

**BROOKLYN PUBLIC SCHOOLS
DISTRICT ADVANCEMENT PLAN
2017-2018**

Proud of the Brooklyn Public Schools



2017-18

District and School Advancement Plans

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Leadership: *The Superintendent along with district administrators will create the conditions necessary to lead all staff and students to reach their full potential. The district leadership team will work in collaboration to demonstrate positive results in student outcomes.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. The administrative team will collaborate to identify achievable goals in the two School Advancement Plans. 2. The District Advancement plans will be shared with the BOE, staff members in each building and will be posted on the school and district websites with contact information for parents or community members who may have questions. 3. Progress toward identified goals will be monitored and progress toward these goals will be shared at the end of the school year with the Board of Education. 	<ol style="list-style-type: none"> 1. Develop aligned advancement plans and support the vertical articulation of the curriculum between the schools. 2. Posted District and School Advancement plans will be posted with contact information if anyone has questions or would like more information. 3. Administration will report progress at their mid year and end of year evaluation meetings with the Superintendent. Adjustments to plans will be made as Necessary. 	<ol style="list-style-type: none"> 1. Professional development during the 2017-18 school year will include staff from both schools for mathematics, writing and related arts: PE, art, and health. 2. Plans will be posted. Questions will be tracked to ensure that as plans are developed in the future we can attempt to address questions in advance. 3. Progress will be tracked by the Superintendent and administrators. Progress toward goals will be reported to the Board of Education between June and August as appropriate. 	<ol style="list-style-type: none"> 1. PD will occur on professional development days and release time for two -three days per content area. 2. Plans will be posted by October 15, 2017. Questions and answers will be tracked and responded to throughout the school year. 3. Progress will be reported at the end of the 2017-18 school year.

Human Development: *Teachers will support their students as learners through meaningful and engaging curriculum and lessons.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Teachers will engage in professional development opportunities in the areas of language arts, mathematics, social emotional learning and related arts. 2. Administrators will engage in professional discussion about teaching and learning following observations of teachers across both schools in multiple content areas. 	<ol style="list-style-type: none"> 1. Principals will develop a meaningful professional development schedule and provide resources that align and support teachers to enhance their curricular areas. 2. Administrators will work as a team to engage in calibration activities to ensure consistent assessment of teaching and learning. 	<ol style="list-style-type: none"> 1. A professional development schedule will be posted and shared with all staff members. Additional opportunities for staff to participate in meaningful professional development will be considered and supported when possible. 2. A minimum of three times/year administrators will coordinate observations of teachers across the district with time to discuss observations with each and provide strategies to support teachers and each other. 	<ol style="list-style-type: none"> 1. The professional development schedule will be developed at the beginning of the 2017-18 school year. PD will be ongoing and monitored by administration. 2. Three times annually team observations will be conducted with time for discussion to identify strategies to support teaching and learning based on the school's problem of practice.

Community Support: The Superintendent will promote the vision and mission of the school district and Board of Education through creating opportunities to celebrate student and staff achievements as well as sharing growth of students.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Monthly student achievements will be celebrated through the Board of Education meetings. The “Brooklyn’s Best” agenda item will highlight achievement of students and staff. 2. The Superintendent will share updates 2-3 times monthly on the Website and through school and community events. 3. Celebrations of student achievement will be highlighted through the Board of Education as well as the website. 	<ol style="list-style-type: none"> 1. Monthly achievements will be highlighted to the Board of Education and to the public. 2. The Superintendent’s website will be updated with celebrations of student and staff achievements. 3. The School Advancement Plans will be reviewed multiple times a year with administrators. 	<ol style="list-style-type: none"> 1. The Board of Education meetings will be videotaped and shared on the You-Tube channel. 2. Regular updates to the website for parents and the Brooklyn community will highlight shared vision and mission as well as the positive impact on students and teachers. 3. Updated progress on the website and Student Advancement Plans. 	<ol style="list-style-type: none"> 1. Monthly Board of Education Meetings for the 2017-18 school year. 2. 2-3 updates to the Superintendent’s webpage monthly. 3. Regular updates will be reported during Board of Education meetings, the website and reported on the Advancement Plans at the end of the school year.

