Insights into Habits of Mind

Interviews with Art Costa

Interviews conducted with James Anderson
About this Resource
Chapter 1

About this book

This is a unique book. In the context of Habits of Mind there is nothing else like it available - nor is there ever likely to be.

A few years ago, I had the pleasure to sit down with Professor Art Costa and ask him about the Habits of Mind. The topics of conversation ranged widely but included: Where did they come from? What evidence do we have that they are effective? How do the Habits of Mind connect with other ideas? What impacts do you see them having on students, teachers and schools? What does it mean to get better at the Habits of Mind?

This ebook distills those conversations so you can learn about key aspects of the Habits of Mind directly from Art Costa himself.

The videos range in length from 1 minute to 5 or 6 minutes each, for a total of a bit over an hour of Art Costa’s wisdom. The result is that each idea is carefully distilled and communicated in manageable bites.

I also hope that you may use this resource as a “jumping off” platform for further learning. In each chapter I give context to the topics Art Costa will discuss and provide links to further reading, resources and learning opportunities.

In a touching final video, Art Costa describes his “Hidden Agenda” for the Habits of Mind and shines a light on why we should all be helping our children and ourselves, to develop more effective Habits of Mind.

It has been my pleasure to work with the Habits of Mind, both in my own classroom and then more widely as a consultant for well over 10 years now. In that time I have been privileged to work closely with Art Costa on many occasions. I hope that these videos help communicate at least a little of the wisdom that he has shared with me over that time.

James Anderson

Director of Mindful by Design
Affiliate Director of the Institute for Habits of Mind
Introducing Habits of Mind

What are the Habits of Mind? How did they come about?
Chapter 2

Habits of Mind

What are the Habits of Mind?
The Habits of Mind are dispositions that are skillfully and mindfully applied by the most successful people in our community when pursuing goals that require effort.

In this series of videos, Art Costa describes how he recognized patterns and commonalities in the work of David Perkins, Edward de Bono, Alan Glatthorn, Jonathan Barron and many others as he edited the landmark ASCD book “Developing Minds”. Drawing on these experts in the field of thinking, Art Costa first derived the Habits of Mind.

Over the years the Habits of Mind have been refined and extended. Further research has contributed to our growing understanding of the types of behaviors that are necessary to confront problems and achieve success. With these new understandings the Habits of Mind have been extended from an initial list of seven, to ten, then 12 and now to our current list of 16.

The Videos

2.1 What are the Habits of Mind?
In this short video Art Costa provides a brief definition of the Habits of Mind.

Go to video 2.1

2.2 How were the Habits of Mind derived? (Pt 1)
While editing Developing Minds, Art Costa encounters the ideas and thoughts of leaders in the field of thinking skills. These include the likes of David Perkins, Edward de Bono, Bob Sternberg, John Bransford and many others. From this he recognizes patterns across the field and synthesizes what effective thinkers do in many walks of life to generate the Habits of Mind.

go to video 2.2

2.3 How were the Habits of Mind derived (Pt 2)
Art Costa expands on his derivation of the Habits of Mind drawing on the work of Alan Glatthorn and Jonathon Barron who describe what a good thinker does. This work draws on studies of entrepreneurs, sales people, artists, physicians, auto mechanics, teachers and others and asks “What is it about these people that make them so very effective?”

Go to video 2.3
References and Further Reading

References


Available in the Habits of Mind Store
How do we know our work with Habits of Mind is being effective?
Evidence Supporting Habits of Mind

A Growing Body of Evidence

As schools have embraced the Habits of Mind, the amount of research evidence supporting the impact and effectiveness of the Habits has grown. Much of this research comes in the form of the anecdotal reports from teachers who repeatedly and consistently report on the beneficial impact the Habits have on student performance, even in the very young.

Other research comes from highly controlled quantitative studies. In video 3.5, Art Costa describes one such study that showed how training in the Habits of Mind lead to a three-fold increase in the identification of gifted students in a school in North Carolina.

While the list of evidence described by Art Costa in the following five videos is not exhaustive, it is broad and comprehensive. It reinforces the Habits of Mind as the dispositions that must be skillfully and mindfully employed to successfully achieve goals that require effort. It further suggests that these dispositions are entirely teachable, and that in teaching the Habits to students we enable them to become more successful.

For further evidence supporting the Habits of Mind, see Part V: Learning from Mindful Schools, in *Learning and Leading with Habits of Mind*. 

