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.

Course Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s Framework for Teaching:
Domain 1 – 1B, 1D, 1E, and 1F
Domain 2 – 2A and 2B
Domain 3 – 3A, 3B, 3C, 3D, and 3E
Domain 4 – 4A, 4D, 4E, and 4F

Course Outcomes
Upon completion of this class, the learner will be able to:
1. Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support multiple intelligences.
2. Identify the eight intelligences (bodily-kinesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-
linguistic, and visual-spatial) and the primary characteristics and subcapacities evident within a lesson.

3. Analyze and discuss your own MI profile and how that has affected you as both learner and teacher.

4. Assess students to ascertain their MI profile.

5. Develop an intervention plan to meet the needs of struggling learners by assessing their multiple intelligences strengths and weaknesses and providing alternate instructional strategies.

6. Design and analyze a range of specific instructional strategies designed to meet the learning needs of each intelligence.

7. Identify and design entry points for integrating multiple intelligences in the classroom through classroom climate, products and portfolios, learning centers, or integrated multiple intelligences lessons.

8. Design an integrated multiple intelligences lesson.

9. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.

10. Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences.

11. Incorporate technology to enhance lessons and to enable students to learn to use it effectively.

12. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

**Institutional Outcomes**
(To be listed here)

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

**Topical Outline**

<table>
<thead>
<tr>
<th>Welcome and Discovery</th>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and introduction to the course; 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 personal dominant and nondominant intelligences; complete a Multiple Intelligences checklist to ascertain personal dominant and nondominant intelligences; examine the characteristics and patterns of thinking of the intelligences and identify personal examples of each intelligence; internalize the concepts from this section and make connections to the classroom</td>
<td></td>
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</table>
**Discovery Centers**

Experience activities aligned to the subcapacities of the Bodily-Kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Logical-Mathematical intelligence, Musical-Rhythmic intelligence, Naturalist intelligence, Verbal-Linguistic intelligence, Visual-Spatial intelligence, and the Existential; read literature and research underlying the theories, principles, and practices that lead to and support multiple intelligences; internalize the concepts from this section and make connections to the classroom.

**Expanding MI**

Analyze one’s personal learning profile including cognitive style, sensory style, dominant multiple intelligences, temperament style, and process functions comprising the kaleidoscope of the mind; dominant intelligence analysis and group presentation of each intelligence subcapacities; making connections between people past and present and each of the intelligences; internalize the concepts from this section and make connections to the classroom.

**MI in Action**

Experience ice breakers, anchor activities, microlessons, energizers, and celebrations for the Bodily-Kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Logical-Mathematical intelligence, Musical-Rhythmic intelligence, Naturalist intelligence, Verbal-Linguistic intelligence, Visual-Spatial intelligence, and the Existential; identify instructional strategies for the Bodily-Kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Logical-Mathematical intelligence, Musical-Rhythmic intelligence, Naturalist intelligence, Verbal-Linguistic intelligence, Visual-Spatial intelligence, and the Existential; dominant intelligence analysis and group presentation of the competencies, curricular preferences, and careers for each intelligence; share and discuss literature and research underlying the theories, principles, and practices that lead to and support multiple intelligences; internalize the concepts from this section and make connections to the classroom.
**Classroom Integration**

Identify entry points for integration of the multiple intelligences in the classroom: classroom climate, learning centers, products and portfolios, and integrated lessons; analyze the essential aspects of classroom climate for each intelligence and make connections to the classroom; group design and presentation of content specific learning centers that build bridges among the intelligences; identify ways to integrate multiple intelligences through product choice and through authentic multiple intelligence assessments using portfolios and e-portfolios; experience integrated multiple intelligences lessons; content area or grade level group design and presentation of integrated multiple intelligences lesson; internalize the concepts from this section and make connections to the classroom.
Course Assessments and Links to Institutional Outcomes and Course Outcomes
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The six mandatory assessments, which are bolded below, total 80 points. Participants choose two additional assessments totaling 20 points for a cumulative total of 100 points for the course.

<table>
<thead>
<tr>
<th>Assessment No. 1: Intrapersonal Reflection Journal</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Assessment No. 2: Article Review</td>
<td>10</td>
<td></td>
<td>1, 2, 10</td>
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<tr>
<td>Assessment No. 3: Web Search</td>
<td>10</td>
<td></td>
<td>1, 10, 11</td>
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<tr>
<td><strong>Assessment No. 4: Multiple Intelligences Profile</strong></td>
<td>10</td>
<td></td>
<td>2, 3, 6</td>
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<tr>
<td>Assessment No. 5: Multiple Intelligences Subcapacities</td>
<td>10</td>
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<td>2, 3, 6, 10</td>
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<tr>
<td>Assessment No. 6: Expanding Multiple Intelligences</td>
<td>10</td>
<td></td>
<td>2, 9, 11</td>
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<tr>
<td>Assessment No. 7: Multiple Intelligences Intervention Plan for Students</td>
<td>20</td>
<td></td>
<td>2, 4, 5, 6, 9, 11, 12</td>
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<tr>
<td>Assessment No. 8: Adapting Ideas to the Classroom</td>
<td>10</td>
<td></td>
<td>2, 6, 7, 9, 11, 12</td>
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<tr>
<td><strong>Assessment No. 9: Classroom Integration</strong></td>
<td>10</td>
<td></td>
<td>2, 6, 7, 9, 10, 11, 12</td>
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<tr>
<td><strong>Assessment No. 10: Integrated Multiple Intelligences</strong></td>
<td>20</td>
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<td>2, 6, 7, 8, 9, 10, 11, 12</td>
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**Total 100**

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

**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 instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant’s individual grade level, subject area, 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 students’ 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 Charlotte Danielson’s *Framework for Teaching*

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching.* The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**
1B. Demonstrating Knowledge of Students  
1D. Demonstrating Knowledge of Resources  
1E. Designing Coherent Instruction  
1F. Designing Student Assessments

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport  
2B. Establishing a Culture for Learning

**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 a Professional Community  
4E. Growing and Developing Professionally  
4F. Showing Professionalism
## Course Outcome Correlations With INTASC Standards for Teachers

### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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<td>3, 4, 5, 9, 10, 12</td>
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</table>
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.

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.

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.

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.

The Interstate New Teacher Assessment and the Support for Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.


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

<table>
<thead>
<tr>
<th>Proposition 1: Teachers are Committed to Students and Their Learning.</th>
<th>Course Outcomes</th>
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<tbody>
<tr>
<td>NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>NBCTs understand how students develop and learn.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td>They respect the cultural and family differences students bring to their classroom.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td>They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>NBCTs are also concerned with the development of character and civic responsibility.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<th>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</th>
<th>Course Outcomes</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>They are able to use diverse instructional strategies to teach for understanding.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<th>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</th>
<th>Course Outcomes</th>
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</thead>
<tbody>
<tr>
<td>NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**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.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

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.

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Bibliography


