

A three year plan for assessing the effect of HOM with the students, curriculum, instruction and in the school culture

Year One: Focus on Awareness

Indicators of student awareness:

- When asked, students know about the habits of mind
- When asked, students are able to name at least one of the habits and describe what it means
- Students reflect on use of the habits in their academic and social lives

Indicators in curriculum and instruction:

- The habits have been introduced by teachers
- Lessons have been designed with the habits in mind
- There are reminders regarding the habits
- Teachers exhibit awareness of listening and questioning skills

Indicators in the culture:

- There are signs and symbols that suggest that the habits are a part of the work of the school
- When asked, teachers are aware of what the habits are and can give examples of how they affect their thinking
- When asked, parents are aware of the habits and understand how they are being focused on in the school

Year Two: Focus on Embedding HOM in Curriculum as Well as Culture

Indicators that students are learning more deeply about the habits:

- When asked, students are able to talk about use of the habits and can give examples
- When asked, students are able to identify the value and benefit they accrue from using the habits
- Students are able to reflect on use of the habits in their academic and social lives more spontaneously

Indicators in curriculum and instruction

- Habits are well integrated into lessons and units
- Teachers are assessing whether students are demonstrating use of the habits
- Teachers have more metacognitive conversations about how and when there is a use of the habits

Indicators in the Culture:

- Evidence of student work that represents the work with the habits are now in classrooms and in the halls
- Data regarding student use of the habits is included in reports to parents
- Parents see the value of the habits and find examples of use outside of school

Year Three: Sustaining the Habits Throughout the Learning Community

Indicators that students are learning more deeply about the habits:

- Students identify the habits within themselves and reach out to identify use of the habits with one another
- When asked, students are able to express their use of the habits and how they are learning to improve with relation to use of the habits
- When asked, students can identify situations in which they wish that they had used the habits and have some thoughts about how they might improve
- Students are able to set goals around the habits as they plan for successful learning and living

Indicators in curriculum and instruction

- Teachers are sufficiently fluent with the habits that they are able to name when they are being used when not particularly planned for
- Teachers have sufficient fluency that they are able to talk with parents and use the language of the habits easily as they translate various concerns into ways in which the habits might be helpful
- Teachers are able to design instruction and include the habits with intention and ease
- Teachers seek to learn more about the work of the habits and keep up with current reading and research

Indicators in the Culture:

- The norms of the culture include the habits
- New people—students, teachers, parents—are aware of the habits and there is provision for them to learn about them
- Parents provide rich examples of how the habits are affecting their children
- The learning community has a design for action research that will help them identify successes as well as opportunities for growth

All the inhabitants of the school

The staff, students and parents are increasingly:

- spontaneously employing the language of the Habits of Mind
- aware of and recognizing the HOM in themselves and others,
- valuing of the HOM as a skillful, internal compass to guide actions, thoughts and decisions.
- applying the HOM in an ever-expanding range and variety of settings
- becoming more skillful and capable in performing the HOM when confronting problems in a variety of settings.
- committed to monitoring, reflecting on, evaluating and improving the HOM.
- unprompted in their habitual use of the HOM
- becoming influenced by the Habits of Mind in their daily behaviors, interactions and learning.

Classroom Instruction

- Focuses on alerting, experiencing, illuminating, practicing, valuing, reflecting upon and evaluating the use of the Habits of Mind:
- The HOM are mindfully and meaningfully heard in the vocabulary of both students and teachers in their classroom interaction.
- Lessons are planned to make the HOM explicit as well as creating classroom conditions **for** the habits of mind and teaching about the habits of Mind.
- Instructional strategies are designed to directly teach, engage, monitor and reflect on the HOM.

Curriculum Design

- Habits of Mind are woven through other curriculum initiatives and mandated programs.
- The curriculum is deliberately structured and planned to include the infusion of the Habits of Mind.

