

A REVIEW OF LITERATURE AND PROFESSIONAL DEVELOPMENT ON
THE MULTIPLE INTELLIGENCES THEORY FOR
HARRIET TUBMAN CHARTER SCHOOL

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A PROJECT IN LIEU OF THESIS PRESENTED TO THE COLLEGE OF THE ARTS
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PROFESSIONAL DEVELOPMENT ON MULTIPLE INTELLIGENCES THEORY

Abstract

This capstone project is an educational experience centered on the exploration of Howard Gardner's Multiple Intelligence (MI) theory, the development of teachers in primary grade school environments, and cross-curricular approaches to instruction. The findings and actions executed in this project culminate in a K-8 Professional Development workshop for Harriet Tubman Charter School (HTCS), in Bronx, NY. The workshop includes printed materials and information on the nine intelligences of Gardner's theory, discussion about its implications in school curriculum, testimonies of its success in schools in the United States, and strategies for both academic and special area teachers to incorporate their understandings of the intelligences in classroom instruction. Testimonies of the successful application of the theory in public/private school environments are provided through video resources.

The professional development calls for educator and administrative participation in hypothetical scenarios utilizing understandings of the intelligences for the benefit of student learning and efficiency of instructional cycles. There is an emphasis on the musical intelligence and students who demonstrated stronger inclinations towards musical participation in school. The project provides methods for MI research to be connected to best teaching practices. It fostered the fusion of Common Core standards, National/State standards, and the various intelligences of the theory. The project concludes with a questionnaire for all teaching staff, school faculty, and administration of the Harriet Tubman Charter School on the appropriateness, efficiency, and usefulness of the overall professional development experience. This follows a brief session for questions and comments.

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Introduction

Developmental psychologist, professor, and author Howard Gardner developed the theory of Multiple Intelligences in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. In this influential text, Gardner explained his idea of human beings not only processing information in a singular type of method, as suggested in previous views of human aptitude, but in multiple ways that are, in fact, autonomous of one another. Though we each possess each of the intelligences, the theory described the variety of ways in which those intelligences can be displayed. According to the theory, our individual capacities for the intelligences are unique, as are our thumbprints. Originally consisting of linguistic, logical/mathematical, musical/rhythmic, bodily kinesthetic, spatial, naturalist, intrapersonal, and interpersonal, Gardner went on to later informally include several other intelligences. Educational practices incorporating the Multiple Intelligences theory (henceforth, I will abbreviate as *MI*) in classroom instruction can possess positive results to student learning and accountability in the school environment.

My intentions for this particular study and project involved my colleagues departing from the professional development workshop feeling that their time was well spent and the information was useful to their respective teaching capacities. I also intended for my colleagues to gain a more informed understanding of Gardner's theory, fresh ideas for approaches to instruction in the classroom, a revitalized attitude toward differentiation in teaching and learning through an understanding of MI, increased awareness of the musical intelligence in learners, and an overall confidence towards the application of contents within the PD. I feel the days of professional development having minor impacts on the educator community, individually and as a collective whole, need to be addressed. According to Sparks, "While particular 'lighthouse

schools' and school systems are the exception, my sense is that professional development as it is experienced by most teachers and principals is pretty much like it has always been-unfocused, insufficient, and irrelevant to the day-to-day problems faced by front line educators" (Sparks, 2002). I also feel that the gap between music and core academic classes needs to be filled in a manner that fosters more appreciation of music education. This project addressed the current approaches to intelligence and provided theoretical insight of human intellect while bringing more attention to the various ways of processing and utilizing information.

The purpose of this project was to first explore research on Howard Gardner's MI Theory, and its implications in school curriculum and student learning. Through discussion and analysis of each of the nine intelligences within the theory, I hoped to create a keener awareness of student strengths, weakness, and preferences in learning in the teacher population at Harriet Tubman Charter School. The second purpose of this project was to create an efficient and resourceful professional development workshop in which all teaching staff are able to utilize knowledge and feel confident in implementing instructional practices in the classroom that further the efforts of fostering our understandings of the theory.

I planned to use the theory and the nature of the professional development activities to cultivate a greater appreciation of and attention to music education at Harriet Tubman Charter School. This project is in two parts. Teachers in all disciplines were exposed to the musical intelligence component of the theory and the musical learner demographic in our school population. The teachers also learned how to promote an environment that is nurturing and encouraging of music. In this professional development, I hoped to provide practices that were invigorating, differentiated, and embracing of the arts in all classrooms at HTCS.

What is a Theory?

For the function of this project, it is imperative that the term *theory* is not mistaken or taken out of context pertaining to the information being presented. It is my understanding that a theory is a belief or set of ideas used to explain a precise statement. I believe a theory is broad, as it is a statement or belief that has yet to be proven by fact or law. Theories are statements supported by general information that aid in further inquiry of the subject matter at hand. Used in many cases as a means of justification, theories are neither proven right nor wrong, but simply lay a foundation of principles to be considered. According to the American Museum of Natural History (AMNH), scientists gauge the term “theory” as “a well-substantiated explanation of an aspect of the natural world that can incorporate laws, hypotheses and facts.” (AMNH, 2005) Though theories are a system of beliefs yet to be proven completely factual, they leave room for observations to be made and tested. It is important to note that the work of Howard Gardner, to be later discussed in this project, is a theory of intelligence. It is not to be confused as a theory of learning, knowledge, or pedagogy. He sums this up best in his own words, “Even so, by featuring the word *idea*, I want to underscore that the notion of multiple intelligences is hardly a proven scientific fact: it is, at most, an idea that has recently regained the right to be discussed seriously” (Gardner, 1983, p. 11).

Writings, Research, and Practical Applications of MI

During Gardner's educational career at Harvard University, he worked alongside philosopher Nelson Goodman in the initiative known as Project Zero. This research-based group, founded in 1967, was authorized and originally highlighted issues in the area of arts education. A compilation of senior scholars and research assistants from the university frequently gathered to convey ideas about arts education in relation to psychology, philosophy, and cognition (Gardner, Perkins, Quense, Seidel & Tishman, 2003). The group of researchers, including Gardner, initially studied artistic ability through a lens of scientific processes linked to mental awareness. In 1972, Gardner transitioned from research assistant and co-founder of the group to co-director with David Perkins. In the following years, the group of researchers expanded. Project Zero was originally focused on arts education, but later began to also include other areas of cognitive concern such as critical thinking and problem solving (Gardner et al., 2003). The research group's staff grew to encompass more researchers from the educational background than that of psychology. Gardner's participation in Project Zero, in addition to his collegiate studies and professional influences in the field of developmental psychology, would further lead him in the direction of investigating the subject of human intelligence.

