

## Assessing Your Own Teaching for Multiple Intelligences<sup>1</sup>

To conclude this chapter on assessment, I invite you to do the following exercise, which will give you an opportunity to assess your own intelligence strengths and weaknesses and thus become more aware of how you may be helping or hindering your students to learning.

### *Directions:*

I. On the "Self-Analysis Chart" on page 42, rank yourself on a scale of 0 to 10 in the space under each of the intelligences by responding to the following six statements. (Suggested rankings at each end of the 0 to 10 scale are given as guidelines, but trust your first intuitive response.)

1. Everyday Use: I tend to use this intelligence in my personal life *most* (ranking of 9-10), *least* (ranking of 1-0) every day."
2. Lesson Ideas: "I find it *easy* (ranking of 9-10), *difficult* (ranking of 1-0) to think of lesson ideas using this intelligence."
3. Comfort Zone: "I feel very much *at home* (ranking of 9-10), *uncomfortable* (ranking of 1-0) when asked to work with this intelligence."
4. Teaching Style: "I tend to use this intelligence in my daily classroom *teaching frequently* (ranking of 9-10), *rarely* (ranking of 1-0)."
5. Fascination Level: "Even though I may not feel strong in this intelligence, I am *nevertheless fascinated by it* (ranking of 9-10), *shy away from it* (ranking of 1-0)."
6. Personal Strength: "I feel that I am *good/skilled* (ranking of 9-10), *not good/weak* (ranking of 1-0) at tasks that require using this intelligence."

II. Now total the numbers in each of the vertical columns. What immediately strikes you as you look at the totals? What does this tell you about yourself? What concerns does it raise about your teaching'?

III. Create two brainstorm lists. For the first, list at least five things you can do to use your own intelligence strengths more fully to help students with their daily classroom work. For the second, list at least five things you can do to "stretch" yourself and your teaching in areas of your own intelligence weaknesses to create a better balance in using all seven ways of knowing.

IV. Finally, create an implementation plan/timeline for putting your ideas from III above into action.

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<sup>1</sup> Teaching Multiple Intelligences, Fastback 342, Lazear, David G., 1992, Eric Database, 49 pp.