- Lessons and units are designed to both infuse opportunities to use, and to develop students' Habits of Mind.
- incorporating the HOM and, as students mature in their understanding of the HOM, the lessons also mature in sophistication and complexity.
- The HOM are stated as goals and outcomes of education.
- Students and staff collaboratively design assessments that guide students to self-evaluate and self-modify their skillfulness in the HOM
- Students self-evaluate and self-modify their skillfulness in the HOM.
- The curriculum is designed to develop students Habits of Mind on their journey towards internalization: Teachers and students plan, design, discuss and evaluate curriculum designed to develop students' growth in each of the dimensions of exploring meanings, expanding capacities, increasing alertness, extending values building commitment.
- Various tools and strategies are designed to collect and report evidence of growth of the Habits of Mind in each of these dimensions for staff and students.

School Culture

- The HOM are recognized when they are performed,
- Posters, slogans in the environment signal students and staff that the HOM are valued outcomes of the school
- The HOM are reflected in the school's vision, mission statement, policies, norms and group processes.
- School staff members model, monitor, manage and modify their use of the HOM both individually and in group settings.
- Willingness and ability to support the schools focus on HOM becomes part of the selection process for new staff and school leaders
- The HOM are mindfully and meaningfully heard in the vocabulary of both students and teachers in the cafeteria, playground etc. and at home.

Parents and Community

- Parents are kept informed of their student's progress in the HOM.
- Parents, new to the school, are oriented to the HOM and become partners in modeling, acknowledging and supporting the HOM at home as well as school.
- Awareness of the school's goals and activities are built throughout the community through such media as newsletters, community service announcements, television programming, websites, business partnerships, etc.
- Local businesses are informed and oriented, career days stress the HOM
- Parents reinforce and support the Habits of Mind at home
- There is public recognition that the Habits of Mind are a central part of the school's life.

Action Research

- Longitudinal evidence of growth: Data are collected over time to chronicle the impact that the HOM are having on students, individual staff members, school culture, and staff interaction.

- Collecting archives of artifacts of effectiveness: Archives of best practices in lesson designs, student artifacts, newsletters, parent reactions and responses, vignettes, success stories, etc.
- Staff members are motivated to study further, to add to their own knowledge base and to contribute to the expanding reservoir of research on the effects of the Habits of Mind.

Pollinating and Sustaining:

- Assisting others in understanding the HOM in cluster schools and advanced levels, business and government
- Orienting new staff: Coaching and mentors are provided to new staff members as to the HOM, their value, assessment and instructional strategies.
- Learning continuously: Because HOM are never mastered or fully understood, there is continual search for greater meaning, inquiry into their effects, gathering of further research and striving for congruence.
- Building into norms of the school: The HOM become “the way we do things around here.”

Leading Learning

- Leadership is distributed among staff members with responsibility for supporting and championing the Habits of mind with staff and community.
- These leaders display their passion for and have long-range strategies for sustaining and achieving their vision of a school built upon the HOM.
- Leadership is sustained with a system of succession.
- Resources of time, opportunities and finances are provided to support achievement of their vision.
- Leadership personnel model the Habits of Mind in their own interactions and behaviors.

ATTRIBUTES	Exploring	Developing	Expanding	Sustaining
Commitment	Some teachers have an awareness of the value of the Habits of Mind are experimenting with them in their own classroom.	All staff members have been trained in the HOM, including understanding their place in the curriculum and an understanding of how to infuse the HOM into content as well as direct instruction in the HOM.	The students have internalized the use of the Habits of Mind. They are self-evaluating the effectiveness of their own behaviors.	Teaching staff develops training and teaching materials and lead peer training. Some teachers conduct their own action research on the effectiveness of HOM on teaching and learning
	Some teachers undertaking professional reading and/or professional	Planned and evaluated direct instruction in the Habits of Mind	<i>Do the blank areas mean you haven't developed this area yet, or is it assumed that the</i>	Habits of Mind internalized seamlessly across the school

