

MARY LLOYD, Ed.D.

Seattle, WA | 206.419.6479 | marymlloyd@gmail.com

Connecting our common and *uncommon* threads as a leader and learner.

EXPERIENCE

FIRST 5 FUNDAMENTALS – Tacoma, WA

April 2023 – Jan 2024

Having grown project management roots in Pierce County, F5F supports initiatives to advance healthy, community-led visions for young children and families across Washington State. Cross-sector, coalition leaders collaborate to drive birth equity, early learning, inclusive child care ecosystems, advocacy and capacity.

Interim Executive Director

- Provided organizational leadership for staff, board, networks, and partners throughout transition
- Supervised day-to-day operations and all organizational activities for a 15-person staff
- Coordinated, implemented, and oversaw a professional search for a permanent executive director
- Transitioned and onboarded new executive director

GAGE ACADEMY OF ART – Seattle, WA

Feb 2022 – Sept 2022

An innovative learning environment – where artists are made not born – that offers rigorous arts curriculum in drawing, painting, and sculpting to individuals of all ages, abilities, and backgrounds.

Interim Executive Director

- Facilitated Gage instructors, staff, and students through an inclusive leadership transition
- Helped Gage and its community reimagine its growth potential as it enters its next 30 years
- Reflected upon challenges and advanced strategic plans to ground transformation and future success
- Created access and coherency across programs, departments, operations, and technology

THE CHILDREN'S SCHOOL (TCS) – Seattle, WA

June 2013 – Nov 2019

Successfully relocated a 55 year-old Montessori preschool using a transformative funding model while maintaining school operations and implementing a collaborative leadership/management style.

Interim & Executive Director

- Navigated successful leadership transition from founding director of 40 years
- Restructured and optimized school's operations including registration and enrollment; school-related policies and procedures; budgets and financial reporting
- Spearheaded capital campaigns/fundraising to increase wages and benefits for TCS teachers
- Secured 19 investors in a community impact loan to relocate/renovate school facility in Green Lake
- Oversaw the design and buildout process of a new 2500 sq. ft. school space
- Supported, trained, and supervised 13 staff/team members
- Developed curriculum to expand the school-year to 11 months, launched innovative summer programming to holistically serve families
- Recruited, partnered, and strategized regularly with 9 member Board of Directors to augment governance/operations to broaden school's reach

MARY LLOYD CONSULTING – Seattle, WA

July 2000 – Aug 2013

Partnered with 30+ local/national nonprofits on education, program development, evaluation, and outreach projects including the Smithsonian Institute, U.S. Holocaust Memorial Museum, Alliance for Education, Henry Art Gallery, Seattle Repertory Theatre, First Place School, Rainier Valley Youth Theater, and Treehouse.

As Principal, it was incumbent upon me to take initiative, lead projects, and build programs; supervise staff and volunteers; manage budgets and schedules; develop proposals and publications; effectively communicate objectives to engage dialogue and bring people closer. www.marylloydconsulting.com

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- Conducted needs assessments and evaluations to measure program-related content and outcomes
- Cultivated strong interpersonal and external relationships to foster organizational collaboration, coalition building, and consensus
- Developed continuing education, positive engagement, and reflective practice via interactive public programs – lecture series, workshops, symposia, special performances, and family events
- Led community dialogues, focus/advisory groups, public forums on inclusive topics and issues

UNIVERSITY & FACULTY EXPERIENCE

Adjunct professor and academic advisor for graduate students in Teacher Certification and Experienced Educator master's programs. Taught student-centered, culturally based courses in Curriculum Design and Development, Pedagogy and Theory, Research and Inquiry, and Arts Integration. Oversaw program completion of cohorts (typically 28 students per year) and advised individual students with independent learning and thesis projects.

UNIVERSITY OF WASHINGTON – Bothell, WA

2012 – 2014

ANTIOCH UNIVERSITY – Seattle, WA

2001 – 2007

SEATTLE UNIVERSITY – Seattle, WA

2001 – 2002

EARLY CAREER

UW CHILDREN'S HEALTH AWARENESS PROJECT (CHAP) – Seattle, WA

Team Leader and Researcher

A longitudinal study to measure public school students' awareness of health, illness, and HIV/AIDS.

US HOLOCAUST MUSEUM TRAVELING EXHIBIT – Seattle, WA

Program Coordinator

Managed interactive exhibit curated to teach middle school students about the Holocaust, prejudice, and tolerance. Teamed-up with survivors, historians, and educators. Authored an activity book for teachers Awareness and Understanding ©1993, coordinated tours and adult lecture series.

