

Larry Scripp, Ed.D., is an accomplished researcher, educator, program developer, and administrator.

After graduating with a Bachelor of Music from Boston University trained, Larry Scripp spent his early post graduate years as a performing musician and entrepreneur, conducting chamber orchestras and contemporary music groups, jazz ensembles, and composing music for dance, film, and musical theater.

Shortly after the birth of his first daughter, Dr. Scripp combined his interests in teaching and research by becoming a faculty member in Undergraduate Theoretical Studies and Solfege (Performance Based Music Reading Studies) at New England Conservatory and a cognitive psychologist of music and researcher at the Harvard Graduate School of Education where he studied cognitive psychology, learning technology, and literacy and eventually received his doctorate in Human Development and Psychology in Education. Beginning in 1988, he published articles on the development of music theory programs and skill development from the perspective of professional training in music and as a researcher in the field of arts, literacy, and human development at Harvard Project Zero, where he contributed to numerous publications investigating young children's symbolic development, musical perception, music reading skill development, musical representation, giftedness, and the development of computer-supported curricula in the arts and humanities.

Currently, Dr. Scripp performs two roles at New England Conservatory. As Founding Chair of the Music-in-Education (MIE) Program, he is responsible for the creation and administration of a new concentration in education, a guided internship program, and an electronic portfolio evaluation system for performance majors and composers participating in a wide variety of educational contexts.

As Founding Director of the new Research Center for Learning Through Music at New England Conservatory, Dr. Scripp is responsible for the design and implementation of research-based "Learning Through Music" School Programs in urban public schools and serves as the executive editor of the NEC's "Journal for Learning Through Music". In addition, Dr. Scripp now is a Founding Principal Investigator for the Music-in-Education National Consortium, a coalition of schools of music and education, arts education organizations, and arts-based school reform organizations that support program development and research focused on the evolving role of music and the arts in American public schools. The MIENC has formed the *Learning Laboratory School Network* dedicated to the identification and further development of research-based music in education programs in public school communities.

Today the MIE Program and Research Center are conjoined in the new Center for Music-in-Education at New England Conservatory and Dr. Scripp teaches a music and arts in education course at the Harvard Graduate School of Education. Over the past three years, Dr. Scripp has teamed up with Ken Freed in Minneapolis to form the Learning Through Music Consulting Group, a non profit organization dedicated to providing services in the areas of curriculum design, teacher professional development, documentation and assessment practices for schools dedicated to creating and sustaining authentic, comprehensive and interdisciplinary music programs for the benefit of all children's cognitive, aesthetic, academic, aesthetic, social, and personal development. Dr. Scripp has published many articles on music's evolving role in education (see music-in-education.org) including his acclaimed essay on the current status of research on music learning and its relation to academic achievement and social development, (An Overview of Music and Learning) appearing in the Critical Links Compendium (aep-arts.org).

Larry Scripp's life partner is Beatrice Jona Affron, Music Director and Conductor of the Pennsylvania Ballet. She has appeared as conductor for the Boston Lyric Opera, St. Louis Opera, and for various productions by Philip Glass. She is also co-founder of Muses for the Cure, an organization that sponsors dance and music benefits for women's health. His first daughter, Ashima Scripp, is a cellist with the Walden Chamber Players and Faculty at Concord Academy and the Longy School of Music. His second daughter, Miranda is a four-year-old growing up in a home environment of music and dance.

Larry Scripp, Ed.D.: *music and arts researcher, educator, program developer, and administrator*

