

EMILY C. PHILLIPS GALLOWAY

Assistant Professor

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Language, Learning, Literacy and Equity Research Group Website:

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

Team TRANSLATE Website:

www.translatetoread.com

AREAS OF SPECIALIZATION

Academic Register Learning, 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 register 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.*

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, Fall 2022*

Instructor in Education

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

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*

Michael Pressley Memorial Fellow & Teacher 2006-2010
Benchmark School, a School for Struggling Readers, Media, PA

Early Childhood Teacher 2003-2005
PIC, Philadelphia, PA

Educational Partnerships with School Districts

Educational Partner 2013-present

- *Boston Public Schools, Department of Early Childhood, Rigorous and Regulated Early Childhood Initiative, Boston Public Schools, Harvard Graduate School of Education (MA).*
- *New York City Department of Education, Department of Multilingual Language Learners; Office of the Chancellor (NY).*
- *Metro Nashville Public Schools, Office of English Learning (TN).*
- *Clarksville Montgomery Public Schools, Office of English Learning (TN).*

HONORS, FELLOWSHIPS, & AWARDS

- Excellence in Graduate Student Mentoring Award Nominee, Vanderbilt University, 2024
- Vanderbilt University, Peabody College Faculty Excellence Award, 2023: Service to the Field
- William T Grant Foundation Scholars Finalist, 2021
- William T. Grant Foundation Scholars Finalist, 2020
- 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, 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

FUNDING

Current Funding

1. **Advancing Teacher Education for Linguistically and Culturally Diverse Classrooms in Turkey, U.S. Mission Turkey Grants Program, \$46, 218. (Period of Performance 11/1/2022-8/1/2024) (Role: PI), Co-PI: Basak Cermikli Ayvaz, Vanderbilt University; Collaborators: Irem Çomoglu & Eda Akgün Özpolat, Dokuz Eylul University, Izmir, Turkey.**

Purpose: This design-based study is a partnership with Dokuz Eylul University to support pre-service educators of English in Turkey to develop the skills and dispositions needed to teach multilingual and refugee youth when teaching English.

2. **An Expanded Efficacy Study of the TRANSLATE Intervention. Scaling Success Grant Competition, Vanderbilt University, \$60,000. (Period of Performance 10/1/2022-5/30/2024) (Role: PI)**

Purpose: This grant funded an expansion of the number of participants in our efficacy study described below, resulting in a fully powered evaluation of the TRANSLATE curriculum.

- 3. A Researcher-Practitioner-Community Partnership to Foster Early Childhood Language Development in Multilingual Populations. Internal Grant provided by Peabody College, Vanderbilt University, \$9,120. (Period of Performance 06/1/2022-5/31/2024) (Role: Co-PI), Co-PI: Ana Christina da Silva Iddings, Vanderbilt University.**

Purpose: This grant provided funding to expand on the current relationships being developed with teachers of students who are supporting language development for young English Language Learners. Apart from the development and strengthening of relationships in our local schools, this project will result in the design of language and literacy curricular activities that center the identities and voices of children in the classroom which will be co-designed with early childhood teachers, families, and community members in the Latine community.

- 4. Exploring the Impact of Education in New Versus Established Immigrant Destination U.S. States on Multilingual Learners' (MLLs') Reading Achievement During Middle Childhood. AERA-NSF, \$35,000. (Period of Performance: 1/15/2022– 5/31/2025) (Role: PI).**

Purpose: Studies are needed that consider the conditions in which MLL students educated in 'new immigrant destination' (NID) states currently learn and live, conditions which differ in important ways from the social, demographic, economic, political, and educational circumstances shaping the literacy learning experiences of MLLs in other regions. This empirical study aims to document whether MLLs' levels of reading achievement in NID states show parity with those of students educated in regions where multilingual learners have traditionally been present in the school population. Such research is essential to understand whether insights into MLL populations' reading achievement generated from decades of studies in long-serving immigrant destinations can be generalized to MLL populations educated in NID states, and further whether policies informed by this research remain applicable.

- 5. Examining Experience with the Language of Print and Cognitive Factors as Predictors of Grammatical Development. National Institute of Health (NIH), \$2,995,847 (additional NIH supplement awarded: \$212,715.92) (Period of Performance: 1/1/2020 – 12/31/2024) (Role: Co-PI), PI: Duane Watson, Vanderbilt University; Co-PI: Tessa Warren, University of Pittsburgh. Additional funding: additional \$212,715.92 supplement. (Period of Performance: 1/1/2022 – 12/31/2024)**

Purpose: This study focuses on middle grade readers and tests two mechanisms by which individual differences in language experience might influence grammatical

processing when reading: 1) experience with diverse and complex texts, enabling the construction of a better statistical model of the linguistic input and/or 2) gains in processing efficiencies through the amount of text exposure. Rather than explore language experience as a broad construct, we examine an understudied facet of language experience: the quantity and quality of digital and print text exposure experienced by readers inside- and outside-of-the-classroom. Results will inform a deeper understanding of mechanisms that might support later language learning as a core component of text comprehension.

