CURRICULUM VITAE
Tiffany Lynn Gallagher, Ph.D.
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Formal Education

Ph.D. in Educational Studies (Cognition and Learning)
<u>Dissertation Title</u>: *"An After-School Literacy Program: Investigating the Experiences of Students with Literacy Difficulties, their Volunteer Tutors, and the Tutors' Transition into the Teaching Profession"*
Brock University, St. Catharines, Ontario
2000 – 2005

Master of Education (Studies in Teaching and Learning)
<u>Thesis Title</u>: *"Improving Grade Eight Students' Spelling Performance with a Triad Strategy Approach"*
Brock University, St. Catharines, Ontario
1993 – 1996

Concurrent Child and Youth Studies BA/BEd (with Distinction)
Brock University, St. Catharines, Ontario
1987 – 1991

Academic Distinctions and Awards

Canadian Association for Teacher Education (CATE) Dissertation Award
The Canadian Society for the Study of Education (CSSE)
April 2007

Graduate Student Fellowship
Held at Brock University, St. Catharines, Ontario
September 2003 – September 2004
$7,500

Ontario Graduate Scholarship
Held at Brock University, St. Catharines, Ontario
June 2001 – June 2002
$15,000

Certificate of Qualification and Registration: 402631
Ontario College of Teachers
June 1991

Entrance Scholarship
Held at Brock University, St. Catharines, Ontario
September 1987- September 1988
$1,000

Kinsmen Scholarship
Held at Brock University, St. Catharines, Ontario
September 1987 – September 1988
$1,000

Academic Positions Held

Professor and Course Co-ordinator
2018 – present
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Educational Studies

Director
July 2016 – present
Brock Learning Lab
Faculty of Education, Brock University, St. Catharines, Ontario

Associate Professor and Course Co-ordinator
2010 – 2018
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education

Assistant Professor and Course Co-ordinator
2005 – 2010
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education

Lecturer (Limited Term Appointment)
July 2004 – July 2005
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education

Instructor
September 2001 – July 2004
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education

Graduate Teaching Assistant
January 1996 – April 1996
Master of Education course, 5P32 (Concepts and Issues in Learning)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Graduate and Undergraduate Studies in Education

Professional Experience

Franchisee and Executive Director
September 1996 – August 2004
Sylvan Learning Centre, Mississauga, Ontario

Director of Education
July 1991 – August 1996
Sylvan Learning Centre, Thunder Bay, Ontario and Mississauga, Ontario

Occasional Teacher
September 1991 – June 1992
Lakehead District School Board & Thunder Bay Catholic District School Board, Thunder Bay, Ontario
Meno Bimahdzewin Child/Family Services & W.J. Griffiths Child Care Centre, Thunder Bay, Ontario

Counselor
May 1987 – April 1991
Community Living Niagara Falls

# Scholarly Activities
[P=Principal; S=Secondary; E=Equal]

Books

Gallagher, T.L. & Ciampa, K. (2020). *International perspectives on teacher candidates and in-service literacy teachers' self-efficacy and collective efficacy.* Palgrave Macmillan. ISBN 978-3-030-47820-9 DOI 10.1007/978-3-030-47821-6 https://www.palgrave.com/gp (P)

Bennett, S., Dworet, D., Gallagher, T., & Somma, M. (2019). *Special education in Ontario schools (8th Ed.)*. Highland Press. (E)

Airasian, P. W., Engemann, J. F. & Gallagher, T. L. (2012). *Classroom assessment: Concepts and applications – Second Canadian edition.* McGraw-Hill Ryerson. ISBN 978-00700055506 https://www.mheducation.ca/ (E)

Santrock, J., Woloshyn, V. E., Gallagher, T. L., Di Petta, T., & Marini, Z. (2010). *Educational psychology- Third Canadian edition.* Toronto, ON, Canada: McGraw-Hill Ryerson. ISBN 978-0-07-012345-8 https://www.mheducation.ca/ (E)

Gallagher, T. L. (2009). *Literacy tutoring program perspectives and understandings: Investigating the experiences of students with literacy difficulties, their volunteer tutors, and the tutors' transition into the teaching profession.* VDM Verlag Publishing House Ltd. ISBN 978-3-639-15848-9 http://www.vdm-publishing.com/ (P)

Airasian, P. W., Engemann, J. F. & Gallagher, T. L. (2007). *Classroom assessment: Concepts and applications – First Canadian edition.* McGraw-Hill Ryerson. ISBN 978-0-07-0959666-8 https://www.mheducation.ca/ (E)

Santrock, J., Woloshyn, V. E., Gallagher, T. L., Di Petta, T., & Marini, Z. (2007). *Educational psychology- Second Canadian edition.* McGraw-Hill Ryerson. ISBN 978-0-07-097409-8 https://www.mheducation.ca/ (E)

Santrock, J., Woloshyn, V. E., Gallagher, T. L., Di Petta, T., & Marini, Z., (2004). *Educational psychology- First Canadian edition.* McGraw-Hill Ryerson. ISBN 9-780070-909694 https://www.mheducation.ca/ (E)

Book Chapters

Bennett, S. & Gallagher, T. L. (in press). Critical components for inclusive education in school districts. In J. Specht, S. Sider, & K. Maich (Ed.), *A research agenda for inclusive education.* Edward Elgar Publishing.

Vintan, A. & Gallagher, T.L. (2020). Reimagining collaboration: Exploring teamwork among classroom, ESL teachers and technology learning facilitator to improve ELLs' language skills. In B. Yoon (Ed.), *Effective teacher collaboration for ELLs: Cross-curricular insights from K-12 classrooms.* Routledge Research in Language Education Series. https://www.routledge.com/Routledge-Research-in-Language-Education/book-series/RRLE (E)

Bennett, S., Gallagher, T.L., Somma, M., White, R., & Wlodarczyk, K. (2021). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In J. Goldan, J. Lambrecht

& T. Loreman (Eds.), *International perspectives on inclusive education. Volume 15: Resourcing inclusive education*. pp. 103-116. Emerald Publishing. ISBN: 978-1-800043-457-8 https://www.emeraldgrouppublishing.com/ (E)

Ciampa, K. & Gallagher, T. L. (2020). Exploring teacher candidates' self-efficacy for literacy instruction in the 21st century. *International perspectives on teacher candidates and in-service literacy teachers' self-efficacy and collective efficacy*. Palgrave Macmillan. https://www.palgrave.com/gp (E)

Gallagher, T. L. & Fazio, X. (2017). Design-based research: Professional learning and curricular integration. *SAGE research methods*. SAGE Publishing. https://us.sagepub.com/en-us/nam/home (P)

Rowsell, J., & Gallagher, T. (2016). Circuits, astronauts, and dancing oranges: Documenting networked knowledge on ipads. In S. Nichols & M. deCorcy (Eds.) *Languages and literacies as mobile and placed resources* (pp. 110-124). Routledge. https://www.routledge.com/ (S)

Gallagher, T. L., & Bennett, S. (2015). A Canadian perspective on the inclusion of students with intellectual disabilities in high schools. In R. Craven, A. Morin, P. Parker & D. Tracey (Eds.) *International advances in education: Global initiatives for equity and social justice. Inclusive education for students with intellectual disabilities (Vol. 9)* (pp. 25-44). Information Age Publishing. https://www.infoagepub.com/(E)

Bennett, S. & Gallagher, T. L. (2012). Inclusion, education and transition to employment: A work in progress. In D. Griffiths, F. Owen, & S. Watson (Eds.) *The human rights and agenda for persons with intellectual disabilities* (pp. 81-102). NADD Press. ISBN 978-1-57256-145-8 http://thenadd.org/ (E)

