

Faye Stanley

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Academic Degrees

PhD candidate in Education, Research focus: Traditional arts, culturally responsive learning/pedagogy, and creative process in education, University of Canterbury, Christchurch, New Zealand. (2011-present; Dissertation submitted; Projected completion date March, 2014)

Masters in Education with concentration in Partnership Studies, Goddard College, Plainfield Vermont. (2005)

Bachelor of Music in Music Therapy, East Carolina University, (1976). Also completed course work for Music Education degree. Major instrument: Voice

Profile

Dynamic and creative educator with a foundational commitment to the empowerment of those with whom she works and is engaged. Nationally acknowledged abilities in professional development and keynote presentations, curriculum development, coaching, and program development. Combines a strong passion for culturally responsive education, integrated study, and the arts, to motivate and inspire. A self-directed and creative leader with excellent communication, presentation, and research skills, who effectively collaborates with others to build quality relationships and the capacity of others to teach, serve, and lead effectively.

Experience - Current

EDUCATIONAL CONSULTANT, 2001 - PRESENT

Education and integrated studies: arts integration; consulting; professional development and keynotes for educators, both active and pre-service, in curriculum integration, arts integration, project and concept-based learning, student-centered learning, literacy, cultural studies, culturally responsive pedagogy, and curriculum development and mapping; customized institutes, seminars, workshops and in-service training; integrated curriculum design; teaching artist professional development; student integrated studies residencies; consultant for grant and arts integration program design; site-based modeling and teacher coaching; performances.

Listed in a number of state arts in education and touring artist rosters, providing staff development and classroom integrated curriculum artist residencies. Community arts experiences created and implemented. Consultant for grants programs through state arts agencies and US federal education grants. Frequent conference presenter/keynote at conferences and institutes for professional organizations, universities and school districts on a national and international basis.

KENNEDY CENTER TEACHING ARTIST, 2007 - PRESENT

The John F. Kennedy Center for the Performing Arts, Changing Education Through the Arts Program. Offering professional development, coaching and mentoring for teachers in arts integra-

tion in workshops at the Kennedy Center in Washington DC, as well as in their partnership programs throughout the US.

PROJECT DIRECTOR for DUKE UNIVERSITY'S ARTS and ENGAGEMENT PROJECT, 2008 - 2010

Design and facilitation of this project that interfaces students in courses at Duke University with course-related arts projects in the public schools. This is a service learning model, and a collaborative project between the Vice Provost for the Arts, the Program in Education, and the Service Learning Program at Duke University, and required the interface of Duke faculty, students, and the community in the design and execution of projects.

PRESENTER for STAFF DEVELOPMENT for EDUCATORS, an international organization providing professional development for schools and educators. 2005- 2010

Facilitate customized training at school sites, as well as national conference presentations.

CURRICULUM DESIGNER, PROGRAM DESIGNER, AUTHOR, 2001 – PRESENT

Ongoing program design and writing for grant projects, program evaluation and panel presentations for granting organizations, writing of curricular materials for teachers and educators, writing and publishing, both for practitioners and academic journals.

COMMUNITY MUSIC SPECIALIST, 1997 – PRESENT

Musical stories, group singing and instrumental experiences provided for community settings.

Experience - Past

A+ FELLOW with A+ Schools program, a school reform movement based on arts integration and multiple intelligence theory, 2000 - 2005

Designed and facilitated numerous workshops focusing on integrated curriculum development and arts integration. Functioned as a "trainer for trainers" throughout US utilizing state and national standards that were relevant in these various settings.

TEACHER, CAROLINA FRIENDS SCHOOL, a private Quaker school in Durham, NC, 1999 - 2001

Part of a team working in an integrated curriculum model.

CULTURAL ENHANCEMENT SPECIALIST, FOREST VIEW ELEMENTARY, DURHAM, NC, 1997 - 1999

Multicultural arts integration with classroom teachers.

CO-FOUNDER AND FACILITATOR FOR THE NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING ARTS IN EDUCATION INITIATIVE, 2008-2010

Development, design and implementation of teacher institutes based on integrated study and concept based learning.

PRODUCTION, MANAGEMENT, RESEARCH, WRITING (LYRICS, SCRIPT, AND BUSINESS), STAGE PERFORMANCE, MUSIC DIRECTION, VOCAL TRACKS AND VOCAL COACHING FOR FAMILY-OWNED MUSIC COMPOSITION AND PRODUCTION BUSINESS.

