

EMILY GLEASON, Ph.D.

Faculty Director of the Teacher Leadership Program
Teaching Professor
School of Education, Miramontes-Baca
University of Colorado Boulder
(303)735-7926
Emily.gleason@colorado.edu

EDUCATION

- 2011 Ph.D., Language, Literacy and Culture, Graduate School of Education,
University of California, Berkeley
- Dissertation Title: *Engaging the Hyphen: University-Community
Collaboratives in an Urban Context*
- Designated Emphasis in Women, Gender, and Sexuality, Department of Gender and
Women's Studies
- 2005 M.A. English Literature, Bread Loaf School of English
- 1997 B.A. Sociology/ Anthropology, Middlebury College
Thesis Title: *Theater for Development in Sub-Saharan Africa*
Minor in Women's Studies and Theater
- 1996 School for International Training, Harare, Zimbabwe

ACADEMIC EMPLOYMENT

- 2026 Faculty Director of the M.A. in Teacher Leadership
Teaching Professor, Learning Sciences and Human Development, School of Education,
University of Colorado, Boulder
- 2018 Visiting Associate Professor/ Director of the M.A in Teacher Leadership
School of Education University of Colorado Boulder
- 2012 - Associate Professor of Language and Literacy, Department of Education
Castleton University, Castleton, VT.
Civic Engagement Faculty Coordinator, Castleton University

FELLOWSHIPS/AWARDS/GRANTS SUPPORTED

- 2024-2025 New Frontiers Grant Award Winner (Round 1): "Empowering Newcomer
Students: A Multifaceted Approach to Culturally Sustaining STEAM Education
and AI Integration"
- 2021-2023 Helped support \$350,000 scholarship funding from Hemera Foundation to Renée
Crown Wellness Institute for "Compassion and Dignity" Certificate teacher participants
- 2022-2023 Helped support \$60,000 from donor for Teacher Leadership participants

2022-2023	Helped support \$65,000 through Mentor Grant, Colorado Dept. of Education and created a NEBOCES Teacher Leadership cohort
2022-2023	Women Investing in the School of Education (WISE) Outreach Grant: On Rural Community Liaisons and Teacher Leadership
2022	CU Boulder's Outreach Grant for Rural Educators and Teacher Leadership
2022	Center for Arts and Humanities Grant for Teacher Leadership
2018	FarVision /Evolve Rutland "Next Gen" Leader Award, Rutland, VT
2017	Faculty Awareness Award, Castleton University
2017	Dee Fink and Associates, "Significant Learning By Design" Certificate
2013	Faculty Peer Scholarship and Development Grant, Castleton University
2007- 2009	Youth Violence Prevention Fellow, Institute for the Study of Social Change University of California, Berkeley
2008	Dean's Normative Time Fellowship, University of California, Berkeley
2007-2008	Language, Literacy, and Culture Student Fellowship, University of California, Berkeley
2006- 2007	Spencer Foundation Research Training Grant, University of California, Berkeley
2007	Outstanding Graduate Student Instructor, University of California, Berkeley
2005	Rocky Gooch Memorial Scholarship for Excellence, Bread Loaf School of English
2004	Mark Doty Wilson Scholarship for Excellence, Bread Loaf School of English
2002	Margaret Grant Fielders Scholarship for Excellence, Bread Loaf School of English

PUBLICATIONS

Teeters, L., Shedro, M., Álvarez, A., Schultz, K., **Gleason, E.**, Zigarelli, J. C., & Trejo, B. (2023). Circles de confianza: using multimodal testimonios to build culturally sustaining schools. *Ethnography and Education*, 1–20. <https://doi.org/10.1080/17457823.2023.2252547>

Teeters, L., Trejo, B., **Gleason, E.**, Zigarelli, J. C., Shedro, M., Álvarez, A., & Schultz, K. (2022). Circles de Confianza: Promoting the Well-being of Latine Youth via Multimodal Testimonio. *Journal of Latinos and Education*, 22(5), 2151–2163. <https://doi.org/10.1080/15348431.2022.2096028>

Manuscripts Under Preparation:

Alvarez, A., **Gleason, E.**, Teeters, L. Shedro, M., Schultz, K., Aranda E., "Relationships de Confianza: Trust and Distrust in Latinx Family-School Partnerships".

