

**Vanguard Community School - Professional Development
Workshop**

Managing Differentiated Instruction

August 2008



SUCCESSFUL OUTCOMES

- Student Understanding
- Student Engagement



**When a teacher tries
to teach something to the
entire class at the same
time, "chances are, one-third
of the kids already know it;
one-third will get it; and the
remaining third won't. So
two-thirds of the children
are wasting their time."**

-Lilian Katz

Differentiated Instruction

What is it?

Intentionally designed instruction that incorporates a range of:

- ✓ Content modifications**
- ✓ Learning processes**
- ✓ Product outcomes**

In response to varying learner needs.

It is NOT

Individualized Instruction!

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Where to Start

DETERMINE NEEDS:

- **READ FILES**
- **USE CURRICULUM BASED ASSESSMENTS**
- **Conduct INTEREST and MI INVENTORIES**
- **OBSERVE**
- **CREATE A COMPOSITE**
- **KEEP AN OPEN MIND**

WHY ASSESS?

- MORE AWARE OF STUDENT NEEDS

academic

behavioral

inter/intra personal

- PROGRAM MODIFICATIONS

- INCREASE STUDENT AWARENESS OF OWN GOALS

* If needs are not met, learning and behavior problems will be exacerbated.

CURRICULUM BASED MEASUREMENT (CBM's)

A process to determine

- STUDENT INSTRUCTIONAL
NEEDS**

by directly assessing

- SPECIFIC CURRICULUM
SKILLS**

CBM's

OPPORTUNITY TO ASSESS

STUDENTS' ABILITY TO

HANDLE THE CURRICULUM

YOU ARE ABOUT TO TEACH.

Activity

WHAT DO YOU NEED TO KNOW?

(To successfully use this text)

→ **Skills:**

→ **Prior Knowledge:**
(TERMS/CONCEPTS)

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CURRICULUM BASED MEASURES

SKILLS: READING

- cloze
- comprehension
- five finger test

PRIOR KNOWLEDGE:

- facts
- concepts

CLOZE TEST: Comprehension

1. Text passage not read before.
2. First and last sentence intact.
3. Replace every fifth word with a blank (all same length).
4. Skip proper nouns, delete next word.
5. Continue until there are 50 blanks.

CLOZE TEST

Administration

- **MODEL TECHNIQUE**
- **PROVIDE PRACTICE**
- **USE ONLY ONE WORD PER BLANK**
- **REASSURE STUDENTS**
- **ALLOW AMPLE TIME**

CLOZE PLACEMENT LEVELS

INDEPENDENT: 45% ↑

INSTRUCTIONAL: 30--45%

FRUSTRATION: 30% ↓

CLOZE MODEL:

Despite the documented benefits of homework, many students lack the self-discipline, academic skills, or both necessary to complete their homework. Motivating students to complete _____ consistently and accurately has _____ a perennial problem for _____ and parents alike. Although _____ for parents on managing _____ homework abound, parents may _____ difficulty following the prescribed _____, and the programs often _____ little or no empirical _____. Because homework is assigned _____ school but completed at home, interventions that increase collaboration between _____ teachers...

Reading Comprehension:

Questions

- 1. Text passage, approximately 250 words.**
- 2. Construct 8-10 questions using various comprehension skills.
(Bloom's Taxonomy)**
- 3. Students read silently and answer the questions.**
- 4. Provide adequate time.**

BLOOM'S TAXONOMY

Knowledge:

describe, list, name,
define, who, when,
what, where

Comprehension:

summarize, predict,
explain, give examples,
condense, how, why

Application:

modify, solve
demonstrate, infer,
compute, apply, prove

BLOOM'S TAXONOMY

Analysis:

break down, classify,
categorize, compare,
identify main idea

Synthesis:

design, compose,
explain, plan,
show relationship

Evaluation:

judge, criticize,
draw conclusions,
justify, defend,
what errors?

Reading Comprehension Model

Although all students profit from proactive strategies that increase instructional time and academic engagement, these interventions are especially important for diverse learners, including low-achieving, disabled, and low socioeconomic-status (SES) students. Research has consistently documented significant differences in instructional time and academic engagement between low SES students in urban schools and their high-SES counterparts in suburban schools. Engagement in academically oriented activities was 11 minutes a day less for minority students, placing already vulnerable youngsters at greater risk for failure. When these daily rates are extrapolated to the entire school year, these students would need to attend school for an additional month and a half to obtain an equivalent amount of academic practice. Classwide interventions that increase instructional time and raise levels of academic engagement are also important for learning-disabled students. LD children not only display lower rates of attending in the regular classroom than in resource rooms, but are significantly affected by group behavior, with engagement rates significantly higher when the engagement of the entire class is high.

(Rathvon, N. 1999. p. 62 0

Reading Comprehension

Questions

1. Identify 2 factors critical for academic success.
2. Distinguish between low-SES and high-SES students.
3. Why would low-SES student pay attention less than high-SES students?
4. Suggest an intervention to increase academic engagement for an entire class.
5. Distinguish between *instructional time* and *academic engagement*?
6. Why would LD students “attend” less frequently in a regular class versus the resource room?
- 7.
- 8.
- 9.
- 10.

Subject Specific CBM's

Terms:

Skills:

Concepts:

Content Modifications

Usually, content is predetermined by the curriculum. In order to differentiate content it is crucial to articulate your major content objectives. Varied activities can then be built around these goals. Consider:

- Concrete to Abstract:

Same goal, use more concrete or more abstract examples and tasks depending upon student needs.

- Simple to Complex:

Same goal, design simple tasks with fewer steps, or create complex, multi-task activities.

WHAT CAN YOU CONTROL?

Volume
Complexity
Rate

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CONTENT MODIFICATIONS

It is important to identify the specific learning outcomes for each unit of study.

- Terms
- Concepts
- Skills
- Processes

UNIT PLAN

SUBJECT:

UNIT:

Number of Instructional Days:

[illegible]

ADAPTATION CHECKLIST (Content/Materials)

VCR	ADAPTATION	DETAILS
	Use CBM	
	Enlarge print	
	Condense information	
	Lined/graph paper	
	Buddy for note taking	
	Photocopy notes	
	Tape materials	
	Highlight instructions in text	
	Different colored pens, markers	
	Boldface, underline key words	
	Computer response to activities	
	Reading material on the same topic, different readability	
	Utilize calculators	
	Teach study strategies	
	Same material, different response	
	Shorter assignments	
	Break up written work	
	Simplify written assignments	
	Note paragraph where answer located	
	Remove clutter from page	

Learning Processes

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Teacher Tool

Text Scavenger Hunt

SELL JOB:

WHY: Increase student awareness of text and self-help structures

HOW: Design questions to send students to all sections of the text looking for various items.

WHEN: Beginning of a course
Introduction to a new text

TEXT SCAVENGER HUNT

- Table of Contents
- Glossary
- Index
- Appendices
- Tables/Graphs/Diagrams
- Organizational Set-up

Textbook Scavenger Hunt

Name: _____

Date: _____

Russia, Then and Now

1. The Table of Contents is located:
From page _____ to page _____
2. List the names of the 5 major sections and state the page # where each section starts:
I. _____ pg. _____
II. _____ pg. _____
III. _____ pg. _____
IV. _____ pg. _____
V. _____ pg. _____
3. Turn to page 170.
A) In which major section is this page located?
B) In which chapter is this page located?
C) Describe what kind of information is located on this page.
4. Look in the Table of Contents for a chapter about a new start.
A) Chapter Title? _____
B) On what page does the chapter start? _____
5. Find "To the Student":
A) pages _____
B) List the headings in this section
6. On what page does the Glossary begin? _____
7. What is a glossary?