Projects have included music and cast recordings for plays, music for video, and band recording projects. A full-length musical was completed, "Forgotten Memories", the story of a family's journey with Alzheimer's disease. The premier performance of the work, funded by Mary Duke Biddle Foundation and the NC Alzheimer's Association, premiered at a national Alzheimer's Conference hosted by Duke University Medical Center. (2006)

RESEARCH, WRITING AND EDITING for a multicultural resource guide for the classroom teacher for pre-school and elementary ages that focuses on stories, music, movement and games from many world cultures and religions. The guide also includes recordings. This project has served as a Quaker education curriculum for the last eight years.

PRIOR TEACHING EXPERIENCE

Includes special needs, pre-school, elementary, middle, college and adult students.

PRIOR HUMAN SERVICES EXPERIENCE

Designed and served as Program Director of NC's first youth outpatient substance abuse program, and has served in mental health settings in program development, counseling, music therapy, interviewing, and client assessment.

PROFESSIONAL SINGER/ACTRESS

Performed in numerous musical theater performances, as well as bands, solo and duo acts, and studio work throughout the U.S.

Education

PhD candidate in Education, Research focus: Traditional arts, culturally responsive learning/pedagogy, and creative process in education, University of Canterbury, Christchurch, New Zealand. (2011-present; Dissertation submitted; Projected completion date March, 2014)

Kennedy Center Teaching Artist, Changing Education Through the Arts Program (2007-present); Ongoing training and professional development, including such topics as technology, Universal Design for Learning, and others.

Masters in Education in Partnership Studies, Goddard College, Plainfield Vermont. (2005)

North Carolina Wolf Trap Master Teaching Artist with the Wolf Trap Institute for Early Learning through the Arts (2006)

World Music Drumming Certification, University of Wisconsin-Milwaukee. (2004)

Common Ground on the Hill (Traditional World Arts) McDaniel College. (2004)

Graduate studies in the Masters in Business Administration program in Marketing and Management, Arts administration, Appalachian State University, (1979-1980)

Grantsmanship training, The Los Angeles Center for Grantsmanship Training (1978)

Bachelor of Music in Music Therapy, East Carolina University, (1976). Also completed course work for Music Education degree. Major instrument: Voice

Honors / Service to the Profession / Community Service

Kennedy Center Teaching Artist

One of only 40+ Teaching Artists with this designation in the United States. (2007 to present)

University of Canterbury Doctoral Scholarship Recipient

Full funding for three years of doctoral study at the University of Canterbury in Christchurch, New Zealand.

Duke University Teacher Learning and Collaboration Project

Seminar presentations in this professional development project offered to selected teachers in Durham County NC schools. (2007-2011)

Goddard College: Planning panel for professional development retreats for educators. (2011)

United States Department of Education, Office of Innovation and Improvement Grant Review Panelist: Review and rank Arts in Education Model Development and Dissemination grant proposals. These grants compete for an estimated \$7,700,000 in funding.

Teaching Learning Academy, Hyderabad, India (2013) Teacher training and professional development

North Carolina Head Start Initiative Training: Workshops for at-home child care providers.

Mentor for developing teaching artists in a pilot mentoring project sponsored by the Kennedy Center's Institutes for the development of professional development workshops for educators. (2007 -2008)

North Carolina Arts Council Panelist for Teaching Artists Advisory Panel.

North Carolina Arts Council Consultant for Arts-in-Education grants with schools developing arts integration programs, site evaluation for general support funding recipients, and review and summation of residency and initiative grant proposals for grants panels.

JAM: Development, interviewing, writing of "guidebook" for traditional artists who work with school children in the JAM project (Junior Appalachian Musicians), a project of the North Carolina Arts Council.

North Carolina Wolf Trap Teaching Artist, 2006 and 2007.

Board Member, Carolina Friends School, a Quaker school grades Pre-K through 12, in Durham, NC. (1997-1999)

Associate Editor, *The International Journal of New Media, Technology, and the Arts*, Volume 7, Issue 2. (2013)

Associate Editor, *The International Journal of Arts Theory and History*, Volume 1, Issue 1. (2013)

Reviewer, American Association of Teaching and Curriculum, Conference proposal reviewer, 2013.

Member of Ministry and Worship Committee (6 yrs), **Clerk** of Nominations Committee (6 years), Children's Religious Education Committee (6 years) and other service as part of the Chapel Hill Friends Meeting (Quaker).

Sample Conference Presentations

- International Conference of the National Association of Multicultural Education, Oakland, CA, 2013; Improvisation, identity, and culturally responsive learning
- Creating Crossroads: A Cross-Tasman Symposium. Christchurch, New Zealand, 2013. Creative process, identity, and culturally responsive pedagogy.

