

# Pamela A. Joyce, PhD

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## Education:

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9/03 - 7/06	<b>The Graduate Center, City University of New York:</b> NY, NY Doctoral Degree in Urban Education Specialization Strand - Arts, Humanities, and Social Sciences Dissertation Committee Chair: Dr. Joe Kincheloe Dissertation Committee Members: Dr. Nicholas Michelli and Dr. Kenneth Tobin
9/03 - 7/06	<b>The Graduate Center, City University of New York:</b> NY, NY Master of Arts in Philosophy of Urban Education
9/94 - 1/97	<b>Montclair State University:</b> Montclair, New Jersey Master of Arts in Reading
7/72 - 1/76	<b>Queens College:</b> Queens, New York Bachelor of Arts in Elementary and Early Childhood Education

## Continuing Education:

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2000-2001	<b>Montclair State University:</b> Montclair, New Jersey – 9 credits <ul style="list-style-type: none"><li>• Supervision I</li><li>• Structure of American English</li><li>• Principles of Second Language Learning</li></ul>
Summer/2000	<b>Montclair State University:</b> Montclair, New Jersey – 75 hours <ul style="list-style-type: none"><li>• Leadership Training - Leadership Associates Program - Cohort VI</li></ul>
Summer/2000	<b>Wiggins and McTighe:</b> Pennington, New Jersey – 1 week training <ul style="list-style-type: none"><li>• Understanding by Design Summer Academy</li></ul>
Summer 1999	<b>Brooklyn College:</b> Brooklyn, New York – 1 credit <ul style="list-style-type: none"><li>• Lincoln Center Institute – An Introduction to Aesthetic Education</li></ul>
Fall 1999	<b>Shenandoah University:</b> Winchester, Virginia – 3 credits <ul style="list-style-type: none"><li>• Technology and Learning In Today's Classroom</li></ul>

- Spring 1998            **St. Peter's College:** Jersey City, New Jersey - 3 credits
- How to Get Parents On Your Side
- 1997-1998            **Caldwell College:** Caldwell, New Jersey – 12 credits
- Integrating The Curricula
  - Teaching and Learning: Multiple Intelligences
  - Encouraging Student Responsibility and Discipline
  - Using Portfolios for Instruction and Assessment
- 1976-1978            **Montclair State University:** Montclair, New Jersey – 12 credits
- Principles of Guidance and Counseling
  - Dynamics of Group Process
  - Techniques of Interviewing and Counseling
  - Medical Problems in Education

## **Diversity Training and Workshops:**

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### **Montclair High School**

- 2005            Insight Educations Systems – Micro-inequities – one-day workshop
- 2001-2002       S.E.E.D. (Seeking Educational Equity and Diversity) – training
- Spring 2002    Montclair High School Faculty Book Discussion Series on Equity and Diversity in Schools

### **Montclair State University Advance**

- 1/12/09        Language, Race, and Power: Deepening Discussions and Expanding Access – Breakout Session Facilitator – Topic- *Probing the Depths of the Achievement Gap*
- 1/7-8/03        Stories of Power, Languages & Culture: Impact on Universities, Schools and Communities
- 1/9-10/02      The Language of Critique: Standards and Rigor in Educational Settings
- 1/10-11/01     Difficult Discussions: Talking Openly with Our Students and Colleagues About Race and Privilege
- 1999-2001     Culturally Responsive Teaching Study Group (Dodge Grant) – group member funded by Montclair State University

### **Facing History and Ourselves Workshops**

- 1/12/03        Exploring Immigration –Tenement Museum
- 2002            Why Race Matters – 3 part mini-course

## **Licenses:**

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New Jersey State Teacher's Certification  
 New York State Provisional Teacher's Certification

## Certifications:

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9/98	Supervisor
2/97	Reading Specialist K-12
2/97	Teacher of Reading
8/78	Elementary Education
8/78	Early Childhood Education

## Teaching Experience:

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### **Montclair Board of Education** - Montclair, New Jersey

1998 – present - Reading Specialist/Reading Teacher - Montclair High School (MHS)

2008 – present - Started the MHS Ambassador Program for students enrolled in English support classes. The program allows MHS students to *give back* to MSU students.