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EDUCATION:	<p>HARVARD UNIVERSITY Ed.D., 1995: Human Development and Psychology at the Harvard Graduate School of Education (Howard Gardner, advisor) Ed.M., 1985: Human Development and Psychology (with emphasis in Interactive Technology) at the Harvard Graduate School of Education</p> <p>BOSTON UNIVERSITY B.M., 1971: Applied Music at the School of Fine Arts</p>
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RECENT FACULTY and ADMINSTRATIVE Positions:	<p>NEW ENGLAND CONSERVATORY OF MUSIC Founding Director of the Music-in-Education National Consortium and its Learning Laboratory School Network (including Metropolitan Opera Guild, Georgia State University, Mannes College of Music, Northwestern University, University of North Carolina) 2001-present</p> <p>Founding Executive Editor for the Journal for Learning Through Music 2000-present</p> <p>Founding Director of the Research Center for Learning Through Music 1998-present</p> <p>Founding Director for the Music-in-Education Program at New England Conservatory; Chair of Music Education Department 1998-present</p> <p>Professor of Undergraduate Theoretical Studies 1985-present</p>
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RECENT EDUCATION AND RESEARCH RELATED EMPLOYMENT:	<p>Evaluation Consultant for the Federal Department of Education Arts in education Model Development and Dissemination Project 2006-present</p> <p>Harvard University Graduate School of Education 2004-present Lecturer</p> <p>The MusicVentures Program Evaluation Project 2004-2006 Research and Program Evaluation Director for NAMM, The Museum of Making Music, and Vista Public Schools Project funded by the International Foundation for Music Research</p> <p>Music in Schools Today 2003-present Consultant, Research and Development Projects in Music in</p>
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	<p>Education Grant</p> <p>Learning Through Music Consulting Group Founding Chief Executive Officer, Senior Consultant for Learning Through Music Projects, Minneapolis</p> <p>The Conservatory Lab Charter School Director of Founding Coalition and Founding Co-Director, Director of Curriculum, Assessment, Research, and Development</p> <p>From The Top Radio Program Educational Director for From The Top, a nationally syndicated Radio Show and Education Program</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>2003-present</p> <p>1997-2000</p> <p>1993-1995</p> <p>1982-1993</p> <p>1981-1990</p>
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<p>REFERENCES:</p>	<p>Arnold Aprill, CEO, Chicago Arts Partnerships in Education, Chicago. Richard Burrows, Director of Arts Education, Los Angeles Unified School District Richard Deasy, Ph.D., Director, Arts Education Partnerships, Washington, D.C. David Dik, Managing Director, Metropolitan Opera Guild, New York Jessica Davis, Ed. D., Former Chair, Arts in Education Program, Harvard University Graduate School of Education Alan Fletcher, D.Mus., President and CEO, Aspen Institute Steve Seidel, Ed.E., Director, Harvard Project Zero, Harvard University, Cambridge Vincent Marron, Ph.D., Executive Director Emeritus, A+ Schools Project, University of North Carolina-Greensboro</p>
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PUBLICATIONS:	(not fully updated)
	Scripp, L.. (2007). Understanding Complexity in School Research: Adding Music and Music Integrated Learning to the Mix <i>Journal for Learning Through Music</i> , Fall, 2005. New England Conservatory of Music, Boston, MA. (in preparation).
	Scripp, L. (2000-2007). Executive & Contributing Editor, <i>Journal for Learning Through Music</i> (New England Conservatory), Boston, MA.
	Scripp, L & Subotnik, R. (2003) <i>Dual directions for innovation in music: Integrating conceptions of giftedness into general educational practice and enhancing innovation on the part of musically gifted students</i> . In L. Shavinina, (Ed.) <u>International Handbook on Innovation</u> , Elsevier Science Services, Pergamon.
	Scripp, L. (2002). Critical Links: An Overview of Research on Music and Learning in R. Deasy (Ed.) <u>Learning in the Arts and Student Academic and Social Development</u> . AEP: Washington D.C.
	Scripp, L. (1999). <i>Learning Through Music: New England Conservatory Finds New Perspectives on the Role of Music in Public School Education</i> . In <u>NOTES</u> , Boston, MA.
	Buchbinder, J. (interview with Larry Scripp) (1999). <i>In a New Key: Reinventing Music Education in Harvard Education Bulletin</i> , Cambridge, MA.
	Seidel, S., Walters, J., Kirby, D., Olf, N. Powell, K., Scripp, L. & Veenema, S. (1997). <u>Portfolio Practices: Thinking Through The Assessment of Children's Work</u> . NEA School Restructuring Series (McClure, R., Ed.), NEA Professional Library Publication, Washington, D.C.
	Scripp, L. & Davidson, L. (1997). <u>Evidence of Learning: The Evaluation of Learning Connections in the Arts</u> . Companion text for <u>Music!Words!Opera!</u> Curriculum materials, CMF Publishing.
	Davidson, Fletcher, & Scripp (1996). <i>Reflective Writing in the Sightsinging Curriculum</i> in Winnerstorm, (Ed.) <u>Journal of Music Theory Pedagogy</u> , Norman, OK.
	Scripp, L. (1995). <u>The Development of Skill in Music Reading</u> . Doctoral Thesis at Harvard University Graduate School of Education.
	Davidson, L. & Scripp, L. (1994). <i>Conditions of giftedness: Musical development in the pre-school and early elementary years</i> in Arnold, K. and Subotnick, R. [Eds.] <u>Beyond Terman: Longitudinal Studies in Contemporary Gifted education</u> . New York: Ablex.
	Scripp, L. & Davidson, L. (1994). <i>Giftedness and professional training: the impact of music reading on musical development at New England Conservatory</i> in Arnold, K. and Subotnik, R. [Eds.] <u>Beyond Terman: Longitudinal Studies in Contemporary Gifted education</u> . New York: Ablex.
	Knowles, J. and Scripp, L. (1993). <u>Leonard Bernstein's Young People's Concert Tapes: A Guidebook for Study Groups</u> . New York: Leonard Bernstein Society.
	Scripp, L. & Gray, J. (1992). <u>The Arts PROPEL Video Handbook Companion</u> . Harvard Project Zero, Cambridge, Mass.
	Winner E., Davidson L., & Scripp, L. eds. (1992). <u>Arts PROPEL: A Handbook for Music</u> . Harvard Project Zero, Cambridge, Mass.
	Davidson, L. & Scripp, L. (1992). <i>Surveying the Coordinates of Cognitive Skills in Music</i> in Colwell, R. (Ed.) the <u>Handbook for Research in Music Teaching and Learning</u> , MENC publication, Macmillan Publishing Company.
	Scripp, L. (1991). Contributing author in Wolf, D. & Pistone, N. <u>Taking Full Measure: Rethinking Assessment Through the Arts</u> . College Board Publications: Princeton, N.J.
	Potier, B. (1991). <i>The Happy Birthday Guys</i> , Interview with Larry Scripp and Lyle Davidson in <u>Notes</u> , a New England Conservatory publication.
	Scripp, L. (1991). <i>Encouraging Musical Risks for Learning Success in Music Educators Journal</i> , a Music Educators National Conference (MENC) publication.

