Dispositions: Mapping Critical Life Skills

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- Tony Wagner in his book *The Global Achievement Gap identifies:*
 - *-curiosity*
 - -collaboration
 - -associative or integrative thinking
 - -a bias toward action and experimentation

David Conley in his book, College and Career Readiness

- Intellectual openness
- Inquisitiveness
- Analysis
- Interpretation
- Precision and accuracy
- Problem solving
- Reasoning, argumentation, proof

21st Century Skills

- Critical Thinking
- Creative Thinking
- Collaboration
- Communication



Global Competencies

- Investigate the world
- Recognize perspectives
- Communicate ideas
- Take action



So, what do all of these have in common? What is the core?





At the Core of the Common Core

- LEARNING TO THINK
- THINKING TOGETHER
- THINKING BIG



16 Habits of Mind

Persisting
Managing Impulsivity
Listening with understanding & empathy
Thinking flexibly
Thinking about thinking
Striving for accuracy
Questioning & posing problems

* Applying past knowledge to new situations

- * Thinking & communicating with clarity and precision
- * Gathering data through all senses
- *Creating, imagining, innovating
- * Responding with wonderment and awe
- ***** Taking responsible risks
- *****Finding humor
- * Thinking interdependently
- *Remaining open to continuous learning

GO TO HTTP://WWW.EDCANVAS.COM/LESSONS/-X1J1Z_AXPFWBA/HABITS-OF-MIND

Mapping Thinking

Making Habits of Mind Visible Making Thinking Visible Making Thinking Skills Visible



CURRICULUM MIND SHIFTS

FROM: Not only knowing right answers. TO:

Also knowing how to behave when answers are not immediately apparent.

Core of Common Core

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



Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2.Reason abstractly and quantitatively.
- 3.Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5.Use appropriate tools strategically.
- 6.Attend to precision.
- 7.Look for and make use of structure.
- 8.Look for and express regularity in repeated reasoning.

Thinking about Thinking (metacognition)

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events and ideas develop and interact over the course of a text.
 - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
 - Consider the available tools when solving a problem and make sound decisions about when each tool might be helpful.
- Demonstrate integrity and ethical behavior in using influence and power

EFFECTIVE THINKING REQUIREMENTS:

HABITS OF MIND

COGNITIVE TASKS THAT DEMAND SKILLFUL THINKING

> THINKING SKILLS

CONTENT

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CONTENT

MAKING THINKING VISIBLE

Types of Thinking for Understanding

- Observing Closely and Describing What's There
- Building Explanations and Interpretations
- Reasoning With Evidence
- Making Connections
- Considering Different Viewpoints and Perspectives
- Capturing the Heart and Forming Conclusions
- Wondering and Asking Questions
- Uncovering
- Complexity and Going Below the Surface of Things

Richhart, Perkins, Tishman, Palmer Making Thinking Visible

HTTP://WWW.OLD-PZ.GSE.HARVARD.EDU/VT/ VISIBLETHINKING_HTML_FILES/ 03_THINKINGROUTINES/ 03C_COREROUTINES.HTML

Making Thinking Skills Visible

- Brainstorming with a Frame of Reference
- Analyzing
- Evaluating
- Comparing and Contrasting
- Making connections and analogies
- Organizing and sequencing



For Example

• Scientist

- Making and testing hypotheses
- Observing closely
- Building explanations
- Mathematician
 - Looking for patterns
 - Making conjectures
 - Forming generalizations
 - Constructing arguments
- Reader
 - Making interpretations
 - Making connections
 - Making predictions
- Historians
 - Considering different perspectives
 - Reasoning with evidence
 - Building explanations

The Three-Story Intellect Model



There are one-story intellects, two story intellects, and three-story intellects with skylights. All fact collectors, who have no aim beyond their facts, are one-story men.

Two-story men compare, reason, generalize, using the labors of the fact collectors as well as their own.

Three-story men idealize, imagine, predict--their best illumination comes from above, through the skylight.

Oliver Wendell Holmes

Complete	Identify	Observe	
Count	List	Recite	Input
Define	Match	Select	mput
Describe	Name	Scan	

Compare	Distinguish	Analyze	
Contrast	Explain	Synthesize	Drogoss
Classify	Infer	Make analogies	ricess
Sort	Sequence	Reason	
Complet e	Identify	Observe	
Count	List	Recite	Input
Define	Match	Select	
Describe	Name	Scan	

Evaluate	Predict	Hypothesize	
Generate	Speculate	Forecast	
Imagine	If/then	Idealize	Output
Judge	Apply a principle		
Compare	Distinguish	Analyze	
Contrast	Explain	Synthesize	
Classify	Infer	Make analogies	Process
Sort	Sequence	Reason	
Complete	Identify	Observe	
Count	List	Recite	Input
Define	Match	Select	
Describe	Name	Scan	-