Battistelli, P. **Gleason, E.** "On People, Place, and Professional Learning: Braiding the Threads of Community and Connection into Program Design for Teacher Leaders", to be Journal of Applied Instructional Design

Gleason, E., "Exploring Roots of Place and Possibility: Rural Teacher Leaders' Journeys in an Online Community of Practice," Accepted Paper, AERA, 2026.

Gleason, E. "The Places People Become: The Role of Imagination, Language, and Bodies in Constructing Urban "Difference"

Gleason, E., “Just Like Us”: Shifting Ideas of the “Other” in University-Community Partnerships, To be submitted to the *Journal of Community Engagement and Scholarship*.

Working Papers:

“*Making Space for Urban Girls: Politics of Geography and Gender*” (2008), Institute for the Study of Social Change. Online: http://repositories.cdlib.org/issc/fwp/ISSC_WP_31/

INVITED TALKS

- 2025 “Finding Leadership & Professional Development Opportunities”, Office of Faculty Affairs, CU Boulder
- 2024 WISE Invited Speaker, Chancellor’s Residence, “Teachers Leading Change Across Colorado”
- 2023 ED Talk, “Race Relations, Refugee Issues, and Rurality: Reflections on ‘Rights’ in Small Town Vermont”, Dairy Center, Boulder, CO
- 2017 Invited Speaker, *Post-Truth* Series, “Being a Citizen-Scholar in a Post-Truth World”, Castleton University
- 2017 Dean’s Lecture Fund Invited Speaker, “Teaching in a Diverse Community”, Castleton University
- 2016 “Refugee Experiences in Vermont”, *Poverty and Policy* SOC 195, University of Vermont
- 2013 “Every Woman Has a Story” Invited Talk, Women’s and Gender Studies, Castleton University
- 2013 “Education, Social Change, and the Africa Experience”, *Phi Eta Sigma* Lecture, Castleton University

RESEARCH

- 2024-2025 Co-PI on New Frontiers Grant-Funded Research entitled, “AI-Supported Storytelling and Culturally Sustaining Education with Families” in Adams 12
- 2021-2023 PI on study entitled, “Understanding teachers’ relationship to people and place through examination of online communities in a professional development context”, Participant observation of online communities of practice, focus groups, interviews, artifact analysis
- 2019-2023 Faculty Affiliate with the Renée Crown Wellness Institute, CU Boulder; Research team member on “Trust and Belonging” study. This study explores relationships of *confianza/desconfianza* between Latinx youth and schools
Research practice team related to Compassion and Dignity Co-design Teacher Leadership Certificate
- 2018- 2020 Facilitated ~8 focus groups with rural teachers in NE CO to inform design of MA in TL
- 2018-2021 EPIC Research-Practice Team, CO-PI, CU Boulder

- 2014- 2018 Thesis advisor to ~18 Master’s students conducting qualitative and mixed methods education research, Castleton University
- 2016- 2018 Community-based research on refugee resettlement in rural Vt and on rural teachers and notions of race, class, culture, and diversity
- 2014- 2016 Ethnographic research on rural, white, pre-service educators: Exploring perspectives on race and multicultural education
- 2014 Inclusive Excellence Research Committee, Castleton University
Helped design & analyze qualitative data related to campus climate & diversity
- 2006- 2008 Graduate Student Researcher, Education Department, U-C links, University of California, Berkeley
* Designed and conducted surveys, interviews, and other data to examine students’ social and academic growth & literacy skills
* Ethnographic research for Y-PLAN, urban planning university-community partnership

