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# MSSC NEWS

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## *Metropolitan School Study Council*

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### **HIGHLIGHTS from the MSSC Workgroups 2000-2001**

#### **Putting Multiple Intelligence Theory to Work: Teaching Math**

Summary of a Fall 2000 session at Wave Hill  
Presented by Scott Beall, Enrichment  
Specialist, Brewster Central Schools, NY

Beall provided an overview of the  
workgroup content and structure as he  
introduced his topic for the session. He  
explained that the group would:

- Examine theory, strategies, and implications for teaching to multiple intelligences
- Consider various approaches for general application of principles to curriculum and instruction in the classroom
- Examine and perform specific examples like Teaching mathematics through music: Activities from the curricular publication, "Functional Melodies – Finding Mathematical Relationships in Music"
- Integrating Mathematics with Science: The Carbon-14 Lab
- Interdisciplinary units from the Foundation Integrated Studies

Program at Homestead High School in  
Cupertino, CA

- Math Rubrics and Journals

Beall explained the multiple intelligences concept. He asked participants how they would use the eight intelligences for educational purposes. He argues that they are unclear. The intelligences are:

- logical
- linguistic
- musical
- spacial: conceptual, 3D visualization  
bodily: kinesthetic, high physical  
capacity
- intrapersonal: high metacognitive
- interpersonal
- naturalist

Beall conducted this interest-based pursuit over four years. He stated that learning is based on intelligences that are mechanisms for transfer allowing students to pursue their own area of interest. Transfer uses one type of intelligence to teach to another, a method that Beall uses.

He explained the concept of transfer and how it can be used in the classroom. He focused on interdisciplinary transfer, which consists of true transfer, readiness transfer, and indirect transfer. Bilingual education is an

example of true transfer, which teaches to weakness through strengths. Beall explained that he uses musical methods to teach math because while math is a weakness to many students, music is a strength through which he teaches difficult mathematical concepts.

Connecting music and math disciplines provides greater access to mathematics. Multiple intelligences provide better access for broader intelligences, understanding, relevance, and learning. He explained that materials from the music medium may be applied to various levels of math, including functions and graphs. The method is called the Seven-Note Melody  $f(x)$  motif. It uses math to rescue struggling artists, and music to rescue struggling students. If notes were numbers of data, what would the melody look like? He graphed the melody using different sets of numbers from the original melody. The  $f(x)$  function is a notion of translation of a set of numbers inherent in all media.

Beall introduced a calculation for linear functions that uses variations of a major scale. Participants noted that this method could help band students who are not good at math because not all band students are top math students, but not all top math students in the band. Readiness transfer has to do with multiples. It explores polyrhythmic or pulse patterns in relation to a specific beat. He led participants through an activity called a polyrythm of two against three. He divided them into two groups in which the first group clapped once every three beats and the second group clapped every other beat.

Beall noted that any material can be taught to students if presented correctly and intellectually. Activities are student-centered,

highly structured, and scripted. Math rubric speaks to curriculum tied to assessment that measures broader skill bases. The connection between math and music pushes students to higher order thinking. Educators should consider where creative art comes from and how does math relate to it? While mathematics is the story, music is the language of pedagogy.

Beall concluded that his objectives are to deepen understanding through varied contexts, build cooperative skills, and enhance appreciation for the scope of mathematics.

### **Students and Media Literacy:** **A Hands-On Approach**

Summary of a Fall 2000 Session at Wave Hill  
Presented by: Alyson Vogel and Andrea  
Brothman of Video-Link

Alyson Vogel and Andrea Brothman are the project director and staff developer of Video-Link, a part of the 21<sup>st</sup> Century Learning Initiative that has been designated to district 10 by its sponsor the United States Department of Education, through a community learning center grant. Video-Link encourages schools to seek out and write for the grant to become more involved.

Video-link is based in a media center television studio in the Bronx which provides the setting for the after school program. Students volunteer for up to two months. It runs five days a week and offers hands-on experience and real world application for students, through media literacy and web development. Students teams build on

multiple intelligence theories. They focus on cooperative structures, and actively look for their strengths and weaknesses in their own productions.