Text Scavenger Hunt

8. Define the following words as they appear in the

glossary:

détente:

icon:

Bourgeoisie:

9. Use the Index to answer the following:

On which pages would you find information about:

A) beliefs/ideas

B) Duma

C) labor force

D) land ownership

E) Stalin, Joseph

F) Tsar

Name: _____ Date: _____

SKILL: TEXTBOOK SCAVENGER HUNT

Rarely Seldom Sometimes Often Usually

1 2 3 4 5
Can locate and name the Chapters or Units

1 2 3 4 5
Can locate and name the Main Headings or Sub-topics

1 2 3 4 5
Can quickly locate and use the Table of Contents

1 2 3 4 5
Can quickly locate and use the Index to find information

1 2 3 4 5
Can quickly locate and use the Glossary

TOTAL /25

My goal is to: _____

By: (date) _____

So I need to: _____

Teacher Tool

T.H.R.I.L.D. Chapter Preview Strategy

SELL JOB:

- WHY:
- Preview information
 - Activate prior knowledge
 - Provides a framework for new information
 - Acts as an advance organizer

HOW: Teacher creates a template to match text

Students scan chapter, complete THRILD sheet.
Eventually, students independently construct and fill template.

EVALUATION:

Students can compare T.H.R.I.L.D. sheets in pairs.
Teachers can collect and evaluate.

ADAPTATION:

Modify the process for shorter pieces of work such as articles.
Have students use with a variety of texts.

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Name: _____ Date: _____

THRILL to be on Chapter 14 in World History!

TITLE: _____

HEADINGS:

14-1: _____

14-2: _____

14-3: _____

14-4: _____

14-5: _____

READ the first paragraph and summarize
(put in your own words)--p. 299:

ILLUSTRATIONS: (Look at each illustration and decide what important information it presents.)

. page 299

. page 300

. page 301

. page 308

. page 315

L: Read the LAST paragraph and put into your own words. (p. 319)

DISCUSSION QUESTIONS (p. 320)

(Write answer stems in your notebook)

1. What African technology did Central American cultures not have?
2. What were some basic similarities among most African kingdoms?
3. Name four elements common to most African religions?

Study Skills

Based on Learning Styles

AUDITORY	VISUAL	KINESTHETIC
Verbal Rehearsal	Summary Cards	Re-Writing Notes
Peer Tutoring	Split Page Notes	Walk 'n Talk
Taped Session	PEG System	Summary Cards
Mnemonics	LOCI system	Trivial Pursuit
Recitation	Visual Maps	Jeopardy
Music/Beat	Super Sub	Role Play
	Imaging	Charades
		Peer Study Team
		Study Folders

"The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way."

Howard Gardner

LEARNING STYLE INVENTORY SURVEY

Name: _____

Research has shown that everyone has a unique learning style. You may be the type of learner who needs prodding and encouragement, or you may buckle down on your own. You may study best in the morning, or you may be a better afternoon learner. This survey will identify some aspects of your learning style, and it will ALERT you to YOUR NATURAL STRENGTHS which you can use to improve your learning experiences.

If the questions sound basic, there's a reason. They were selected from the Learning Style Inventory, a 104 item computer-scored survey that covers 22 areas. Answer each question either "True" or False". Your first spontaneous response is probably the best answer you can give.

1. I really like to listen to people talk. True ☐ False ☐
2. I really like to watch television. True ☐ False ☐
3. I must be reminded often to do something. True ☐ False ☐
4. I can sit in one place for a long time. True ☐ False ☐
5. If I could choose to go to school anytime during the day, I would go in the morning. True ☐ False ☐
6. I really like people to talk to me. True ☐ False ☐
7. The things I remember best are those I see. True ☐ False ☐
8. I don't have to be reminded to do something. True ☐ False ☐
9. I can't sit in one place for a long time. True ☐ False ☐
10. If I could choose to go to school anytime during the day, I would go in the early evening. True ☐ False ☐
11. I'd rather read than listen to a lecture. True ☐ False ☐
12. I prefer to learn something new by having it told to me. True ☐ False ☐
13. I forget to do things I've been told to do. True ☐ False ☐

- | | True ☐ | False ☐ |
|--|-------------------------------|--------------------------------|
| 14. I find it hard to sit in one place for a long time. | | |
| 15. I remember things best when I study them in the early morning. | True ☐ | False ☐ |
| 16. I find it easy to listen to people talk. | True ☐ | False ☐ |
| 17. It's easy for me to remember what I see. | True ☐ | False ☐ |
| 18. I remember to do what I am told. | True ☐ | False ☐ |
| 19. I have to get up and move around when I study. | True ☐ | False ☐ |
| 20. I remember things best when I study them in the evening. | True ☐ | False ☐ |
| 21. I enjoy learning by listening. | True ☐ | False ☐ |
| 22. I like to learn by reading. | True ☐ | False ☐ |
| 23. I do what I am expected to do. | True ☐ | False ☐ |
| 24. It's easy for me to stay put when I study. | True ☐ | False ☐ |
| 25. I study best in the morning. | True ☐ | False ☐ |

AS A LEARNER, I FOUND THAT I AM:

1. _____
2. _____
3. _____
4. _____

LEARNING STYLE

WHAT THE RESULTS INDICATE

This material and the Learning Style test are adapted from the Learning Style Inventory. For more information, write to Dr. Gary Price, Price Systems, Inc. Box 1818, Lawrence, Kansas 66044.

DO YOU LEARN BEST BY HEARING?

Yes, you do if you answered "True" to three or four of these questions: 1,6,12,16,21, put a √.

If you answered "True" to only one or two of these questions, you may be better off "seeing" what you want to learn.

WHAT THIS MEANS: You would rather learn by hearing. You like to be told things. Reading the same material in silence, on the other hand, may leave you cold.

HOW TO STUDY: Study with someone else, and stop occasionally to talk over the information. If you do study alone and when you are taking a test in the class, you will do better if you imagine hearing the words. Listen to your "mind's ear" when you read.

DO YOU LEARN BEST BY SEEING? Yes, you do if you answered "True" to three or four of these questions: 2, 7, 11, 17, 22, put a •.

WHAT THIS MEANS: You absorb new material better by reading it. (If you scored high as a listener too, you have both strengths). You prefer printed handouts and more examples on the board, something you can relate to visually. Ask your teachers for this, they will be more receptive than you expect.

HOW TO STUDY: If you are in a lecture class, take notes, ask to have things diagrammed, and seek out films, books or articles on things you didn't quite grasp in class.

DO YOU LEARN BEST WITH A MULTISENSORY APPROACH?

If you answered "True" to only one or two questions in both the hearing and seeing areas, you probably prefer multi-sensory instruction.

WHAT THIS MEANS: "Hands-on" learning works best for you. You prefer to see, hear and touch something for it to make sense to you.

HOW TO STUDY: If possible, do your work on computers or typewriters. Watch films of the information you want to learn. Take language labs that use both recorded and visual materials.

DO YOU WORK WELL ON YOUR OWN?

Score a point for each "True" answer to questions 8, 18 and 23. Score a point for each "False" answer to questions 3 and 13 put a *.

WHAT THIS MEANS: If you scored three or four points, you can handle a research project or paper on your own. You tend to be a high achiever, at least in areas that interest you.

You don't need a lot of feedback while you are working, but you definitely seek recognition when you are done.

If you scored one or two points, you work best on short assignments, even if you must do more of them. Long texts may be less motivating and rewarding for you than workbooks that break material down into bite-sized segments followed by short quizzes. You may need more feedback while you are working.

You may want to examine your feelings about being told what to do, and separate them from the learning challenge that confronts you. Often, a student who is hostile toward authority figures, may appear to be lazy or irresponsible when, in fact, this is not the case at all.

ARE YOU A MOVER OR A SITTER? Score a point for each "True" answer to questions 9, 14, and 19. Score a point for each "False" answer to questions 4 and 24 put a ♦.

WHAT THIS MEANS: If your scored a 3 or 4, you are a mover. You are probably miserable sitting in the library or at your desk for a long time.

