

# EMILY C. PHILLIPS GALLOWAY

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## Academic Appointments

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**Assistant Professor** (tenure-track position) 2016-Present  
Department of Teaching and Learning, Vanderbilt University, Peabody College of Education and Human Development, Nashville, TN.

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

## Education

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**Doctor of Education**, Harvard University, Cambridge, MA  
Program in Human Development & Education  
*Thesis: The Development of Core Academic Language Skills and Reading Comprehension Skill in Pre-Adolescent and Adolescent Learners*  
Advisor: Paola Uccelli; Ad Hoc Committee Members: Nonie Lesaux, Catherine Snow

**Master of Science in Education**, University of Pennsylvania, Philadelphia, PA  
Program in Reading, Writing and Literacy (Reading Specialist Program)

**Bachelor of Arts**, University of Pennsylvania, Philadelphia, PA  
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*

## Fellowships, Honors, and Awards

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- Jeanne Chall Doctoral Thesis Award (2016)
- Harvard Graduate School of Education, Larsen Fellowship 2010-2015
- Dean's Summer Fellowship, Summer 2013
- Qualifying paper passed with distinction, Spring 2013
- Jeanne Chall Memorial Travel Grant, Spring 2013, 2015
- Doctoral Student Travel Grant, Summer 2012, Fall 2012, Fall 2013, Summer 2015
- 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

## Additional Teaching and Research Experiences

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**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 8<sup>th</sup> grade Latin, 8<sup>th</sup> grade English and 7<sup>th</sup> 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

Parent Infant Center, 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**

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### **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-8 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.

## **Journal Articles**

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Uccelli, P., & Phillips Galloway, E. (2016). Academic Language Across Content Areas: Lessons From an Innovative Assessment and From Students' Reflections About Language. *Journal of Adolescent & Adult Literacy*.

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

Uccelli, P., Barr, C. D., Dobbs, C. L., **Phillips Galloway, E.**, Meneses, A., & Sanchez, E. (2015). Core Academic Language Skills (CALS): An expanded operational construct and a novel instrument to chart school-relevant language proficiency in per-adolescent and adolescent learners. *Applied Psycholinguistics*, (5) 1075-1107. doi: 10.1017/S0142716400006X.

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

**Phillips Galloway, E.**, Stude, J. & Uccelli, P. (2015). Negotiating communicative practices in schools: Student's oral and written reflections on the academic register. *Linguistics & Education*.

**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., **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.B. & Lin, A. (2013). Content area writing: The literacy lives of American adolescent writers. *Journal of Adolescent and Adult Literacy*.

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.

## Books

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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.

## Solicited Book Chapters

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**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*. New York: Springer Publishing.

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

## Selected Conference Presentations and Papers

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**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 reelections 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.

## University Teaching

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**Educational Linguistics and Second Language Acquisition.** Department of Teaching and Learning, Vanderbilt University.

**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.

## Practitioner Workshops & Series

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Lesaux, N. & **Phillips Galloway, E.** (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.

**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.

## Other Publications

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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.

**Phillips Galloway, E.** (2011) What is deep reading comprehension?. Report to Zaner-Bloser. Columbus, OH: Zaner-Bloser.

Uccelli, P., **Phillips Galloway, E.**, Aguilar, G., & Allen, M. Academic languages and bilingualism in US Latino students. Report to the Cervantes Institute at Harvard University. Cambridge, MA.

## Manuscripts Under Review or in Preparation

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**Phillips Galloway, E.** & Uccelli, P. Disentangling the relationship between Socioeconomic Status, Language Skill and Reading Comprehension: A Mediation Model. (*in preparation*)

Uccelli, P. & **Phillips Galloway, E.** Teaching Academic Language to Adolescents: Insights from Research (*Revised and Resubmitted*).

Uccelli, P., Meneses, A. & **Phillips Galloway, E.** Mapping the developmental trajectories of word definitions. (*in preparation*).

## Ad-Hoc Reviewer

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Child Development; Applied Psycholinguistics