

MELISSA GALLAGHER, Ph.D.

Title Department Office Number Extension Email Address	Assistant Professor Department of Curriculum and Instruction Girard Hall, 101A 337.482.5033 mgallagher@louisiana.edu
Education	<ul style="list-style-type: none">○ Doctoral degree, Teaching and Teacher Education, George Mason University○ Master's degree, International Education, George Washington University○ Bachelor's degree, Economics and Elementary Education, College of William and Mary○ Professional Certifications:<ul style="list-style-type: none">○ Elementary Education (PK-6), Commonwealth of Virginia○ Gifted Education, Commonwealth of Virginia○ National Board Certified Teacher, Middle Childhood Generalist, National Board for Professional Teaching Standards
Teaching Philosophy	My philosophy to structuring student learning experiences is grounded in constructivism and the impact of the socio-cultural norms of the classroom. This philosophy, developed from my background as a mathematics educator and influenced by such researchers as Paul Cobb and Erna Yackel, guides my instructional decisions in any course I teach for students of any age. My goals in teaching teachers are to foster open-mindedness, critical reflectiveness, and a strong understanding of the content by creating opportunities for students to discover new ideas and by building relationships with and among my students.
Bio	Dr. Gallagher's international background has influenced her perspective on teaching and learning. Having taught in 5 countries outside of the USA has afforded her opportunities to learn about cross-cultural similarities and differences in educational systems, teaching, and learning. She continues to look for opportunities to collaborate with teachers both in the USA and abroad.
Courses Taught	EDCI 477 Student Teaching Supervision, Fall 2018 EDCI 576 Supporting Classroom Instruction, Spring 2018 EDCI 350 Mathematics Methods II Elementary Education, Spring 2017, Spring 2018, Fall 2018 EDCI 351 Practicum in Mathematics Elementary Education, Spring 2017, Spring 2018, Fall 2018 EDCI 350 Mathematics Methods II Early Childhood, Fall 2016, Fall 2017 EDCI 351 Practicum in Mathematics Early Childhood, Fall 2016, Fall 2017 EDCI 353 PK-6 Mathematics Methods for Alternate Certification Candidates, Summer 2017 EDCI 572 Current Issues in K-12 Instruction Practicum, Spring 2017

<p>Research Interests</p>	<p>The focus of Dr. Gallagher’s research is on what makes teaching effective and how to prepare teachers to teach effectively. Her goals are to add to existing theories about what makes teaching effective and to facilitate teachers’ ability to put these into practice. Her research is focused around three broad, umbrella questions:</p> <ol style="list-style-type: none"> 1. What does a teacher need to know and be able to do to impact student learning? 2. What factors impact student learning? 3. How can we prepare teachers to be more effective from Day 1?
<p>Teaching Experience</p>	<p>Math Resource Teacher (August 2015-June 2015) <i>Westlawn Elementary School, Fairfax County Public Schools, VA</i></p> <p>Literacy Consultant and Instructional Coach (July 2015, 2016) <i>William Botnan Experimental School, HELPS International, Guatemala</i></p> <p>Instructor (May 2015 – May 2016) <i>George Mason University (GMU), Fairfax, VA</i></p> <p>Graduate Research Assistant (January 2015-August 2015) <i>Project ExCEL, GMU, Fairfax, VA</i> As part of a large federal JAVITS grant, created measures, collected and analyzed data, and facilitated professional development for middle school teachers implementing problem-based learning units as a means of alternately identifying under-represented groups in gifted education.</p> <p>Graduate Research Assistant (August 2014-January 2015) <i>College of Education and Human Development & Associate Provost Graduate Education, GMU, Fairfax, VA</i> Collected and analyzed data on a variety of projects, including both qualitative and quantitative datasets.</p> <p>Graduate Research Assistant (August 2012-August 2014) <i>United States History Engaged Reading (USHER), GMU, Fairfax, VA</i> Collected and analyzed data on a curriculum intervention for sixth and seventh grade US history classes, which incorporated reading comprehension strategies with engaging literacy practices for English learners and English monolingual students. Funded by Institute of Education Sciences, US Department of Education.</p> <p>3rd Grade Classroom Teacher (July 2010-June 2012) <i>American International School Dhaka, Bangladesh</i></p> <p>RTI (Response to Intervention) Coordinator (August 2009-June 2010) <i>Pine Spring Elementary School, Fairfax County Public Schools, VA</i></p>

