

**JOCELYN ANNE GLAZIER, PH.D.**  
CB 3500 SCHOOL OF EDUCATION  
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
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## **EDUCATION**

- 2000                      Ph.D., Michigan State University  
Curriculum, Instruction and Educational Policy  
Dissertation: *Balancing at the Borders: Building Cultural Fluency in the Company of Others*
- 1991                      MAT, Tufts University  
English Education
- 1991                      B.A., Tufts University  
Majors: English and American Studies

## **PROFESSIONAL EXPERIENCE**

- July 2009 – present                      *Associate Professor*, School of Education, University of North Carolina at Chapel Hill  
*Chair*, Professional Leadership and Practice Division (2012-2015)  
*Chair*, Teaching and Learning Area (2010-2012)
- January 2006 – July 2009                      *Assistant Professor*, School of Education, University of North Carolina at Chapel Hill
- August 2000 – December 2005                      *Assistant Professor*, Graduate School of Education and Human Development, George Washington University, Washington, DC
- August 1993 – June 1995                      *High School English Teacher*, Maimonides School, Brookline, MA
- August 1991 – June 1993                      *High School English Teacher*, Mascoma Valley Regional High School, Enfield, NH

## **CURRENT LICENSURE AREA**

North Carolina Secondary English 9-12

## RESEARCH AND SCHOLARSHIP

### *Refereed Journal Articles*

Bolick, C., Glazier, J., & Stutts, C. (accepted for publication). Disruptive teacher education: Unearthing the potential of experiential education. *Journal of Experiential Education*.

Gill, K., Glazier, J. & Towns, B. (2018). Cultivating collaborations: Site specific design for embodied science learning. *Integrative and Comparative Biology*. DOI: 10.1093/icb/icy027

Bausell, S. & Glazier, J. (2018). New teacher socialization and the testing apparatus. *Harvard Educational Review*. Vol 88 (3), 308-333. DOI: 10.17763/1943-5045-88.3.308

Glazier, J. & Bean, A. (2018). The promise of experiential education in teacher education: Transforming teacher beliefs and practices. *Teaching Education*. DOI 10.1080/10476210.2018.1462312

Able, H., Glazier, J., Mallous, R., Boyd-Davis, A., & Bell Hughes, K. (2018). Reconnect and recharge: Plugging new teachers into support outlets. *Action in Teacher Education*. DOI:10.1080/01626620.2018.1424048.

Glazier, J., Bolick, C. & Stutts, C. (2017). Unstable ground: Teacher educators as experiential pioneers. *Journal of Experiential Education*. Vol 40 (3), 231 – 248.

Boyd-Davis, A. & Glazier, J. (2017). The Choreography of conversation. *High School Journal*, 100 (2), 130-145.

Glazier, J., Boyd, A., Hughes, K., Able, H., & Mallous, R. (2017). The elusive search for teacher collaboration. *The New Educator*, DOI: 10.1080/1547688X.2016.1144841

Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. (2016). Expanding approaches to teaching for diversity and justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives*, 24, doi: dx.doi.org/10.14507/epaa.24.2138.

Bissonette, J. & Glazier, J. (2016). A counterstory of one's own: Using counterstorytelling to engage students with the British canon. *Journal of Adolescent and Adult Literacy*, 59(6), 684-694.

Parkhouse, H., Tichnor-Wagner, A., Cain, J., & Glazier, J. (2015). "You don't have to travel the world:" Accumulating experiences on the path toward globally competent teaching. *Teaching Education*. 27(3), 267-285.

Parkhouse, H., Glazier, J., Tichnor-Wagner, A., & Cain, J. (2015). From local to global: Making the leap in teacher education. *International Journal of Global Education*, 4(2), 10 – 29.

Glazier, J., Able, H. & Charpentier, A. (2014). The impact of service learning on pre-service professionals' dispositions toward diversity. *Journal of Higher Education Outreach and Engagement*, 18 (4), p. 177-199.

Able, H., Mallous, R., Ghulamani, H., Glazier, J. (2014). Service learning: A promising strategy for connecting future teachers to the lives of diverse children and their families. *Journal of Early Childhood Teacher Education*, 35 (1), p. 6-21.

Glazier, J., Charpentier, A., and Boone, H. (2011) A Transformational journey: A framework for pre- service teachers to learn about diversity through service learning. *Journal for Civic Commitment*, vol. 17, p. 1-15.

