

Lawrence Scripp, Ed.D.

Biographic Notes and Curriculum Vitae

Lawrence Scripp is musician who is internationally known as an educator, researcher, author, program developer, administrator, and consultant.

As a musical composer, conductor, teacher, and performer in the 1980's, he produced many works for musical theater, modern dance, film, and children's animation and directed a variety of community orchestras and contemporary performing groups in the U.S. (Dr. Scripp still pursues composition to this day: most recent compositions, *M+MI Suite: Inverse Pachelbel* and *Phone Number Myelination Music* have been performed at New England Conservatory in 2012-13). At the same time he taught large and small ensembles, theory/solfège classes, chamber music, studio lessons at the Longy School of Music and other community schools of music in the Greater Boston area. The diversity of his musical experience and expertise led to a full-time faculty appointment in Theoretical Studies at New England Conservatory, one of the oldest running music conservatories in the U.S., a position he has held with distinction for nearly three decades.

Mid-career, however, Dr. Scripp felt compelled to move beyond the exclusive focus on teaching, composing and performing music by assuming multiple roles as conservatory professor, research scientist, and teaching scholar, focusing primarily on the cognitive psychology of music and its implications for teaching and assessing arts learning in pre K-12 programs.

As a researcher for Project Zero at Harvard University's Graduate School of Education, he worked with Howard Gardner (author of *Multiple Intelligences*) and colleagues at Harvard Project Zero (Steve Seidel) and NEC (Lyle Davidson) to design and implement research studies investigating young children's symbolic development, musical perception, musical representation, and giftedness, as well as the development of computer-supported curricula in the arts and humanities. His doctorate in Human Development and Psychology at Harvard University reflects his intensive experience with experimental studies on the development of musical literacy skills and their parallels with language, mathematical and social emotional development.

The late 1990's and 2000's marked the beginning of Dr. Scripp's decade of innovation and research in the field of music and community based arts education program development. At first Dr. Scripp served as Founding Research Director with the Leonard Bernstein Center for Education Through the Arts, Founding Co-Director of the Conservatory Lab Charter School, and Founding Director of the Center for Music-in-Education. During this decade, Dr. Scripp served as project director and principal investigator for over a dozen private and federal U.S. research study grants.

Dr. Scripp has lectured and published internationally on the essential role of music and the arts in education, including numerous articles on children's human development in the arts; on the accomplishments of a national network of schools, arts organizations and higher education partnerships; and on innovations in professional development strategies, guided internships, and field research methods in pre-professional training and ongoing teacher professional learning. Most recently his work has focused on Music PLUS Music Integration program development as a strategic priority to create positive school culture that optimizes both music literacy skill development, social-emotional development, and academic performance.

Dr. Scripp's most influential writings include his essay "An Overview of Research on Music and Learning" in the *Critical Links Compendium* that focuses on the need for new models for measuring the interactive learning of music-integrated teaching and learning (see aep-arts.org); his work on innovations in research-based music education practices (*International Handbook on Innovation*, Elsevier Science Services, Pergamon) that describes new frameworks for understanding high levels of musical development in the context of 21st Century music education; and his contributions as Executive Editor of the *Journal for Music-in-Education* (journal.music-in-education.org) that have served to shape new understandings of music as an agent of change in school policy, pedagogy, assessment, and research. More recently, *ArtsEdSearch.org* has posted Dr. Scripp's Partnership in Arts Integration Research (PAIR) Report that details the expansive scope of art learning research methods and findings in the Chicago Public Schools (www.pairresults.org) and *Arts Education Policy Review* has published his essay "Thinking Beyond the Myths and Misconceptions of Talent:

Creating Music Education Policy that Advances Music's Essential Contribution to Twenty-First-Century Teaching and Learning" (May 2013) that articulates the challenges that outdated conceptions of innate talent pose to music 's evolving role in 21st Century education. Lawrence Scripp has also drafted the Music PLUS Music Integration Curriculum Primer for the MILE project in Oakland Public Schools.

Current projects now in progress since 2007 include 1) Founding Director of the new Center for Music-in-Education, Inc originally at New England Conservatory and now housed in New York City and 2) Founding Director for MindChamps Music, an international early education company whose headquarters is in Singapore and serves a vast number of teachers and children in Southeast Asia and Australia. Dr. Scripp also serves as Principal Investigator for over a dozen federal and foundation supported initiatives by providing research, design, and evaluation services for organizations such as Chicago Arts Partnerships in Education, Miami Choral Academy (Seraphic Fire), the Oakland Unified School District, and most recently the San Francisco Opera and The Center for Arts in Education, New York. Currently he serves on the board of Arts Education Policy Review and ArtsEdSearch.