	<p>Created a model for implementing RTI. Facilitated biweekly meetings during which teachers brainstormed differentiation strategies and interventions to try with children identified as needing additional support. Monitored students’ progress through common formative assessments. Coordinated resource teachers to provide intensive interventions for struggling learners.</p> <p>Program Manager and Instructional Coach, GWU-AISS Professional Development Project (May-August 2009) <i>George Washington University, Washington, DC and Lahore, Pakistan</i></p> <p>Instructor, Hossana Teacher Training College (September 2008-June 2009) <i>International Educators for Africa, IFESH, Ethiopia</i> Taught English and pedagogy classes to preservice teachers. Also aided the other instructors in using student-centered active learning methods in their classes and gave training to improve their spoken and written English. Promoted knowledge of HIV/AIDS transmission, prevention, and stigma; as well as helping promote gender equity by running a Girls’ English Club.</p> <p>Consultant and Instructional Coach (July 2008) <i>Maestras Sin Fronteras [Teachers without Borders], Save the Children, El Salvador</i></p> <p>3rd Grade Advanced Academics Teacher (August 2007- June 2008) <i>Hunters Woods Elementary School for the Arts and Sciences, Fairfax County Public Schools, VA</i></p> <p>4th Grade Classroom Teacher (August 2004-June 2007) <i>Saratoga Elementary School, Fairfax County Public Schools, VA</i></p>
Publications	<p>BOOKS Sheppard, P. & Gallagher, M. A. (Eds.) (Under contract). <i>Strengthening mathematical reasoning among middle school students with hidden or unmet potential.</i> Rowman Littlefield.</p> <p>REFEREED JOURNAL ARTICLES Taboada Barber, A., Gallagher, M. A., Ramirez, E. M., Beck, J., Buehl, M. M., & Richey, L. N. (Under review). Fostering reading comprehension in middle-school history: A formative experiment of teachers’ practices and adaptations for content area literacy instruction. <i>Reading Research Quarterly.</i></p> <p>Gallagher, M. A. (Under revision). Income inequality and student achievement. <i>Research Issues in Contemporary Education.</i></p>

	<p>Gallagher, M. A. & Suh, J. M. (Under revision). Learning to notice ambitious mathematics instruction through cycles of structured observation and reflection. <i>Journal for Research in Mathematics Education</i>.</p> <p>Gallagher, M. A., Taboada Barber, A., Beck, J., & Buehl, M. M. (Accepted). Academic vocabulary knowledge of middle schoolers of diverse language backgrounds. <i>Reading and Writing Quarterly</i>.</p> <p>Gallagher, M. A., King, L. A., Suh, J. M., & Hargrove, D. L. (Accepted). The richness of mathematics noticed by teacher candidates in a Professional Development School model. <i>School-University Partnerships</i>.</p> <p>Pellegrino, A., Peters Burton, E., & Gallagher, M. (Accepted). Considering the nature and history of science in secondary science textbooks. <i>The High School Journal</i>.</p> <p>Taboada Barber, A., Buehl, M. M., Beck, J. S., Ramirez, E. M., Gallagher, M., Richey Nuland, L. N., & Archer, C. J. (2018). Literacy in social studies: The influence of cognitive and motivational practices on the reading comprehension of English Learners and non-English Learners. <i>Reading & Writing Quarterly</i>, 1-19. http://dx.doi.org/10.1080/10573569.2017.1344942</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Davis, S. G., Parsons, A. W., Pierczynski, M., Allen, M. (2018). Teachers' instructional adaptations: A research synthesis. <i>Review of Educational Research</i>, 88, 205-242. https://doi-org.mutex.gmu.edu/10.3102/0034654317743198</p> <p>Parsons, S., Gallagher, M. A., & the George Mason University Content Analysis Team. (2016). A content analysis of nine literacy journals, 2009-2014. <i>Journal of Literacy Research</i>, 48(4), 476-502. doi: 10.1177/1086296X16680053</p> <p>Gallagher, M. A., & Anderson, B. (2016). Get "all jazzed up" for vocabulary instruction: Strategies that engage. <i>The Reading Teacher</i>. doi: 10.1002/trtr.1498</p> <p>Taboada Barber, A., Gallagher, M. A., Buehl, M. M., Smith, P., & Beck, J. (2016). Examining student engagement and reading instructional activities: English learners' profiles. <i>Literacy Research and Instruction</i>. http://dx.doi.org/10.1080/19388071.2016.1167987</p>