### **Montclair State University (MSU)** - Montclair, New Jersey

Spring 2009 –worked with Pauline Allen and Bryan Murdock, MSU Service Learning Coordinators and Dr. Robert Whitney

**Trained** and worked with eight MSU students who tutored MHS students in World Literature classes and in the World Literature Lab

Fall 2008 – worked with Pauline Allen, MSU Service Learning Coordinator and Dr. Robert Whitney

**Trained** and worked with fifteen MSU students who tutored MHS students in the World Literature Lab

Spring 2008 - worked with Dr. Erik Jacobson

**Trained** and worked with fifteen MSU students who tutored MHS students in the World Literature Lab

Fall/Spring 2006- 2007 - worked with Dr. David Keiser and Dr. Emily Klein

**Trained** and worked with fifty MSU students who tutored MHS students in the World Literature Lab

Spring 2003 **Liaison** to MSU for Montclair High School – worked with Dr. Tina Jacobowitz

MSU Reading Department / Reading: The Content Areas – Read 408

- Organized MSU student tutoring schedules for 3 days a week for basic skills and ESL 9<sup>th</sup> – 12<sup>th</sup> grade students
- Conducted MHS orientation tours for MSU students
- Arranged student teacher classroom observations for all disciplines

- Spring 2002 **Teacher** - co-taught with Dr. David Keiser – MSU Curriculum and Teaching Department - Seminar in Professional Education Curriculum 402/502 - Co-taught a course which gave student teachers an opportunity to discuss problems encountered in teaching, find out practical solutions, and collaboratively work on original lessons with immediate peer feedback.
- 1999-2002 **Lab Director** - worked with one MSU PhD candidate for two years in the Literacy Center and in the third year the student taught Philosophy for Children in the Literacy Lab
- 1999-present **Clinical Faculty Member** at Montclair State University
- Spring 1997 **Teacher** – MSU Reading Department - Read 053  
Taught a course for students who were required to fulfill their minimum basic skills requirement in reading (New Jersey College Basic Skills Placement Test) in order to qualify for college entrance.
- Summer 1996 **Teacher** – MSU Educational Opportunity Fund (EOF) Program  
MSU Freshmen Reading Tutorial
  - A six-week program conducted prior to the beginning of the fall college semester
  - Assisted students in adjusting to college life, competing scholastically, and improving reading skills.
- 1995-1996 **Teacher/Student** - MSU Reading Department  
Supervised Clinical Practicum - Read 513/514  
This course was designed for advanced college students and reading specialists involved in remedial instruction. Part 1 investigated and interpreted serious reading problems: causes of reading difficulties: techniques of remedial and corrective treatment. Part 2 involved selection and adaptation of suitable improvement devices, materials and ideas: intensive treatment in a practicum situation. Clients were drawn from children in surrounding communities and represented diverse ethnic backgrounds.
  - Assigned two middle school students for the fall and spring clinical practicum
- East Orange Board of Education** - East Orange, New Jersey  
1991-1998 **Reading/Math Teacher** - Clifford Scott High School: East Orange, N. J.  
1990-1991 **Kindergarten Teacher** - Kentopp Elementary School: East Orange, N.J.
- Essex County College** – Newark, New Jersey  
1985-1988 **Teacher/Consultant** - Wise Women’s Center - Women’s Entrepreneurial Course

**South Mountain YMCA** – Maplewood, New Jersey

1983-1985 **Director** - Child Care Center - Pre-K and Kindergarten Program

1982-1983 **Teacher** - Child Care Center - Kindergarten Program

**Pampered Tot Nursery School** – Roseland, New Jersey

1978-1982 **Head Teacher** – Pre-K

**Our Lady of all Souls** – East Orange, New Jersey

1976-1978 **Teacher** – 2<sup>nd</sup> grade

**Student Advising/Mentoring:**

Advising and Mentoring	Doctoral	University	Committee
Number of doctoral students currently advising	1	CUNY Grad Center	4 <sup>th</sup> Reader
Number of PhD committee memberships	1	University of Massachusetts	3 <sup>rd</sup> Reader

**Founder and Facilitator/Director:**

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2/00 – 6/04 **Founder/Co-Facilitator**  
*Mega Parent/Student/Teacher Support Team (MHS)*  
Montclair, New Jersey

Created a support group designed specifically to teach parents and students “how to” navigate the system and make wise choices for life after high school. In four years group membership increased from 45 to 150 “hard to reach” families. The Mega Support Team focused on promoting high achievement of ESL and basic skills students and creating an innovative infrastructure involving parents, students, teachers, and community members. Collectively, these people comprised a “team” which provided needed support for each student. The unique aspect of the team was the student involvement component. Students were included in the team because the ultimate goal was for them to become empowered, take ownership for their future and eventually act as advocates for themselves.