**BROOKLYN ELEMENTARY SCHOOL
ADVANCEMENT PLAN
2017-2018**

Literacy Goal: All BES students will demonstrate vertical growth in the area of literacy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>PK: 85% of K eligible students will score in the 3rd or 4th benchmark on Cogs. 8-14 (literacy) on the Connecticut Preschool Assessment Framework (CTPAF) (See Appendix A). All PK students will improve by at least 1/2 benchmark on 15 of the 30 CTPAF standards, 4 of which will be in literacy.</p> <p>K: 70% of students will score a level 4 on the Developmental Reading Assessment- 2nd Edition (DRA2)(See Appendix B) or higher on the spring DRA2. Those who do not reach a level 4 will improve by at least one reading level from fall to spring.</p> <p>Gr. 1: 70% of students will score a DRA2 level 18 or higher on the spring DRA2. Those who do not reach a level 18 will improve by at least one reading level from fall to spring.</p> <p>Gr. 2-4: 70% of students will score at or above grade level proficiency on the Smarter Balanced aligned STAR (standardized assessments) benchmarks for their grade level (gr. 2-338, gr. 3- 455, gr. 4- 531). Those who do not score at grade level proficiency will increase their scaled score by at least 25 points from fall to spring.</p>	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/Professional Learning Community (PLC) 2. STAR coaching & support. 3. Utilize STAR intervention suggestions. 4. Collegial sharing on Edmodo 5. Daily Tier 1& Tier 2 reading interventions. 6. Review Bloom’s Taxonomy (See Appendix C). 7. Develop & utilize formative assessments. 8. Regular progress monitoring and data analysis. 9. Implement a variety of technological resources to promote literacy. 	<p>PK Measures: CTPAF & rote skill assessments.</p> <p>K Measures: DRA2 (primary indicator), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), & StoryTown unit assessments (secondary).</p> <p>Gr. 1 Measures: DRA2 three times per year (primary indicator), DIBELS, & STAR (secondary).</p> <p>Gr. 2-4 Measures: STAR (primary), DRA2 & DIBELS (secondary), Easy Curriculum Based Measurement (EasyCBM).</p> <p>*Growth in measures will be monitored through progress monitoring, intervention data, and teacher observation & anecdotal notes.</p>	<p>CTPAF- 3x’s per year</p> <p>DRA2/DIBELS- 3x’s per year. Unit assessments-ongoing</p> <p>DRA2/DIBELS/STAR- 3x’s per year.</p> <p>STAR/DRA2/ DIBELS- 3x’s per year.</p> <p>*Anecdotal notes, observation, & progress monitoring- ongoing</p>

Numeracy Goal: All BES students will demonstrate vertical growth in the area of numeracy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>PK- 85% of K eligible students will score in the 3rd or 4th benchmark on Cogs. 1-7 (numeracy) on the CTPAF. All PK students will improve by at least 1/2 benchmark on 15 of the 30 CTPAF standards, 4 of which will be in numeracy.</p> <p>K- 85% of students will score at least an 84% or higher on the spring MyMath assessment. Those who do not score an 84% will improve by at least 10 percentage points fall to spring.</p> <p>Gr. 1- 4: 70% of students will score at or above grade level proficiency on the mathematics Smarter Balanced aligned STAR benchmarks for their grade level (gr. 1- 418, gr. 2- 529, gr. 3- 621, gr. 4- 696). Those who do not score at grade level proficiency will increase their scaled score by at least 25 points from fall to spring.</p>	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/PLC's. 2. STAR coaching/support 3. Collegial sharing on Edmodo 4. Daily Tier 1 & 2 math interventions. 5. Develop & utilize formative assessments. 6. Regular progress monitoring and data analysis. 7. Implement a variety of technological resources to promote numeracy. 	<p>PK Measures: CTPAF & rote skills assessments.</p> <p>K Measures: MyMath unit assessments (primary), teacher observation and anecdotal notes.</p> <p>Gr. 1-4 Measures: STAR (primary), MyMath assessments & teacher observation & anecdotal notes (secondary).</p> <p>*Growth in measures will be monitored through progress monitoring, intervention data, and teacher observation & anecdotal notes.</p>	<p>CTPAF- 3x's per year</p> <p>MyMath Unit assessments- ongoing</p> <p>STAR- 3x's per year MyMath Unit assessments- ongoing</p> <p>*Anecdotal notes, observation, & progress monitoring- ongoing</p>

