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More Praise For Celebrating Every Learner

“The collective voices and knowledge of forty-six educators with over twenty years of experience in using MI can’t be wrong! An essential tool for any school or teacher that values differentiation and strives to meet the learning needs of each and every student.”

—**Linda S. Nelson**, executive director, North Carolina Association of Independent Schools

“In *Celebrating Every Learner*, the teachers and staff at New City School write of their experiences using a multiple intelligences curriculum, which will strongly inform any teacher or principal looking to create powerful experiences for their own students.”

—**Christine Kunkel, Ph. D.**, principal, Key Learning Community

“For over twenty years the faculty of New City School has set the standard for school-based teacher research and cutting-edge classroom practice. *Celebrating Every Learner* provides educators and leaders world-wide with inspiration and tools to create the schools that their learners need.”

—**Mike Fleetham**, Learning Design Consultant, UK, www.thinkingclassroom.co.uk; author, *Multiple Intelligences in Practice* and coauthor, *Creating Extraordinary Teachers*

“*Celebrating Every Learner* is a treasure trove of practical wisdom gleaned from decades of teachers providing students with an inspired education. This book describes exemplary work that should inspire all teachers (and all principals!) around the world.”

—**Branton Shearer, Ph.D.**, MI Research and Consulting, Inc., Kent State University; coauthor, *Creating Extraordinary Teachers*

Celebrating *Every* Learner

Activities and Strategies for Creating a
Multiple Intelligences Classroom



Thomas R. Hoerr, Sally Boggeman,
Christine Wallach, *and the Faculty of the*
New City School

FOREWORD BY HOWARD GARDNER

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Acknowledgments

Many people deserve to be acknowledged with appreciation for accompanying us on our multiple intelligences (MI) journey. What began over twenty years ago as a faculty book group reading Howard Gardner's *Frames of Mind* has evolved to become a school that values all of the ways in which children can grow and prosper.

None of our students' parents were fortunate enough to attend an MI school, and we acknowledge the confidence that they have shown in us. They are part of the educational process too; they attend intake conferences, help with dioramas, come to egg drops and student museums, attend student performances, and review the contents of portfolios.

Our board of trustees has consistently shown enthusiasm for our work with MI, our MI conferences, and our MI books. They value what we do for our students, and they support us in every way. Our school's mission statement includes the phrase "As an international leader in elementary education," and the board also appreciates our efforts to help educators around the globe grapple with the best way to use MI.

Dr. Howard Gardner, of course, deserves a special acknowledgment. He not only conceived of the theory of multiple intelligences, but he also has been a friend to New City School. He has visited us, spoken at our conferences, and cut the ribbon to open our MI library. It is so clear that Howard always has students' interests at heart! We appreciate his creativity, care, and enthusiasm.

Dedication

This book is dedicated to the students of New City School: those who have been here in the past, those who are here now, and those who will join us in the future. Their curiosity and passion for learning inspire and reward us. Through and with them, we work to make the world a better place for everyone.

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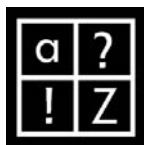
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Foreword

I first began to think about the topic of multiple intelligences in the middle 1970s, though I did not coin the phrase “multiple intelligences” until a few years later. At the time, I thought of this line of research on the structure and development of the mind as relevant primarily to psychologists—particularly those in the specialties of cognitive psychology, developmental psychology, and neuropsychology. I was as surprised as anyone that the interest in these ideas came chiefly from the educational sector, rather than from colleagues in psychology. Yet fairly soon it became evident that, for a variety of reasons, the idea of multiple intelligences could be useful to many educators—even as, for a variety of reasons, it proved threatening or destabilizing to many psychologists.

Still, it came as a complete surprise to me when educators actually began to talk about *schools*—rather than classroom posters, nooks, or practices—that were built significantly around the idea of multiple intelligences. The first enterprise to get off the ground was the Key School (now called the Key Learning Community) in Indianapolis. Launched in 1987, it has pioneered in many infectious educational practices, ranging from video portfolios to cross-age, interest-driven pods to a “flow room.” Through many ups and downs, it now consists of pre-K through 12, including a middle school and a high school. It’s been visited by thousands of educators from all over the world and has influenced practices in many places.

