



**The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2003-2004**

**FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES**

STUDY GROUP TOPIC: Habits of Mind

**GROUP MEMBERS: Dawn Fidler, Karen Molenko, Gerald Lynch, Cindy Winters,
Ann Kipikas**

**The final report must be word-processed and submitted both in print and on disk using this form.
Include information under each of the following headings.**

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The initial goal of the group was to read the developmental series *Habits of Mind* and the YA novel *Crispin*, and develop curriculum using the practice of using your mind in specific ways. These habits of mind would be addressed through five major areas throughout the school day: social studies, art, library, computer, and enrichment. The goal of the teachers was to learn what the habits of mind are, specific strategies to implement them with students, assessment techniques for determining progress with students putting the habits into practice.

Describe the ACTION PLAN that the group followed.

The group determined that reading all books before meeting was required. Four of the participants were designated group leaders for one meeting each and accepted responsibility for facilitating discussions and activities for that meeting as well as completing and submitted all paperwork for the meeting. Participants agreed that each meeting would focus on the following:

Meeting One: understanding what the habits of mind are as presented in the text

Meeting Two: techniques for teaching and brainstorming ideas for integrating the habits of mind into our everyday classroom lives

Meeting Three: collecting visual aids and compiling resources for teachers fto use as a reference during implementation

Meeting Four: Complete a chart overview of actual lessons in the *Crispin* unit that address each habit of mind that participants had identified as represented in the text

Each participant gave written and verbal feedback to the group leader of the day in order to set specific goals and agendas for the next meeting.

Describe how the action plan was implemented.

All goals, as seen above, for the meeting were met. The group leader carried out their responsibility in keeping the group on task to complete the agenda for the day. All participants also brought required materials to contribute to overall product of the lesson

overview chart, visual aids for classrooms, resource handbook for teachers.

Participants have sent materials to the print shop for reproduction and are beginning to plan time to implement some aspects of the habits of mind program in September.

Members of the group are now looking for funding for a class set of *Crispin*. As well as additional money to fund additional work to create a medieval fair at the school as a culminating celebration of the students' work. We are hoping to include evidence of growth in the habits of mind through reflection and behavior checklists as well deeper content knowledge as a result of access the information through the habits of mind and multiple areas of the day.

How has participating in this study group changed you as a teacher? Have any of your teaching practices changed?

Participants are looking for ways to integrate teaching the processes of thinking (habits of mind) in an explicit way. Participants took for granted that students come to our middle school knowing the "how to" of thinking, but do not seem able to demonstrate critical and higher level thinking. Participants are hoping to expand the ideas of *Habits of Mind* to all areas of the year even though we focused on one multidiscipline unit for our grant work.

We have also decided to try to include more teachers and begin to conceptualize teaching and learning at our school as a process of thinking rather than a holding tank of knowledge.

What evidence is there that student achievement is improving as a result of participating in this study group? What kind of differences are you observing in your students?

Evidence of student learning and impact cannot be measured until implemented during the school year. We have planned for full implementation during the third marking period during the 2003-04 school year.

What evidence is there that the goals of the study group have/have not been met?

I have included the multidisciplinary chart of lessons planned for implementation during the school year. Also we will submit our teacher resource book when it returns from the print shop (September).

Comment on the value of the study group process? Did it work for you?

We all felt that we could really brainstorm and discuss in depth a topic that seemed like common sense when we began. However, as we went further we found we had difficulty putting into words the explanation of the habits of mind. Without the collaboration of other teachers and disciplines, it would have been much more difficult to understand the concepts introduced in the *Habits of Mind* and transfer that understanding to the students.

Participants also felt that the rich nature of multiple avenues to reinforce the habits of mind and the additional activities designed to address the content would add to a complex understanding of the time period and novel. Participants feel students will be able to explore the content on a deeper level than simple recall after implementing this unit.

How can we make the study group program better?

Evidence of student learning is impossible to measure during the summer study group unless teachers implement with a summer school group. Participants in this group would like to revisit our goals for ourselves and our students at the culmination of the unit and reassess our learning.

	Art	Social Studies	Library	Computer	Enrichment
Persistence	<p>Coal of Arms</p> <p>2-D version of coat of arms (Personal story of own name)</p> <p>Follow sequence of steps to create 3-D clay coat of arms</p>	<p>1-Read 15 minutes of <i>Crispin</i> until complete novel</p>	<p>2-Search for visual examples of</p> <ul style="list-style-type: none"> • Clothes • Weapons • Maps of feudal lands • Symbols <p>Sketch Image and label with name and vocabulary</p> <p>Include definition of vocabulary on paper</p> <p>Students may use pre-screened websites and library reference materials</p> <p>Students will compile drawings in individual portfolios kept in library</p>		
Questioning and Posing Problem	<p>Examine works of art (Bruegel?) of the style of the time (Storytelling-labor, daily life).</p> <p>Students will pose questions in connection to aesthetic qualities and connection to history</p>	<p>Question board for students to exit class will complete a post-it note writing their question or a problem one of characters is or will encounter in the next day(s)</p> <p>Teacher will address comprehension concerns the next day and use questions as a springboard to reflection (checking predictions, etc.)</p>	<p>Heraldry.com to find meaning of name</p> <p>Students will research symbols to include in coat of arms</p> <p>Students will look for historical examples of family names and incorporate personal symbols in addition</p>		
Applying Past knowledge to new situations		<p>Students will discuss cyclical nature of history and identify places where new knowledge and ideas in <i>Crispin</i> are similar and different</p>	<p>Quest for students to gain additional information about the time period</p> <p>Students will work in groups to analyze directions written in verse to determine where to find information</p> <p>Students will quest in library and on the internet</p>		
Gathering data through all senses	<p>Play medieval music during work</p>	<p>Checklist for Self-assessment</p>	<p>role play?</p>		
Responding with wonderment and awe	<p>Students will have time to react to artwork (self-created or professional?)</p> <p>Without specific directions on "how to"</p>		<p>Experiencing all students projects at the culminating event</p>		
Taking responsible risks	<p>Students will generate ideas and try ideas even if they are unsure of success; Teacher</p>		<p>Participating with group to decipher verse of quest and looking for information</p>		

	will assist to give the scaffolded skills to make the risks reasonable		
Thinking Interdependently	Students will share materials, ideas, feedback, praise	Responding to question board: Students will ask and answer each other's questions Students will look to each other as "experts"	Working in groups to complete quest