

EMILY C. PHILLIPS GALLOWAY

Assistant Professor

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Language, Learning, Literacy and Equity Research Group Website:

<https://www.l3researchgroup.com/>

AREAS OF SPECIALIZATION

Academic Language, Language Minoritized Learners, Second Language Acquisition, Educational Linguistics, Adolescent Literacy, Reading and Writing Development

Inspired by my experience as a middle grade educator, my scholarship investigates the role of academic language skills in reading comprehension and writing. By making visible the language demands of schooling, my mixed-methods program of research aims to advance a theory of school-language learning that can inform and transform pedagogical approaches that support students who have been traditionally ill-served in U.S. schools, including Emergent Bilinguals (EBs) and other language minoritized youth.

EDUCATION

Doctor of Education, Harvard University, Cambridge, MA (May, 2016)

Program in Human Development & Education

Dissertation: Phillips Galloway, E. (2016). *The Development of Core Academic Language and Reading Comprehension in Pre-Adolescent and Adolescent Learners* (Doctoral dissertation).

Master of Science in Education, University of Pennsylvania, Philadelphia, PA (2006)

Program in Reading, Writing and Literacy (Reading Specialist Program)

Bachelor of Arts, University of Pennsylvania, Philadelphia, PA (2005)

Program in History and Sociology of Sciences with a concentration on public policy

Thesis: Doing Well by Doing Good?: An Impact Evaluation of Service Learning

Participation by University of Pennsylvania Undergraduate Students

PROFESSIONAL EXPERIENCE

Academic Appointments

Assistant Professor (tenure-track position)

August, 2016-Present

Department of Teaching and Learning, Vanderbilt University, Peabody College of Education and Human Development, Nashville, TN.

On leave Spring, 2017

Instructor in Education 2015-2016
Harvard Graduate School of Education, Cambridge, MA

Additional Teaching and Research Experiences

Jeanne Chall Reading Laboratory Coordinator 2013-2016
Harvard Graduate School of Education, Cambridge, MA

Teaching Fellow & Reading Specialist Practicum Supervisor 2011-2016
Harvard Graduate School of Education, Cambridge, MA
Reading Specialist Licensure Practicum, Spring 2012, 2013
Literacy Assessment and Intervention Practicum, Fall 2011, 2012
Capstone Experience Teaching Fellow, Fall 2012, Spring 2013
HDE-EPLIP Concentration Teaching Fellow, Fall 2012, Spring 2013
Connecting Literacy Assessment and Instructional Improvements:
Response to Intervention in Practice, January 2015, January 2016

Academic Language Research Team Coordinator 2010-2016
Harvard University Graduate School of Education, Cambridge, MA
Catalyzing Comprehension through Discussion and Debate Project, IES-Funded Initiative
Assisted with development and piloting of a battery of assessments to understand the development of academic language in upper elementary and middle school students

Michael Pressley Memorial Fellow 2006-2010
Benchmark School, a School for Struggling Readers, Media, PA
As a classroom teacher specializing in 8th grade Latin, 8th grade English and 7th grade social studies:
Developed and implemented a balanced program of instruction, demonstration, and student-directed work time to provide struggling readers with opportunities to observe, question, and investigate

As a teacher-researcher:
Created and administered research protocols to qualitatively and quantitatively assess pedagogical interventions to improve students' comprehension of expository texts

Early Childhood Teacher 2003-2005
PIC, Philadelphia, PA
As a classroom co-teacher teaching students ages 3-4.5:
In collaboration with colleagues developed and implemented a balanced program of instruction, supported the development of self-care routines and emergent literacy skills.

Educational Consultant to Urban School Districts

Educational Consultant 2013-present
Boston Public Schools, Department of Early Childhood, Boston, MA

As a consultant in collaboration with Dr. Nonie Lesaux and her team:
Developed curriculum for the Focus on First initiative targeting first grade readers.

New York City Department of Education, Office of English Language Learners, New York, NY

As a consultant in collaboration with Dr. Nonie Lesaux:
Developed and implemented professional development for teachers and administrators serving students in grades k-12 on the topics of Response to Intervention (RTI), literacy development for English Language Learners (ELLs), and literacy reform.
Provided coaching in to teachers in select New York City middle schools.

Rigorous and Regulated Early Childhood Initiative, Harvard Graduate School of Education
As a consultant:
Developed and implemented a module for coaches of early childhood teachers.

HONORS, FELLOWSHIPS, & AWARDS

- William T Grant Foundation Scholars Finalist, 2021
- William T. Grant Foundation Scholars Finalist, 2020
- Article selected as Outstanding Article of the Year Award for 2019 by *Language Learning*
- AERA-SRCD Early Career Fellowship in Middle Childhood Education and Development, 2019-2021
- International Literacy Association, Outstanding Dissertation Award Finalist, 2017
- Dissertation awarded the Jeanne Chall Doctoral Thesis Award, Harvard University, 2016
- Harvard Graduate School of Education, Larsen Fellowship 2010-2015
- Dean's Summer Fellowship, Summer 2013
- Dissertation qualifying paper passed with distinction, Harvard University, Spring 2013
- National Endowment for the Humanities Grant for Study in Italy, Summer 2009
- Michael Pressley Memorial Fellow, Benchmark School, January 2006 - 2010
- Phi Beta Kappa, University of Pennsylvania, 2005
- Magna Cum Laude, University of Pennsylvania, 2005
- Friar's Senior Honor Society, University of Pennsylvania, 2004

PUBLICATIONS

Books

Neugebauer, S., Dobbs, C., & **Phillips Galloway, E.** (under contract, expected 2022). *What We Talk About When We Talk About Academic Language*. New York: Teacher's College Press.

Lesaux, N.K., **Phillips Galloway, E.** & Marietta, S.H. (2016). *Leading Advanced Literacy Instruction in Linguistically Diverse Schools: A Guide for Education Leaders*. New York: Guilford Press.

Reviewed in the *Journal of Education*.

n.b. The Advanced Literacy Leadership Framework featured in this book was adopted by New York City as the district-wide literacy framework in 2019 and by the Chicago Public Schools in 2020. The Framework was also featured in the New York State Next Generation Learning Standards, 2017.