Glazier, J. A. (2009). The challenge of repositioning: Teacher learning in the company of others. *Teaching and Teacher Education*, 25(6), 826-834.

Glazier, J. A. (2007). Tinkering towards socially just teaching: Moving from critical theory to practice. *Changing English*, 14(3), 375-382.

Glazier, J. A. (2005). Talking and teaching through a positional lens: Recognizing what and who we privilege in our practice. *Teaching Education*, 16(3), 231-43.

Glazier, J. & Seo, J. (2005). Critiquing the doctor's orders: Multicultural literature and discussion as mirror and window? *Journal of Adolescent and Adult Literacy*, 48(6), 686-700.

Glazier, J. (2004). Collaborating with the "other": Arab and Jewish teachers teaching in each other's company. *Teachers College Record*, 106(3), 611-633.

Glazier, J. (2003). Developing cultural fluency: Arab and Jewish students engaging in each other's company. *Harvard Educational Review*, 73(2), 141-163.

Glazier, J. (2003). Moving closer to speaking the unspeakable: White teachers talking about race. *Teacher Education Quarterly*, 30 (2), 73-94.

Spencer RTG Fellows (Baguilat, C.A., Glazier, J., Hughes, J.E., Packard, B.W., Sarroub, L.K., Worthington, V.L., Yusko, B.) (September, 1998). Commentary. *Journal of Literacy Research*, 10 (3), 435-438.

Florio-Ruane, S., Raphael, T.E., Glazier, J., McVee, M. & Wallace, S. (1997). Discovering culture in discussion of autobiographical literature: Transforming the education of literacy teachers. In C. K. Kinzer, K.A. Hinchman, & D.J. Leu (Eds.), *46th National Reading Conference Yearbook* (pp. 452-464). Chicago, IL: National Reading Conference.

## ***Books and Book Chapters***

Tichnor-Wagner, A., Parkhouse, H., Glazier, J. & Cain, M. (2019). *Teaching for global competence*. Association for Supervision and Curriculum Development.

McVee, M., Brock, C. & Glazier, J. (2011). *Sociocultural positioning in literacy: Exploring culture, discourse, narrative and power in diverse educational contexts*. Cresskill, NJ: Hampton Press.

Glazier, J. (2011). The staying power of positionality: Exploring the challenge of repositioning when in the company of others. In McVee, M., Brock, C. & Glazier, J. (Eds). *Sociocultural Positioning in Literacy: Exploring Culture, Discourse, Narrative and Power in Diverse Educational Contexts*. (pp. 151-170). Cresskill, NJ: Hampton Press.

Glazier, J. (2011). Positioning theory in educational landscapes. In McVee, M., Brock, C. & Glazier, J. (Eds). *Sociocultural Positioning in Literacy: Exploring Culture, Discourse, Narrative and Power in Diverse Educational Contexts*. Cresskill, NJ: Hampton Press.

Glazier, J. (2009). Developing cultural fluency: Arab and Jewish students engaging in one another's company. In Blair, E., Miller, R. & Tieken, M. (Eds). *Education and War*. (pp. 71-93). Cambridge, MA: Harvard Educational Review.

Glazier, J. (2014/2007). Anti-oppressive pedagogy and curriculum in secondary English methods: Focusing on critical literacy. In Kumashiro, K. and B. Ngo (Eds.). *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. (pp. 141-148). New York: Peter Lang

Glazier, J., Hines, M., & Ricker-Wilson, C. (2007). Conversations: Learning to read critically: From high school to college to teacher education. In Kumashiro, K. and B. Ngo (Eds.). *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. (pp. 149-157). New York: Peter Lang

Tagore, P., Herising, F., Glazier, J. & Lipsitz, G. (2007). Situating anti-oppressive education in our times. In Kumashiro, K. and B. Ngo (Eds.). *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. (pp. 287-297). New York: Peter Lang

Glazier, J., McVee, M., Wallace-Crowell, S., Shellhorn, B., Florio-Ruane, S., & Raphael, T. E. (2000). Teacher learning in response to autobiographical literature. In Karolides, N. (Ed.), *Reader response in secondary and college classrooms* (2nd Edition) (pp. 287-310). Mahwah, NJ: Erlbaum.

Florio-Ruane, S. & Raphael, T. E. with Glazier, J., McVee, M., Shellhorn, B., & Wallace, S. (1999). *Culture, autobiography, and the education of literacy teachers (CIERA Report No. 3-003)*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.

