DISPOSITIONS:
REFRAMING TEACHING AND LEARNING

Bena Kallick
Co-director, Habits of Mind International
www.habitsofmindinstitute.org
Just Like Me
AGENDA

• A Brief review of 21st Century Skills
• Dispositions: What are they?
• Where do dispositions fit in the curriculum
• A new Paradigm for Assessment
• Assessment Strategies for Self-Directed Learning
• A Declaration
• Reflection and commitment to next steps
Let us examine what researchers 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

According to Daniel Pink in his book, *Drive*

- Mastery
- Autonomy
- Purpose
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

  - 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 – PAIR - SHARE

As you consider what is being said about these thinking dispositions, how do they relate to the curriculum being taught and assessed in your organization?
ESSENTIAL QUESTION

• How can we create an adaptive (not technical) mind-shift within and among those who influence educational decision-making to re-balance a curriculum that values thinking dispositions?
WHAT IS IT ABOUT YOUR STUDENTS THAT MAKES YOU THINK THEY NEED TO LEARN HOW TO THINK?

What do you see them doing?
What do you hear them saying?
How are they feeling?

How would you like them to be?
HOW WE WOULD LIKE THEM TO BE
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 and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning
HABITS OF MIND
Discussion

✔ READ AND DEFINE IT IN YOUR OWN WORDS

✔ GIVE EXAMPLES: WHAT DO YOU HEAR PEOPLE SAYING OR SEE THEM DOING AS THEY USE THE HABIT OF MIND?

✔ DESCRIBE SITUATIONS WHEN IT IS IMPORTANT TO USE THE HABIT OF MIND

✔ POSE QUESTIONS INTENDED TO ELICIT THE HABIT OF MIND IN OTHERS
ON A CHART:

✔ TITLE
✔ CREATE A SIMILE: “…. (name the habit of mind) IS LIKE A…….. BECAUSE……..”
✔ CREATE A LOGO OR SYMBOL FOR THE HABIT OF MIND
✔ COMPOSE A BRIEF STATEMENT OR SLOGAN THAT SUMMARIZES THE HABIT OF MIND
DISPOSITIONS:

What are they?
UNPACKING DISPOSITIONS:

Dispositions are:
1. Acquired patterns of behavior that are under one's control and will as opposed to being automatically activated.

2. Overarching sets of behaviors, not just single specific behaviors.

3. Dynamic and idiosyncratic in their contextualized deployment rather than prescribed actions to be rigidly carried out.

4. More than desire and will, dispositions must be coupled with the requisite ability.

5. Dispositions motivate, activate, and direct our abilities.

Ron Ritchart  *Intellectual Character*
Dispositions as Outcomes

Learning Strategies
- Socratic/Inquiry
- Thinking Maps
- Social Networking
- Problem Based

Curriculum Decision Making

Assessment
- On-going
- Formative
- Self-Evaluative
WE MUST PREPARE STUDENTS NOT ONLY FOR A LIFE OF TESTS BUT ALSO FOR THE TESTS OF LIFE.
Please, Ms. Sweeney, may I ask where you’re going with all of this?
DISCOVERING YOUR OWN DISPOSITIONS
CURRICULUM MIND SHIFTS

FROM:
Not only knowing right answers.

TO:
➔ Also knowing how to behave when answers are not immediately apparent.
Read and rank the tasks.

Which committee are you most likely to join? A committee to:

A. Develop a step by step plan to organize our school to enhance and establish rules and procedures that clarify learning expectations?

B. Develop and share the reasoning for developing a school culture that promotes serious learning and complex forms of thinking?

C. Dream a bit: What would it look like if all students were motivated to do their best work and be inspired with the love of learning?

D. Work with in a group to suggest ways to build meaningful, collaborative relationships among our staff members which would better promote learning?
Read-Think-Write

• Reflect on and write about what went on in your head—your thoughts and feelings—when making your rankings

• Which HOM are you calling forth in making this decision?
Share what are you learning about your own dispositions/inclinations and how this knowledge effects your decisions?
<table>
<thead>
<tr>
<th>Mastery</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>Relate</td>
</tr>
<tr>
<td>Step-by-step</td>
<td>Friend-by-Friend</td>
</tr>
<tr>
<td>What?</td>
<td>If What, So What?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Self-Expressive</th>
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<tbody>
<tr>
<td>Reason</td>
<td>Reorganize</td>
</tr>
<tr>
<td>Doubt-by-Doubt</td>
<td>Dream-by-Dream</td>
</tr>
<tr>
<td>Why?</td>
<td>What if?</td>
</tr>
</tbody>
</table>
Where do thinking dispositions fit in the curriculum?
THINKING SKILLS

THINKING DISPOSITIONS

RICH COGNITIVE TASKS THAT DEMAND SKILLFUL, CREATIVE, STRATEGIC THINKING

EFFECTIVE THINKING REQUIREMENTS:

SKILLFUL THINKING

CONTENT
Concepts, principles and understandings basic to the subject being taught and learned

What do you want students to know and be able to do as a result of this lesson or unit?
UNDERSTANDING: WHAT DO WE MEAN?