DiPetta, T., Woloshyn, V., Gallagher, T., DiBiase, A., Hyatt, M., Dworet, D., & Bennett, S. (2010). Lessons from the field: Recommendations for education leaders planning inclusive practices. In Edmunds, A. & MacMillan, R. (Eds.). *Leadership for inclusion: A practical guide for administrators* (pp. 131-142). SENSE Publishers. ISBN: 978-94-6091-135-4 https://www.springer.com/societies+&+publishing+partners/sense+publishers?SGWID=0-1730414-0-0-0 (S)

Woloshyn, V. E. & Gallagher, T. L. (2008). Explanation-mediated learning. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. MacMillan Reference. ISBN: 978-0-02-866167-4 https://macmillan.com/(S)

Papers in Peer-Refereed Journals

Johnson, T., Cavendish, L., Waller, R., Hoch, M., Huggins, S., Gallagher, T.L., Orellana, P., Vokatis, B., & Flores, B. (in press). Re-centering students and teachers: Voices from literacy clinics. *The Reading Teacher*. (S)

Gallagher, T.L., Susin, C. & Grierson, A. (in press). Impactful digital technology coaches: identifying their characteristics and competencies while delineating their role. *Journal of Educational Research and Practice. (E)*

Messenger, Y., & Gallagher, T.L. (in press). 'My most tricky pickle!' Balancing reading instruction in play-based kindergarten: Educator self-efficacy beliefs and pedagogical content knowledge needs. *Journal of Teaching and Learning*.

Gallagher, T.L., Bennett, S., Somma, M. & White, R. (2024). A work in progress: Inclusion for students with developmental disabilities from the perspectives of principals and teachers. *International Journal of Inclusive Education, 1-18.* http://dx.doi.org/10.1080/13603116.2024.2326613 (P)

Laster, B., Rogers, R., Gallagher, T.L., Scott, D.B., Vasinda, S., Orellana, P., Rhodes, J., Deeney, T., Waller, R., Hoch, M., Cavendish, L., Milby, T., Butler, M., Johnson, T., Msengi, S., Dozier, C., Huggins, S. & Gurvitz, D. (2024). Literacy clinics during COVID-19: Pivoting and imagining the future. *Contemporary Issues in Technology and Teacher Education, 24*(1). https://citejournal.org//proofing/literacy-clinics-during-covid-19-pivoting-and-imagining-the-future (E)

Deeney, T., Dozier, C., Laster, B., Gallagher, T., Waller, R., Rhodes, J., Milby, T., Gurvitz, D., Hoch, M., Cavendish, L., Huggins, S., Msengi, S., McAndrews, S., Gray, E., McCarty, J. & Ferrara, P. (2023). Family perspectives of university reading clinic/literacy lab experiences for their children: What matters. *Journal of Teacher Education.* https://doi.org/10.1177/00224871231211266 (S)

Gallagher, T.L., Grierson, A., & Susin, C. (2023). Coaching high school English teachers in guided reading for struggling readers. *Reading Horizons: A Journal of Literacy and Language Arts,* 62 (2). https://scholarworks.wmich.edu/reading_horizons/vol62/iss2/5/ (P)

Susin, C., Gallagher, T.L., & Grierson, A. (2023). Synergistic collaborations among K-12 digital learning and STEM coaches and tech-industry partners. *European Journal of STEM Education,* 8(1), 06. https://doi.org/10.20897/ejsteme/13609 (S)

Downes, T., Messenger, Y., Gallagher, T.L., & Collier, D. (2023). Experiences of parents of pre-adolescents coping with online learning, socialization and navigating critical media literacy. *American Journal of Education and Technology (AJET), 2 (3).* 104-122. https://doi.org/10.54536/ajet.v2i3.1844 (E)

Ciampa, K., Gallagher, T.L., Hong, H., McKee, L., & Scheffel, T. (2023). An examination of Canadian and American pre-service teachers' self-efficacy beliefs for 21st century literacy instruction. *Reading Psychology.* https://doi.org/10.1080/02702711.2023.2294730 (E)

Gallagher, T.L., Grierson, A., & Susin, C. (2023). Facilitating professional learning for coaches through cross-district collaboration. *International Journal of Mentoring and Coaching in Education. 12*(2), 216-230. *https://doi.org/10.1108/IJMCE-07-2022-0051* (P)

Susin, C., & Gallagher, T.L. (2023). Tutoring during the pandemic: Mentoring tutors' formative experiences using digital and multimodal texts. *Mentoring & Tutoring: Partnership in Learning. 31* (3), 381-402. *https://doi.org/10.1080/13611267.2023.2202477* (E)

Passaretti, B., Turkstra, L.S., Gallagher, T., Jiang, A., Cahill, P., & Campbell, W. (2023). Reporting of classroom-based morphological awareness instruction and intervention for kindergarten to grade 3 students in the literature: A scoping review. *Language Speech and Hearing Services in Schools.* 1-22. https://pubs.asha.org/doi/10.1044/2022_LSHSS-22-00090 (S)

Gosine, K., Ciuffetelli Parker, D., & Gallagher, T.L. (2022). Bridging and bonding: a case for prioritizing social capital cultivation in non-profit literacy programming. *International Journal of Community Well-being.* https://doi.org/10.1007/s42413-022-00186-2 (S)

Winters, K.L., Gallagher, T.L., & Potts, D. (2022). Creativity, collaboration and cross-age mentorships using STEM-infused texts. *The Elementary STEM Journal, 27*(2), 7-14. (P)

Fazio, X., Gallagher, T.L., & DeKlerk, C. (2022). Exploring adolescents' critical reading of socio-scientific topics using multimodal texts. *International Journal of Science and Mathematics Education*. 1-24. https://doi.org/10.1007/s10763-022-10280-8 (S)

Grierson, A., Gallagher, T.L., & St. Hilaire, R. (2022). Forging the role of the digital learning coach: Flexibility, responsiveness, and resourcefulness in supporting teacher professional learning. *Professional Development in Education.* https://doi.org/10.1080/19415257.2022.2038657 (E)

Ciampa, K., & Gallagher, T.L. (2021). The development and validation of the teachers' self-efficacy beliefs for literacy instruction in the 21st century scale: A pilot study. *Journal of Research in Reading,* 1-21. https://doi.org/10.1111/1467-9817.12361 (E)

Collier, D., & Gallagher, T.L. (2020). Blogging in elementary classrooms: Mentoring teacher candidates' to use formative assessment and connect theory to practice. *Journal of Writing Teacher Education, 9*(2), 1-26. https://scholarworks.wmich.edu/wte/vol9/iss2/11 (E)

Gallagher, T.L., & Fazio, X. (2020). Engaging critical reading of socioscientific issues: Interrogating digital texts about climate change. *Literacy Today, Nov/Dec.,* 38-39. http://viewer.zmags.com/publication/a577adea#/a577adea/40 (P)

Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Villella, M., Charles, E., Vanderloon, M., Gallagher, T., Howell, G., & Whitley, J. (2020). Experiences that shape pre-service teachers' inclusive practice beliefs: A group concept mapping study. *International Journal of Inclusive Education*, 1-16. https://doi.org/10.1080/13603116.2020.1862403 (S)

Bennett, S., Gallagher, T.L., Somma, M., & White, R. (2020). Transitioning towards inclusion: A triangulated view of the role of educational assistants. *Journal of Research in Special Education Needs,* 1-11. https://doi.org/10.1111/1471-3802.12508 (E)

St. Hilaire, R., & Gallagher, T.L. (2020). Coaching kindergarten educators through design-based research to enact technology-enhanced reading instruction. *International Journal of E-Learning & Distance Education. 35*(1), 1-29. ISSN: 2292-8588 http://www.ijede.ca/index.php/jde/issue/view/83 (E)

Gallagher, T.L. & Winters, K.L. (2020). Critical secrets: Tensions between authoring texts and the readability of leveled books. *Educational Role of Language Journal, 1*(3), 77-90. https://doi.org/10.36534/erlj.2020.01.06 (P)

Tkach, R., & Gallagher, T.L. (2020). Sparking reading engagement through tablets during an early intervention reading program. *Reading Horizons, 59*(3). https://scholarworks.wmich.edu/reading_horizons/vol59/iss3/2/ (E)