School Climate Goal: BES will increase the level of social-emotional support provided to frequently dysregulated students, their peers, and adults within the classroom in order to reduce the number of volatile outbursts in classrooms.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. Reduce the total number of restraints and/or seclusions by 40% from the 2016-2017 school year.</p> <p><i>*In the 2016-2017 school year, 119 restraints/seclusions were administered. Our goal is to reduce that number to 71 or below for 2017-2018.</i></p>	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/PLC's. 2. Collegial sharing on Edmodo- Polly Bath Behavior Management Videos, etc.... 3. Daily Tier 1 & 2 behavior interventions as needed. 4. Parent communication (parents as partners). 5. Active supervision. 6. Pre-corrections. 7. De-escalation strategies. 8. Collaborative Problem Solving techniques. 	<p>Measures: Total number of restraint and seclusion forms completed at the end of the year (primary), monthly discipline data, & participation in Edmodo discussions, etc...)</p>	<p>On-going</p> <p>Data review- 3x's per year</p>

Parent Feedback Goal: BES will strengthen the home-school connection through improving communication with parents/guardians.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. In addition to parent-teacher conferences, each teacher will make direct contact with each student's parent/guardian a minimum of 5 times during the 2017-2018 school year.</p>	<ol style="list-style-type: none"> 1. Regular calls, emails, to parents/guardians to discuss student progress. 2. Parent meetings, notes home, journals, etc... 3. Emphasize the importance parent collaboration. 4. Parent volunteer opportunities. 	<p>Measures: Phone logs, emails, meeting sign-ins, communication journals, DoJo communications, etc...</p>	<p>On-going</p>

Literacy Initiative: BES & BMS will begin Writer's Workshop model implementation this year in grades K-5

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. Each K-5 teacher will participate in professional development opportunities in order to prepare for the implementation of the Writer's Workshop (WW) model.</p>	<ol style="list-style-type: none"> 1. Teachers will engage in PD for the workshop model. 2. Each K-5 classroom & special education teacher will receive the Calkins Writer's Workshop materials and resources for their grade level. 3. Teachers offered the opportunity to attend the Teacher's College Reunion in New York with EASTCONN on October 21, 2017. 4. Staff will collaborate with their grade level colleagues to plan the first series of lessons. 5. Grade level staff will select and implement one unit from their Calkins WW resource kits. 	<p>Measures: PD sign-in sheets, EASTCONN Coaching and support logs, EASTCONN Coach debriefing notes with administrators, staff self reflection/needs assessment after each PD day, Indicator of success rubrics for unit implemented., preparedness to fully implement the WW model in the 2018-2019 school year.</p>	<p>Formal PD will occur on district staff development days (10/10, 11/7, 1/16, & 3/9).</p> <p>Coaching will take place throughout the year.</p> <p>Implementation of one unit from the Calkins WW resource series prior to the March 9, 2018 professional development day.</p> <p>Full implementation of WW Model for the 2018-2019 school year.</p>