Book Chapters

Handbook Chapters

Uccelli, P., **Phillips Galloway, E.**, & Qin, W. (2020). The Language for School Literacy: Widening the lens on language and reading relations during adolescence. In E. B. Moje, P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.). *Handbook of Reading Research* (Vol. V., pp. 155-179). New York, NY: Routledge.

Phillips Galloway, E. & Lesaux, N. (2017). Children Learning to Read in a Nonsocietal Language. In N. Kucrikova, C. Snow, V. Grover, and C. McBride (Eds.). *The Routledge International Handbook of Early Literacy Education: A Contemporary Guide to Literacy Teaching and Interventions in a Global Context* (Vol. 26, pp. 26–45). New York, NY: Routledge.

Practitioner Chapters

Phillips Galloway, E. (2020). Metalanguage in Middle School. In K. Ganske (Ed.), *Mindful of words: Spelling and Vocabulary explorations* (2nd edition, pp.). New York: The Guilford Press. (pages TBD).

Uccelli, P. & **Phillips Galloway, E.** (2018). What Teachers Need to Know about Academic Language. In C. T. Adger, C. E. Snow and D. Christian (Eds.) *What Teachers Need to Know About Language* (2nd edition, pp. 62-74). Bristol: Channel View Publications.

Phillips Galloway, E. & Lesaux, N.K. (2015). Reading comprehension skill development and instruction for adolescent English Language Learners: A focus on academic vocabulary instruction. In D. Reed & K. Santi (Eds.) *Improving Comprehension for Middle and High School Students* (pp. 153-178). New York, NY: Springer Publishing.

Phillips Galloway, E., Lawrence, J.F., & Moje, E.B. (2013). Research in disciplinary literacy: Challenges and instructional opportunities in teaching disciplinary texts. In J. Ippolito & J.F. Lawrence (Ed.). *What Middle and Secondary Teachers Need to Know About Adolescent Literacy* (pp. 13-36). Cambridge, MA: Harvard Ed. Press.

Gaskins, I. & **Phillips Galloway, E.** (2010). Beyond Strategy Instruction: Looking at Person, Situation, Task, and Text Variables. In T. Gunnings & J. Collins (Ed.). *Developing Struggling Students' Higher Level Literacy*. Newark, DE: International Reading Association.

Articles in Refereed Journals

Under Review

Phillips Galloway, E., Mancilla-Martinez, J., Oh, M.* , Dickinson, D., Ganske, K., Carter-Stone, L.* (*under review*). Examining the dynamic role of working memory, word reading and vocabulary skills in the English reading comprehension of language minoritized learners.

Phillips Galloway, E. Meston, H.* , & Aguilar, G. (*under review*). Teaching to promote cross-linguistic transfer: The intriguing role of register overlap.

Phillips Galloway, E., Hsin, L., Jensen, B. LaRusso, M., Hong, M.K.* , & Mankowski, K* . (*Invited to Revise and Resubmit, minor revisions*). The differential influence of agentive classrooms on Latinx learners' academic language learning.

Phillips Galloway, E. & Meston, H.* (*under review*). Pedagogy of possibility: Examining academic language teaching and learning as proleptic practice in a classroom serving language minoritized learners.

Sengupta-Irving, T., Vogelstein, L.* , Brady, C., Phillips Galloway, E. (*under review*). This is Not School and We are Not Teachers: Exploring the Entanglements of Power and Pedagogy for Artist Mentors in a Public Library Makerspace.

Meston, H.* , **Phillips Galloway, E.**, & Barrack, K.A. (*Invited to Revise and Resubmit*). What if expertise were fluid?: Dynamic concepts of agency in classroom talk.

McClain, J.B.* & **Phillips Galloway, E.** (*under review*). Valuing both language proficiency and pluralism: An exploratory mixed-methods investigation of teachers' ideologies about academic language.

Hsin, L. **Phillips Galloway, E.**, Snow, C. (*under review*). Supporting social strengths amid emerging bilingualism: Effects of Word Generation in the argumentative writing of English-language learners.

Hsin, L., Deng, Z*., **Phillips Galloway, E.**, Donovan, S. & Snow, C. (*under review*). Improving Writing Without Teaching It: Impacts and Demographic Variation in Adolescents' Writing Following a Discussion-Based Academic Language Intervention.

In Press & Published

McClain, J.B.* , Harmon, M.* & **Phillips Galloway, E.** (*accepted*). Eliminating Prerequisites for Personhood: A Framework for Enacting Antiracist Language Instruction. *Language Arts*.

Meston, H. M.* , **Phillips Galloway, E.**, & McClain, J. B.* (2021). “They’re the Ones Who Hold the Answers”: Exploring Educators’ and Students’ Conceptions of Academic Conversation. *Journal of Adolescent & Adult Literacy*.

Phillips Galloway, E., McClain, J.* , & Uccelli, P. (2020). Broadening the Lens on the Science of Reading: A Multifaceted Perspective on the Role of Academic Language in Text Understanding. *Reading Research Quarterly*, 55, 331–345.

Phillips Galloway, E., & McClain, J. B. (2020). Metatalk moves: Examining tools for collective academic discourse learning. *The Reading Teacher*, 74(3), 305–314.

Aguilar, G., Uccelli, P., & **Phillips Galloway, E.** (2020). Toward Bilinguality: Unpacking the Contribution of Mid-adolescent Dual Language Learners’ Spanish and English Academic Language Skills to English Reading Comprehension. *TESOL Quarterly*, 54(4), 1010–1036.

Phillips Galloway, E., Uccelli, P., Aguilar, G.* , & Barr, C. (2020). Exploring the cross-linguistic contribution of Spanish and English academic language skills to English text comprehension for middle-grade dual language learners. *AERA Open*, 6(1), 2332858419892575.

Uccelli, P., **Phillips Galloway, E.**, Aguilar, G.* , & Allen, M. (2020). Teaching language for access and equity: Towards a theoretically- and empirically-informed model of academic language instruction. *Theory into Practice*, 59(1), 75–88.

