

ALISON E. LAGARRY

School of Education, The University of North Carolina at Chapel Hill
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ACADEMIC POSITIONS

Clinical Assistant Professor of Education, School of Education, The University of North Carolina at Chapel Hill, 2016-

EDUCATION

Ph.D., Education, Specialization in Culture, Curriculum, and Change, 2016
University of North Carolina at Chapel Hill
Advisor: Dr. George Noblit
Graduate Certificate in Qualitative Research

M.M., Music Education, 2009
Ithaca College

B.M., Vocal Performance and Music Education, 2005
Ithaca, NY

AREAS OF SPECIALIZATION AND CURRENT INTEREST

- **Program Evaluation:** Qualitative and Mixed Method Evaluation Design, Logic Model Design and Consultation, Theory of Change Design and Consultation, Culturally Responsive Evaluation
- **Qualitative Research Methods:** Ethnography, Participant Observation, Case Study, Narrative Inquiry
- **Teacher Education and Preparation**
- **Social Foundations of Education**
- **Arts Education and Arts Integration:** STEAM Education, Music Education, Standards-Based Curricular Integration of Arts

EXTRAMURAL GRANTS

National Science Foundation, DUE-1702707, “Interactive STEM Education Competence in Teaching”, Principal Investigator (Subcontract from East Carolina University), 8/15/17 – 7/31/2020, \$69,960.

National Science Foundation, OAC-1829752, “Collaborative Research: Cyber Training: CIU: Towards Distributed and Scalable Personalized Cyber-Training” Co-Principal Investigator (PI/Co-PIs: Prasun Dewan, Shankar Bhamidi, **Alison LaGarry**), 9/1/2018 – 8/31/2021, \$439,366.

PEER-REVIEWED PUBLICATIONS

LaGarry, A. (2017). Pathways Toward Collaboration Through Program Evaluation in Education. *Professing Education*, 16(2), 59-66.

LaGarry, A. (2016) Arts integration in rural Minnesota: A collaborative arts integration framework. *Arts Education Policy Review*. doi: 10.1080/10632913.2016.1236306

Boyd, A.S., **LaGarry, A.**, & Cain, J.M. (2016). Moving from self to system: A framework for social justice centered on issues and action. *International Journal of Critical Pedagogy*, 7(2), 171-198.

LaGarry, A. (2014). A culture of critique: Personal and professional identity in pre-service music teacher education. *Gender, Education, Music, and Society*, 7(7), 4-18.

ENCYCLOPEDIA ENTRY

LaGarry, A. (under contract). Qualitative observation in educational settings. In G. Noblit (Ed.), *The Oxford Research Encyclopedia of Education*. New York: Oxford University Press.

EDITED BOOKS

Pennell, S.M., Boyd, A.S., Parkhouse, H., & **LaGarry, A.** (2017). *Possibilities in practice: Social justice teaching in the disciplines*. New York: Peter Lang.

BOOK CHAPTERS

LaGarry, A. (2017) One social justice music educator: Working within and beyond disciplinary expectations. In S.M. Pennell, A.S. Boyd, H. Parkhouse, & A. LaGarry (Eds.) *Possibilities in practice: Social justice teaching in the disciplines*. New York: Peter Lang.

LaGarry, A. & Conder, T. (2017). How 'identity play' protects White privilege: A meta-ethnographic methodological test. In L. Urrieta & G. Noblit (Eds.) *Meta-ethnography and identity theory: The relationship of research synthesis and theorizing*.

LaGarry, A. & Noblit, G. (2016). Yong Zhao, World-class learners: Educating creative and Entrepreneurial Students. In J.L. Devitis (Ed.) *Contemporary Education Classics: A reader*. New York: Peter Lang.

BOOK REVIEWS

LaGarry, A. (2015). Creative schools: The grassroots revolution that's transforming education, By: Ken Robinson and Lou Aronica, *Other Education*, 4(2), 249-251.

MANUSCRIPTS IN PROGRESS

Conder, T. & **LaGarry, A.** (accepted). Social practice theory of identity and mentorship: The authoring of student identities within a figured world of Whiteness. In J. Carillo, D. Parker, T. Conder, & O. Simpson (Eds.) *Critical perspectives in mentoring*.