Video-Link is an enrichment program for media-centered learning. It benefits parents, school boards, district offices. Its activities are grounded in the educational standards for New York City and New York State. It is partnered with New Visions for Public Schools, Connecting Libraries and Schools Program, (CLASP), and BronxNet Cable Television to promote improved literacy culminating in the creation of broadcast video projects on a student produced website. The 21<sup>st</sup> Century after-school program sponsored library openings after school to students three days a week in district 20. An after-school literacy program allowed students to obtain help in their homework and use computers for word processing or research. Ms. Vogel and Ms. Brothman conducted training for teachers and librarians that continued weekly throughout the school year.

The presenters led an analysis of lesson framework for Commercials and Public Service Announcements. They asked the group to watch a public service announcement (PSA) for an organization called "Earthshare," and to pay attention to as many details of the one-minute piece as possible. They explained that students participating in Video-Link watch PSA's up to seven times, each time thinking critically about what they have seen. After participants watched it a second time, the presenters asked them to divide their interpretation according to message and audience, images, sounds, and perspective. The PSA images were imbued with metaphors, lasting or deliberate images,

and correlations between sounds and images. The ad council created a target audience to fulfill campaign objectives, investigate facts, and edit patterns.

Video-Link encourages students to write questions that reveal their thought processes. Students use still cameras to produce 30-minute segments. The presenters asked the workgroup participants to create their own PSA's and incorporate persuasive techniques intentionally used by advertisers. These include humor, fear and insecurities, celebrity endorsement, sex appeal, exotic places, plain folks, health, Nature, happy families, value and reliability, and negative comparisons. Participants selected a common household object and chose two persuasive techniques to create an advertisement.

Throughout the workshop Ms. Vogel and Ms. Brothman simulated Video-link exercises in which students evaluate images, sounds, and information through media. The lessons demonstrated to the group are a few examples of Video-Link curriculum linking media and literacy.

### **The "New Media" Social Studies Classroom**

Summary of a Fall 2000 Wave Hill workshop presented by Thomas Thurston and Donna Thompson

The presenters explained that the "New Media" concept uses technology, pedagogy, and content area collaboratively to break down an inquiry learning assignment, online web-based writing, and student reflection. It is particularly useful to teachers who do not have email accounts but wish to work

collaboratively within a network. Media division resources include over 150 annotated web sites and CD-ROMs. Teachers are concerned with the amount of time it takes to develop web sites and define searches. They rely on the Internet for research and classroom activities. Educators are concerned that they do not have funds to add resources to web sites. A representative of the Hermitage Museum for example, explained that the institution has a historic site for which they requested a grant for a teacher and student section. They also ensured that the history and county information they obtained was accurate.

Participants asked the presenters to suggest how teachers should deal with and control plagiarism in the classroom. Thompson suggested evaluating a list of sites for content from which students choose so teachers could more easily detect plagiarism. Educators should rely on student capabilities to determine whether the information comes from them or another source. They could put citation databases online and teach student-thinking processes by rewarding them for finding information. Students should learn that anyone else could find online what they can find, and should learn to look for valuable and accurate resources.

Not all information is currently online. A plethora of information exists, but institutions can only afford to put some of it online, and are not sure how to use their resources efficiently.

Thurston and Thompson asked: Are educators taking away from student excitement if teachers give them a list of sites from which to choose? They should provide a model from which the students can learn

how to cite works from their research. Resources include web developers, social studies resources, summer institutes, and seminars. Teachers and students should recruit noted scholars to facilitate online discussions.

Presenters suggested creating a social online network to further community using available resources. High school teachers could create list serves to question scholars. Internet resources should be economic, political, and social models.

Participants were concerned that textbooks are becoming obsolete. They provide students with outlines and frameworks for their class work. Textbooks connect the core and hands-on curriculum. They are commercial educational portals marketed to address testing fears and increase test scores. They shed light on the span in test scores between grades four and eight. They create standards and develop efficient assessment. Teachers should evaluate curriculum, develop benchmarks, and redefine core content standards. Students should have time to plan and produce a final written product. Too often they are timed at the expense of grammar and structure.

Technology may facilitate integrating inquiry-based techniques in social studies should new methods for implementation come available. How will people want to use institutions electronically? Many educators have trouble developing their curriculum without technological resources. On site curriculum coordinators may satisfy a demand for on-site project directors.

Thurston and Thompson encouraged linking organizations and focusing on process

over outcome. Educators should explain models, identify gaps in process, and invest in the possibility of more players. Elementary and middle school classrooms could create one central computer classroom monitored by teachers.

