

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a dark brown path. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the sky. The background consists of layered blue and white hills under a blue sky.

Affective Goal Setting with the Habits of Mind

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<https://tinyurl.com/t6c7oo8>

Our Discussions Today Will Include...

- The Social Emotional Needs of Gifted Students
- Purpose of Affective Goals
- What are the 16 Habits of Mind
- How can we connect the two
- Writing, progress monitoring and evaluating Affective Goals

Social Emotional Needs of the Gifted

- Asynchronous Development
- Imposter Syndrome
- Challenges all around them
- Avoid Failure
- Emotional Sensitivity
- Social Anxiety and Avoidance
- Abstract Thinking
- Perfectionism



How can we deal with these needs?

- Change our focus
- Implement a Social Emotional curriculum
- Create meaningful and manageable affective goals
- Provide Professional Learning opportunities for all stakeholders



“The highest levels of achievement are typically the result of non intellectual factors, especially perseverance. “ –Costa & Kallick

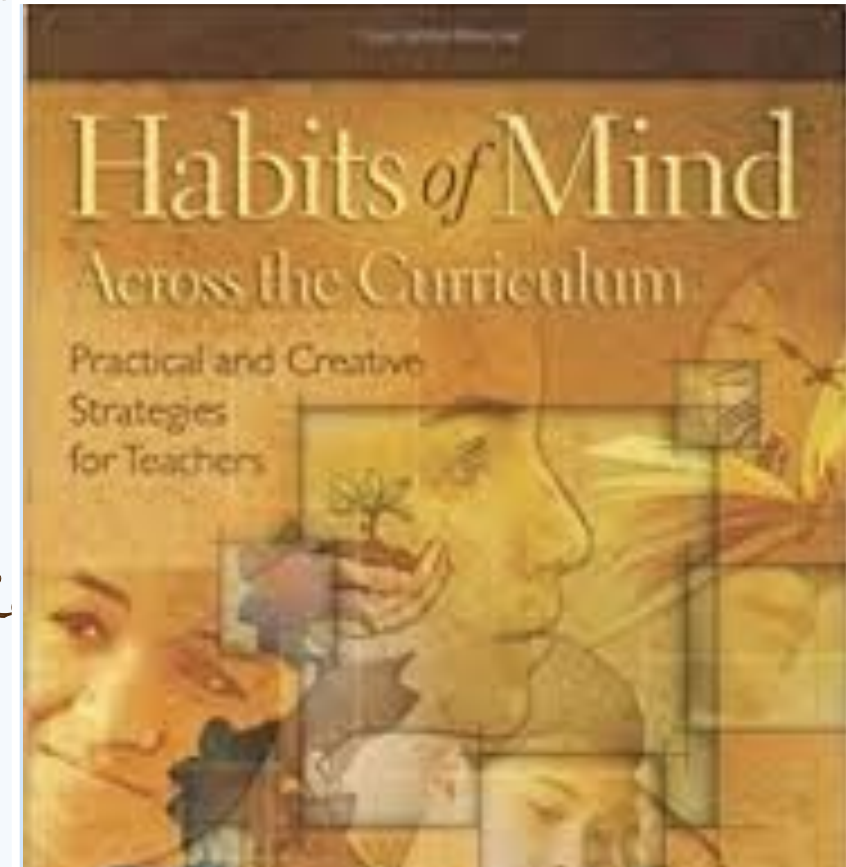
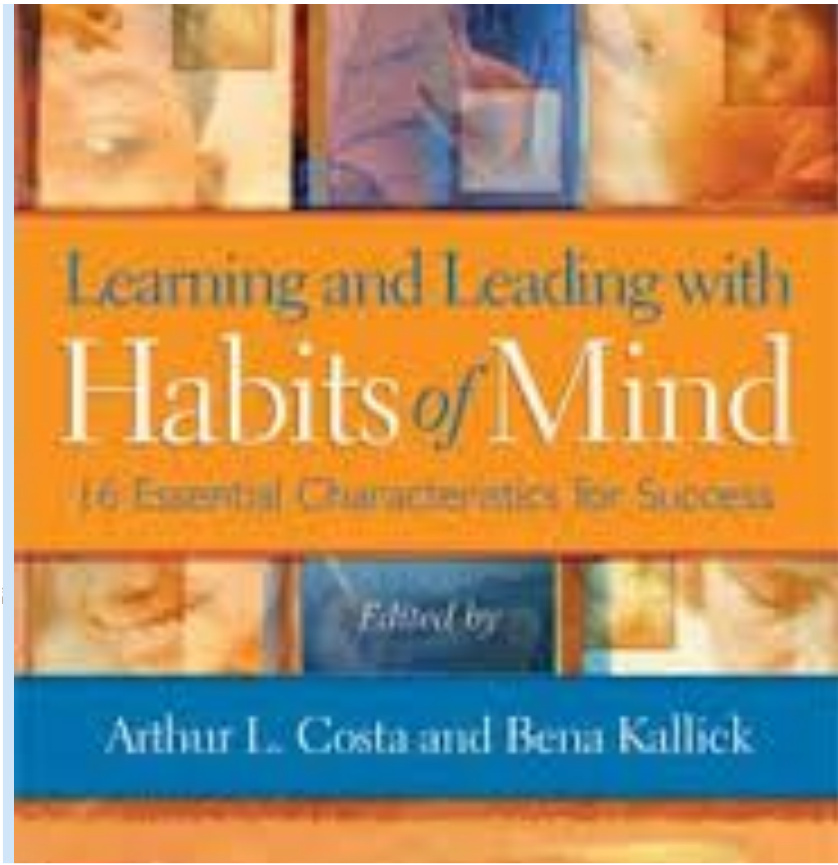




