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Session 1

Introduction

Trainer Tips

This is a three-hour session. If graduate credit is given for this course, see the syllabus in Appendix F.

Trainer Tips

Establish your credentials here. Pick out details of your accomplishments to fit the audience and program. Explain why you are teaching this course. For a different opening strategy, see Session 15.

Trainer Tips

Be sure the participants share their partner's name, role, and an interesting point about his or her intelligence assessment.

Getting Started

1. Introduce yourself to the participants. Tell them who you are and what your school role and/or experience is. Relate how your background and experience are relevant to this course.

2. Share an assessment of your intelligences. On the overhead projector, show the map to the multiple intelligences. Mark each intelligence as a "+" (strong) or "-" (weak). Explain your marks. For example, one might write under the musical/rhythmic intelligence, "In the first grade I sang so off-key they all declared me a frog."

Suggested Time: 10 Minutes

3. Ask each participant to copy the map of the intelligences. Instruct the participants to rate their intelligences using the plus and minus signs. After all the participants have marked their intelligences, ask them to find a partner. Tell them to introduce themselves by name and job. Have them share why they rated themselves as they did for each intelligence.
4. Instruct the participants to introduce themselves in the same way to new partners. Have them do this exercise a total of three times. After the third mix, invite all of the participants to sit together. With a large group (more than twenty-four), divide participants into groups of six for a round-robin introduction. Have pairs introduce each other to the group by name, job, and strong and weak intelligences. For a small group, do a round robin in which each pair introduces themselves to the whole group.

Suggested Time: 20 Minutes

5. Explain to the participants that the purpose of this training is to examine ways to assess student performances within the framework of Gardner's multiple intelligences theory.

Suggested Time: 5 Minutes

6. Share the program schedule with the participants. On a flip chart, post the days, times, and topics for each course session. You can also provide this information in a handout.

Suggested Time: 5 Minutes

7. Tell the participants the goals of the program:

- A. To review the multiple intelligences theory
- B. To establish a connection between Gardner's theory and assessment
- C. To match appropriate assessment tools and strategies to the multiple intelligences
- D. To assess classroom applications of the learned assessment methods

Suggested Time: 5 Minutes

8. Introduce the notion of shared expectations. By discussing expectations as a group, participants agree on the expectations for the course and respect the needs of others.

Goals

1. To review the multiple intelligences theory
2. To establish a connection between Gardner's theory and assessment
3. To match appropriate assessment tools and strategies to the multiple intelligences
4. To assess classroom applications of the learned assessment methods

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Trainer Tips

Highlight the following: break times, the importance of starting and ending on time, and the necessity of actively participating in the program. Let the participants know that the total hours of the program are not negotiable.

Trainer Tips

Post the goals for everyone to see. It is important to highlight goals 3 and 4. This is an application course in which participants apply their classroom experience and expertise. Encourage participants to delay judgment about the "usefulness" of the ideas discussed in this course until they have tried them.

Trainer Tips

Expectations are a two-way street. It is important that you share your expectations as well as learn the participants' expectations for this course.