- John F. Kennedy Center for the Performing Arts, Washington, DC; National Partnership Meeting, 2011; Arts Integration Conference, 2011 & 2013. A multicultural approach to curriculum
- Duke University: Across the Threshold, 2013; The Power and the Glory: Improvisation in education and beyond
- International Democratic Education Conference, Boulder, CO, 2013; Transformational Storytelling: It's not just for ELA anymore
- First International Teaching Artist Conference, Oslo, Norway, 2012; Teaching artistry: Education's extreme sport
- University of Canterbury, Christchurch, New Zealand, 2012; Graduate program in education: Learning through creative process & A community portrait: Our place, our memories, our vision
- Drama New Zealand, 2012; Improvisation in culturally responsive learning, Play-cing Ourselves: an arts integrated workshop
- Music Education New Zealand Aotearoa (MENZA), 2012; Making storytelling participatory
- The International Drama in Education Research Institute (IDIERI), Ireland, 2012, Art-making in culturally responsive learning
- Arts in Society Conference, UK, 2012, Power fields of art-making in culture and community
- I Teach K, 1st, 2nd, etc., 2006-2009, Presentations at conference series (over 100 presentations), regional and national, sessions included titles such as Creative Differentiation, Creative Strategies for Supporting Fluency, The Day-To-Day Global Classroom, Multiple Intelligences in Action, Storytelling and Literacy, and others.
- Teacher Institutes, South Carolina, 2012; Arts integration, Arts integrated thematic unit development, Multiple intelligences & Bloom's taxonomy, Creative strategies for building fluency and literacy
- South Carolina Arts Alliance, 2012 & 2009, Music and literacy, Global arts in the curriculum, Creative structures for teaching science, Creative strategies for building fluency and literacy, Arts integrated thematic unit development, What's the big idea, Creative differentiation, Creative paths for teaching math
- Smart Start Conference, 2006, Early childhood arts in the curriculum
- Friends School Conference, 2006, the artist's process at work in the classroom
- Theatre of the Oppressed, 2006, Panelist on equity and education
- North Carolina: The State of the Arts, 2007 and 2009; Global arts in the curriculum and the teaching artist toolbox
- United Arts Integration Institutes: 2006, 2007, 2009, and 2010. Arts integration
- National Heritage Academies Conferences, Cleveland, OH, Grand Rapids, MI, and Dearborn, MI, 2006, Arts integration
- Latino Summit, Duke University, Panelist, Arts and educational equity
- Phi Delta Kappa, 2005, Global arts integrated teaching

- Suzuki Conference, 2004, Integrating culture in arts instruction
- A+ Schools Institutes & Conferences (NC, South and North Dakota, Arkansas, Oklahoma, and Michigan), 2000-2005, Multiple Intelligence theory, arts integration, curriculum mapping, cultural arts integrated professional development for educators
- Early Childhood Music and Movement Association, 2003, Teaching through global arts
- Winston-Salem/Forsyth County Schools Teachers Conference, 2002, Keynote: The role of the arts in learning
- Western Carolina University Teachers Conference, 2002, Keynote and breakout session on arts in education

Sample Workshop Presentations (Titles)

- Improvisation in Culturally Responsive Learning
- Drumming Backwards: Understanding by Design
- Sharing Stories: Building Storytelling Capacity in the Early Childhood Classroom (webinar)
- Play-cing Ourselves: An Arts Integrated Workshop
- Art-making in Culturally Responsive Learning
- Cultures and Their Symbols: An Inquiry-Based Study for Middle School Utilizing World Music Drumming
- The Artist's Process: A Model for Teaching and Learning
- All About Me: A K-2 study based on multicultural arts
- Concept-Based Learning: Putting the Heart Back in the Classroom
- Regionally based studies of Africa, Asia, Middle East, Europe and Oceania, as well as North and South American native and traditional studies.
- Creative Paths for Teaching Math
- Building Community: Using Multicultural Arts to Enhance the Curriculum
- Science Concepts and Music
- Creative Strategies for Building Fluency and Literacy
- Multiple Intelligences and Arts Integration: How it can work in your classroom
- Sample Integrated Studies workshops
- Tellin' Tales for Literacy
- Curriculum Mapping: Purpose and Process
- The Learning Community
- Singing to Learn: A Multicultural Approach to Early Childhood Curriculum
- What's the Big Idea: Teaching Across the Curriculum
- Creative Differentiation