The Habits of Mind

16 Essential characteristics for Success

Based on the Work of Arthur Costa & Bena Kallick



What are the Habits of Mind?

The Habits of Mind serve us when we are confronted with dilemmas, decisions, conflicting situations and problems, the answers to which are not immediately known.

Resource: *Learning & Leading with Habits of Mind*

- The Habits were first conceived in 1982.
- Represent the behaviors that would be expected from one another
- Derived from studies of successful people in many walks of life
- Represent the disposition of successful people

Habits of Mind Icons



Persisting



**Thinking
Inter-
dependently**



**Thinking
About
Thinking**



**Responding
with
Wonderment
& Awe**



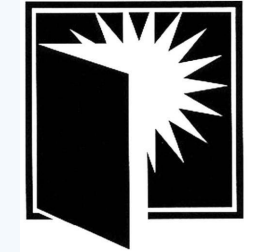
**Striving
for
Accuracy**



**Applying
Past
Knowledge**



**Thinking &
Communicating
with Clarity &
Precision**



**Remaining
Open to
Continuous
Learning**



**Resisting
Impulsivity**



**Listening
with
Empathy &
Understanding**



**Gathering
Data
Through All
Senses**



**Taking
Responsible
Risks**



**Finding
Humor**



**Thinking
Flexibly**



**Creating
Imagining
Innovative**



**Questioning
& Problem
Posing**

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background. The text is positioned on the right side of the image.

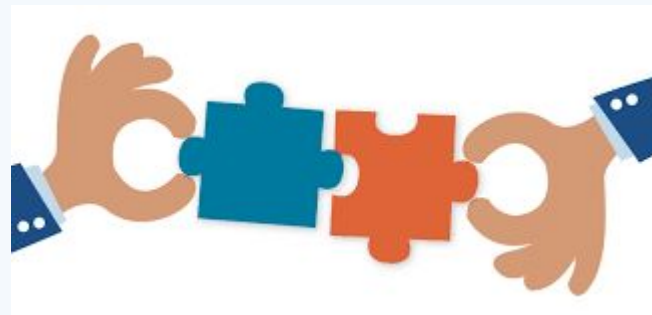
The Habits of Mind and Affective Goals

How can we use these habits to help our gifted students set goals for themselves?