PUBLIC/RESEARCH PRESENTATIONS

- 2024 School of Education Building Opening Research Showcase, “Cultivating a Community of Practice for Teacher Leaders: Enacting Teacher-Lead Change at Various Scales”
- 2022 “Circles *de Confianza*” and Youth Leadership at the URBAN Conf., Santa Cruz, CA
- 2022 “Circles *de Confianza*: Promoting the well-being of culturally and linguistically diverse youth via multimodal testimonio”, AERA
- 2021 “*Relationships de Confianza*: Trust and Distrust in Latinx Family-School Partnerships”, AERA (virtual)
- 2020 “EPIC Responses to the Anthropocene Context”, AERA (virtual)
- 2017 “Rural, White Pre-service Teachers’ Understandings of Diversity”, American Educational Research Association Annual Meeting, San Antonio. April.
- 2016 “Whiteness as Narrative for Pre-service Teachers”, American Educational Research Association Annual Meeting, Washington D.C., April.
- 2013 “Capturing a Serious Game of Starpower with Pre-service Teachers: Using Ethnographic Fieldnotes and Educational Simulation as a Tool for Civic Engagement”, Curriculum and Pedagogy Conference, New Orleans, LA. November.
- 2013 “Encounters Across Difference: Negotiating Contact Zones in University-Community Partnerships”, American Education Research Association, San Francisco. April.
- 2012 “Inquiry, civic engagement, and projects of possibility: A new educational science that honors reflective practices critical to our public actions”, Curriculum and Pedagogy Conference, New Orleans, LA. November.

- 2012 “The Places People Become: The Role of Imagination, Language, and Bodies in Constructing Difference” On Panel Entitled, “Re-Imagining Teacher Education Through University-Community Partnerships”. American Educational Research Association Vancouver, B.C., April.
- 2009 Co-Presentation with Barrie Thorne: “Contact Zones: California Public Schools and Encounters across Race, Ethnicity, Gender and Social Class”. Center for Race and Gender Colloquium, University of California, Berkeley, November.
- 2009 “Unpacking Youth Violence Prevention: Perspectives, Practices, and Possibilities”, Center for Race and Gender Colloquium, University of California, Berkeley, April.
- 2008 “Representing Urban Girls: An Exploration of Research, Literacies, and Urban Spaces”, Center for Race and Gender Colloquium, University of California, Berkeley, May.
- 2008 “Youth Media and Participatory Action Research”, Digital Youth Conference, San Francisco, February.
- 2007 “Making Space for Urban Girls”, Graduate School of Education Research Conference, University of California, Berkeley, April.
- 2006 “Girlspace: Youth Media and Participatory Research”, Center for Popular Education and Participatory Research Annual Conference, University of California, Berkeley, April.
- 2006 “The Need for Gendered Spaces in Urban Places”, Ethnography of Education Forum, University of Pennsylvania, Philadelphia, February.

TEACHING EXPERIENCE

University of Colorado Boulder School of Education

Undergraduate Level

LEAD 1000 Leadership Studies	Fall 2025
EDUC 4112: Education Psychology and Adolescent Development	Fall 2018- 2026
EDUC 2411: Education Psychology for Elementary Schools	Fall 2019/ 2020

Graduate Level

EDUC 8260: Qualitative Research II	Spring 2019- 2024
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EDUA 5003/5007: Social and Emotional Learning Capstone/Capstone in Teaching Culturally and Linguistically Diverse Learners, MA in Teacher Leadership program
Summer 2021/2022/2023/2024/2025

Castleton University, Department of Education, Castleton, VT

Education, Inequality, and Social Change (First-Year Seminar)

Fall 2013, 2014, 2016, 2017

Inquiry I: Introduction to Education Theory, Practice, and Technology: 10 credit course
(Collaborative model; Language, Literacy, Culture section)

Fall 2012/Spring 2013

Inquiry II: The Professional Year: Education Methods and Fieldwork: 14 credit course

(Collaborative model; Language, Literacy, and Culture section)