6. **Core Analytical 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 – 06/30/2025) (Role: Co-PI), PI: Paola Uccelli, Harvard University; Co-PIs: Jeremy Miciak, University of Houston & Chris Barr, Rice University.**

Purpose: This project conducted in partnership with multiple school districts aims to create an efficient and educationally relevant measure of English academic register skills for use with multilingual learners. Because the measure taps knowledge of language features commonly found in school texts, the results of this assessment are designed to inform linguistically supportive reading comprehension instruction. We are working on collaboration with educators in our partner districts design routines for linking these assessment results to instruction that will be made available at the conclusion of the study.

Completed Funding

1. **A researcher-practitioner partnership to advance academic language instruction for linguistically diverse populations. Peabody Researcher-Practitioner Partnership Grant, Vanderbilt University, \$15,000. (Period of Performance: AY 2018-2023) (Role: PI)**

Purpose: This project aimed to form an enduring partnership with middle grade educators to co-investigate the role of language in text comprehension and production and to apply this knowledge to instruction. The resulting professional learning community has continued for five years.

2. **An Efficacy Study of the TRANSLATE Intervention. Lyle Spencer Research Award, Spencer Foundation, \$929,000. (Period of Performance 1/1/2019-12/31/2023) (Role: PI, 2022-2023; Co-PI, 2019-2022), Co-PIs: Robert Jiménez, Vanderbilt University; Amanda Goodwin, Vanderbilt University; Samuel David, University of Minnesota; Mikel Cole, University of Houston; Mark Pacheco, University of Florida.**

Purpose: This multi-year, design-based research and curricular efficacy study will result in, to our knowledge, the first translanguaging curriculum designed for use at scale with middle grade leaders (grades 4-8). Working with a team of educators

over two school years and multiple rounds of refinement, we have designed a 22-week English language arts curriculum that centers the linguistic resources of multilingual youth, scaffolds educators in using translingual and metalinguistic pedagogies, and fosters positive multilingual identities for participating students. We completed an efficacy trial of the curriculum in 24 middle grade classrooms (AY 2021-2023) and refined the professional learning sequence that will support implementation at scale. At the conclusion of the study, TRANSLATE materials will be made freely available.

- 3. 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.**

Purpose: Using a cohort-sequential longitudinal design to follow students from 4th to 8th grade (n=733), this project was guided by two main objectives: to examine individual growth trajectories of language skills for academic writing in students' writing-to-explain (W2E) and writing-to-persuade (W2P) tasks; to explore the concurrent development of productive Language for Academic Writing Skills (L4W), receptive Core Language for Academic Reading Skills (L4R), and Writing Quality (WQ) over time. Results revealed considerable individual variability and consistent links between receptive language and productive language skills.

- 4. 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).**

Purpose: This grant fostered a researcher-practitioner partnership with middle grade educators in two large urban districts to support their use of student language data to inform the design of instruction. Specifically, the project aimed to increase the number of metalinguistic scaffolds provided in lessons to multilingual learners to give greater access to text.

- 5. 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.**

Purpose: This study sought to examine how mentors within a makerspace fostered youth engagement and participation in a range of making practices.

PUBLICATIONS

*Student collaborators are noted with an *; educator collaborators are noted with a +*

March, 2024: h-index: 20; i10-index: 26

Books

1. Neugebauer, S., **Phillips Galloway, E.**, & Dobbs, C.L. (2023). *Reimagining Language Instruction: New Approaches to Promoting Equity*. New York, NY: Teacher's College Press.
- Reviewed in *Teacher's College Record*
2. 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, NY: 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 adapted 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

1. **Phillips Galloway, E.**, Bednorz, J., & Buchanan, B.* (in press). Review of research on the teaching of language for writing within the disciplines of science, mathematics and social studies: Current approaches and future directions. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of Writing Research*, 3rd edition. New York, NY: Guilford.
2. **Phillips Galloway, E.** & Lesaux, N. (2023). Literacy architectures: Making the case for systems of learning and teaching to cultivate readers and writers in linguistically diverse schools. In S. Cabell, S. Neuman, and N. Patton-Terry (Eds.). *Handbook on the Science of Early Literacy*. New York, NY: Guildford.
3. 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.
4. **Phillips Galloway, E.** & Lesaux, N. (2017). A Matter of Opportunity: Language and Reading Development during Early Childhood for Dual Language Learners. 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 Book Chapters