Chapter 3
3.1 Evidence Supporting Habits of Mind

In this eight minute video, Art Costa summarizes a body of evidence supporting the Habits of Mind. He brings focus to the consistent pattern of anecdotal evidence including the use of the Habits of Mind language by students and the impact the Habits of Mind have on the culture of a school and on individual teachers.

Art further discusses controlled experiments involving the robustness of the Habits as students move through school (extracted in video 3.3), and some fascinating research in North Carolina related to the identification of giftedness (extracted in video 3.5)

Go to video 3.1

3.2 Habits of Mind and Successful Entrepreneurs

Research into the characteristics of successful entrepreneurs complements and supports the Habits of Mind.

Go to video 3.2

3.3 Do Habits of Mind stay with students as they move through school?

Not only does the language of the Habits of Mind stay with students as they move through school, but so do the behaviors that lead to better problem solving. This segment is also contained in the overview video 3.1.

Go to video 3.3
3.4 Habits of Mind and Success in College
Research from Adrian College in Michigan shows the correlation between several of the Habits of Mind and success in college.

Go to video 3.4

3.5 Habits of Mind and the Identification of Giftedness
Extracted from video 3.1, Art Costa describes a three-year study into the identification of giftedness in under achievers in schools in North Carolina.

Go to Video 3.5
Art Costa - From the heart

The impact of the Habits of Mind go well beyond academics and the classroom. Art Costa shares some of the most touching stories he has come across.
The Impact of Habits of Mind

While we can formally measure the impact of Habits of Mind in terms of their effect on student performance, their correlation with success in college and in entrepreneurship, or the impact they have on the culture of a school, this may not tell us the whole story.

In this collection of videos, Art Costa recounts some of the most touching stories he’s come across in his years of working with Habits of Mind. These stories go beyond the classroom and remind us that the Habits of Mind are not simply the dispositions necessary for academic success, but are required for success in confronting all problems that life presents to us, both in and out of the classroom.

I’m reminded of a colleague who works in business, who upon discovering the Habits of Mind commented: “these aren’t just for school, these are for real life!” The stories Art Costa re-
Chapter 4

The impact of Habits of Mind

4.1 Universal High School
Art recounts one of the most touching stories he’s ever come across - how the Habits of Mind saved the life of a student at Universal High School in Longmont Colorado.

Go to video 4.1

4.2 Furr High School
Art describes the impact the Habits of Mind had on two students at Furr High School in Huston, Texas.

Go to video 4.2

4.3 September 11 World Trade Centre attacks
“Out of the mouths of babes”. Art describes the response of second grade students experienced with Habits of Mind, when asked how President Bush should respond to the attack on the World Trade Centre.

Go to video 4.3

4.4 New Teacher at Waikiki Elementary School
Art retells the experiences of a new teacher at Waikiki Elementary school - a school with a long history with Habits of Mind.

Go to video 4.4
Habits of Mind are but one component of a larger field. They connect, complement and support many other ideas.
How do Habits of Mind connect to other ideas?

A larger field

The Habits of Mind occupy an important part of a much larger field. Broadly speaking, the Habits of Mind contribute to the field of study that seeks to understand what makes people successful in school, work and life.

Many researchers and authors have contributed to this field and Art Costa credits and references many of these people in the initial derivation of the Habits described in Chapter One.

The concept of intelligence, and intelligent behavior is an important one to consider here. Howard Gardner describes intelligence as the ability to produce something valued by society and describes eight intelligences that fit this definition. Daniel Goleman describes Emotional Intelligence and breaks this into five essential elements of emotional self awareness, self regulation, motivation, empathy and social skills.

By these definitions of intelligence, the Habits of Mind are the dispositions required to behave intelligently - intelligent behaviors - in order to produce something valued by society or exhibit mature Emotional Intelligence.

Many schools, in their efforts to teach students to behave more intelligently, have adopted the teaching of “Thinking Skills”.

Authors such as Edward de Bono have had a significant impact in this regard.

In this series of videos, Art Costa describes how the Habits of Mind connect to these and other important ideas such as Brain Research and Marzano’s Dimensions of Learning.
5.1 Marzarno’s Dimensions of Learning
Art describes the Habits of Mind as an elaboration of Marzarno’s Dimensions of Learning.

5.2 Brain Research
Several of the Habits of Mind have strong connections to brain research and our built-in survival mechanisms. These including Managing Impulsivity, Thinking Interdependently and Finding Humor.

5.3 Goldman’s Emotional Intelligence
Several of the Habits of Mind connect strongly with Daniel Goldman’s ideas around Emotional Intelligence. In particular several of the Habits of Mind assist us in developing our emotional intelligences.