Scripp, L. (Winter 1991). <u>Establishing a Portfolio Culture in Music Education: Future Directions for Arts PROPEL</u> . In SIGP (Special Interest Groups Publication, Richard Colwell, Ed.), a Music Educators National Conference (MENC) publication, volume 11.
Scripp, L. (1990). <i>Transforming Teaching Through Portfolios: A Case Study of Learning in the Performance Ensemble</i> . Harvard Project Zero report on the Arts PROPEL music project.
Davidson, L. and Scripp, L. (1990). <i>Tracing reflective thinking in the performance ensemble</i> . In Richard Colwell, (ed.), <u>The Quarterly</u> , I, 1&2, 49-62. Published by the Center for Research in Music Learning and Teaching (CRIMLAT), University of Northern Colorado.
Walters, J., Meyaard, J. & Scripp, L. (1990). <u>SongSmith</u> [A computer assisted songwriting manual] Walters Associates, Cambridge.
Davidson, L. and Scripp, L. (1989). <i>What Students Bring to Class: Arts PROPEL Portfolio Interviews</i> . In Wolf, D. (ed.) <u>Portfolio</u> , Publication of Harvard Project Zero and the Educational Testing Service.
Davidson, L. and Scripp, L. (1989). <i>Education and development in music from a cognitive perspective</i> . In David J. Hargreaves (ed.), <u>Children and the Arts: The Psychology of Creative Development</u> (pp. 59-86). Leicester, UK: Open University Press.
Davidson, L., Scripp, L. and Welsh, P. (1988, 1989). <i>"Happy Birthday": Evidence for conflicts of perceptual knowledge and conceptual understanding</i> . In Ralph A. Smith (ed.) <u>Journal of Aesthetic Education and Art, Mind, and Education</u> , U of Illinois Press, Urbana.
Scripp, L., Meyaard, J. and Davidson, L. (1988, 1989). <i>Discerning musical development</i> . In Ralph A. Smith (ed.) <u>Journal of Aesthetic Education and Art, Mind, and Education</u> , U of Illinois Press, Urbana.
Davidson, L. and Scripp, L. (1988). <i>A developmental view of sight-singing: the internalization of tonal and temporal space</i> . <u>Journal of Music Theory Pedagogy</u> , Spring.
Davidson, L. and Scripp, L. (1988). <i>Sight-singing ability: a quantitative and a qualitative point of view</i> . <u>Journal of Music Theory Pedagogy</u> , Spring.
Davidson, L. and Scripp, L. (1988). <i>Young children's musical representations: windows on music cognition</i> . In <u>Generative Processes in Music</u> , (John Sloboda, ed.) Oxford University Press.
Scripp, L. and Davidson, L. (1988). <i>Framing the dimensions of sight-singing: teaching towards musical development</i> . <u>Journal of Music Theory Pedagogy</u> , 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. and Scripp, L. (1988) <i>Beyond A,B, and C: a Broader and Deeper View of Literacy</i> in Pelligrini (Ed.) <u>Psychological Bases for Early Education</u> , 5, 123-154. John Wiley and Sons, New York.