HOW TO STUDY: You need breaks -- if only to stretch -- every half-hour or so. Listen to your body and take them!

If you are confined to your desk, use this exercise: Inhale deeply and imagine the air flowing down through your chest, stomach, thighs and legs, right to your toes. Then exhale, drawing the air back up through your toes, legs and torso and out of your mouth. Relax your jaw since that is where tension tends to build. A few deep breaths may satisfy the urge to wander.

The need to move around often goes with the desire to eat while working. Both are distractions, but to many students, they are important ones.

WHAT THIS MEANS: If you scored one or two points, you are a sitter. Moving around is a useless distraction for you.

HOW TO STUDY: Sitting still, often in an uncluttered environment, allows you to absorb material without losing your train of thought. Study when and where the only interruptions are those you choose.

WHEN DO YOU LEARN BEST? Score a point for each "True" answer to questions 5, 15 and 25. Score a point for each "False" answer to questions 10 and 20 put a +.

WHAT THIS MEANS: If you scored 3 or 4, you are probably a morning learner. You may lose energy and wind down by mid-afternoon.

HOW TO STUDY: Take your most challenging classes early, in the morning, if possible, and don't start your homework on Sunday night! You might consider setting your alarm clock half an hour early to get up and review your notes. Morning is a powerful learning time for you.

WHAT THIS MEANS: If you scored 1 or 2 points, you are an afternoon learner. You are not lazy; you are simply in touch with a different biological preference than most schools are able to accommodate. You need to use your learning strengths to your benefit.

HOW TO STUDY: You reach your peak in the late morning or afternoon. You need to plan your most challenging work during that time period. Rather than going home from school and turning the television set on, you would want to use the afternoon hours to complete your homework.

SPECIAL NOTE: Ultimately, learning is up to you. While learning can be an extremely enjoyable experience, it is not always easy. You can empower yourself as a learner and make learning easier and more enjoyable by using what you have found out about yourself as a learner in this survey. List your learning strengths below, and put them to work for you today!

I learned that I am _____

LEARNING STYLES: TEACHER OBSERVATION CHECKLIST

Sound

- ___ Does quality work during quiet work time
- ___ Does quality work during regular work time
- ___ Does quality work with music in background
- ___ Complains when there is too much sound
- ___ Has difficulty remaining quiet during quiet work time
- ___ Makes sounds or noises while working
- ___ Reminds others to be quiet while working

Classroom Design

- ___ Has difficulty sitting properly
- ___ Enjoys lying down while listening to stories
- ___ Sits correctly during work periods
- ___ Stands by work area during work periods

Structure

- ___ Likes to complete project independently
- ___ Likes to complete projects step-by-step
- ___ Keeps work area neat
- ___ Tends to misplace supplies

Social Tendencies

- ___ Likes to work or play with a group
- ___ Likes to work or play with a teacher nearby
- ___ Likes to work or play alone
- ___ Creates opportunities to visit with teachers

Responsibility and Persistence

- ___ Completes projects quickly and neatly
- ___ Completes projects quickly but not neatly
- ___ Completes projects slowly and neatly

- ___ Completes projects slowly but not neatly
- ___ Does not always complete projects
- ___ Works best when given specific instructions
- ___ Cleans up work area on completing task

- ___ Needs reminding to clean up work area
- ___ Is easily distracted while working on a project
- ___ Remembers assignments

Mobility

- ___ Leaves chair frequently during work periods
- ___ Often makes excuses to move around the classroom
- ___ Is extremely active during free play periods

Motivation

- ___ Works best with assurance from others
- ___ Needs teacher feedback while working
- ___ Works best when allowed to be creative
- ___ Initiates projects
- ___ Volunteers information about projects and discussion topics

Perception

- ___ Enjoys books and filmstrips
- ___ Is attentive during story time
- ___ Likes to move around during work or play
- ___ Likes to create and react to play situations
- ___ Likes to hear records or tapes during work time
- ___ Remembers what others say
- ___ Likes to visit classmates
- ___ Enjoys playing with toys with small pieces
- ___ Likes to draw or doodle

Multiple Intelligences

Gardner, Howard. (1993)

1. Each person possesses all seven intelligences.
2. Most people can develop each intelligence to an adequate level.
3. Intelligences usually work together in complex ways.
4. There are many ways to be "intelligent" within each category.

Gardner's 7 Intelligences

Armstrong, Thomas (1994)

1. **Linguistic:**
sensitive to the sounds, structure, meanings, and functions of language.
2. **Logical-Mathematical:**
Capacity to discern logical or numerical patterns, ability to handle long chains of reasoning.
3. **Spatial:**
Capacity to perceive visual-spatial world accurately.
4. **Bodily-Kinesthetic:**
Ability to control body movements and handle objects skillfully.
5. **Musical:**
Can produce and appreciate rhythm, pitch and timbre: appreciate forms of musical expressiveness.
6. **Interpersonal:**
Can discern and respond appropriately to moods, temperaments, desires and motivations of other people.
7. **Intrapersonal:**
Access and understand one's own feelings and emotions. Knowledge of own strengths and weaknesses.

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MI INVENTORY (Armstrong, Thomas 1994)

Check those statements that apply in each intelligence category. Space has been provided at the end of each intelligence for you to write additional information not specifically referred to in the inventory items.

LINGUISTIC INTELLIGENCE

- ___ Books are very important to me.
- ___ I can hear words in my head before I read, speak, or write them down.
- ___ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- ___ I enjoy word games like Scrabble, Anagrams, or Password.
- ___ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- ___ Other people sometimes have to stop and ask me to explain the meaning of the words I used in my writing and speaking.
- ___ English, social studies, and history were easier for me in school than math and science.
- ___ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- ___ My conversation includes frequent references to things that I've read or heard.
- ___ I've written something recently that I was particularly proud of or that earned me recognition from others.

Other Linguistic Strengths:

LOGICAL-MATHEMATICAL INTELLIGENCE

- ___ I can easily compute numbers in my head.
- ___ Math and/or science were among my favorite subjects in school.
- ___ I enjoy playing games or solving brainteasers that require logical thinking.
- ___ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
- ___ My mind searches for patterns, regularities, or logical sequences in things.
- ___ I'm interested in new developments in science.
- ___ I believe that almost everything has a rational explanation.
- ___ I sometimes think in clear, abstract, wordless, imageless concepts.
- ___ I like finding logical flaws in things that people say and do at home and work.
- ___ I feel more comfortable when something has been measured, categorized, analyzed or quantified in some way.

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Other Logical-Mathematical Strengths:

SPATIAL INTELLIGENCE:

- ___ I often see clear visual images when I close my eyes.
- ___ I'm sensitive to color.
- ___ I frequently use a camera or camcorder to record what I see around me.
- ___ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- ___ I have vivid dreams at night.
- ___ I can generally find my way around unfamiliar territory.
- ___ I like to draw or doodle.
- ___ Geometry was easier for me than algebra in school.
- ___ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
- ___ I prefer looking at reading material that is heavily illustrated.

Other Spatial Strengths:

BODILY-KINESTHETIC INTELLIGENCE

- ___ I engage in at least one sport or physical activity on a regular basis.
- ___ I find it difficult to sit still for long periods of time.
- ___ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- ___ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaging in some other kind of physical activity.
- ___ I often like to spend my free time outdoors.
- ___ I frequently use hand gestures or other forms of body language when conversing with someone.
- ___ I need to touch things in order to learn more about them.
- ___ I enjoy daredevil amusement rides or similar thrilling physical experiences.
- ___ I would describe myself as well coordinated.
- ___ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Bodily-Kinesthetic Strengths:

MUSICAL INTELLIGENCE

- ___ I have a pleasant singing voice.
- ___ I can tell when a musical note is off-key.
- ___ I frequently listen to music on radio, cassettes, or compact discs.
- ___ I play a musical instrument.
- ___ My life would be poorer if there were no music in it.
- ___ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
- ___ I can easily keep time to a piece of music with a simple percussion instrument.
- ___ I know the tunes to many different songs or musical pieces.
- ___ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- ___ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical Strengths:

INTERPERSONAL INTELLIGENCE

- ___ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- ___ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- ___ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- ___ I have at least three close friends.
- ___ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- ___ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- ___ I consider myself a leader (or others have called me that).
- ___ I feel comfortable in the midst of a crowd.
- ___ I like to get involved in social activities connected with my work, church, or community.
- ___ I would rather spend my evenings at a lively party than stay at home alone.

