PLS 3rd Learning
Educators elevated.®

Purposeful Learning Through Multiple Intelligences™

Course Description

Purposeful Learning Through Multiple Intelligences™ is a PLS 3rd Learning course that focuses on helping educators identify and understand the multiple intelligences as a means of creating instructional strategies that meet the needs of today's diverse classroom. By first examining Howard Gardner's Theory of Multiple Intelligences (MI), including the criteria used to validate each intelligence as well as a broad selection of supporting research, participants will become familiar with the characteristics and learning needs associated with each intelligence domain. By participating in a series of specially designed MI activities, participants will gain depth of insight about how MI informs and improves the instructional process. Finally, by applying their growing knowledge and expertise to the lesson planning process and evaluating the outcome of their implementation efforts, participants will assess their own students' learning needs and adapt instruction accordingly. The instructional process, which combines knowledge acquisition with reflective evaluation and purposeful application, provides participants with a powerful demonstration of the power and potential of teaching and learning through multiple intelligences.

Digital vs. Printed Course Materials

Please note:

- There is a **required** $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional $30.

After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.

Required Text
Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

Course Outcomes
Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.

2. Expand expertise and enhance teacher practice by researching, implementing, and sharing methods, strategies, and activities related to, but not included in, the course curriculum.

3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.

4. Evaluate one's own dominant and nondominant intelligences and make corrrelations to one's personal and professional practices.

5. Analyze the most prevalent subcapacities in one's dominant intelligences and lessons, citing specific evidence of the subcapacities demonstrated.

6. Design learning experiences that incorporate one's nondominant intelligences or those intelligences usually lacking from one's lessons.

7. Develop a multiple intelligences intervention plan for students who are in need of behavioral or academic intervention.

8. Design an integrated multiple intelligences lesson to foster a broad range of intelligences, enrich student learning, and enhance student engagement.

Institutional Outcomes
(To be listed here)

Course Topical Outline

	List of Concepts
Welcome and Section 1: Discovery	Welcome and introduction to the course; discuss the section overview, objectives, and research excerpts; compare and contrast what it means to be "smart" with Gardner's definition of intelligence; compare and contrast what society and education value; complete the Teele Inventory of Multiple Intelligences to ascertain one's dominant and nondominant intelligences; complete a Multiple Intelligences checklist to ascertain one's dominant and nondominant intelligences; examine the characteristics and patterns of thinking of each intelligence, making correlations to students and people in one's world; identify strategies to be implemented in the classroom; reflect on content learned and make corrections to the classroom and teacher practice
Section 2: Discovery Centers	Discuss the section overview, objectives, and research excerpts; experience activities that model the subcapacities of the Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical-Rhythmic, Naturalist, Verbal-Linguistic, Visual-Spatial, and *Existential* intelligences*;* identify strategies to be implemented in the classroom; reflect on content learned and make corrections to the classroom and teacher practice; review and critique content-related literature and resources; expand expertise by researching and implementing methods, strategies and activities not included in the course curriculum, assess and evaluate one's own multiple intelligences profile in correlation to one's personal and professional life
Section 3: Expanding MI	Discuss the section overview, objectives, and research excerpts; analyze one's personal learning profile including cognitive style, sensory style, dominant multiple intelligences, temperament style, and process functions that comprise the kaleidoscope of the mind; identify and understand the subcapacities of each intelligence; create a group presentation of one's dominant intelligence subcapacities; identify individuals, past and present, that exhibit each of the intelligences; examine the criteria for establishing an intelligence and discuss the existence of other intelligences; identify strategies to be implemented in the classroom; reflect on content learned and make corrections to the classroom and teacher practice; analyze the most prevalent subcapacities in one's dominant intelligences and lessons, citing specific evidence of the subcapacities demonstrated; design learning experiences that incorporate one's nondominant intelligences or those intelligences usually lacking from one's lessons

	List of Concepts
Section 4: MI in Action	Discuss the section overview, objectives, and research excerpts experience ice breakers, anchor activities, microlessons, energizers, and celebrations for the Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical-Rhythmic, Naturalist, Verbal-Linguistic, Visual-Spatial, and *Existential* intelligences*;* identify instructional strategies for each intelligence to be implemented in the classroom; identify and present the competencies, curricular preferences, and careers for each intelligence; share and exchange course-related methods, strategies, and activities to expand expertise; reflect on content learned and make corrections to the classroom and teacher practice; Develop a multiple intelligences intervention plan for students who are in need of behavioral or academic intervention
Section 5: Classroom Integration	Discuss the section overview, objectives, and research excerpts; discuss entry points for integrating multiple intelligences in the classroom; integrate multiple intelligences in the classroom by affecting classroom climate; integrate multiple intelligences in the classroom by designing content specific learning centers that build bridges to the intelligences; integrate multiple intelligences in the classroom through product choice and authentic assessments using portfolios and e-portfolios; integrate multiple intelligences in the classroom by designing integrated multiple intelligences lessons; experience integrated multiple intelligences lessons; group design and presentation of integrated multiple intelligences lessons; evaluate and provide presentation feedback to peers; design an integrated multiple intelligences lesson for one's own classroom; identify strategies to be implemented in the classroom; reflect on content learned and make corrections to the classroom and teacher practice; participate in a closing activity that anchors the compelling whys of the course