WORKSHOPS AND PAPERS PRESENTED:	Not updated Scripp, L.: Research-Based Education In and Through the Arts: The Special Case of Music. Presentation for the Federal Department of Education, Education Summit, Washington, D.C. July 2004
	Scripp, L.: Innovation in Music Education. Presentation for the Royal Conservatory Music, Toronto, Canada, June 2004
	Scripp, L.: Assessment and Music Education. Presentation for the Boston Arts Academy School Coalition, Boston, MA, July 2004
	Scripp, L.: Music Integrated Literacy Enhancement. Presentation for the Oakland Public School District MuST Conference, San Francisco, CA, 2004.
	Scripp, L.: Fundamental Processes, Shared Concepts: Engagement and Content Standards for Arts-Integration. Presentation for the Chicago Public School District CAPE Conference, Chicago, IL, 2003
	Scripp, L.: Arts-Integration Learning, Literacy, and Music. Presentation for the National Guild of Community Schools of the Arts. Conference, Chicago, IL, 2003
	Scripp, L.: Music and the Arts: Next Steps for Integration. Presentation for the Minneapolis School District, Ramsey School for the Arts, Minneapolis, MN, Fall 2003
	Scripp, L.: Learning, Literacy, and Music. Presentation for the New Jersey State Education Conference, Atlantic City, NJ, Fall, 2003
	Scripp, L.: Learning Through <i>Critical Links Research and Innovation in Arts Educational</i> . Presentation for the Maryland Arts in Education Conference, Baltimore, MD, 2003
	Scripp, L.: Extraordinary Learning in Ordinary Places. Presentation for the Congress of School Administrators at the Getty Institute, Los Angeles, CA, 2003.
	Scripp, L.: When Learning Through Music Makes the Critical Link: Keynote Presentation at the Wisconsin Arts Education State Conference, Madison, WI, 2003.
	Scripp, L.: Innovation in Music Education.. Presentation at the Boston University Forum for Music Education, Boston, MA, 2003
	Scripp, L.: Learning Through Music as a Model for Arts Integration. Presentation at the Harvard Graduate School of Education as invited John Landrum Bryant Lecturer, Cambridge, MA, 2002.
	Scripp, L Critical Links: Music's Impact on Academic Learning, Arts Education State Conference, NYC 2002
	Scripp, L Critical Links: Music's Impact on Academic Learning, Arts Education Partnerships National Conference, Chicago, IL 2002
	Scripp, L Critical Links: Music's Impact on Academic Learning, Arts Education State Conference, Chicago, IL 2002
	Scripp, L.: <i>Music as a Fundamental Model of Learning</i> . Paper presented at APA as invited Esther Katz Rosen Lecturer, Boston, MA, 1999.
	Scripp, L. & Gwiazda, R.: <i>Teacher Transformation and School Reform</i> . Paper presented at AERA by Larry Scripp, San Diego, CA, 1998.
	Scripp, L., Bernard, R. & Davidson, L.: <i>Mastery of Cognitive Skills in Music Reading Processes</i> . Presented at AERA by Larry Scripp and Rhoda Bernard, San Diego, CA, 1998.
	Steiner, D. & Scripp, L.: <i>Dewey, Democracy and Artful Education</i> . Paper presented for John Dewey Society AERA by David Steiner, Chicago, IL, 1997.
	Scripp, L., Steiner, D., Stevens, K., & Lien, Leigh: <i>Artful Learning Framework as a Research Paradigm for Arts in Education</i> . Paper presented with David Steiner, Robin Pomeroy, Karen Stevens for AERA, Chicago, IL, 1997.
	Scripp, L.: Research-based Theory Curriculum at New England Conservatory. Presentation for West Chester University faculty, West Chester, PA, 1997.
	Scripp, L. & Krichels, A.: <i>Reflection and Artful Learning</i> . Workshop for Allegheny College, Allegheny, PA, February, 1996.
	Scripp L.: <i>The Importance of Arts Education in Local School Reform: The Issue of</i>