Uccelli, P., Deng, Z.* , **Phillips Galloway, E.**, Qin, W. (2019). The Role of Language Skills in Mid-Adolescents’ Science Summaries. *Journal of Literacy Research*, 51(3), 357–380.

Barr, C. D., Uccelli, P., & **Phillips Galloway, E.** (2019). Specifying the academic language skills that support text understanding in the middle grades: The design and validation of the core academic language skills construct and instrument. *Language Learning*, 69(4), 978–1021.

n.b. Selected as Outstanding Article of the Year Award for 2019 by *Language Learning*

Phillips Galloway, E., Qin, W., Uccelli, P., & Barr, C. (2019). The Role of Cross-Disciplinary Academic Language Skills in Disciplinary Writing: Exploring the Contribution of Core Academic Language Skills to Science Summarization for Middle Grade Writers. *Reading and Writing: An Interdisciplinary Journal*, 33(1), 13–44.

Phillips Galloway, E., Dobbs, C., Olivo, M., & Madigan, C. (2019). ‘You can...’: An Examination of Linguistically-Diverse Learners’ Development of Metalanguage and Agency as Language Users within Academic Language Units. *Linguistics and Education*, 50, 13-24.

Phillips Galloway, E., & Uccelli, P. (2019). Examining developmental relations between core academic language skills and reading comprehension for English learners and their peers. *Journal of Educational Psychology*, 111(1), 15.

Phillips Galloway, E. & Uccelli, P. (2019). Beyond reading comprehension: Exploring the additional contribution of academic language skills to early adolescents’ source-based writing. *Reading and Writing: An Interdisciplinary Journal*, 32(3), 729–759.

Uccelli, P., & **Phillips Galloway, E.** (2017). Academic Language Across Content Areas: Lessons from an Innovative Assessment and from Students’ Reflections About Language. *Journal of Adolescent & Adult Literacy*, 60(4), 395-404.

n.b. Article received commendation for being among the top 10 downloaded, *Journal of Adolescent and Adult Literacy*, 2017-2018

Phillips Galloway, E., & Uccelli, P. (2015). Modeling the relationship between lexicogrammatical and discourse organization skills in middle grade writers: insights into later productive language skills that support academic writing. *Reading and Writing: An Interdisciplinary Journal*, 28(6), 797-828.

Uccelli, P., Barr, C. D., Dobbs, C. L., **Phillips Galloway, E.,** Meneses, A., & Sanchez, E. (2015). Core academic language skills: An expanded operational construct and a novel instrument to chart school-relevant language proficiency in preadolescent and adolescent learners. *Applied Psycholinguistics*, 36(05), 1077-1109.

Uccelli, P., **Phillips Galloway, E.,** Barr, C. D., Meneses, A., & Dobbs, C. L. (2015). Beyond vocabulary: Exploring cross-disciplinary academic-language proficiency and its association with reading comprehension. *Reading Research Quarterly*, 50(3), 337-356.

Phillips Galloway, E., Stude, J., & Uccelli, P. (2015). Adolescents’ metalinguistic reflections on the academic register in speech and writing. *Linguistics and Education*, 31, 221-237.

Phillips Galloway, E. & Lesaux, N.K. (2014). Leader, Teacher, Diagnostician, Colleague, and Change Agent: A Synthesis of the Research on the Role of the Reading Specialist in this Era of RTI-Based Literacy Reform. *The Reading Teacher*, (67 (7), 517-526.

Lesaux, N., Marietta, S., **Phillips Galloway, E.** (2014). Learning to be a change agent: System leaders master skills to encourage buy-in for reform. *Journal of Staff Development*, 35(5), 40-45.

Lawrence, J.F., **Phillips Galloway, E.**, Yim, S., & Lin, A. (2013). Learning to write in middle school? Insights into adolescent writers' instructional experiences across content areas. *Journal of Adolescent and Adult Literacy*, 57(2), 151-161.

Articles in Preparation

Phillips Galloway, E. (*in preparation*). Exploring the contribution of English academic language skills to 'deep' reading comprehension in middle graders designated as English Learners.

Phillips Galloway, E., & Hsin, L. (*in preparation*). Exploring Contributors to Later Language Development: The Case of Academic Discourse Learning from peers and from print in middle grade classrooms.

Phillips Galloway, E., Hsin, L. & LaRusso, M. (*in preparation*). The Role of Instruction in Later Language Development.

Phillips Galloway, E., & Dobbs, C. (*in preparation*). Linguistic cartography: Language mapping as a practice for understanding out students and our own language repertoires..

***denotes student co-author.**

Published Conference Proceedings

Meston, H.* & Phillips Galloway, E. (2020). Invisible Battles: Divergent Conceptions of Student-Centered Talk. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 1 (pp. 529-532). Nashville, Tennessee: International Society of the Learning Sciences.

Sengupta-Irving, T., Vogelstein, L.*, Brady, C., & **Phillips Galloway, E.** (2020). The Pedagogical Moves of Artist Mentors in a Public Library Makerspace. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 4 (pp. 2297-2300). Nashville, Tennessee: International Society of the Learning Sciences.

Sengupta-Irving, T., Vogelstein, L.*, Brady, C., & **Phillips Galloway, E.** (2018). Mentors in the Making: A Case Study of Heterogeneity in Meaning Making at a Public Library Makerspace. In Kay, J. and Luckin, R. (Eds.) *Rethinking Learning in the Digital Age: Making the Learning Sciences Count*, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 3. London, UK: International Society of the Learning Sciences.

Reports & White Papers

Uccelli, Paola, **Phillips Galloway, E.**, Aguilar, G., & Allen, M. (2016). Academic languages and bilingualism in US Latino students (Lenguajes académicos y bilingüismo en estudiantes latinos de los Estados Unidos). *Informes del Observatorio / Report prepared for the Cervantes Institute at the Faculty of Arts and Sciences of Harvard University*. 022-06/2016EN ISSN: 2373-874X (online) doi:10.15427/OR022-06/2016EN.

Phillips Galloway, E. (2011) *What is deep reading comprehension?* White paper prepared for Zaner-Bloser Publishers. Columbus, OH: Zaner-Bloser.