5. Cermikli Ayvaz, B.*; Akgun Ozpolat, E.*; Comoglu, I & **Phillips Galloway, E.** (*in press*). Tracing the Power in Multilingual Teacher and Learner Identity Construction. *Multilingual TESOL: De-constructing and Re-constructing the Power of, in and for Language Classrooms*. Springer.
6. **Phillips Galloway, E.**, White, H.*, & Jiménez, R. (*in press*). Learning to notice: Supporting educators of plurilingual learners to notice, name, and scaffold metalanguaging in the middle-grade classroom. In R. Love & P. Proctor (Eds.). *Pursuing Language and Metalinguistic Awareness in k-12 Classrooms: A Framework for Critical Engagement*. New York, NY: Routledge.
7. Meston, H.M* & **Phillips Galloway, E.** (*in press*). Visioning Critical Dialogic Education in the SLIFE classroom to transform instruction. In F. Karam & A. Kibler (Eds.) *Critical Dialogic TESOL Teacher Education: Preparing Future Advocates and Supporters of Multilingual Learners*. Bloomsbury.
8. **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.
9. 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: Multilingual Matters.
10. **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.
11. **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.
12. 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

In Press & Published

1. Hsin, L.B., **Phillips Galloway, E.** & Snow, C.E. (2024) Supporting social strengths amid emerging bilingualism: effects of Word Generation on social perspective taking in English learners' writing. *International Journal of Bilingual Education and Bilingualism*, DOI: [10.1080/13670050.2024.2319869](https://doi.org/10.1080/13670050.2024.2319869).
2. White, H.*, **Phillips Galloway, E.**, & Jiménez, R.T. (2023). Exploring the role of an educative translanguaging curriculum in disrupting monoglossic and monolingual classroom practices. *TESOL Quarterly*. DOI: <https://doi.org/10.1002/tesq.3258>.
3. **Phillips Galloway, E.** (2023). Operationalizing the Access-Voice-Choice Framework for Equitably and Justly Teaching the Language for School Literacy. *The Reading Teacher*, 77(2), 226–237. DOI: <https://doi.org/10.1002/trtr.2239>.
4. Sengupta-Irving, T., Vogelstein, L.*, Brady, C., & **Phillips Galloway, E.** (2023). Prolepsis & telos: Interpreting pedagogy and recovering imagination in the mediation of youth learning. *Journal of the Learning Sciences*, 32(2), 211–249, DOI: [10.1080/10508406.2022.2114833](https://doi.org/10.1080/10508406.2022.2114833).
5. **Phillips Galloway, E.**, Meston, H.* & Dobbs, C. (2022). Linguistic cartography: Language mapping as a practice for understanding our multilingual students and our own language repertoires. *Journal of Language, Identity, and Education, ahead-of-print*, 1–16, DOI: <https://doi.org/10.1080/15348458.2022.2147935>.
6. **Phillips Galloway, E.** & Meston, H.* (2022). Pedagogy of possibility: Examining academic language teaching and learning as proleptic practice in a classroom serving language minoritized learners. *Journal of Literacy Research*, 54(4), 402–433, <https://doi.org/10.1177/1086296X2211408>.
7. Meston, H.*, **Phillips Galloway, E.**, & Barrack, K.A.+ (2022). Co-constructing Agency: Weaving Academic Discussion. *The Reading Teacher*, 76(1), 23–33, DOI: <https://doi.org/10.1002/trtr.2111>.
8. **Phillips Galloway, E.** Meston, H.*, & Aguilar, G.* (2022). Teaching ‘register overlap:’ A proposal for a translanguaging pedagogy to support Spanish and English academic register learning. *TESOL Quarterly*, 56 (2), 813-826, DOI: <https://doi.org/10.1002/tesq.3091>.
9. **Phillips Galloway, E.**, Hsin, L., Jensen, B. LaRusso, M., Hong, M.K.*, & Mankowski, K.* (2021). Examining the role of learner and classroom characteristics in the later language learning of Latinx youth and their classmates. *Journal of Applied Developmental Psychology*, 77, 101353, DOI: <https://doi.org/10.1016/j.appdev.2021.101353>.
10. McClain, J.B.*, Harmon, M.* & **Phillips Galloway, E.** (2021). Eliminating prerequisites for personhood: A framework for enacting antiracist language instruction. *Language Arts*, 99 (1), 25-36, DOI: <https://doi.org/10.58680/la202131411>.