Downes, T., Di Cesare, D., Gallagher, T.L., & Rowsell, J. (2020). Parents' beliefs about and associations to their elementary children's home technology usage. *American Journal of Education and Information Technologies, 25,* 4557-4574. https://doi.org/10.1007/s10639-020-10188-2 (E)

Vintan, A., & Gallagher, T.L. (2020). Effective collaborative practices in ESL education. *Education Canada, 60*(2) https://www.edcan.ca/articles/effective-collaborative-practices-in-esl-education/ (S)

Ciampa, K., & Gallagher, T.L. (2019). Exploring Canadian and American pre-service teachers' self-efficacy and knowledge of literacy instruction. *Teaching Education,* 1-15. https://doi.org/10.1080/10476210.2019.1658925(E)

Vintan, A., & Gallagher, T.L. (2019). Collaboration to support ESL education: Complexities of the integrated model. *TESL Canada Journal, 36*(2), 68-90. https://doi.org/10.18806/tesl.v36i2.1314 (S)

Ismailos, L., Gallagher, T.L., Bennett, S., & Li, X. (2019). Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education. *International Journal of Inclusive Education, 22*(2), 175-191. https://doi.org/10.1080/13603116.2019.1642402 *(S)*

Gallagher, T.L., Di Cesare, D., & Rowsell, J. (2019). Stories of digital lives and digital divides: Newcomer families and their thoughts on digital literacy. *The Reading Teacher*, *72*(6), 774-778. https://doi.org/10.1002/trtr.1794 (S)

Fazio, X., & Gallagher, T.L. (2019). Science and language integration in elementary classrooms: Instructional enactments and student learning outcomes. *Research in Science Education, 49*(4), 959-976. https://doi.org/10.1007/s11165-019-9850-z (S)

Gallagher, T.L., & Fazio, X. (2019). Multiple layers: Education faculty reflecting on design-based research focused on curricular integration. *Qualitative Research in Education, 8*(1), 27-58. http://dx.doi.org/10.17583/qre.2019.3795 (P)

Eaton, J., Zupancic, T., Collier, D., & Gallagher, T.L. (2018). Digital collaboration: How a blogging project created meaningful learning partnerships. *Literacy Today, 36*(3), 10-11. (S)

Gallagher, T.L., & Rowsell, J. (2018). Untangling binaries: Where Canada sits in the 'twenty-first century debate.' *McGill Journal of Education, 52*(2), 383-408. https://doi.org/10.7202/1044472ar (P)

Jaipal-Jamini, K., Figg, C., Collier, D., Gallagher, T.L., Winters, K., & Ciampa, K. (2018). Developing TPACK of university faculty through technology leadership roles. *Italian Journal of Educational Technology, 62*(1), 39-55. https://doi.org/10.17471/2499-4324/984 (E)

Gallagher, T.L., & Bennett, S. (2018). The six 'P' model: Principles of coaching for inclusion for inclusion coaches. *International Journal of Mentoring and Coaching in Education,* 7(1), 19-34. https://doi.org/10.1108/IJMCE-03-2017-0018 (P)

Ciampa, K., & Gallagher, T. (2017). A comparative examination of Canadian and American pre-service teachers' self-efficacy beliefs for literacy instruction. *Reading and Writing, 31*(2), 457-481. https://doi.org/10.1007/s11145-017-9793-6 (E)

Fazio, X., & Gallagher, T.L. (2017). Bridging professional learning of science and literacy integration via design-based research. *Teacher Development: An International Journal of Teacher Professional Development, 22*(2), 267-280. https://doi.org/10.1080/13664530.2017.1363084 (S)

Bennett, S., Gallagher, T.L., Shuttleworth, M., Somma, M., & White, R. (2017). Teen dreams: Voices of students with intellectual disabilities. *Journal on Developmental Disabilities, 23*(1) 64-75. (S)

Gallagher, T.L., Fazio, X., & Ciampa, K. (2017). A comparison of readability in science-based texts: Implications for elementary teachers. *Canadian Journal of Education, 40(*1), 1-29. (S)

Winters, K.L., & Gallagher, T.L. (2016). Historical perspectives of Canadian children's picture books: An empirical study of Canadian literacy practices and the Canadian identity. *Journal of Education and Social Policy, 3*(1), 46-55. (E)

Gallagher, T., Bennett, S., Keen, D., & Muspratt, S. (2016). Examining learner engagement strategies: Australian and Canadian teachers' self-report. *Teacher Education and Special Education, 40*(1), 1-14. https://doi.org/10.1177/0888406416654213 (P)

Ciampa, K., & Gallagher, T.L. (2016). Collaborative inquiry and vertical team teaching: Implications for literacy instruction. *The Teacher Educator, 51*(2), 153-174. https://doi.org/10.1080/08878730.2016.1152156 (E)

Ciampa, K., & Gallagher, T.L. (2016). Teacher collaborative inquiry in the context of literacy education: Examining the effects on teacher self-efficacy, instructional and assessment practices. *Teachers and Teaching: Theory and Practice, 22*(7), 858-878. https://doi.org/10.1080/13540602.2016.1185821 (E)

Jaipal-Jamani, K., Figg, C., Gallagher, T.L., McQuirter Scott, R., & Ciampa, K. (2015). Collaborative professional development in higher education: Developing knowledge of technology enhanced teaching. *The Journal of Effective Teaching, 15*(2), 30-44. (S)

Wlodarczyk, K., Somma, M., Bennett, S., & Gallagher, T.L. (2015). Moving toward inclusion - Inclusion Coaches' reflections and discussions in supporting educators in practice. *Exceptionality Education International, 25*(3), 55-73. Retrieved from http://ir.lib.uwo.ca/eei/vol25/iss3/4 (S)

Gallagher, T.L., Fisher, D., Lapp, D., Rowsell, J., Simpson, A., McQuirter Scott, R., Walsh, M., Ciampa, K., & Saudelli, M. (2015). International perspectives on literacy learning with iPads. *Journal of Education, 195*(3), 15-25. https://doi.org/10.1177/002205741519500303 (P)

Specht, J., McGhie-Richmond, D., Loreman, T., Mirenda, P., Bennett, S., Gallagher, T., Young, G., Metsala, J., Aylward, L., Katz, J., Lyons, W., Thompson, S., & Cloutier, S. (2015). Teaching in inclusive classrooms: Efficacy and beliefs of Canadian preservice teachers. *International Journal of Inclusive Education, 20*(1), 1-15. https://doi.org/10.1080/13603116.2015.1059501 (S)

Ciampa, K., & Gallagher, T.L. (2015). Blogging to enhance in-service teachers' professional learning and development during collaborative inquiry. *Educational Technology Research & Development, 63*(6), 883-913. https://doi.org/10.1007/s11423-015-9404-7 (E)

Fazio, X., & Gallagher, T. (2014). Morphological levels of science content vocabulary: Implications for science-based texts in elementary classroom. *International Journal of Science and Mathematics Education, 12*(6), 1407-142. https://doi.org/10.1007/s10763-013-9470-4 (S)

Gallagher, T., & Bennett, S. (2013). School supported workplace transition for students with intellectual disabilities: Why inclusive principles/principals matter! *International Journal for Leadership in Learning, 1*(1), 1-25. (P)

Ciampa, K., & Gallagher, T.L. (2013). Getting in touch: Use of mobile devices in the elementary classroom. *Computers in Schools, 30*(4), 309-328. https://doi.org/10.1080/07380569.2013.846716 (E)

Ciampa, K., & Gallagher, T.L. (2013). Professional learning to support elementary teachers' use of the iPod touch in the classroom. *Professional Development in Education, 39*(2), 201-221. https://doi.org/10.1080/19415257.2012.749802 (E)

Bennett, S., & Gallagher, T.L. (2013). High school students with intellectual disabilities in the school and workplace: Multiple perspectives on inclusion. *Canadian Journal of Education, 36*(4), 96-124. (E)

