Developing Minds: A Resource Book for Teaching Thinking, 3rd Edition

Edited by Arthur L. Costa

- Dedication
- Foreword— by Ron Brandt
- Preface to the 3rd Edition
- Acknowledgments
- Introduction: The Vision— by Arthur L. Costa
- Section I. The Need to Teach Thinking
- o Introduction— by Arthur L. Costa
- o Chapter 1. Making America Smarter: The Real Goal of School Reform- by Lauren B. Resnick
- Chapter 2. Thinking Skills for the Information Age— by LeRoy Hay
- Chapter 3. Thinking in Context: Teaching for Open-Mindedness and Critical Understanding— by Sheldon Berman
- Chapter 4. Five Human Passions: The Origins of Effective Thinking—by Arthur L. Costa and Robert J. Garmston
- o Chapter 5. Learning and Thinking in the Workplace- by John Edwards
- o Chapter 6. Standards-Based Thinking and Reasoning Skills- by Robert J. Marzano and Jane E. Pollock
- o Chapter 7. Teaching Thinking Skills—Defining the Problem— by Barry K. Beyer
- Section II. Thinking: Building Common Understandings
- o Introduction— by Arthur L. Costa
- o Chapter 8. Goals for a Critical Thinking Curriculum and Its Assessment- by Robert H. Ennis
- o Chapter 9. Thinking Skills: Meanings and Models Revisited— by Barbara Z. Presseisen
- o Chapter 10. What Is Problem Solving?— by Jack Lochhead and Aletta Zietsman
- o Chapter 11. Thinking About Decisions— by Robert J. Swartz
- o Chapter 12. Creative Thinking: An Essential Life Skill- by Gerard J. Puccio and Mary C. Murdock
- o Chapter 13. Added Value: A Dispositional Perspective on Thinking- by Shari Tishman
- o Chapter 14. Actively Open-Minded Thinking- by Jonathan Baron
- o Chapter 15. Habits of Mind- by Arthur L. Costa
- o Chapter 16. What Philosophy Offers to the Teaching of Thinking- by Barry K. Beyer
- Section III. Creating Thought-Full Environments
- o Introduction— by Arthur L. Costa
- Chapter 17. Capitalizing on the Invisible Dimension of Organizational Learning— by Geoffrey Caine and Renate Nummela Caine
- o Chapter 18. Thoughtful Parenting— by Dee Dickinson
- o Chapter 19. Designing the Invitational Environment— by John Barell
- o Chapter 20. Preparing Teachers of Thinking- by David S. Martin and Nicholas M. Michelli
- Chapter 21. From Staff Development to Professional Development: Supporting Thoughtful Adults for Thinking Schools— by Laura Lipton and Bruce Wellman
- o Chapter 22. For Administrators: Keeping the Focus- by David S. Martin
- o Chapter 23. Building a Thoughtful High School- by William C. Martin
- o Chapter 24. Managing for Reflection: A Superintendent's Dilemma- by Sherry P. King
- o Chapter 25. Mediative Environments— by Arthur L. Costa
- Section IV. Our Changing Perspectives on Thinking
- o Introduction— by Robin Fogarty
- o Chapter 26. Our Changing Perspective of Intelligence: Master Architects of the Intellect- by Robin Fogart

- o Chapter 27. Becoming a Constructivist Teacher— by Jacqueline Grennon Brooks and Martin G. Brooks
- o Chapter 28. The Social Side of Thinking- by David Perkins
- o Chapter 29. In the Grips of Emotion— by Robert J. Swartz
- o Chapter 30. On Teaching Brains to Think: A Conversation with Robert Sylwester- by Ron Brandt
- o Chapter 31. The Biological Basis for Thinking- by Lawrence F. Lowery
- o Chapter 32. A New Taxonomy of Educational Objectives- by Robert J. Marzano
- Section V. Human Variability and Thinking
- o Introduction— by Sandra Parks
- o Chapter 33. A Survey of Thinking and Learning Styles— by Armando Lozano
- o Chapter 34. Thinking Styles— by Robert J. Sternberg
- o Chapter 35. Teaching For, With, and About Multiple Intelligences- by David G. Lazear
- o Chapter 36. Thinking and the Special-Needs Learner- by David S. Martin
- Chapter 37. Cultural Influences on Critical Thinking and Problem Solving— by Douglas F. Brenner and Sandra Parks
- Chapter 38. Reversing Underachievement in Urban Students: Pedagogy of Confidence— by Yvette Jackson
- o Chapter 39. Thinking in a Culture of Poverty— by Ruby K. Payne
- o Chapter 40. The Biological Basis for Learning— by Lawrence F. Lowery
- Section VI. Thinking Across the Curriculum
- o Introduction— by Arthur L. Costa
- o Chapter 41. Developing a Scope and Sequence for Thinking Skills Instruction- by Barry K. Beyer
- o Chapter 42. Teacher as "Thought-Full" Designer- by Bena Kallick and Marian Leibowitz
- Chapter 43. Big Rocks and Powerful Kingdoms: Problem-Based Learning in Science and Social Studies by John Barell, Cheryl Hopper and Ann White
- Chapter 44. Resetting the Table: A Balanced Diet of Thought-Filled Integration— by Burton Cohen and Peter Hilts
- o Chapter 45. Infusing Critical and Creative Thinking into Content Instruction- by Robert J. Swartz
- o Chapter 46. What Research Says About Teaching Thinking Skills- by Barry K. Beyer
- Section VII. Thinking in School Subjects
- o Introduction— by John Barell
- o Chapter 47. Mathematics: The Thinking Arena for Problem Solving- by Marcy Cook
- o Chapter 48. Improving Thinking Abilities Through Reading Instruction- by Cathy Collins Block
- Chapter 49. What Is Write for Thinking?— by Arthur Whimbey, Jack Lochhead, Myra J. Linden and Carol Welsh
- o Chapter 50. Teaching Thinking in Science— by Robert J. Swartz and Stephen David Fischer
- o Chapter 51. The Role of the Arts in Cognition and Curriculum- by Elliot W. Eisner
- o Chapter 52. Infusing Thinking in History and the Social Sciences- by Barry K. Beyer
- Chapter 53. A View from the Foxhole: Elevating Foreign Language Classrooms— by Virginia Pauline Rojas
- o Chapter 54. Music and Skillful Thinking— by Ruth M. Loring
- o Chapter 55. Developing a Lifetime of Literacy— by Rebecca Reagan
- Chapter 56. Developing Thinking Skills in Physical Education— by Daniel M. Landers, William Maxwell, Jessica Butler and Lex Fagen
- Section VIII. Techniques for Teaching Thinking
- o Introduction— by Arthur L. Costa
- o Chapter 57. Teaching For, Of, and About Thinking- by Arthur L. Costa
- o Chapter 58. Teachers Behaviors That Enable Student Thinking- by Arthur L. Costa
- o Chapter 59. Teaching for Transfer— by David Perkins and Gavriel Salomon