Other Interpersonal Strengths:

INTRAPERSONAL INTELLIGENCE

- ___ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- ___ I have attended counseling sessions or personal growth seminars to learn more about myself.
- ___ I am able to respond to setbacks with resilience.
- ___ I have a special hobby or interest that I keep pretty much to myself.
- ___ I have some important goals for my life that I think about on a regular basis.
- ___ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- ___ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- ___ I consider myself to be strong willed or independent minded.
- ___ I keep a personal diary or journal to record the events of my inner life.
- ___ I am self-employed or have at least thought seriously about starting my own business.

Other Intrapersonal Strengths:

CHECKLIST FOR ASSESSING MULTIPLE INTELLIGENCES

Name of Student: _____

Check items that apply:

Linguistic intelligence

- _____ writes better than average for age
- _____ spins tall tales or tells jokes and stories
- _____ has a good memory for names, places, dates, or trivia
- _____ enjoys word games
- _____ enjoys reading books
- _____ spells words accurately (or if preschool, does developmental spelling that is advanced for age)
- _____ appreciates nonsense rhymes, puns, tongue twisters, etc.
- _____ enjoys listening to the spoken word (stories, commentary on the radio, talking books, etc.)
- _____ has a good vocabulary for age
- _____ communicates to others in a highly verbal way

Other Linguistic Strengths:

Logical-Mathematical Intelligence

- _____ asks a lot of questions about how things work
- _____ computes arithmetic problems in his/her head quickly (or if preschool, math concepts are advanced for age)
- _____ enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
- _____ finds math computer games interesting (or if no exposure to computers, enjoys other math or counting games)
- _____ enjoys playing chess, checkers, or other strategy games (of if preschool, board games requiring counting squares)
- _____ enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland)
- _____ enjoys putting things in categories or hierarchies
- _____ likes to experiment in a way that shows higher order cognitive thinking processes
- _____ thinks on a more abstract or conceptual level than peers
- _____ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

Spatial Intelligence

- ___ reports clear visual images
- ___ reads maps, charts, and diagrams more easily than text (or if preschool, enjoys looking at pictures more than text)
- ___ daydreams more than peers
- ___ enjoys art activities
- ___ draws figures that are advanced for age
- ___ likes to view movies, slides, or other visual presentations
- ___ enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual activities
- ___ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
- ___ gets more out of pictures than words while reading
- ___ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

- ___ excels in one or more sports (or if preschool, shows physical prowess advanced for age)
- ___ moves, twitches, taps, or fidgets while seated for a long time in one spot
- ___ cleverly mimics other people's gestures or mannerisms
- ___ loves to take things apart and put them back together again
- ___ puts his/her hands all over something just seen
- ___ enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way - e.g., punching a friend, running to class, jumping over chair)
- ___ shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
- ___ has a dramatic way of expressing herself/himself
- ___ reports different physical sensations while thinking or working
- ___ enjoys working with clay or other tactile experiences (e.g., finger-painting)

Other Bodily-Kinesthetic Strengths:

Musical Intelligence

- ___ tells you when music sounds off-key or disturbing in some other way
- ___ remembers melodies of songs
- ___ has a good singing voice
- ___ plays a musical instrument or sings in a choir or other group (or if preschool, enjoys playing percussion instruments and/or singing in a group)
- ___ has a rhythmic way of speaking and/or moving
- ___ unconsciously hums to himself/herself
- ___ taps rhythmically on the table or desk as he/she works
- ___ sensitive to environmental noises (e.g., rain on the roof)

- _____ responds favorably when a piece of music is put on
- _____ sings songs that he/she has learned outside of the classroom

Other Musical Strengths:

Interpersonal Intelligence

- _____ enjoys socializing with peers
- _____ seems to be a natural leader
- _____ gives advice to friends who have problems
- _____ seems to be street-smart
- _____ belongs to clubs, committees, or other organizations (of if preschool, seems to be part of a regular social group)
- _____ enjoys informally teaching other kids
- _____ likes to play games with other kids
- _____ has two or more close friends
- _____ has a good sense of empathy or concern for others
- _____ others seek out his/her company

Other Interpersonal Strengths:

Intrapersonal Intelligence

- _____ displays a sense of independence or a strong will
- _____ has a realistic sense of his/her strengths and weaknesses
- _____ does well when left alone to play or study
- _____ marches to the beat of a different drummer in his/her style of living and learning
- _____ has an interest or hobby that he/she doesn't talk much about
- _____ has a good sense of self-direction
- _____ prefers working alone to working with others
- _____ accurately expresses how he/she is feeling
- _____ is able to learn from his/her failures and successes in life
- _____ has high self-esteem

Other Intrapersonal Strengths:

Learning Styles

Style	Think	Enjoy	Do
Linguistic	in words	reading, writing, word games	debate, stories, dialogue, books
Logical-Mathematical	by reasoning	logical puzzles, questioning, experimenting	exploring, manipulatives, science materials
Spatial	in images	calculating, designing, drawing, visualizing, doodling	art, LEGO, video, puzzles, movies
Kinesthetic	somatic sensations	dancing, running, jumping, gesturing, building, moving	role play, drama, sports, building, hands-on, games
Musical	rhythms & melodies	singing, whistling, humming, tapping	sign-along, music playing,
Interpersonal	by interacting with others	leading, organizing, relating, mediating, partying	friends, group games, social events, clubs
Intrapersonal	by reflecting	setting goals, meditating, planning	time alone, choices, self-paced

Multiple Intelligences

Lesson Activities

Armstrong, Thomas (1994)

LINGUISTIC:

- lectures
- group discussions
- worksheets
- manuals
- brainstorming
- writing activities
- word games
- student speeches
- storytelling
- debates
- journals
- reading
- publishing

LOGICAL-MATHEMATICAL

- problem-solving
- Socratic questioning
- scientific demonstrations
- logical problem-solving
- classifying and categorizing
- logic puzzles and games
- computer programming
- logical-sequential activities
- using a model or rules

MUSICAL

- singing, humming
- listening to music
- mood music
- music appreciation
- songs, raps, chants
- background music
- melodies for concepts
- musical imagery
- group singing
- playing live music

 **inlets**

Multiple Intelligences

Lesson Activities

Armstrong, Thomas (1994)

SPATIAL

- charts, graphs, diagrams
- maps
- visualization
- photography
- videos, slides
- visual puzzles
- 3-D construction
- art appreciation
- art activities
- graphic organizers
- color cues
- computer assisted design

BODILY-KINESTHETIC

- creative movement
- hands-on activities
- mime
- games
- crafts
- manipulatives
- body language
- hand signals
- tactile materials
- physical relaxation
- virtual reality software

INTERPERSONAL

- cooperative groups
- interaction
- conflict mediation
- peer tutoring
- reciprocal teaching
- simulations
- community of learners
- group brainstorming
- board games
- apprenticeships

INTRAPERSONAL

- independent study
- self-paced instruction
- individualized projects
- games
- private reflection time
- interest centers
- options for homework
- choice time
- self-esteem activities
- journal-keeping
- goal-setting

MI Planning Questions

Armstrong, Thomas (1994).

LINGUISTIC

How can I use the spoken/
written word?

SPATIAL

How can I use visual aids
visualization, color, art
metaphor?