Lawrence Scripp, Ed.D. *musician, arts educator, researcher, author, program developer, administrator, and consultant*

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EDUCATION:	<p>HARVARD UNIVERSITY Ed.D. Human Development and Psychology at the Harvard Graduate School of Education (Jeanne Chall and Howard Gardner, advisors) Ed.M. Human Development and Psychology (with emphasis in Interactive Technology and Language Literacy) at the Harvard Graduate School of Education</p> <p>BOSTON UNIVERSITY B.M. Applied Music at the School of Fine Arts</p>										
FACULTY and ADMINISTRATIVE Positions:	<p>NEW ENGLAND CONSERVATORY OF MUSIC</p> <table border="0"> <tr> <td>Founding Center for Music-in-Education (music-in-education.org; centerforcmaie@gmail.com)</td> <td>2007-present</td> </tr> <tr> <td>Founding Executive Editor for the Journal for Music-in-Education (journal.music-in-education.org)</td> <td>2000-2007</td> </tr> <tr> <td>Founding Director of NEC Research Center for Learning Through Music</td> <td>1999-2007</td> </tr> <tr> <td>Chair of Music Education, Founding Director for the Music-in-Education Program (mieatnec.org)</td> <td>1998-present</td> </tr> <tr> <td>Professor of Undergraduate and Graduate Theoretical Studies</td> <td>1985-present</td> </tr> </table>	Founding Center for Music-in-Education (music-in-education.org; centerforcmaie@gmail.com)	2007-present	Founding Executive Editor for the Journal for Music-in-Education (journal.music-in-education.org)	2000-2007	Founding Director of NEC Research Center for Learning Through Music	1999-2007	Chair of Music Education, Founding Director for the Music-in-Education Program (mieatnec.org)	1998-present	Professor of Undergraduate and Graduate Theoretical Studies	1985-present
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MAJOR EDUCATION AND RESEARCH RELATED EMPLOYMENT:	<table border="0"> <tr> <td>The Center for Arts Education, New York Principal, Research and Evaluation</td> <td>2012-present</td> </tr> <tr> <td>MindChamps, Pte Singapore, Senior Advisor and Founding Director of MindChamps Music</td> <td>2011-present</td> </tr> <tr> <td>Center for Music-in-Education, Inc. (aka Center for Music and Arts in Education (CMAIE) National Consortium & Research and Development Center) in New York City</td> <td>2010-present</td> </tr> </table>	The Center for Arts Education, New York Principal, Research and Evaluation	2012-present	MindChamps, Pte Singapore , Senior Advisor and Founding Director of MindChamps Music	2011-present	Center for Music-in-Education, Inc. (aka Center for Music and Arts in Education (CMAIE) National Consortium & Research and Development Center) in New York City	2010-present				
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	<p>Founding President & Senior Researcher Affron Scripp & Associates, L.L.C. Principal, Music and Arts Education Consulting & Curriculum Development</p> <p>Harvard University Graduate School of Education, Adjunct Lecturer in Arts in Education</p> <p>Chicago Arts Partnerships in Education/Chicago Public School District Research and Evaluation Consultant and Principal Investigator for Chicago Arts Partnerships in Research” Grants in Chicago Public Schools</p> <p>Music-in-Education National Consortium Founding Director and Principal Investigator for the Music-in-Education Learning Laboratory School Network</p> <p>The Conservatory Lab Charter School Initiator and Director of Founding Coalition and Founding Co-Director, and Director of Curriculum, Assessment, Research, and Development; Current Research Consultant for the El Sistema Program at the CLCS (2010-2012)</p> <p>Principal Investigator/Project Director for 18 Foundation and Federally Funded Projects (FIPSE, AEMDD, NAMM)</p> <p>Leonard Bernstein Center for Education Through the Arts Founding Director of Research</p> <p>Harvard Project Zero, Harvard University Graduate School of Education, Researcher, Author, Media Publications</p>	<p>2010-present</p> <p>2004-2009</p> <p>2004-present</p> <p>2003-2010</p> <p>1998-2004</p> <p>1992-present</p> <p>1991-1995</p> <p>1985-1990</p>
REFERENCES:		
	<p>David Dik, CEO of Young Audiences National in New York (with regard to his association with Dr. Scripp as former Managing Director at the Metropolitan Opera Guild, a co-founding member of the Music-in-Education National Consortium and as the current home of the newly incorporated Center for Music-in-Education). david@ya.org</p>	
	<p>Dr. Alan Fletcher, President and CEO of Aspen Music Festival & School, (with regard to the years during which he was Provost at New England Conservatory, co-teaching, working with institutional advancement and project administration, and working together to create the federally-funded Music-in-Education Program, Research Center, Music-in-Education National Consortium at NEC) afismargo@aol.com</p>	
	<p>Dr. Shirley Brice Heath, Professor Emeritus, Stanford and Brown University (with regard to Dr. Scripp’s many years of research in the field of Arts in Education) sbheath@stanford.edu</p>	
Selected Recent Presentations		
	MindChamps, Inc. Parent-Teacher Conference: <i>The Future of PreSchool-Elementary School Music: Singapore, November 30, 2013</i>	
	National Guild for Community Arts Education National Conference: <i>Thinking Beyond Myths and Misconceptions of Talent in Arts Education</i> ; Chicago, November 2, 2013	
	National Guild for Community Arts Education National Conference: <i>Building Your (Arts Organization) Research Capacity</i> ; Chicago, November 1, 2013	
	Habla Institute in Merida, Mexico: <i>Music and Bi-Lingual Language Literacy</i> (July 2013)	
	Aspen Ideas Festival: <i>The Impact of Innovation in Arts and Arts Integration Teaching and Learning in Public Schools</i> : Appearance on Michel Martin’s <i>Tell Me More Radio Show on Education Innovation</i> (July 3-4, 2013)	
	PAIR Project Final Report: Presentation January 25, 2013 Union House, Chicago, IL.	
	Federal Department of Education’s Arts in Education Model Development and Dissemination Conference, March 2012, Washington D.C.; contact Diane Austin, Program Director Diane.Austin@ed.gov	
	Arts Education Partnership, sponsored by the CCSSO, April 2013 in Washington D.C.;	