- o Chapter 60. Teaching the Language of Thinking— by Arthur L. Costa and Robert J. Marzano
- Chapter 61. Cueing Thinking in the Classroom: The Promise of Theory-Embedded Tools— by Jay McTighe and Frank T. Lyman Jr.
- o Chapter 62. Practical Strategies for Direct Instruction in Thinking Skills- by Barry K. Beyer
- o Chapter 63. Visual Tools for Mapping Minds- by David Hyerle
- o Chapter 64. Mediating the Metacognitive- by Arthur L. Costa
- o Chapter 65. Making Sense of Thinking— by Jack Lochhead
- o Chapter 66. Putting It All Together to Improve Student Thinking- by Barry K. Beyer
- Section IX. Strategies for Teaching Thinking
- o Introduction— by Jack Lochhead
- o Chapter 67. Dialogical and Dialectical Thinking- by Richard W. Paul
- o Chapter 68. Concept Development— by Sydelle Seiger-Ehrenberg
- Chapter 69. Teaching for Creative Learning and Problem Solving— by Donald J. Treffinger and Scott G. Isaksen
- o Chapter 70. Thinking for Understanding— by David Perkins
- o Chapter 71. Teaching Problem Solving as a Way of Life— by Robert J. Sternberg
- Chapter 72. Cooperation and Conflict: Effects on Cognition and Metacognition— by David W. Johnson and Roger T. Johnson
- o Chapter 73. The Art and Craft of "Gently Socratic" Inquiry- by Thomas E. Jackson
- Chapter 74. Teaching Cognitive Strategies for Reading, Writing, and Problem Solving— by Michael Pressley and Karen R. Harris
- Section X. Teaching Thinking Through Technology
- o Introduction— by Bena Kallick
- o Chapter 75. Technology and Thinking: The Evolving Relationship- by James M. Wilson III
- o Chapter 76. Thinking in the Information Age- by Gary R. Morrison and Deborah L. Lowther
- o Chapter 77. Learning in a Digital World— by John Richards
- Chapter 78. Integrating Research, Thinking, and Technology— by Joanne Marien, Elaine Vislocky and Linda Chapman
- Section XI. Assessing Growth in Thinking Abilities
- o Introduction— by Bena Kallick
- Chapter 79. To Think or Not to Think: Thinking as Measured on State and National Assessments—by Elliot Asp
- o Chapter 80. State Exams Flunk Test of Quality Thinking- by Monty Neill
- o Chapter 81. Building a System for Assessing Thinking— by Arthur L. Costa and Bena Kallick
- o Chapter 82. How Teachers Can Assess the Thinking Skills They Are Teaching- by Robert Stone
- o Chapter 83. Performances to Assess Standards and Intellectual Growth- by Kay Burke
- o Chapter 84. A Format for Assessing Thinking Skills- by Barry K. Beyer
- o Chapter 85. Assessing Thinking Skills- by Alec Fisher
- Appendixes and Resources
- o Introduction— by Arthur L. Costa
- o Glossary of Thinking Terms— by Barry K. Beyer, Arthur L. Costa and Barbara Z. Presseisen
- o Appendix A. Self-Reflection on Our Own Models of Teaching- by John Barell
- o Appendix B. Classroom Observation Checklist- by Lee Winocur Field
- Appendix C. How Thoughtful Is Your School?— by Arthur L. Costa3
- o Appendix D. Checklist for Thinking Skills Programs- by Barry K. Beyer
- o Recommended Resources
- About the Authors
- Related ASCD Resources for Developing Minds: A Resource Book for Teaching Thinking, 3rd Edition