Linking Social Emotional needs to Habits of Mind

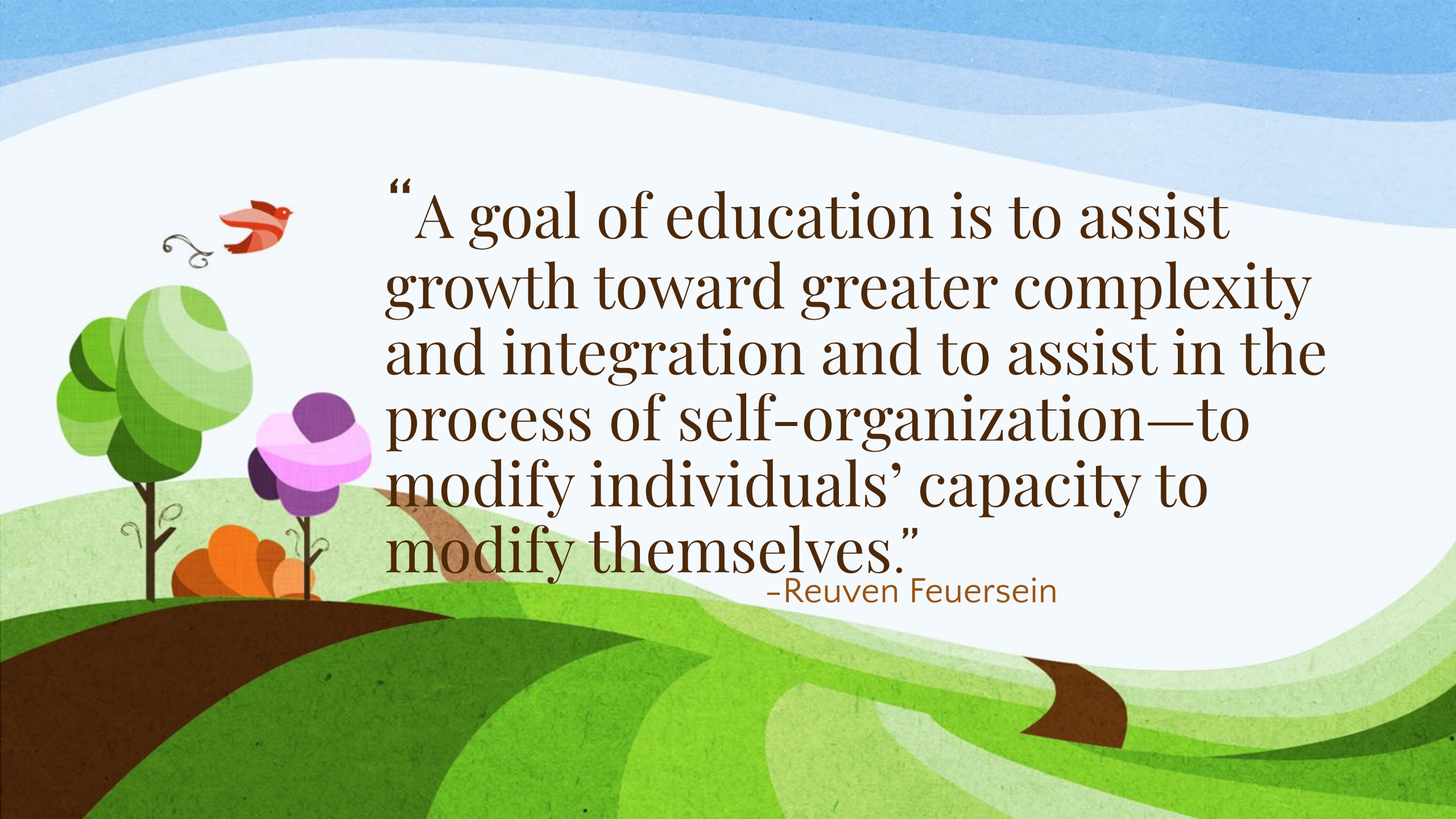
Social Emotional Needs Handout

Look through the handout, then discuss with someone next you any thoughts or wonderings you might have.



A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background under a blue sky.

Writing & Evaluating Goals around The Habits of Mind

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a dark brown path winding through them. On the left, there are three stylized trees: a green one, a purple one, and an orange one. A small red bird is flying in the sky above the trees. The background consists of layered, wavy blue and white shapes representing hills or clouds.

“A goal of education is to assist growth toward greater complexity and integration and to assist in the process of self-organization—to modify individuals’ capacity to modify themselves.”

—Reuven Feuersein

SMART Goals

- Specific:
- Measureable:
- Attainable:
- Relevant:
- Timely:



Goal Examples

- **Persisting: Sustain focus.** [Student] will show continuous growth in persistence in math by doing the five hardest math problems each day for homework. After completing each assignment, John will fill out the student-generated behavior chart for persistence and graph his growth in each behavior for the first nine weeks of school.
- **Managing Impulsivity:** Take time to think before acting. [Student] will show a 20% growth in managing her impulsivity during group work time in reading and writing as measured by pre- and post results on the student-generated behavior chart for managing impulsivity.