Gallagher, T.L., Fazio, X., & Gunning, T. (2012). Varying readability of science-based text in elementary readers: Challenges for teachers. *Reading Improvement, 49*(3), 93-112. (P)

Csoli, K., & Gallagher, T.L. (2012). Accommodations in teacher education: Perspectives of teacher candidates with learning disabilities and their faculty advisors. *Exceptionality Education International, 22(*2), 61-76. (E)

Ciuffetelli Parker, D., Gallagher, T.L., & Griffin, S. (2011). The handbook of leadership and professional learning communities: Book review. *Mentoring & Tutoring: Partnership in Learning, 19*(4), 503–522. https://doi.org/10.1080/13611267.2011.622086 (E)

Gallagher, T. L., Griffin, S., Ciuffetelli Parker, D., Kitchen, J., & Figg, C. (2011). Establishing and sustaining teacher educator professional development in a self-study community of practice: Pre-tenure teacher educators developing professionally. *Teaching and Teacher Education, 27*(5), 880-890. https://doi.org/10.1016/j.tate.2011.02.003 (P)

Gallagher, T.L., & Grierson, A. (2011). Administrators' lessons learned: Considerations in establishing demonstration classrooms. *In Education, 17*(1) 59-74. (P)

Gallagher, T.L., Woloshyn, V.E., & Elliott, E. (2009). Exploring the salient experiences of teacher candidates who were former volunteer tutors. *Mentoring & Tutoring: Partnership in Learning, 17*(2), 129-146. https://doi.org/10.1080/13611260902860075 (P)

Gallagher, T.L. (2009). Teacher candidates' questions about classroom management in the context of an educational psychology course. *Teaching Educational Psychology, 5*(2), 50-60. (P)

Grierson, A., & Gallagher, T.L. (2009). Seeing is believing: Creating a catalyst to teacher change through a demonstration classroom initiative. *Professional Development in Education*, *35*(4), 567-584. https://doi.org/10.1080/19415250902930726 (S)

Fazio, X., & Gallagher, T.L. (2009). Supporting students' writing in elementary science: Tools to facilitate revision of inquiry-based compositions. *Electronic Journal of Literacy through Science, 8*(1), 1-15. (E)

Fazio, X. & Gallagher, T. L. (2009). Supporting learning: An examination of two teacher development collectives. *Complicity: An International Journal of Complexity and Education*, *6*(2), 1-19. https://doi.org/10.29173/cmplct8810 (S)

Csoli, K., Bennett, S., & Gallagher, T.L. (2009). Ready or not, here they come: Inclusion of invisible disabilities in post-secondary education. *Teaching and Learning, 5*(1), 53-62. https://doi.org/10.26522/tl.v5i1.298 (S)

Kitchen, J., Ciuffetelli-Parker, D., & Gallagher, T.L. (2008). Authentic conversation as faculty development: Establishing a self-study group in an Education College. *Studying Teacher Education*, *4*(2), 157-171. https://doi.org/10.1080/17425960802433637 (S)

Woloshyn, V.E., Gallagher, T.L., & Grierson, A. (2008). Enhancing teachers' understandings of formal reading assessment: Does participation in an assessment practicum make a difference? *The Reading Professor, 30*(2), 6-35. (E)

Gallagher, T.L., DiGiorgio, C., Bennett, S., & , K. (2008). Understanding disability and culture while enhancing advocacy. *Teaching and Learning, 4*(3), 30-36. https://doi.org/10.26522/tl.v4i3.266 (P)

Grierson, A., Gallagher, T.L., & Woloshyn, V.E. (2007). Special educators' experiences implementing a "scientifically-based" remedial reading program: All that glitters is not gold. *Policy & Practice in Education, 13*(1/2), 25-45. (E)

Engemann, J.F., & Gallagher, T.L. (2006). The conundrum of classroom writing assessment. *Brock Education: A Journal of General Inquiry, 16(1),* 33-44. https://doi.org/10.26522/brocked.v16i1.77 (S)

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Stagg Peterson, S., Heydon, R., Collier, D., Gallagher, T.L., Scheffel, T., Campbell, T, Coombs, M., Iannacci, L., Wood, J., & Johns, B. (2021, May). Literacy researchers respond to the Science of Reading: Using the case of the Ontario Right to Read Inquiry as a conversation starter. Presented at The Annual Meeting of The Canadian Society for the Study of Education (CSSE), Edmonton, AB. (Virtual).

Gosine, K., Ciuffetelli Parker, D., & Gallagher, T.L. (2021, May). Cultivating social capital: A case for prioritizing a secondary benefit of non-profit literacy programming. Presented at The Annual Meeting of The Canadian Sociological Association Conference (CSA), Edmonton, AB. (Virtual).

Fazio, X., & Gallagher, T.L. (2021, April). Critical reading of a climate change issue using contradictory digital texts. Presented at The American Educational Research Association (AERA), Orlando, FL. (Virtual).

Ciampa, K., & Gallagher, T.L. (2020, December). The development and validation of the TBLI21c scale. Presented at The Literacy Research Association (LRA) Annual Conference (Virtual).

Fazio, X., & Gallagher, T.L. (2020, December). Exploring critical reading of a climate change topic using digital texts. Presented at The Literacy Research Association (LRA) Annual Conference (Virtual).

Gallagher, T.L., Grierson, A., & St. Hilaire, R. (2020, December). Collaborating for impact: digital technology and STEM/literacy coaching to support literacy learning across the

curriculum. Presented at The Literacy Research Association (LRA) Annual Conference (Virtual).

Laster, B., Hersi, A., Hoch, M., Gallagher, T.L., Cavendish, L, Dozier, C., Deeney, T., Msengi, S., Collins, K., & Milby, T. (2020, December). Reading clinics/literacy labs: Affordances and constraints of in-person versus online. Presented at The Literacy Research Association (LRA) Annual Conference (Virtual).

Deeney, T., Dozier, C., Laster, B., Huggins, S., Cavendish, L., Gallagher, T.L., Waller, R., Hoch, M., McCarty, R., Msengi, S., Collins, K., Milby, T., Rhodes, J., Gurvitz, D., Ferrara, P., & Corcoran, D. (2020, December). Student perspectives of reading and participation in literacy labs/reading clinics. Presented at The Literacy Research Association (LRA) Annual Conference (Virtual).

Kavsak, H., & Gallagher, T. L. (2020, December). Literacy is a life skill: Working with a non-verbal adolescent student who has autism spectrum disorder (ASD). The Annual Ontario CEC Special Education Conference (CEC), Toronto, ON. (Conference cancelled due to COVID-19).

St. Hilaire, R., Ferrara, P., & Gallagher, T. L. (2020, December). Lesson learned from online literacy tutoring. The Annual Ontario CEC Special Education Conference (CEC), Toronto, ON. (Conference cancelled due to COVID-19).

Bennett, S., Gallagher, T.L., Somma, M., & Wlodarczyk, K. (2020, May). Inclusion coaches: A case for internally funded, high impact resources for educators. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

St. Hilaire, R., & Gallagher, T.L. (2020, May). Coaching support through design-based research provided to kindergarten educators enacting technology-enhanced reading instruction. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Specht, J., Charles, E., de Lugt, J., Delorey, J., Gallagher, T., Howell, G., Ismailos, L., Lau, Z., Maich, K., McGhie-Richmond, D., Metsala, J., Sider, S., Thompson. S., Thorne, C., Whitley, J., & Young, G. (2020, May). Inclusive education and beginning teachers: Implications for research and practice. Symposium presented at the Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Kavsak, H., & Gallagher, T. L. (2020, May). Literacy and non/low verbal adolescent students with autism spectrum disorder: a pilot study. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Gallagher, T.L., & Britto, M. (2020, May). Student perspectives of assessment in a first semester college communications course. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Grierson, A., Gallagher, T.L., Poltl, H., Eaton, J., & St. Hilaire, R. (2020, May). The outcomes of coaching digital technology and STEM coaches. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Ciampa, K., & Gallagher, T.L. (2020, May). A measure of pre-service teachers' self-efficacy beliefs for literacy instruction in the 21st century. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Gallagher, T.L., Fazio, X., & DeKlerk, C. (2020, May). Exploring critical reading of socioscientific topics using digital texts. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Gallagher, T.L., St. Hilaire, R., Poltl, H., & Grierson, A. (2020, May). How do a novice and an experienced digital technology coach support teachers' technology integration? The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Grierson, A., Gallagher, T.L, St. Hilaire, R., & DeSilva, C. (2020, May). Differentiated professional learning: essential components of the role of the digital technology coach. The Annual Meeting of The Canadian Society for the Study of Education (CSSE), London, ON. https://csse-scee.ca/conference-2020/ (Conference cancelled due to COVID-19).