	development on the Habits of Mind	across the school Teachers writing rubrics for specific tasks and HOM	<i>actions and behaviors from the previous box are "developing?"</i>	
	<i>See above...</i>	An Action Plan for the growth of the Habits is in place.	<i>See above...</i>	The action plan is continually reviewed, updated and modified based upon data
Assessment	Teachers are aware of 5 dimension of growth	Teachers writing rubrics for specific tasks and HOM	Teachers and students co-constructing rubrics appropriate to the task or HOM. Students can articulate the steps needed to develop competence within a HOM	Teachers Self assess their own learning as well as the learning of their students use of the HOM Fluent and flexible student self evaluation and target setting using the HOM
	Teachers and students are beginning a portfolio process	Students and teachers are collecting artifacts to exemplify their Habits of Mind	Teachers and Students are expanding, sharing, analyzing, discussing student work in their portfolios	Teachers and students invite parents and community to share, progress and evaluate growth in the HOM through portfolios.
Students	Simple evidence of Understanding of the meaning of the HOM	Students' use of the HOM is prompted and directed by the teacher	Students can describe their thinking about using the HOM	Students, without prompting, describe and evaluate their metacognitive strategies. They analyze and set goals for self - improvement.
		Students are able to select good examples of own use of the HOM		
Vocabulary	Teachers are beginning to employ a limited range of HOM vocabulary	Teachers and students are acquainted with the meaning, examples, applications, situations of all 16 HOM	All the school staff and community are acquainted with the HOM. Discussions are held about which would serve and how to improve.	The use of the language of the HOM are visible across all types of assessment including school reports to parents

CURRICULUM DESIGN

Curriculum Design	Curriculum includes limited direct instruction of the Habits in some	Increasing alertness of the value of the Habits. Students can	Enriching, diversified and purposefully designed (School-based curriculum) based on	Habits of Mind are woven by teachers and/or students into most aspects of the
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	subjects and/or some age levels.	articulate why the Habits are important in their learning and life beyond the classroom.	strong understanding of the power and values of the HOM Students able to select and practice Habits that are appropriate and supportive of learning in a variety of situations. Constantly review based on current development/research of HOM.	curriculum and across most subject areas. Develop school-based curriculum with strong transdisciplinary approach integrating the HOM across levels Establish a rich bank of evidence and samples of HOM documents supporting community or regional development
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SCHOOL CULTURE

Facilities, Conditions and Signals in the School Environment <i>Re-define this as "School Culture" as it would then match what you wrote about under the Vision section on p.8.</i>	Facilities & physical conditions promote learners' awareness in HOM: EG. – banners, posters, bookmarks, etc. Exploring Meanings & Expanding Capacities – Articulate the meanings of HOM, simple definitions and draw from examples,	Facilities & physical conditions promote learners' awareness in HOM – peripherals, visuals, audio (songs, chants, etc.) Evidence of the shared language of the Habits of Mind.	Facilities & physical conditions promote learners' awareness in HOM - - Systematic and purposeful Abundant Extending values The use and growth of the Habits is now led by students and is appropriate for the tasks and topics being studied Learners become skilful through learning & practicing HOM, display mastery of a	Facilities and physical conditions that consistently highlight the skills and behaviors that are values in the school. This may not be Habits of Mind posters. The mindful language and behaviors may be at the unconscious competent level. Extending values The use and growth of the Habits is now led by students and
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			large repertoire of strategies and develop internal metacognitive strategies, call upon different strategies to tackle complex problems	is appropriate for the tasks and topics being studied Learners become skilful through learning & practicing HOM, display mastery of a large repertoire of strategies and develop internal metacognitive strategies, call upon different strategies to tackle complex problems <i>Wordy....</i>
	The HOM are reviewed by the staff and monitored in meetings, decision making conversations	References to the HOM are ritualized and practiced	The HOM have become the “Norms” of the school community—it is the way we do things around here	The HOM become the “glue” of the community binding participants in a common dialogue and vision.

PARENTS AND COMMUNITY

Parents/ Community involvement And Communication	Information for parents about the nature and purpose of the Habits of Mind included in school newsletters and maybe school prospectus.	Periodically organize meetings or workshops for parents to acquire some fundamental HOM parenting principles and skills	Parents involved in using and reinforcing the language of the Habits at home.	All Learning Partners aware of the need to share the language of the Habits and reinforce them to students. Hold regular meetings or workshops for parents to acquire strong mastery of HOM parenting principles and skills
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ACTION RESEARCH

