

REFLECTION AND RIGOR: A MODEL FOR DEVELOPING H. O. T. TEACHERS

A MODELING PRESENTATION

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ABSTRACT

This modeling session will concentrate on deepening teacher appreciation of reflection and rigor to transform and assess student learning. Literature supports reflective practice as a means to build teacher efficacy (Tavýl, 2014) and identity (Weldon & Bolf-Beliveau, 2015) while a working understanding of academic standards helps teachers refocus the curriculum to develop rigorous learning activities and assessments that can make students' learning visible (Hess et.al., 2009). Session participants will engage with experiential learning breaks designed to model promising practices for developing the higher order thinking (H.O.T.) skills of both teachers and students. Through practice and interaction attendees will deepen their understanding and use of Hess's cognitive rigor matrix as well as retrospective and prospective reflection techniques to bring learning to life. Current primary and secondary teachers who have recently received related H.O.T. training will share practical classroom applications and facilitate the learning breaks throughout this session.

SELECT REFERENCES

Hess, K. K., Carlock, D., Jones, B. S., & Walkup, J. R. (2009). Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-Level Processes. Retrieved from <http://eric.ed.gov/?id=ED517804>

Tavýl, Z.M. (2014). The effect of self reflections through electronic journals (e-journals) on the self efficacy of pre-service teachers. *South African Journal of Education*, 34(1), 1.

Weldon, T. & Bolf-Beliveau, L. (2015). The self that teaches: making professional identity visible. *The Oklahoma Association of Teacher Educators Journal*, 18, 26-36.

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