Assessments

Phillips Galloway, E. (2019). Assessment of Academic Language Learning Opportunities (AARLO). Classroom Observation Measure.

Uccelli, P., Barr, C., & **Phillips Galloway, E.** (2016). The Core Academic Language Skills Instrument.

Invited Popular Media Publications (Non-Peer Reviewed)

Phillips Galloway, E., White, H.*, & Jimenez, R. (2020, December 22). How to make writing a ‘collaborative process.’ [*Education Week* Blog Post]. Retrieved from: <https://www.edweek.org/teaching-learning/opinion-making-revision-of-writing-a-collaborative-process/2020/12>.

Phillips Galloway, E., Lesaux, N., & Radanovic, S. (2018, June 12). Too many professional development ‘horror stories.’ [*Education Week* Blog Post]. Retrieved from: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/06/response_too_many_professional_development_horror_stories.html

Phillips Galloway, E., Dobbs, C., & Uccelli, P., (2017, November 14). Good Communication Doesn’t Come Naturally. We Have to Teach It. *Education Week* Featured Opinion Article. Retrieved from: <https://www.edweek.org/leadership/opinion-good-communication-doesnt-come-naturally-we-have-to-teach-it/2017/11>

Phillips Galloway, E. & Uccelli, P. (2017, October 9). We Need to Let Students ‘Read, Read, Read.’” [Education Week Blog Post]. Retrieved from: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/10/response_we_need_to_let_students_read_read_read.html

Russ Harris, J., **Phillips Galloway, E.** & Lesaux, N. (2017, April 26).ELL students are no strangers to the art of argumentation. [Education Week Blog Post]. Retrieved from: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/04/response_ell_students_are_no_strangers_to_the_art_of_argumentation.html

Mason, P. A., & **Phillips Galloway, E.** (2012). What Children Living in Poverty Do Bring to School: Strong Oral Skills, Let Them Talk! *Reading Today*, 29(4), 29-30.

Published Practitioner Resources

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief One: Advanced Literacies for Academic Success. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Two: What Goes Into Effective Reading Comprehension. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Three: Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Four: Hallmark Two of Advanced Literacies Instruction: Classroom Discussion. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Five: Hallmark Three of Advanced Literacies Instruction: Building Written Language. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Five: Hallmark Three of Advanced Literacies Instruction: Building Written Language. Instructional Topic Briefs prepared for the New York State Education Department. Available at:

<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Six: Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Seven: Advanced Literacies Instruction: Spotlight on Interactive Units of Study. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesuax, N.K., & **Phillips Galloway, E.**, (2017). Topic Brief Seven: Advanced Literacies Instruction: Spotlight on Interactive Units of Study. Instructional Topic Briefs prepared for the New York State Education Department. Available at: <http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

Lesaux, N., & **Phillips Galloway, E.** (2016). *Advanced Literacy Guide: Leading Advanced Literacy to Promote ELL's Achievement*. Prepared for the Office of English Learners and Student Support, New York City Department of Education. New York: NYC-DOE.

Uccelli, P., & **Phillips Galloway, E.** (2012). *Supporting deep reading comprehension of academic texts through text dependent questions: A Guide for practitioners*. Report to the New York City Department of Education. New York: NYC-DOE.

Selected Conference Presentations and Papers

Carter-Stone, L., Meston, H.M., Leander, K., & **Phillips Galloway, E.** (2021) Yes-and-ing teacher and student talk: Exploring the affordances of dramatic improvisation to support dialogic teaching. *American Educational Research Association Conference*, Online.

Uccelli, P., **Phillips Galloway, E.**, Barr, C., Deng, Z., & Castillo, L. (2020). Writing to explain and Writing to persuade throughout mid-adolescence: Differential patterns of growth. *2020 Conference of the American Association for Applied Linguistics (AAAL)*.

Aguilar, G. M., Kao, K., Qin, W., **Phillips Galloway, E.**, & Uccelli, P. (2020). Emergent Bilinguals Reading and Writing Across Languages: The Predictive Role of Spanish Academic Language Skills. *2020 Conference of the American Association for Applied Linguistics (AAAL)*.

Phillips Galloway, E. (July, 2020). Examining the factors that contribute to school-relevant learning in middle grade classrooms. Society for the Scientific Study of Reading (SSSR).Newport Beach, CA, USA. *Conference postponed to 2022 due to COVID-19*.

Meston, H. M.* & **Phillips Galloway, E.** (April, 2020). The Intersection of Educator and Student Linguistic Ideologies Within the Middle-Grades Classroom. American Educational Research Association (AERA). San Francisco, CA. *Conference cancelled due to COVID-19.* <http://tinyurl.com/u39ksfd>.

Phillips Galloway, E. (April, 2020). Exploring contributors to school-relevant language development: The dual role of print and peers. American Educational Research Association (AERA). San Francisco, CA. (Invited session for AERA-SRCD middle childhood fellows). *Conference cancelled due to COVID-19.* <http://tinyurl.com/qr9qk73>.

Phillips Galloway, E. (April, 2020). Exploring the role of classroom talk in supporting the academic language development of English learners. American Educational Research Association (AERA). San Francisco, CA. *Conference cancelled due to COVID-19.*

Phillips Galloway, E. (December, 2019). Language-Minoritized Learners' Sense-Making of English Only Classroom Settings: Identifying Barriers and Affordances to Translingual Pedagogies. Tampa, FL.

McClain, J.B.*, **Phillips Galloway, E.**, & Meston, H.* (December, 2019). Teachers' Academic Language Ideologies and the Challenges of the New Demography. Literacy Research Association. Tampa, FL.

Dobbs, C. & **Phillips Galloway, E.** (December, 2019). Connecting with the language ideologies of our students: An investigation of teacher sensemaking around students' understandings of the academic register. Literacy Research Association. Tampa, FL.

Qin, W., Uccelli, P., & **Phillips Galloway, E.** (July, 2019). Beyond "getting it correct": Academic language in summaries predict reading comprehension. Society for the Scientific Study of Reading (SSSR). Toronto, Canada.

Phillips Galloway, E., Uccelli, P., Barr, C. & Jensen, B. (March, 2019). Supportive classroom contexts for Latinx students' language development: The complex role of autonomy-supportive teaching. Society for Research in Child Development. Baltimore, MD.