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	<p>Parsons, S. A., Parker, A. K., Daoud, N., Bruyning, A. K., Gallagher, M., & Groth, L. (2016). Striving to enact the professional development school philosophy: George Mason University's elementary education program. <i>The Teacher Educators' Journal</i>, 9, 136-155.</p> <p>Vaughn, M., Parsons, S. A., Gallagher, M. A., Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. <i>The Reading Teacher</i>, 69, 539-547. doi: 10.1002/trtr.1426</p> <p>Peters-Burton, E., Pellegrino, A., & Gallagher, M. (2015). Humanizing the disciplines: how history students can contribute to understanding the nature of science. <i>The Georgia Social Studies Journal</i>, 5(1), 54-67.</p> <p>BOOK CHAPTERS</p> <p>Gallagher, M. A., Parsons, S. A., Parker, A. K., Groth, L., Brown, E. L., Baker, C., & Suh, J. M. (2018). The importance of collaboration: Embedding courses in clinical practice. In K. Zenkov & K. Pytash (Eds.), <i>Clinical experiences in teacher preparation: Critical, project-based interventions in diverse classrooms</i>. New York, NY: Routledge.</p> <p>Suh, J. M. & Gallagher, M. A. (2017). Preservice teachers decomposing ambitious mathematics teaching: Video analysis and Professional Learning Communities. In D. Polly (Ed.), <i>Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs</i>, pp. 37-47. Hershey, PA: IGI Global.</p> <p>Pellegrino, A., Zenkov, K., & Gallagher, M. A., Long, L. (2016). <i>Picturing</i> new notions of civic engagement in the US: Youth-facilitated, visually-based explorations of the perspectives of our least franchised and most diverse citizens. In S. Greene, K. Burke, & M. McKenna (Eds.), <i>Youth Voices, Public Spaces, and Civic Engagement</i>. Routledge.</p> <p>Taboada Barber, A. & Gallagher, M. (2015). Supporting self regulated reading for English Language Learners in a middle school social studies class. In T.J. Cleary (Ed.), <i>Self-Regulated Learning Interventions with At-Risk Populations: Academic, Mental Health, and Contextual Considerations</i>. American Psychological Association.</p>
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	<p>EVALUATION REPORTS Bland, L. C., Miller, A., Mattix-Foster, A., Sapp, E., Knipe, J., Ramirez, E., Gallagher, M., Apollon, M., Konapasky, A., & Menditto, A. (2014). <i>Chesapeake Bay Watershed Education Scale-Up Initiative: Evaluation Report</i>. National Geographic Society, Washington, DC.</p>
<p>Presentations</p>	<p>NATIONAL CONFERENCE PRESENTATIONS Parsons, S. A., Gallagher, M. A., Leggett, A. B., Ives, S. T., Parsons, A. W., & GMU Content Analysis Team (2018, November). <i>A content analysis of 15 literacy journals over the last 10 years: Topics, theories, methods, and data sources</i>. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Louisville, KY.</p> <p>Habib, E., Elgazzar, K., Williams, D., Gallagher, M., Sloey, T., Rivet, C., Tarboton, D., Merck, M., Ames, D., & Li, Z. (2018, April). <i>An open source platform for developing, sharing and adoption of active-learning resources in hydrology and water resources</i>. Paper presented at the annual meeting of the American Water Resources Association, Orlando, FL.</p> <p>Gallagher, M. A., Parsons, S. A., Vaughn, M., Scales, R. Q., Parsons, A. W., Bruyning, A. K., & Davis, S. G. (2018, April). <i>Literacy teachers’ instructional adaptations: A review of the literature, 1975-2014</i>. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.</p> <p>Gallagher, M. A., Parsons, S. A., Vaughn, M. (2018, April). <i>Responsive teaching in mathematics: A review of the literature</i>. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.</p> <p>Adams, M., Gallagher, M. A., & Bruce-Davis, M. N. (2018, April). <i>Engaging teacher candidates in lesson study</i>. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.</p> <p>Ruiz, M. I. & Gallagher, M. A. (2018, April). <i>Supporting teachers’ productive beliefs and practices for working with English Learners in math</i>. Roundtable presented at the annual meeting of the American Educational Research Association, New York, NY.</p>