JORDAN LANGUAGE SYSTEMS INT'L (JLSI) – Taipei, Taiwan

Director and Head Instructor

Instructed Taiwanese adults and children, led Chinese speaking and foreign staff, trained in ESL.

THE CHILDREN'S MUSEUM – Seattle, WA

Exhibit Center Manager

Developed multicultural curriculum and creative hands-on programming for children and families.

EDUCATION

SEATTLE UNIVERSITY – Seattle, WA

Doctor of Education, *Educational Leadership*

Master of Arts, *Curriculum and Instruction*

Bachelor of Arts, *Rhetorical Theory & Art History*

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COMMUNITY INVOLVEMENT

- *Impact 100 Seattle*, current **Education Chair, Leadership Team, and Board Member**
- *Literacy Source and El Centro de la Raza*, **Tutor/English Instructor**
- *Seattle Youth Garden Works*, **Board Member**
- *Thomas Goldstein for Seattle City Council Campaign*, **Cabinet Member**
- *Open Studio and Music Technology Institute*, **Advisory Board Member**
- *API Chaya, Center for Urban Horticulture, Central Area Youth Association, Chinese Information Services, Rainier Valley Corps, Seattle Youth Soccer, and Surfrider Foundation*, **Volunteer**

PROFESSIONAL DEVELOPMENT

Committed to aligning my values and strengths as a collaborative leader – my professional development and learning quests have been internal, intrinsic, critical, and celebrated! Reframing my lens and rebooting my brain helps me confront unjust systems, amplify more voices, and bring diverse people closer.

THIRD SECTOR COMPANY – www.thirdsectorcompany.com

Feb 2023 – April 2023

Graduate Cohort #15 *Interim Executive Academy*, a certificate program including protocols and tools to ensure successful leadership, transition, and engagement.

COACHES RISING – www.coachesrising.com

An international ICF licensed, online platform of courses to facilitate professional learning that targets individual clients and groups to help deepen awareness, align values, and increase their impact in the world. Coursework includes:

Tapestry: Weaving the Threads of a New Coaching Paradigm

April 2021 – Sept 2021

An interdisciplinary course featuring leading, master coaches/practitioners who are pioneering ideas on coaching and transformational change.

The Neuroscience of Change

Sept 2020 – Jan 2021

Understanding our brains and nervous systems (neurobiological and neuropsychological); how do they influence our abilities to adapt to change, respond to trauma, and lead in today's world?

Leading in Times of Uncertainty

July 2020

Transformational leadership skills in 21st century; how do we cultivate new approaches and radical thinking during times of disruption?

TENDED WEALTH – www.tendedwealth.com

Align with Plenty

Jan 2021 – Sept 2021

Megan deBoer is a certified financial wellness coach, supporting small business owners to successfully organize for deeper impact, purpose, fulfillment, and satisfaction in their life's work.

FOUNDATION FOR TACOMA STUDENTS – www.graduatetacoma.org

Data Capacity and Capability Cohort

July 2020 – May 2021

A consortium project to accelerate community progress in areas of race, equity, youth development, and leadership through innovative programming.

FLUER LARSEN FACILITATION – www.fleurlarsenfacilitation.com

Power With Not Power Over: Accountability in Action for White Women

Dec 2020

An equity-focused workshop on the overlap of white privilege, white supremacy, internalized sexism and patriarchy. Creating inclusive opportunities to address evolving issues and re-connect with colleagues and peers.

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KRB CONSULTING – www.krb-consulting.com

Personalized Coaching for Impact

Oct 2019 – May 2020

A strengths-based, one-on-one collaborative endeavor with Kim Rakow Bernier, a certified leadership coach, to reflect upon and align my vision, strategy, and purpose as an experienced professional.

FACULTY COURSEWORK & SUBJECT MATTER AREAS

Arts Impact: Framing Common Aesthetic Principles

This course introduces common aesthetic principles to all arts – subject, organization, continuity, form, balance, emphasis, expressive methods – to stimulate critical analysis and conversation in order to examine, understand, and make meaning of works of art. The course is interdisciplinary and appropriate for university level students as well as customized workshops for faculty and working professionals.

Assessment Practices

This course examines the theory and practice of assessment as a component of curriculum and instruction in classroom settings. Students explore a variety of assessment activities, prepare and apply methods of assessment appropriate to their own practice, communicate the results of their activities, and critically investigate issues embedded in the current national and state movements toward accountability and “high stakes” assessment.