Poltl, H., Gallagher, T.L., & Maxwell, J. (2020, April). Coaching teachers' design thinking and 3D printing! CONNECT Conference, Niagara Falls, ON. https://na.eventscloud.com/website/11013/ (Conference cancelled due to COVID-19).

St. Hilaire, R., Poltl, H., & Gallagher T.L. (2020, April). Coaching kindergarten educators to shift to technologically enhanced practices. CONNECT Conference, Niagara Falls, ON. https://na.eventscloud.com/website/11013/ (Conference cancelled due to COVID-19).

Gallagher, T.L., & Ciampa, K. (2020, April). A measure of pre-service teachers' self-efficacy beliefs for literacy instruction in the 21st century. The Annual Convention of the American Educational Research Association (AERA), San Francisco, CA. http://tinyurl.com/sttao8m (Conference cancelled due to COVID-19).

Grierson, A., Gallagher, T.L., & St. Hilaire, R. (2020, April). The role of the digital technology coach: Facilitating self-determined and collaborative teacher professional learning. The Annual Convention of the American Educational Research Association (AERA), San Francisco, CA. http://tinyurl.com/ssjma47 (Conference cancelled due to COVID-19).

Winters, K.L., Becker, H., & Gallagher, T.L., (2020, February). Authors and educators together: Building steam-powered k-2 non-fiction and picture book inquiries. Presented at Reading for the Love of It (RFTLOI): Annual Language Arts Conference, Toronto, ON.

Ismailos, L., & Gallagher, T. L. (2019, December). Collaborative testing for students with special needs. Presented at Council for Exceptional Children (CEC) Annual Provincial Conference, Toronto, ON.

Ciampa, K., & Gallagher, T.L. (2019, December). Exploring Canadian and American pre-service teachers' self-efficacy and knowledge of literacy instruction. Presented at Literacy Researchers Association (LRA), Tampa, FL.

Deeney, T., Laster, B., Dozier, C., Gurvitz, D., Hoch, M., McAndrews, S., Msengi, S., Yurkewecz, T., Gallagher, T.L., Milby, T., Waller, R., & Huggins, S. (2019, December). Student and family perspectives of literacy labs/reading clinics. Presented at Literacy Researchers Association (LRA), Tampa, FL.

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Grierson, A., Gallagher, T.L., & St. Hilaire, R. (2019, October). Professional development through coaching: Supporting high school English teachers' in meeting struggling adolescent readers' assessment and instructional needs. Presented at The Annual Convention of the International Literacy Association (ILA), New Orleans, LA.

Winters, K.L., Gallagher, T.L., Morawek, A., & Russell, S. (2019, October). STEAM-powered Inquiries: A collaboration between kindergarten and grade 8 students. Presented at The Annual Convention of the International Literacy Association (ILA), New Orleans, LA.

Bennett, S., Ismailos, L., Gallagher, T., Lau, Z., & Villella, M. (2019, August). Concept mapping: Efficacy and beliefs of beginning teachers for inclusive practice. Presented at International Association for the Scientific Study of Intellectual and Developmental Disability (IASSIDD) World Congress, Glasgow, Scotland.

Grierson, A., & Gallagher, T. L. (2019, May). Enhancing reflective dialogue through shared understandings of our tensions as researchers. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Bennett, S., Gallagher, T.L., & Somma, M. (2019, May). The inclusion of students with intellectual disabilities: Parent perspectives. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Grierson, A., Gallagher, T.L., & St. Hilaire, R. (2019, May). Embracing self-determined professional learning: The role of the digital technology coach. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Poltl, H., Maxwell, J., & Gallagher, T.L. (2019, May). Capacity building through coaching. Presented at CONNECT Canada's Learning & Technology Conference, Niagara Falls, ON.

St. Hilaire, R., & Gallagher, T.L. (2019, May). Enhancing instruction in a changing world: Kindergarten educators collaborating to implement technology to support students' reading. International Society for Teacher Education (ISfTE), Niagara Falls, ON. [Paper presentation cancelled].

Gallagher, T.L., Grierson, A., & St. Hilaire, R. (2019, April). Challenges incurred enacting multi-tiered models of literacy coaching and professional learning projects. Presented at The Annual Convention of the American Educational Research Association (AERA), Toronto, ON.

Grierson, A., & Gallagher, T.L. (2019, April). Uncertain terrain: Tensions in the implementation of collaborative educational research. Presented at The Annual Convention of the American Educational Research Association (AERA), Toronto, ON.

Ciampa, K., & Gallagher, T.L. (2019, April). Canadian and US pre-service teachers' knowledge and self-efficacy beliefs for literacy instruction. Presented at The Annual Convention of the American Educational Research Association (AERA), Toronto, ON.

Specht, J., Howell, G., Ismailos, L., Fairbrother, M., Vanderloon, M., Gallagher, T., & Whitley, J. (2019, April). The influence of pre-service education on the development of inclusive practice. Presented at The Annual Convention of the American Educational Research Association (AERA), Toronto, ON.

Specht, J., Bennett, S., Gallagher, T.L., & Faulconbridge, O. (2018, December). RSEKN - Equity Knowledge Network and educating students with exceptionalities. Presented at Council for Exceptional Children (CEC) Annual Provincial Conference, Toronto, ON.

Gallagher, T.L., Grierson, A., Constantini, I., Moscato, K., & St. Hilaire, R. (2018, December). Two worlds unite: How elementary reading strategies can support resilient readers in secondary English. Presented at Council for Exceptional Children (CEC) Annual Provincial Conference, Toronto, ON.

Bennett, S., Somma, M., Shuttleworth, M., Gallagher, T.L. & White, R. (2018, December). Transitioning through inclusion: Perspectives of students with intellectual disabilities and their parents. Presented at Council for Exceptional Children (CEC) Annual Provincial Conference, Toronto, ON.

Ismailos, L, Gallagher, T., & Bennett, S. (2018, December). Beginning inclusive practice: Pre-service and in-service teachers' attitudes and recommendations for effective inclusive practice. Presented at Council for Exceptional Children (CEC) Annual Provincial Conference, Toronto, ON.

Gallagher, T., Grierson, A., & St. Hilaire, R. (2018, November). Multi-tiered models of literacy coaching and professional learning facilitation. Presented at Literacy Research Association (LRA), Indian Wells, CA.

Ciampa, K., & Gallagher, T. (2018, November). Examining Canadian and US pre-service teachers' self-efficacy beliefs regarding literacy instruction: Results of a 2-year study. Presented at Literacy Research Association (LRA), Indian Wells, CA.

Grierson, A., & Gallagher, T. (2018, May). Uncertain Terrain: Tensions in the implementation of Collaborative Educational Research. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Regina, SK.

Ismailos, L., Gallagher, T., Bennett, S., & Li, X. (2018, May). A comparison of pre-service and in-service teachers' attitudes, beliefs and inclusive practices. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Regina, SK.

Somma, M., Bennett, S., Gallagher, T., & White, R. (2018, May). Transitioning to inclusive special education: Multiple perspectives. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Regina, SK.