**BROOKLYN MIDDLE SCHOOL
ADVANCEMENT PLAN
2017-2018**

Literacy Goal: *BMS Teacher’s College Writing Workshop (TCW) implementation will begin this year in grade 5 in collaboration with the elementary school.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Teachers from grade 5 will engage in professional development in the area of Writer’s Workshop and will implement at least one unit of study. 2. Grade 5 teachers will have vertical alignment through collaborative PD with BES teachers. 	<ol style="list-style-type: none"> 1. Teachers will engage in (Professional Development) PD for TCW 2. Teachers will agree to implement one unit from TCW 3. Teachers will utilize the Units of Study Rubric 4. Offer voluntary opportunity to attend Teacher’s College Reunion on Sat., Oct. 21 5. Mrs. Cook will provide additional PD to support the implementation of Reader’s/ Writer’s Workshop model (5-8) 	<ol style="list-style-type: none"> 1. Teachers will attend PD with elementary teachers provided by EASTCONN 2. Teachers will provide feedback to students utilizing the assessment rubric 	<ol style="list-style-type: none"> 1. PD will occur during the first half of the year 2. Teachers identify genre by December 2017

Mathematics Goal: All BMS students will demonstrate vertical growth in the area of numeracy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. 80% of students will achieve a Student Growth Percentile(SGP) of 35 or higher on STAR.</p>	<p>1. Teachers will work with Pat Susla to increase their understanding of the different claims 2. Teachers will implement instruction that provides a variety of types of questions 3. Teachers from BES will also attend the PD to support vertical alignment 4. Pat Susla will provide instructional feedback to staff through coaching/evaluation 5. Provide staff with professional resources to support their work (SBAC blueprint, Claims, Item Specs, <u>Principles to Action</u>)</p>	<p>1. Increase performance on Claim 1 as reported in the state assessment, SBAC 2. Evidence of varied types of questions in instruction 3. Inquiry based instruction evident in observation</p>	<p>1. Minimum of 10 sessions of PD provided by Pat Susla during the 2017-18 school year 2. STAR will be administered a minimum of 5 times per year</p>

Parent Feedback Goal: BMS will increase communication with parents to support them helping their children at home.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Increase the number of families that respond to the climate survey by at least 25%. (49 to 61) 2. Increase percentage of responses to question 22 "My child's teachers help me to help my child learn at home" that 'agree' and 'strongly agree' from 57% to 70% 	<ol style="list-style-type: none"> 1. Availability of computers during conferences. 2. Increased communication to families. 3. Emphasize the importance of parent feedback. 4. Staff will highlight efforts made to support parents to increase awareness 5. 5th grade orientation evening 6. STEAM evening and other parent evenings offered to families across grade levels 	<ol style="list-style-type: none"> 1. Increase number of respondents to the climate survey 2. Parent attendance at evening events 3. Increase of positive response to question 22 4. Evidence of staff providing support to parents through events or resources (ie:school website, resources) 5. Frequent communication with parents through newsletters or school messenger. 	<ol style="list-style-type: none"> 1. 5th grade orientation occurred prior to the start of school 2. Open House parents were directed to some available resources to help them help their children 3. Ongoing throughout the school year. 4. High School Choice Fair

Reading Goal: All BMS students will demonstrate vertical growth in the area of literacy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 80% of students will achieve a Student Growth Percentile (SGP) of 35 or higher on STAR. 	<ol style="list-style-type: none"> Collaboration time with teaching teams/PLC's STAR coaching /support Develop & utilize formative assessments. Regular progress monitoring and data analysis. Mrs. Cook will provide coaching/PD to support instruction Consideration of Interim Assessments for SBAC 	<ol style="list-style-type: none"> Performance on formative assessments indicates academic growth Trend line developed on STAR indicates academic growth to meet the SGP of 35+ by the end of the school year. 	<ol style="list-style-type: none"> Ongoing throughout the school year STAR will be administered a minimum of 5 times per year

Curriculum Goal: BMS will continue to work to align the curriculum with current standards in Science, Social Studies and Related Arts