Curriculum and Instruction

This course considers the interface of Curriculum and Instruction as it applies to classroom practice; facilitates the exploration of students as prospective teachers; presents instruction and provides practice in a basic repertoire of instructional strategies and assessment techniques; and examines state requirements for teachers and students.

Curriculum Studies and Reflective Practice

This course delineates major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs); investigates their pedagogical, social, and political origins within American culture; and, examines critiques of these orientations particularly from the perspectives from non-dominant American cultures.

Education in Non-school Settings

This course examines schools in tandem with other educative institutions and the society they serve. Studying an “educational system” that is composed of a network of learning environments (i.e., school, home, religion, and community) redirects our traditional definitions and raises questions about the purpose(s) of education – what is important to know, and who shall teach it? Emphasis on more constructive associations and collaborations between schools and educational importance is intended to purport richer, more effective education for American society.

Inquiry and Research

This course is designed for the educator as researcher and explores the multifaceted avenues of inquiry with a primary emphasis on qualitative research. Students in this class have opportunities to examine and to critique assumptions and studies from different research paradigms, try out various methods of qualitative research, and consider which research orientation(s) and design(s) will help them to pose and answer questions important to their work as educators.

Integrating the Arts

This course is designed for K-12 teachers who want to learn strategies for integrating visual and performing arts, and principles of arts education, into their classrooms. The class explores curricular designs, theoretical constructs, instructional methods, and local resources that enable participants to synthesize arts concepts and enact artistic processes into their current pedagogical practice.

Program Evaluation

This course is designed for education and community-based nonprofit professionals who want a general understanding and application of program evaluation. Students in this class learn about planning evaluation strategies; developing program outcomes and goals; identifying measurable indicators; selecting and using evaluation tools; collecting and analyzing data; and interpreting and reporting findings to target audience and/or stakeholders.

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PUBLICATIONS, PRESENTATIONS & INTERNSHIPS

Developing a Character, Creating a Scene: A Program Evaluation Plan (2007). A customized program for art educators and classroom teachers attending the annual Arts Time Conference; Tukwila, WA.

A Humanistic Approach to Educational Outreach: Part I and Part II (2001). An article developed to inform and assist the educational efforts of teaching artists.

A Dramatistic Model for Evaluating Educational Outreach (2001). A paper presented at Seattle University's Educational Leadership Conference; Seattle, WA.

Educational Outreach for Youth in Arts and Cultural Institutions: A Dramatistic Model (2001). A paper presented at the American Educational Researchers Association's Annual Conference; Seattle, WA.

Kenneth Burke's Dramatistic Pentad and Models of Educational Outreach for Youth in Arts and Cultural Institutions (2000). © Doctoral Dissertation Seattle University; Seattle, WA.

Innovative Curriculum Design: The Dynamics of Pedagogy in Children's Museums (1995). Masters Thesis Seattle University; Seattle, WA.

Awareness and Understanding: Teaching About Prejudice, Tolerance, and the Holocaust (1993). © The Children's Museum; Seattle, WA.

The Application of Kenneth Burke's Concept of Form as Shown in Patrick Dougherty's Sculpture, "Speedball" (1990). A paper presented at the Northwest Communication Association's Annual Conference; Coeur d'Alene, ID.

A collection of hands-on, arts-based, interdisciplinary curriculum for children ages two and older (Bibliography available).

PROFESSIONAL INTERN

Smithsonian Institution, Center for Folklore Programs and Cultural Studies – Washington, DC

- Organized interactive educational programs and inclusive outreach services
- Developed educational family programs for the annual summer Folklife Festival
- Reviewed and edited teacher's curriculum on African immigrants in the DC area
- Hosted a teacher in-service relating issues of folklore, culture, and learning

PROFESSIONAL INTERN

Saint Louis Art Museum – St. Louis, MO

- Participated in all three educational departments, and with two different exhibitions
- Developed scholarly programming for Nihonga Transcending the Past: Japanese Painting 1868-1968
- Constructed educational materials for Splendor of the Pharaohs: America's Discovery of Ancient Egypt
- Hosted a Symposium, Teacher Event, and Family Day to teach visiting school groups, families, professional educators, and museum-goers
- Produced two written documents *Happy, Sad, Lonely, Mad: Painted and Sculpted Emotions* (guided tour for teachers) and *Ancient Egypt: The Permanent Collection* (self-guided tour for museum visitors)

PROFESSIONAL INTERN

The Henry Art Gallery – Seattle, WA

- Conducted a year-long internship in the public relations department
- Marketed exhibitions, distributed press releases, and organized information for the show Art Into Life: Russian Constructivism: 1914-32, an exhibition in conjunction with the Goodwill Games