LOGICAL-MATHEMATICAL
How can I use numbers, logic
classification, or critical
thinking?

OBJECTIVE

MUSICAL

How can I use music or
environmental sounds, or
set key points in a melodic
framework?

BODILY-KINESTHETIC
How can I involve the whole
body or use hands-on
experiences?

INTERPERSONAL

How can I engage students in
peer sharing, cooperative
activities, or large group
simulations?

INTRAPERSONAL

How can I evoke personal feelings
or memories, or give students
choices?

INTRAPERSONAL

INTERPERSONAL

BODILY-KINESTHETIC

MUSICAL

OBJECTIVE:

LOGICAL-MATHEMATICAL

SPATIAL

LINGUISTIC

MI Lesson Plan

Armstrong, Thomas (1994).

Subject:

Date:

Lesson #:

Unit:

Topic:

Page #:

OPENING ACTIVITY:

GOALS:

Content (what):

Process (how):

REVIEW/PREVIEW:

INTERESTING IDEA:

NEW CONCEPT:

SUMMARY:

HOMEWORK:

REMINDERS:

Planning Activity:

Subject:

Grabber:

Goals:

Review:

Preview:

New Concept:

Summary:

Homework:

inlets

COMPACTING: (INDIVIDUAL OR GROUP)

- 1. Assess.**
- 2. Plan for learning what is NOT known.**
- 3. Plan for "cushion"/ enrichment activities.**

LEARNING CONTRACTS

- Allows for choice

- Increases ownership

Students can select from a range of goals, activities and outcomes that are set in conjunction with the teacher.

LEARNING CONTRACT

NAME: _____ DATE: _____

Subject: _____ Topic: _____

Goals(Skills, Terms, Concepts): _____

Materials: _____

Assistance Required: _____

Process/es: _____

Product/s: _____

Outcomes: (how I will know I have succeeded)

Signature: _____ Signature: _____

Teacher

Student

inlets

Cooperative Structures

1. Jig Saw (Johnson and Johnson)

2. Numbered Heads

3. Simultaneous Numbered
Heads

4. Round Table

5. Reciprocal Reading (Palinscar & Brown)

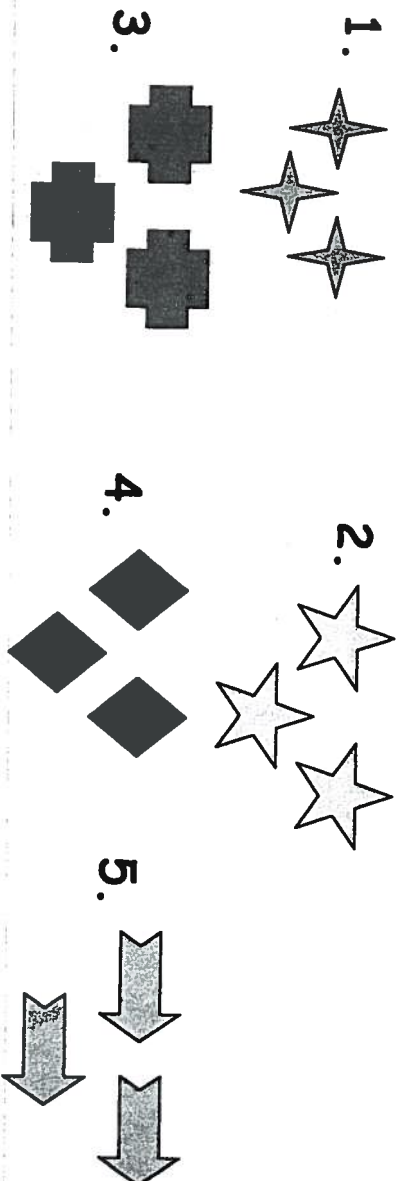
6. Learning Circles

7. Appointment Clock

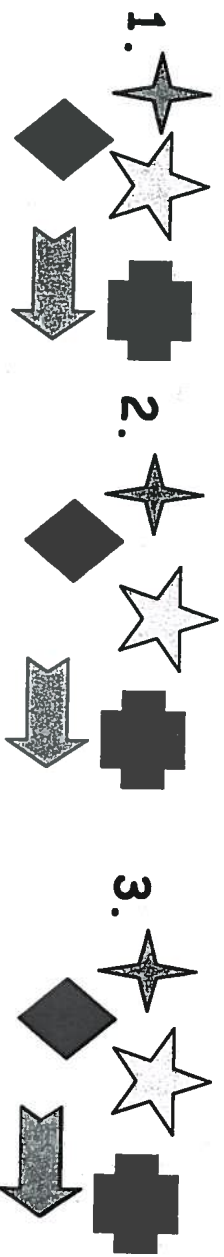
Jig Saw

EXPERT GROUPS:

Could Do Better (Marcus, & Mandel. 1995)



HOME GROUPS:



Expert Groups:

- Read the notes on the _____ underachiever.
- Extract and discuss the key points under "anatomy".
- Determine salient points under "Helping the _____ underachiever".

- Summarize the _____ underachiever as an adult.

- Plan a short **SYMBOLIC REPRESENTATION** of the _____ underachiever (30 seconds—1 minute).

Home Groups:

- Each home group will have a presenter/s for each type of underachiever. Group members take notes in chart form. After each presentation, discuss any insights or questions that arise.
- Group presents Symbolic Representation. _____ inlets

ANATOMY

HELPING
HAND

ADULT

OTHER

COASTER

ANXIOUS

IDENTITY SEEKER

WHEELER DEALER

SAD-DEPRESSED

DEFIANT

inlets

Numbered Heads

Step One:

Put students in groups of four.

Students number off from 1 to 4. (or # chairs)

Step Two:

The teacher poses a question.

Step Three:

The students discuss the question and agree on an answer. EACH student should be able to explain the answer and the thinking behind the solution.

Step Four:

The teacher randomly generates a number from 1-4. This student is the spokesperson for the group. The teacher randomly generates a second number (# of groups) and this is the group that provides the answer. Call the student number first, then the Group number.

Numbered Heads is a simple structure that can be used to check homework, practice new material, as part of guided practice or for problem solving where group investigation is desired.

ADVANTAGES:

- Numbered Heads is simple to use.
- Encourages the need for peer tutoring because each team member is accountable for understanding and explaining the solution derived by the team.

Activity: Numbered Heads

As a group, solve this problem. There are multiple ways to get the correct answer. Every person in the group must be able to explain the answer.

Pat withdrew one-third of the money in his bank account to buy tickets for a rock concert. Then, he withdrew one-fourth of what was left in his account to buy clothes. After the transactions, Pat had \$228.00 in his account. What was his original account balance?

Show Work:

Simultaneous Numbered Heads

- Follow all the same steps for Numbered Heads
- All group responses are revealed at the same time.
- Use plastic plates with wipeable crayons.

Activity:

1. Johnny picked some apples. Suzie picked 26 apples and she had 7 fewer apples than Johnny. How many apples did Johnny pick?

Round Table

1. Teacher presents a problem or asks a question with several steps or answers.
2. Students respond by writing the steps or listing possible answers on a sheet or plate that is passed from student to student within the group. Each student provides one part of the answer.
3. Incorrect responses should be noted by others in the group.

Activity:

1. List the prime numbers that fall between 1-20.
2. List the prime factors of 24.
3. Write the multiples of "4" to 60.

Reciprocal Reading

Summarize ☆ Main idea?

Clarify ☆ Seek to understand vocabulary and ideas.

Question ☆ Write Main Idea "test" question?

Predict ☆ What will happen next?

Respond ☆ Write personal response

EDUCATION SYSTEM FAILING BOYS:

Gender Gap Grows in Reading and Writing

Findings have led to calls for more male-centered teaching methods.