### ***Proceedings and Monographs***

Glazier, J., (2018). Planting seeds for discussions of race and culture: The potential of experiential education in teacher education. *Proceedings of the 2018 Symposium on Experiential Education Research*.

Bolick, C. & Glazier, J. (2017). Taking Off the Harness: Transference of Experiential Education to the Classroom. *Proceedings of the 2017 Symposium on Experiential Education Research*.

Glazier, J. (2016). Lasting impact: The path from experience back to the classroom (pp. 175-183). *Proceedings of the 2016 Symposium on Experiential Education Research*.

Glazier, J. (2004). Deconstructing discourse to discover self and other: Teachers talking together about multicultural literature. In *Preparing All Educators for Student Diversity: Lessons for Higher Learning* (pp.23-34). Washington, DC: Institute for Education Policy Studies, George Washington University.

Glazier, J., Shallard, S. & Brown, R. (2003). Developing critical literacy: Locating self and other in the context of a professional development experience. In J. Rausch (Ed.) *Developing Behavioral Literacy* (pp. 42-50). Washington, DC: Institute for Educational Policy at George Washington University.

### ***Book Reviews***

Glazier, J. (December 2003). Book Review of June Gordon's *Beyond the Classroom Walls: Ethnographic Inquiry as Pedagogy*. *Anthropology and Education Quarterly*, 34(4).

Glazier, J. (September 1998). Book Review of Alice McIntyre's *Making Meaning of Whiteness: Exploring Racial Identity with White Teachers*. *Anthropology and Education Quarterly*, 29 (3), 379-380.

### ***Manuscripts Under Review***

Bolick, C., Glazier, J., Stutts, C. Disruptive teacher education: Unearthing the potential of experiential education. Submitted to *Journal of Experiential Education*.

Bolick, C., Glazier, J. & Stutts, C. Taking off the harness: The transference of experiential education to the classroom. Submitted to *Teacher Education Quarterly*.

Glazier, J., Petty, J. Closing the Gap: Bringing pre-service and new teachers together. Submitted to *Educational Leadership*.

Morrison, S., Brown, C., & Glazier, J. (under review). Culturally responsive teacher education: Do we practice what we preach? Submitted to *Journal of Teacher Education*.

**Manuscripts in Preparation**

Glazier, J. & Bausell, S. *Teachers' stunned silence: Political trauma in U.S. teacher education*.

Lee, Soolin & Glazier, J. *Privileging of behavioral engagement: New teacher discussions of practice*.

Glazier, J. & Bolick, B. *Digging into experiential education: From teacher education to K-12 classrooms*. Book prospectus to be submitted to Routledge Press.

Glazier, J. *Maker pedagogy and shifting conceptions of what it means to read*.

**Refereed Presentations and Invited Talks (since 2000)**

Reimer, K., Glazier, J., Baker-Doyle, K., & Andrzejewski, C. (2019). *Confronting the falsehoods of teacher education: Hacking our own practice*. In Symposium "Lift Ev'ry Voice and Sing": Narratives of Teacher Educators Transforming Practices for Social Justice. American Educational Research Association, Toronto, Canada.

Glazier, J., Horner, M., LaGarry, A., Lys, D., & Papoi, K. (2019). *Building partnerships for authentic communities of educators*. American Association of Colleges for Teacher Education. Louisville, KY.

Glazier, J., (2018). *Planting seeds for discussions of race and culture: The potential of experiential education in teacher education*. The Association of Experiential Education, Orlando, FL.

Gill, K., Glazier, J., & Towns, B. (2018). *Playing to Learn, Learning to Play: Creating Habitat for Scientists of the Future*. American Society of Landscape Architects, Durham, NC.

Horner, M., Lys, D., Papoi, K., LaGarry-Cahoon, A., Glazier, J., (2018) *Project PACE (Partnership for authentic communities for educators): Building authentic community through close range teacher mentorship*. North Carolina Association of Colleges for Teacher Education Fall Forum, Raleigh, NC.

Glazier, J. & Bausell, S. (2018). *Teachers' stunned silence: Warning lights for teacher education*. American Educational Research Association, New York, NY.

Glazier, J., Bolick, C. & Gullede, S. (2017). *Plenary Talk: Setting the stage for experiential learning and human rights*. WorldView K-12 Global Education Symposium, Chapel Hill, NC.