Examples continued

- **Thinking Flexibly: Look at things from different perspectives and angles**
[Student] will improve her ability to think flexibly during small group work as using pre- and post- results on the student-generated behavior chart for thinking flexibly filled out by student and group partners.
- **Striving for Accuracy: Set high standards, review, and evaluate.** [Student] will increase her accuracy in composition by implementing the behaviors on the student-generated behavior checklist for striving for accuracy each time she begins a new composition. Jane and the instructor will evaluate each composition based on a rubric related to the behavior checklist. By the end of the semester, Jane will show a 30% increase in her composition grade as a result of her attention to accuracy.

Measuring Affective Goals

Student Self-Evaluation

- Document a behavior (graph, chart, calendar, journal reflection);
- Develop a portfolio (experiences, visits, action steps completed);
- Complete a survey (rank or rate an experience, behavior or ability); or
- Evaluate a performance (rubric, checklist, journal reflection).

Parent, Teacher, or Expert Evaluation:

- Interview about goal attainment;
- Observation of practice and/or mastery of goal; or
- Review/rating of documents, portfolios and performances.

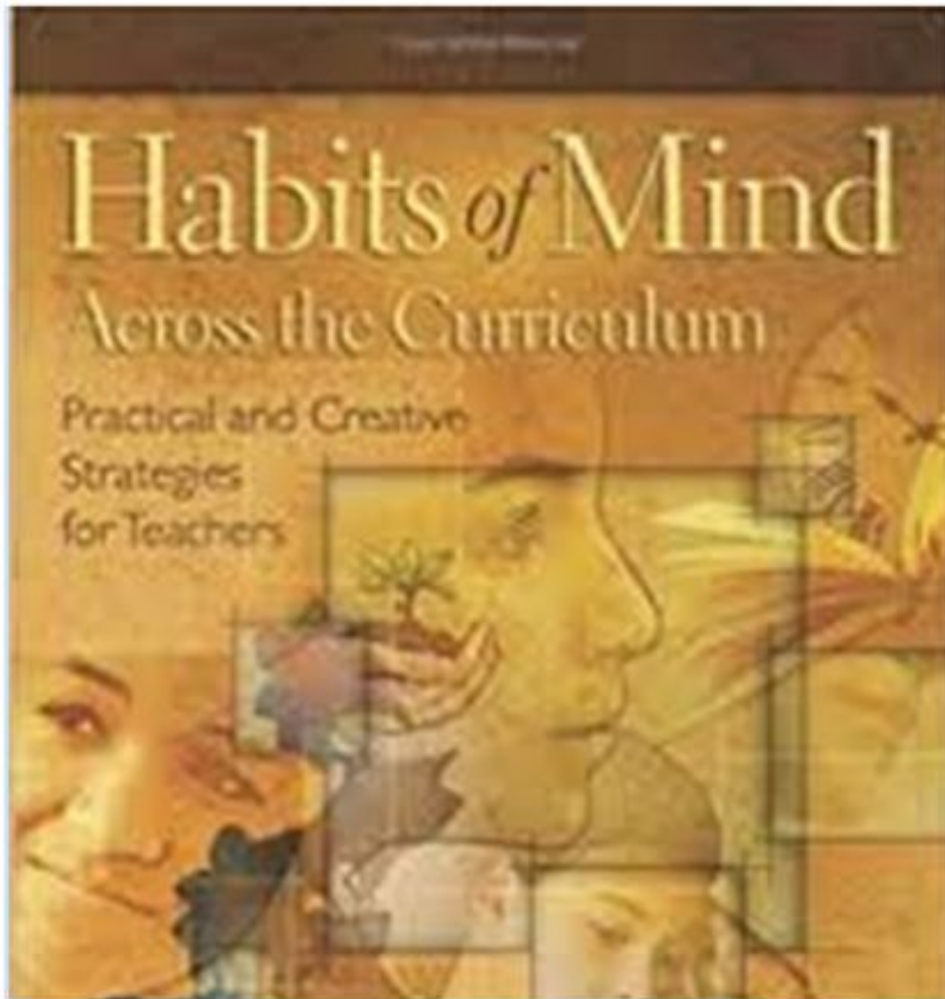
Sample checklist for students

Example: Checklist for “striving for accuracy”

What do we see?	Often	Sometimes	Not yet
Reviewing and refining (checking work for quality)			
Proofreading			
Using exact terminology			
Using supporting evidence			
Establishing and working towards meeting standards of excellence			

(Singapore, 2005)

The Heterogeneous Classroom



Ideas for Whole Class Instruction





This book provides practical ideas and methods for teaching and implementing the Habits of Mind in all aspects of the curriculum.



