

Pamela A. Joyce, PhD

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www.amazon.com/School-Hazard-Zone

<http://freire.mcgill.ca/blogs/pam-joyce>

Education:

- 9/03 - 7/06 **The Graduate Center, City University of New York:** 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 **The Graduate Center, City University of New York:** NY, NY
Master of Arts in Philosophy of Urban Education
- 9/94 - 1/97 **Montclair State University:** Montclair, New Jersey
Master of Arts in Reading
- 7/72 - 1/76 **Queens College:** Queens, New York
Bachelor of Arts in Elementary and Early Childhood Education

Continuing Education:

- 2000-2001 **Montclair State University:** Montclair, New Jersey – 9 credits
- Supervision I
 - Structure of American English
 - Principles of Second Language Learning
- Summer/2000 **Montclair State University:** Montclair, New Jersey – 75 hours
- Leadership Training - Leadership Associates Program - Cohort VI
- 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:

Montclair High School

2001-2002 S.E.E.D. (Seeking Educational Equity and Diversity) – training

Montclair State University Advance

1/12/09 Language, Race, and Power: Deepening Discussions and Expanding Access

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

Licenses:

New Jersey State Teacher’s Certification
 New York State Teacher’s Certification

Certifications:

6/11 TESOL/TESL/TEFL

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:

Montclair Board of Education - Montclair, New Jersey

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

2008 – 2010 - 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

MSU Initial Field Facilitator

2003 – 2010 - Trained, mentored, and supervised one-on-one and small group student tutoring of Montclair High School students for over 100 education majors.

Spring 2002 **Teacher** - co-taught with Dr. David Keiser – MSU Curriculum and Teaching Department - Seminar in Professional Education Curriculum 402/502

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

Spring 1997 **Teacher** – MSU Reading Department - Read 053

Summer 1996 **Teacher** – MSU Educational Opportunity Fund (EOF) Program
MSU Freshmen Reading Tutorial

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

Awards:

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

Publications:

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.

Curriculum Writing and Development:

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.