Bolick, C. & Glazier, J. (2017). *Taking off the harness: Transference of experiential education to the classroom*. Presentation at the International Conference of the Association of Experiential Education, Montreal, Canada.

Lys, D. & Glazier, J. (2017). *A conceptual blueprint for program redesign and improvement*. Invited poster session. American Educational Research Association, San Antonio, TX.

Bausell, S. & Glazier, J. (2017). *Monster in our bed: High stakes testing and new teacher socialization*. American Educational Research Association, San Antonio, TX.

Glazier, J. (October 2016). *Lasting impact: The path from experience back to the classroom*. Presentation at the International Conference of the Association of Experiential Education, Minneapolis, MN

Glazier, J., Bean, M. & Bolick, C. (October 2016). *Experiential Education as Teacher Education*. Presentation, National Society for Experiential Education. San Antonio, TX.

Glazier, J. & Tichnor-Wagner, A. (April 2016). *Preparing Students for the World: Trends in State, District, and Professional Development Initiatives*. Invited Presentation. Longview Foundation Advisory Board, Raleigh, NC.

Glazier, J., Bean, M. & Bolick, C. (April 2016). *Digging In: Unearthing the Impact of Experiential Education in Teacher Education*. Paper presentation, AERA, Washington, DC.

Glazier, J. (May 2015). *The Globally Competent Teaching Continuum: A Self-Reflection Tool for Educators*. Internationalizing Education at GW Speaker Series, Washington, DC.

Glazier, J. & Bean, M. (April 2015). *Coming to Terms with Experiential Education: Teachers' Deliberations and Actions*. Paper presentation. AERA, Chicago, IL.

Cain, J., Glazier, J., Parkhouse, H., Tichnor-Wagner, A. (April 2015). *Expanding Approaches to Teaching for Diversity and Justice: Infusing Global Competency Across the Content Areas*. Paper presentation AERA. Chicago, IL.

Glazier, J. (March 2015). *Globally Competent Teaching Continuum*. Invited Workshop Presentation. College of Education, University of South Alabama, Mobile, AL.

Glazier, J., Parkhouse, H., & Tichnor-Wagner, A. (February 2015). *The Globally Competent Teaching Continuum: A critical self-reflection tool for developing globally competent teaching*. State Board of Education Special Committee on Global Education. Raleigh, North Carolina.

Cain, J., Glazier, J., Parkhouse, H., Tichnor-Wagner, A. (February 2015). *Getting Global: A Critical Self-Reflection Tool for Globally Competent Teaching*. Paper presentation at the American Association of Colleges of Teacher Education, Atlanta, GA.

Cain, J., Glazier, J., Parkhouse, H., Tichnor-Wagner, A. (October 2014). Invited Symposium. WorldView. Chapel Hill, NC.

Tichnor-Wagner, A., Cain, J.M., Parkhouse, H., & Glazier, J. (May 2014). *The Globally Competent Teaching Continuum: A self-assessment tool for developing globally competent teaching*. Presented at the annual meeting of NASFA: Association of International Educators. San Diego, California.

Glazier, J. & Bean, M. (April 2014). *Innovation and Transformation: The Influence of Experiential Education on Teachers' Beliefs and Understandings*. AERA Annual Meeting, Philadelphia, PA.

Parkhouse, H., J., Cain, J., Tichnor-Wagner, A. & Glazier, J. (April 2014). *The Global Competence Continuum: A Tool for Self-reflection and Growth*. Worldview K-12 Media Workshop, Chapel Hill, NC.

Caprino, K. & Glazier, J. (November 2013). *(Re)Inventing Preservice Teachers' Understanding of Text in a Children's/Young Adolescent Literature*. National Council Teachers of English. Boston, MA.

Glazier, J. (November 2013). *Teaching along the edge: K-12 Teachers Transforming Classrooms and Schools*. A Symposium: Education for a New Era, Chapel Hill, NC.

Caprino, K. & Glazier, J. (October 2013). *Breaking Open the Text Box: Imagining New Textual Possibilities for and with Students*. North Carolina English Teachers' Association Conference, Wilmington, NC.

Boyd, A., & Glazier, J. (July 2013). *'We're in the Middle of It': Examining Tensions in English Teachers' Talk*. Conference on English Education. Colorado State University.