5.4 Gardner’s Multiple Intelligences
Howard Gardner defines an intelligence as the ability to produce something valued by society, and recognizes 8 broad intelligences under this definition. The Habits of Mind allow us to develop these intelligences.

5.5 Thinking Skills
How do Habits of Mind fit with other thinking skills programs? The Habits of Mind are the dispositions of the skillful thinker. Teaching the skills of thinking, such as comparing and contrasting is also essential.

5.6 Edward de Bono’s work
Through his CoRT program and Six Thinking Hat’s, Edward de Bono has contributed significantly to the field of Thinking Skills. In this short video Art describes the ways these complement the Habits of Mind.
Further Connections

Where to Habits of Mind fit in the curriculum?

Many schools have found it useful to consider the connections between content, Thinking Skills, Habits of Mind and Values as depicted in figure 3.3.1. This diagram emphasizes the importance of teaching a broad base of content knowledge, along with thinking tools, strategies and skills with which we interact with our content knowledge. Further, we must also develop in our students the dispositions necessary to dispose us towards using those strategies and skills. Finally our students must develop an appropriate set of values which they use to guide and give purpose to their actions.

This diagram is described more fully in the online article entitled “The Curriculum Storm” and also in the book Succeeding with Habits of Mind.
Habits of Mind and the Acquisition of Excellence

The Habits of Mind fit into the broader context of the study of Acquisition of Excellence. This field is based on a solid foundation of research in cognitive psychology, lead by people like Anders Ericsson, Robert Sternberg, Carol Dweck and many others.

Much of this work has been popularized in books such as Daniel Coyle’s Talent Code which discusses Deliberate Practice and the 10 000 hour rule. Other books such as Outliers by Malcom Gladwell or Daniel Pink’s Drive also add to this picture of how individuals acquire excellence and achieve success.

Until recently there had been no real effort to integrate the Habits of Mind into this picture. In this series of blog entries James Anderson weaves together our understanding of the Acquisition of Excellence with the Habits of Mind, and shows how an understanding of the development of the Habits have been the critical missing link in this work.

Goldilocks and Deliberate Practice

Why Achieving Excellence is so elusive Pt 1

Why Achieving Excellence is so elusive Pt 2

What about motivation?

The Peter Principle

Ferrari’s, Mini’s and Habits of Mind

The Greatness Gap

Defining Habits of Mind - A closer look
Getting Better at Habits of Mind

It's not about “using” or “having” Habits of Mind. It’s about getting better, improving and developing your Habits of Mind.
Developing Habits of Mind

It’s not about using

The Habits of Mind aren’t something unique to successful individuals. They aren’t the sole province of those that behave very intelligently.

We all “have” and “use” our Habits of Mind. The difference is that successful people use them very well! Recall that our definition of Habits of Mind is about using the Habits of Mind “skillfully and mindfully”.

Through deliberate practice and training some individuals have developed their Habits of Mind to very sophisticated and mature levels. They are able to apply their Habits of Mind to a degree that most of us don’t.

This is not to say that these successful individuals were born with superior Habits of Mind - far from it. Rather, these individuals have developed their Habits of Mind to such a degree that they are able to succeed where those with lesser developed...
Habits of Mind have failed.

Understanding and being able to describe how the Habits of Mind grow, change, develop and mature over time is critical to our ability as teachers and parents to ensure our children learn to behave more intelligently.

In *Learning and Leading with Habits of Mind* Costa, Kallick and I describe 5 Dimensions of Growth. These are aspect of the Habits of Mind in which we can extend and develop our Habits, to help us become more effective in their application.

In these videos Art Costa briefly describes the Dimensions of Growth and the importance of getting better at the Habits of Mind.

Opportunities to learn how to infuse Habits of Mind into curriculum writing using the Backward Design Process can be found at the Mindful by Design Academy.
6.1 Dimensions of Growth
It is important to focus on the development or improvement of the Habits of Mind. In this short clip Art summarizes the ways we describe improvement in the Habits of Mind through the Dimensions of Growth.

6.2 Meaning, Capacity & Alertness
Growth in the Habits of Mind is described through five dimensions which culminate in Internalization. Here Art gives examples of growth in the Dimensions of Meaning, Capacity and Alertness, Value and commitment.

6.4 The Importance of Growth (Pt 1)
Understanding growth and development of the Habits of Mind is essential to the way we work with students. In this short clip Art gives an example of development using Listening with Empathy and Understanding as a context.