***Mega highlights:***

- Arranged field trips for basic skills students and parents to visit the MSU campus accompanied by teachers from MHS. They toured MSU, spoke with professors, dined on campus, attended evening classes and participated in the lessons.
- Visited New York’s Museum of Natural History – which included research prior to the visit, on-site assignments, as well as culminating activities.

**1999-2003    **Founder/Director**  
***Montclair High School Communications Lab***  
Montclair, New Jersey**

Developed a reading lab to promote the development of an interdisciplinary approach to reading and literacy. In addition, the Lab provided a much-needed vehicle for the collaboration of students, teachers, parents, and community members to enhance literacy skills, in a constantly evolving “literacy rich” environment.

**Communications Lab Director:**

- Responsible for room set up (walls, academic supplies, computers, TV, VCR, etc.)
- Secured prospective students to attend the center
- Monitored the attendance, activities, and services rendered at the center
- Trained Literacy Coaches (MSU students, MHS teachers and community volunteers)
- Coordinated coverage for the center/assigning Montclair State University students
- Introduced and promoted the center to the teachers
- Ordered supplies for the center
- Tutored students
- Scheduled students, grades 9 to 11, for tutoring
- Scheduled tutors from Montclair State University and teacher tutors from Montclair High School to assist students
- Purchased educational materials for faculty and students
- Purchased furnishings

**Awards:**

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2003	Recipient of Weston Award for Excellence in Teaching - Montclair Board of Education
1997	Reading Department’s Graduate Student Award - Montclair State University

1997 Recipient of Exceptional Teacher Award - East Orange Board of Education  
1976 Honors - Magna Cum Laude - Dean's List - Queens College  
1976 Departmental Honors – Queens College  
1975-1976 Honor Societies - Alpha Sigma Lambda/Kappa Delta Pi - Queens College

## **Publications:**

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Joyce, P. & Madsen W. (under contract). *The Misadventures of Detective Holmesbee*. Virginia Beach, Virginia: Community Press.

Joyce, P. (2008). *School Hazard Zone: Beyond the Silence/Finding a Voice*. New York: Peter Lang Publishing.

Joyce, P. (2007). TEAM: Parent/Student Support at the High School Level. In J. Kincheloe & R. Horn (Eds.). In *The Praeger Handbook of Education and Psychology: An Encyclopedia, Vol. 3*. Westport, CT: Praeger Publishers.

Joyce, P. (2007). Beverly Tatum. In J. Kincheloe & R. Horn (Eds.). In *The Praeger Handbook of Education and Psychology: An Encyclopedia, Vol. 1*. Westport, CT: Praeger Publishers.

Joyce, P. & Tutela, J. (2006). We Make Our Road by Talking. *Doing Educational Research - A Handbook*. In J. Kincheloe and K. Tobin (eds.). The Netherlands: Sense Publishers.

Joyce, P. (2006). *Beyond the Silence/Finding a Voice*. Dissertation. CUNY Graduate Center.

Joyce, P. (2006). Youth Culture and Creative Literacy. In S. Steinberg (Ed.) *The Contemporary Youth Culture: An International Encyclopedia, Vol. 2*. Westport, CT: Greenwood.

Joyce, P. (2005). Planning for Learners with Untapped Potentials: Transdisciplinary Literacy. In J. Kincheloe (Ed.) *Classroom Teaching: An Introduction*. NY: Peter Lang.

## **Presentations:**

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Joyce, P. *Creating Spherical Learning Environments*. Presentation at: New York University. April 24, 2008.

Joyce, P. *Awakening Hibernating Minds/Reframing the Achievement Gap*. Presented at: McGill University - The Education Graduate Student Society (EGSS) Conference. Montreal, Canada, March 2008.

Joyce, P. *Art as a Pathway to Literacy*. Presentation at: American Museum of Natural History. A symposium to showcase innovative pedagogic practices in the classroom. New York, NY, May 5, 2006.

Joyce, P. *Teacher As Change Agent*. Presentation at: New York University. November 29, 2006.

Joyce, P. *How to develop a parent support team in a culturally diverse school*. Presentation at: Montclair State University mini-course series, April 2003.

Joyce, P. *How to Build a Parent/Student/Teacher Support Team*. Presentation at: the Spring 2002 annual conference of the New Jersey Teachers of English to Speakers of other Languages/New Jersey Bilingual Educators (NJTESOL/NJBE), May 2002.

Joyce, P. *Culturally Responsive Teaching*. Presentation at: Montclair Public School's New Teacher Training Institute. A one-day workshop for new teachers based on information generated from a two-year Culturally Responsive Study Group. August 2001.

