Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson? Why/why not?
 |  |
| *Evaluating:* How well did I do? What worked? What do I need to improve? | * What are we learning and is it important?
* Were my assumptions about student background knowledge and skills accurate?
* Were any elements of the lesson more effective than other elements?
* Did some aspects need improvement?
* What levels of mastery did students reach?
* What have I learned about my strengths and my areas in need of improvement?
* What opportunities are there for improvement?
* Were the students productively engaged? How do I know?
 |  |

| A Taxonomy of Reflection – Taxonomy based on Bloom’s work | Questions to Consider | Reflections |
| --- | --- | --- |
| *Creating:* What should I do next? What's my plan / design? | * How would I incorporate the best aspects of this lesson in the future?
* What changes would I make to correct areas in need of improvement?
* How can I best use my strengths to improve?
* What steps should I take or resources should I use to meet my challenges?
* Is there training or networking that would help me to meet my professional goals?
* What new ideas have I tried in my classroom lately to keep myself energized about teaching?
 |  |