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Curriculum documents will be completed and available through google documents. 2. Curriculum created addresses the new standards in these academic areas. 	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/PLC's 2. PD opportunity provided to necessary staff to create the documents 3. Collaboration among grade levels and subjects to address the curriculum grades 5-8 4. Mrs. Cook will provide necessary support to complete the curriculum work with staff members 5. Mrs. Cook and staff members will comm.need in resources and time to admin 6. Collaboration of BES and BMS related arts teachers for vert. curr. Alignment 7. Collaboration for PK-8 NGSS/ELDS 	<ol style="list-style-type: none"> 1. Evidence of progress in document shared with administration 2. Communication with administration of need for resources prior to the December budget. 	<ol style="list-style-type: none"> 1. 5-8 Science curriculum aligned with NGSS by June 2. Social Studies curriculum aligned with new frameworks 3. Related Arts curriculum is aligned with the current standards 4. PK-8 NGSS/ELDS alignment ongoing into 2018-19

Collaboration Goal: *BMS will increase and improve the collaboration between special education and regular education staff.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Special education and regular education teachers will plan together. 2. Special education and regular education teachers will implement instruction together. 3. Special education and regular education teachers will team teach. 4. Special education and regular education teachers will reflect on instruction and accommodations together. 	<ol style="list-style-type: none"> 1. Special education and regular education teachers will attend training sessions with CALI instructors. 2. CALI coaches will attend planning time for the first month to support the collaboration and planning between special education and regular education teachers. 3. Materials provided to both the control and experimental groups by the end of the year to support the CALI methods. 4. Determine shared planning time for special education and regular education teacher weekly. 	<ol style="list-style-type: none"> 1. Evidence of improved and increased collaboration between special education and regular education teachers. 2. Observations (both formal and informal) show evidence of collaboration. 3. CALI will do a pre/post test to judge validity of reading strategies. 	<ol style="list-style-type: none"> 1. First meeting with CALI trainers on Sept. 22 2. Second PD will occur on Oct. 13. 3. Ongoing throughout the school year

Appendix A: Connecticut Preschool Assessment Framework Child Profile

Performance Standards in the Connecticut Preschool Assessment Framework

P & S 1.	Shows self-direction with range of materials
P & S 2.	Sustains attention to task or goal set out to accomplish
P & S 3.	Participates in teacher-led group activities
P & S 4.	Manages transitions, follows routines and rules
P & S 5.	Uses words to express emotions or feelings
P & S 6.	Shows empathy and caring for others
P & S 7.	Interacts cooperatively with peers
P & S 8.	Works to resolve conflicts
P & S 9.	Recognizes similarities and appreciates differences
PHY 1.	Uses coordinated large-muscle movements
PHY 2.	Uses coordinated small-muscle movements
PHY 3.	Cares for self independently
COG 1.	Engages in scientific inquiry
COG 2.	Uses a variety of strategies to solve problems
COG 3.	Sorts objects
COG 4.	Recognizes and makes patterns
COG 5.	Compares and orders objects and events
COG 6.	Relates number to quantity
COG 7.	Demonstrates spatial awareness
COG 8.	Uses complex sentences and vocabulary to describe ideas and experiences
COG 9.	Understands and participates in conversations
COG 10.	Shows understanding of stories
COG 11.	Displays knowledge of books and print
COG 12.	Recognizes similar sounds in speech
COG 13.	Identifies printed words
COG 14.	Uses writing to convey meaning
CRE 1.	Builds and constructs to represent own ideas
CRE 2.	Draws and paints to represent own ideas
CRE 3.	Represents experiences and fantasies in pretend play
CRE 4.	Sings and responds to music