6.5 The Importance of Growth (Pt 2)
Art completes his exploration of Listening with Empathy and Understanding from 6.4.
Dimensions of Growth

Without an ability to describe growth in the Habits of Mind we are unable to effectively focus our teaching on achieving this growth, or to evaluate if it has occurred.

Applying the Dimensions of Meaning, Capacity, Alertness, Value and Commitment to our teaching practice requires a degree of understanding that goes beyond Art Costa’s brief explanations provided here.

James Anderson has extensively elaborated on the Dimensions of Growth in his book *Succeeding with Habits of Mind*. This book both describes the dimensions in greater detail and shows teachers how they can be woven into their curriculum design process.

Available in the Habits of Mind Store
To truly sustain and deeply infuse the Habits of Mind we must go beyond just the classroom and look also at the environment of the school, the wider school community, and the policy and practices of the school.
School as Home for the Mind

Whole School Approach to Habits of Mind

Experience shows that there is great power in the Habits of Mind when a whole school approach is adopted.

In this short video, Art Costa describes the four elements that we often recognize when schools successfully sustain the Habits of Mind over time. These are:

• Habits of Mind in the classroom and curriculum of the school
• Habits of Mind visible in the environment of the school
• Habits of Mind extended to the wider school community
• Habits of Mind embedded into the policy and practices of the school.

• Listen to Art Costa talk about the Habits of Mind becoming a part of the fabric of your school.
Learning Community of Excellence Award

To both recognize and support schools that are adopting a whole school approach to Habits of Mind, the Institute for Habits of Mind has created the Habits of Mind Learning Community of Excellence Award.

This award is not simply a recognition of achievement, but also recognition of commitment to sustaining and continuing on a learning journey with Habits of Mind.

Schools interested in knowing more about this award are invited to download the flier from the link below.

Download flier

A Pathway to Certification

The Habits of Mind Expo offers schools the opportunity to learn from certified Habits of Mind Schools and simultaneously work towards certification. Full details of the Habits of Mind Expo can be found at www.habitsofmind.org/Expo
A final word from Art Costa

Art Costa shares his “hidden agenda” for the Habits of Mind.
Hidden Agenda
Art Costa reveals his “Hidden Agenda” for the Habits of Mind

Go to video 7.1

Children of the 21st and 22nd Century
Art Costa reveals his “Hidden Agenda” for the Habits of Mind

Go to video 7.2
Resources and Further Learning

Where to go from here...
Learning about the Habits of Mind is an ongoing journey. The following resources are suggested to support you in that learning.

**Web Based Resources**
Managed by James Anderson, [www.habitsofmind.org](http://www.habitsofmind.org) provides a wide range of support and learning materials related to Habits of Mind.

Join the [Habits of Mind mailing list](http://example.com) or subscribe to the [weekly teaching tips](http://example.com).

The Habits of Mind [Resource Library](http://example.com) is a large collection of teacher-generated resources for adopting and teaching the Habits of Mind in your classroom. Details for gaining access to the Resource Library can be found [here](http://example.com).

The [Habits of Mind Store](http://example.com) seeks to provide access to all the resources, books, posters, downloadable products and more.

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Continuing Your Learning

That you might need on your learning journey with Habits of Mind.

There is also a [Habits of Mind YouTube Channel](http://example.com) designed to provide you with video clips and resources related to Habits of Mind.

The [Habits of Mind Facebook Page](http://example.com), managed by James Anderson, provides news, quotes, resources and information about Habits of Mind while helping you connect to others.
The Institute for Habits of Mind

The Institute for Habits of Mind and Habits of Mind International were established by Art Costa and Bena Kallick.

The Mission of the Institute for Habits of Mind is to transform schools into learning communities where thinking and Habits of Mind are taught, practiced, valued and infused into the culture.

The vision of the Institute for Habits of Mind is to create a more thoughtful, cooperative, compassionate generation of people who skillfully work to resolve social, environmental, economic and political problems.

Habits of Mind International has an outreach around the world. We have a growing team of affiliates, each representing the power of the habits in classrooms, schools, and communities. We have certified Habits of Mind Learning Communities of Excellence each committed to the Habits of Mind as central to a thoughtful learning environment. Our Institute offers professional development through virtual media, workshops, consultations, and conferences.

http://www.habitsofmindinternational.com

Online Learning

There is a growing range of online learning options available to teachers and school leaders interested in deepening their work with Habits of Mind in purposeful and sustainable ways.

Habits of Mind for Classrooms is a 10 week online course designed for teachers and school leaders. It provides a proven foundation for your ongoing work with Habits of Mind.

Courses run regularly throughout the year.