11. 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*, 64(4), 409-419, DOI: <https://doi.org/10.1002/jaal.1127>.
12. **Phillips Galloway, E.**, McClain, J.B.* , & 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. DOI: <https://doi.org/10.1002/rrq.359>.
13. **Phillips Galloway, E.**, & McClain, J. B.* (2020). Metatalk moves: Examining tools for collective academic discourse learning. *The Reading Teacher*, 74(3), 305–314, DOI: <https://doi.org/10.1002/trtr.1950>.
14. Aguilar, G.* , Uccelli, P., & **Phillips Galloway, E.** (2020). Toward biliteracy: 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, DOI: <https://doi.org/10.1002/tesq.570>.
15. **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, DOI: <https://doi.org/10.1177/2332858419892575>.
16. 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, DOI: <https://doi.org/10.1080/00405841.2019.1665413>.
17. 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, DOI: <https://doi.org/10.1177/1086296X19860206>.
18. 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, DOI: <https://doi.org/10.1111/lang.12365>.

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

19. **Phillips Galloway, E.**, Qin, W., Uccelli, P., & Barr, C. D. (2020). The role of cross-disciplinary academic language skills in disciplinary, source-based writing: Investigating the role of core academic language skills in science summarization for middle grade

writers. *Reading and Writing*, 33(1), 13-44, DOI: <https://doi.org/10.1007/s11145-019-09942-x>.

20. **Phillips Galloway, E.**, Dobbs, C., Olivo, M., & Madigan, C.* (2019). 'You can...': An examination of language-minoritized learners' development of metalanguage and agency as users of academic language within a multivocal instructional approach. *Linguistics and Education*, 50, 13-24, DOI: <https://doi.org/10.1016/j.linged.2019.01.002>.
21. **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, DOI: <https://doi.org/10.1037/edu0000276>
22. **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, DOI: <https://doi.org/10.1007/s11145-018-9880-3>.
23. 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, DOI: <https://doi.org/10.1002/jaal.553>.

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

24. **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, DOI: <https://doi.org/10.1007/s11145-015-9550-7>.
25. 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, DOI: <https://doi.org/10.1017/S014271641400006X>.

n.b. 1st most cited paper in *Applied Psycholinguistics* (2015)

26. 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. *50(3)*, 337–356, DOI: <https://doi.org/10.1002/rrq.104>.

n.b. 4th most cited paper in *Reading Research Quarterly* (2015)

5th most cited author in *Reading Research Quarterly* (2015)

27. **Phillips Galloway, E.**, Stude, J., & Uccelli, P. (2015; re-print, 2022). Adolescents' metalinguistic reflections on the academic register in speech and writing. *Linguistics and Education*, 31, 221-237, DOI: <https://doi.org/10.1016/j.linged.2014.10.006>.

n.b. article selected as one of six key articles published in *Linguistics and Education* over the last three decades to be featured in a special issue tracing impactful research in academic language.

28. **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, DOI: <https://doi.org/10.1002/trtr.1251>.
29. 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, DOI: <https://doi.org/10.1002/JAAL.219>.

Published Conference Proceedings

1. 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.
2. 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.
3. 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

1. Uccelli, P., **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.

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

Assessments, Measures, and Curriculum

1. **Phillips Galloway, E.,** Jiménez, R., White, H.*, Khanna, M., McFadden, S. (2020, 2021). The TRANSLATE Curriculum: A middle grades translanguaging curriculum to support text comprehension. Available at: www.translatetoread.com.

nb. The TRANSLATE curriculum is available to educators in New York City via an initiative with the Department of Multilingual Learners. In addition, the curriculum has been downloaded over 1,000 times and is in use in 10 U.S. states.

2. **Phillips Galloway, E.** (2020). Linguistically Supportive Oral Language Inventory (L-Sol Inventory). Classroom Observation Measure.
3. **Phillips Galloway, E.** (2019). Assessment of Academic Language Learning Opportunities (AARLO). Classroom Observation Measure.
4. Uccelli, P., Barr, C., & **Phillips Galloway, E.** (2016). The Core Academic Language Skills Instrument.
5. **Phillips Galloway, E.** & Dobbs, C.L. (2012). The Linguistic Self Mapping Tool.