Appendix B: DRA2 Levels



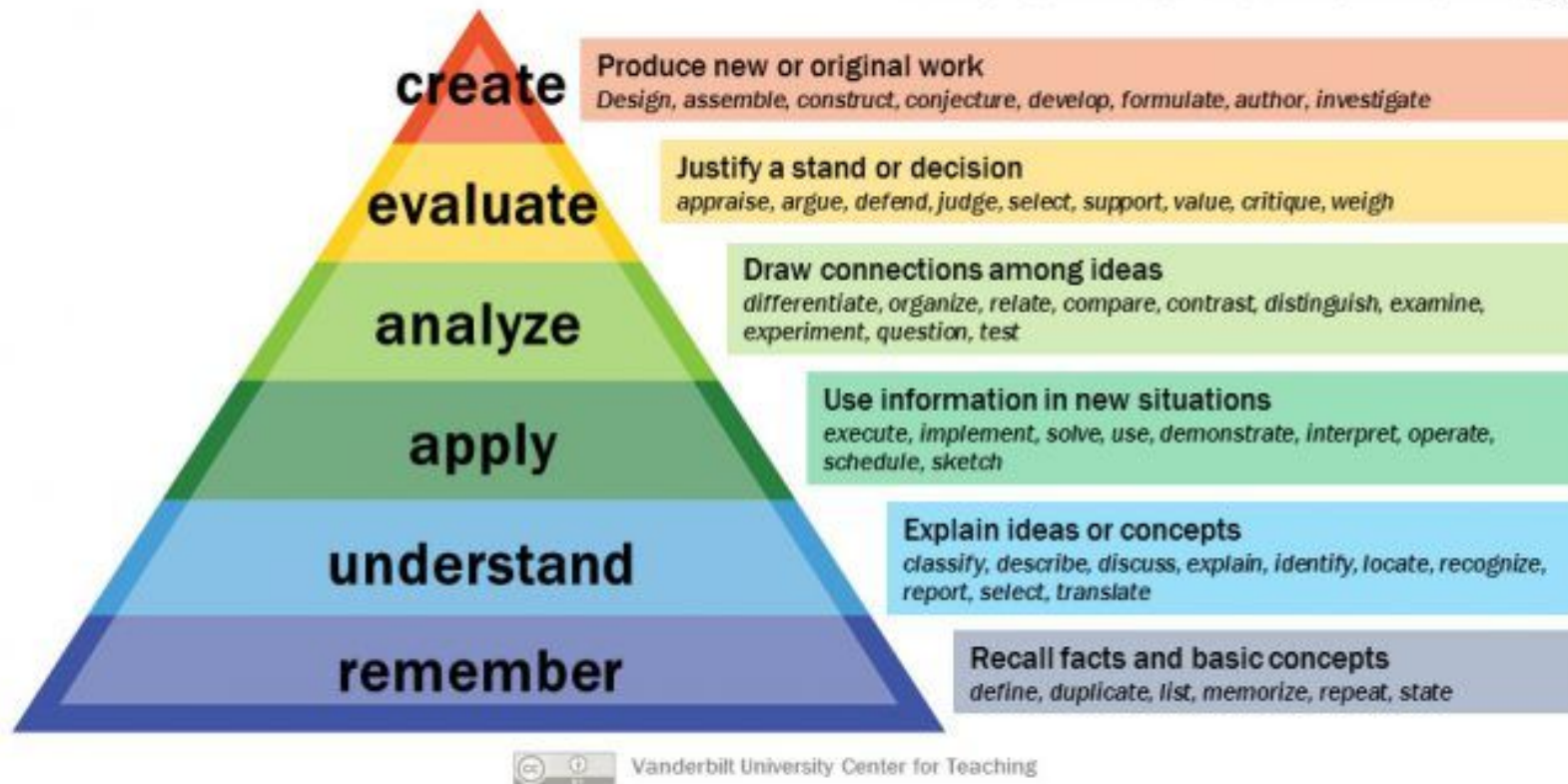
Grade Level	DRA2 Level	Guided Reading Level	Lexile Level
Kindergarten	A-1	A	N/A
	2	B	N/A
	3	B	N/A
Grade One	4	C	N/A
	6	D	N/A
	8	E	N/A
	10	F	N/A
	12	G	N/A
	14	H	200-249
Grade Two	16	I	250-299
	18	J	300-349
	20	K	350-399
	24	L	400-449
Grade Three	28	M	450-499
	30	N	500-549
	34	O	550-599
Grade Four	38	P	600-699
	40	Q-R	700-749
	40	Q-R	750-799
Grade Five	40	Q-R	800-849
	50	S-T	800-849
	50	S-T	850-899
Grade Six	50	S-T	850-899
	60	U-W	900-949
Grade Seven	60	U-W	900-949
	70	X-Z	1000-1100
Grade Eight	80	X-Z	1000-1200