The course covers an introduction to Habits of Mind, practical classroom strategies, and a meaningful exploration to the Dimensions of Growth.

Check www.habitsofmind.org for more online courses.
Consultancy, Conferences, Workshops and School-Based Training

James Anderson is author of this book and *Succeeding with Habits of Mind*, Director of Mindful by Design, originator of [www.habitsofmind.org](http://www.habitsofmind.org) and affiliate director of Costa and Kallick’s Institute for Habits of Mind. He has been supporting schools working with Habits of Mind for over 10 years as a private consultant.

James regularly conducts workshops, presents at conferences and works internationally as a consultant specializing in Habits of Mind.

A list of current workshops and conferences can be found at [www.habitsofmind.org](http://www.habitsofmind.org). These are also regularly promoted through the [Habits of Mind News Letter](http://habitsofmind.org).

James can be contacted directly in regard to school-based consultancy, either virtual or on site via his email [james@mindfulbydesign.com](mailto:james@mindfulbydesign.com)
Key Paperback Books
There is a growing catalogue of books and resources available for Habits of Mind. The following are considered key texts and are strongly recommended.

All of these titles, and others, are available in the Habits of Mind Store.

Learning And Leading With Habits Of Mind
In their book, Leading and Learning with Habits of Mind: Sixteen Essential Characteristics for Success, (2009) noted educators, Arthur Costa and Bena Kallick, define and describe the needed dispositions of successful continuous learners as they prepare for school, work and life in the 21st Century. Drawing on years of experience and research in schools throughout the world, this volume includes strategies for infusing the Habits of Mind into curriculum, assessment and instruction as well as throughout the culture of the school.

Succeeding With Habits Of Mind
Beginning your learning journey with Habits of Mind is easy. Knowing where the next steps are can be elusive, and more challenging. In these pages you'll find practical guidance that takes you beyond introducing the Habits of Mind and helps you build deep understandings so you can succeed in developing, infusing, leading and sustaining the Habits of Mind in your school. You will learn how to:

- Develop students Habits of Mind. Go beyond merely naming and requiring students to use the Habits of Mind. Understand what it means to grow and develop more mature Habits of Mind, so students actually get better at them.
- Infuse the Habits of Mind into the curriculum. The Habits are not an extra or an add-on. Learn how to use the Backwards Design process to infuse the development of the Habits of Mind seamlessly into the day-to-day life of the classroom in a way that improves student learning outcomes.
- Lead the change in your school. Understand the most effective ways to lead your school through the introduction of the Habits and beyond. Recognize the common challenges faced by school leaders and how to successfully get everybody onboard.
Sustain the change. Ensure the Habits take root and become part of the norms of your school. Explore ways to instill the Habits of Mind into the culture of your school community.

Connect with others. Become a part of the Habits of Mind Teachers Network, access resources, join a learning community of teachers and leaders working with the Habits of Mind and extend your learning beyond the pages of this book.

Success is a journey. This book gives you the knowledge you’ll need as you move beyond the basics and succeed in building an even more thoughtful learning community with Habits of Mind.

Habits Of Mind Across The Curriculum

Distinguished educators Arthur L. Costa and Bena Kallick present this collection of stories by educators around the world who have successfully implemented the habits in their day-to-day teaching in K-12 classrooms.

The collective wisdom and experience of these thoughtful practitioners provide readers with the insight into the transdisciplinary nature of the 16 Habits of Mind – intelligent behaviors that lead to success in school and the larger world – as well as model lessons and suggestions for weaving the habits into daily instruction in language, arts, music, physical education, social studies, math, foreign language and other content areas. Readers will come to understand that, far from an “add-on” to the curriculum, the habits are an essential element for helping students at all grade levels successfully deal with the challenges they face in school and beyond.
Raising Caring And Capable Kids With Habits Of Mind

Raising Caring, Capable Kids with Habits of Mind provides many engaging stories and examples for parents to help children succeed and thrive in school as well as in life. There are practical tips that apply to daily life with children - for issues big and small - everything from managing homework to resolving arguments between siblings to encouraging the reluctant child. This book breaks new ground in taking the Habits of Mind out of the classroom and into the home.
Are your students poised for success?

Need a clear roadmap for achieving the college and career readiness goals of the Common Core and 21st century learning? Grounded in Costa and Kallick's groundbreaking habits of mind work, and informed by current research, this book helps educators:

• Build consensus around what attributes and abilities all students should possess by the time they graduate

• Develop a common language around these dispositions so that students will encounter them daily

• Integrate these dispositions into curriculum design, instruction, and assessment

• Create school cultures that value dispositional learning