Boyd-Davis, A., Glazier, J., Bell-Hughes, K., Mallous, R., Able, H. (2013). *No More Cheerleaders: An Exploration of Collaboration and Difficult Conversations in Teacher Discourse Communities*. AERA Annual Meeting, San Francisco, CA.

Gutmann, L. & Glazier, J. (2013). *Capitalizing on Circles of Influence: How Valued People Resources Can Drive Teacher Development*. AERA Annual Meeting, San Francisco, CA.

Boyd-Davis, A. & Glazier, J. (2012). *The Choreography of Conversation: Moves in a Teacher Community*. AESA, Seattle, WA.

Brown, C., Glazier, J., & Morrison, S. (April 2012) *Bridging the Divide: Stepping Out With Teachers to Enact Culturally Responsive Pedagogies*. AERA Annual Meeting. Vancouver, BC.

Glazier, J., Boyd-Davis, A., Bell-Hughes, K., Able, H. & Mallous, R. (April 2012). *"Collaboration Doesn't Exist": So What Now?* AERA Annual Meeting. Vancouver, BC.



Mallous, R., Able, H., Glazier, J., Boyd-Davis, A., & Bell Hughes, K. (April 2012). *Reconnect and Recharge: Plugging New Teachers Into Support Outlets*. AERA Annual Meeting. Vancouver, BC.

Hart, C. & Glazier, J. (April 2011) *Teachers Learning Leadership on the Clock*. AERA Annual Meeting. New Orleans, LA.

Glazier, J., Boone, H., Charpentier, A., Coffey, H., Moore, K., Ewell, S. and Irvin, D. (April 2009). *A Transformational Journey: A Framework for Preservice Learning About Diversity Through Service Learning*. AERA Annual Meeting, San Diego, CA.

Glazier, J., Boone, H., Charpentier, A. (February 2009). Learning to Teach Learning to Serve: 12 NC Teacher Education Programs Implementing Service-Learning: Research Findings. *Pathways to Achieving Civic Engagement Conference*, Elon, NC.

Boone, H., Glazier J., & Charpentier, A. (February 2009). *Situating Service Learning*. Roundtable at AACTE, Chicago, IL.

Boone, H., Glazier, J., & Charpentier, A. (February 2008). *The Impact of Service Learning on Preservice Teachers' Dispositions*. American Association of Colleges for Teacher Education, Chicago, IL.

Boone, H., Glazier, J. & Charpentier, A. (October 2008). *The Impact of Service Learning on Early Childhood Professionals' Dispositions*. Division for Early Childhood's 24<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.

Glazier, J., Boone, H. & Charpentier, A. (March 2008). *The Impact of Service Learning on Preservice Teachers' Dispositions Toward Diversity*. American Educational Research Association, New York, NY.

Glazier, J. (February 2007). *What Do We Mean by Dialogic, Anyway?* Pennsylvania Ethnography Forum, Philadelphia, PA.

Glazier, J. & Lander, R. (April 2007). *Slow Dancing with Critical Literacy*. American Educational Research Association Meeting, Chicago, IL.

Glazier, J. & Seo, J. (April 2006). *Dialogically Speaking: Peeking Behind Closed Doors as Two Teachers Teach the Same Text*. American Educational Research Association Meeting, San Francisco, CA.

Glazier, J. & Lander, R. (February 2006). *Critical Literacy in Today's Schools and Classrooms: Keeping One Foot Inside, One Foot Outside the System*. NCTE Assembly for Research Midwinter Conference, Chicago, IL.

Glazier, J. (April 2005). *Tinkering Toward Socially Just Teaching: Moving from Critical Literacy Theory to Practice*. American Educational Research Association Meeting, Montreal, Canada.

Glazier, J. & Seo, J. (April 2005). *Competing Sounds of Silence and Voice in a Ninth Grade Classroom*. American Educational Research Association Meeting, Montreal, Canada.

Glazier, J. & Leconte, P. (July 2004). *Journey Towards Social Justice: A Teacher Educators' Colloquium*. International Conference on Teacher Education and Social Justice, San Francisco, CA.

Glazier, J. (February 2004). *Walking the Walk? Transforming What Novice Teachers Believe About Critical Literacy Into Action*. National Council Teachers of English Research Conference. Berkeley, CA.

Glazier, J. (November 2003). *Recognizing Literacy Privileges through Autobiography: Cultivating Significant Conversations with Ourselves*. National Council Teachers of English, San Francisco, CA.