	contract Sandra Ruppert sandrar@ccsso.org
	KRIGA International Conference, Seoul, South Korea;
Selected PUBLICATIONS:	
	Scripp, L. and Gilbert, J. (2016). Assessing the Development, Integration, and Reflective Understanding of Multiple Literacy Skills Shared between Music, Math, Language, and the Arts (Link).
	Scripp, L. with Gilbert, J. (2015). The Need to Testify: A Venezuelan Musician’s Critique of El Sistema and his Call for Reform (Link); abridged version published in VAN Magazine: https://van-us.atavist.com/all-that-matters (2016).
	Scripp, L., with Sutherland, S. and Gilbert, J. (2015). <i>Chicago Arts Partnerships in Education’s Portfolio Development Project Principal Investigator’s Report</i> . Submitted to AEMDD (https://drive.google.com/file/d/0B18c-IMtmGDIeXNNXzdPaS1WTFE/view).
	Scripp, L., with Gilbert, J. and Sutherland, S. (2015). <i>Measuring the Applause: To What Extent Do Students, Teachers, Parents, and Principals Benefit from ARIA Opera Learning Programs in Schools?</i> (http://centerformie.org/wp-content/uploads/2014/05/SFO-Report.pdf).
	Scripp, L. et al. (2014). <i>Arts and Integration: Building Bridges Among Early Language, Social Studies, Science, and Dramatic Arts Literacies in the New York Public Elementary School Curriculum</i> Submitted to Target Foundation (http://centerformie.org/wp-content/uploads/2014/05/ALL-Report-Executive-Summary.pdf).
	Scripp, L. et al. (2014). <i>Chicago Arts Partnerships in Education’s Chicago Public Schools International Baccalaureate Teaching Artist Project (IBTAP) Principal Investigator’s Student Learning Outcomes Statistical Analysis Report</i> (http://centerformie.org/wp-content/uploads/2014/05/IBTAP-Full-PI-Report.pdf).
	Scripp, L., et al. (2014). <i>The Oakland Unified School District Music Integration Learning Environment (MILE) Principal Investigator’s Report to the U.S. Federal Arts Education Model Development and Dissemination Program</i> Submitted to AEMDD (http://centerformie.org/wp-content/uploads/2014/05/MILE-PI-Report.pdf).
	Scripp, L. & Paradis, L. (2014). <i>Embracing the Burden of Proof: Evidence of Causal Links Among Teacher Professional Development, Student Arts Learning and Student Academic Outcomes in Chicago Public Schools</i> in Inoa, R. (Ed.) <i>Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities</i> .
	Scripp, L. (In press). <i>Music PLUS Music Integration: The Need for Music Education Policy Reform that Reflects the Evolution of Arts Integration Practices in 21st Century Public School</i> . Arts Education Policy Review. Taylor & Francis: Routledge Press.
	Scripp, L et al. (2013). <i>Thinking Beyond the Myths and Misconceptions of Talent: Creating Music Education Policy that Advances Music's Essential Contribution to Twenty-First-Century Teaching and Learning</i> May 2013), In Art Education Policy Review, Taylor & Francis: Routledge Press