Popular Media Publications (Non-Peer Reviewed)

1. **Phillips Galloway, E.** & White, H.* (2022). The TRANSLATE Approach: Reading instruction that centers linguistic strengths. *Literacy Today* (publication of the *International Literacy Association*), October, November, December 2022, pages 60-61.
2. **Phillips Galloway, E.** (2022, February 23). Banning books tells students and teachers they aren't capable. [editorial appearing in *The Tennessean*. Retrieved from: <https://www.tennessean.com/story/opinion/2022/02/23/banning-books-tells-students-and-teachers-they-arent-capable/6909949001/>
3. Goodwin, A., **Phillips Galloway, E.** & Rowe, D.W. (2021, February 3). Tennessee students deserve more than 'the basics' in literacy instruction. [editorial appearing in *The Tennessean*. Retrieved from: <https://www.tennessean.com/story/opinion/2021/02/03/tennessee-students-deserve-more-than-basics-literacy-instruction/4372758001/>

4. **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>.
5. **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_to_o_many_professional_development_horror_stories.html
6. **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>
7. **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_w_e_need_to_let_students_read_read_read.html
8. 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
9. 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. <https://learningforward.org/wp-content/uploads/2014/10/learning-to-be-a-change-agent.pdf>.
10. 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

1. Lawrence, J., & **Phillips Galloway, E.** (2022). Disciplinary Expert and Pedagogical Texts: Implications for Creating Text Sets. *Reading Ways Publications*, 3(1).
2. Lesaux, 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>.

3. Lesaux, 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>.
4. Lesaux, 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>.
5. Lesaux, 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>.
6. Lesaux, 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>.
7. Lesaux, 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>.
8. Lesaux, 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>.
9. Lesaux, 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>.
10. 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.

11. 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.

Conference Presentations and Papers

1. Meston, H.* & **Phillips Galloway, E.** (March, 2024). Visioning Critical Dialogic Education in the SLIFE classroom to transform instruction. *American Association of Applied Linguistics*, Houston, TX.
2. Siegman, R.M.* & **Phillips Galloway, E.** (April, 2024). Linguistic Play Discourse Analysis: How Playful Translanguaging Emerged from a Series of "Toot"-Worthy Episodes. *American Educational Research Association*, Philadelphia, PA.
3. **Phillips Galloway, E.**, Quintero-Castellanos, D.*, & Kiellor, S.* (April, 2024) Examining the Reading Comprehension Development of Multilingual Youth in Traditional and New Immigrant Destination U.S. States. *American Educational Research Association*, Philadelphia, PA.
4. **Phillips Galloway, E.** & Quintero-Castellanos, D.* (March, 2024) Exploring Variation in Multilingual Learners' Reading Achievement During Middle Childhood in New Versus Established Immigrant Destination in U.S. States. *Association for Education Finance & Policy*, Baltimore, MD.
5. Çomoğlu, I., Çermikli Ayvaz, B.*, Akgün-Özpolat, E.*, **Phillips Galloway, E.** (October, 2023). Advancing teacher education for linguistically and culturally diverse classrooms in Türkiye. *TESOL Türkiye*.
6. **Phillips Galloway, E.**, & Quintero-Castellanos, D.* (April, 2023). Examining the Role of U.S. Region in Multilingual Learners' Reading Performances. *American Educational Research Association*, Chicago, Illinois.
7. White, H.*, **Phillips Galloway, E.**, & Jimenez, R.T. (April, 2023). "I've Learned They Have a Lot to Say": Using Curriculum to Support Teachers' Translanguaging Pedagogies. *American Educational Research Association*, Chicago, Illinois.
8. Siegman, R.*, & **Phillips Galloway, E.** (April, 2023). Teacher Sense-Making and Positioning of Linguistic Identity Through Multilingual Curricular Supports and Teaching. *American Educational Research Association*, Chicago, Illinois.
9. Meston, H.M.*, & **Phillips Galloway, E.** (April, 2023). Impact of Collaborative Exploration of Problems of Practice on Teachers' Visions of Critical Dialogic Education. *American Educational Research Association*, Chicago, Illinois.