Glazier, J. (June 2003). *Starting with Critical Literacy: A Path to Anti-Oppressive Education in Secondary English Methods*. International Conference on Teacher Education and Social Justice, San Francisco, CA.

Glazier, J. (April 2003). *When Learning's Cut Short: Narratives of Restraint and Constraint*. American Educational Research Association Meeting, Chicago, IL

Glazier, J. (March 2003). *Keeping the Faith: Inclusion and Exclusion in a Diverse High School English Classroom*. Pennsylvania Ethnography Forum, Philadelphia, PA.

Baskin, R., Brown, R., Glazier, J., Hofmann, A., Peterson, J., Shallard, S., & Simon, J. (November 2002). *Around and About Multicultural Literature: Teachers' Explorations of Their Own Voices and the Voices of Their Students as They Revolve Around Text*. Annual Meeting of the National Council Teachers of English, Atlanta, GA.

Glazier, J. (April 2002). *In Research's Wake: What a Critical Ethnographer Took from the Field and What She Left Behind*. American Educational Research Association Meeting, New Orleans, LA.

Glazier, J., Hall, L. & Rushing, A. (April 2002). *Caught in the Gap Between Pre-Service and In-Service: Preparing Teachers in a Time of Critical Teacher Shortages*. American Educational Research Association Meeting, New Orleans, LA.

Glazier, J. & Brown, R. (April 2002). *Looking Inward Before Teaching Outward: Using Literature, Discussion, and Analysis to Support Teacher Learning About Diversity*. International Reading Association Conference, San Francisco, CA.

Glazier, J. & Brown, R. (March 2002). *Exploring Positionings: Teachers' Discussions of Multicultural Literature*. Pennsylvania Ethnography Forum, Philadelphia, PA.

Glazier, J. (November 2001). *Moving Critical Pedagogy into Practice: Social Justice and Holocaust Literature*. Annual Meeting of the National Council of Teachers of English, Baltimore, MD.

Glazier, J. (April 2001). *Developing Cultural Fluency: Arab and Jewish Students Engaging in Each Other's Company*. American Educational Research Association Meeting, Seattle, WA.

Glazier, J. (April 2001). *Collaborating with the 'Other': Learning from a Case of Arab and Jewish Teachers Teaching in Each Other's Company*. American Educational Research Association Meeting, Seattle, WA.

Glazier, J. (March 2001). *From Classroom to Playground: Do Teachers' Efforts at Building Tolerance Carry into Their Students' World of Play?* CIES conference, Washington, DC.

Glazier, J., (March 2001). *Artifacts as Entry Points: Creating a Story from Data*. Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Glazier, J. & McVee, M. (February 2001). *Cultural Conversations as Carnival? Bringing Bakhtin into the Preparation of Literacy Teachers for Diversity*. NCTE Assembly for Research Midwinter Conference, Berkeley, CA.

Glazier, J. (November 2000). *Walking in Your Shoes: A Story of Professional Role Reversal*. Annual Convention of the National Council Teachers of English, Milwaukee, WI.

Glazier, J. (April 2000). *Through the Carnival Lens: Viewing One Constructivist Classroom Experience*. American Educational Research Association Meeting, New Orleans, LA.

Glazier, J. (March 2000). *Behind the Teachers' Backs: Arab and Jewish Students Learning in Each Others' Company*. Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.

## **RESEARCH AND PREPARATION GRANTS AWARDED (since 2000)**

2018 *Maker Competencies and the Undergraduate Curriculum*

Funding Source: Inst. of Museum and Library Services at University of TX, Arlington