To my knowledge, the second MI school is the New City School (NCS). Whereas Key is a public school, NCS is a private school. NCS began in the late 1960s, as a pioneering effort to provide quality education for an increasingly diverse urban population. NCS was about twenty years old when Tom Hoerr, then a relatively new head of school, first proposed that the school cast itself in an MI mode. Since then, NCS has taken MI ideas very seriously and has created a variety of innovations that, like those of the Key Learning Community, have had considerable influence beyond its walls. Further, the School has sponsored international conferences, created new entities such as an MI Library and a Centennial Garden, and issued a series of publications, including this book you are reading.

What I’ve written to this point is part of the educational history of our time. Donning a more personal hat, I’d like now to set down my own impressions of why the New City School occupies a very special place within that history.

From the start, the move to MI has been a cooperative enterprise. Tom Hoerr has worked closely with faculty, students, parents, and board to avoid any sense of a top-down dictate. No one has been forced to get on the MI bandwagon; proposals, criticisms, recalibrations have been encouraged and taken seriously.

Indeed, NCS strikes me as the embodiment of a learning organization. Although that term is bandied about frequently in both the business and the educational worlds, it has been honored as much in the breach as in the observance. NCS is a deeply and pervasively reflective environment. The community tries things out, seeks to learn from experiments, corrects course when necessary, and, in cases of success, seeks to understand the reasons for the success and how to build upon it. In addition to Tom Hoerr's writings over the years, Christine Wallach's chapter on how to become an MI school provides a valuable guide to the launch and maintenance of a learning organization.

Of the many facets of MI, NCS has had a particular commitment to the personal intelligences. Like any parent, I try not to play favorites among the intelligences—each is and will continue to be an important part of human nature, human experience, and human potential. Yet whenever I am asked about the intelligences that are most important to attend to at the present time, I think of, and usually cite, the personal intelligences. In an increasingly diverse and complex world, we need to be able to understand and make common cause with others, whether or not they happen to look and think the way that we do. That effort requires interpersonal intelligence. Correlatively, in the twenty-first century, each of us needs to make consequential decisions about what work to pursue, where to live, what to do when things don't work out, and, more holistically, the kind of person we want to be, and how to achieve that goal. In the absence of intrapersonal intelligence, it is not possible to function successfully. To my knowledge, the faculty of NCS has no educational peer in thinking about the cultivation of the personal intelligences.

Drawing on biological terminology, I make a sharp distinction between phenotypic and genotypic implementations of key ideas. In many schools that I visit, one sees the external, phenotypic accoutrements of MI—many MI signs displayed, corners of rooms labeled in terms of the intelligences, and youngsters bantering in the patois of MI. This embracing of MI is fine and flattering, but it can be superficial—actual practices may bear few if any enduring marks of MI ways of thinking. In contrast, at NCS the deeper ideas of MI have become part of the DNA. Teachers and staff take individual differences seriously; important lessons are conveyed in many ways. And it's significant that the lesson plans detailed here don't slavishly claim to capture a single intelligence; rather, they leave open the possibilities that lessons can be conveyed and taught in multiple ways, and that individuals may activate different intelligences as they tackle various problems, puzzles, and points. As a consequence, at the NCS the MI whole is far greater than the sum of its parts—genotype trumps phenotype.

From the start, NCS clearly sought to embody the best lessons of progressive education. Alas, within the American educational landscape, the last decades have not been kind to progressive ideas and practices. Without attempting to tease out the reasons for this rough ride, I will simply assert that progressive education—in the tradition of John Dewey, Jerome Bruner, Deborah Meier, Carmelita Hinton, and TheodoreSizer—remains

the most distinctly American education in the world. Whatever the flaws and challenges of progressive education, it would be tragic if our nation were to turn its back on the brilliant ideas and practices pioneered by the progressives in the early part of the twentieth century and brought to fruition in many locales in the latter half of the century.