	<p>Gallagher, M. A., Bruce-Davis, M. N., & Adams, M. (2018, March). <i>Supporting teacher candidates' innovative and reflective practice through lesson study</i>. Paper presented at the annual meeting of the National Association of Professional Development Schools, Jacksonville, FL.</p> <p>Suh, J. M. & Gallagher, M. A. (2018, February). <i>Video analysis supporting preservice teachers noticing through cycles of structured observation and reflection</i>. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Houston, TX.</p> <p>Gallagher, M. A., Langlinais, J., Broussard, F. (2017, November). <i>Making fractions meaningful</i>. Paper presented at the Annual Meeting of the Louisiana Association of Teachers of Mathematics, Baton Rouge, LA.</p> <p>Gallagher, M. A. (2017, April). <i>Mathematics teacher effectiveness: Profiles of practice and teacher knowledge predicting student growth</i>. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.</p> <p>Gallagher, M. A. & Suh, J. M. (2017, April). <i>Learning to notice ambitious mathematics instruction through cycles of structured observation and reflection</i>. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.</p> <p>Parsons, S. A., Gallagher, M. A., Ramirez, E. M., Parsons, A. W, Daoud, N., Bruyning, A. K., King, L., & Groundwater, S. V. (2017, April). <i>An analysis of seven literacy journals: Comparing the content of higher-impact and lower-impact journals</i>. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.</p> <p>Ankrum, J., Morewood, A., Hawkins, P., Parsons, S., Vaughn, M., Parsons, A., & Gallagher, M. A. (2017, April). <i>Adaptive teaching observation (ATO): Creation and validation of an observation instrument</i>. Paper presented at the Annual Meeting of the New England Education Research Organization. Portsmouth, NH.</p> <p>Gallagher, M. A., & Suh, J. M. (2017, March). <i>Cycles of structured observation and reflection: Fostering teacher candidates' noticing in a PDS setting</i>. Paper presented at the Annual</p>
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	<p>Meeting of the National Association of Professional Development Schools, Washington, DC.</p> <p>Bruce-Davis, M., Gallagher, M. A., Barber, A., & Adams, M. (2017, March). <i>Reinvigorating PDS through residency</i>. Paper presented at the Annual Meeting of the National Association of Professional Development Schools, Washington, DC.</p> <p>Gallagher, M. A., & Parsons, S. A. (2016, December). <i>Teacher candidates' perceptions of a literacy methods course embedded in clinical practice</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Parsons, S. A., Gallagher, M. A., Ward Parsons, A., Bruyning, A., Daoud, N., & Content Analysis Team. (2016, December). <i>A content analysis of fifteen literacy journals, 2009-2014</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S. G., Gallagher, M. A., Pierczynski, M., & Ward Parsons, A. (2016, December). <i>Literacy teachers' instructional adaptations: A literature review</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Anderson, B., & Gallagher, M. A. (2016, December). <i>Fostering engaging vocabulary instruction through responsive professional development</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Gallagher, M. A., Parsons, S. A. (2016, July). <i>Theory into practice: Preservice teachers' perceptions of a practice-based literacy methods course</i>. Paper presented at the Annual Meeting of the International Literacy Association-Organization of Teacher Educators in Literacy, Boston, MA.</p> <p>Gallagher, M. A. (2016, April). <i>Patterns in teachers' mathematics practices</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>Gallagher, M. A., Parsons, S. A., & Suh, J. M. (2016, April). <i>"We saw it!": Bridging theory and practice at professional development schools through structured observations</i>.</p>
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	<p>Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>King, L., Gallagher, M. A., Suh, J. M. (2016, April). <i>The richness of mathematics according to preservice teachers in a professional development school model</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>Vaughn, M., Parsons, S. A., Gallagher, M. A., Scales, R. Q., Davis, S. G., Pierczynski, M., Ward Parsons, A., & Allen, M. H. (2016, April). <i>A review of the literature on teachers' instructional adaptations</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>Gallagher, M. A., Parsons, S. A., Parker, A. K., Groth, L., Brown, E. L., Baker, C. K., & Suh, J. M. (2016, March). <i>The importance of collaboration: Creating courses embedded in the clinical practice paradigm</i>. Paper presented at the Annual Meeting of the National Association of Professional Development Schools, Washington, DC.