Appendix C: Bloom's Taxonomy

by Patricia Armstrong, Assistant Director, Center for Teaching

[Background Information](#) | [The Original Taxonomy](#) | [The Revised Taxonomy](#) | [Why Use Bloom's Taxonomy?](#) | [Further Information](#)

Bloom's Taxonomy



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Background Information

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as [Bloom's Taxonomy](#), this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories.

The Original Taxonomy (1956)

Here are the authors' brief explanations of these main categories in from the appendix of *Taxonomy of Educational Objectives (Handbook One*, pp. 201-207):

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”
- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”

The 1984 edition of *Handbook One* is available in the CFT Library in Calhoun 116. See its [ACORN record](#) for call number and availability.

While many explanations of Bloom's Taxonomy and examples of its applications are readily available on the Internet, [this guide to Bloom's Taxonomy](#) is particularly useful because it contains links to dozens of other web sites.

Barbara Gross Davis, in the “Asking Questions” chapter of [Tools for Teaching](#), also provides examples of questions corresponding to the six categories. This chapter is not available in the online version of the book, but *Tools for Teaching* is available in the CFT Library. See its [ACORN record](#) for call number and availability.

The Revised Taxonomy (2001)

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom’s Taxonomy with the title [A Taxonomy for Teaching, Learning, and Assessment](#). This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom’s original title) and points to a more dynamic conception of classification.

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge:

- Remember
 - Recognizing
 - Recalling
- Understand
 - Interpreting
 - Exemplifying
 - Classifying
 - Summarizing
 - Inferring
 - Comparing
 - Explaining
- Apply
 - Executing
 - Implementing
- Analyze
 - Differentiating

- Organizing
 - Attributing
- Evaluate
 - Checking
 - Critiquing
- Create
 - Generating
 - Planning
 - Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
 - Knowledge of terminology
 - Knowledge of specific details and elements
- Conceptual Knowledge
 - Knowledge of classifications and categories
 - Knowledge of principles and generalizations
 - Knowledge of theories, models, and structures
- Procedural Knowledge
 - Knowledge of subject-specific skills and algorithms
 - Knowledge of subject-specific techniques and methods
 - Knowledge of criteria for determining when to use appropriate procedures
- Metacognitive Knowledge
 - Strategic Knowledge
 - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

- Self-knowledge

Mary Forehand from the University of Georgia provides a [guide to the revised version](#) giving a brief summary of the revised taxonomy and a helpful table of the six cognitive processes and four types of knowledge.

Why Use Bloom's Taxonomy?

The authors of the revised taxonomy suggest a multi-layered answer to this question, to which the author of this teaching guide has added some clarifying points:

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
2. Teachers can benefit from using frameworks to organize objectives because
3. Organizing objectives helps to clarify objectives for themselves and for students.
4. Having an organized set of objectives helps teachers to:
 - “plan and deliver appropriate instruction”;
 - “design valid assessment tasks and strategies”;and
 - “ensure that instruction and assessment are aligned with the objectives.”

Citations are from [*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*](#).

Further Information

Section III of [*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*](#), entitled “The Taxonomy in Use,” provides over 150 pages of examples of applications of the taxonomy. Although these examples are from the K-12 setting, they are easily adaptable to the university setting.

Section IV, “The Taxonomy in Perspective,” provides information about 19 alternative frameworks to Bloom's Taxonomy, and discusses the relationship of these alternative frameworks to the revised Bloom's Taxonomy.