REPORTS

LaGarry, A. (2018). A+ Schools Program evaluation phase I: Additional analysis of multi-year achievement data (Evaluation Report). North Carolina State Department of Cultural Resources, Raleigh, N.C.

LaGarry, A., Bausell, S., Kudlats, J., Taylor-Bullock, R. (2017). *A+ Schools program evaluation – Summative report (Evaluation Report)*. North Carolina State Department of Cultural Resources, Raleigh, N.C.

Bausell, S., **LaGarry, A.** (2017). *The Kinetic Connections Summer Teacher Institute (Evaluation Report)*. City of Wilson, Wilson, N.C.

LaGarry, A., Boyd, A.S., Parkhouse, H., Pennell, S. (2017). *Final report for Perpich Arts Integration initiatives 2016-2017*. Perpich Foundation, Golden Valley, M.N.

Corbett, D., Wilson, B., **LaGarry, A.** (2017). *Turnaround Arts MN: Final program evaluation report*. Perpich Foundation, Golden Valley, M.N.

LaGarry, A., & Baker, K.A. (2016). *Works better when it's working together: Kinetic Connections Fall Professional Development (Evaluation Report)*. City of Wilson, Wilson, N.C.

LaGarry, A. (2016). *Artwork in our own back yard! Evaluation report: Kinetic Connections Summer Teacher Institute (Evaluation Report)*. City of Wilson, Wilson, N.C.

LaGarry, A., Parkhouse, H., Pennell, S., Boyd, A.S. (2016). *Annual report for Perpich Arts Integration initiatives 2015-2016 (Evaluation report)*. Perpich Foundation, Golden Valley, M.N.

Wilson, B., **LaGarry, A.,** Corbett, D. (2016). *Turnaround Arts: Minnesota 2015-2016 summary report (Evaluation Report)*. Perpich Foundation, Golden Valley, M.N.

Corbett, D., **LaGarry, A.,** Noblit, G.W., Wilson, B. (2015). *The power of arts integration to increase teacher capacity and student learning: Final report, three years of longitudinal data (Evaluation Report)*. Perpich Foundation, Golden Valley, M.N.

LaGarry, A., Corbett, D., Wilson, B., Noblit, G.W. (2015). *Teacher capacity and student learning in the Perpich Arts Integration Project 2013-2014: The second year (Evaluation Report)*. Perpich Foundation, Golden Valley, M.N.

Noblit, G.W., Corbett, D., Wilson, B., & **LaGarry, A.** (2014). *Student and teacher learning in the Perpich Arts Integration Project 2012-2013 (Evaluation Report)*. Perpich Foundation, Golden Valley, M.N.

CONSULTATION

School of Dentistry, University of North Carolina at Chapel Hill – Curriculum Innovation Steering Committee, Consultant, 2018

REFEREED CONFERENCE PRESENTATIONS

LaGarry, A. (2018). *Emergent syllabi: Fluidity and co-construction in sociology of education*. American Educational Studies Association Annual Meeting, Greenville, S.C.

Boyd, A.S., Parkhouse, H., Pennell, S., **LaGarry, A.** (2018). *Possibilities in community-oriented public education: Building local partnerships through arts integration*. American Educational Research Association Annual Meeting, New York, N.Y.

LaGarry, A. & Kudlats, J. (2016). *Aims and Attenuation: Engaging critical and existential aims for arts education*. American Educational Studies Association Annual Meeting, Seattle, WA.

Conder, T. & **LaGarry, A.** (2016) *Collude, Collide or Co-Create: Building Relational, Discursive, & Missional Bridges to Evangelical Pre-Service Teachers in Social Justice Classes*. American Educational Studies Association Annual Meeting, Seattle, WA.

Eaker-Rich, D. & LaGarry, A. (2016) *Learning to love (again): Beyond the technical rationality of teacher preparation*. American Educational Studies Association Annual Meeting, Seattle, WA.

Lys, D., Covington, V., **LaGarry, A.**, & Baker, K. (2016). *The Space in Between: Research on University Supervisor Roles Reexamined*. NC-ACTE Teacher Education Forum, Raleigh, NC.