By Neil Seeman

Girls have made major strides in all academic disciplines, achieving near parity with boys in math and science, and pulling even further ahead in reading and writing, according to a new study based on 13 and 16 year-olds released by Statistics Canada and the Council of Ministers of Education (CMEC).

The findings have led to calls by educators for measures that would instill more male-centered teaching methods for boys who tend to benefit from "structure, competition and very direct instruction."

According to the study, based on research from the School Achievement Indicators Program (SAIP) between 1995 and 1998, girls had made major strides in all academic disciplines, including mathematics and science, where boys have traditionally enjoyed an advantage. Girls had also pulled further ahead of boys in reading and writing, an area in which girls have long excelled.

Not only did male high school students have weaker reading and writing scores than their female counterparts, but they were also less likely to graduate, said the study. Men were also less inclined to both participate in and complete post-secondary education. Despite the growing gender gap in educational attainment, "reams of studies still pour out of the educational literature suggesting that girls are lagging behind," said Mark Holmes, the author of "The Reformation of Canada's Schools" and a professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto.

Most such research, claims Holmes, portrays the classroom as bitterly hostile to girls, the curriculum as male-dominated, and teachers as inveterate sexists who call on boys more often than girls. Elsewhere in academe, biological theories are used to explain the gender gap, including one theory that suggests language acquisition may differ in boys. Another shows how sex-linked traits can influence learning styles.

But according to Sandra Witelson, a professor of neurological psychiatry at McMaster University in Hamilton, Ontario, neither biology nor teaching methodology alone can explain male-female differences in learning.

"We frankly don't know whether genetic, hormonal differences can be displaced by teaching theory," she said. Still, Professor Holmes blames a "one-size-fits-all, monolithic ideal: educational system that celebrates the "feminine characteristics" of co-operation and collaboration, while subordinating masculine, "competitive" styles of learning. "Boys thrive in a competitive atmosphere. They have been suffering badly from the feminization of the schools," he said. For this reason, Professor Holmes favours "school choice," a theory that refers to various policies, such as tax-funded vouchers, that give parents increased power to select the schools in which their children are educated. "Boys are just more fragile than girls," said Adrienne Snow, director of policy and education for the Calgary-based National Foundation for Family Research. "It's not politically correct to say that, but it's true."

"A co-operative, feel-good feminist approach to education is just not motivating for boys. They would benefit greatly from increased standards and a little bit of competition. That probably goes for girls, too," Ms. Snow said. Malkin Dare, a former teacher and now a volunteer for the Organization for Quality Education, an educational reform coalition of more than 1,000 teachers and parents from across Canada, said that boys benefit overwhelmingly from "structure, competition and very direct instruction." Apart from the gender gap, the the StatsCan study also illuminated ethnic disparities. Although the educational outcomes of aboriginal Canadians have improved since the mid 1980's they remain well below those of the rest of the population, the study said. In 1996, just 6% of the aboriginal population aged 25 to 54 were university graduates, versus 21% of the non-aboriginal population. The StatsCan study was based on 1996-1998 university enrolment, a total of 1,146,734 students. The School Achievement Indicators Program data from 1996 was based on a sample of about 37,500 students and considered accurate plus or minus 2.5 percentage points 19 times out of 200.

Name: _____ Date: _____
Title: _____ Pages: _____

RECIPROCAL READING

SUMMARIZE: _____

CLARIFY: _____

QUESTION: _____

PREDICT: _____

RESPOND: _____

Learning Circles

1. **Students work in established groups (4-5 students)**
2. **Students take turns as group leader.**
3. **The leader takes the group through the questions, and guides the discussion.**
4. **The teacher roves to provide insight, to clarify and mediate student thinking.**
5. **The tasks are designed using a consistent framework.**

Literature Circles What are they? A Literature Circle, or Lit Circle, is a method of novel study in which small groups of students (3-4) study a novel together. Each group (determined by the teacher) is allowed to move at their own pace while targeting certain deadlines. It allows for a more intimate discussion of ideas and provides an opportunity for stronger readers to move at a more desirable pace. Lit Circles groupings are based, as much as possible, on the reading level of the students.

How Do They Work? At regular meetings (e.g. twice a week), each member completes the Literature Circle Discussion Guide, which address plot and character development.

There is also an opportunity to discuss and record any questions which have arisen regarding the novel. There are also Character Study activities (attached) which allow students to focus on the development of significant characters. All forms are turned in at the conclusion of the novel study. Each Lit Circle member will take a turn leading the discussion and ensuring the group stays focused on the task assigned. Each meeting concludes with assigning the objective for the next reading assignment. Mid point and conclusion dates will be set by the teacher to ensure pace is sufficient. Observations are made for each meeting combined with conferencing with each group to gauge progress and to answer questions. At the conclusion of the novel, each Lit Circle member will complete a group and self-evaluation to augment teacher observations. Groups which are completed before the assigned date can be given enrichment activities such as poster design, reenactment of a favorite scene, a model of an aspect of the novel, or researching of a related topic.

What Evaluation Tools are Used?

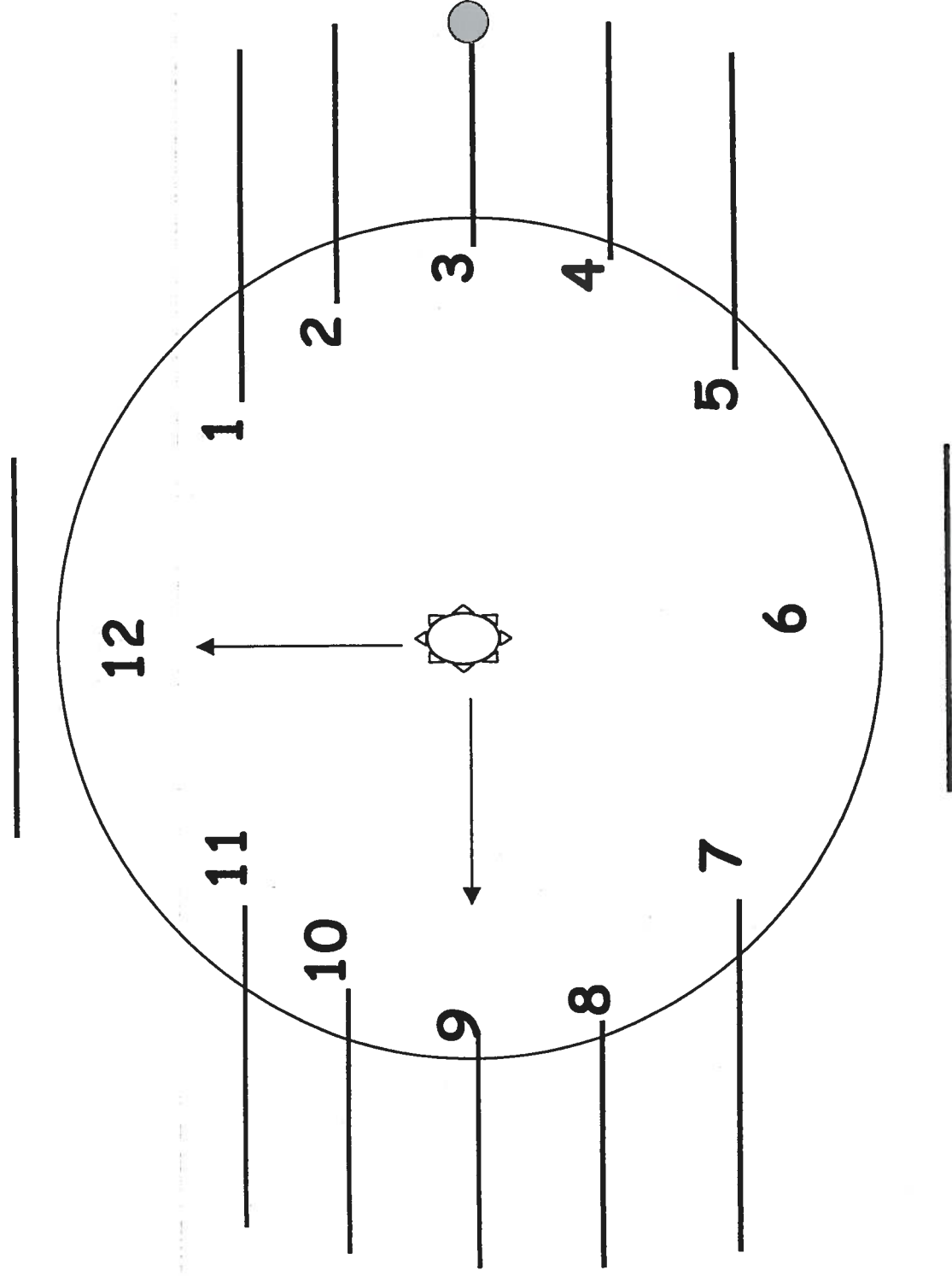
Lit Circle Discussion Guides and Character Studies, combined with observational records, make up 40% of the overall unit mark. Supplementary material, such as midpoint and conclusion reading checks, or vocabulary assignments are worth 30% and the final unit test on the novel has a value of 30%.