Design strategies and	Discussions and plans being made	Action research is being undertaken	Action research is beginning to be	Action research is part of the workings
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collecting evidence of achievement	about undertaking action research involving Habits of Mind within the school or college	within the school. As yet it is not completed.	cascaded across the school. Practice is being informed by the findings of the school's action research.	in the school. It occurs regularly and informs practice across the school. The findings of action research are used in school planning and review
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POLLINATING AND SUSTAINING

Strategies for spreading the word about the benefits of the HOM	Steps are being explored to ensure the Habits of Mind are a long-term development.	Efforts are being made to ensure new teachers, students and parents are made familiar with the Habits of Mind. This may involve information being sent home, training sessions for new teachers and lessons for new students.	The school is sharing their success with others. This may be with others schools in a cluster or region or via an online forum. Systems and policies are being developed to ensure Habits of Mind are part of the school culture	Habits of Mind are clearly “ the way we do things around here”. Pollination is likely to include working with other schools to help spread effective development of Habits of Mind. Sustaining the Habits of Mind will involve training new colleagues, students and parents in the value of the Habits of Mind. Systems and policies will be in place that ensure the Habits of Mind are at the core of teaching, learning, enjoying and achieving.
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LEADING LEARNING

Leading learning	Leaders are keen to develop Habits of Mind across the school. They are beginning to plan the introduction of the Habits across the school.	Leaders are beginning to model the Habits in their professional practice, allocate time and resources to develop Habits and are including the Habits in the school's strategic plan.	Leaders model the Habits and take a key role in generating staff and students' interest in the Habits. Leadership of the Habits operates at different levels of the staff. Resources, time and training are in place to support the Habits.	Leaders have long-term strategies to develop and sustain the Habits but also distribute leadership of the Habits across the staff as appropriate. Leaders model the Habits in their professional practice. Resources, time, training and finances are allocated to develop Habits of Mind across the school. The school's strategic plan
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				explains how the Habits will be sustained at the heart of learning. <i>Again, wordy...be more concise.</i>
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Developing a Rubric for Self Assessment:
Where are you in the vision of a Mindful School? *I like this!*

Habits of Mind in the School Culture

Indicators All the inhabitants of the school—the staff, students and parents increasingly:	Getting Started	Developing	Consistently Evidenced	Actions for improvement
Spontaneously and authentically employ the language of the Habits of Mind				
Are aware of and recognize the HOM in themselves and				

others				
Value the HOM as a skillful, internal compass to guide actions, thoughts and decisions				
Apply the HOM in an ever-expanding range and variety of settings				
Become more skillful and capable in performing the HOM when confronting problems in a variety of settings				
Commit to monitoring, reflecting on, evaluating and improving the HOM				
Are unprompted in their habitual use of the HOM				
Become influenced by the Habits of Mind in their daily behaviors, interactions and learning.				

Habits of Mind in Curriculum Design and Instructional Strategies

Indicators	Getting Started	Developing	Consistently Evidenced	Actions for improvement
Instruction focuses on alerting, experiencing, illuminating, practicing, valuing, reflecting upon and evaluating the use of the Habits of Mind				
Lessons are planned to make the HOM explicit as well as creating classroom	<i>These are CRITICAL areas!</i>			

conditions for the habits of mind and teaching about the Habits of Mind.				
Habits of Mind are woven through other curriculum initiatives and state/national or mandated programs.				
The curriculum is deliberately structured and planned to include the development of the Habits of Mind				
The HOM are stated as goals and outcomes of education in the schools vision and mission statement	<i>See above.</i>			
Curriculum and Instruction are designed to promote growth over time along the dimensions of Meaning, Value, Capacities, Alertness and Commitment	<i>Perhaps a bit more in the document on these dimensions?</i>			

Parents and Community

Indicators	Getting Started	Developing	Consistently Evidenced	Actions for improvement
Parents are kept informed of their student's progress in the HOM				
Parents, new to the school, are oriented to the HOM and become partners in modeling, acknowledging and				

supporting the HOM at home as well as school				
Awareness of the school's goals and activities is built throughout the community through such media as newsletters, community service announcements, television programming, websites, business partnerships, etc.				
Local businesses are informed and oriented, career days stress the HOM.				