<p>Scripp, L.: <i>Meeting State Framework Assessment Guidelines Through the Arts PROPEL Approach</i>. Workshop for the Massachusetts Alliance for the Arts conference, Boxborough, MA, April, 1995.</p>
<p>Scripp, L.: Meeting State Mandates with Portfolio Assessment Through the Arts Workshop for the Pennsylvania Council on the Arts Conference, Harrisburg, PA, December, 1994.</p>
<p>Scripp, L.: <i>Constructing Portfolio Assessment for Visual Arts Teachers</i>: Workshop for Massachusetts College of Arts, November, 1994 - February, 1995.</p>
<p>Scripp, L.: <i>Arts, Diversity and Portfolio Assessment</i>. Keynote address for the Pennsylvania Council on the Arts conference, Harrisburg, PA, December, 1993.</p>
<p>Scripp, L & Davidson, L.: <i>Music!Words!Opera! and Assessing Learning through the Arts</i>. Workshops for San Francisco Opera, Delaware Opera, Dallas Opera Company, St. Louis Opera Theater and Dayton Opera, June - September, 1993.</p>
<p>Scripp, L.: <i>Assessing Learning in the Arts-Infused Approach to Education</i>. Workshop for Lancaster, Pa, public schools, July, 1993.</p>
<p>Scripp, L.: <i>Creating the Aesthetic Education Process Portfolio</i>. Workshop for the Nashville Institute for the Arts, June, 1993.</p>
<p>Scripp, L.: <i>Current Educational Practices and Leonard Bernstein's <u>Young People's Concert Tapes</u></i>. Presentation for the Leonard Bernstein Center Inaugural Conference. Nashville, TN, April, 1993.</p>