“He understands me”.
“She understands French”.
“Students understand the concept”.
“She understands the laws of physics”.
“We have an agreement of understanding”.
“This is my understanding of the matter.”
What do you mean by “understanding”?

What would you see/hear students doing if they “understand”?

Add your own thoughts
EVIDENCE OF UNDERSTANDING:

CAN STUDENTS:
- Explain it accurately?
- Give their interpretation?
- Take another’s perspective?
- Empathize?
- Ask further questions?
- Apply it elsewhere?
EFFECTIVE THINKING REQUIREMENTS:

THINKING SKILLS
<table>
<thead>
<tr>
<th>THINKING VERBS FOUND IN STANDARDS</th>
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<tbody>
<tr>
<td><strong>ANALYZE</strong></td>
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<tr>
<td><strong>APPLY</strong></td>
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<tr>
<td><strong>CLASSIFY</strong></td>
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<tr>
<td><strong>COMPARE</strong></td>
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<tr>
<td><strong>CONNECT</strong></td>
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<tr>
<td><strong>CONTRAST</strong></td>
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<tr>
<td><strong>DESCRIBE</strong></td>
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<tr>
<td><strong>DISCUSS</strong></td>
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<tr>
<td><strong>ELABORATE</strong></td>
</tr>
</tbody>
</table>
“THINKING IS THE HARDEST WORK THERE IS WHICH IS WHY SO FEW PEOPLE ENGAGE IN IT.”

HENRY FORD
DIRECT INSTRUCTION IN THINKING SKILLS

Do students know how to perform the thinking skills?

Can students describe the steps in the thinking process?

Can they correctly label the skills when they use them?

Do they apply the skills spontaneously when solving problems?
LABELING THINKING SKILLS AND PROCESSES: E.g.

✴ "Let's look at these two pictures"
✴ "What do you think will happen when...?"
✴ "Let's work this problem."
✴ "Let's COMPARE these two pictures."
✴ "What do you PREDICT will happen when...?"
✴ "Let's ANALYZE this problem."
LABELING THINKING SKILLS AND PROCESSES: E.g.

✴ "How do you know that's true?"

✴ "What EVIDENCE do you have to support…?"

✴ "How else could you use this…?"

✴ "In what situations might you APPLY this…?"

✴ "Do you think that is the best alternative?"

✴ "As you EVALUATE these alternatives…."

✴
LABELING THINKING
SKILLS AND PROCESSES: E.g.

✴ "What do you think would happen if..."
✴ "What did you think of this story?"
✴ "How can you explain...?"

✴ "What do you SPECULATE might happen if..."
✴ "What CONCLUSIONS might you draw...
✴ "How does your HYPOTHESIS explain...?"
EFFECTIVE THINKING REQUIREMENTS:

RICH COGNITIVE TASKS THAT DEMAND SKILLFUL, CREATIVE, STRATEGIC THINKING
THINKING SKILLS

THINKING DISPOSITIONS

COGNITIVE TASKS
THAT DEMAND
SKILLFUL, CREATIVE,
STRATEGIC THINKING

SKILLFUL
THINKING

CONTENT

EFFECTIVE THINKING
REQUIREMENTS:
ANALYSIS

❖ What math concepts were being learned in this lesson?

❖ In which thinking skills were students engaging?

❖ What was the nature of the task the students were performing?

❖ Which dispositions were students drawing upon?
THINK - PAIR - SHARE

🍎 Anticipate a lesson you are planning to teach.

