Habits of the Mind

Art Costa defines the Habits of the Mind as, "What intelligent people do when they are confronted with problems, the resolution of which are not apparent."

Thoughtful students are the key to fostering learning environments that place a premium on thinking. How does one achieve a classroom full of thoughtful students? When the Habits of the Mind are embedded in the learning process, the end result for students is the empowerment to learn and to be successful.

There are direct strategies for teaching the Habits of the Mind. One way to build student awareness is through the questions that you pose in class. One strategy is to explain the habits to students and then to help them focus on which specific habit is being developed by asking questions such as: In solving these math problems, which habit will help you? As you reflect on the reading passage, which habit did the main character use to solve his/her problem? As you worked with your partner(s), which steps did you use to plan your project, to complete the project, to evaluate your success (all involve metacognition)?
What are the HABITS?

Persistence--
(Learning to stick with a task even when it is super difficult.)

Managing Impulsivity
(Learning to be calm, thoughtful, and deliberative. Taking time to think before reaching a quick decision.)

Listening with Empathy and Understanding
(Learning to think about issues and concerns from a different point of view. Showing understanding of the happiness or difficult that another is experiencing.)

Thinking Flexibly
(Learning that it is ok and is often good to change your position, to think of many ways to solve a problem, and to consider a variety of options.)

Metacognition --Thinking About How You Think
(Being aware of the thoughts, strategies, feelings or steps that are involved in working through a task or in solving a challenging problem.)

Checking for Accuracy
(Taking time to check over your work and looking for ways to improve it.)

Applying Past Knowledge
(Recognizing the connections between what is known and what is being learned.)

Questioning and Posing Problems
(Finding problems to solve, asking questions to gain additional information.)

Thinking and Communicating with Clarity and Precision
(Be specific, use specific words related to the subject being discussed.)

Gathering Data Through all the Senses
(Paying attention to the world around you.)

Creating, Imagining, and Innovating
(Thinking about how to try things in a different way. Developing fluency and flexibility skills.)

Responding with Wonderment and Awe
(Showing passion for interests, enjoying the process of learning and problem solving)
Additional Habits...

**Responsible Risk Taking**
(Being willing to try new things that are outside of the comfort zone.)

**Finding Humor**
(Finding joy in the whimsical, incongruous and unexpected. Being able to laugh at oneself.)

**Thinking Interdependently**
(Being able to work with and to learn from others.)

**Remaining Open to Continuous Learning**
(Resisting complacency, learning from experiences and understanding when additional information is needed.)

Visit these sites to find a list of children's books to support teaching the habits of the mind and for additional instructional ideas.

and
http://www.teachhub.com/teaching_strategies_16-habits-mind

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Supporting Emotional Needs of the Gifted (SENG) Conference is coming to Williamsburg, VA Friday, July 22- Sunday, July 24th.

Visit Sengifted.org for information.

William and Mary's Annual Curriculum Conference will be held this summer, June 27-28th at the college. Visit education.wm.edu/center/cfge/profdev/conferences/psi/index.php for details.
Encourage a Growth Mindset

According to Dr. Carol Dweck, educators with a growth mindset believe that ALL students can achieve at higher levels with effort, perserverance, and resiliency. A growth mindset learning environment encapsulates the philosophy that there is enough success for everyone. Both teachers and students learn about what can happen as a result of practice, perseverance, resiliency and grit.

Fixed mindset is a belief system in which one believes that intelligence is something you are born with and have little control over. It is inate and although everyone can learn new things, a child’s inate intelligence cannot be changed. A student with a fixed mindset believes that he/she will never be good in a particular area or might be afraid to try something new for fear of failure.

Teachers have the ability to help all of their students learn to embrace a growth mindset by creating an environment that promotes risk taking. When you create an environment that is conducive to risk taking, all students are more likely to challenge themselves and find that they can exceed their own expectations.

Teachers with a growth mindset learn alongside and partner with students by providing constant reminders of what a growth mindset is, encouraging effort, and recognizing when students stretch beyond what the student believes is possible. With a growth mindset all students can gain confidence in their ability to solve problems and to think for themselves.

Check out the ideas for fostering a Growth Mindset Classroom on Pinterest

http://www.pinterest.com/ahartness/goal-setting-and-growth-mindset/