The New City School is a vivid example of how Progressive Education can continue to thrive even in a climate that is not hospitable. Many persons deserve credit for this commitment. But it is important and appropriate to single out Tom Hoerr, for over twenty years the courageous and thoughtful leader of the School. Tom is a progressive educator par excellence. In his leadership at NCS, and increasingly across the nation and abroad, he has embodied both the ideas and the approaches of this lively approach that truly leaves no child behind. To the extent that MI theory is part of the progressive tradition, Tom and his colleagues have found a place for its ideas within their broader educational firmament. To Tom, and to his wonderful colleagues at NCS and throughout the world, I offer my profound gratitude.

HOWARD GARDNER

Introduction

BY THOMAS R. HOERR

THE EVOLUTION OF MI

Howard Gardner spoke to human potential when he wrote *Frames of Mind* in 1983. He was a lone voice making a case that there were many different ways to be smart. To be sure, a few psychologists had speculated on multiple forms of intellect before Gardner, but none did so with his sense of definition and flair. Despite the initial resistance to MI, it has become more and more commonly accepted among educators. Psychologists and psychometricians, those who make their living (or maintain their self-concept) by relying on “g”—a single definition of intelligence—still resist MI, but educators who work in schools recognize its possibilities because they see MI in their students.

Since the publication of *Frames of Mind*, many others have argued that intelligence is more than a unidimensional quality. Robert Sternberg developed the triarchic theory of intelligence, and Daniel Goleman identified emotional intelligence. Other writers, such as Daniel Pink and Tony Wagner, have argued that success in the real world relies on more than just “school smarts.” I have also written about the distributed intelligence—that is, the notion that intellect is not limited to what is inside one’s skin.

Enthusiasm for MI has grown and spread. For example, *MI Around the World*, edited by Jie-Qi Chen, Seana Moran, and Howard Gardner, depicts how MI is implemented in China, Japan, the Philippines, South Korea, Australia, Norway, Denmark, England, Ireland, Scotland, Romania, Turkey, Argentina, Colombia, and the United States. Today, although there remain critics and naysayers, MI is seen as a valid and valuable tool for teaching children. The assessment mantra in the United States has made it more challenging for educators to bring MI into their schools and classrooms, but this, too, shall pass. As we see the changing and more challenging shape of the world described by Thomas Friedman (*The World Is Flat*) and Ted Fishman (*China, Inc.*), it becomes clearer and clearer that we need to capitalize on all of children’s intelligences.

THIS BOOK

There has been a spate of books about MI in the past fifteen to twenty years. There are MI books that offer curriculum plans, those that suggest assessment techniques, and some that contain philosophical ruminations. To our knowledge, however, no other MI book has been written by an entire faculty, and no other MI book encompasses all of these aspects of MI. Our book is a valuable resource in several ways. First, the voices of eighteen New City School faculty members are presented in articles written about MI implementation. They speak from their experience and

perspective as grade level teachers, specialist teachers, and administrators. Second, all forty-six faculty members were involved in the creation of our sixty-four lesson plans, which address purpose, procedure, assessment, and MI extensions. Finally, our book includes an administrative thrust and addresses student assessment, collegiality, and communication with parents. These factors are relevant to all teachers, whether MI is implemented in a classroom or on a school-wide basis.

We have tried to make this book as user-friendly as possible. It is organized by intelligence and by grade level group (preprimary, primary, and intermediate). Preprimary includes three-year-olds through kindergarteners. Our primary classes are grades one, two, and three. Our intermediate classes are grades four, five, and six. Graphics are used so that the reader can either peruse the pages looking at all of the lessons for a particular age or grade of child or focus on lessons designed for specific intelligences, regardless of the age of the child. Each lesson contains MI extension ideas for all of the intelligences. Of course, just as the intelligences are not totally distinct from one another, so too, despite their major focus, each of the lessons uses a variety of intelligences.