Fall 2012, Spring 2013
Fall 2013, Spring 2014
Fall 2014, Spring 2015
Spring 2016

Introduction to Women's and Gender Studies Spring 2012/2013
Gender and Education Spring 2015/2016/2017
Civic Engagement Leadership Project Design Fall 2017
Race and Education Spring 2018
Disciplinary Literacies Spring 2018

Graduate Level

Education for All: Refugee Relocation in Rutland
Fall 2016/Spring 2017
Fall 2017

Education Research Spring 2014
Fall 2014, Spring 2015,
Fall 2016/Fall 2017
Graduate Seminar Summer 2014, 2015
Gender and Education Spring 2015, 2016

Sonoma State University, Graduate School of Education

Technology, Pedagogy, and Society Spring 2012
Education Research Design & Implementation Spring 2012

University of California, Berkeley

Undergraduate Level
Literacy: Individual and Societal Development, Education, Instructor Spring 2012

Youth Violence Prevention Research Methods Training Seminar, Ethnic Studies Department,
Instructor Fall 2008/Spring 2009

Intro.to Gender and Women's Studies, Gender and Women's Studies Department, TA, Fall 2010
Literacy: Individual and Societal Development, Education Department, TA

Fall 2004, Spring 2005
Fall 2005, Spring 2006
Spring 2009

UNIVERSITY SERVICE

CU Boulder

2025-2026 Advised and sat on 3 PhD committees
2025-2026 Elected to new Faculty Governance Committee, School of Education
2024-2026 Sat on 5 PUEC committees for Teaching Faculty, SoE
2023-2025 Helped lead transition of MATL from B3 to Continuing Education
2023-2025 SoE Qualitative Research Re-Design Committee
2022-2024 Helped build networks for rural educators through Teacher Leadership
program outreach

EMILY GLEASON, Curriculum Vitae

2022-2023	Co-created a Coursera course for teachers on inclusivity and anti-racism
2022-2023	Faculty lead for EDUC 2411; facilitated partnership between 2411 and EPIC Futures at Alicia Sanchez Elementary School
2021-2026	Fieldwork coordinator/Community outreach for EDUC 4112 (Community partners include Adelante, Boulder Prep, Arapahoe Ridge High School)
2022	Committee on Anti-CRT Backlash and Support
2018- 2021	EPIC Site Coordinator/ Faculty Lead, Sanchez Elementary
2018-2022	PhD Core Working Group Member
2018-	Learning Science and Human Development advising/student support
2018-2023	Rural outreach across Colorado (Visiting local schools and BOCES related to teacher leadership)
2020-2021	Dean’s Appraisal Committee member
2018-2022	Place-based partnership teams (NE BOCES and Lafayette, CO)
2018-2022	Lead Professional Development for rural teachers, NE BOCES

Castleton University

2017-18	Civic Engagement Faculty Coordinator
2017-18	Integrated Learning Faculty Cohort (Davis Grant)
2013-18	First-Year Seminar Steering Committee
2013-18	Institutional Review Board Committee
2013-18	Civic Engagement Steering Committee
2017	Girls on the Run Vermont, a university-community project
2016-17	Master’s Thesis Guide Manual Committee
2016	Invited Speaker, “She-Project” Panel Discussion on Art, Beauty, Media
2016	Moderator, “Symposium on Institutional Racism in Vermont”
2016	Panelist, “ <i>Salam Neighbor</i> and Conversation on Syria and Refugee Crisis”, with Robert Ford, Ambassador to Syria, Zach Ingrasci, Director of <i>Salam Neighbor</i> , and Dave Wolk, Castleton University President
2016	Civic Engagement Certificate Faculty Support
2014-16	President’s Inclusive Excellence Committee
2013-16	Human Library Organizer
2014-15	General Education Committee
2013-17	Cultural Affairs Committee
2013-16	Education Department Civic Engagement Lead
2012-14	Women’s and Gender Studies Committee
2012-13	Girl Talk: Literacy project linking local elementary schools & mentors
Ongoing	Master’s Thesis Advisor for 2-7 graduate students/semester