The presenters suggested that to create a “New Media” Social studies classroom, organizations should host a consortium to write a curriculum plan for the classroom. The consortium activities would apply to the New Jersey one hundred hours professional development. Tom Thurston referred participants to the Institute for Learning Technology at Teachers College for further information on New Media.

**IRA Professional Development Forums:  
Technology, Communication, and Literacy**

February 3, 2001, 9:00 AM – 5:00 PM,  
Savannah, Georgia – Savannah International  
Trade and Convention Center

The International Reading Association will hold the forum “New Literacies for New Times: Integrating Technology and the Internet into the Curriculum.” The series will present ways to include technology and discuss theoretical background and research supporting the use of technology in literacy development. Elementary and secondary classroom teachers, reading specialists, literacy educators, and supervisors interested in learning how to integrate technology in their schools should attend.

For more information about the Forum Series, contact the Professional Development Division, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark,

DE 19714-8139. Phone: 800-336-7323, ext. 438; Fax 302-731-1057.

**Metropolitan Museum of Art: Programs  
for Teachers, Spring 2001**

**The Museum’s Collections: A Closer Look**

These programs are designed for teachers who wish to acquire a greater knowledge of a Museum collection. All programs meet between 10:00 AM and 4:00 PM. The fee for each program is \$75 per day.

Saturday, February 3

**Colonial America**

This workshop is designed to make a period room come alive and a colonial portrait converse with you. Participants will closely examine and discuss seventeenth- and eighteenth-century period rooms, furniture, paintings, and silver. Sketching and writing activities and curriculum development will be included. Recommended for teachers of the elementary grades. Instructor: Alice W. Schwarz

Sunday, April 22

**The Literary and Visual Arts of Modern China**

For China, the nineteenth and twentieth centuries have been marked by wrenching social and political upheavals, as well as by dynamic changes in the areas of literature and painting. Focusing on a few select writers and painters and on the exhibition *Nineteenth- and Twentieth Century Chinese Paintings from the Robert H. Ellsworth Collection in the Metropolitan Museum of Art*, this workshop will explore important artistic innovations

and challenges of this period. Instructors:  
Elizabeth Hammer and Benyonne Lee  
Schwartz

### **The Museum's Collections: A Wider View**

These programs are cross-cultural introductions to the Museum's encyclopedic collections. All programs meet between 10:00 AM and 4:00 PM. The fee for each program is \$75 per day.

Sunday, February 11

#### **African-American Images in the Collection of The Metropolitan Museum of Art**

Participants will develop curriculum-related materials based on the encyclopedic collections of The Metropolitan Museum of Art. Discussion will focus on the aesthetic imagery in works of art, African-American literature, and the role of African-Americans in American history. Participants will examine the Museum's collection of African, Egyptian, American, European, and modern art through gallery visits, slides, and classroom activities. Instructor: Randy Williams

Saturday, May 19

#### **It's About Time**

This cross-cultural workshop will examine the passage and depiction of time in art from around the world. Images of youth and old age, objects of initiation, seasons, and time will be considered in works from the American, Japanese, and African collections, among others. Teachers will participate in drawing and writing activities. This workshop is most appropriate for teachers of grades 5 through 8. Instructors: Joannah Livingston and Jennifer Tesoro Reese

### **The Museum's Collections: An Introduction**

These Programs are designed for teachers who wish to acquire a greater knowledge of a Museum collection. All programs meet between 10:00 AM and 4:00 PM. The fee for each program is \$75.

Saturday, May 5

#### **Gardens, Courtyards, and Open Spaces in the Metropolitan Museum of Art**

Take a trip around the world by visiting the gardens, courtyards and spaces in the Metropolitan. Focusing on how different cultures approach the concept of "the garden," participants will study real and imaginary gardens from Ancient Egypt, China, Japan, Europe, and the Americas. Discussions about classroom activities and other teaching strategies will make this workshop especially relevant for teachers who are new to the Museum.