In this endeavor with Project Zero, Gardner embarked on a journey to investigate the workings of the human mind. Amidst working in conjunction with members of the Project on Human Potential in 1979, Gardner compiled research about the "development of cognitive capacities" in gifted and normal children (Gardner, 1983). He came to describe the abilities of these children as intelligences, and through experiencing what he call's "crucial points" in his investigations, Gardner begin drafting the text *Frames of Mind* in 1981 (Gardner, 1983).

Early in *Frames of Mind*, Gardner delivered a short but simple statement; “There must be more to intelligence than short answers to short questions-answers that predict academic success” (Gardner, 1983). His MI theory, a conjecture based on exploration of human brain research, posited that intelligence extends far beyond the spectrum of a single, unitary demonstration. Gardner believes that intelligence is not only identifiable by linguistic and mathematical capabilities, but indeed encompasses other displays of cognition. In *Frames of Mind*, Gardner explained his reasoning for this statement regarding intellect. He referenced the then common measurement of intellect, the standard Intelligence Quotient test. He discussed that a person’s intelligence quotient was not entirely unsuitable, but that it alluded only to the individual’s ability to handle tasks related to school (Gardner, 1983). A subject’s IQ score is a single number calculated from responses to various types of questions. Gardner emphasized how the intelligence quotient was used as a normal assessment tool of overall individual intelligence. He also challenged the single assessment of human intellect by pointing out its negation of an “individual’s potential or achievement” (Gardner, 1983). Gardner believed in the existence of relatively autonomous human intellectual competences, which he would later deem “human intelligences.”

Gardner explained in his text how he sought to clarify the subject of human intellectual competence. He went on to develop the idea of humans having several intelligences, which operate independent of each other, that can be combined in various ways pertinent to the person’s culture and environment. He came to this conclusion by researching a number of subjects, including but not limited to prodigies, normal adults, brain damaged patients, work experts, gifted individuals, and persons from different cultures (Gardner, 1983). Gardner explained that prodigies are known to be particularly gifted in isolated areas of human

competence, while idiot savants (mentally challenged, autistic, etc) maintain uniqueness demonstrated among a backdrop of performance-based deficiencies. These remote instances, in which human intellect was found to be defined beyond the means of an Intelligence Quotient assessment, aided Gardner in developing his thesis that humans indeed encompassed multiple intelligences.

The Original Seven Intelligences

Gardner suggested a set of 7 intelligences he believed to be possessed by human beings.

He would later add more intelligences to the list:

- Linguistic Intelligence
- Musical Intelligence
- Logical-Mathematical Intelligence
- Spatial Intelligence
- Bodily-Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence (Gardner, 1983)

Each of these “intelligences,” as Gardner suggested, is an independent demonstration of significant competence in one area of cognition. The *Lingusitic Intelligence* described one’s capacity and skill at using language to achieve certain tasks and goals. Students demonstrating high competence in the linguistic intelligence are usually very enthusiastic about speaking, writing, answering questions, writing poetry, and use language as a tool of memorization. The *Musical Intelligence* focused on one’s skill in comprehending musical pitches, rhythms, notation, and basic musical functions. Students having a high inclination to the musical intelligence generally demonstrate excitement towards performance-based activities, deciphering musical

patterns, engaging in singing, and musical inquiry. The *Logical-Mathematical Intelligence* described the inclination toward reasoning and logical thinking. It lends itself to the operational component of problem solving, analysis, and scientific investigations (Dixon & McPhee, 2001). The *Spatial Intelligence* highlighted the capacities one has in using an creating mental images to achieve tasks and goals. Students with a higher capacity for spatial intelligence typically recognize patterns and manipulate images in problem solving. The *Bodily-Kinesthetic Intelligence* emphasized one's skill(s) in using movement to process information and participate in learning tasks. In demonstrating this intelligence, students are utilizing the mind to initiate bodily movement during the learning experience. The *Interpersonal Intelligence* described the skills one embodies in understanding and relating to other individuals. Students having a stronger inclination towards the Interpersonal intelligence generally work well with others and promote cohesiveness with people around them. The *Intrapersonal Intelligence* emphasized more of self awareness self-awareness and appreciation. Students demonstrating a heightened appreciation are generally self critical, honest, and introspective (Dixon & McPhee, 2001).

MI in Schools

Gardner's MI theory not only challenged the idea of intelligence being solely rooted in the demonstration of mathematical and linguistics abilities, but it also impacted a large community of education professionals centered on increasing intellectual achievement and revamping the educational experience of all learners; teachers. Due to Gardner's theory being directly targeted at human intelligence and the capacity at which one acquired and processed information, it spread throughout the community of teachers around the world. Kassell mentioned, "Workshops, videotapes, and curricula flooded the market as teachers leapt onto the multiple intelligences (MI) bandwagon" (Kassell, 1998). Though not proven to be concrete and

factual statements of intelligence, educators took a keen interest in the idea of humans encompassing several ways to process and display knowledge. Speaking of rationale, Kassell also described, “Finally, here was confirmation of what some teachers had known all along—paper-and-pencil linguistic tests and logical, mathematical tests were not enough to measure intelligence” (Kassell, 1998). The theory, in its entirety, affected the educational world in that teachers were charged to consider the larger bracket of students who were not particularly demonstrating strength in mathematical and linguistic areas of instruction. Following consideration of the multiple intelligences present in school populations, teachers could possibly revamp classroom instruction to illustrate fostering of the other intelligences mentioned in Gardner’s theory.

Spark Education is an educational advocate group based in California that aids in the development of its K-12 and post-secondary educators. It aims to present the arts as a vital component of the learning experience. According to SPARKed, Gardner’s Theory of Multiple Intelligences challenged the dominant definition of intelligence as limited to mathematical and linguistic abilities (verbal and computational intelligences). Gardner theorized that rather than just these two intelligences, a grouping of seven intelligences more accurately accounts for the diversity of ways in which people acquire and utilize knowledge. In *Frames of Mind*, Gardner stated, “This theory challenges the classical view of intelligence that most of us have absorbed explicitly (from psychology or education texts) or implicitly (by living in a culture with a strong but possibly circumscribed view of intelligence).

In its description of Gardner’s Multiple Intelligences theory, Spark Education noted some of the implications of the theory in school environments. According to Spark Education, Gardner’s theory emphasized both the existence of multiple intelligences, as well as their

individual capacities to promote useful functions in society (SPARKed, 2002). It stressed the need for teachers to give equal attention to all of the intelligences and “recognize and teach to a broader range of talents and skills” (SPARKed, 2002). SPARKed pointed out that teaching in a manner inclusive of all the intelligences directly affects the level at which students are intrigued and engaged by the learning process. Students are able to further comprehend material in various ways while teachers are able to enhance their teaching styles through use of differentiation and non-traditional teaching methods.

