DISCOVERING HABITS OF MIND

ESSENTIAL DISPOSITIONS FOR SUCCESS IN SCHOOL, WORK AND LIFE

ART COSTA and BENA KALLICK
Institute for Habits of Mind
AGENDA

• What do prominent thought leaders tell us about dispositions?
• Dispositions: What are they?
• Where do dispositions fit in the curriculum
• A new Paradigm for Assessment
• A Declaration
Let us examine what thought leaders are saying about the needs for citizens as we participate in the 21st Century global community.
Citizen of the 22nd Century
No Grandma,
Listen,
Double-click the Internet Explorer Icon.
College and Career Readiness

- Intellectual Openness
- Inquisitiveness
- Analysis
- Reasoning, Argumentation and Proof
- Interpretation
- Precision and Accuracy
- Problem Solving

Employers Stress Communication, Thinking Skills

About four in five employers say critical thinking and analytical reasoning skills are "very important" for recent college graduates to possess, according to a survey by Hart Research Associates. Employers also say good oral- and written-communication skills and the ability to work in teams are highly important.

Skills Deemed "Very Important"

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Effectively communicates orally</td>
<td>85%</td>
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<td>Works effectively with others in teams</td>
<td>83%</td>
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<tr>
<td>Effectively communicates in writing</td>
<td>82%</td>
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<td>Practices ethical judgment and decision-making</td>
<td>81%</td>
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<td>Uses critical thinking and analytical reasoning skills</td>
<td>81%</td>
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<td>Applies knowledge and skills to real-world settings</td>
<td>80%</td>
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21st Century Skills

- Critical Thinking
- Creative Thinking
- Collaboration
- Communication
Global Competencies

✓ Investigate the World
✓ Recognize Perspectives
✓ Communicate Ideas
✓ Take Action

Habits of Mind and Research

• Tony Wagner in his book, *The Global Achievement Gap* identifies:
  - curiosity
  - collaboration
  - associative or integrative thinking
  - a bias toward action and experimentation
He also added:

“What I find most significant about this list is that they represent a set of skills and habits of mind that can be nurtured, taught and mentored.”
THINK – CONNECT-QUESTION

In the chat, add what connections you are making and what questions arise for you.
ESSENTIAL QUESTIONS

• How can you influence educational decision making as you create an adaptive (not technical) mind-shift to value the 21st century skills as the real purpose of education?
DISPOSITIONS:

What are they?
What is a disposition?

Dispositions are:

• Acquired patterns of behavior that are under a person’s will
• Dynamic and situational
• Motivational: activate and direct our abilities
What is the relationship between Dispositions and Habits of Mind?

Dispositions represent sets of behaviors and skills.

The Habits of Mind, based on research in the fields of cognitive psychology, thinking, and social and emotional development, are a carefully chosen set of behaviors and skills.
Dispositions: 16 HABITS OF MIND

- Persisting
- Managing Impulsivity
- Listening with understanding & empathy
- Thinking flexibly
- Thinking about thinking
- Striving for accuracy
- Questioning & posing problems
- Applying past knowledge to new situations
- Thinking & communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment & awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning
In the chat

As you examine this list of 16, which Habits do you think need greater emphasis:

– in classroom instruction
– in the school culture
– among the professional staff
Why Habits of Mind?

- TRANSDISCIPLINARY
- AS GOOD FOR ADULTS AS THEY ARE FOR STUDENTS
- FOCUSED ON LONG RANGE, ENDURING, ESSENTIAL LEARNINGS
Where do thinking dispositions fit with CCSS?
Mathematical Practices in CCSS

1. Make sense of problems and persevere in solving them. *Persisting*

2. Construct viable arguments and critique the reasoning of others. *Communicating with Clarity and Precision*

3. Attend to precision. *Striving for Accuracy*

4. Look for and make use of structure. *Thinking about your thinking (metacognition)*

5. Look for and express regularity in repeated reasoning. *Applying past knowledge*
THINKING SKILLS
THINKING DISPOSITIONS
RICH COGNITIVE TASKS THAT DEMAND SKILLFUL, CREATIVE, STRATEGIC THINKING
SKILLFUL THINKING
CONTENT

EFFECTIVE THINKING REQUIREMENTS:
How do we know students are getting better at the HOM?
Changing your Mindset

FROM:
Not only knowing right answers.

TO:
Also knowing how to behave when answers are not immediately apparent.
A New Mindset for Assessment:

• Continuous/On-going
A New Mindset for Assessment:

- \textsc{formative}

\textbf{FORMATIVE}
**FEEDBACK SPIRAL**

- **Clarify (Revisit) Goals and Purpose**
- **Plan**
- **Take Action/Experiment**
- **Assess and Gather Evidence**
- **Study / Reflect / Evaluate**
- **Modify Actions Based on New Knowledge**

*From Assessment in the Learning Organization, Shifting the Paradigm Page 27 - Edited by Arthur L. Costa and Bena Kallick, ASCD 1995*
A New Mindset for Assessment:

• SELF-ASSESSING
In the chat

To what degree are these conditions
  – continuous and ongoing
  – Scaffolding
  – self-assessing)
evident and valued in your assessment system for your district?
How do we know the students are understanding the meaning and becoming more skillful with a Habit of Mind?
# HOW ARE WE DOING CHECKLIST

## HABIT OF MIND:
Listening with Understanding and Empathy

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<th>OFTEN</th>
<th>SOMETIMES</th>
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# HOW AM I DOING CHECKLIST

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<td>I can ask questions about the story as I am reading.</td>
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<td>I can draw from past knowledge to make connections to the story.</td>
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<td>I can wonder about how this story tells me something more about myself.</td>
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<tr>
<td>I can identify what the problem was for the main character in the story.</td>
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ASSESSMENT STRATEGIES:

ART WORKS
MANAGING IMPULSIVITY

“DON’T CALL OUT IN ASSEMBLY IF YOU LOOSE A TOOTH. YOU WAIT UNTIL ASSEMBLY IS OVER.”
GAGE, GRADE 1
“When I was doing this work, I was thinking about how hard the kids at Furr had to work and what they had to overcome in order to succeed. The body is the body of a student and the head represents our mascot, the bull. The uplifted hand stands for persistence.”

Juan,
Furr High School
Houston, Texas
“I felt moved about this habit because of the doors you can open from just doing what it says; to step back and see things through a colorful thought. By exercising this habit the mundane could develop into something that only you can imagine... hence the transition of a lot of different subjects in my painting. May all who look at this take a piece with you and transition your own life into something vibrant.”

Artist: David Aspen

Medium: Acrylic paint on stretched canvas

Hours: 70

Title: Seeing With Words

Inspiration: The Habit of Mind: Creating, Imagining & Innovating

March 5th, 2012, Community High School of Vermont
Are we preparing students for a life of tests...  

or for the tests of life?
Resources To Go Deeper

*Assessment Strategies for Self-Directed Learning*
Corwin Press

*Dispositions: Reframing Teaching and Learning*
Corwin Press

On line Course: Assessing Habits of Mind
Eduplanet21.Com

16 Instructional Habits of Mind Animations:
www.wondergrovekids.com/habits-of-mind
A DECLARATION ON EDUCATION FOR LIFE

MAKE YOUR VOICE HEARD