Amount: \$2800

- Role: Investigator  
Type of Grant: Research
- 2016- *The Influence of Experiential Education on Practicing Teachers*  
2017 *Funding Source:* Center for Faculty Excellence  
Amount: \$5000  
Role: Principal Investigator  
Type of Grant: Research and Publication
- 2013- *Developing Globally Competent Teachers: Leveraging Technology to Expand Horizons*  
2015 *Funding Source:* The Longview Foundation  
Amount: \$30,000  
Role: Co-Principal Investigator  
Type of Grant: Professional Development and Research
- 2013- *Arts Integration in Culturally Responsive Teaching*  
2015 *Funding Source:* Ackland Art Museum  
Amount: \$10,000  
Role: Principal Investigator  
Type of Grant: Course Development and Research
- 2012- *Building Teacher Collaboratives*  
2014 *Funding Source:* Carolina Center for Public Service  
Amount: \$10,000  
Role: Engaged Scholar/Principal Investigator  
Type of Grant: Professional Development and Research
- 2007 *Transforming the Real Lives of Students? Defining Transformative Practices*  
*Funding Source:* Junior Faculty Development IBM Fund Award  
Amount: \$7,500  
Role: Principal Investigator  
Type of Grant: Professional Development and Research
- 2006- *Learning to Teach, Learning to Serve: Infusing Service Learning in Teacher Education*  
2009 *Funding Source:* Student Coalition for Action in Literacy Education (SCALE)  
Amount: \$20,000 each year  
Role: Principal Investigator  
Type of Grant: Teacher Preparation
- 2004 *Literacy Collaborative: Communities of Practice: A Teacher Quality Enhancement Grant*  
*Funding Source:* U.S. Department of Education  
Amount: Approximately \$5 million  
Role: Faculty Participant (PIs: Jay Shotel and Max Freund, George Washington University)

Type of Grant: Teacher Preparation

- 2001- Stepping Out of the Margins: Multicultural Literature and Discussion as a Path  
2004 *Towards Inclusion?*  
*Funding Source:* U.S. Department of Education, Office of Bilingual Education and  
Minority Languages Affairs, administered by the Institute for Educational Policy Studies  
at George Washington University  
Amount: \$20,000  
Role: Project Director  
Type of Grant: Professional Development and Research
- 2001- *Exploring the Use of Technology in the High School English Classroom*  
2002 *Funding Source:* Teacher Technology Project of the Preparing Tomorrow's Teachers to  
Use Technology (PT3) Grant  
Amount: \$2,500  
Role: Project Co-Director

#### **RESEARCH GRANTS SUBMITTED (UNFUNDED)**

- 2018 *Reconnect and Recharge: Supporting New Teachers in High Need Schools*  
*Funding Source:* Braitmayer Foundation  
Amount: \$35,000  
Role: PI
- 2018 *Project PACE (Partnership for Authentic Communities of Educators): Building Authentic  
Community Through Innovative Close-Range Teacher Mentorship, Preparation, and  
Leadership*  
*Funding Source:* Department of Education  
Amount: \$2,204,684  
Role: Co-PI
- 2017 *Experiential Education in Teacher Education*  
*Funding Source:* Braitmayer Foundation  
Amount: \$35,000  
Role: PI
- 2017 *Experiential Education in Teacher Education*  
*Funding Source:* Spencer Foundation  
Amount: \$50,000  
Role: PI
- 2016 *Building Relationships with Communities: Preparing Teachers for Rural Schools*  
*Funding Source:* US Dept. of Ed (TQE Grant)

Amount: \$2,200,000  
Role: Co-PI

2013 *Teachers in Action: An Uncommon Approach to the Common Core*  
Funding Source: NC Quest Grant  
Amount: \$169, 770  
Role: PI

## HONORS

- Durham Public Schools SPARK Award Recipient, March 2019
- Transformative Teacher Educator Fellowship, Summer 2018
- Star Heel Award Recipient, 2014
- Nominated for University Mentoring Award, 2014
- Nominated for University Teaching Award, 2013
- Nominated for Kappa Delta Pi/AERA Division K Early Career Research Award Early Career Award, 2006-2007
- Recipient of Spencer Research Training Grant Fellowship, Michigan State University, 1997-1999

## TEACHING AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- Innovative and Engaging Teaching, BA/MAT Program
- Schools and Community Collaboration, BA/MAT Program
- Curriculum, Teaching and Teacher Education, Doctoral Program in Teacher Education and Curriculum
- Teacher Leadership in Democratic Schools, Masters for Experienced Teachers Program
- Social Justice in Education, Pre-service Teaching Programs
- Literature for Elementary and Middle School Students, Pre-service Teaching Programs
- Teacher as Researcher, Masters for Experienced Teachers Program
- Reinventing Teaching, Masters for Experienced Teachers Program
- Education Workshop: Culturally Responsive Teaching, Masters for Experienced Teachers Program
- Teacher Education in the United States, MA and Doctoral Program
- Critical Literacy, MA and Doctoral Programs
- Critical Discourse Analysis, Doctoral Programs
- The Politics of Teachers' Work, MA and Doctoral Programs