Gallagher, T., Grierson, A., & St. Hilaire, R. (2018, May). Using guided instruction to assist high school struggling readers: Transferring elementary instructional methods. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Regina, SK.

Ciampa, K., & Gallagher, T. (2018, April). A comparative examination of Canadian and US pre-service teachers' self-efficacy beliefs for literacy instruction. Presented at The Annual Convention of the American Educational Research Association (AERA), New York City, NY.

Bennett, S. & Gallagher, T. (2018, March). The Six 'P' Model: Principles of inclusive practice for inclusion coaches. Presented at International Conference on Special Needs Education, Specialized Teaching Techniques and Different Approaches, Paris, France.

Bennett, S., Gallagher, T., Somma, M., Shuttleworth, M., & Wlodarczyk, K. (2017, November). Through the lens of Inclusion Coaches and classroom teachers: A system-wide transition to inclusive schools. Presented at Council for Exceptional Children (CEC), Toronto, ON.

Somma, M., Bennett, S., & Gallagher, T. (2017, November). Moving toward inclusion: Developing research-based collaborative relationships between teachers and educational assistants. Presented at Council for Exceptional Children (CEC), Toronto, ON.

St. Hilaire, R., Gallagher, T., & Grierson, A. (2017, November). Supporting high school struggling readers in guided instruction: Transfer of elementary pedagogies. Presented at Council for Exceptional Children (CEC), Toronto, Ontario.

Bennett, S., Gallagher, T., Somma, M., Kipfer, A., & Specht, J. (2017, May). Transitioning towards inclusion: A triangulated view of the role of Educational Assistants. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Ciampa, K., & Gallagher, T. (2017, May). A comparative examination of Canadian and American pre-service teachers' self-efficacy beliefs for literacy instruction. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Tkach, R., & Gallagher, T. (2017, May*). Sparking reading engagement through tablets during an early intervention reading program.* Presented at The Annual Meeting of the Canadian Society for the Study of Education *(*CSSE), Toronto, ON.

Bennett, S., Gallagher, T., Somma, M., Wlodarczyk, K., & Shuttleworth, M. (2017, May) Through the lens of Inclusion Coaches and classroom teachers: A system-wide transition to inclusive schools. Poster Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Fazio, X., & Gallagher, T. (2017, April). Science and literacy integration in elementary classrooms: Student outcomes as a function of instructional practices. Presented at National Association for Research in Science Teaching (NARST), San Antonio, TX.

Bennett S., Gallagher, T., & Kipfer, A. (2016, December). From segregation to inclusion: The changing role of educational assistants in a transitional process. Presented at Council for Exceptional Children (CEC), Toronto, ON.

Tkach, R., & Gallagher, T.L. (2016, December). It's all about a "Reading Rocks!" mindset: Sparking reading engagement through tablets. Presented at Council for Exceptional Children (CEC), Toronto, ON.

Gallagher, T., & Bennett, S. (2016, December). The six 'P' model: Principles of inclusive practice for inclusion coaches. Presented at Council for Exceptional Children (CEC), Toronto, ON.

Ciampa, K., & Gallagher, T.L. (2016, April). Pre-Service teacher self-efficacy beliefs for literacy instruction: A comparative study of the US and Canada. Presented at The Annual Convention of the American Educational Research Association (AERA), Washington, DC.

Fazio, X., & Gallagher, T. L. (2016, April). Science and literacy integration in elementary classrooms: instructional enactments and student learning outcomes. Presented at The Annual Convention of the American Educational Research Association (AERA), Washington, DC.

Figg, C., Jaipal-Jamani, K., Gallagher, T., Collier, D., Winters, K.L., & Ciampa, K. (2016, April). Building capacity for technology-enhanced teaching in higher education through faculty technology leadership roles. Presented at The Annual Convention of the American Educational Research Association (AERA), Washington, DC.

Fortune, M., & Gallagher, T. (2016, May). Facilitating change: Implementing an individualized professional development program to support teachers' capacity with evidenced-based practices. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Calgary, AB.

Gallagher, T.L., & Fazio, X. (2016, May). Cognitive learning outcomes in elementary students as a function of multimodal science and literacy integration. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Calgary, AB.

Bennett S., Gallagher, T., Somma, M., Wlodarczyk, K., & Shuttleworth M. (2015, November) Elementary and secondary teachers' views on inclusive practices: A school board in transition. Presented at Council for Exceptional Children (CEC), Niagara Falls, ON.

Tkach, R., Gallagher, T.L., & Fazio, X. (2015, November). Enough with tablets as tools: It's time to think about the pedagogy behind the screen to support differentiated instruction. Presented at Council for Exceptional Children (CEC), Niagara Falls, ON.

Gallagher, T.L., & Fazio, X. (2015, December). Assessing and supporting teachers' integration of literacy and science. Presented at Literacy Research Association (LRA), Carlsbad, CA.

Specht, J., McGhie-Richmond, D., Loreman, T., Freeman, J., Hutchinson, N., Bennett, S., Gallagher, T., Katz, J., & Aylward, L. (2015, July). Professional learning for inclusion in Canada. Symposium at the ISEC 2015 Conference, Lisbon, Portugal.

Figg, C., Jaipal-Jamani, K., Gallagher, T.L., McQuirter Scott, R., & Ciampa, K. (2015, April). Developing faculty knowledge of technology-enhanced teaching through collaborative action research. Presented at The Annual Convention of the American Educational Research Association (AERA), Chicago, IL.

Fazio, X., & Gallagher, T.L. (2015, May). Are we missing the mark when encouraging the integration of science and literacy? Presented at The Ministry of Education/Faculties of Education Forum, Toronto, ON.

Bennett, S., Shuttleworth, M., Somma, M., Wlodarczyk, K., & Gallagher, T.L. (2015, May). Moving towards inclusion: Educator reflections and discussions. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE). CAEP Bilingual Symposium on Inclusion, Ottawa, ON.

Jaipal-Jamani, K., Figg, C., Collier, D., Winters, K.L., Gallagher, T., & Ciampa, K. (2015, May). Faculty stories: Developing TPACK knowledge through technology leadership roles. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Fortune, M., & Gallagher, T. (2015, May). Increasing elementary mathematics teachers' capacity with inquiry-based approaches. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Fazio, X., & Gallagher, T. (2015, May). Integrating science and literacy in classrooms: Challenges and opportunities. The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Fazio, X., & Gallagher, T. L. (2015, April). Design-based research approach for integrating science and literacy in elementary classrooms. Presented at The National Association for Research in Science Teaching (NARST), Chicago, IL.

Jaipal-Jamani, K., Figg, C., Collier, D., Gallagher, T., Winters, K.L., & Ciampa, K. (2015, March). Transitioning into the role of technology leaders: Building faculty capacity for technology-enhanced teaching. Presented at The Society for Information Technology and Teacher Education (SITE) Annual Conference, Las Vegas, NV.

Gallagher, T. L., & Fazio, X. (2014, December). Engaging in design-based research to support integrated curriculum for literacy and science. Presented at The Literacy Research Association (LRA), Marco Island, FL.

Gallagher, T.L., & Tkach, R. (2014, November). iPad as tools for differentiated instruction and inclusion. Presented at The Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Somma, M., Wlodarczyk, K., Gallagher, T. L., & Bennett, S. (2014, November). Moving towards inclusion: Teacher knowledge, attitudes and practice. Presented at The Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Figg, C., Jaipal-Jamani, K., Gallagher, T.L., McQuirter Scott, R., & Ciampa, K. (2014, March). Using design-based research to promote faculty knowledge of technology enhanced teaching. (TPACK SIG Paper Award Winner). Presented at The International Conference of the Society for Information Technology and Teacher Education (SITE), Jacksonville, FL.

Gallagher, T.L., & Fortune, M. (2014, May). Enhancing junior mathematics teaching through collaborative inquiry. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), St. Catharines, ON.