In his *Frames of Mind* text, Gardner contributed the notion that every human being possesses multiple intellectual capacities, or intelligences, but that the set of intelligences is unique to the actual (Gardner, 1983). In an interpretation of Gardner’s theory, analyst Lauren Wheatcroft also pinpointed this notion of intelligence sets, saying, “Children learn differently and each person has a unique combination, or profile. Although we each have all seven intelligences, no two individuals have them in the same exact configuration-similar to our fingerprints” (Wheatcroft, 2007). This statement alluded to the preceding idea that human beings possessed each of the seven intelligences presented by Gardner and that they each demonstrated an independent set of skills due to these intelligences. When thinking in terms of education and school implication, Gardner’s theory has often led itself to the emphasis of different learning styles, methods of instruction, and proof of comprehension.

From its creation, Gardner’s Multiple Intelligences theory gained notoriety in the educational world. There are a number of schools today that use Gardner’s theory in their curriculum. These schools provide instruction to students in a way that brings about their varied “smarts” as well as targets/strengthens their weaknesses as learners. One of these theory-driven schools is the Gardner School of Arts and Sciences (GSAS). Located in Vancouver, Wisconsin,

this school focuses on providing opportunities for students to demonstrate comprehension of subjects using their unique set of intelligences (GSAS, 2014). By emphasizing the descriptions of each of the intelligences set forth by Gardner, the school creates an environment where students individually flourish in their own capacities, while still developing their areas of limitation (GSAS, 2014). Below is a chart used to help the school community in better identifying the intelligences fostered during the day.

Intelligence Area:	Is Strong In:	Likes to:	Learns Best Through:	Famous Examples:
Verbal-Linguistic (Word Smart)	reading, writing, telling stories, memorizing dates, thinking words	read, write, tell stories, talk, memorize, work at puzzles	reading, hearing and seeing words, speaking, writing, discussing and debating	T.S. Eliot, Maya Angelou, Virginia Woolf, Abraham Lincoln
Math-Logic(Number Smart)	math, reasoning, logic, problem-solving, patterns	solve problems, question, work with numbers, experiment	working with patterns and relationships, classifying, categorizing, working with the abstract	Albert Einstein, John Dewey, Susanne Langer
Spatial (Picture Smart)	reading, maps, charts, drawing, mazes, puzzles, making images, visualization	design, draw, build, create, daydream, look at pictures	working with pictures and colors, visualizing, using the minds eye, drawing	Pablo Picasso, Frank Lloyd Wright, Georgia O'Keeffe, Bobby Fischer
Bodily-Kinesthetic (Body Smart)	athletics, dancing, acting, crafts, using tools	move around, touch and talk, use body language	touching, moving, processing knowledge through bodily sensations	Charlie Chaplin, Martina Navratilova, Magic Johnson
Musical (Music Smart)	singing, picking up sounds, remembering melodies, rhythms	sing, hum, play an instrument, listen to music	rhythm, melody, singing, listening to music and melodies	Leonard Bernstein, Wolfgang Amadeus Mozart, Ella Fitzgerald
Interpersonal(People Smart)	understanding people, leading, organizing, communicating, resolving conflicts, selling	have friends, talk to people, join groups	sharing, comparing, relating, interviewing, cooperating	Mahandas Gandhi, Ronald Reagan, Mother Theresa
Intrapersonal(Self Smart)	understanding self, recognizing strengths and weaknesses, setting goals	work alone, reflect, pursue interests	working alone, doing self-paced projects, having space, reflecting	Eleanor Roosevelt, Sigmund Freud, Thomas Merton
Naturalist(Nature Smart)	understanding nature, making distinctions, identifying flora and fauna	be involved with nature, make distinctions	working in nature, exploring living things, learning about plants and natural events	John Muir, Charles Darwin, Luther Burbank

Figure 1. Gardner School of Arts and Sciences MI Chart. This figure illustrates how the school community fuses Gardner's Intelligences Theory into student strengths and preferences in learning.

New City School (NCS) in St. Louis, Missouri carries similar missions and goals for its school community. Highly passionate about students learning and demonstrating knowledge in multiple ways, New City School boasts use of the theory during instruction since 1988 (NCS, 2014). Servicing preprimary grades and kindergarten through sixth, New City school immerses each student in activities geared around multiple intelligences and varied methods of learning. The school believes that “children learn by doing” and influences its creation of centers and choice time during class instruction (NCS, 2014). Starting at the preprimary stage, New City School students learn an assortment of ways to enhance each of the intelligences, as shown below:

Interpersonal: pretend, share, interact, and problem-solve

Intrapersonal: reflect and recover

Linguistic: increase phonemic awareness, read, write, and listen

Logical-Mathematical: count, sequence, pattern, classify, measure, problem-solve

Musical: compose, enjoy, sing, perform, and listen

Naturalist: observe, sort, classify, and hypothesize

Spatial: build, draw, color, paint, sculpt, and create

Bodily - Kinesthetic (gross motor): move, balance, stretch

Bodily - Kinesthetic (fine motor): write, cut, glue, sculpt (NCS, 2014)

As the students matriculate through each of the grade levels, they are exposed to further defined aspects of each of the intelligences, getting equal engagement in them all. The school states, “The eight intelligences reflect different ways of thinking, solving problems, and learning. In an MI view, everyone has all of the intelligences; it’s just that each person has his/her own unique MI profile. MI (theory) is a tool which allows our teachers to expose students

to new concepts and skills in multiple ways and allows our students to demonstrate their understanding in multiple ways as well” (NCS, 2014).

In addition to its MI-influenced curriculum, New City School also provides students’ access to their Multiple Intelligences Library. Here, students are afforded ample literary texts during the library period, as well as an intricately constructed area with components to aid in fostering the intelligences. Among these are an amphitheater for small performances, an Exploratorium with “dry erase walls, a sink, and a tile floor which allows for numerous art projects or other types of “messy” work,” and staff on hand to help guide students in multiple intelligences driven activities (NCS, 2014).