WORKSHOPS AND PAPERS PRESENTED (continued):	Scripp, L.: <i>Arts PROPEL and the community school music teacher</i> . Panel presentation for National Guild for Community Music Schools annual conference. San Francisco, CA, November, 1992.
Scripp, L. & Davidson, L.: <i>A developmental approach to reflective understanding in the arts</i> . Workshop presentation for Lincoln Center Institute. New York, NY, October, 1992.	
Scripp, L.: <i>Using computers to view compositional development from pre-schooler's violin lessons to conservatory classes</i> . Panel presentation for College Music Society annual conference. San Diego, CA, October, 1992.	
Scripp, L. Davidson, L, & Fletcher, A.: <i>Enhancing musical skill development through reflective writing: how theory and liberal arts teachers collaborate at New England Conservatory</i> . Panel presentation for College Music Society annual conference. San Diego, CA, October, 1992.	
Scripp, L. & Davidson, L.: <i>Arts PROPEL: and the Wisconsin State Portfolio Initiative</i> . Two day workshop for Arts teachers in Wisconsin Public Schools. Madison, WI, August, 1992.	
Scripp, L.: <i>The Next Step: Building Portfolio Assessment in Public Schools</i> . Workshop for Lexington Public Schools, April 1992.	
Scripp, L.: <i>Assessment in the Arts</i> . Panel Presentation for the Arts Education Congress, University of Delaware, April 1992.	
Scripp, L.: <i>Cross Disciplinary Portfolios in Elementary Schools</i> . Workshop for Shoreham Public Schools, Shoreham, New York. March, 1992.	
Scripp, L. & Davidson, L.: <i>Portfolio Assessment in Music</i> . Workshop for Penfield Public Schools, Penfield, New York. March, 1992.	
Scripp, L. & Taylor, F.: <i>Stretching Portfolios Beyond the Canvas</i> . Keynote address for the Regional Assessment Network, Harvard University, March, 1992.	
Scripp, L.: <i>Alternative Assessment for Aesthetic Education</i> . Workshop for Eakin School and Nashville Institute for the Arts faculty in Nashville, TN, March, 1992.	
Scripp, L.: <i>Portfolio Assessment and the Arts in Public Schools</i> . Workshop for Lexington Public Schools, Lexington, MA.. January, 1992.	
Scripp, L. & Davidson, L.: <i>Portfolios and Composer-in-Residence Programs</i> . Workshop for Meet the Composer, Milwaukee, Wisconsin, November, 1991.	
Scripp, L. & Davidson, L.: <i>What do public school students learn from visiting artist concerts?</i> Workshop for the New Hampshire Symphony Orchestra in the Derry Public Schools, Derry, New Hampshire. August, 1991.	
Scripp, L.: <i>Assessment from the Point of View of the Learner</i> . Workshop for Shoreham Public Schools, Shoreham, New York. July, 1991.	
Scripp, L.: <i>Building a Year-Long Portfolio</i> . Institute on Assessment in the Arts. Skidmore College, Saratoga Springs, New York, July, 1991.	
Scripp, L.: <i>What Does a Portfolio Culture Mean to Education?</i> Presentation and Moderated Panel at the Institute on Diversified Approaches to Assessment, Harvard University, Cambridge, Mass., July, 1991.	
Scripp, L.: <i>Finding Problems, Making Choices: Composing Music from the Learner's Perspective</i> . Institute on Diversified Approaches to Assessment, Harvard University, Cambridge, Mass., July, 1991.	

WORKSHOPS AND PAPERS PRESENTED (continued):	Scripp, L & Davidson, L.: <i>ARTS PROPEL Domain Projects and Portfolio Assessment Instruments</i> . Symposium on Measurement and Evaluation in Music Education. Indiana University School of Music, Bloomington, IN, June, 1991.
	Scripp, L.: <i>PROPEL Artist-in-Residence Projects: A Teacher's Report</i> . Bay Chamber Concerts Workshop. Camden, Maine, June, 1991.
	Scripp, L & Davidson, L.: <i>Harvard Project Zero, Arts PROPEL and the Symphony Orchestra: Building New Partnerships in Education</i> . Workshop for American Symphony League National Conference, Chicago, IL, June 1991.
	Scripp, L.: <i>Project Zero, Arts PROPEL and Possible Models for Alternative Assessment for the State of South Carolina</i> . Three workshops for the South Carolina State Arts Education Conference, Columbia, S.C., June 1991.
	Scripp, L. & Davidson, L.: <i>The PROPEL Portfolio Approach to Assessment</i> . Supervisor/Teacher conference, Brookline Public Schools, Brookline, Mass., May 1991.
	Scripp, L.: <i>Connecting Harvard Project Zero Research and Assessment in the Arts</i> . 'Meet the Composer' National Conference, Columbia University, New York, May 1991.
	Scripp, L.: <i>ARTS PROPEL in Music Education</i> . Regional Music Educators National Conference Meeting [MENC], Pittsburgh, PA, April 1991.
	Scripp, L.: <i>Transformations in Music Education Through Arts Propel Portfolio Assessment</i> . Association of Supervisors and Curriculum Development National Conference, San Francisco, CA, March 1991.
	Scripp, L. & Davidson, L.: <i>Harvard Project Zero Research in Musical Development: New Perspectives on the Educational Role of Symphony Orchestras</i> . American Symphony Orchestra League, Carnegie Hall, NYC, March 1991.
	Scripp, L.: <i>Alternative Modes of Assessment in the Arts: How Can It Work for a 'Multi-Cultural' Community College?</i> Workshop for Bloomfield College Evaluation, Bloomfield, New Jersey, March 1991.
	Scripp, L.: <i>New Directions in Assessment in Music Education</i> . Workshop for New York State Council of Music Administrators, Herricks School District, Nassau County, March 1991.
	Scripp, L, Davidson, L. & Taylor, F.: <i>Musical Intelligence and Portfolio Assessment</i> . The Education Cooperative, Natick, Mass., March 1991.
	Scripp, L.: <i>Developing Artist-in-Residence Projects based on the ARTS PROPEL model</i> . Workshop for teachers using the Artist in Residence program in the state of Maine, Bangor, Maine, February, 1991.
	Scripp, L.: <i>Portfolio Approach to Assessment in Music and the Visual Arts</i> . Workshop for South Carolina State Arts Education Center, Laurens, S.C., February 1991.
	Scripp, L. Davidson, L. & Taylor, F.: <i>Implementing ARTS PROPEL Assessment in Music</i> . Western Massachusetts Teacher and Supervisors Alliance Natick, Mass., January 1991.
Scripp, L.: <i>Discontinuities in Musical Development</i> . Talk for the Music Education Seminar for The National Guild of Community Schools for the Arts, Boston, Mass., November, 1990.	