McClain, J.B.*. & **Phillips Galloway, E.** (February, 2019). Academic Language and the Access Paradox: Exploring Teachers Language Ideology about Language Minoritized Learners Use of Academic Language. National Council of Teachers of English Assembly for Research. Birmingham, AL.

Phillips Galloway, E. & Dobbs, C. (December, 2018). Strategies used by linguistically and culturally-diverse learners to express knowledge of the academic register during episodes of language-focused talk. Literacy Research Association. Indian Wells, CA.

Phillips Galloway, E. & Uccelli, P. (July, 2018). Reading Comprehension and Core Academic Language Skills Relationships for middle graders: Exploring the Value of a

Register-Specific Measure of Language Knowledge. Society for Text and Discourse. Brighton, UK.

Dobbs, C. & **Phillips Galloway, E.** (July, 2018). Reading Comprehension and Core Academic Language Skills Relationships for middle graders: Exploring the Value of a Register-Specific Measure of Language Knowledge. Society for Text and Discourse. Brighton, UK.

Phillips Galloway, E. & Uccelli, P. (April, 2018). Linking Core Academic Language Skills to Reading Comprehension for Middle-Grade English Learners. American Educational Research Association (AERA). New York, NY.

Uccelli, P., **Phillips Galloway, E.**, Qin, W., *Madigan, C. (April, 2018). The Linguistic Demands of Summarization: Receptive and Productive Academic Language Skills Predict the Quality of Adolescents' Written Summaries. Conference of the American Association for Applied Linguistics (AAAL). Chicago, IL.

Dobbs, C. & **Phillips Galloway, E.** (December, 2017). Explicit Instruction in the Language of School: An Examination of Metalanguage as an Academic Language Scaffold. Literacy Research Association (LRA). Tampa, Florida.

Phillips Galloway, E. & **Uccelli, P.** (July, 2017). Mapping academic language skills and reading comprehension development in middle grade populations. 14th International Congress for the Study of Child Language (IASCL). Lyon, France.

Uccelli, P., & **Phillips Galloway, E.** (July, 2017). Academic Language Proficiency predicts early adolescents' Writing Quality. 14th International Congress for the Study of Child Language (IASCL). Lyon, France.

Uccelli, P., & **Phillips Galloway, E.** (July, 2017). Longitudinal trajectories of academic language proficiency predict reading comprehension. Society for the Scientific Study of Reading (SSSR). Halifax, Nova Scotia, Canada.

Phillips Galloway, E., Dobbs, C., Olivo, M., Madigan, C. (July, 2017). Examining the potential of language-focused discussions for fostering metalinguistic skills in high school students. Society for the Scientific Study of Reading (SSSR). Halifax, Nova Scotia, Canada.

Dobbs, C., **Phillips Galloway, E.**, Olivo, M., & Madigan, C. (July, 2017). Metalinguistic reflections on the pragmatic-aspects of academic language in the urban high school classroom. Society for the Scientific Study of Reading (SSSR). Halifax, Nova Scotia, Canada.

Dobbs, C. & **Phillips Galloway, E.** (April, 2017). Explicit Instruction in the Language of School: An Examination of Students' Metalanguage within Academic Language Units. American Educational Research Association (AERA). San Antonio, Texas.

Phillips Galloway, E., & Uccelli, P. (April, 2017). Developmental Relations Between Academic Language Skills and Reading Comprehension in Middle Grade Populations. Society for Research on Child Development (SRCD). Austin, Texas.

Uccelli, P. & Phillips Galloway, E. (April, 2017). Core Academic Language Skills: A Relevant Construct to Understand and Promote Adolescents' Expository Writing Quality. Society for Research on Child Development (SRCD). Austin, Texas.

Phillips Galloway, E., & Uccelli, P. (March, 2016). The Role of Academic Language Skills in the Reading Comprehension of Middle Grade Students: Evidence from Mediation Models. Society for Research on Educational Effectiveness (SREE), Washington, D.C.

Uccelli, P., **Phillips Galloway, E.**, Aguilar, G., & Allen, M. (April, 2016). Core Academic Language Skills and Practices: Promoting Language Development Through Research-Based Empowerment and Critical Learning. American Educational Research Association (AERA), Washington, D.C.

Phillips Galloway, E., & Uccelli, P. (April, 2016). Core academic language skills: A relevant construct to understand and to promote adolescents' expository writing quality? American Educational Research Association (AERA), Washington, D.C.

Dobbs, C., & **Phillips Galloway, E.** (April, 2016) Explicit instruction in the language of school: A pilot study of an academic language unit. American Educational Research Association (AERA), Washington, D.C.

Dobbs, C., **Phillips Galloway, E.**, & Bacon, C., (July, 2015) Metalinguistic skill in a register-matching task: A qualitative pilot study of middle grade English learners. Society for the Scientific Study of Reading (SSSR), Kona, Hawaii.

Uccelli, P., **Phillips Galloway, E.**, & Barr, C.L., (July, 2015). Beyond vocabulary: Validation of a novel instrument to capture school-relevant language skills. Society for the Scientific Study of Reading (SSSR), Kona, Hawaii.

Phillips Galloway, E., Stude, J., Dobbs, C.L., Uccelli, P. (April, 2015). The Power of Peers: An Examination of Classroom Discussion as a Context for Developing Adolescents' School-Relevant Metalinguistic Skills. American Educational Research Association (AERA), Chicago, IL.

Uccelli, P., **Phillips Galloway, E.**, Kim, H. Y., & Barr, C. D. (March, 2015). Core Academic Language Skills: Moving beyond Vocabulary Knowledge to Predict Reading Comprehension. *Society for Research on Educational Effectiveness* (SREE), Washington, D.C.

Uccelli, P., **Phillips Galloway, E.**, & Barr, C. (March, 2015). Capturing Growth in School-Relevant Language Skills During the Upper Elementary School Years. Society for Research in Child Development (SRCD), Philadelphia, PA.

