Gabrielle Stoler

Biography

Gabrielle is a passionate dance educator, constantly pushing to grow the boundaries of public school dance education. She is entering her fifth year teaching at Old Mill Middle South, where she teaches Dance, Dance for Athletes, directs the Dance Company, serves as chapter sponsor for the Junior Chapter of NHSDA, and serves as a mentor teacher for interns. Gabrielle is a graduate of Goucher College with a major in Dance and a concentration in Secondary Education. She is currently pursuing a Masters of Education at Goucher with a focus on At-Risk and Diverse Learners. Gabrielle is a proud alumna of Carver Center for Arts & Technology, where she was a member of the National Honors Society for Dance Arts. She also began the NHSDA chapter at Goucher College and was inducted with honors. Gabrielle was awarded the MDEA Emerging Leader Award in 2017 and remains a dedicated member of MDEA.

Statement of interest and intent

As dance educators, it is our duty to provide an education that is reflective of the world we live in today. It is important to show our students the value and importance of creating an environment that supports and encourages diversity in the dance classroom. In this position, I will push the boundaries of our current practices by providing opportunities for growth, reflection, and professional learning. I will facilitate conversations on the language we use relating to performance expectations on hair, costumes, leotards and tights, etc. to make sure we are truly being inclusive of ALL students. I will also evaluate and challenge our application of standards such as “Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding” (MSDE). We must challenge our beliefs on foundational dance practices and determine how we can create culturally sensitive and anti-racist dance classrooms.

I also feel it is important to expand performance opportunities for Special Education students. Many of us do a great job including these students in our classrooms, but very few performance opportunities are offered for differently abled students. I will encourage additional professional development on this topic and collaborations with special educators who can help us best support
those students. If elected for this position, I promise to challenge existing beliefs and practices, while supporting and facilitating growth among my K-12 Dance Education colleagues. The time is NOW to create a more inclusive and diverse environment for public dance education in the state of Maryland!