### **Community Update,**

#### **US Department of Education:**

#### **"A Bigger Picture of Arts Education"**

Recent research confirms the importance of studying the arts. While there is some disagreement about the magnitude of its benefit in improving math and reading scores, evidence points to benefits of integrating the arts into the curriculum. These benefits are reflected in a survey, part of a compilation of studies on the effects of art on K-12 student achievement called Champions of Change, in which nearly 80 percent of eighth-graders

involved in the arts earned As and Bs in English compared to their less involved peers. The reports are available at [www.aep-arts.org](http://www.aep-arts.org), the Web site for the Arts Education Partnership, a coalition of educators, arts organizations, and citizens groups. For more information, visit: [www.ed.gov/pubs/StateArt/Arts/resource.html](http://www.ed.gov/pubs/StateArt/Arts/resource.html)

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MSSC is an educational network of school districts in the tri-state region that sponsors workshops on staff development and issues of special interest to its members.

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## **SPRING 2001 CALENDAR OF EVENTS**

All events take place at Wave Hill, A cultural  
center in the Riverdale section of the Bronx.  
All workgroups begin at 1:00 PM and end at  
3:00 PM  
Registration begins at 12:30 PM

**Tuesday, January 23**

### **Higher Order Thinking: The Key to Challenge**

Trevor J. Tebbs, Ph.D. Educational  
Consultant and Assistant Director, Honors  
Program, University of Connecticut, Storrs,  
CT

**Wednesday, January 31**

**Writing Our Stories: The Royal Road to  
Teachers Professional Growth.** Dr. June  
Gould, Writer, Consultant

**Wednesday, February 7**

**Project Understanding: Dealing with  
Bullying by Encouraging Respect.** John  
Munro, Teacher, River Dell Middle School,  
Oradell, NJ

**Tuesday, February 20**

**Science Sequencing in High School: There  
Has Got to be a Better Way!** Keith  
Sheppard, Assistant Professor of Science  
Education, Teachers College, Columbia  
University, New York, and former Head of  
the Science Department, Convent of the  
Sacred Heart, NY

**Thursday, March 1**

**Connecting Mathematical Ideas through  
the study of Fractals.** Evan Maletsky,  
Professor of Mathematics, Montclair State  
University, Upper Montclair, NJ

**Friday, March 16**

**Teaching Reading, Writing and other  
Language Skills Across the Curriculum: A  
Research-Based Program Using Proven  
Strategies to Reach High Literacy  
Standards.** Dr. Diane Gess, President and

Senior Consultant, The Write Track, Suffern, NY

**Tuesday, March 20**

**How Technology is Fused into the Upper Elementary School Curriculum.** Phyllis S. Brown, Principal, Viola Elementary School, Ramapo Central School District, Suffern, NY; Patty Marina, Grade 6 teacher, Jennifer Butler, Grade 5 teacher, Ashley Schuck, Grade 3 teacher.

**Wednesday, March 28**

**Dual Language Instruction: Innovative Dual Language Program.** Irma Marzan, Principal, P.S. 165, New York City Public Schools

**Tuesday, April 3**

**Where are you on the Road to Differentiated Instruction?** Dr. Donna Strigari and Dr. Patricia Woodin-Weaver, cofacilitators, Network on Differentiated Instruction, Association for Supervision and Curriculum Development

**Wednesday, April 4**

**Transforming Teachers to Facilitators of the Science Process.** Jill Steinmetz, Chemistry Teacher Ridgewood High School, Ridgewood, NJ

**Thursday, April 5**

**Shooting to Compressing: The A to Z of Getting Video on the Web.** Alyson Vogel and Andrea Brothman, Video-Link, Community School District 10, Media Center, Bronx, NY

**Wednesday, May 2**

**Leadership Seminar: The Changing Face of Educational Testing.** Professor Richard Wolf Emeritus Faculty, Teachers College, Columbia University, New York

**MSSC SPRING CONFERENCE**

**Friday, May 4 (9:00 AM – 2:00 PM)**

Keynote Speaker: Bernard Gifford, Sussman Visiting Professor of Education, Teachers College, Columbia University and Professor of Education, University of California at Berkeley

**Wednesday, May 9**

**LAN is for Learning: A Project-Based Design for Technology Integration Developed by Teachers at Trinity School.**

Judith Cramer, Educational Technology Specialist, Teachers College, Columbia University, New York, Trinity School faculty members Emily Scharf (English), Sanjiv Maliakal (Science), Emily Zocchi (Classics), and Rob Keith (Computer Science).

**Tuesday, May 22**

**Wondrous Words: Learning to Write from Writers in Elementary Classrooms.**

Katie Wood Ray, Writer, Teachers College Writing Project Consultant and author of the book entitled, “Wondrous Words: Writers and Writing in the Elementary Classroom.”