WORKSHOPS AND PAPERS PRESENTED (continued):	Scripp, L., Davidson, L. & Taylor, F.: <i>Assessing Musical Intelligence: The ARTS PROPEL approach</i> . Western Massachusetts Teacher and Supervisors Alliance Natick, Mass., October, 1990.
	Scripp, L.: <i>Introducing the ARTS PROPEL portfolio approach to music education</i> . Workshop for teachers using the Artist in Residence program in the state of Maine, Bangor, Maine, November, 1990.
	Scripp, L.: <i>A Practical Approach to Portfolio Assessment in the Arts</i> . Music and Visual Arts Teacher workshop, Stoneham Public Schools, Stoneham, Mass., October, 1990.
	Scripp, L. & Davidson, L.: <i>Working with Portfolios in Music Classrooms</i> . Workshop for Methuen Public Schools, Methuen, Mass., October, 1990.
	Scripp, L.: <i>A Working Model for Portfolio Assessment in Music</i> . Institute on New Modes of Assessment: Lessons from the Arts and Humanities, Harvard University, Cambridge, Mass., July, 1990.
	Scripp, L.: <i>Bringing Portfolio culture to music education: Future directions for Arts PROPEL</i> . MENC in Washington, D.C. March 1990.
	Scripp, L.: <i>SongSmith: a collaboration between New England Conservatory and Harvard Project Catalyst</i> . MENC in Washington, D.C. March 1990.
	Scripp, L.: <i>SongSmith: A Catalyst for alternative modes of assessment</i> . Summer Institute for New Modes of Assessment, Harvard University, Cambridge, Mass., July 1990.
	Scripp, L.: <i>Arts Propel: New directions in Arts Assessment: Computer Based Domain Projects and the Arts PROPEL approach</i> . Rhode Island Alliance for Arts Education. Providence, RI. March 1989.
	Scripp, L.: <i>Research in Compositional Problem Solving: the Case of Computer Assisted Musical Development</i> . New England Conservatory Conference on Music and Cognition, Boston, Mass., July, 1989.
	Scripp, L.: <i>Problem Solving and Musical Development: Trained and Untrained Children and Adult's Compositions on computer</i> . Music Educators National Conference, regional meeting. Boston, Ma. March 1989.
	Scripp, L.: <i>The Arts PROPEL Approach to Music Assessment</i> . Music Educators National Conference, regional meeting. Boston, MA, March 1989.
	Scripp, L.: <i>Research in Music Cognition and Development at Project Zero</i> . Music Educators National Conference, regional meeting. Boston, MA, March 1989.
	Scripp, L.: <i>Arts PROPEL and Educating the Gifted and Talented Child</i> . Maine Department of Education, Portland, ME, April 1989.
	Scripp, L. & Davidson, L.: <i>The Arts PROPEL Approach to Assessment: Using Projects and Portfolios to View Production, Perception and Reflection in the Classroom</i> . California Arts Project at Humboldt State University, Arcata, CA., July 1989.
	Scripp, L. & Davidson, L.: <i>The Harvard Project Zero Research: Approaching Music and Cognition through Developmental Frameworks</i> . California Arts Project at Humboldt State University, Arcata, CA., July 1989.
Scripp, L.: <i>Everyone Writes a Song: Adapting Computer based Domain Projects into the Public School Curriculum</i> . California Arts Project at Humboldt State University, Arcata, CA., July 1989.	