Phillips Galloway, E., Uccelli, P., & Barr, C. (July, 2014). Core Academic Language Skills: An Expanded Operational Construct and its Associations with Reading Comprehension. Presented at the Society for the Scientific Study of Reading (SSSR), Santa Fe, New Mexico.

Phillips Galloway, E., Al-Adeimi, S. Qin, W., Uccelli, P., & Meneses, A. (2014, July). Exploring Developmental Trends in Pre-Adolescents' Definitional Skills. Presented at the Society for the Scientific Study of Reading (SSSR), Santa Fe, New Mexico.

Meneses, A. Qin, W., **Phillips Galloway, E.,** Al-Adeimi, S. Uccelli, P. (2014, July). Exploring Trends in Adolescents' and Pre-Adolescents' Definitional Skills. Presented at the International Association of Child Language (IASCL), Amsterdam, Netherlands.

Uccelli, P., **Phillips Galloway, E.,** Barr, C.L., Meneses, A., Sanchez, E., Dobbs, C.L. (2014, July). Core Academic Language Skills (CALs): An Operational Construct for Exploring Variability in Adolescents' and Pre-Adolescents' Academic Language Skills. Presented at the International Association of Child Language (IASCL), Amsterdam, Netherlands.

Phillips Galloway, E., Stude, J., Uccelli, P. (2014, July). The Role of Peers in Adolescents' Talk about Academic Language. Presented at the International Association of Child Language (IASCL), Amsterdam, Netherlands.

Phillips Galloway, E., Al-Adeimi, S., Figa, M., Santilli, C., Uccelli, P., & Dobbs, C.L., (2014, April). You would talk to teachers with fancy words and more respect: Adolescents reflecting metalinguistically on the academic register. Presented at the American Educational Research Association Annual Conference, Philadelphia, PA.

Mason, P. & **Phillips Galloway, E.** (2013, December). Developing as Social Equity Literacy Teachers: Video Self-Analysis Projects That Move Teachers Forward. Presented at the Literacy Research Association Conference, Dallas, Texas.

Phillips Galloway, E., Lawrence, J., & Moje, E. (2013, December). Getting to the Core of Adolescent Literacy: A Framework for Meeting Common Core Challenges. Presented at the Literacy Research Association Conference, Dallas, Texas.

Uccelli, P., **Phillips Galloway, E.,** Barr, C., Dobbs, C., Ronfard, S., Meneses, A. (2013, December). Beyond Academic Vocabulary: The CALs Construct. Presented at the Literacy Research Association Conference, Dallas, Texas.

Uccelli, P., **Phillips Galloway, E.,** Dobbs, C., & Ronfard, S., (2013, April). General Academic Language Proficiency: A Key Predictor of Adolescents' Reading Comprehension. Presented at the Society of Research in Child Development Biannual Meeting, Seattle, Washington.

Phillips Galloway, E., Uccelli, P., Barr, C., (2013, April). Modeling the Relationship Between Lexical, Grammatical, and Discourse Structure Knowledge and Academic Writing

Proficiency for Middle-Grade Writers. Presented at the American Educational Research Association Annual Conference, San Francisco, California.

Uccelli, P., Barr, C., Dobbs, C., **Phillips Galloway, E.**, Meneses, A., Sanchez, E., (2013, April). Identifying Cross-Disciplinary Academic Language Skills Throughout the Middle School Years. Presented at the American Educational Research Association Annual Conference, San Francisco, California.

Phillips Galloway, E. & Uccelli, P. (2013, March). Anticipating the challenges of complex texts for middle grade EL learners: A focus on academic language. Presented at the Regional Educational Laboratory Southeast, Miami, Florida.

Uccelli, P., **Phillips Galloway, E.**, & Dobbs, C. (2012, October). Assessing Academic Language: A workshop. Presented at the Center for Research on the Educational Achievements and Teaching of English Language Learners Conference entitled: English language learners in content areas: Teaching for Achievement in the Middle Grades, Orlando, Florida.

Lawrence, J.F., **Phillips Galloway, E.**, Yim, S., Lin, A., (2012, November). Macro-contextual factors impacting the development of proficient analytic writers: Insights into the literacy lives of adolescents gleaned from a comprehensive document analysis. Presented at the Literacy Research Association Conference, San Diego, California.

He, W., **Phillips Galloway, E.**, Hsu, J., White, C., Lawrence, J.F., & Snow, C.E. (2012, November). Academic vocabulary instruction across the content areas: Results from a randomized trial of the Word Generation Program. Presented at the Literacy Research Association Conference, San Diego, California.

Stude, J., **Phillips Galloway, E.** & Uccelli, P. (2012, August). *Negotiating communicative practices in schools: Student's reflections on the academic register*. Presented at Sociolinguistics Symposium 19, Berlin, Germany.

Lawrence, J.F., **Phillips Galloway, E.**, Yim., S.B. & Lin, A. (2012, July). *Content area writing: The literacy lives of American adolescent writers and implications for EFL contexts*. Presented at the Korea Association of Teachers of English (KATE) International Conference, Seoul, South Korea.

Uccelli, P., Meneses, A. , **Phillips Galloway, E.**, Barr, C. (2012, July). *To define nouns: An academic challenge that reveals later-language development in adolescent students*. Presented at the Society for Text and Discourse conference, Montreal, Canada.

Phillips Galloway, E. & Gaskins, R. (2009, December). *Facilitating Students' Understanding of Expository Texts in Social Studies: Applying an Instructional Approach Centered on the Essential Understandings and the Action Cycle*. Presented at the National Reading Conference, Albuquerque, New Mexico.

Gaskins, I., Gaskins, R., Morris, J., **Phillips Galloway, E.**, Rahm, M., & North, S. (2009, May). *Facilitating Struggling Readers Engagement and Deep Understanding as They Interact With Narrative and Expository Texts: Integrating Four Elements--Explicit Strategies Instruction, Writing, Quality Discussions, and a Conceptual Framework*. Presented at the International Reading Association Conference, Minneapolis, Minnesota.

Gaskins, R., & **Phillips Galloway, E.** (2008, December). *Why Did They Do That?!: Making Sense of Human History Through the Essential Understandings*. Presented at the National Reading Conference, Orlando, Florida.