Course Portfolio Assessments
Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio that includes various Action Research Assessments and Application Assessments to demonstrate learning, strengthen professional practice, and extend course-related knowledge and expertise. The Action Research Assessments are 50% of the final grade and the Application Assessments are 50% of the final grade. Supplemental and Optional Assessments are assigned at the discretion of the instruction. Grades are assigned in accordance with the criteria-specific rubrics for each assessment.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Assessment 1: Resource Reviews	30	Outcome 1	
Assessment 2: Expanding Expertise	35	Outcome 2	
Assessment 3: Intrapersonal Reflection	20	Outcome 3	
Assessment 4: Multiple Intelligences Profile	20	Outcome 4	
Assessment 5: Multiple Intelligences Subcapacities	20	Outcome 5	
Assessment 6: Expanding Multiple Intelligences	20	Outcome 6	
Assessment 7: Multiple Intelligences Student Intervention	20	Outcome 7	
Assessment 8: Integrated Multiple Intelligences Lesson	35	Outcome 8	
Action Research Assessment Total	**100**		
Application Assessments Total	**100**		
Supplemental Assessment 1: Multiple Intelligences Activities	[15]	Outcome 6	
Supplemental Assessment 2: Classroom Integration	[20]	Outcome 8	
Course Portfolio Total	**200**		

Instructional Materials

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Alignments to *The Framework for Teaching Evaluation Instrument*

Each PLS 3rd Learning course is aligned to the components in ***The Framework for Teaching Evaluation Instrument*** by The Danielson Group*.* The alignments for this course are:

DOMAIN 1: PLANNING AND PREPARATION
1a. Demonstrating Knowledge of Content and Pedagogy
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1d. Demonstrating Knowledge of Resources
1e. Designing Coherent Instruction
1f. Designing Student Assessments

DOMAIN 2: CLASSROOM ENVIRONMENT
2a. Creating an Environment of Respect and Rapport
2b. Establishing a Culture for Learning
2e. Organizing Physical Space

DOMAIN 3: INSTRUCTION
3a. Communicating with Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
3e. Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4a. Reflecting on Teaching
4d. Participating in the Professional Community
4e. Growing and Developing Professionally
4f. Showing Professionalism

Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 7, 8

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5, 6, 7, 8

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

1, 2, 3, 4, 5, 6, 7, 8

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6, 7, 8

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1, 2, 3, 4, 5, 6, 7, 8

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 4, 5, 6, 7, 8

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 3, 4, 5, 6, 7, 8

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 3, 4, 5, 6, 7, 8

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1, 2, 3, 4, 5, 6, 7, 8

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs understand how students develop and learn.	**1, 2, 3, 4, 5, 6, 7, 8**
They respect the cultural and family differences students bring to their classroom.	**1, 2, 3, 4, 5, 6, 7, 8**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**1, 2, 3, 4, 5, 6, 7, 8**
NBCTs are also concerned with the development of character and civic responsibility.	**1, 2, 3, 4, 5, 6, 7, 8**
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	**1, 2, 3, 4, 5, 6, 7, 8**
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	**1, 2, 3, 4, 5, 6, 7, 8**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 4, 5, 6, 7, 8**
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	**1, 2, 3, 4, 5, 6, 7, 8**
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**1, 2, 3, 4, 5, 6, 7, 8**

NBCTs know how to assess the progress of individual students as well as the class as a whole.	**1, 2, 3, 4, 5, 6, 7, 8**
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	**1, 2, 3, 4, 5, 6, 7, 8**
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	**1, 2, 3, 4, 5, 6, 7, 8**
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	**1, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	**2, 4, 5, 6, 7, 8**
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	**1, 2, 3, 4, 5, 6, 7, 8**
They work with other professionals on instructional policy, curriculum development and staff development.	**2, 4, 5, 6, 7, 8**
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	—
They know how to work collaboratively with parents to engage them productively in the work of the school.	**1, 2, 3, 6**

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