- Reading and Writing with Rhythm

Sample Consulting Experience

- Aspire Trust, Liverpool, UK, 2012; Improvisational teaching and learning
- Maui Arts and Cultural Center, Maui, HI, 2013, Multicultural teaching strategies; Storytelling in the curriculum
- American Alliance for Theatre and Education, Washington, DC, 2013, Creation and presentation of webinar for member training
- Carolina Friends School, Durham, NC, 2013, Teacher professional development in student centered learning
- Lancaster County School District, Lancaster, SC, 2013; Teacher training in integrated studies and thematic unit development
- Gold Hill Elementary, 2009, Week long seminars including workshops, demonstration teaching, coaching on arts integrated teaching
- The ArtsCenter, 2009-2013, Teacher education series: Arts integrated classroom strategies, Teaching artist series: Connecting your art and the school.
- Orange County Arts Commission, 2013, Teaching Artist training
- Gaston County Professional Development for Arts Educators, 2006, Arts integrated curriculum
- Eatontown, NJ Schools, 2006, Diversity Training
- North Carolina Arts Council, 2006, Teaching Artist Advisory Panel on State Conference Preparation
- Kipp Indianapolis Schools, 2006, 2007, and 2008, Curriculum mapping – Building an integrated curriculum
- Wolf Trap Program, Charlotte-Mecklenberg Schools, 2006 & 2007, Coaching and mentoring teachers on the use of arts in early childhood curriculum
- The North Carolina Center for the Advancement of Teaching, 2006-2010 Building the learning community, Curriculum connections, Learning styles, The healing power of the arts, arts integration, concept-based learning, 21st Century learning, Making thinking visible through the arts
- Southern Pines Elementary, 2006, Literacy
- Elizabethton, TN, 2006, 2007, 2008, & 2009, Curriculum mapping and concept-based learning
- Flint, MI, 2006, Differentiated Instruction and experiential learning

- Benton, Arkansas, 2006, Integrated curriculum
- First Environments Early Learning Center, 2008-2011, Coaching, professional development for faculty on the use of arts across the early childhood curriculum
- Peace Center, 2008 & 2010, Week long seminars including workshops, demonstration teaching, coaching on arts integrated teaching
- Chatham County Schools, 2008, Strategies for teachers in dual language program
- Center for Teacher Learning and Collaboration, 2007-2011, Sessions for teachers on the use of arts to teach across content areas
- Duke University Program in Education, 2005-2010, Arts integration sessions for pre-service teachers.

Publications/Research

[1.] Grumet, M., Randolph, D, and Stanley, F. (in process, 2014) Arts Integration and the Opportunity of Surprise in *Routledge International Handbook of Arts Education*, Michael Fleming, Liora Bresler, and John, O'Toole, Editors

[2.] Englund, D, and Stanley, F. (in process) Transformative Storytelling in *American Middle Level Education*, March 2014.

[3.] Stanley, F. (2013). "Teaching Artistry: Education's Extreme Sport." *Teaching Artist Journal*, Volume 11, Issue 3.

[4.] Stanley, F., Greenwood, J. (2013). "The Power and the Glory: Power fields of art-making in culture and community." *The International Journal of the Arts in Society: Annual Review*, Volume 7, pp 51-58, *The International Journal of Political and Community Agendas in the Arts*.

[5.] Stanley, F. (2012). "Curriculum Without Fear," *Encounter: Education for Meaning and Social Justice*, Vol. 25, Number 3, Autumn, 2012.

[6.] Stanley F. (2010). Tellin' Tales: Taking Stories to the Next Level in the Early Childhood Classroom, The John F. Kennedy Center for the Performing Arts, Professional Development Workshops for Teachers. Materials for workshop sessions offered through the Kennedy Center. (Book – curriculum)

[7.] Stanley, F. (2008). Singing to Learn: A Multicultural Approach to Early Childhood Curriculum, The John F. Kennedy Center for the Performing Arts, Professional Development Workshops for Teachers. Materials for workshop sessions offered through the Kennedy Center. (Book and CD - curriculum)

[8.] Stanley, F. (2008). Music and Sound: Learning Experiences for the Elementary Classroom, Clapping Dog. (Book and CD)

[9.] Felsman, I., Stanley, F., (2008). World Games to Sing and Dance in the Classroom and Community, Clapping Dog. (Book and CD)

[10.] Stanley, F. (2005). African American Musical Traditions: A Cultural Story, & African American Music in Antebellum America 1800-1860: A Study Guide and Resource for Middle School Grade. Goddard College. (Masters Thesis and Research Project)

[11.] Stanley, F. (2005). The JAM GUIDE (The Junior Appalachian Musicians Guide), The North Carolina Arts Council. (Program summary and guide)

[12.] Stanley, F., et al, (February, 1974). "Students Take a Look at Discipline" North Carolina Education magazine.

[13.] Stanley, F., (1979). Tracking short-term outcomes in youth substance abuse outpatient programs. North Carolina School of Alcohol Studies.

Professional Associations

National Association for Multicultural Education

American Educational Research Association

Association for Supervision and Curriculum Development