Figg, C., Jaipal-Jamani, K. Gallagher, T., McQuirter, R., & Ciampa, K. (2014, May). Faculty stories: Developing knowledge of technology enhanced teaching. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), St. Catharines, ON.

Gallagher, T.L., Fazio, X., & Ciampa, K. (2014, May). Is it difficult to read science-based text? A comparison among literacy readers, trade books and on-line periodicals. Presented at The Annual Meeting of the Language and Literacy Research Council (LLRC), St. Catharines, ON.

Gallagher, T.L., Ciampa, K., & Markovich, J. (2014, May). Scaffolding students' transition to high school: A collaborative inquiry between elementary and high school literacy teachers. Presented at The Annual Meeting of Canadian Society for the Study of Education (CSSE), St. Catharines, ON.

Somma, M., Wlodarczyk, K., Bennett, S., & Gallagher, T.L. (2014, May). Inclusion Coaches' reflections and discussions in supporting educators in practice. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), St. Catharines, ON.

Somma, M., Wlodarczyk, K., Gallagher, T. L., & Bennett, S. (2014, May). Moving towards inclusion: Teacher knowledge, attitudes and practice. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), St. Catharines, ON.

Ciampa, K., & Gallagher, T.L. (2014, May). A collaborative inquiry between middle and high school literacy teachers: Opposing but complementary forces as catalysts for growth. Presented at The Annual Convention of the International Reading Association (IRA), New Orleans, LA.

Bennett, S., Gallagher, T.L., Servos, J., & Donato, K. (2013, November). Does inclusion make a difference? Young adults with intellectual disabilities transitioning from school into community. Presented at The Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Servos, J., Donato, K., Bennett, S., & Gallagher, T.L. (2013, November). Does inclusion make a difference? Transitioning from high school to community for students with intellectual disabilities. The Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Gallagher, T. L., Fazio, X., & Ciampa, K. (2013, December). Readability of science-based texts: Comparing literacy readers, trade books and on-line periodicals. Presented at The Literacy Research Association (LRA), Dallas, TX.

McGhie-Richmond, D., Specht, J., Loreman, T., Aylward, L., Bennett, S., Gallagher, T.L., Katz, J., & Lyons, W. (2013, May). New teachers' self-efficacy for teaching in diverse and inclusive classrooms: a Canadian snapshot. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Victoria, BC.

Rowsell, J., Gallagher, T. L., Simpson, A., & Walsh, M. (2012, December). From slates to iPads: Unpacking mobile resources for literacy learning. Presented at The Australian Association for Research in Education (AARE), Sydney, AU.

Gallagher, T.L., & Fazio, X. (2012, November). Morphological developmental levels of content vocabulary: Implications for multimodal science-based text. Presented at The Literacy Research Association (LRA), San Diego, CA.

Bennett, S., Gallagher, T.L., Donato, K., & Servos, J. (2012, November). Examining the relationship between inclusive practice and successful transitioning from school into community. Presented at Council for Exceptional Children Special Education Conference (CEC), Toronto, ON.

Bennett, S., Gallagher, T.L., & Donato, K. (2012, July). Inclusive education in Canada: The need for a national voice. Presented at The International Association for the Scientific Study of Intellectual Disabilities (IASSID), Halifax, NS.

Bennett, S., Gallagher, T.L., Donato, K., & Servos, J. (2012, February). Does inclusion make a difference? Young adults with intellectual disabilities transitioning from school into community. Presented at Ontario Teachers Federation/Ontario Association of Deans of Education Conference on Teacher Education, Toronto, ON.

Gallagher, T.L., & Fazio, X. (2012, May). Morphological developmental levels of science-based vocabulary. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Ciampa, K., & Gallagher, T.L. (2012, May). Getting in touch: Facilitating the use of the iPod touch through teacher professional learning communities. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Servos, J., Donato, K., Bennett, S., & Gallagher, T.L. (2012, May). Does inclusion make a difference? Young adults with intellectual disabilities transitioning from school into community. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Bennett, S., Gallagher, T.L., Donato, K., Servos, J., Galambos, L., & Leo, C. (2011, December). Does inclusion make a difference? Transitioning from high school to community for

students with intellectual disabilities. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Servos, J., Bennett, S., Gallagher, T.L., & Condillac, R. (2011, December). Cross cultural perceptions of inclusion. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Servos, J., Bennett, S., Gallagher, T.L., & Donato, K. (2011, December). Researching people with disabilities from a disabled person's perspective. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Morawek, A., Winters, K.L., & Gallagher, T.L. (2011, May). The whole package: Reading mentor texts, writing with the genres and traits, and how to assess it all! Presented at The Annual Convention of the International Reading Association (IRA), Orlando, FL.

Engemann, J.E., & Gallagher, T.L. (2011, May). Developing capacity in teacher candidates for rubric construction and use. Presented at The Ministry of Education/Faculties of Education Forum, Toronto, ON.

Gallagher, T.L., & Fazio, X. (2011, May). Readability variances in elementary science text: Awareness for teachers of diverse language learners. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Fredericton, NB.

Gallagher, T.L., Bennett, S., & Fleishman, M. (2011, May). Canadian, Belgian, Finnish and English perspectives on promoting inclusion among post-secondary learners. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Fredericton, NB.

Bennett, S., & Gallagher, T. L. (2010, October). Perspectives on inclusion: Post-secondary learners' international perceptions of inclusion. Presented at The New York State Federation of Chapters Council for Exceptional Children State Conference, Saratoga Springs, NY.

Gallagher, T.L., & Fazio, X. (2010, May). Integrating science content into readers: Its impact on readability. Presented at The Ministry of Education/Faculties of Education Forum, Toronto, ON.

Gallagher, T.L., & Fazio, X. (2010, April). Readability variances in different genres of elementary science text. Presented at The Annual Convention of the International Reading Association (IRA), Chicago, IL.

Gallagher, T.L., Bennett, S., Depovere, I., Jonckheere, S., Lodewijckx, N., Thienpondt, L., Van Passen, S., Vermersch, N., Brzozowski, T., Fleishman, M., Fry, D., Moniz, C., Ruiter, S. (2010, May). Canada and Belgium: Cross-cultural perspectives on inclusion and belonging. Presented at The Disability Studies in Education Policy and Law Conference, Ghent, BE.

Gallagher, T.L., & Bennett, S. (2010, August). Advocacy and leadership in inclusion. Presented at The Inclusive Supportive Education Congress, Belfast, IRL.

Van Hove, G., Bennett, S., & Gallagher, T. L. (2009, May). The intersection of culture and disability when enhancing advocacy. Presented at The Disability Studies in Education Policy and Law Conference, Syracuse, NY.

Bennett, S., & Gallagher, T.L. (2009, May). Advancing educators as leaders of advocacy and inclusion. Presented at The Ministry of Education/Faculties of Education Forum, Toronto, ON.

Bennett, S., & Gallagher, T. L. (2009, January*).* Rights and advocacy for persons with disabilities: An international exercise in curriculum development. Presented at Ontario Teachers Federation/Ontario Association of Deans of Education Conference on Teacher Education, Toronto, ON.

Griffin, S., Ciuffetelli Parker, D., Kitchen, J., Brown, H., & Gallagher, T.L. (2009, May). Collaborative faculty development: Three years in the life of a self-study community. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Fazio, X., & Gallagher, T.L. (2009, April). Launching and sustaining teacher development collectives: Complexity qualities and conditions that support teacher learning. Presented at The Annual Convention of the American Educational Research Association (AERA), San Diego, CA.

Gallagher, T.L., Grierson, A., & Kumar, R. (2009, April). Supporting change in literacy instruction and assessment practices through synergistic teacher professional learning opportunities. Presented at The Annual Convention of the American Educational Research Association (AERA), San Diego, CA.

Gallagher, T.L., Bennett, S., & Marr, C. (2008, November). Advocacy and leadership: Enhancing educational and employment opportunities for persons with disabilities. Presented at Council for Exceptional Children (CEC) Annual Conference, London, ON.

