

# The 16 Habits of Mind

Identified by Costa & Kallick:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (meta-cognition)
- Taking responsible risks
- Striving for accuracy
- Finding humor
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

## References and Bibliography

*The following article describes the 16 Habits of Mind more fully and is available for download as a PDF file:*

*Describing 16 Habits of Mind at <http://www.habits-of-mind.net>  
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Arthur L. Costa and Bena Kallick. All rights reserved.*

*Hetland, L., Veenema, S., Palmer, P., Sheridan, K., & Winner, E. (2005). Studio Thinking: How Visual Arts Teaching Can Promote Disciplined Habits of Mind. Unpublished book manuscript, submitted for publication.*

*Hetland, L., K. Sheridan, E. Winner, K. Veenema, and P. Palmer. "The Studio Thinking Framework: A Descriptive Model for Teaching and Learning in the Visual Arts." AERA Annual Meeting, Apr. 2005.*

*Costa, Arthur L. and Bena Kallick, eds. Discovering and Exploring Habits of Mind. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.*

# Artist Habits of Mind

## Develop Craft

Learning to use tools and materials. Learning the practices of an art form.

## Engage & Persist

Learning to take up subjects of personal interest and importance within the art world. Learning to develop focus and other ways of thinking helpful to working and persevering at art tasks.

## Envision

Learning to picture mentally what cannot be directly observed, heard, or written and to imagine possible next steps in making a piece.

## Express

Learning to create works that convey an idea, feeling or personal meaning.

## Observe

Learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires; learning to notice things that otherwise might not be noticed.

## Reflect

Learning to think and talk with others about one's work and the process of making it. Learning to judge one's own and others' work and processes in relation to the standards of the field.

## Stretch & Explore

Learning to reach beyond one's supposed limitations, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

## Understand Art World

Learning about the history and practice of the art form. Interacting with other artists and the broader arts community.

## **Envision**

*Artists learn to picture mentally what cannot be seen. They imagine possible next steps in making a piece.*

Some phrases to help you reflect on your ability to picture things in your mind and imagine next steps:

1. I imagined that if I
2. First, I pictured
3. My project grew out of my original thinking in this way:
4. An invention of mine in this work is
5. My plan for the project unfolded like this:

## **Express**

*Artists learn to create work that communicates an idea, a feeling or a personal meaning.*

Some phrases to help you reflect on your ability to express ideas, feelings and meaning:

1. One thing that is unique in my work is
2. My purpose in doing this work was
3. I intended to say
4. The feelings behind this piece are conveyed in the way that I
5. The choices I made during the process of making this work relate to my meaning in the following ways:

## **Observe**

*Artists learn to pay close attention; they see things that otherwise might not be seen.*

Some phrases to help you reflect on your ability to observe:

1. One source for this work is an observation I made of
2. I used my senses to capture the information by
3. The detail that captured my imagination was
4. I had never noticed before that
5. I practiced my ability to observe closely by

## **Reflect**

*Artists question and explain their work; they learn to think and talk with others about their work and/or working process. They also evaluate their own and others' work in relation to the standards of the field.*

Some phrases to help you reflect on your ability to reflect:

1. This is the process I used to make my work:
2. I looked at the scoring guide to see what quality work looks like and then I
3. What I think makes this a strong piece is
4. What I would do differently next time is
5. In my next piece I will use what I learned this time to
6. I was pleased that
7. I'm very proud that
8. I'm disappointed that