🍎 What concepts, thinking skills, tasks and dispositions might be included?
Summarize your understanding of thinking dispositions and their place in the curriculum.
How do we know students are getting better at the HOM?
ASSESSING DISPOSITIONAL GROWTH

• Dispositional growth cannot be assessed using old-fashioned, content-based assessment techniques.
• Since dispositions are never “mastered,” growth requires different forms of assessment than does the mastery of content.
• This new paradigm of assessment is built on three basic principles:
ASSESSING DISPOSITIONAL GROWTH

1. Assessment is continuous and ongoing.
   • In traditional assessment designs, we waited until a project lesson or term was completed to assess the degree to which learners acquired and retained the intended knowledge and skills. (Summative)

   • The new paradigm intends for learners to constantly monitor their performance to determine if their behavior or products meets or approaches the criteria for excellence as described in the scaffold that was generated by the group or individual.
ASSESSING DISPOSITIONAL GROWTH

2. Assessment is Formative.

• Formative assessment benefits students’ on-going process of learning by generating both feedback information (from the students themselves, their products or performance, their peers, and/or the teacher/coach) and…..

• “feed forward” strategies that enable students with their decision making, as they continually restructure and revise their understanding/skills, and to modify and commit to goals thus building more powerful ideas and capabilities.
FEEDBACK SPIRAL

Clarify (Revisit) Goals and Purpose

Plan

Take Action/Experiment

Assess and Gather Evidence

Study / Reflect / Evaluate

Modify Actions Based on New Knowledge

Clarify (Revisit) Goals and Purpose

Modify Actions Based on New Knowledge

Study / Reflect / Evaluate

Assess / Gather Evidence

Clarify Goals and Purpose

Plan

Take Action/Experiment

* From Assessment in the Learning Organization, Shifting the Paradigm
Page 27 - Edited by Arthur L. Costa and Bena Kallick, ASCD 1995
3. Assessment of self.

- We want students to become spectators of their own growth.
- Building from both internal and external data sources, reflections, and observations, rich and challenging learning activities provide opportunities to build the skills of monitoring and self-assessing performance and growth of dispositions.
- While feedback from teachers serves as a rich data source, we also want students to become even more self-evaluative and metacognitively aware of their own performance, and dispositional growth.
ASSESSMENT STRATEGIES:

OBSERVATIONS OF PERFORMANCES AND PRODUCTS
Do students apply dispositions while working on rich tasks to produce some product, process or performance?

What might they be saying, feeling and/or doing?

Invite students to observe themselves and be observed by their peers and their teacher and provide feedback.
RICH TASKS

✓ Engaging skillfully in a variety of authentic, rich activities that require strategic planning, creative approaches and the application of organized, multiple and complex thinking skills.
EFFECTIVE THINKING REQUIREMENTS:

RICH COGNITIVE TASKS THAT DEMAND SKILLFUL, CREATIVE, STRATEGIC THINKING
THINK – PAIR - SHARE

What are the key qualities of the assignment that motivate this student?
Managing impulsivity
ASSESSING GROWTH IN METACOGNITION

Response to the directions --
"Tell me everything you know about the number 100."

February 9, 1989

no how to

count to a

hand: 1, 2, skip, 3

few fallen
ASSESSING GROWTH IN METACOGNITION

A first grader's attempt to explain his thought processes.
ASSESSING GROWTH IN METACOGNITION

She got 30¢ because I made columns and I put 1 in each column till I got to 18 and they all got nickels so I counted Jenny's nickels and got 30¢.
ASSESSING GROWTH IN METACOGNITION

2-22-89 x 3 times

First you read try answer then you think in your brain what the answer could be. If you need help get the book and get your sheet with box. If you need your fingers also that is fine. If you put 3 x 4 it equal is the same answer.
I feel dumb because I don't understand word problems. When I see other people doing their word problems, I feel dumb. Sometimes I see other people having trouble and I feel a little better.
When I first started doing word problems I thought like they were the teacher off my life. I would get so nervous I wouldn't know what to do. But now I know that they can be hard, but nothing to worry about.

1. Find out what you have to do.
2. Choose a strategy and find out how to go about doing it.
3. Solve it.
4. Check your answer.
5. Recheck it.

By following the steps, I feel fine, not scared or something.
ANECDOTAL RECORDS AND INTERVIEWS
Enjoy a FREE Preview at www.wondergovekids.com/habits-of-mind/
ASSESSMENT STRATEGIES:

RUBRICS
STUDENT DEVELOPED RUBRIC FOR CLASSROOM BEHAVIOR

4 Don't talk. Sits on chair and lissens to teacher. Works hard. Good.

3 Talks a little. Sits on chair and mostly lissens to teacher. Works. Pretty good.

2 Talks a lot. Sits on knees and maybe lissens. Works a little bit. Bad.

1 They talk loud and never lissens. Walk all around. Don't write a thang. Bad to the bone!
ASSESSMENT STRATEGIES:

RUBRICS

Turn to page 117-118 in your book. Examine the student-made rubric. Share with a partner what makes these statements “unusual” for you?
Daniel: “They help you see yourself from a different point of view. Rubrics are important as well as people to give feedback.”