Another school curriculum based on the ideas of Gardner’s MI theory is the Enota Multiple Intelligences Academy in Gainesville, Georgia. Belonging to a network of Gainesville City Charter Schools, Enota MI Academy’s is unique in its promotion of multiple intelligences. “Smartsville,” as Enota’s is sometimes called, pledges it’s principles on growing leaders, setting high expectations in instruction, presenting diversity as a means of learning, and providing a “safe, accepting, and well maintained environment” for encouraging student growth (Enota MI Academy, 2014). Students are encouraged to discover and own their “smarts” as they explore the learning experience with one another. Each student at Enota MI Academy participates in a weekly rotation of MI-centered activities, where they are guided to apply their smarts to common societal atmospheres such as the post office, culinary business, and the local bank (Bernard, 2009). Each of these schools are currently putting in practice the ideas of Gardner’s MI theory and subsequently creating environments in which students feel comfortable to explore and take ownership of their unique set of intelligences.

In a research study, Hassan, Sulaiman and Yen Yi explored the use of the MI theory in educational settings. The researchers looked into the teaching styles of over 300 primary and secondary school teachers. In this study, researchers examined the differences of the school teacher's teaching styles, as well as the MI profiles most demonstrated by those educators during instruction. Research proved that the MI profiles most commonly used by primary and secondary teachers were Logical- Mathematics, Spatial, Interpersonal, Musical, and Naturalistic (Hassan, Sulaiman & Yen Yi, 2011) In these particular settings, classrooms were "decentralized" and students felt an increased amount of freedom in exploring the subjects as it pertain to their intelligence strengths and weaknesses, as the teacher took more of a facilitative role (Hassan et al., 2011)

MI in Music

Gardner's MI theory sparked an interest in not only general education, but music education as well. Cathy Kassell even went as far as to say, "Always eager for outside validation, music educators were vocal in their excitement and welcomed Frames of Mind: The Theory of Multiple Intelligences" (Kassell, 1998). As a theory of intelligences, Gardner's theory brought attention to music education and musical learning in a way that had never been presented before. Teachers everywhere were being charged to consider the idea that students possessed several intellectual capacities, including the very elaborately discussed musical intelligence (Kassell, 1998). Gardner's theory provided a voice for often overlooked music educators and the matter of music education. Kassell made sure to outline the potential negative undertone the theory lends to efficient and quality music education. She stated, "Music educators need to stop and reflect critically before applying the multiple intelligences theory and consider the integrity of music and learning in general" (Kassell, 1988). She elaborated on the use of music in regards to

memory and drill techniques in student learning and that they neither fully develop a musical comprehension nor produce comprehension of the intended subject matter. Kassell warned music educators to consider the integrity and authenticity of music education when implementing such MI based activities in instruction.

However, Hart presented a rebuttal to Kassell's claim of "teaching music for music's sake" with the clause that "We need to be in the forefront to help others understand the power and value of music by helping them use musical activities in their own teaching" (Hart, 1999). According to Hart, the general public had not proven to be receptive to music aesthetics or education, but rather responded when music has a correlation to children becoming smarter. She mentioned Gardner's theory, along with other publicized research studies of that nature, actually aided the cause of music education, as they "make a statement that everything is connected and that music can be an entry point into a number of different realms of intellectual functioning" (Hart, 1999).

Gardner's MI theory also presented a scope for more, if not all, individuals to be deemed "musical beings." The theory suggested that all human beings possess each of the seven intelligences, just in different sets and combinations of strength. This led to the idea that everyone was capable of demonstrating a musical intelligence at some capacity or another. Non-musical classroom teachers had an advantage in this idea, such that classroom activities and instruction could be formatted to include musical components for increased student comprehension. In the plight to bridge educational gaps between general education and music education teachers, the theory opened the door for communication and shared practices for an overall student success progression. This is inevitably the end result I desire for the Harriet Tubman Charter School community.

Harriet Tubman Charter School (HTCS) and MI

Harriet Tubman Charter School serves 675 inner city students in grades K-8. In our school population, there are approximately 130 Individualized Education Plans and 7 CTT/ICT classes ranged from 2nd-8th grade. At HTCS, it is my understanding that we are collectively preparing our scholars for prosperous futures and healthy contributions to the communities of the world. We believe in fostering environments that cultivate the minds and intellects of each student, further propelling each one into an atmosphere of unlimited success. HTCS is one of the few charter schools in the southeast section of Bronx, NY that offers a combination of 5 special area classes to its students each week. These special area classes consist of Music, Art, Dance, Physical Education, and French in the Elementary Academy. In the Junior Academy, students are involved in 4 special area classes a week; Music, Spanish, Physical Education, and Creative Writing. These domains are offered to all 675 scholars at HTCS in the hopes that they would further develop our students to be well-rounded and cultured individuals. Constantly pushing towards progression and achievement for our learning community, HTCS staff and educators are eager for new ways to promote success and bring about intellectual stimulation in each of our students.

In his text "Frames of Mind," Gardner explains that human beings don't only process information in a singular type of method, as suggested in previous views of human aptitude, but in multiple ways that are, in fact, autonomous of one another. Though we each possess each of the intelligences, according to the theory, our individual capacities for the intelligences are unique, as are our thumbprints. Educational practices incorporating MI in classroom instruction can possess positive results to student learning and accountability in the school environment. This might be useful in that the theory can influence positivity toward student diversity and

cohesiveness in the school community despite differences. Students can learn to appreciate not only their own strengths and weaknesses, but those of their learning peers as well. Teachers can aid students in finding their “inner smart” and can thus contribute to a more positive and confidence-inspired learning environment.

I believe knowledge and application of effective teaching strategies involving MI will aid the teaching staff in my learning environment in considering ways to augment student learning, address student weaknesses, and enhance student strengths. The incorporation of MI into the learning environment could potentially be the key to unlocking the academic and artistic potential of our students on an elevated level. In addition to student and teacher growth, as teachers will subsequently benefit by being able to increase comprehension on the part of their students, the deeper understandings of Gardner’s theory in my school environment would influence the further unification of teaching staff across curriculums and disciplines. Teachers will be able to share collective strategies toward instructional shortcomings, spanning the sciences to music, and will generally each feel more useful to one another as a collective community of educators.

The school motto at Harriet Tubman Charter is “One Vision, One Voice.” This describes the overall agreement that we are here for the students because students are the most important people. The entire educator community, school teaching staff, faculty, and administration, operate as a cohesive unit for the betterment of the school body. This project highlights a goal shared by many educational teams, which is to create a system where individuals are on one accord for the common good of students and where learning is continuously enhanced and progressive as a result of unified instructional momentum.

Professional Developments

From my experience and current level of participation, I gather professional developments to be educationally-influenced gathering in which various methods are used to expand skills and proficiency in specific areas. Professional entities throughout the world engage in development at some capacity of their employees and support staff in efforts to further push an overarching vision of growth. I typically understand that individual progression eventually influences collective progression and thus presents an obvious need for nurturing in the professional atmosphere. In education, professional development is inevitably woven into the scheme of education, extending beyond multiple student learning centers and into a joint teacher learning atmosphere. Though educational professional developments are generally produced for those in direct contact with student and classroom instruction, they can also offer material useful for those not necessarily immersed in the academic classroom.