10. Meston, H.M.*, **Phillips Galloway, E.**, & Addison Barrack, K.+(April, 2022). Emotional scaffolding of academic discussion in the middle-Grades SLIFE classroom. *American Educational Research Association*, San Diego, CA.
11. **Phillips Galloway, E.** & Lesaux, N.K. (December, 2021). Literacy architectures: Making the case for systemic approaches to support young multilingual learners to become readers and writers. *Literacy Research Association Annual Conference*. Atlanta, Georgia.
12. **Phillips Galloway, E.** (December, 2021). The role of educator oral language scaffolds in academic language development during middle childhood. *Literacy Research Association Annual Conference*, Atlanta, Georgia.
13. Meston, H.M.*, **Phillips Galloway, E.**, & Addison Barrack, K.+ (December, 2021). Co-constructing agency: Weaving reflexive and text-focused academic discussion. *Literacy Research Association Annual Meeting*, Online.
14. Meston, H.*, **Phillips Galloway, E.**, Barrack, K.A.+ (April, 2021). What If Expertise Were Fluid? Embracing a Dynamic Model of Learner Agency in Class Discussions. *American Educational Research Association Conference*, Online.
15. **Phillips Galloway, E.** (April, 2021). Exploring contributors to later language learning in school settings during middle childhood: The dual role of print and peers. In an invited session for early career scholars, Excellence in Education Research: Early Career Scholars and Their Work. *American Educational Research Association Conference*, Online.
16. **Phillips Galloway, E.** , Uccelli, P., Barr, C. (April, 2021). The facilitative role of morphology skills in producing written texts for middle graders. *American Educational Research Association Conference*, Online.
17. Carter-Stone, L.* , Meston, H.M.* , Leander, K., & **Phillips Galloway, E.** (April, 2021) Yes-and-ing teacher and student talk: Exploring the affordances of dramatic improvisation to support dialogic teaching. *American Educational Research Association Conference*, Online.
18. Uccelli, P., **Phillips Galloway, E.**, Barr, C., Deng, Z.* , & Castillo, L.* (March, 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)*.
19. Aguilar, G. M.* , Kao, K.* , Qin, W., **Phillips Galloway, E.**, & Uccelli, P. (March, 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)*.

20. **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.*
21. 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>.
22. **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>.
23. **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.*
24. **Phillips Galloway, E.** (December, 2019). Language-Minoritized Learners' Sense-Making of English Only Classroom Settings: Identifying Barriers and Affordances to Translingual Pedagogies. Tampa, FL.
25. 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.
26. 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.
27. 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.
28. **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.
29. 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.

30. **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.
31. **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.
32. 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.
33. **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.
34. 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.
35. 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.
36. **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.
37. 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.
38. **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.
39. **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.
40. 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.

41. 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.
42. **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.
43. 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.
44. **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.
45. 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.
46. **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.
47. 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.
48. 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.
49. 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.
50. **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.

51. 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.
52. 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.
53. **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.
54. **Phillips Galloway, E.**, Al-Adeimi, S. Qin, W., Uccelli, P., & Meneses, A. (July, 2014). Exploring Developmental Trends in Pre-Adolescents' Definitional Skills. Presented at the *Society for the Scientific Study of Reading (SSSR)*, Santa Fe, New Mexico.
55. Meneses, A. Qin, W., **Phillips Galloway, E.**, Al-Adeimi, S. Uccelli, P. (July, 2014). Exploring Trends in Adolescents' and Pre-Adolescents' Definitional Skills. Presented at the *International Association of Child Language (IASCL)*, Amsterdam, Netherlands.
56. Uccelli, P., **Phillips Galloway, E.**, Barr, C.L., Meneses, A., Sanchez, E., Dobbs, C.L. (July, 2014). 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.
57. **Phillips Galloway, E.**, Stude, J., Uccelli, P. (July, 2014). The Role of Peers in Adolescents' Talk about Academic Language. Presented at the *International Association of Child Language (IASCL)*, Amsterdam, Netherlands.
58. **Phillips Galloway, E.**, Al-Adeimi, S., Figa, M., Santilli, C., Uccelli, P., & Dobbs, C.L., (April, 2014). 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.
59. Mason, P. & **Phillips Galloway, E.** (December, 2013). Developing as Social Equity Literacy Teachers: Video Self-Analysis Projects That Move Teachers Forward. Presented at the *Literacy Research Association Conference*, Dallas, Texas.
60. **Phillips Galloway, E.**, Lawrence, J., & Moje, E. (December, 2013). Getting to the Core of Adolescent Literacy: A Framework for Meeting Common Core Challenges. Presented at the *Literacy Research Association Conference*, Dallas, Texas.

