

SCOTT HAYDEN BEALL

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MISSION: To improve the human condition through an evolved model of education that prioritizes raising consciousness, ethical development, capacity to reason and think critically, educate for sustainability, and high level creative innovation.

PROFESSIONAL EXPERIENCE

TEACHING

2000-present Brewster Central Schools (Henry H. Wells Middle School and C.V. Starr Intermediate school), STEAM courses (science, technology, engineering, art, mathematics), mathematics, computer programming, and enrichment, grades 5-8 (tenured).

- Taught EngageNY Common Core mathematics curriculum to grade 5 and Common Core math curriculum to grade 8.
- Designed and taught interdisciplinary project-based courses for grades 4-8 emphasizing integration of core academic content in action projects on sustainable development and original student designed curriculum, projects and research.
- Created and implemented the DoRight Leadership Corps curricular program emphasizing youth led solutions to sustainability problems through civic action, public relations and local sustainability audits as student “consultants” to local businesses.
- Designed and taught seed to table organic garden program on a school-wide scale, earning the New York State Department of Environmental Conservation “Environmental Excellence” award for Brewster Schools.
- Designed STEAM curriculum for grades 6-8 and taught all courses.

2005 College of New Rochelle Graduate School of Education, New Rochelle, New York – Adjunct professor. Taught Mathematics, Science and Technology methods course for elementary school teacher candidates. Emphasis included meeting state standards using problem and project based curricula, differentiation, generating “through lines” to foster engagement and depth of understanding.

1995-1999 Homestead High School, Cupertino, California - mathematics and interdisciplinary studies grades 9-12 (tenured). Math courses included Math Analysis (Pre-Calculus), Geometry, Algebra 1, Algebra 2, and Trigonometry.

- Served as math/science team leader in a Coalition of Essential Schools “house” model, designed and taught an original interdisciplinary project-based curriculum in physics, biology, geometry and algebra in the Foundation Integrated Studies Program (FISP) for grades 9-10.
- Served as a master teacher for the Stanford University Teacher Education Program, supervising and evaluating student teachers.

- Piloted "First Years In," a joint research project with Stanford University exploring issues for first year teachers involved in school reform.
- Designed and implemented alternative transcripts at Homestead High for the Transitions Project, a pilot program developed by the University of California to improve the reliability of data used to evaluate college applicants.
- Led staff development workshops on creating standards as a member of the Homestead Professional Development Committee.

1998-1999 Homestead High School, Cupertino, California – Music. Co-director of an 80-piece symphonic band, rehearsing, choosing literature and conducting at the California Music Educators Association Festival and Homestead High School Spring Concert. Was offered the directorship for the string orchestra in the '99-'00 school year.

1994-1995 Capuchino High School, San Bruno, California – Mathematics. Taught Algebra 2 and The Interactive Mathematics Program (IMP), Year 1. Collaboratively developed innovative, interdisciplinary mathematics curricula and team taught with student teacher colleagues and master teachers.

EDUCATIONAL CONSULTING

1999-Present Founder of “Integral Vision Learning” (IVL), a consulting practice for elementary and secondary schools and colleges within the United States and abroad delivering teacher professional development, program and curricular design and implementation.

Teacher Professional Development

Designed and delivered professional development workshops for teachers K-12 on topics of systems thinking, problem solving and higher order thinking in mathematics, interdisciplinary project-based curriculum design and implementation, differentiation, music and mathematics integration, education for sustainability, and community-based service learning. Served over thirty clients.

Partial client list:

- Scarsdale Public Schools, Scarsdale, New York.
- Rye Neck Public Schools, Rye, New York.
- Elwood School District, Long Island, New York.
- State University of New York Buffalo extension, Santo Domingo, Dominican Republic.
- College of New Rochelle, New Rochelle, New York.
- Zhania Aubakirova’s College (K-12 private school), Almaty, Kazakhstan
- Yolo County School District, California.
- Children’s Environmental Literacy Foundation (CELF), Chappaqua, New York.
- Pacific Gas and Electric, San Francisco, California.
- WestEd, San Francisco, California.

Children's Environmental Literacy Foundation (CELF), Chapequa, New York – Designed and taught five, 5-day summer institutes for K-12 teachers on education for sustainability, building teachers' knowledge base of the topic and co-creating curricular plans for their classrooms. Co-taught with various consultants and sustainability experts.

Zhania Aubakirova's College, Almaty, Kazakhstan – Taught grades 3-12 students and the full teaching staff on principles of interdisciplinary learning, multiple intelligences, differentiation, and constructivist learning, through music and mathematics integration and sustainability education. Visited Almaty for two, 2-week contracts.

Curriculum Design - Program Development

Interdisciplinary project based curriculum, Brewster Central School District, Brewster, New York. Redesigned enrichment programming for grades 5-8, emphasizing integration of core academics with project based learning in topics of sustainability, critical thinking, philosophy, civic responsibility, interest-based project work and community-based service.