In this setting, professional developments have the opportunity to reach all participants involved in the overall school community, including administration, teachers, teaching assistants, support staff, and school aids. At some point in a typical school day, each of these teams will encounter a student or group of students, whether in passing or in an instructive capacity, and they will be able to partake in the educational rearing of the whole child through resources gained in a professional development session.

Professional gatherings of this nature provide a knowledge and information useful for the particular line of work one is involved in. Educational developments aim to provide materials and resources beneficial for student achievement and educator support in instruction. According to Sparks' idea of high-quality staff development, it generally:

- Focuses on deepening teachers' content knowledge and pedagogical skills:

- Includes opportunities for practice, research, and reflection:
- Is embedded in educators' work and takes place during the school day:
- Is sustained over time: and
- Is founded on a sense of collegiality and collaboration among teachers and between teachers and principals in solving important problems related to teaching and learning (Sparks, 2002).

In addition to these, Sparks also mentioned staff development encompassing a team of learners dedicated to the "academic achievement" of its students, "collective responsibility" in student success, and team support in "continuous improvement" (Sparks, 2002). Through this article, Sparks gave numerous assumptions of what he believed professional development to entail. These assumptions included student learning going hand in hand with quality teaching, the quality of instructional leadership being determined by the professional development of school principals, ambitious goals requiring the modification of school practices, and the importance of professional learning communities taking risks, reflecting, and collaborating to solve problems (Sparks, 2002).

As previously described, educationally based professional development sessions are to bring forth collaborative ideas for student achievement, a clearer understanding of content for educators, and efforts of continuous improvement as a professional team, among other factors. In the results of a national sample of teachers on the effectiveness of professional developments, Birman, Desimone, Garet, Porter, and Yoon compiled an analysis on the structural features of high quality professional developments. In this study, they identified the structural features of form, duration, and collective participation to influence success or lack thereof (Birman,

Desimone, Garet, Porter, & Yoon, 2001). They also highlighted core features such as content focus, active learning, and the promotion of coherence in teacher development.

The most common type of professional development today is the structured form known as workshops (Birman et al., 2001). These generally take place outside of the classroom with a designated leader conducting workshops during specific intervals of time. Though common, these forms of professional development are not highly favored and have influenced teachers to seek out other forms of training expansion. Reform activities are the desired approach, as they allow for teachers to train during the school day, with real time feedback of practices and methods of implementing instruction. Teachers in the sample agreed that professional development activities where they were able to track and monitor each other's progress over an extended period of time proved to be more effective for collaborative efforts, encouragement, and receptiveness to the development overall. Activity duration and longevity also allow for "in depth discussion of content" and an opportunity to experiment with best practices in the classroom (Birman et al., 2001).

Collective participation is another component of professional development success. According to the study, teachers benefitted from collective training as it fostered an environment for discussion about content, skills, and concerns (Birman et al., 2001). Participation from a team of professionals allows teachers to share successes and setbacks, methods of instruction, content delivery, and common occurrences across the disciplines. Specifically bringing attention to music and cross-curricular experiences, collective participation, as described in the study, allowed teachers with shared students the opportunity to "discuss student needs across classes and grade levels" (Birman et al., 2001). This is extremely important in considering the effectiveness of a professional development as the education of the whole child involves the

English teacher just as much as it does the music teacher. Teachers being guided in a professional development arena need instruction beneficial to individual and team based progression.

Guskey gave an intriguing description of the role evaluation plays in the planning of an efficient and resourceful professional development. Initially highlighting the fact that legislatures and policymakers frequently question the necessity and usefulness of funds allotted for professional developments, Guskey presented a clear need for evaluation. According to Guskey, evaluation seeks “clear reasons and explicit intent,” as well as determines the success of formal and informal professional activities (Guskey, 2002). Guskey elaborated on five general levels based upon information gathered throughout the evaluation. These levels, in sequential order, include: Participant’s Reaction, Participants Learning, Organization Support and Change, Participant’s Use of New Knowledge and Skills, and Student Learning Outcomes (Guskey, 2002). Each level of information contributes to the overall evaluation of the professional development experience and allows facilitators and creators to conduct future events that build upon successes and failures illustrated in the analysis of the information retrieved.

In matters of creating and planning for effective professional activities, Guskey pointed out how to utilize this five-level evaluation in a form of backward design. He stated, “Using five critical levels of evaluation, you can improve your school’s professional development program. But be sure to start with the desired result—improved student outcomes” (Guskey, 2002). Below is Guskey’s charting of the Five Levels of Professional Development Evaluation.

PROFESSIONAL DEVELOPMENT ON MULTIPLE INTELLIGENCES THEORY

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and procedures?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support To inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?	Student records School records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios	Student learning outcomes: Cognitive (Performance & Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors)	To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development

Figure 2. Five Levels of Professional Development Evaluation. Thomas R. Guskey's approach to creating and evaluating professional development.

PROFESSIONAL DEVELOPMENT ON MULTIPLE INTELLIGENCES THEORY

For the purpose of this project, Guskey's "backward approach" to professional development planning provided a clear and distinct method of creating successful training for school faculty and support staff. Using this format of preparation, student learning outcomes are the basis for the professional development. In this phase of the process, it is vital to identify what the overall outcome is for student learning and achievement. This is present in level 5 of the system. Continuing to work backwards, facilitators should establish the avenue(s) in which the student learning outcomes will be achieved. This entails finding best practices and techniques that foster the desired results in students. Guskey provided several questions to be asked during this stage of the system including, "What evidence verifies that these particular practices and policies will lead to the desired results" (Guskey, 2002)? This research is equivalent to information gathered in level 4 of the evaluation system. Level 3 follows with the ways in which organization support brings about action in implementing the best practices necessary for the student learning outcome. This is an important step of the process, as educational support is crucial to teacher confidence in executing changes in their classrooms instructionally. Guskey's chart preceded the questions:

- Was implementation advocated, facilitated, and supported?
- Was the support public and overt?
- Were problems addressed quickly and efficiently?
- Were sufficient resources made available?
- Were successes recognized and shared?
- What was the impact on the organization?
- Did it affect the organization's climate and procedures? (Guskey, 2002)

Moving forward in the planning of the professional development, Guskey's evaluation continued to the learning of the participants, as described in Level 2. This is the phase of planning where facilitators verify the skills that are needed by the teachers in order to carry out the practices and techniques earlier communicated in Level 4. Planning concludes with activities, events, projects, group work, feedback, and experiences necessary for participants to be able to effectively acquire skills and knowledge presented in Level 2. Showcased and depicted in the sequence above, Guskey's Five Levels of Professional Development Evaluation served to both create and follow-up effective and resourceful training for the educational environment.