The following icons provide quick reference to the intelligence being discussed:



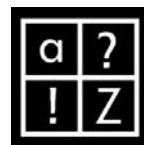
Interpersonal



Intrapersonal



Bodily-Kinesthetic



Linguistic



Logical-Mathematical



Musical

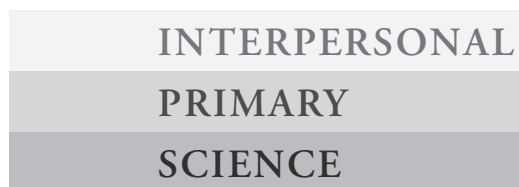


Spatial



Naturalist

A graphic designation on each lesson plan will help you to quickly see how it fits into your curriculum. The following example signifies an interpersonal activity for the primary grades (1, 2, and 3) in the area of science.



Each intelligence chapter begins with an article about that intelligence. We also include articles in Part II that explain different aspects of our MI implementation in some depth.

NEW CITY SCHOOL

The New City School is not a typical school. Prior to our discovery of MI, we were a school that valued the arts, experiential learning, and human diversity. As I noted in my book *Becoming a Multiple Intelligences School*, implementing MI seemed natural to us. Our work with MI helped us achieve what Roland Barth describes in *Improving Schools from Within* as faculty collegiality: if children are to learn and grow, their teachers must learn and grow.

We began using MI in 1988 (and were the second school to do so, after the Key School in Indianapolis). Our work with MI has evolved, and we are a different school than we were fifteen years ago when we wrote our initial MI book. We have hosted four MI conferences and are visited by hundreds of educators each year. We opened the world's first MI library in 2005. I facilitate the ASCD MI Network and distribute four on-line newsletters, "Intelligence Connections." (Send me an e-mail if you would like a free subscription.) But our work with pursuing and investigating MI is not finished. We continue to seek the best ways to bring MI into our classrooms, to work at finding the necessary balance between traditional, skill-based instruction and using MI.

New City is a unique independent school. We strive to be a diverse school in every way. This means that our students come to us from a variety of neighborhoods, representing a range of incomes (a third of our students receive need-based financial aid); 35 percent of our students are students of color, and our students represent a range of MI profiles. Some of our students excel in the scholastic intelligences (linguistic and logical-mathematical) and some do not. We like that mix! We administer a standardized achievement test each spring, and our students do very well, as they should; they come from homes where education is valued.

We hope that you find this book useful and interesting. Please feel free to send me an e-mail if you have any questions or comments. And if you can make it to St. Louis, we'd love to have you visit New City School (www.newcityschool.org).

Thomas R. Hoerr, Head of School

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Part 1

The Multiple Intelligences

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“But an important variable in leadership seems to be the ability to sense, to be aware of, what is going on in oneself as well as what is happening in the group or organization.”

—JOSEPH LUFT

1



Photograph: Patti Gabriel

The Interpersonal Intelligence

Web of the Interpersonal Intelligence 8

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Lesson Plans:

Picture This! 12

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Web of the Interpersonal Intelligence

Student Quotes

"Having a strong Interpersonal Intelligence is not only about interacting with others, but also thinking for and about others."

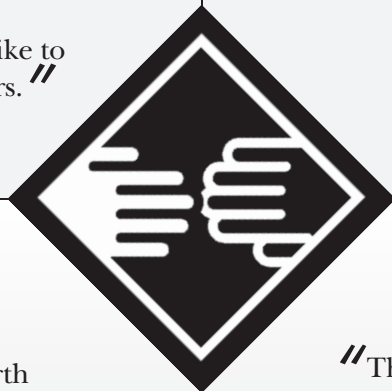
"I'm Interpersonal because I get along with people. I share my markers with my brother and my games with my sister."

"I'm Interpersonal because I like to work in groups and hear someone else's point of view and what they are thinking."

"I love to be around people, and I like to figure things out by talking with others."

Characteristics

- Enjoys cooperative games, demonstrates empathy toward others, has lots of friends, is admired by peers, displays leadership skills, prefers group problem solving, can mediate conflicts, understand and recognizes stereotypes and prejudices



Famous People

BARACK OBAMA is the forty-fourth president of the United States and the first African American to hold that office.