Joyce, P. *Responsibilities of a Reading Specialist*. Presentation at: Montclair State University. Administration and Supervision of Reading Programs. October 1999.

Joyce, P. *Innovative Teaching Ideas for High School Proficiency Assessment (HSPA)*. Presentation at: Montclair Public School District Professional Development Day. March 27, 1997.

## Grants Received:

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| 2002 | <b>Montclair Fund for Educational Excellence (M.F.E.E.)</b> -social problem solving grant for MEGA Support Team Trips project, which enabled low-income students, the opportunity to participate in educational off-site trips.  |
| 2000 | <b>Montclair Fund for Educational Excellence (M.F.E.E.)</b> - grant for Communications Lab to design an interdisciplinary program of reading and writing for high school students.   |
| 1998 | <b>Montclair Fund for Educational Excellence (M.F.E.E.)</b> - grant for the High School Proficiency Skill Building project. Grant money was used for intensive skill building courses for students with deficiencies in reading and writing to bolster preparation for HSPT according to the budget. |
| 1998 | <b>Reading Program Grant</b> - \$20,000 grant for Communications Lab - purchased the necessary materials and equipment needed for the lab.   |

## Curriculum Writing and Development:

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- 2001      **HSPA 9<sup>th</sup> Grade Reading/Writing Course**  
This course is designed for 9th and 10th grade students. Its focus is reading, writing and grammar. The course work adheres to the requirements and skill specifications of the HSPA Language Arts exam and address excerpts from the 9<sup>th</sup> grade and 10<sup>th</sup> grade English curriculum. Students engage in activities that involve narrative, informational, everyday, and persuasive texts. A reading and writing portfolio, that demonstrates student understanding and creative application of new knowledge is required as a culminating event for each cycle. Various forms of assessment, involving cooperative work, use of multiple intelligences, and scaffolding opportunities are choices offered to students.
- 2001      **Communications/Etymology Course**  
This course is designed for 9th and 10th grade students. Its focus is reading, writing, and etymology through the exploration of four themes. The themes, derived from narrative, informational, persuasive, and everyday reading texts, cover self, interpersonal, community, societal, and global concerns. Students examine the texts from historical, literary, and cultural perspectives. The course work adheres to the requirements and skill specifications of the HSPA, High School Proficiency Assessment, language arts exam, but course work is not solely based on that test. Students engage in reader response and reflective writing activities and as a culminating course event students are required to complete authentic performance tasks that demonstrate their understanding and their creative application of new knowledge. The course is designed to advance students' language skills and give them an edge on standardized tests, such as the SAT and other standardized tests. The etymology component of the course is usually taught and developed by a linguist and a reading specialist teaches the communications component.
- 2000      **Transition ESL Reading Course**  
This course is designed for students in 9th to 12th grade, who have achieved basic interpersonal communication skills in English and who require an intensive program, such as the Transition ESL Reading course, of cognitive academic language skills to prepare them for high-level academic study.
- 1998      **HSPA 11<sup>th</sup> Grade Reading/Writing Course**  
This course is designed to address the reading and writing skills on the HSPA test. It offers students an opportunity to develop skills and strategies in reading and writing in order to pass the test or increase scores on the

HSPA test. The course provides instruction in narrative, informational, persuasive, and workplace reading texts with an emphasis on critical thinking skills. In addition, it specifically equips students with strategies necessary to successfully comprehend, evaluate, and interpret materials introduced in the various reading texts. Students are also expected to participate in various listening, viewing, and speaking activities. The writing experiences for the course focus on essays and reflective writing pieces. This includes cause/effect, persuasive and problem/solution essays for various audiences. Cooperative and collaborative group work is encouraged to enable students to improve academic and communication skills. Each cycle has a theme with a specific performance task.

### **Committees:**

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- 2008 - present The Paulo and Nita Freire International Project for Critical Pedagogy – McGill University Student Advisory Board
- 2008 - present Co-advisor for the MHS Youth Advisory Board to (SEL) Committee
- 2007 - present Social Emotional Learning (SEL) Committee – Montclair High School
- 9/00 - 6/02 District Language Arts Committee Member - Montclair High School
- 9/00 - 6/02 District Reading Committee Member - Montclair High School
- 9/00 - 6/02 District Assessment Committee Member - Montclair High School
- 9/99 - 6/00 Club Advisor - Future Educators of America - Montclair High School
- 9/97 - 6/98 Co-Chairperson - Student Intervention Committee - Clifford Scott High School

### **Membership in Professional Organizations:**

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- America Educational Research Association
- International Reading Association
- National Council of English Teachers