University of California, Berkeley

2009	Center for Cities and Schools, Literacy Curriculum Support
2008- 2009	Institute for the Study of Social Change
	Team member organizing “New Metropolis Initiative” Speaker Series
2005- 2007	Center for Popular Education and Participatory Research
2006- 2007	Center for Popular Education and Participatory Research Annual Conference Co-Organizer

PROFESSIONAL EXPERIENCES

2018- 2026	Faculty Director of MA in Teacher Leadership
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EMILY GLEASON, Curriculum Vitae

- 2025
2017- Newly elected Board Member for Sister Carmen, Boulder County
Rutland Refugee Resettlement Education Network Founder
Support for local teachers on law, policy, and pedagogy related to race, class, ethnicity, culture
- 2015- 2016 Mill River Unified School District, VT.
Consultant work with schools and district leaders on issues of race, multiculturalism, and diversity. Provide training and capacity building.
- 2009- 2011 Institute for Advancing Unity, Sacramento, CA
“Social Change” consulting and humanities curriculum development for K-12
- 2002- 2004 University of California, San Francisco
Academic Research and Medical Administration
- 2000- 2002 Dwight Englewood School, Englewood, NJ
Sixth Grade English Teacher and Team Leader
- 1999- 2000 Packer Collegiate School, Brooklyn, NY
Third Grade Teacher
- 1997- 1998 Harvard Institute of International Development
World Teach Namibia, Karasburg, Namibia
English Teacher

COMMUNITY ORGANIZATION EXPERIENCE

- 2025 Know Your Rights and resource support for undocumented families in local schools
2024 Parent Advocacy Group for Immigrant and Newcomer Families, Escuela Bilingue Pioneer
2024-2025 Club de Correr Coach, Escuela Bilingue Pioneer
2017 Girls on the Run Coach, Fairhaven Grade School, Fair Haven, VT
- 2016- 2017 Refugee Resettlement Education, Rutland, VT.
Work featured in:
<http://digital.vpr.net/post/vermont-new-resettlement-community-prepares-arrival-refugees#stream/0>
<https://vimeo.com/230987107>
<http://www.rutlandherald.com/articles/refugee-class-for-educators-perseveres/>
- 2016- present Education liaison with Wonderfeet, children’s educational museum, Rutland, VT
- 2012- 2016 Faculty liaison with local elementary, middle, and high schools
- 2013- 2016 Faculty partner with Vermont Folklife Center, Middlebury, VT
- 2013-2015 Human Library Lead Organizer, Castleton University
Global initiative to break down barriers and promote dialogue.
- 2009 Youth-Plan, Learn, Act, Now! (Y-PLAN), Program Support
Based at the university and partnering high school in Richmond, CA; Worked with university and high school students, school staff, city planners in

collaborative urban planning/ neighborhood project

- 2008- 2009 University-Community Network, Program Facilitator
The Network links UC Berkeley and community-based organizations (CBOs) working on youth violence prevention and wellness efforts for urban youth in Oakland, CA; Lead Instructor & Program Co-Facilitator
- 2005- 2007 Girlspace, Founder
Spearheaded after school organization for young women in East Oakland; Promoted student-led literacy projects and action research
- 2004- 2008 Digital Underground Storytelling for Youth Program Support
Based at schools in West and East Oakland; Worked with youth in after-school literacy project (university-community partnership)

RESEARCH & TEACHING INTERESTS

- Teacher learning and teacher leadership
- Newcomer families and youth
- Culturally sustaining AI and technology tools
- Adolescent Learning and Human Development/ Youth Identities
- Race/racialization in classrooms and schools
- Online pedagogy and online communities of practice
- Civic Engagement and community-based participatory research
- Qualitative Research Methods as well as Co-Design
- Research - Practice Partnerships