LaGarry, A. & Bausell, S. (2015). *Art-o-biography: Using art to engage pre-service teachers in critical lens examination*. American Educational Studies Association Annual Meeting, San Antonio, TX.

Boyd, A., **LaGarry, A.**, Pennell, S. & Parkhouse, H. (2015). *Love in the disciplines: Addressing social justice in subject-specific spaces*. American Educational Studies Association Annual Meeting, San Antonio, TX.

LaGarry, A. (April, 2014). *Personal and professional identity in music teacher education*. American Educational Studies Association Annual Conference, Toronto, ON.

LaGarry, A. & Conder T. (2014). *Meta-ethnography and theory: White identity and pre-service teachers*. American Educational Studies Association Annual Conference, Toronto, ON.

LaGarry, A. (April, 2014). *A Culture of Critique and Competition: Positioning School Music and Music Teacher Education*. American Educational Research Association Annual Meeting, Philadelphia, PA.

Conder, T. & LaGarry, A. (November, 2013). *At first I thought I would get lost, but after a while you find your way: The authoring of student identities within the figured worlds of mentoring*. American Educational Studies Association Annual Conference. Baltimore, MD.

LaGarry, A. (November, 2013). *Lyrical labels and womanhood: Musical media as method in social justice teaching*. Paper presented at the American Educational Studies Association Annual Conference, Baltimore, MD.

LaGarry, A. (2012). *Chorus is a white class: Toward a culturally relevant pedagogy in music education*. Paper presented at the American Educational Studies Association Annual Conference. Seattle, WA.

LaGarry, A. (2012). *Claiming agency and wealth: Mentors, parents, and community cultural capital*. Paper presented at the American Educational Studies Association Annual Conference. Seattle, WA.

TEACHING

The University of North Carolina at Chapel Hill

Graduate Level

EDUC 753: Introduction to Curriculum – Spring 2017

EDUC 771: Educational Sociology – Spring 2018

EDUC 785: Introduction to Program Evaluation - Spring 2017

EDUC 830: Field Techniques in Educational Research – *Spring 2019* (selected to teach)

Undergraduate Level

EDUC 493: Student Teaching Internship – Fall and Spring 2011-2015

EDUC 495: Student Teaching Internship – Fall 2015, Spring 2016

EDUC 518, 519: Student Teaching Seminar – Fall and Spring 2011-2015

EDUC 533: Social Justice in Education – Fall 2014, Fall 2016, Fall 2018

EDUC 697: Education Minor Capstone Course – Spring 2018

RELEVANT EXPERIENCE

2015-2016 Lead Supervisor, Elementary Education
School of Education, University of North Carolina at Chapel Hill

2011-2015 Practicum Supervisor, Elementary Education
School of Education, University of North Carolina at Chapel Hill

2012, 2013 Site Coordinator, Duke University Children's Defense Fund Freedom School
Summer Reading Academy, Duke University, Durham, NC

2009-2011 Choral Artist, URBAN VOICES: A Choral Music Initiative in Boston
Metropolitan Opera Guild, Boston, MA

2009-2011 Faculty, Music 101 Studios
Piano and Voice Instruction, Melrose, MA

2007-2009 Practicum Supervisor and Teaching Assistant, School of Music
Ithaca College, Ithaca, NY

2005-2007 Choral Director and Piano Instructor
Westlake High School, Waldorf, MD

SERVICE

2018 Proposal Reviewer, American Education Research Association, Division G.

2011-2018 Ad Hoc Reviewer, *The High School Journal*

2011-2018 Ad Hoc, *The Urban Review*

2015 Editorial Board, *The High School Journal*

2015 Committee Member, *Teacher Education Renewal Committee*
School of Education, University of North Carolina at Chapel Hill

2015 Ad Hoc Reviewer, *Equity and Excellence in Education*

2012 Proposal Reviewer, *American Educational Studies Association*

Associations and Memberships

American Evaluation Association (AEA)

American Educational Research Association (AERA), Member

American Educational Studies Association (AESA), Member