Miriam: “You don’t want to hear what people have to say so paper is more welcoming.”

Daniel: “Rubrics help you catch bad habits and change them to good quickly.”

Narain: “They help you learn from your mistakes and lets you think of how you can be better: Are you at the top of the rubric or below? And how do you get to the top?”
ASSESSMENT STRATEGIES:

PORTFOLIOS
ASSESSMENT STRATEGIES:

JOURNALS, LOGS AND DIARIES
Persistence:
“In the last project when I couldn’t have been more stressed. I wanted to quit and walk away, but no matter how much I wanted to give up because I had no idea what I was doing or how it was going to be done, no matter how much I wanted to throw the Makita because it wasn’t working, no matter how much responsibility I was forced to take on I stuck with it until the end always knowing (hoping) it would turn out great.”
Listening with Empathy and Understanding

“Listening before prejudging someone’s contribution makes sense. Being patient helps. I was surprised at the great ideas and how much everyone added.”
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
Artistic Statement

In art, I like the way you can see the world in different ways. There are many things in this world that are unique and beautiful but people don’t stop to see them.

I like art because it’s an activity you can master and you don’t have to be born to do it. I think you can never stop learning about art but before you become a true expert you need to have a passion for art. Art takes discipline because you work for weeks or months and you might not like your picture but you teach yourself that everything you do is not going to be perfect but you can never stop trying. You have to teach yourself to never give up.
ASSESSMENT STRATEGIES:

CHECKLISTS
# HOW ARE WE DOING CHECKLIST

<table>
<thead>
<tr>
<th>HABIT OF MIND: Listening with Understanding and Empathy</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Verbal) Restates/paraphrases a person’s idea before offering a personal opinion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies a person’s ideas, concepts or terminology.</td>
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<tr>
<td>Expresses empathy for other’s feelings/emotions.</td>
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<tr>
<td>Takes and allocentric point of view e.g. “If I were in your position……”</td>
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<td></td>
</tr>
<tr>
<td>Changes mind with additional new information.</td>
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</table>
HOW AM I DOING CHECKLIST

<table>
<thead>
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<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Non-Verbal) Faces the person who is speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes eye-contact if appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nods head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses facial expressions congruent with speaker’s emotional message.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mirrors gestures.</td>
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<td></td>
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<tr>
<td>Mirrors posture.</td>
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</table>
ASSESSMENT STRATEGIES:

APPLE GAMES
ASSESSMENT STRATEGIES: GAMES

• immediate feedback: Players know why they’ve failed or won. Students reflect on need to make modifications and set goals for next time. (Continuous learning/feedback spiral)

• Games require applying and monitoring such dispositions as strategic thinking, problem solving, creativity, thinking interdependently, clear and precise language.

• Multiplayer games demonstrate thinking interdependently, collaborating and strategizing in teams,

• Students are alerted to discover which dispositions to monitor. Observers record which dispositions are apparent and give feedback during debriefing.

• Teachers observe students playing the games and use such checklists as observational tools.
ASSESSMENT STRATEGIES:

EXHIBITIONS
ASSESSMENT STRATEGIES:

A LOOK TO THE FUTURE
SELF-DIRECTED PD ON HABITS OF MIND
IN SCHOOL OR JOB-ALIKE GROUPS

Discuss and develop a plan for introducing thinking dispositions to your school, your PLC and/or your community.
Write about thinking dispositions---

“I used to think.... Now I think....”
WRITE – PAIR - SHARE

• Stand and make eye contact with a person in this room with whom you have NOT interacted.

• Share your “I used to think and now I think…..” statement.
A DECLARATION ON EDUCATION FOR LIFE
“You must be the change you wish to see in the world.”

Mahatma Gandhi
“THE BEST WAY TO PREDICT THE FUTURE IS TO INVENT IT.”

ALAN KAY
APPLE COMPUTER CO.
Resources

• [www.eduplanet21.com](http://www.eduplanet21.com) online Learning Paths for Habits of Mind
• [www.wondergrovekids.com/habits-of-mind](http://www.wondergrovekids.com/habits-of-mind) 16 instructional animations for Habits of Mind
• *Dispositions: Reframing Teaching and Learning* Corwin Press
• *Learning and Leading with Habits of Mind* ASCD
• *Assessment Strategies for Self-Directed Learning*
• Corwin Press