Emphasis on MI in Music: Some Personal Thoughts

When initially searching for a topic for my Capstone project, it was somewhat difficult as there were many topics to choose from. I considered the abundance of research and analysis that would take place and searched for a subject with a practical component and benefit of real time application. Under the advisement of Dr. Webb, I leaned towards this matter of student intellect. In reviewing my graduate courses and scholarly assignments required by each, I decided upon the Multiple Intelligences Theory.

The *MUE 6931 Instructional Design* course, conducted by Professor Amber Peterson, was centered on the exploration of learning standards, tools, and approaches for improved educational programs, curriculums, and classroom instruction. It aided in transforming my view of education from one of narrowness to heightened inclusive potential. An assignment in Module 3 of the course, prompting the investigation of different learning theories in relation to personal teacher strengths and preference of

philosophy, led me towards Gardner's MI theory and intrigued me to a point of wanting to increase awareness of educational views in my own professional environment.

It was during this course that I began to notice traits and behaviors in my own students, not through a lens of mere behavioral management, but through one of multiple learning styles, strengths, and weakness as learners. I had always plagued myself with questions of student comprehension, willingness to participate, self-efficacy, mastery of concepts, motivation, and the like. I observed that my elementary students each responded differently to lesson content, instructional delivery, and assessment. However, I was not aware of why student responses were so intellectually varied, even though music instruction was executed the same.

As a teacher concerned about safety and proper demonstration of classroom instructions, I would often become irritated with particular students who absolutely had to do small flips and jumps when the class would sing a song with movements. Along with these students, I'd observe those who were withdrawn from the movement component, those eager to draw musical pictures of their lesson, those who only participated when asked to write on the SMART board, students who were very quick with computing note values, and students who would continue singing a song long after it was over and another part of the lesson had begun. I became very hard on myself, justifying this array of student involvement, or lack thereof, as a deficit of my teaching capabilities. After being given this assignment in my Instructional Design course, however, the light bulb finally went off.

Gardner's MI theory ushered me into a more complex understanding of learning styles in the classroom. It emphasized the idea of strengths and weaknesses in a way that

challenged my approach to teaching for the betterment of each of my students. The idea of Gardner's theory of MI is not to necessarily highlight the weaknesses of human beings, casting out those who fall short of average intellectual abilities, but instead to expose their intellectual strengths, in an attempt to bring about usefulness and relevance in all human minds. From this graduate course, I began to reshape my instructional approaches to foster a learning environment nurturing to the strengths and weakness of my students so that each learner departed with a better sense of ownership, awareness, and comfort in the music education experience. This is what led me to make this the focal point of my culminating project.

Before this milestone in my graduate studies, my response to student participation and behavior in the classroom stemmed primarily from my understanding of management and discipline. Implementing the idea of the various intelligences in my music classroom thereafter proved to be much more beneficial to myself and my students. On the educator end, I became more open to student exploration, student-centered learning, collaborative activities, differentiated instruction, and unfamiliar teaching strategies. Thinking from a perspective of MI, I became more patient as a teacher and more inclined to the intellectual capacities of my students. From a student standpoint, classroom participation increased. Students began to demonstrate more confidence in their areas of musical strength, while also becoming more aware of their musical weaknesses. As an educator, I better understand and am more cognoscente of my role in bringing about multiple areas of musical success in my students because of my examination of the theory. My students are each taking part in their learning experience and utilizing their strengths to contribute to the success of the collective whole. This is the product of implementing MI theory that

I would like to see prevalent across the entire learning community here at Harriet Tubman Charter School.

Through the exploration process of MI during this professional development, I plan to utilize my skills of assessing music learning by applying national, state, and local standards for music. Classroom teachers will also be given the opportunity to connect the theory's school implications to standards and curricular directions in order to establish practical techniques for student learning.

For my school community, this project aids in the development of teacher preparation efforts. The professional development offers fresh and invigorating approaches to classroom instruction that challenge the teaching staff at HTCS to create lessons that are embracing of the arts and the intelligences within the theory. This professional development is formatted to positively affect student effort and participation in classroom instruction, as lessons have been presented to include even more outlets of comprehension for the students to plug into. For the future, I intend this project to subsequently affect student behavior, as disciplinary problems are often a result of disengagement and lack of tasks comprehension. This project also serves as a means of increased administration awareness and support, parental involvement, and overall community pride. Through exploration of the theory, professionally developed methods of implementing the theory into instruction, and an enhanced degree of joint school community efforts towards adopting the practices for student growth, this project leads to deeper considerations from the powers that be of the intelligences and necessity to nurture students' strengths, such as those in thriving music programs.

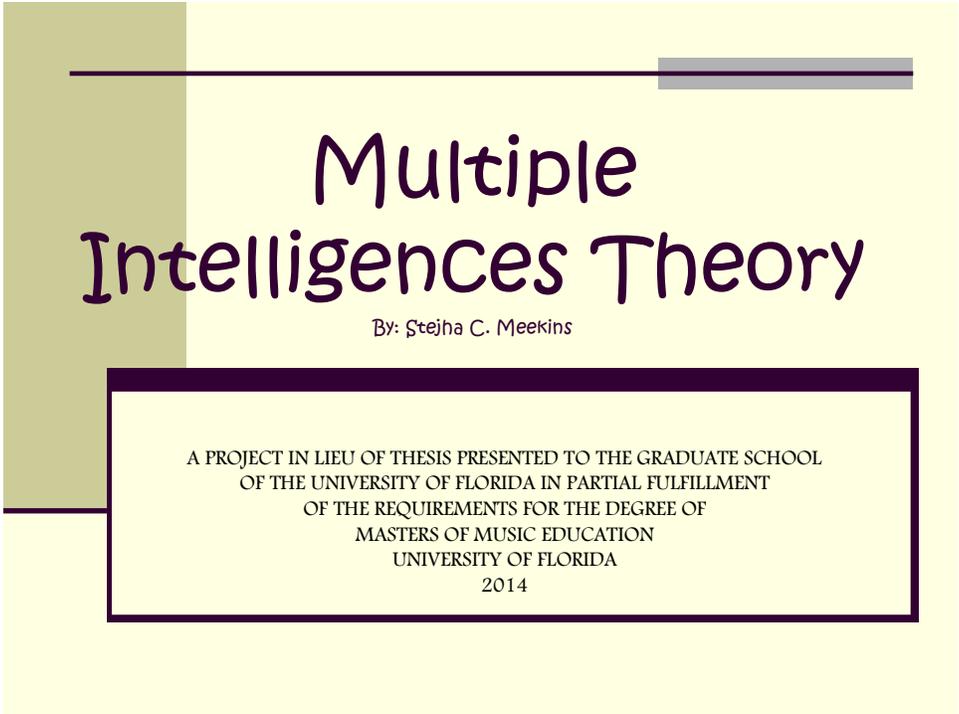
Harriet Tubman Charter School is a unique learning environment that caters to the educational and community needs of its students. Our mission statement reads as follows:

Harriet Tubman Charter School is committed to helping each child develop to his or her full potential. We recognize that all human beings are endowed with unique talents and gifts, and we believe that the process of schooling should lead each student to the realization, development, and expression of his or her potential. (HTCS, 2014)

Our core values, in which students and teachers alike operate in, are wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. In each classroom, teachers post the phrase “One Vision, One Voice” on display for everyone to see and be reminded of each day. This project furthers the efforts of our school community in creating lifelong learners and well rounded citizens who embrace diversity and make use of differences in learning to contribute to a prosperous collective whole. As a professional, this project stretches and prepares me for future opportunities to be an agent of productive change in educational environments. It also reaffirms my passion for education and lifelong commitment to being an ambassador for the arts. Through this project, I hope to provide my teaching colleagues with a new way of approaching music and the arts, arts education, and student engagement through the incorporation of MI-centered instruction. This project includes materials useable and supportive of authentic professional development.

HTCS Professional Development on MI

Presentation for Harriet Tubman Charter School Professional Development



Multiple Intelligences Theory

By: Stejha C. Meekins

A PROJECT IN LIEU OF THESIS PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF MUSIC EDUCATION
UNIVERSITY OF FLORIDA
2014

Howard Gardner

Howard Earl Gardner (b. 1943) attended Wyoming Seminary preparatory school and went on to later attend Harvard University. Gardner's initial field of study, however, was not what he would eventually gain notoriety for. Gardner attended Harvard University to study for a career in law, but was later inspired, by individuals including developmental psychologist Jean Piaget, cognitive psychologist Jerome Bruner, and psychoanalyst Erik Erikson, to study developmental psychology. Gardner explains the influence these prominent figures had on his choice to investigate human thinking. He also credits sociologist David Riesman in addition for stimulating his interest in investigating how humans think (Smith, 2002).

In 1965, Howard Gardner completed his undergraduate studies at Harvard University. Following this event, Gardner became a Harvard Fellow at the London School of Economics. He also participated in working on the MACOS project with mentor Jerome Bruner. This project was based on Bruner's concept of spiral curriculum, emphasizing repetition of complex ideas in various ways for easier comprehension. In 1966, Gardner decided to maintain his studies of developmental psychology in the doctoral graduate program at Harvard University. It was here that Gardner joined and became a founding member of the research efforts for the initiative known as Project Zero. This project emphasized the study of arts education and "higher cognitive processes" and would become a vital factor in Gardner's later focus on intelligence (Winner, n.d.).

Following the completion of his graduate studies in 1971, Gardner continued to be an active member of Project Zero, participating as chairperson, co-director, and later

Senior Director. Some of Gardner's occupational endeavors included Lecturer and Professor of Education at Harvard Graduate School of Education and the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at Harvard, to which he still serves today. He is the recipient of numerous awards and accolades ranging from the National Psychology Award for Excellence in the Media of the American Psychological Association to the Educational Press of America, Distinguished Achievement Award (Plucker & Esping, 2014).

Multiple Intelligences Theory:

The Original Seven Intelligences

Multiple Intelligences Theory

- **The Linguistic intelligence** embodies one's ability to use language masterfully to express oneself rhetorically or poetically. Also allows one to use language as a means to remember information.
- **The Musical intelligence** the ability to read, understand, and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)
- **The Logical-Mathematical intelligence** is the ability to detect patterns, reason deductively and think logically. Most often associated with scientific and mathematical thinking.

Multiple Intelligences Theory

- **The Spatial intelligence** is the ability to manipulate and create mental images in order to solve problems. Not limited to visual sight, Gardner noted that blind children can possess spatial intelligence.
- **The Bodily-Kinesthetic intelligence** is the ability to use one's mind to control one's bodily movements. This challenges the popular belief that mental and physical activity are unrelated.
- **Interpersonal intelligence** is the ability to apprehend the feelings and intentions of others.
- **Intrapersonal intelligence** is the ability to understand one's own feelings and motivations

MI in Schools

MI in Schools

- Though not proven to be concrete and factual statements of intelligence, educators took a keen interest in the idea of humans encompassing several ways to process and display knowledge.
- The theory, in its entirety, affected the educational world in that teachers were charged to consider the larger bracket of students who were not particularly demonstrating strength in mathematical and linguistic areas of instruction.
- It stressed the need for teachers to give equal attention to all of the intelligences and “recognize and teach to a broader range of talents and skills” (SPARKed, 2002). SPARKed pointed out that teaching in a manner inclusive of all the intelligences directly affects the level at which students are intrigued and engaged by the learning process.
- Following consideration of the multiple intelligences present in school populations, teachers could possibly revamp classroom instruction to illustrate fostering of the other intelligences mentioned in Gardner’s theory.

MI in Music Education

MI in Music Education

- Gardner's MI theory sparked an interest in not only general education, but music education as well. Cathy Kassell even went as far as to say, "Always eager for outside validation, music educators were vocal in their excitement and welcomed Frames of Mind: The Theory of Multiple Intelligences" (Kassell, 1998).
- Kassell makes sure to outline the potential negative undertone the theory lends to efficient and quality music education. She stated, "Music educators need to stop and reflect critically before applying the multiple intelligences theory and consider the integrity of music and learning in general" (Kassell, 1988)
- "We need to be in the fore-front to help others understand the power and value of music by helping them use musical activities in their own teaching" (Hart, 1999).

Standards

Music State Standards

- **Standard 1: Creating, Performing, and Participating in the Arts**
Students will compose original music and perform music written by others.
- **Standard 2: Knowing and Using Arts Materials and Resources**
Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. Students will identify opportunities to contribute to their communities music institutions. Students will know the vocations and avocations available to them in music.
- **Standard 3: Responding to and Analyzing Works of Art**
Students will respond critically to a variety of music, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **Standard 4: Understanding the Cultural Contributions of the Arts**
Students will develop an understanding of the personal and cultural forces that shape music and how music in turn shapes the diverse cultures of past and present society.