ELEANOR ROOSEVELT advocated for social reforms that helped the disadvantaged.

OPRAH WINFREY is the host of an internationally syndicated talk show and considered one of the most influential women in the world.

MAHATMA GANDHI was the preeminent political and spiritual leader of India during the Indian independence movement.

Adult Quotes

"The best way to cheer yourself up is to try to cheer somebody else up."

—MARK TWAIN

"Emotional intelligence emerges as a much stronger predictor of who will be most successful, because it is how we handle ourselves in our relationships that determines how well we do once we are in a given job."

—DANIEL GOLEMAN

The Interpersonal Intelligence

BY LAURIE FALK



In understanding the development of children, there has long been a debate of nature versus nurture. How much comes with a child on the day of birth? How much can we teach? By and large, the answer to the nature/nurture debate is that *both* matter. This is true for all of the intelligences, including the Interpersonal Intelligence—the ability to understand people and relationships. We, as educators, belong to the set of nurturers in a child's life, and the school setting offers a prime location for development of the Interpersonal Intelligence—a very important intelligence indeed!

When babies are born, they are by necessity egocentric creatures. Before long, though, they embark on interactions with parents and caregivers that begin their interpersonal journey. Throughout their development, children are constantly learning about themselves and how they are connected to the outside world. This interplay between the developing Intrapersonal and Interpersonal intelligences and relationships with self and with others continues throughout life, but its foundations are set in childhood. We are social animals, and a sense of belonging is critical to our emotional health and well-being. However, the rules, norms, and expectations of social interactions are very complex. Add innate temperament, varied family backgrounds, and cultural diversity to the mix and the task of teaching the Interpersonal Intelligence can seem almost overwhelming. But this need not be the case.

There are some important facts about the development of the Interpersonal Intelligence to keep in mind. First, much of this happens organically as human beings constantly interact with each other in many settings throughout life. This development of social learning is obvious with younger children. For example, one expects very young children to learn that verbal expression is more appropriate than physical aggression. One need only to watch a group of four year-olds and their teachers to see this skill being taught and progress being made. This kind of teaching is critical to the development of social skills. The school setting gives the adults a chance to intervene and use those teachable moments when interpersonal interactions are not going according to standards of acceptable behavior. It is imperative that we attend to child-to-child and child-to-adult interactions and use the opportunities that present themselves to teach children appropriate behaviors in real time. However, it is not just young children whose social interactions need to be observed and corrected—the fourth grade student who makes fun of another student needs adult intervention just as much as the four-year-old does.

We, as educators, belong to the set of nurturers in a child's life, and the school setting offers a prime location for development of the Interpersonal Intelligence—a very important intelligence indeed!

It is imperative that we attend to child-to-child and child-to-adult interactions and use the opportunities that present themselves to teach children appropriate behaviors in real time.

If something needs to be learned, it must be consciously taught and reinforced. If students are to learn from their experiences, it is important that they consciously think about what happened and their role in it.

The combination of specifically teaching the Interpersonal Intelligence through lessons that address interpersonal skills and using teachable moments to educate in real time is powerful and effective.

This experiential teaching tool is invaluable; it can seem time-consuming, but it is time well spent. Regardless of a student's age, we need to intervene when the opportunity presents itself; after all, we are also teaching when we ignore inappropriate behaviors.

In addition to using teachable moments, the development of an Interpersonal Intelligence should also be taught from a planned curriculum. Specific interpersonal lessons are no different than math or linguistic lessons. If something needs to be learned, it must be consciously taught and reinforced. For example, a teamwork lesson would include instruction on the rationale for working together in groups, the specific steps to doing so successfully, and explanations of the interactive process. Then there would be a practice activity on teamwork. But this is not a one-time lesson or practice session. Teachers must give students many opportunities to practice all the skills needed for successful teamwork and acknowledge the students when they are using these skills appropriately. Additionally, they must allocate time for student reflection. If students are to learn from their experiences, it is important that they consciously think about what happened and their role in it.

