***Lawrence School***

**Habits of Mind Survey (Parents)**

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| **Introduction**  The Lawrence School vision statement says: “*Students develop the* ***habits of mind****, knowledge, and skills needed for high school and beyond, as they discover and cultivate a love of learning and a voice for self-expression.”* Earlier this year, members of the School Council were asked to select a part of the vision statement that resonated with them. Nine out of eleven members chose “habits of mind.” This led to the formation of a subcommittee to explore what we value and what we want our students to learn. So what do we mean by “habits of mind?” Arthur Costas and Bena Kallick define a habit of mind as “*having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known*.” Their “Institute for Habits of Mind” has identified 16 habits of mind. To learn more about them, go to <http://www.instituteforhabitsofmind.com/>. | | | |
| ***For each priority you select, answer these two questions:*** | | | |
| **Habits of Mind Descriptors** | **Priority**  **(Mark your top 3-4)** | **What examples of this habit are evident in your child’s learning at Lawrence?** | **Where do you see potential to strengthen this habit in your child’s learning at Lawrence?** |
| 1. **Persisting**  A persistent student sticks to a task until completion and is willing to try new strategies to “ get unstuck “ when the task becomes challenging. |  |  |  |
| 2. **Thinking and Communicating with Clarity and Precision**  A student who is thinking clearly and carefully can communicate clearly and precisely using specific and rich language. |  |  |  |
| 3. **Managing Impulsivity**  A student who manages impulsivity thinks and plans before acting on an idea. S/he incorporates a “wait time” for reflection before acting on or expressing an idea. |  |  |  |
| 4. **Gathering Data Through all Senses**  A student who is actively engaging all of his/her senses makes more meaningful observations. S/he goes beyond the visual and is aware of the feel, smell, sound and, if appropriate, taste of the object or situation they are observing. |  |  |  |

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| 5. **Listening with Understanding and Empathy**  A good listener genuinely tries to understand what another person is saying and meaning. Students who listen well and with understanding put their own thoughts and feelings aside while considering other points of view. |  |  |  |
| 6. **Creating, Imagining, Innovating**  Students can envision and generate original, creative ideas and solutions without fearing criticism if they feel comfortable taking some risks to achieve their vision and enjoy the process of examining a problem from many angles. |  |  |  |
| 7. **Thinking Flexibly**  Flexible thinkers adjust their thinking when they receive new information, and use a variety problem-solving strategies to approach a project. They grasp both the "big picture" and "the details" of a situation, understand the short- and long-term results of actions, respect and integrate others' experiences, and keep a sense of humor in the process. |  |  |  |
| 8. **Responding with Wonderment and Awe**  Passionate, enthusiastic learners have an inclination to be curious and enjoy the learning process without feeling the burden of getting the “right” answer or accomplishing something. They seek puzzles to solve and questions with ambiguous answers just for fun. |  |  |  |

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| 9. **Thinking about Thinking (Metacognition)**  Students who think about their own thinking plan a strategy for problem solving, are conscious of their own steps during the act of problem solving, and reflect on the productiveness of their problem-solving strategies so that they can revise those strategies as necessary. |  |  |  |
| 10. **Taking Responsible Risks**  Responsible risk-takers have the confidence to accept confusion, uncertainty, and the risk of failure as parts of the normal learning process. They view setbacks as interesting, challenging and growth producing.  They think about consequences and understand the difference between taking an appropriate risk and behaving impulsively. |  |  |  |
| 11. **Striving for Accuracy**  Students who strive for accuracy take the time to check over their work, review the rules and criteria of a given project, and rework the project as necessary to attain the highest possible standards. They take pride in their work because reflects their best efforts. |  |  |  |
| 12. **Finding Humor**  A student’s sense of humor can be a great advantage in creative problem solving by allowing him/her to perceive situations from an original and interesting vantage point.  Students who use humor appropriately understand the difference between a truly funny situation and one that exploits other people’s vulnerabilities. |  |  |  |

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| 13. **Questioning and Posing Problems**  Skilled questioners pose a range of questions (from the simple to the complex) in an effort to gain understanding. Effective problem solvers consider what they already know and determine what more they need to know in order to make sense of a situation. |  |  |  |
| 14. **Thinking Interdependently**  Students working together effectively understand that when they collaborate and cooperate, they are more successful than any person working alone. They demonstrate active listening, consensus building, empathy, leadership and the ability to offer and receive feedback. |  |  |  |
| 15.**Applying Past Knowledge to New Situations**  Thoughtful learners are able to apply wisdom gained from past experiences to new situations. They draw meaning from one experience, transform it and apply it to a new environment or problem. |  |  |  |
| 16. **Remaining Open to Continuous Learning**  Students who are open to continuous, ongoing learning view complex situations and problems as exciting challenges and opportunities to grow. They demonstrate inquisitiveness and the humility that comes with knowing “what you do not yet know.” |  |  |  |