</p> <p>Parker, A. K., Parsons, S. Groth, L., Sell, C., Brown, E. L., Baker, C. K., & Gallagher, M. (2016, February). <i>School-based teacher preparation: Collaborating with PK-6 partners to re-conceptualize methods courses and field experiences</i>. Paper presented at the Annual Meeting of the Association of Teacher Educators, Chicago, IL.</p> <p>Gallagher, M. A., King, L., Suh, J., Hargrove, D., & Weiss, A. (2016, January). <i>Preservice teachers' perceptions of a hybrid fieldwork experience</i>. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.</p> <p>Parsons, S. A., Gallagher, M., Ramirez, E. M., Doheney, K. S., Groundwater, S. V., Ainger, J., King, L., Smith, P. (2015, December). <i>A content analysis of 10 journals, 2009-2013</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Carlsbad, CA.</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S. G., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, December). <i>A literature review of adaptive teaching during literacy instruction</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Carlsbad, CA.</p>
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	<p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, November). <i>Methods used to study teacher adaptations in literacy instruction: A literature review</i>. Paper presented at the Annual Meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.</p> <p>Anderson, B. & Gallagher, M. A. (2015, July). <i>Strategies in action: Engaging instructional practices to expand students' vocabularies</i>. Poster presented at the Annual Meeting of the International Literacy Association, St. Louis, MO.</p> <p>Parsons, S., Dohoney, K. S., King, L. A., Groundwater, S. V., Gallagher, M. A., Ramirez, E. M., Ainger, J., & Smith, P. (2015, April). <i>A content analysis of seven influential literacy research journals, 2009-2013</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Pellegrino, A., Peters-Burton, E., & Gallagher, M. A. (2015, April). <i>Considering the nature and history of science in secondary science textbook resources</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Weiss, A. H., Suh, J. M., King, L., Gallagher, M., & Hargrove, D. L. (2015, April). <i>Assessing the use of a validated framework for observing and reflecting on mathematical teaching and learning in a Professional Development School</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Parsons, S., & Gallagher, M. A. (2015, March). <i>Pre-service teachers' perceptions of a methods course</i>. Paper presented at the meeting of Professional Development Schools National Conference, Atlanta, GA.</p> <p>Taboada Barber, A., Gallagher, M., Buehl, M. M., Smith, P., & Beck, J. (2014, December). <i>Examining student engagement and reading instructional activities: English learners' reading profiles</i>. Paper presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.</p> <p>Taboada Barber, A., Buehl, M. M., Gallagher, M., Beck, J., Ramirez, E. M., Nuland, L., Smith, P., & Mehta, S. (2014, December). <i>Content area literacy versus disciplinary literacy: Competing or complementary frameworks?</i> Symposium</p>
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	<p>presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.</p> <p>Taboada Barber, A., Gallagher, M. A., & Nuland, L. R. (2014, May). <i>Integrating American history with literacy practices for English learners in inclusive settings</i>. Poster presented at the Annual Meeting of the International Reading Association, New Orleans, LA.</p> <p>Gallagher, M. A., Taboada Barber, A., Beck, J. S., & Buehl, M. M. (2014, April). <i>English language learners' academic vocabulary knowledge</i>. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.</p> <p>Taboada Barber, A., Buehl, M. M., Gallagher, M. A., Nuland, L. R., & Mehta, S. (2014, April). <i>Predictors of reading comprehension in middle school: Cognitive and motivational factors</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.</p> <p>Taboada Barber, A., Buehl, M. M., Gallagher, M. A. (2013, December). Motivational and language predictors of growth in history reading comprehension for English learners and English monolingual students. In D. Townsend (chair), <i>Academic vocabulary in the content areas</i>. Symposium presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.</p> <p>Taboada Barber, A., Buehl, M. M., Gallagher, M. A., Beck, J. S., Ramirez, E., & Richey, L. N. (2013, September). <i>Fostering reading comprehension in middle-school social studies: A formative experiment of teachers' practices and adaptations for content-literacy instruction</i>. Poster presented at the meeting of Society for Research on Educational Effectiveness, Washington, DC.</p> <p>Professional Development Presentations/Workshops</p> <p>Wolling, K., & Gallagher, M. A. (September-December 2015). <i>Math Workshop in the Elementary Classroom</i>. Westlawn Elementary School, Fairfax County Public Schools, VA.</p> <p>Gallagher, M., & Manasfi, L. (August 2011). <i>Understanding Lucy Calkins' Writing Workshop for Upper Elementary</i>. American International School, Dhaka, Bangladesh.</p>
