

**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



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 other 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.

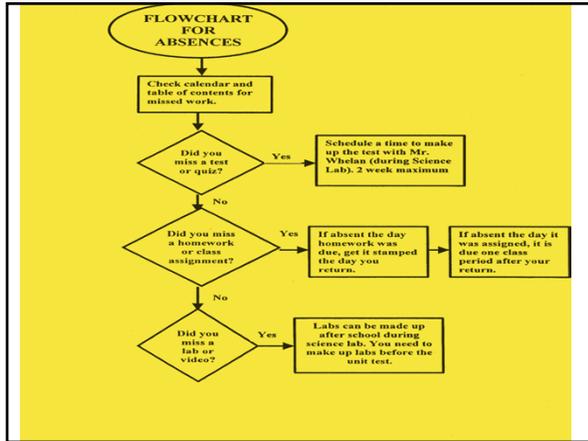
INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

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.



4 WEEK PROGRESS AND GRADE UPDATE
 Mr. Hanson's Science Class

Name: _____
 Period: _____
 Date: _____

Grading period: 1st Semester grade report
PARENTS: PLEASE ANSWER IT BY THE END OF THE 1st SEMESTER GRADING PERIOD. ALL LATE WORK OR MISSING ASSIGNMENTS MUST BE IN BY THE ENDING ASSIGNMENT!
THERE ARE 3 WEEKS LEFT IN THE 1st SEMESTER!

Current grade: _____
 My Total points: _____ Class Points Possible: _____
 %Grade: _____ Letter Grade: _____

Number of missing assignments: _____
 List the titles of missing assignments below:

Student explanation of current grade:

Parents please respond to grade explanation and current grade. Write comments or concerns:

Student goal for the next 4-week grading period:

Parent response: I plan to help my child achieve this goal by:

Student Signature: _____ Date: _____
 Parent Signature: _____ Date: _____

Name _____ Date _____ Page # _____
 Class period: _____

Chemistry Standards: Gases and Their Properties

Standard	*Ready for Test	*Need More Practice	*Don't Get It Yet	**Action
Define pressure and explain how it is related to the motion of particles.				
Explain why gases diffuse.				
Apply gas laws to mathematically describe the relationship between temperature, pressure and volume of an ideal gas.				
Define standard temperature and pressure (STP).				
Convert from moles of gas to volume or vice versa at STP.				
Convert from Celsius to Kelvin.				
Explain the meaning of absolute zero.				

* List evidence for your self-rating, quiz score, homework completion, success on review questions, etc.
 ** What steps will you take to improve your preparedness for the test?

*Keith Whelan
 Clovis Unified School District
 Clovis, CA*

Objective	Evidence
I can read aloud by myself easily. I understand the books that I read	
I know how to read books, newspaper, 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.	

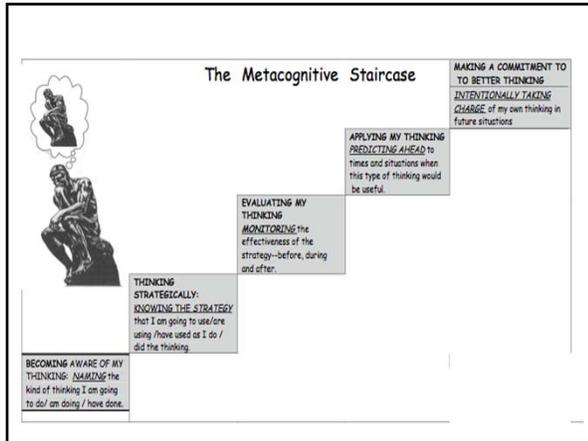
Objective	Evidence
I can ask questions about the story as I am reading.	
I can draw from past knowledge to make connections to the story.	
I can wonder about how this story tells me something more about myself.	
I can identify what the problem was for the main character in the story.	

Learning Outcomes: Showing Respect	Evidence:	Not Yet, but I will try...
1. I wait until someone is finished before I take my turn to speak.		
2. I show respect to the speaker by facing them.		
3. I show that I am listening by making eye contact with the individual who is speaking.		
4. I show that I am listening by nodding and shaking my head.		

Learning Outcomes: Demonstrating Understanding	Evidence:
Making connections between what you say and what the person directly before you (and before them) has said.	
Asking relevant questions	
Agreeing to disagree and justify your answer with reference to the text Asking relevant questions	

Thinking About Books
When I read a book, I may think . . .

- ? hmmm... this makes me wonder or ask a question . . .
- ! hmmm... this is surprising . . .
- ★ hmmm... this makes me make a prediction because I think that something will happen next...
- ♥ hmmm... I loved the part of the book when . . .
- 💡 hmmm... this gives me the idea that...
- hmmm... this book reminds me of . . .
 - ☞ another book
 - ☞ something in my life
 - ☞ something I know about



Up The Metacognitive Staircase: Questions That Prompt The Climb

STEP	METACOGNITIVE LEVEL	TEACHER POSES SUCH QUESTIONS AS...
5th	Making a Commitment to Better Thinking	"Why is it important to you to.....?" "What goals are you setting for yourself to become more mindful of your own thinking?" "As you anticipate similar problems in the future, what insights might you carry forth about how to think through such problems?"
4th	Applying our Thinking in other situations	"How might you do this thinking next time?" "As you anticipate similar problems in the future, what insights might you carry forth about how to think them through?" "What makes you think that strategy will work in this situation?" "What has worked for you in the past that you might draw upon?" "When else in (this course/ school/ life/ work) might this strategy prove useful?" "What situational cues will remind you to think this way?"
3rd	Evaluating the Effectiveness of our Thinking	"How well did your strategy work for you?" "How do you know your strategy is working?" "What corrections, alterations in your strategy are you making as you.....?" "What will you pay attention to while you are solving this problem to let you know your strategy is working?" "What alternative strategies might you employ if you find your strategy is not working?" "Why do you think this is the best strategy?" "What has worked for you in the past?" "What makes you think that strategy will work in this situation?" "By what criteria will you judge that this is the best way to approach this problem?"
2nd	Building capacities to Think More Strategically	Going as far as: "What approaches will you employ...?" "As you approach this problem, how will you try to solve it?" Act Using: "As you consider the steps in the skillful problem solving process, where are you.....?" "What patterns are you noticing in your approach to solving this problem?" "What questions are you asking yourself?" Did use: "As you reflect on your problem solving strategy, what did it involve?" "What led you to this decision to.....?" "What questions were you asking yourself?"
1st	Becoming More Aware of our Thinking.	"Describe the kind of thinking you will be / are / were doing." "What type of thinking was going on in your head when.....?" "While you were thinking about....., what mental processes were you using?"

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- 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