INVITED PRESENTATIONS

Phillips Galloway, E. (October, 2020). Leveraging ‘Register Overlap’: Using empirical findings to argue for translangual pedagogy to support Spanish and English academic language learning. Second Language Research Forum. Nashville, TN. (delivered virtually).

Phillips Galloway, E. (May, 2018). The Role of Spanish and English Academic Language Skills in Spanish-English Dual Language Learners’ Reading Development. Bilingual Research Conference McGovern Medical School at the Children’s Learning Institute, University of Texas. Houston, Texas.

Phillips Galloway, E. (April, 2018). Emergent Bilinguals and Complex Text: Understanding the Role of Academic Language Skills in Text Comprehension for Linguistically-Diverse Adolescents and their Classmates. Middle Tennessee State University, Scholar’s Week Keynote. Murfreesboro, TN.

Phillips Galloway, E. (March, 2018). Academic Language Skills for Emergent Bilingual Learners: Building Supportive Classrooms. Brigham Young University. Provo, UT.

Phillips Galloway, E. (February, 2016). A gatekeeper and a gateway: Exploring the relationship between academic language proficiency and reading comprehension for English Learners and their middle grade peers. Florida State, Florida Center for Reading Research (FCRR) Brown Bag,

Phillips Galloway, E. (December, 2015). A gatekeeper and a gateway: Exploring the relationship between academic language proficiency and reading comprehension for English Learners and their middle grade peers. Vanderbilt University.

Practitioner Series, Workshops & Professional Courtesy Talks

Phillips Galloway, E. (June, 2020). More than Words: Examining the Role of Academic Language Skills in Literacy Development for Minoritized Students. Ohio Adolescent Literacy Network. (delivered virtually).

Phillips Galloway, E. (June, 2020). From Research to Practice: The Role of Academic Language Skills in Literacy Development for Language Minoritized Students. New York City Department of Education, Office of Multilingual Learners. (delivered virtually).

Phillips Galloway, E. & Uccelli, P. (2013, March). Implementing the Common Core State Standards: Anticipating the academic language challenges of complex texts for middle grade EL learners. Presented for the Office of English Language Learners, New York City Department of Education, New York, New York.

Phillips Galloway, E. & Uccelli, P. (2013, March). Anticipating the challenges of complex texts for middle grade EL learners: A focus on academic language. Presented at the Regional Educational Laboratory Southeast, Miami, Florida.

Phillips Galloway, E. & Dobbs, C. (2012, August). What is academic language? Presented at the Strategic Educational Research Partnership Summer Institute. Boston, MA/Baltimore, MD.

Dobbs, C. & **Phillips Galloway, E.** (2011, August). Assessing academic language. Presented at the Strategic Educational Research Partnership Summer Institute. Boston, MA.

Series

Phillips Galloway, E. (September 2020-present). Academic Language Study Group: Supporting Language Minoritized Students' Academic Language Development and Literacy Success. Presented for the Division of Multilingual Learners, New York City Department of Education, New York, New York.

Lesaux, N. & **Phillips Galloway, E.** (various series from January, 2013-present). Implementing RTI: A institute for leaders. Presented for the Office of English Language Learners, New York City Department of Education, New York, New York.

MEDIA COVERAGE

Interviewed for the Science of Reading Interview With Emily Phillips Galloway, Episode 10, November, 2020. Available at:
https://www.youtube.com/watch?v=d5ujUf2Zstg&ab_channel=InternationalLiteracyAssociation

Interview in *Phi Delta Kappan*, January 2020: <https://kappanonline.org/academic-language-learning-a-conversation-with-emily-phillips-galloway-heller/?fbclid=IwAR39qJ3WY664hVVgRm-k6rCMIimnAMHjW8QXcfn-yIYOwELO-YsfKQWejdA>.

Interviewed for the *Teaching Literacy Podcast*, January 2020. Episode 11: Beyond Reading Comprehension: Core Academic Language Skills with Dr. Emily Phillips Galloway: <https://podcasts.apple.com/us/podcast/episode-11-beyond-reading-comprehension-core-academic/id1482475731?i=1000467081130>

FUNDING

Current Funding

Examining Experience with the Language of Print and Cognitive Factors as Predictors of Grammatical Development. National Institute of Health (NIH), \$2,995,847. (Period of Performance: 1/1/2020 – 12/31/2022) (Role: Co-PI), PI: Duane Watson, Vanderbilt University; Co-PI: Tessa Warren, University of Pittsburgh.

Core Academic Language Skills Instrument: Refining the assessment to measure and monitor English Learners' progress. Institute of Educational Sciences (IES), \$1,398,956. (Period of Performance: 7/1/2019 – 06/30/2023) (Role: Co-PI), PI: Paola Uccelli, Harvard University; Co-PI: Jeremy Miciak, University of Houston & Chris Barr, Rice University.

An Efficacy Study of the TRANSLATE Intervention. Lyle Spencer Research Award, Spencer Foundation, \$929,000. (Period of Performance 1/1/2019-12/31/2021) (Role: Co-PI), PI: Robert Jiménez, Vanderbilt University; Co-PI: Amanda Goodwin, Vanderbilt University.

A researcher-practitioner partnership to advance academic language instruction for linguistically-diverse students. Peabody Researcher-Practitioner Partnership Grant, Vanderbilt University, \$15,000. (Period of Performance: AY 2018-2020) (Role: PI)

Completed Funding

The language of written argumentation and explanation: Individual developmental trajectories from 4th to 8th grade (Funded). Institute of Education Sciences (IES), \$595,798. (Period of Performance: 7/1/2017 - 6/30/2019) (Role: Co-PI), PI: Paola Uccelli, Harvard University; Co-PI: Chris Barr, Rice University.

Exploring the Role of Metalinguistic Instruction in Middle Grade Classrooms. Equity Diversity and Innovation Seed Research Grant, Vanderbilt University, \$7,500. (Period of Performance: AY 2018-2019) (Role: PI).

Expert academic identity formation in informal learning spaces: Exploring the role of language and participatory structures. Peabody College Small Research Grant, Vanderbilt University, \$7,590. (Role: PI); Co-PIs: Tesha Sengupta-Irving, Vanderbilt University; Corey Brady, Vanderbilt University.