The DoRight Leadership Corps, developed innovative award winning consulting model for youth action on sustainability problems, engaging middle school students in sustainability audits of local businesses, legislative action and community outreach. The DoRight program has received endorsements from Peter Senge (MIT), has been presented at major conferences nationally, and has been implemented in the Brewster Schools, as well as various schools in Michigan, Wyoming, and in Kazakhstan. Students in DoRight at remote locations were engaged through online student conferences.

Music and mathematics integration, created "A Journey of Discovery Through Music and Mathematics," a curricular model for grades 4-10 based on his book ***Functional Melodies***. The curriculum applies mathematical principles, concepts and tools in contexts of music composition, ear training and theory; ***Functional Melodies*** has been implemented internationally in a wide range of K-12 schools.

Research curriculum for "Music and Minds," a pilot project at the University of Connecticut, Storrs, to examine the efficacy of using music as a medium to teach mathematics, focusing on special needs students (Williams Syndrome) for the study.

Curriculum Design Team Leader, Foundation Integrated Studies Program (FISP), Homestead High School, Cupertino, California. Released from teaching through a Bay Area School Reform Collaborative (Annenberg Leadership School) grant to design integrated math/science/social studies/English project-based curriculum for grades 9-10. Created a mentoring and portfolio program featuring student-led portfolio presentations to parents and community members.

PERFORMING ARTS

Original music CD, wrote, arranged, performed, and produced “Out to Play” audio CD, “American fusion” instrumental jazz trio. Currently performs professionally in the New York area.

Professional Band Leader/Guitarist/Composer/Producer, in the San Francisco Bay Area. Wrote music for films, produced independent music recordings and live productions, performed in theaters, concert halls, hotels and nightclubs with internationally known artists and managed and contracted musical services.

PUBLICATIONS

BOOK: Author of *Functional Melodies--Finding Mathematical Relationships in Music*, a supplemental mathematics curriculum for grades 7-11 integrating music with mathematics in an assortment of interactive classroom activities, published by Key Curriculum Press, Emeryville, California, 2000. Also wrote, performed and produced an 89-track CD audio recording that accompanies the book.

JOURNAL ARTICLE: “A Case Study of Teaching To Multiple Intelligences,” Williams Syndrome Association Journal, September, 2000.

JOURNAL ARTICLE: “Middle School Students Do It Right,” Children’s Environmental Literacy Foundation Newsletter, 2006.

NEWSPAPERS – OpEd Letters: Multiple letters published in New York Times and San Francisco Chronicle on topics of innovation in mathematics education and education reform.

CONFERENCE SPEAKING ENGAGEMENTS

Partial List:

- Primary Convention Hall speaker at National Council for Science and the Environment Climate Conference, Washington D.C. on youth engagement with climate solutions in the DoRight Leadership Corps program.
- Coalition of Essential Schools Fall Forum, annually 1995-1999, on interdisciplinary curriculum design, at various locations through the United States.
- California Mathematics Council Northern Regional Conference, math and music curriculum integration.
- Asilomar Mathematics Conference (The California Mathematics Council), Asilomar, California, “Music and Mathematics Integration.”
- The National Council of Teachers of Mathematics National Conference, Chicago, Illinois, 2001, “Functional Melodies – Finding Mathematical Relationships in Music.”
- Annenberg School Mathematics and Science symposium in Washington DC, fall 1997 representing Homestead High School as a Leadership School from the Bay Area School Reform Collaborative, “Challenges of Implementing School Reform.”
- The National Science Foundation Curriculum Conference, Stanford University, 1994, panelist speaking on The Interactive Mathematics Program.
- Association of Mathematics Teachers of New York State (AMTNYS) state conference.
- Metropolitan School Study Council, Columbia University, “Learning Mathematics Through Music,” 2000.

- National Association For Gifted Children (NAGC) Annual Convention, Atlanta, Georgia, “A Systems-based Curriculum for the Middle Grades.”
- Society for Organizational Learning (SOL) Sustainability Consortium Members Meeting, Burlington, Vermont
- Creativity and Leadership Conference, College of New Rochelle Graduate School, The New Rochelle, New York, “Creative Curriculum Connections.”
- Society for Organizational Learning, Forum on Business Innovation for Sustainability, 2007, “DoRight Leadership Corps,” Atlanta, Georgia.
- PowerShift 2007, “Empowering Youth As Agents of Change,” Washington DC.
- University of Wyoming, Climate Change in Carbon Central Lecture Series, “Doright Leadership Corps and Youth Engagement,” 2008, Casper, Wyoming.

EDUCATION

Stanford University, Stanford, California; Master of Arts degree in Mathematics Education, California Clear Single Subject Teaching Credential in Mathematics with supplementary authorization for music, Citibank Fellowship Award recipient.

San Francisco State University, San Francisco, California; Bachelor of Arts degree in Music, Dean’s list.

Certifications: **New York State Permanent Teaching Certification** for 7-12 mathematics, Statement of Continued Eligibility (SOCE) for gifted education.

REFERENCES: Available upon request.