Authentic Learning **Outcomes**

"Ideals"

Highest stage of development Universal Goals Integration of external and internal outcomes

"Changing meaning on an upper level changes decisions and actions at lower levels; changing something at a lower level, however, does not necessarily affect the upper levels." Costa and Kallick 2000

Gardner's Respectful and Ethical minds

Habits of Mind

Intelligent Behaviors **Broadest Perspective: Curriculum** Thinking Flexibly Life-long Learning **Striving for Accuracy Persisting**

Virtues Morals Character

Long range, cumulative, enduring nature of understanding

Cognitive Tasks Demanding Skillful Thinking

Strategic Thinking **Long-Range Planning** Creating

Frasier's **Motivation** Reasonina Interest (Marzano)

GIBs/TABs

Authentic **Engaging** Challenging **Making Decisions**

Produce new knowledge and draw upon the **Habits of Mind**

Higher

Levels

Of Rev.

Bloom's

Gardner's **Synthesizing** and Creating Minds

Thinking Skills **BTS Model Combined Thinking and Subject Matter Content**

Performance Tasks: Understanding by Design

Linked to disciplines and careers: Problem-Based Learning & Simulations

Processes to be practiced and developed

Content

SCOS (build and extend) **Concepts/Generalizations** Develop a "Disciplined Mind" *Attention to Learning Styles and MI's provide greater opportunities for success

Highest Levels of Revised **Blooms**

Resources

Rich Multicultural Literature Trade Books/Basals On-line Sources from WWW **BTS Workbooks Well Developed MI Centers** Software **Manipulatives Experts** Media **Nature**

Amie Richards 2009 **Bright IDEA Consultant** Revision of Costa and Kallick's' Effective Thinking' graph to use with Northeast Elementary School teachers