Pending Grants

Project BELIEFS. Institute of Education Sciences (IES), \$1,409, 393. (Period of Performance: AY 2021-2024) (Role: Co-PI), PI: Christina Dobbs, Boston University; Christine Montecillo Lieder, Boston University.

Examining the relationship between teacher beliefs about the language of physics and their instruction. National Science Foundation, \$500,000. (Period of Performance: AY 2021-2022). (Role: Co-PI) PI: Christina Dobbs, Boston University; Christine Montecillo Lieder, Boston University.

Animating Equity: Co-designing formative supports for teacher communities to realize and sustain Equitable Discussion in Science Classrooms. National Science Foundation, \$2,000,000. (Period of Performance: AY 2021-2024). (Role: Co-PI), PI: Louis Gomez, UCLA; Co-PIs: Kimberly Gomez, UCLA; Bryant Jensen, Brigham Young University; Rosemary Russ, University of Wisconsin, Madison.

UNIVERSITY TEACHING

Scientific Writing (EDUC 8800). Department of Teaching and Learning, Vanderbilt University. (Fall, 2020).

Master's Thesis in Education (EDUC 7990). Department of Teaching and Learning, Vanderbilt University. (Fall, 2018)

Independent Study in Education (EDUC 3850). Department of Teaching and Learning, Vanderbilt University. (Summer, 2018; Fall, 2020)

Language in Classroom Discourse, Research Group. (EDUC 9700). Department of Teaching and Learning, Vanderbilt University. (Fall, 2018; Spring, 2019).

Analyzing Language, Research Group. (EDUC 9700). Department of Teaching and Learning, Vanderbilt University. (Fall, 2017; Spring, 2018).

Readings and Research in English Language Learners Education. (EDUC 7961). Department of Teaching and Learning, Vanderbilt University. (Summer, 2017; Summer, 2018).

Readings and Research in Teaching and Learning in Urban Schools. (EDUC 7965). Department of Teaching and Learning, Vanderbilt University. (Fall, 2017).

Educational Linguistics and Second Language Acquisition. (EDUC 6530, 3750). Department of Teaching and Learning, Vanderbilt University. (Fall, 2016; Fall, 2017; Fall, 2018, Fall, 2019)

Qualitative Language Analysis. (EDUC 6595, EDUC 3795). Department of Teaching and Learning, Vanderbilt University. (Spring, 2019; Spring, 2020; Spring 2021)

Literacy Assessment and Professional Learning. (EDUC 6410). Department of Teaching and Learning, Vanderbilt University. (Fall, 2017)

Literacy Instruction in Linguistically and Culturally Diverse Classrooms. Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education.

Writing Development & Instruction. Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education.

SERVICE

Service to Profession

Editorial Review Board Member:

The Reading Teacher (2021)

Journal of Educational Psychology (2019-present);

Reading Research Quarterly (2017-present);

Language, Speech and Hearing Services in Schools (2016-2018)

Ad-Hoc Journal Reviewer:

AERA Open;

Applied Psycholinguistics;

British Journal of Reading Research;

Child Development;

Developmental Psychology;

Educational Researcher;

International Journal of Bilingualism;

Infancia y Aprendizaje;

Linguistics and Education;

Language and Education;

Reading and Writing: An Interdisciplinary Journal;

Scientific Studies of Reading;

The Elementary School Journal;

TESOL Quarterly;

Journal for Research in Educational Effectiveness (JREE);

Book Reviewer:

Routledge Press (2017 to present)

Professional Memberships:

American Education Research Association (AERA)

International Reading Association (IRA)

Literacy Research Association (LRA)

Society for the Scientific Study of Reading (SSSR)

Society for Research on Child Development (SRCD)

Service to Community

Pro bono presenter at East Coast and West Coast conferences (2015, 2016) and expert advisor to the Dyslexia Foundation.

Member of the small group literacy advisory supporting the Nashville Metro Public School's leadership (2017, 2018).

Mentor to English Learner Fellows within the Metro Nashville Public Schools (2018, 2019).

Service to Department & College

As a member of the Teaching and Learning department, read and evaluate components of teacher licensure portfolios, and design and edit rubrics for these program assignments (2016-2017, 2017-2018, 2018-2019, 2019-2020).

Member of the Equity, Justice, & Diversity Committee, (2018-present).

Area Chair of the Language Literacy and Culture Concentration, Department of Teaching and Learning (2019-present).

Literacy search committee member, 2020.

Guest lectured in various classes (EDUC 8030, Fall, 2016, 2017, 2019, 2020; EDUC 8010, Spring 2018, 2020) and to doctoral student groups.

Supervised numerous independent studies enabling master's and doctoral candidates to pursue their independent research interests.

Served as primary advisor to doctoral students:

Heather Meston, (doctoral candidate, Department of Teaching and Learning, Vanderbilt University)

Holland White, (doctoral candidate, Department of Teaching and Learning, Vanderbilt University, co-advised with Robert Jimenez, Professor Emeritus, Vanderbilt)

ChengCheng Zhou (doctoral candidate, Department of Teaching and Learning, Vanderbilt University, co-advised with David Dickinson, Professor Emeritus, Vanderbilt)

Laura Buckley, (doctoral candidate, Department of Teaching and Learning, Vanderbilt University, co-advised with Jeannette Mancilla-Martinez, Department of Special Education)

Rachel Siegman, (doctoral candidate, Department of Teaching and Learning, Vanderbilt University)

Basak Ayvaz, (doctoral candidate, Department of Teaching and Learning, Vanderbilt University)

Served as committee member for doctoral candidates:

Caoimhe Stack (Department of Psychology and Human Development, Vanderbilt University)

Alison Hessling (Department of Hearing and Speech Sciences, Vanderbilt University)

Laura Piestrzynski (Department of Teaching and Learning, Vanderbilt University)

Terese Lantos (Department of Teaching and Learning, Vanderbilt University)

Janna McClain (Department of Teaching and Learning, Vanderbilt University)

Alexis McBride (Department of Teaching and Learning, Vanderbilt University)

Neena Saha (Department of Special Education, Vanderbilt University)