5.5

Bloom’s Taxonomy (Revised) and Mathematical Knowledge

Instructions to the Coach: Gather data for a teacher about high-level questions asked in each phase of a lesson. This tool can be used in connection with Tools 5.4 or 5.5. Script the questions and during a reflecting conversation, let the teacher identify the level of thinking from Bloom’s Revised Taxonomy (Krathwohl, 2002) and the mathematical knowledge for each question.

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| --- | --- | --- |
| ***Mathematical Knowledge Key*** | ***Question Level of Thinking Key*** | |
| CO: *Conceptual*  P: *Procedural* | CR: *Creating* E: *Evaluating* AN: *Analyzing* | AP: *Applying*  U: *Understanding*  R: *Remembering* |
| ***Launching the Task*** | | |
|  | | |
| ***Monitoring the Task*** | | |
|  | | |
| ***Summarizing the Task*** | | |
|  | | |

*Source: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014).* Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12*. New York, NY: Pearson Education, Inc.*

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.