

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

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

PROFESSIONAL EXPERIENCE

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|-----------------------------|--|
| July 2009 – present | <i>Associate Professor</i> , School of Education, University of North Carolina at Chapel Hill
<i>Chair</i> , Professional Leadership and Practice Division (2012-2015)
<i>Chair</i> , Teaching and Learning Area (2010-2012) |
| January 2006 – July 2009 | <i>Assistant Professor</i> , School of Education, University of North Carolina at Chapel Hill |
| August 2000 – December 2005 | <i>Assistant Professor</i> , Graduate School of Education and Human Development, George Washington University, Washington, DC |
| August 1993 – June 1995 | <i>High School English Teacher</i> , Maimonides School, Brookline, MA |
| August 1991 – June 1993 | <i>High School English Teacher</i> , 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 24th 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 21st 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)