Members of Circle	Cooperation	Participation	Preparedness

inlets

Appointment Clock

Name: _____



inlets

ADAPTING PROCESS CHECKLIST

VCR	ADAPTATION	DETAILS
	Multisensory approach	
	Photocopy notes	
	Presentations by students	
	Stations/centers	
	Games	
	Hand signals/gestures	
	Brainstorm/categorize	
	Peer tutoring	
	Cooperative Groups	
	Reciprocal Teaching	
	Outline of lesson board/ handout	
	Tell students the objectives	
	Shorter presentation of information	
	Modify Language	
	Make relevant to life experiences	
	Write instructions on board	
	Provide one or two directions at a time	
	Have students repeat instructions	
	Guest speakers	
	Videotape lessons	
	Keyboarding skills for note-taking	
	Questioning (Bloom's Taxonomy)	

Product Modifications

inlets

Product Forms

ORAL

Cassette
Chant
Choral reading
Choral speech
Radio Play
Debate
Dialogue
Discussion
Intercom message
Interview
Lecture
Lesson teaching
Monologue

VISUAL

Oral imitations
Panel discussions
Reader's theatre
Report
Song
Speech
Story theatre
Storytelling
Survey
Advertisement Photoessay
Artifacts
Blueprint
Book jacket
Bulletin board
Cartoon
Charts
Collage
Rubbings
Diagram
Display
Filmstrip
Flow chart
Folding screen
Graffiti
Mind map/web
Mini-gallery
Mural
Overhead
Painting
Photographs
Poster
Print
Program
Project cube
Rebus
Record cover
Computer graphics
Scroll
Slides
Spreadsheet
Story board
Tableau
Tables
Time capsule
Timeline
Transparency
Visual journal
Wordless book

Product Forms

WRITTEN

Acrostic

Advertisement

Autobiography

Bibliography

Biography

Book review

Brochure

Case study

Critique

Code

Computer program

Criticism

Crossword puzzle

Definitions

Editorial

Epitaphs

Fact file

Instructions

Invitations

Itinerary

Journal/diary

Letter

List

Logbook

Manual

Message

Newspaper

Outline

Palindromes

Pamphlet

Puns

Quotation collage

Recipe

Record book

Report

Requests

Resume

Schedule

Script

Slogans

Song

Story

Summary

Telegraphs

Textbook

Tongue twisters

Travel log

Want ads

Worksheet

Menus

KINESTHETIC

Collection

Museum

Costume

Pantomime

Creative movement

Dance

Prototype

Demonstration

Puppetry

Diorama

Puzzle

Dramatization

Scrapbook

Experiment

Sculpture

Flip-book

Stitchery

Game

Terrarium

Impersonation

Treasure hunt

Mini-center

Playmaking

Mobile

Weaving

Model

ADAPTING PRODUCT CHECKLIST

VCR

ADAPTATION

DETAILS

Evaluation based on goals set for student

Calculator, tape recorder, computer

Extend time for tests

Tape recorded questions

Written or verbal responses

Read test questions for students

Response--conventional/taped/scribed

or on computer

Student dictates, student scribe

Oral evaluation

Self-evaluation

Anecdotal

Portfolio

Video evaluation

Allow choice to demonstrate understanding

Evidence of achievement

- illustrations, recordings, etc.

Accept different methods of evaluation

Fewer questions

Multiple choice or matching questions

Break tests into parts--give one at a time

Assessment

- **Grades**
 - Formative evaluation
 - Summative evaluation
 - Student self-assessment
 - Rubrics
- **Portfolio**
 - Growth over time
 - Goal-setting
 - Student self-assessment
 - Rubrics
- **Accommodations:**
 - More Time
 - Tapes
 - Computer
 - Scribe

LEARNING STYLE INVENTORY SURVEY

Name: _____

Research has shown that everyone has a unique learning style. You may be the type of learner who needs prodding and encouragement, or you may buckle down on your own. You may study best in the morning, or you may be a better afternoon learner. This survey will identify some aspects of your learning style, and it will ALERT you to YOUR NATURAL STRENGTHS which you can use to improve your learning experiences.

If the questions sound basic, there's a reason. They were selected from the Learning Style Inventory, a 104 item computer-scored survey that covers 22 areas. Answer each question either "True" or False". Your first spontaneous response is probably the best answer you can give.

- | | | |
|--|-------------------------------|--------------------------------|
| 1. I really like to listen to people talk. | True ☐ | False ☐ |
| 2. I really like to watch television. | True ☐ | False ☐ |
| 3. I must be reminded often to do something. | True ☐ | False ☐ |
| 4. I can sit in one place for a long time. | True ☐ | False ☐ |
| 5. If I could choose to go to school anytime during the day, I would go in the morning. | True ☐ | False ☐ |
| 6. I really like people to talk to me. | True ☐ | False ☐ |
| 7. The things I remember best are those I see. | True ☐ | False ☐ |
| 8. I don't have to be reminded to do something. | True ☐ | False ☐ |
| 9. I can't sit in one place for a long time. | True ☐ | False ☐ |
| 10. If I could choose to go to school anytime during the day, I would go in the early evening. | True ☐ | False ☐ |
| 11. I'd rather read than listen to a lecture. | True ☐ | False ☐ |
| 12. I prefer to learn something new by having it told to me. | True ☐ | False ☐ |
| 13. I forget to do things I've been told to do. | True ☐ | False ☐ |