How do we know
when they get it?

Dimensions of Growth

Student Reflection on SeeSaw using DC.

 <p>What Habit of Mind have you tried to use in the past week?</p> <p>I have tried to use listen with respect and empathy. I have used this when other students are talking during class.</p>	 <p>How has using this Habit of Mind changed your behavior or thinking over time?</p> <p>Using this Habit of Mind has helped me understand my work better because I have been listening during directions.</p>
 <p>What does it look like when you are using this Habit of Mind during the school day? What pattern of behavior is shown when using this HOM?</p> <p>When I use the Habit of Mind I am looking at the speaker and hanging on to their every word, imagining if I was talking and no one was listening.</p>	 <p>What Habit of Mind are you not very good at? What could you do to get better at this habit? How could you change your perspective on your work if you used this habit?</p> <p>I am not very good at applying past knowledge to help me with my work. To help me I could remind my self to apply past Knowledge when I get stuck on a problem. This would help me get better as I go by helping myself with this strategy.</p>

Resources

Checklist

Reflection

Draw & Reflect

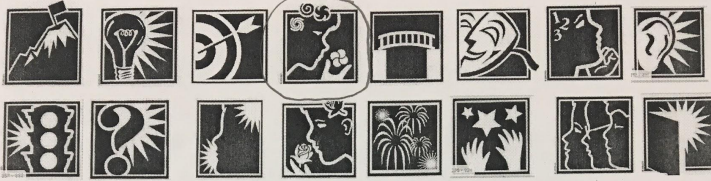
Self Reflection



Actual Student Reflections on the Habits of Mind

Habits of Mind Reflection

Circle the Habit of Mind that you were focusing on this week.



How did you use the HOM during your day?

This morning we had to Think Flexibly to get
me to school because our carpool got mixed up.

How did it look like when you were using the HOM?

We were running around frantically trying to
figure things out.

How did it change the way you approached the situation when you were using the HOM?

We were able to stop and think about the
ways to fix it.

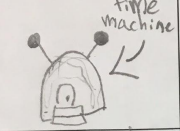
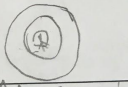
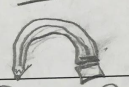
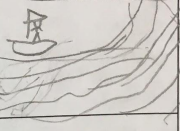
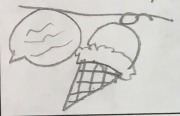
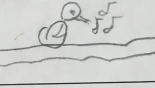
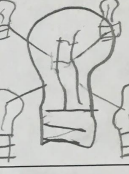
What is your goal for using this HOM in the future?

Be able to communicate with each other
more and share ideas

Habits of Mind

N Date:

Create an Icon for each of the Habits of Mind we have discussed so far this year

Applying past knowledge 	Striving for accuracy 	Thinking flexibly 	Persisting 
Communicating with clarity 	Managing impulses 		Hom Hom Hom Hom

- Choose a HOM and explain how you used it during Reading or Writing.
I used communicating with clarity in writing so my
reader knew what I was saying and how I was
saying it in my story.
- Choose a HOM and explain how you used it during Math.
I persisted in math when I had to re-do
the math page again to finish it I was
done.
- Choose a HOM and set a goal for how you plan to use it during your school day: be specific.
I plan to use interdependent thinking
when my partner and I finish our math
phases project.

Further Resources

- 10 Social & Emotional Needs of the Gifted. (n.d.). Retrieved April 20, 2019, from <https://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/>
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Resources continued

Habits for success in school and life. (2016, May 27). Retrieved April 20, 2019, from <https://www.smartbrief.com/original/2014/07/habits-success-school-and-life>

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- The Official Habits of Mind Institute Website. (n.d.). Retrieved April 20, 2019, from <http://www.habitsofmindinstitute.org/resources/assessments>