In-Service

PD Questionnaire:

- Staff will be given questionnaire forms on arrival. They will answer 4 questions from Side #1 of the questionnaire form, based on their current or prior knowledge of the Multiple Intelligences theory.

Opening Discussion:

- Facilitator will enlighten staff to the nature of the professional development, primarily that it will embody information beneficial to students, teachers, support staff, administration, and the school community. Staff will be asked to be as honest as possible when prompted to do so, and to be open to mental and physical engagement during the session.

Activity #1 (Getting to Know You)

- During this activity, staff members will be given a worksheet with various questions and opportunities for short answers. The questions will be as such:

1) Describe one personal strength and weakness of yours:

Strength: _____

Weakness: _____

2) Describe one strength and weakness of the following person(s) below: (Grade Level Teams)

<u><i>Teacher</i></u> <u><i>3rd Grade</i></u>	<u><i>Strength</i></u>	<u><i>Weakness</i></u>
<i>Mrs. Martinez</i>		
<i>Mrs. Fender</i>		
<i>Mrs. Kirlew</i>		
<i>Ms. Johnson</i>		
<i>Ms. Caceres</i>		
<i>Ms. Urena</i>		

Discussion

The facilitator will ask staff to share out answers. Staff will be engaged in conversation

about reasons for their answers. They will be asked questions such as:

- 1) *What have you observed of Mrs. Martinez that leads you to say that she is organized?*
- 2) *Knowing that Mrs. Kirlew is precise, how do you go about speaking with her regarding new ideas you have?*
- 3) *Does Ms. Caceres being witty prompt you to be open to her advice?*
- 4) *What are your strengths and weakness as a team?*
- 5) *How do your strengths and weaknesses contribute to your collective operation as teachers and school support staff?*

Activity #2 (Getting to Know Your Students):

- Facilitator will show a brief video of students in music class. School staff will watch video all the way through once. Staff will engage in short conversation about what was observed in the video. Facilitator will play video again, and follow up with a more in-depth conversation about what was observed. Staff will be prompted to make verbal observations of the students in the video based on the intelligences introduced in the MI theory.

Activity #3 (MI and Your Students):

- Facilitator will guide faculty into a short identification assignment of students at HTCS. Staff will be given a short list of names of their respective grade level students and will be asked to describe each of those students in 2-3 sentences. Upon completion, staff will share out their responses. Using their MI charts, staff will then be asked to think of the stronger and weaker intelligences demonstrated by those particular students and how instruction can possibly be modified for them.

HTCS PD Presentation

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PowerPoint Slide Presentation:

- MI Chart (*What does it all mean?*)
- MI use in Schools Today (*school video, websites*)
- MI at HTCS (*What does this look like in our classrooms? In our school?*)
- MI in Music at HTCS

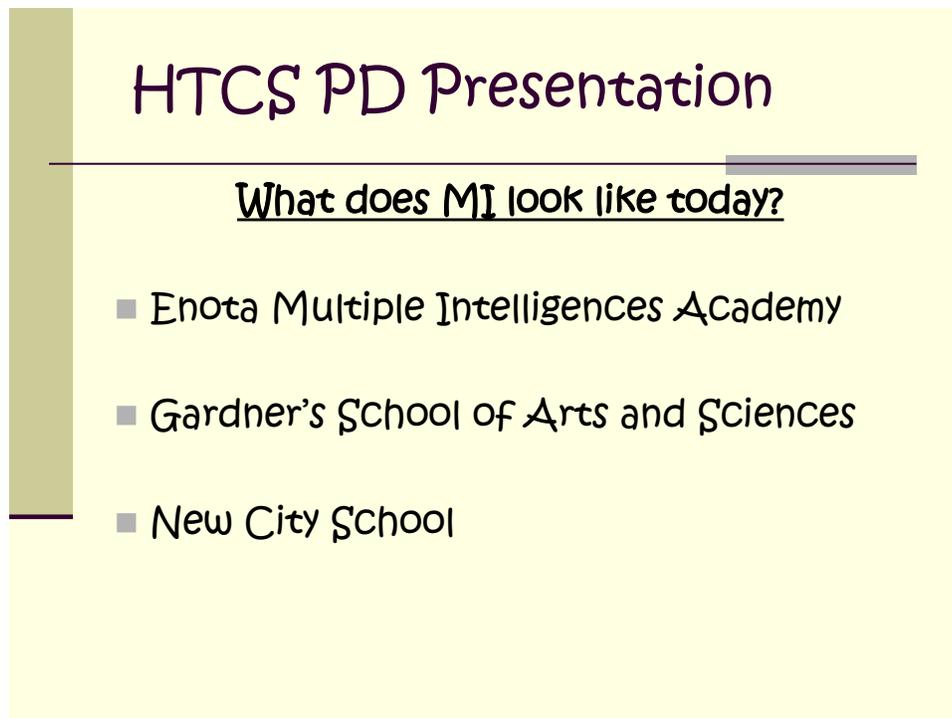
Concluding Activity (Accountable Talk):

- Facilitator will guide staff back to the original activity worksheet where they were initially asked to identify strengths and weakness about themselves. Staff will go back to each description and label it with one or more of the MI intelligences. Staff will share out, in grade team levels, what they now understand these descriptions to potentially mean in relation to the theory and the presence of Multiple Intelligences, in both students and teachers.

Questions, Comments, Concerns:

- Staff will have the opportunity to ask questions, give comments, and share concerns about the information given throughout the in-service.

- Video presentation: MI in Present Day Schools



HTCS PD Presentation

What does MI look like today?

- Enota Multiple Intelligences Academy
- Gardner's School of Arts and Sciences
- New City School

- Q/A session on PD significance and methods of utilization across disciplines.

Professional Development Survey/Questionnaire

PD Questionnaire:

- Staff will return to their previously distributed questionnaire form on Multiple Intelligence theory. They will complete the questionnaire, sharing things they have learned, tools they feel comfortable practicing in future instruction, and their overall rating of the professional development experience.

1. Workshop Title: _____

2. Please rate the following statements

SA	A	D	SD
I am satisfied with today's session.			
Handouts were engaging and useful.			
Time in the workshop was sufficient to allow learning and practicing new concepts.			
The workshop was well planned and interactive.			
The presenter was effective.			
The atmosphere was enthusiastic, interesting, and conducive to a collegial professional exchange.			
Session content and strategies will be useful in my work.			
I would recommend this session to colleagues.			

3. What is the most significant thing you learned today?

4. What support do you need to implement what you learned?

5. How will you apply what you learned to your work?

6. How can we build on this session for follow up learning?

7. If you weren't satisfied with any part of today's session, please explain why.

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