

## **Mindy L. Kornhaber, Ed.D.**

Department of Education Policy Studies  
College of Education, Rackley Suite 300  
The Pennsylvania State University  
University Park, PA 16802  
Kornhaber@psu.edu (814) 865-7920

112 Scenery Court  
State College, PA 16802  
(814) 278-0456  
(814) 571-6648

### **PROFESSIONAL EXPERIENCE**

#### *Faculty Member*

Associate Professor	2005–present
Assistant Professor	2001–2005
Department of Education Policy Studies College of Education The Pennsylvania State University University Park, Pennsylvania	

#### *Researcher*

Civil Rights Project Harvard Law School Cambridge, Massachusetts	1998–2001
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Principal Investigator and Research Director for K-12 Education. This position entailed investigating the civil rights implications of high-stakes tests for K-12 students; organizing a conference for scholars, civil rights leaders, and litigators to illuminate the consequences of such tests for minority youngsters and to generate approaches to using test data to support student learning; co-editing the book of papers produced from the conference; preparing and presenting conference papers on high-stakes testing in college and graduate programs; presenting research on K-12 testing to state legislators and Congressional staff.

Project Zero Harvard Graduate School of Education Cambridge, Massachusetts	1988–2000
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Principal Investigator for the Project on Schools Using Multiple Intelligences Theory (SUMIT). This project identified the practices that are used in schools that associate “MI” with positive outcomes for students. SUMIT developed resources for educators and policymakers to support school practices that are aligned with these positive outcomes. Additional research projects included: the ATLAS Seminar, a collaboration among Project Zero, the Coalition of Essential Schools, the Education Development Corporation, and the School Development Program, which investigated comprehensive school reform; APPLE, which devised frameworks for assessing student projects and portfolios, and Co-Arts, a study of the educational effectiveness of community arts organizations.

*Teacher*

Assistant Professor 2001–2005  
 Associate Professor 2005–  
 The Pennsylvania State University

Developed and implemented three new courses: a graduate course, Testing Policies and Educational Equity; an upper-level undergraduate course, Intelligence and Educational Policy; and an on-line course for new teachers, Standardized Testing. On a 7-point scale, overall teacher ratings on all but one course average 6.05 for quality of course and 6.24 for quality of instructor.

Teaching Fellow 1990–1992  
 Harvard Graduate School of Education

Tutored students in research methods and design for Professor Howard Gardner's course on the research of Project Zero, and for Professor Gary Orfield's course, Poverty, Public Policy, and Urban Schools. Lectured; aided students in developing research papers; organized a student research conference as an authentic assessment; served as a writing coach.

English Language Instructor 1985–1986  
 New York, New York

Worked with small classes of adult immigrants from the People's Republic of China and Taiwan to develop basic English language skills.

*Administrator*

Management Team Member 1999–2000  
 Harvard Project Zero

Responsible for working with three other senior staff to construct and implement policies for Harvard Project Zero during a period of transition in funding, leadership, and physical location. Management team work entailed developing the organization's budget, working with outside consultants to devise strategic initiatives to ensure the organization's long-term financial viability; negotiating with senior administrators at the Harvard Graduate School of Education to obtain better physical facilities; making personnel policies and hiring decisions; meeting with funding agencies to discuss Project Zero's work; supporting outreach efforts to enable the growth and dissemination of Project Zero's research.

Program Coordinator 1984–1986  
 Center for Chinese Legal Studies  
 School of Law  
 Columbia University  
 New York, New York

Coordinated a legal education and exchange program among Columbia University, American law firms, and Chinese universities and ministries. Organized international law conference in Shanghai, arranged for internships in U.S. law firms of Chinese legal trainees, and helped to secure placements in Chinese universities for American law students.

### EDUCATION

Doctor of Education 1997  
 Administration, Planning, and Social Policy  
 (Concentration in Research)  
 Harvard Graduate School of Education  
 Cambridge, Massachusetts

Master of Education 1990  
 Human Development (in passing)  
 Harvard Graduate School of Education

Master of Education 1988  
 Administration, Planning, and Social Policy  
 Harvard Graduate School of Education

Postgraduate Student 1981–1986  
 Columbia University School of General Studies  
 New York, New York  
 (coursework in writing and in Chinese)

Bachelor of Music 1978  
 School for the Arts  
 Boston University  
 Boston, Massachusetts

## AWARDS/HONORS

Fulbright Fellowship Alternate, 2008 (Italy)

Top 10 Article, *Education Policy*, 2004. Appropriate and inappropriate forms of testing, assessment, and accountability. *Educational Policy*, 18(1), 1-26.

