

Pre-Observation Planning Form

Staff Member _____ Pre-Observation Conference Date _____

Observer _____

School _____ Assignment (grade/subject) _____

Date of Formal Observation _____ Time _____

The purpose of this planning form is to provide information to the evaluator about the purpose, context, and process of the lesson to be observed. Refer to the Elements of Instruction and Bloom's Taxonomy as a guide. Please submit the form at least 24 hours prior to the lesson.

Total # of students _____ # of boys _____ # of girls _____

Other pertinent information about your students _____

1. What are the objectives of this lesson? How do they relate to your student learning goals?

2. How or where does the lesson fit into the current unit of instruction?

3. Using Bloom's Taxonomy, what is the level of cognitive demand for the lesson? How will the content and process of the lesson challenge student learning?

4. What work will the students produce to indicate they have achieved the objective of the lesson?
5. What will you look for in the discourse and work of the students to indicate the quality of their learning from the lesson? What other methods of assessment will occur during the lessons?
6. How will you utilize and monitor any support staff who is assisting during the lesson?
7. In what specific areas would you like feedback?

Signature of Staff Member

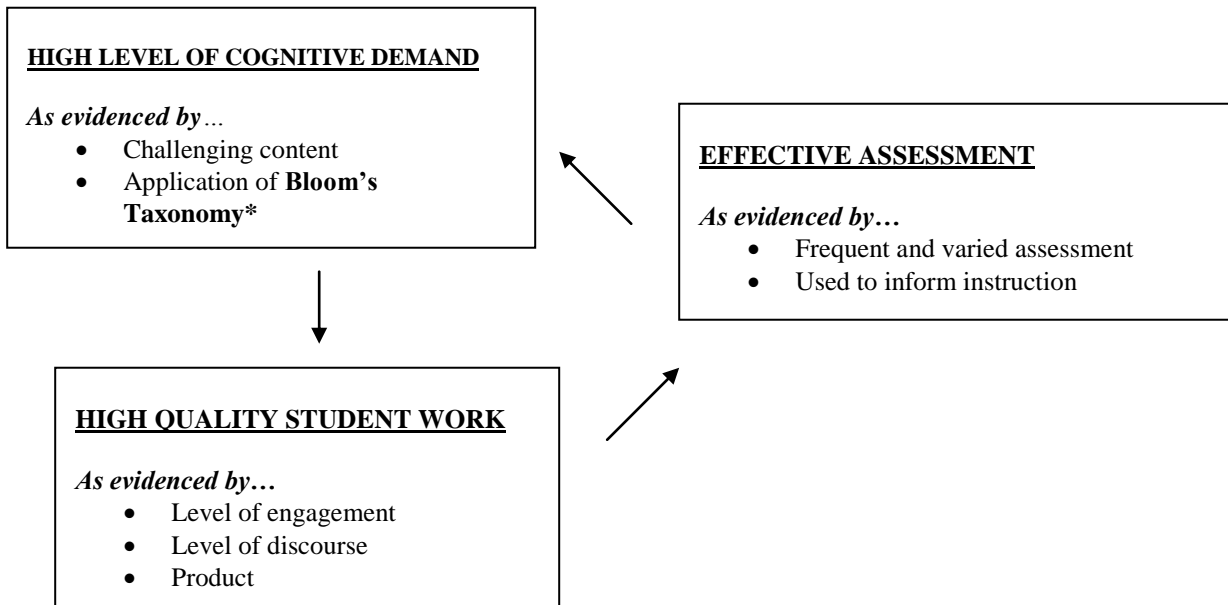
Date

Signature of Evaluator

Date

(cc: electronic file and staff member)

ELEMENTS OF INSTRUCTION



Bloom's Taxonomy of Educational Objectives in the Cognitive Domain

Students are highly challenged and engaged in their learning when they are actively involved in constructing their own understanding of content. When designing lessons within units of study, the goal is for teachers to plan activities that move students from their current levels of knowledge, based upon their own experiences, to deeper levels of conceptual understanding as charted in Bloom's Taxonomy. Early lessons in a unit of study may center around levels I through III where students acquire new knowledge and begin transforming their insights about the concept under study. The ultimate goal is to provide a larger context for learning through which students employ the higher cognitive domains (IV through VI) by applying concepts under study to real purposes and problems in their own lives.

- I. Knowledge. Remembering information**
Define, identify, label, state, list, match
- II. Comprehension. Explaining the meaning of information**
Describe, generalize, paraphrase, summarize, estimate
- III. Application. Using abstractions in concrete situations**
Determine, chart, implement, prepare, solve, use, develop
- IV. Analysis. Breaking down a whole into component parts**
Points out, differentiate, distinguish, discriminate, compare
- V. Synthesis. Putting parts together to form a new and integrated whole**
Create, design, plan, organize, generate, write
- VI. Evaluation. Making judgments about the merits of ideas, materials, or phenomena**
Appraise, critique, judge, weigh, evaluate, select