Appendix D: Brooklyn District Professional Development Schedule

2017-18 Brooklyn Public Schools Professional Learning Calendar		
PD Days	Topic/Agenda	
	BES (Tentative)	BMS
Monday August 28, 2017	<p>8:30-10:00 Convocation</p> <p>10:15-12:00 Mandated Trainings Goal Setting: Charting the Course</p> <p>12:00-12:30 Lunch</p> <p>12:30-3:30 Grade Level Teams: Curriculum, Instruction, & Report Card Rubrics</p>	<p>8:30-10:00- Convocation</p> <p>10:00-11:30- Staff meeting(BMS Library) Vision and Mission Handbook Unkind Behavior- Harassment and Bullying Data(Math/ELA SBAC, Sci. CMT, TAR, PE) Surveys Teacher Evaluation Review</p> <p>11:30-12:00- Lunch</p> <p>12:00-3:30- Teams</p>
Tuesday August 29, 2017	<p>8:30-11:00 PMT Refresher- Non-Certified staff (those who have taken full training previously)</p> <p>8:30-10:00 See Saw Presentation (S. Maloney)</p> <p>10:00-10:30 Assessment & Evaluation Schedule</p> <p>10:30-12:00 SRBI Program Model</p> <p>12:00-12:30 Lunch</p> <p>12:30-3:00 PMT Refresher- Certified staff (those who have taken full training previously)</p> <p>12:30-3:30 Technology Resources Review Curriculum, Instruction, Report Card Rubrics Cont'd (Certified staff not in PMT)</p>	<p>8:00-10:00- Math PD with Pat Susla</p> <p>8:00-3:00- Work on teams, Individual work, Goal setting meetings. Jane Cook (BMS Library)- Overview of our work. Where are we? Where are we going?</p>
Tuesday October 10, 2017	<p>PK- PD Plans & CTPAF Implementation/ Calibration</p> <p>K-5 & special educators: Writer's Workshop</p> <p>Unified Arts: Curriculum Revision</p>	<p>Math PD with Pat Susla Curriculum, Data, technology and coaching work with Jane Cook</p>
	SLP's/SW's:	

Tuesday November 07, 2017	PK- Social Studies & Science Curriculum K-5 & special educators: Writer's Workshop Unified Arts: Curriculum Revision	Math PD with Pat Susla Curriculum, Data, technology and coaching work with Jane Cook
	SLP's/SW's:	
Tuesday January 16, 2018	PK- Special Needs in the PK Classroom K-5 & special educators: Writer's Workshop Unified Arts: Curriculum Revision	Math PD with Pat Susla Curriculum, Data, technology and coaching work with Jane Cook
	SLP's/SW's:	
Friday March 9, 2018	PK- Literacy in the ECE Classroom K-5 & special educators: Writer's Workshop Unified Arts: Curriculum Revision	Math PD with Pat Susla Curriculum, Data, technology and coaching work with Jane Cook
	SLP's/SW's:	

2017-2018 After School Meetings

BES	BMS
<p>Faculty Meetings: Agenda determined by administrators -General business -Collaborative problem solving</p> <p>-All certified staff attend</p> <p>Meeting dates: Sept. 6, Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 7, March 7, April 4, & May 2.</p>	<p>Faculty Meetings: Agenda determined by administrators -General business -Collaborative problem solving</p> <p>-All certified staff attend</p> <p>Meeting dates: Sept. 13, Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 7, March 7, April 4, May 2, June 6 (10 meeting dates)</p>
<p>Professional Learning Community (PLC) Meetings: Topics -Curriculum (implementation, alignment, revision) -Instruction (collegial sharing & team planning) -Assessment (common assessments, data, student Work review)</p> <p>Meeting dates: October 18th, November 15th, January 17th, February 14th, April 11th, May 16th</p>	
<p>Faculty Advisory Committee (FAC) Meetings: Topics -Collaborative problem solving -Building questions/concerns -School advancement suggestions/ideas</p> <p>Meeting dates: September 13th, December 13th, March 21st, June 6th</p>	