Citation by the American Educational Research Association Publications Committee for outstanding professional service as a reviewer for the *American Educational Research Journal*, 2003

Radcliffe Grants for Graduate Women, Radcliffe College; grant to support the final phase of the doctoral dissertation, 1997.

Dissertation Support Fund, Harvard Graduate School of Education; grant to support doctoral dissertation, 1996.

Larsen Fellow Award, Harvard Graduate School of Education; award for first-year doctoral studies, 1989–1990.

## PUBLICATIONS

### **Refereed articles**

Kornhaber, M. (forthcoming). Intelligence. *Scholarpedia*. Kornhaber, M. (2009).

Gardner e il Project Spectrum. *Bambini*, 25(5), 18-21.

Kornhaber, M., Mishook, J., Edwards, M., & Nomi, T. (2006). Testing's influence on the arts: Some unexpected findings from Virginia. *KEDI Journal of Educational Policy*, 3(1), 45-67.

Mishook, J., & Kornhaber, M. (2006) Arts integration in an era of accountability. *Arts Education Policy Review*, 107(4), 3-11.

Kornhaber, M. (2004). Appropriate and inappropriate forms of testing, assessment, and accountability. *Educational Policy*, 18(1), 1-26.

Kornhaber, M. (2004). Multiple intelligences: From the ivory tower to the dusty classroom – but why? *Teachers College Record*, 106(1), 67-76.

Kornhaber, M. (1999). Enhancing equity in gifted education: A framework for examining assessments drawing on the theory of multiple intelligences. *High Ability Studies*, 2(10) 143-161.

Kornhaber, M., Krechevsky, M., & Gardner, H. (1990). Engaging intelligence. *Educational Psychologist*, 25(3&4), 177-199.

### **Books**

Kornhaber, M., Fierros, E., & Veenema, S. (2004). *Multiple intelligences: Best ideas from research and practice*. Needham, MA: Allyn & Bacon. (Translated into Chinese and Korean).

Orfield, G., & Kornhaber, M. (Eds.) (2001). *Raising standards or raising barriers? Inequality and high-stakes testing in public education*. New York: Century Foundation.

Gardner, H., Kornhaber, M., & Wake, W. (1996). *Intelligence: Multiple perspectives*. Ft. Worth, TX: Harcourt Brace College Publishers. (Translated into Spanish, Portuguese, Croatian)

### **Monographs**

Kornhaber, M., & Gardner, H. (1993). *Varieties of excellence: Identifying and assessing children's talents*. New York: National Center for Restructuring Education, School, and Teaching, Teachers College, Columbia University.

Kornhaber, M. (1997). *Seeking strengths: Equitable identification for gifted education and the theory of multiple intelligences*. (Doctoral dissertation). Cambridge, MA: Harvard Graduate School of Education. Solicited by ERIC for reproduction at Level 1 (paper, microfiche, and electronically), February, 1999.

### **Additional publications**

Kornhaber, M. (2009). What's policy got to do with it? In J. Chen, S. Moran, and H. Gardner (Eds.). *Multiple intelligences around the World*, pp. 374-385. San Francisco: Jossey-Bass.

Fierros, E. G. & Kornhaber, M. L. (2008). *Review of "Education Olympics 2008: The Games in Review."* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. <http://epicpolicy.org/thinktank/review>

Kornhaber, M. (2008). Beyond standardization in school accountability. In G. Sunderman (Ed.), *Holding NCLB accountable: Achieving accountability, equity, and school reform*. Thousand Oaks, CA: Corwin Press.

Hatch, T., & Kornhaber, M. (2006). Multiple intelligences and emotional intelligence: Finding common ground in the classroom. In M. Elias (Ed.), *Emotional intelligence in the classroom*, pp. 35-42. Thousand Oaks, CA: Corwin Press.

Kornhaber, M., & Gardner, H. (2006). Multiple intelligences: Developments in theory and practice. In R. J. Sternberg & M.A. Constan (Eds.), *Translating educational theory into practice*. Mahwah, NJ: Lawrence Erlbaum.

Moran, S., Kornhaber, M., & Gardner, H. (2006). Orchestrating multiple intelligences. *Educational Leadership*, 64(1), 22-27.

Kornhaber, M. (2004). Psychometric superiority? Check the facts—again. *Education Next*. Fall volume. <http://www.educationnext.org/20044/>

Kornhaber, M. (2004). Assessment, standards, and equity. In J.A. Banks & C.A.M. Banks (Eds.), *Handbook of multicultural education*. San Francisco: Jossey-Bass.

