Launching Self-Directed Learners: 
Start Your School Year with 
Habits of Mind

ESSENTIAL QUESTIONS
• What are the characteristics of effective, creative, successful, 21st Century problem solvers?
• How might we foster the habits for self-directed learning?

The New 3 R’s
• Ready for School 
  – Assessments that sort
• Ready for Learning 
  – Assessments designed for transfer
• Ready for Life 
  – Critical and Creative Problem Solving skills to meet the challenges of the 21st century
Core of Common Core

- comprehend and evaluate complex texts...
- independently to discern...
- Without prompting...
- self directed learners...

Habits of Mind are.....

...dispositions that are skillfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems, the solutions to which are not immediately apparent.

Self-directed Learning:

- Self Managing
- Self Monitoring
- Self Modifying
SELF-MANAGING:

Knowing the significance of and being inclined to approach tasks with clarity of outcomes, a strategic plan, and necessary data, and drawing from past experiences, anticipating success indicators, and creating alternatives for accomplishment.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Managing
1. Managing impulsivity
2. Thinking flexibly
3. Questioning and problem posing
4. Drawing forth past knowledge and applying it to new and novel situations
5. Gathering data through all senses
6. Imagining, creating, innovating
SELF-MONITORING:

Being aware of our own and others’ use of thinking skills, strategies and dispositions and their effects on others and on the environment.

SELF-MONITORING:

Having sufficient self-knowledge about what works, establishing conscious metacognitive strategies to alert the perceptions for in-the-moment indicators of whether the strategic plan is working or not and to assist in the decision-making processes of altering the plan and choosing the right actions and strategies.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Monitoring
7. Thinking about thinking (Metacognition)
8. Persisting
9. Monitoring accuracy and precision
10. Listening with understanding and empathy
SELF-MODIFYING:

Reflecting on, evaluating, analyzing, and constructing meaning from experience and making a commitment to apply the learning to future activities, tasks, and challenges.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Modifying

11. Thinking and communicating with clarity and precision
12. Responding with wonderment and awe
13. Remaining open to continuous learning
14. Thinking Interdependently
Chat

- As you reflect on your students, what are you observing about them that suggests they need to learn to be more self-directed?
- Use the chat feature to send your thoughts to us and each other.
Objective

I can read aloud by myself easily. I understand the books I read.

I know how to read books, newspapers, signs and labels.

I can predict and explain what will happen next in a story.

I can respond and give details when answering questions about a story.

I can ask questions about the story as I am reading.

I can draw from past knowledge to make connections to the story.

I can wonder about how this story tells me something more about myself.

I can identify what the problem was for the main character in the story.
### Learning Outcomes: Showing Respect

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>}}}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet, but I will try...</td>
<td></td>
</tr>
<tr>
<td>1. I wait until someone is finished before I take my turn to speak.</td>
<td></td>
</tr>
<tr>
<td>2. I show respect to the speaker by facing them.</td>
<td></td>
</tr>
<tr>
<td>3. I show that I am listening by making eye contact with the individual who is speaking.</td>
<td></td>
</tr>
<tr>
<td>4. I show that I am listening by nodding and shaking my head.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes: Demonstrating Understanding

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>}}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making connections between what you say and what the person directly before you (and before them) has said.</td>
<td></td>
</tr>
<tr>
<td>Asking relevant questions.</td>
<td></td>
</tr>
<tr>
<td>Agreeing to disagree and justify your answer with reference to the text Asking relevant questions</td>
<td></td>
</tr>
</tbody>
</table>
ESSENTIAL QUESTIONS

• What are the characteristics of effective, creative, successful, 21st Century problem solvers?

• How might we foster the habits for self-directed learning?
AS YOU START THIS NEW SCHOOL YEAR, MAKE A COMMITMENT:

✓ I will not rescue my students from learning
✓ I will involve students in both self-evaluation and goal setting
✓ I will make certain that students know that my purpose is to help them become curious, engaged, continuous, thought-full learners and that the content of my lesson serves as a vehicle for that learning process
✓ I will provide the opportunities for developing rich cognitive tasks that require skillful thinking.
✓ I will model all the behaviors I want my students to acquire.

References for further learning and resources

• www.instituteforhabitsofmind.com

• www.instituteforhabitsofmind.ning.com

• www.eduplanet21.com