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	<p>Cipielewski, K., Boyd, K., Luby, J., Bravo, A., Gallagher, M., Elliott, A., & Switzer, R. (February 2011). <i>Action in the PYP (Primary Years Programme)</i>. American International School, Dhaka, Bangladesh.</p> <p>Educational Presentations to Parent Groups</p> <p>Gallagher, M. (May- June 2013). <i>Lectura y la Familia</i> (Family Literacy). Greenbrier Learning Center, Arlington, VA.</p> <p>Findlay, J., & Gallagher, M. (May 2009). <i>Creating a parent learning community: Home environments that support learning</i>. American International School System, Lahore, Pakistan.</p> <p>Findlay, J., & Gallagher, M. (May 2009). <i>Literacy and learning at home and at school: The reading family</i>. American International School System, Lahore, Pakistan.</p> <p>Gallagher, M., & Fee, J. (March 2008). <i>Writers' Workshop 101 for parents</i>. Hunters Woods Elementary School for the Arts and Sciences, Fairfax, VA.</p>
Grants	<ul style="list-style-type: none"> ○ Louisiana Systemic Initiatives Program (LaSIP), Supporting English Learners' Achievement in Mathematics, July 2017 – September 2018 (\$217,987) ○ Louisiana Board of Regents Grant July 2017 – June 2018 (\$98,141)
Conferences Attended	<ul style="list-style-type: none"> ○ American Educational Research Association (AERA) - 2014, 2015, 2016, 2017, 2018 ○ Association of Mathematics Teacher Educators (AMTE) – 2016, 2018 ○ Literacy Research Association (LRA) – 2013, 2014, 2015, 2016 ○ National Association of Professional Development Schools (NAPDS) – 2017, 2018 ○ Psychology of Mathematics Education North America (PME-NA) – 2016
Professional Memberships	<ul style="list-style-type: none"> ○ National Board for Professional Teaching Standards (NBPTS) ○ American Educational Research Association (AERA), Division K Teaching and Teacher Education, SIGs: Research in Mathematics Education ○ National Council of Teachers of Mathematics (NCTM) ○ National Association for Professional Development Schools (NAPDS) ○ Association of Mathematics Teacher Educators (AMTE)
Awards	<ul style="list-style-type: none"> ○ AMTE "Service, Teaching, and Research" (STaR) Fellow 2018
Additional Skills	SPSS, AMOS, MS Office Suite
Dissertation	<p>Dissertation Title: <i>Mathematics Teacher Effectiveness: Profiles of Practice and Teacher Knowledge Predicting Student Growth</i></p> <p>Dissertation Advisor: Gary Galluzzo, Professor of Teaching and Teacher Education</p>

	<p>Summary: This thesis explores profiles of 252 fourth and fifth grade teachers' mathematics instructional practices and the influence of those practices and the teachers' mathematical knowledge for teaching on student mathematics growth, above and beyond student, teacher, and classroom background variables. The use of a person-centered analysis to examine profiles in teachers' practices on a large scale is a recent practice in teacher effectiveness research and has many implications for practice, including the possibility of creating professional development opportunities tailored to the strengths and weaknesses of teachers. The results indicated that there were four meaningful and distinct profiles of teachers' practices: <i>weak practices, lots of errors, developing practices, and strong practices</i>. Furthermore, teachers' mathematical knowledge for teaching was not a significant predictor of student growth in math after controlling for teachers' profiles of practice. In the final model, there were statistically significant differences in growth between students in classes of teachers with developing and weak practices.</p>
Other Professional Experience	<p>Extern (January 2004) <i>U.S. Department of Education, Washington, D.C.</i></p>
Service	<p>Mathematics Professional Development Leader (2018) <i>CEPEWB, Santa Avelina, Guatemala</i></p> <p>Volunteer Teacher (May – August 2004) <i>Nyumbani Children's Home, Karen, Kenya</i></p> <p>Volunteer Teacher (June – July 2004) <i>Karen C. Primary School, Karen, Kenya</i></p>