61. Uccelli, P., **Phillips Galloway, E.**, Barr, C., Dobbs, C., Ronfard, S., Meneses, A. (December, 2013). Beyond Academic Vocabulary: The CALS Construct. Presented at the *Literacy Research Association Conference*, Dallas, Texas.
62. Uccelli, P., **Phillips Galloway, E.**, Dobbs, C., & Ronfard, S., (April, 2013). General Academic Language Proficiency: A Key Predictor of Adolescents' Reading Comprehension. Presented at the *Society of Research in Child Development Biannual Meeting*, Seattle, Washington.
63. **Phillips Galloway, E.**, Uccelli, P., Barr, C., (April, 2013). 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.
64. Uccelli, P., Barr, C., Dobbs, C., **Phillips Galloway, E.**, Meneses, A., Sanchez, E., (April, 2013). Identifying Cross-Disciplinary Academic Language Skills Throughout the Middle School Years. Presented at the *American Educational Research Association Annual Conference*, San Francisco, California.
65. Lawrence, J.F., **Phillips Galloway, E.**, Yim, S., Lin, A., (November, 2012). 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.
66. He, W., **Phillips Galloway, E.**, Hsu, J., White, C., Lawrence, J.F., & Snow, C.E. (November, 2012). 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.
67. Stude, J., **Phillips Galloway, E.** & Uccelli, P. (August, 2012). Negotiating communicative practices in schools: Student's reflections on the academic register. Presented at *Sociolinguistics Symposium 19*, Berlin, Germany.
68. Lawrence, J.F., **Phillips Galloway, E.**, Yim, S.B. & Lin, A. (July, 2012). 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.
69. Uccelli, P., Meneses, A. , **Phillips Galloway, E.**, Barr, C. (July, 2012). 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.
70. **Phillips Galloway, E.** & Gaskins, R. (December, 2009). 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.

71. Gaskins, I., Gaskins, R., Morris, J., **Phillips Galloway, E.**, Rahm, M., & North, S. (May, 2009). 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.
72. Gaskins, R., & **Phillips Galloway, E.** (December, 2008). Why Did They Do That?!: Making Sense of Human History Through the Essential Understandings. Presented at the *National Reading Conference*, Orlando, Florida.

INVITED PRESENTATIONS, KEYNOTES

1. **Phillips Galloway, E.** & Uccelli, P (November, 2023). Promoting just, humanizing, and meaningful instruction for multilingual learners and their peers: Empirical arguments and examples from practice. University of California, Los Angeles. Los Angeles, CA.
2. **Phillips Galloway, E.** (March, 2023). From Classroom to construct: Reflections on the design of an assessment and curricular approach to support academic register learning in middle grade classrooms. Conference on Human Sentence Processing Keynote Address. Pittsburgh, PA.
3. **Phillips Galloway, E.** (November, 2021). Unpacking Project TRANSLATE. Harvard Graduate School of Education, Language for Learning Research Group. Cambridge, MA. (presented virtually).
4. **Phillips Galloway, E.** (September, 2021). What aspects of classroom instruction impact academic language learning? An exploration of middle grade classrooms. Pontificia Universidad Católica de Chile. Santiago, Chile. (presented virtually).
5. **Phillips Galloway, E.** (August, 2021). Academic Language Study Group. Pontificia Universidad Católica de Chile. Santiago, Chile. (Served as panel discussant virtually).
6. **Phillips Galloway, E.** (August, 2021). Teaching Language in the Present and the Future Tense: What does it mean to teach language in a culturally-responsive and sustaining framework? New York City Department of Education Multilingual Learners Conference. New York, NY. (Keynote delivered virtually).
7. **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. (Keynote delivered virtually).
8. **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.

9. **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.
10. **Phillips Galloway, E.** (March, 2018). Academic Language Skills for Emergent Bilingual Learners: Building Supportive Classrooms. Brigham Young University. Provo, UT.
11. **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,
12. **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

1. **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).
2. **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).
3. **Phillips Galloway, E. & Uccelli, P.** (March, 2013). 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.
4. **Phillips Galloway, E. & Uccelli, P.** (March, 2013). 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.
5. **Phillips Galloway, E. & Dobbs, C.** (2012, August). What is academic language? Presented at the Strategic Educational Research Partnership Summer Institute. Boston, MA/Baltimore, MD.
6. Uccelli, P., **Phillips Galloway, E.**, & Dobbs, C. (October, 2012). Assessing Academic Language: A workshop. Presented at the Center for Research on the Educational Achievements and Teaching of English (CREATE) Language Learners, Conference

entitled: English language learners in content areas: Teaching for Achievement in the Middle Grades, Orlando, Florida.