## SERVICE CONTRIBUTIONS

*School of Education, University of North Carolina at Chapel Hill*

*Co-Founder and Facilitator, Reconnect and Recharge Professional Development Program (2009-present)*  
*Member, Teaching Discord and Protest Committee (2017-present)*  
*Member, APT Committee (2017-present)*  
*Coordinator, Masters for Experienced Teachers Program (2008-2010; 2017-present)*  
*Coordinator, Teacher Education and Curriculum PhD Program (2015-2016)*  
*Member, Strategic Planning Working Group (2016-2017)*  
*Chair, Professional Leadership and Practice Division (2012-2015)*  
*Chair, Teacher Education Renewal Committee (2013-2015)*  
*Member, Teacher Education Renewal Committee (2015-2017)*  
*Director, Reconnect and Recharge Professional Development (2009-present)*  
*Member, Advisory Board for Master's for International Education (2013-2016)*  
*Member, Teacher Education and Curriculum Doctoral Program (2012-present)*  
*Member, Culture, Curriculum and Change Doctoral Program (2006-present)*  
*Chair, Teaching and Learning Area (2010-2012)*  
*Vice Chair, Teaching and Learning (2008)*  
*Member, Faculty Executive Committee (2012-present)*  
*Member, Masters for Experienced Teachers Program (2008-present)*  
*Member, Various faculty search committees (2006-present)*

*University Community, University of North Carolina at Chapel Hill*

*Group Facilitator, Experiential Education Symposium (Fall 2017)*  
*Invited Speaker, School of Pharmacy (Spring 2017)*  
*Invited Presenter, Philosophy Department (Spring 2014)*  
*Invited Presenter, Ackland Art Museum Docent Training (Spring 2015)*  
*Co-Planner, Institute for the Arts and Humanities, Forum on K-12 Partnerships (October 2012)*  
*Faculty Advisory Committee Member, Ackland Art Museum (2010-2017)*  
*Community Advisory Board Member, Carolina Navigators, (2014-present)*  
*Faculty Advisor, Postcards for Progress (2010-2012)*  
*Reviewer, University Research Day*  
*Discussion Leader, Carolina Summer Reading Program*  
*Model Course Instructor, Explore Carolina*  
*Workshop Facilitator, Center for Faculty Excellence*

*Local and State Service, North Carolina*

*Invited Speaker, Conversations in Dialogue, Enloe High School, Raleigh, NC (April 2018)*  
*Member, Orange County Equity Task Force, Orange County Schools (2017-present)*  
*Board Member, Friends of the Durham Public Schools Hub Farm, Durham County (2017-present)*  
*Facilitator, Little Free Library Development Projects, Durham & Chapel Hill (2015-2017)*

*Presenter, The Globally Competent Teaching Continuum, NC-DPI (2015)*  
*Presenter, NC Senate Subcommittee, Raleigh, NC (2014)*  
*Faculty Mentor, Agents for Change and Transformation Teacher Group, Efland Cheeks Elementary, Orange County, NC (2012-2013)*  
*Co-Facilitator, Durham Public Schools/ UNC Partnership Forum, Chapel Hill, NC (May 2011)*  
*Designer and Facilitator, Durham Hub Farm/MEDX Collaboration, Durham, NC (December 2012-present)*  
*Advisory Committee Member, NC Teacher Induction Program Development, Raleigh, NC (2011)*  
*Advisory Board Member, Research Triangle Schools Partnership, Chapel Hill, NC (2009-present)*  
*Board Member, Triangle Learning Community, Durham, NC (2012-present)*  
*Coordinator, Research Triangle Schools Partnership, Chapel Hill, NC (2008-2009)*  
*Presenter, Department of Public Instruction Subcommittee on Teaching for the 21<sup>st</sup> Century, Raleigh, NC (2009)*  
*Facilitator, Student Diversity Discussion, St. David's School, Raleigh, NC (2009)*

#### *National and International Service*

*Faculty Advisor, The High School Journal (2017-present)*  
*Teacher Educator Mentor, Global Teacher Education Inc. (2017-present)*  
*Ad Hoc Manuscript Reviewer, The New Educator*  
*Ad Hoc Manuscript Reviewer, Urban Review*  
*Ad Hoc Manuscript Reviewer, Journal of Experiential Education*  
*Ad Hoc Manuscript Reviewer, Teaching and Teacher Education*  
*Proposal Reviewer, Symposium on Experiential Education Research (2017)*