Kornhaber, M. (2004). Using multiple intelligences to overcome cultural barriers to identification for gifted education. In D. Booth & J. C. Stanley (Eds.), *In the eyes of the Beholder: Critical issues for diversity in gifted education*. Waco, TX: Prufrock Press.

Kornhaber, M. (2001). Howard Gardner. In J.A. Palmer (Ed.), *Fifty modern thinkers on education*, pp. 272-279. London: Routledge.

Kornhaber, M., & Orfield, G. (2001). High-stakes testing: Examining the assumptions and consequences. In G. Orfield & M. Kornhaber, (Eds.), *Raising standards or raising barriers? Inequality and high-stakes testing in public education*. New York: Century Foundation Press.

Kornhaber, M. (1999). Multiple intelligences theory in practice. In J.H. Block, S.T. Everson, & T.R. Guskey (Eds.), *Comprehensive school reform: A program perspective*. Dubuque, Iowa: Kendall/Hunt.

Kornhaber, M. (1999). Reconfiguring admissions to serve the mission of selective public higher education. Civil Rights Project at Harvard University. Available on-line: [www.civilrightsproject.harvard.edu/research/testing/Reconfiguring\\_Admissions99.pdf](http://www.civilrightsproject.harvard.edu/research/testing/Reconfiguring_Admissions99.pdf)

Kornhaber, M. (1998). A return to cautious optimism: A comment on *The black-white test score gap*. *The American Prospect*, November-December, 1998.

Hatch, T., & Kornhaber, M. (1997). Intelligence, schools, and society: Individual development in context. In H. Walberg & G. Haertel (Eds.), *Psychology and educational practice*. San Francisco: McCutchan.

Gardner, H., & Kornhaber, M. (1995). Solving for g and beyond. In *Scientific American triumph of discovery: A chronicle of great adventures in science*. New York, NY: Henry Holt and Company.

Kornhaber, M., & Krechevsky, M. (1995). Expanding definitions of teaching and

learning: Notes from the MI underground. In P. Cookson & B. Schneider (Eds.), *Transforming schools*. New York: Garland.

Krechevsky, M., & Kornhaber, M. (1993). *Multiple intelligences: Theory and implications*. Zurich: Gottlieb Duttweiler Institute.

Kornhaber, M., & Gardner, H. (1991). *Critical thinking across multiple intelligences* (1991). In S. Maclure & P. Davies (Eds.), *Learning to think, thinking to learn*. Oxford: Pergamon.

### **Selected Invited Lectures**

A World of Talents. Conference organized by Multitalent for Dutch policymakers and administrators. *The Theory and Practice of Multiple Intelligences*. Utrecht, The Netherlands: November 6, 2008.

University of Macerata, Department of Training and Development. *American Education Policy, 1900-2001: What's Intelligence Got to Do with It?* Macerata, Le Marche, Italy: November 28, 2008

Charter School Growth Fund, 21<sup>st</sup> Century Learning Retreat. *Intelligence/Multiple Intelligences*. Vail, Colorado: June 4-6, 2008

Hershey Medical College, Department of Dermatology. *Becoming Experts: What Roles Do Intelligence and Assessment Play?* Hershey, Pennsylvania: April 30, 2008.

Civil Rights Project at the University of California at Los Angeles and the Warren Institute at the University of California, Boalt Hall. *No Child Left Behind Roundtable. Beyond Standardization in School Accountability*. Washington, D.C.: November 16, 2006.

Partnerships for Learning. *Multiple Intelligences in Theory and Practice*. Series of lectures with Howard Gardner. Edinburgh, Birmingham, Manchester, and London, United Kingdom. April 22-29, 2005.

American Educational Research Association Annual Meeting. *Reframing the Study of Intelligence: MI as Drosophila Fly*. Montreal, Canada April 12, 2005.

*Focus* Conference on Multiple Intelligences. *How the theory of multiple intelligences is used in schools*. Rimini, Italy; August 14, 2003.

American Educational Research Association Annual Meeting. Presidential Panel participant speaking on "Assessment, Standards, Equity, and Accountability." Chicago, Illinois; April 24, 2003.

University of Maryland's Journalism Fellowship for Children and Youth. Standards-Based Reforms and Their Impact on Families. Washington D.C.; November 8, 2001.

National Center on Restructuring Education, Schools and Teaching (NCREST) and FairTest Conference on High-Stakes Tests: What are the effects? What is the evidence that high-stakes testing supports learning? Teachers College, Columbia University, New York; March 31, 2000.

Civil Rights Project at Harvard and the American Youth Policy Forum Capitol Hill Briefing. Learning and High-Stakes Testing. Washington, D.C.; January 7, 2000.