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

Series

1. **Phillips Galloway, E.** (January 2023-2024). The Language of School Text: Supporting Language Minoritized Students' Language Development and Literacy Success. Presented for the Division of Multilingual Learners, New York City Department of Education, New York, New York.
2. **Phillips Galloway, E.** (September 2020-2021). 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.
3. Lesaux, N. & **Phillips Galloway, E.** (various series from January, 2013-2020). 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

1. Interviewed and featured in *EdWeek* on the topic of using translanguaging to support multilingual students, July 13, 2023. Available at: <https://www.edweek.org/teaching-learning/what-is-translanguaging-and-how-is-it-used-in-the-classroom/2023/07>
2. Interviewed and featured in *The Tennessean*, 'Nashville reading clubs help English learners love to read,' November, 2021. Available at: <https://www.tennessean.com/story/news/education/2021/11/14/nashville-reading-clubs-help-english-language-learners-love-reading/6284532001/>
3. Quoted in the *Vanderbilt Hustler* article, 'Vanderbilt professors publish letter addressing Tennessee educational inequalities,' March 2020. Available at: <https://vanderbilthustler.com/39240/featured/vanderbilt-professors-publish-letter-addressing-tennessee-educational-inequalities/>
4. 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

5. Interview in *Phi Delta Kappan*, January 2020: <https://kappanonline.org/academic-language-learning-a-conversation-with-emily-phillips-galloway-heller/?fbclid=IwAR39qJ3WY664hVVgRm-k6rCmlimnAMHjW8QXcfn-yIYOwELO-YsfKQWejdA>.
6. 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>

UNIVERSITY TEACHING

Language, Education, & Diversity (EDUC 6460). Department of Teaching and Learning, Vanderbilt University. (Spring, 2022, 2023, 2024).

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. (Multiple)

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; Fall 2023; Spring, 2024)

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 (2015, 2016).

Writing Development & Instruction. Language and Literacy Program; Human Development and Education, Harvard Graduate School of Education. (2016)

SERVICE

Service to Profession

Journal Editorships:

Associate Editor, *The Reading Teacher* (2022-2024)

Editorial Review Board Member:

Journal of Literacy Research, (2023)

AERA Open, (2020-present);

The Reading Teacher (2021-present);

Journal of Educational Psychology (2019-present);

Reading Research Quarterly (2017-2022);

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

Ad-Hoc Journal Reviewer:

Applied Psycholinguistics;

British Journal of Reading Research;

Child Development;

Developmental Psychology;

Educational Researcher;

International Journal of Bilingualism;

Infancia y Aprendizaje;

Literacy;

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)

Grant & Proposal Reviewer:

Spencer Foundation (2021)

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

AERA, Second Language Research, Special Interest Group, Outstanding Dissertation Award Committee, 2023-2024.

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

Member of the small group supporting the Nashville Metro Public School's leadership around issues of professional learning (2022).

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

Member of the Peabody College Policy Committee (2023-2024).

Search committee member for three searches, Department of Teaching and Learning (2020, 2021, 2022, 2023).

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, 2020-2021, 2021-2022, 2022-2023).

Member of the Equity, Justice, & Diversity Committee, (2018-2022).

Area Chair of the Language Literacy and Culture Concentration, Department of Teaching and Learning (2019, 2020).

Guest lectured in various classes (EDUC 8030, Fall, 2016, 2017, 2019, 2020; EDUC 8010, Spring 2018, 2020; EDUC 6460, Fall 2021) and to doctoral student groups.

Supervised 20 independent studies enabling master's and doctoral candidates to pursue their independent research interests.

Otto Bassler Dissertation Awards Committee Reviewer, 2020, 2021

Peabody College Small Grants Reviewer, 2021, 2023

Russell G. Hamilton Dissertation Enhancement Grants Review Committee, 2021

Mentoring & Advising

Served as primary advisor to doctoral students:

Alexis McBride, (doctoral graduate 2021, Department of Teaching and Learning, Vanderbilt University, co-advised with Robert Jimenez, Professor Emeritus, Vanderbilt)

Dissertation: Supporting Linguistically Minoritized Learners at Community Colleges: Developing a Translanguaging Approach to Remedial Writing Instruction

Heather Meston, (doctoral graduate 2023, Department of Teaching and Learning, Vanderbilt University)

Dissertation: "I Think They Can Teach Each Other More Than I Can": Teacher Learning and Visioning in Support of Student Agency

Abigail Do, (doctoral graduate 2023, Department of Teaching and Learning, Vanderbilt University, co-advised with Robert Jimenez, Professor Emeritus, Vanderbilt)

Dissertation: Exploring the Commodification of Language and Space: The Relationship between Dual Language Programs and Neighborhood Gentrification.

Holland White, (doctoral graduate 2023, Department of Teaching and Learning, Vanderbilt University, co-advised with Robert Jimenez, Professor Emeritus, Vanderbilt)

Dissertation: Supporting In-Service Teachers to Engage in Equitable Instructional Practices with Translanguaging-Focused Educative Curriculum Materials

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)