



SESSION 4: CULTIVATING PERSONALIZED LEARNING THROUGH HABITS OF MIND

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June 3, 2015

DEFINITION OF PERSONALIZED LEARNING

Personalized learning is a progressively student –driven model where students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.

— *Zmuda, Curtis and Ullman (2015)*

DEFINITION OF HABITS OF MIND

Characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.

— *Costa and Kallick (2008)*

DISPOSITIONS: 16 HABITS OF MIND

- | | |
|---|---|
| <ul style="list-style-type: none"> • Persisting • Managing impulsivity • Listening with understanding and empathy • Thinking flexibly • Thinking about thinking • Striving for accuracy • Questioning and posing problems • Applying past knowledge to new situations | <ul style="list-style-type: none"> • Thinking and communicating with clarity and precision • Gathering data through all senses • Creating, imagining, innovating • Responding with wonderment and awe • Taking responsible risks • Thinking interdependently • Remaining open to continuous learning |
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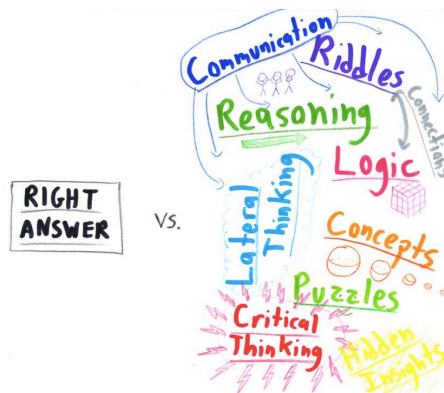
HOW THEY FIT TOGETHER



If personalized learning is the organizational frame and pedagogical structure for learning, then explicit thinking behaviors are required: Habits of Mind.

HOW THEY FIT TOGETHER

If you have schooling that rewards conformity, avoids risk-taking, and focuses on the right answer, our children will be unprepared for the world unfolding before them.



THOUGHT-FULL DESIGN

- **1st column:** Delineates Personalized Learning elements
- **2nd column:** Articulates the role of students and teachers
- **3rd column:** Identifies related Habits of Mind for students and teachers

Intersection of Personalized Learning Elements and Habits of Mind <i>This chart defines how PL and HDM shape our identities as teachers and students.</i>		
PL Elements	Teacher-Driven Inquiry & Creation Instructional Role of Teachers	Related Habits of Mind for Student and Teacher
Task What is the challenge?	Student independently defines and articulates the problem, idea, design, or investigation. Teacher identifies a curriculum task, broader topic, or established inquiry. Design of experiences serve as a catalyst to spark student imagination, curiosity, and deeper learning.	Students and teacher(s) demonstrate: <ul style="list-style-type: none"> ✓ Thinking flexibly ✓ Questioning and problem posing ✓ Creating, imagining and innovating ✓ Taking responsible risks ✓ Applying past knowledge to new situations ✓ Thinking about your thinking
Audience How does audience shape creation and communication?	Student identifies and engages with an authentic audience to help create, test, and refine product/performance. Teacher helps to establish an appropriate audience (e.g., competition, publishing opportunities) to support students as they take risks to go public with their work in places with potentially the most impact.	Students and teacher(s) demonstrate: <ul style="list-style-type: none"> ✓ Listening with understanding and empathy ✓ Striving for accuracy ✓ Communicating with clarity and precision ✓ Thinking interdependently ✓ Thinking about your thinking ✓ Taking responsible risk
Evaluation How is performance evaluated on a given task using criteria?	Students collaboratively define criteria or work within existing criteria to self-evaluate throughout the process of development of product/performance. Teacher collaboratively defines or reviews criteria with student(s) to facilitate ongoing judgment of product/performance.	Students and teacher(s) demonstrate: <ul style="list-style-type: none"> ✓ Striving for accuracy ✓ Remaining open to continuous learning ✓ Gathering data from all senses ✓ Thinking about your thinking ✓ Responding with wonderment and awe
Feedback How does feedback promote growth?	Student seeks and uses on going feedback based on audience interaction to create, test, and refine product/performance. Teacher and/or audience member (e.g., peer, customer, family member, another staff member) provides descriptive, actionable feedback based on established criteria.	Students and teacher(s) demonstrate: <ul style="list-style-type: none"> ✓ Listening with understanding and empathy ✓ Striving for accuracy ✓ Remaining open to continuous learning ✓ Thinking about your thinking ✓ Thinking interdependently

TASK

What is the challenge?

Student independently defines and articulates the problem, idea, design, or investigation.

- Thinking flexibly
- Questioning and problem posing
- Creating, imagining and innovating
- Taking responsible risks
- Applying past knowledge to new situations
- Thinking about your thinking

AUDIENCE

How does audience shape creation and communication?

Student identifies and engages with an authentic audience to help create, test, and refine product/performance.

- Listening with understanding and empathy
- Striving for accuracy
- Communicating with clarity and precision
- Thinking interdependently
- Thinking about your thinking
- Taking responsible risks

EVALUATION

How is performance evaluated on a given task using criteria?

Students collaboratively define criteria or work within existing criteria to self-evaluate throughout the process of development of product/performance.

- Striving for accuracy
- Remaining open to continuous learning
- Gathering data from all senses
- Thinking about your thinking
- Responding with wonderment and awe

FEEDBACK

How does feedback promote growth?

Student seeks and uses on going feedback based on audience interaction to create, test, and refines product/performance.

- Listening with understanding and empathy
- Striving for accuracy
- Remaining open to continuous learning
- Thinking about your thinking
- Thinking interdependently

CONVERSATION WRAP-UP

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

(Clay P. Bedford)

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WANT MORE INFORMATION?

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