Scripp, L., Burnaford, G. et al. (2013) <i>Research and Program Evaluation Final Report for the Partnerships in Arts Integration Research (PAIR) Project in Chicago Public Schools</i> , AEMDD report (ArtsEdSearch.org) { pairresults.org}.
Scripp, L., & Sienkiewicz, F. (2010) <i>Research and Program Evaluation Report for the Performing Arts Center of Los Angeles County Music Learning Leadership Project in Norwalk County Schools FIPSE report</i> .
Lipscomb, S. D. & Scripp, L. (2008). <i>Connecting research that reflects the evolving role of music in education</i> . In Jaffe, N. (Ed.) <i>Teaching Artist Journal</i> , 6(2), 159-168. SF Earlbaum.
Scripp, Keppel, & Wong, Eds. (2007). <i>Journal for Music-in-Education I: Advancing music for changing times: Portraits & Portfolios of the Evolving Role of Music in Education</i> . [music-in-education.org].
Scripp, L. (2007) <i>Embracing the challenges of complexity in music-in-education research: the evolution of the RUBRICS CUBE system as a guiding Framework for program development and evaluation in MIENC Schools</i> . in Scripp & Keppel, Eds., <i>Journal for Learning Through Music</i> . New England Conservatory, Boston, MA (pp. 28-31) [music-in-education.org] .
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Scripp, L. and Reider, D. (2007). New ventures in integrated teaching and learning: Working toward a model of general symbolic literacy based on the growing understanding of fundamental literacy skills shared between music and language in grades K-2. In Scripp, Keppel, & Wong, Eds <i>Journal for Music-in-Education</i> , New England Conservatory [music-in-education.org].
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Scripp, L., (2007). Music-in-education research case study: The Conservatory Lab Charter School – NEC Research Center ‘Learning Through Music’ Partnership (1999-2003).In Scripp, Keppel, & Wong Eds., <i>Journal for Music-in-Education</i> . New England Conservatory), Boston, MA [music-in-education.org]
Myers & Scripp (2007). Evolving Forms of Music-in-Education Practices and Research in the Context of Arts-in-Education Reform: Implications for Schools that Choose Music as Measure of Excellence and as a Strategy for Change. In Scripp, Keppel, & Wong Eds., <i>Journal for Music-in-Education</i> . Boston: New England Conservatory [music-in-education.org].
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conflicts of perceptual knowledge and conceptual understanding. In Ralph A. Smith (ed.) <i>Journal of Aesthetic Education and Art, Mind, and Education</i> , U of Illinois Press, Urbana.
Scripp, L., Meyaard, J. and Davidson, L. (1988, 1989). Discerning musical development. In Ralph A. Smith (ed.) <i>Journal of Aesthetic Education and Art, Mind, and Education</i> , U of Illinois Press, Urbana.
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Scripp, L. and Davidson, L. (1988). Framing the dimensions of sight-singing: teaching towards musical development. <i>Journal of Music Theory Pedagogy</i> , Spring.
Scripp, L., (1989). <i>Decoding, Operations, and Multiple Representations: A Cognitive Approach to Music Reading Skills</i> . Doctoral Qualifying Paper, Harvard University.
Wolf, D., Davidson, L., Davies, M., Walters, J., Hodges, M. & Scripp, L. (1988) Beyond A,B, and C: a broader and deeper view of literacy. In Pelligrini (Ed.) <i>Psychological Bases for Early Education</i> , 5, 123-154. John Wiley and Sons, New York.