Just as in teaching mathematics or history, reflection is best if it is done in different ways. Certainly there are times when a group discussion provides students with the chance to process the lesson together and to engage in a group activity where insights can be shared. At other times, however, individual reflection can take place by writing in journals or by reflecting on a few questions during quiet time allocated for thinking about what the lesson means to them. Reflection should happen often so that it becomes automatic and so that students develop the habit of evaluating their feelings, behavior, motivation, and performance. This process gives students the means to internalize their experiences and connect their Interpersonal and Intrapersonal intelligences.

The number and variety of interpersonal skills to be mastered are significant and complex. Respect, cooperation, empathy, compromise, caring, assertiveness, negotiation—these are but a few of the interpersonal skills we need to teach. And if they are to be internalized and learned, they cannot be taught and practiced just once. There is a critical need to teach the skills multiple times with increasing complexity as children develop. The combination of specifically teaching the Interpersonal Intelligence through lessons that address interpersonal skills and using teachable moments to educate in real time is powerful and effective. We must continuously recognize and reinforce these skills. Often, this is a simple statement said privately to a student—"I noticed you were willing to compromise when the group wanted to go with someone else's idea." These observations and comments can be tailored to a student's temperament, strengths, and challenges. A shy student can be noticed being more assertive and an argumentative student can be reinforced for efforts to get along with others. Reinforcing positive behavior helps to build the Interpersonal skills that don't come as easily to some individuals as they do to others. Of course, these teachable moments also need to be used when the behavior does not meet with expectations, but the

same kind of simple, private statement can be used—"I see that your group can't decide on a plan and you're the only one who wants it your way. Do you think you can compromise?" A key component of this technique is to keep the teacher language nonjudgmental and unemotional. The student should be self-motivated to do the right thing because it's the right thing to do, not because it pleases others. This requires teachers to observe constantly and comment often, but it will solidify the development of Interpersonal skills in a meaningful and permanent way.

Success is measured in many ways in school and in life. Real success, though, comes with a sense of happiness and satisfaction. Human beings need human interaction and relationships. The goal in all schools should be to recognize the value of the Interpersonal Intelligence and to teach and encourage its development in every student.

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Picture This!

INTERPERSONAL PRIMARY SOCIAL STUDIES

PURPOSE:

Cooperation, compromise, and communication are directly taught as small groups work together to draw pictures. Over the course of four days, the groups are required to make more decisions to complete the pictures.

MATERIALS:

Four large sheets of paper per group, markers, task sheet, chart paper, rating sheet

PROCEDURE:

1. Children work in the same group of three or four children throughout the activity. Each day, as a warm-up, the groups are given a question upon which they must reach consensus:
 - If you could change one thing about our class, what would it be?
 - What is a chore at home you dislike doing?
 - If you had to eat one food for lunch for a week, what would it be?
 - What is a book you all like?
 - If you could learn a new musical instrument, what would it be?After the groups reach consensus, have a brief check-in and ask questions, such as “Who had to compromise?” “What was hard?” and “What made it easy?”
2. Explain that each group works together to draw a picture. Discuss what problems might arise. Tell the class you will be circulating and jotting down notes of things you see and hear that indicate people are working cooperatively. Ask the children to give examples of what you might hear and see.
3. Give each group the first task sheet. Before they begin to draw, encourage the groups to make a plan and talk about how they will divide the tasks.
4. Walk around and record things you hear, such as “OK,” “What do you think?” “That is a good idea!” “Is it OK if I . . . ,” and “How about . . . ?”
5. When the pictures are completed, gather the class and share some of the things you heard and saw, recording them on a chart to display.
6. Ask the class how things went in their groups. Children should offer comments without mentioning specific names. Ask questions such as “What might you do differently the next day?” “Is everyone having the chance to offer ideas?” “Is anyone taking over?” “Did anyone have to compromise?”
7. Each child privately fills out a rating sheet showing how their group cooperated and then gives a one to five rating, with one being uncooperative and five being very cooperative, to each member of the group including him or herself.