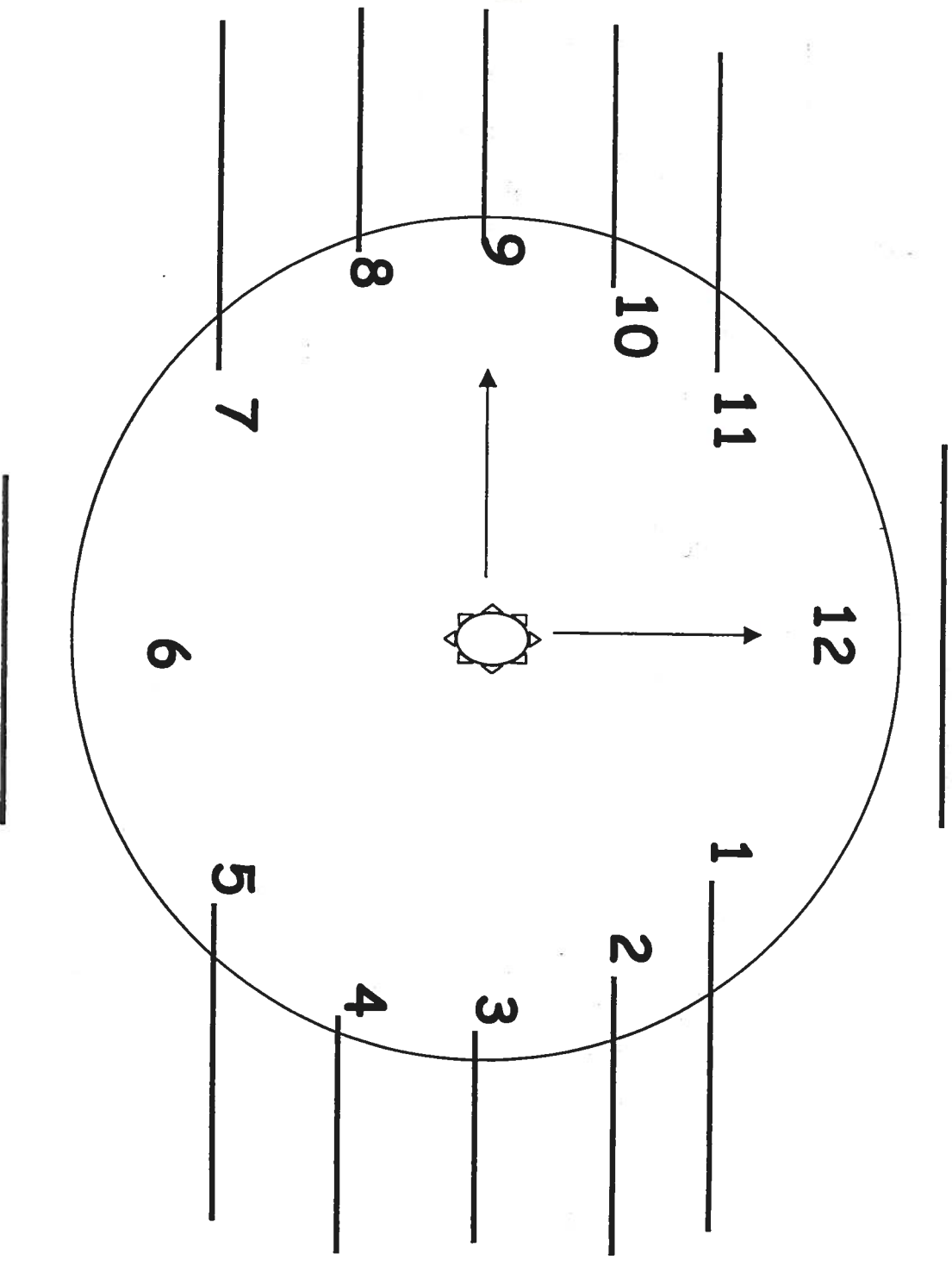
- | | | |
|--|-------------------------------|--------------------------------|
| 14. I find it hard to sit in one place for a long time. | True ☐ | False ☐ |
| 15. I remember things best when I study them in the early morning. | True ☐ | False ☐ |
| 16. I find it easy to listen to people talk. | True ☐ | False ☐ |
| 17. It's easy for me to remember what I see. | True ☐ | False ☐ |
| 18. I remember to do what I am told. | True ☐ | False ☐ |
| 19. I have to get up and move around when I study. | True ☐ | False ☐ |
| 20. I remember things best when I study them in the evening. | True ☐ | False ☐ |
| 21. I enjoy learning by listening. | True ☐ | False ☐ |
| 22. I like to learn by reading. | True ☐ | False ☐ |
| 23. I do what I am expected to do. | True ☐ | False ☐ |
| 24. It's easy for me to stay put when I study. | True ☐ | False ☐ |
| 25. I study best in the morning. | True ☐ | False ☐ |

AS A LEARNER, I FOUND THAT I AM:

1. _____
2. _____
3. _____
4. _____

Appointment Clock

Name: _____



MI INVENTORY (Armstrong, Thomas 1994)

Check those statements that apply in each intelligence category. Space has been provided at the end of each intelligence for you to write additional information not specifically referred to in the inventory items.

LINGUISTIC INTELLIGENCE

- ___ Books are very important to me.
- ___ I can hear words in my head before I read, speak, or write them down.
- ___ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- ___ I enjoy word games like Scrabble, Anagrams, or Password.
- ___ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- ___ Other people sometimes have to stop and ask me to explain the meaning of the words I used in my writing and speaking.
- ___ English, social studies, and history were easier for me in school than math and science.
- ___ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- ___ My conversation includes frequent references to things that I've read or heard.
- ___ I've written something recently that I was particularly proud of or that earned me recognition from others.

Other Linguistic Strengths:

LOGICAL-MATHEMATICAL INTELLIGENCE

- ___ I can easily compute numbers in my head.
- ___ Math and/or science were among my favorite subjects in school.
- ___ I enjoy playing games or solving brainteasers that require logical thinking.
- ___ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
- ___ My mind searches for patterns, regularities, or logical sequences in things.
- ___ I'm interested in new developments in science.
- ___ I believe that almost everything has a rational explanation.
- ___ I sometimes think in clear, abstract, wordless, imageless concepts.
- ___ I like finding logical flaws in things that people say and do at home and work.
- ___ I feel more comfortable when something has been measured, categorized, analyzed or quantified in some way.

Other Logical-Mathematical Strengths:

SPATIAL INTELLIGENCE:

- _____ I often see clear visual images when I close my eyes.
- _____ I'm sensitive to color.
- _____ I frequently use a camera or camcorder to record what I see around me.
- _____ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- _____ I have vivid dreams at night.
- _____ I can generally find my way around unfamiliar territory.
- _____ I like to draw or doodle.
- _____ Geometry was easier for me than algebra in school.
- _____ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
- _____ I prefer looking at reading material that is heavily illustrated.

Other Spatial Strengths:

BODILY-KINESTHETIC INTELLIGENCE

- _____ I engage in at least one sport or physical activity on a regular basis.
- _____ I find it difficult to sit still for long periods of time.
- _____ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- _____ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaging in some other kind of physical activity.
- _____ I often like to spend my free time outdoors.
- _____ I frequently use hand gestures or other forms of body language when conversing with someone.
- _____ I need to touch things in order to learn more about them.
- _____ I enjoy daredevil amusement rides or similar thrilling physical experiences.
- _____ I would describe myself as well coordinated.
- _____ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Bodily-Kinesthetic Strengths:

MUSICAL INTELLIGENCE

- _____ I have a pleasant singing voice.
- _____ I can tell when a musical note is off-key.
- _____ I frequently listen to music on radio, cassettes, or compact discs.
- _____ I play a musical instrument.
- _____ My life would be poorer if there were no music in it.
- _____ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
- _____ I can easily keep time to a piece of music with a simple percussion instrument.
- _____ I know the tunes to many different songs or musical pieces.
- _____ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- _____ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical Strengths:

INTERPERSONAL INTELLIGENCE

- _____ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- _____ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- _____ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- _____ I have at least three close friends.
- _____ I favor social pastimes such as Monopoly or bridge or individual recreations such as video games and solitaire.
- _____ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- _____ I consider myself a leader (or others have called me that).
- _____ I feel comfortable in the midst of a crowd.
- _____ I like to get involved in social activities connected with my work, church, or community.
- _____ I would rather spend my evenings at a lively party than stay at home alone.

Other Interpersonal Strengths:

INTRAPERSONAL INTELLIGENCE

- ___ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- ___ I have attended counseling sessions or personal growth seminars to learn more about myself.
- ___ I am able to respond to setbacks with resilience.
- ___ I have a special hobby or interest that I keep pretty much to myself.
- ___ I have some important goals for my life that I think about on a regular basis.
- ___ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- ___ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- ___ I consider myself to be strong willed or independent minded.
- ___ I keep a personal diary or journal to record the events of my inner life.
- ___ I am self-employed or have at least thought seriously about starting my own business.

Other Intrapersonal Strengths:

homework
been
teachers
books
children's
have
procedures
have
evidence
at

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