



Multiple Intelligences



Components of the session

Research tells us that students learn in many different ways. Educators are paying more attention to that diversity so that we can expand the horizons of our students. Addressing multiple intelligences in schools is sure to bring about more success. Targeted at all grade levels and content areas, this session will explore all eight of the intelligences with participants working on a variety of activities that address BOTH appropriate learning standards AND the variety of learners we encounter in classrooms.

What are the desired results of this session?

This session is designed to provide educators with the theory and the practice on how our classrooms can become environments that encourage and capitalize on the variety of ways students are “smart.” Attendees will explore all eight of Gardner’s Intelligences and how to successfully incorporate these multiple intelligences into teaching and learning.

What is this session trying to implement, improve or change?

There continues to be an increase in schools’ approaches to dealing with an ever-widening variety of learners. When we tap students’ strengths and intelligences to help them learn key concepts, they tend to be more successful. We all learn better when we’re made to feel comfortable and competent. Classroom instruction is changing to meet the growing needs of our society and multiple intelligences is part of that change.



Session outline

Multiple Intelligences can be offered as a one- or two-day session. Follow-up opportunities (observations, coaching, consultation, etc.) are available.

A sample outline of the day:

- The Eight Wonders of the Intelligence World
- The power of matching intelligences with the learning environment
- Planning lessons around the eight intelligences

Intended outcomes

What impact will this session will have on teaching and learning?

The long term impact of *Multiple Intelligence*’s success will be improved student learning. Interim indicators of success will include educator’s reflections on practice and how they choose to implement activities designed around the eight intelligences to help students learn.

What is the evidence that shows students or teachers practices are changing?

When achievement results improve, one would think that activities that employ a variety of ways to address multiple intelligences are one of the contributing factors. As teachers compare student work generated from new approaches to using *MI* with the work they have been obtaining through traditional methods, there may be significant differences in how students are responding. Certain test results may bear this out. On a more affective level, teacher and student comments about the positive changes in classroom culture and environment will be noticeable.

Flyer format based on the “Logic Model” by Watson (2000). Child Care Partnership Project. Content: Hirst-Loucks and Loucks, 2011.

For more information regarding *Multiple Intelligences* and other professional development offerings, please contact **Teaching and Learning Connected** at **315.729.6476** or teachingandlearningconnected@gmail.com or www.tlconnected.com.