Gallagher, T.L., Kitchen, J., Ciuffetelli-Parker, D., Figg, C., & Griffin, S. (2008, April). Establishing and sustaining community: The second year of a self-study group in a faculty of education. Presented at The Annual Convention of the American Educational Research Association (AERA), New York, NY.

DiPetta, T., Woloshyn, V.E., Gallagher, T.L., & DiBiase, A.M. (2008, April). Reviewing an integration program for students with learning disabilities and mild intellectual delays: Teacher, student, and parent perspectives. Presented at The Annual Convention of the American Educational Research Association (AERA), New York, NY.

Grierson, A., & Gallagher, T.L. (2008, May). Show me, help me, let me: Supporting teacher change through a demonstration classroom program. Presented at The Annual Convention of the International Reading Association (IRA), Atlanta, GA.

Gallagher, T.L., & Grierson, A. (2008, May). Administrators at demonstration classroom sites: Leading literacy professional development. Presented at The Annual Convention of the International Reading Association (IRA), Atlanta, GA.

Woloshyn, V.E., DiBiase, A.M., Gallagher, T. L., Dworet, D., DiPetta, T., & Bennett, S. (2008, May). Implementation and stakeholder perspectives of a support program for students with learning disabilities and mild intellectual delay. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Fazio, X., & Gallagher, T.L. (2008, May). Characteristics that support learning: An examination of two teacher development collectives using a complexity framework. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Gallagher, T.L., Grierson, A., & Kumar, R. (2008, May). Mutually-reinforcing professional learning opportunities that support teacher change in literacy instruction and assessment. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Vancouver, BC.

Kitchura, C., & Gallagher, T.L. (2007, November). Invisible disability, visible people: A closer look of the experiences of teachers with learning disabilities. Presented at Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Woloshyn, V.E., Gallagher, T.L., DiBiase, A.M., DiPetta, T., Dworet, D., Bennett, S., Hyatt, M., Thibodeau, S., & Saylor, K. (2007, November). District School Board of Niagara's Intensive Support Program: Implementation & stakeholder perspectives. Presented at Council for Exceptional Children (CEC) Annual Conference, Niagara Falls, ON.

Kitchura, C., & Gallagher, T.L. (2007, November). Learning from the successes of teachers with learning disabilities. Presented at The 31st Annual McGraw Hill Ryerson Teaching, Learning & Technology Conference, Toronto, ON.

Attenborough, D., & Gallagher, T.L. (2007, July). Fusing acquired and applied knowledge: A conceptual model for a doctoral portfolio in education. Presented at The International Study Association for Teachers and Teaching (ISATT), St. Catharines, ON.

Engemann, J.F., Gallagher, T.L., & McQuirter-Scott, R. (2007, May). Gender differences in elementary students' writing self-perceptions. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Saskatoon, SK.

Grierson, A., & Gallagher, T. L. (2007, May). "Seeing is believing": Creating a catalyst for literacy change through a demonstration classroom. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Saskatoon, SK.

Gallagher, T.L., & Grierson, A. (2007, May). Lessons learned: Administrative considerations in establishing demonstration classrooms. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Saskatoon, SK.

Morawek, A.J., & Gallagher, T.L. (2007, May). Grade two students' compositions: Reliable assessment and expository writing competency. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Saskatoon, SK.

Gallagher, T.L., Kitchen, J., & Ciuffetelli Parker, D. (2007, May). Collaborative self-study of new professors in a learning faculty. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Saskatoon, SK.

Grierson, A., Gallagher, T.L., & Woloshyn, V.E. (2007, April). Teachers' experiences implementing a "One size fits all" remedial reading program. Presented at The Annual Convention of the American Educational Research Association (AERA), Chicago, IL.

Engemann, A.J., & Gallagher, T.L. (2007, May). Traits and genres: The development of integrated writing rubrics. Presented at The Annual Convention of the International Reading Association (IRA), Toronto, ON.

Gallagher, T.L., & McQuirter-Scott, R. (2007, May). Words they use: The writing vocabulary and spelling errors of students in grades 2 to 8. Presented at The Annual Convention of the International Reading Association (IRA), Toronto, ON.

Grierson, A., Gallagher, T.L., & Woloshyn, V.E. (2007, May). All that glitters is not gold: Teachers' understandings of a remedial reading program. Presented at The Annual Convention of the International Reading Association (IRA), Toronto, ON.

Kitchura, C. & Gallagher, T.L. (2006, October). Struggling through school: The perspective of a student with a learning disability. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Henry, J., & Gallagher, T.L. (2006, October). Preparing the profession for teachers with learning disabilities. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Engemann, A.J., & Gallagher, T.L. (2006, May). Genres and traits: Linking two writing instruction approaches. Presented at The Annual Convention of the International Reading Association (IRA), Chicago, IL.

Engemann, J.F., Gallagher, T.L., & McQuirter-Scott, R. (2006, April). The impact of a trait-based writing approach on the writing performance of elementary students. Presented at The Annual Convention of the American Educational Research Association (AERA), San Francisco, CA.

Engemann, A.J., & Gallagher, T.L. (2006, May). Traits and genres: A dual-approach to writing instruction. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Attenborough, D., & Gallagher, T.L. (2006, May). Developing the doctoral portfolio: Reflections on the experience. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Grierson, A., Woloshyn, V.E., & Gallagher, T.L. (2006, May). Special education teachers' Experiences implementing a remedial reading program. Presented at The Annual Meeting of the Language and Literacy Researchers of Canada at the Canadian Society for the Study of Education (CSSE), Toronto, ON.

Gallagher, T.L. & Engemann, J.F. (2005, October). Enhancing the writing traits of students with exceptionalities. Presented at Council for Exceptional Children (CEC) Annual Conference, Sudbury, ON.

Kitchura, C., & Gallagher, T.L. (2005, October). Experiences of a teacher candidate with a learning disability. Presented at Council for Exceptional Children (CEC) Annual Conference, Sudbury, ON.

Gallagher, T.L. (2005, May). The impact of pre-training experience on the language arts beliefs and practices of pre-service teachers. Presented at The Annual Convention of the International Reading Association (IRA), San Antonio, TX.

Gallagher, T.L. (2005, April). Influences on the language arts beliefs and practices of teacher candidates. Presented at The Annual Convention of the American Educational Research Association (AERA), Montreal, PQ.

Gallagher, T.L., Mangat, M.A., Engemann, J.F., & Castle, J. (2005, May). Establishing reliability between graders using writing rubrics. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Attenborough, D. & Gallagher, T.L. (2005, May). The doctoral portfolio: creating a link between acquired and applied knowledge. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Engemann, J.F., Gallagher, T.L., & Castle, J. (2005, May). Professional development perspectives of teachers and school administrators. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), London, ON.

Castle, J., Gallagher, T.L., & Mangat, M.A. (2004, November). The research process: A vehicle for empowerment. Presented at The Annual Meeting of the Ontario Education Research Council (OERC), Toronto, ON.

Gallagher, T.L. (2004, May). Educators in the making: The experience of volunteer undergraduate tutors. Presented at The Canadian Society for the Study of Education (CSSE), Winnipeg, MN.

Gallagher, T.L., & Woloshyn, V.E. (2003, November). Volunteer tutors: Experiences in an after school literacy program. Presented at Council for Exceptional Children (CEC) Annual Conference, Toronto, ON.

Gallagher, T.L., & Woloshyn, V.E. (2003, January). The volunteer tutors' experience in an after-school literacy program. Presented at Hawaii International Conference on Education, Honolulu, HI.

Gallagher, T.L., Forgrave, K., McAnanama, L., Woloshyn, V.E., & Bennett, S. (2001, December). An after-school literacy program: Cognitive strategy instruction for decoding, comprehension and writing composition. Presented at The National Reading Conference (NRC), San Antonio, TX.

Woloshyn, V.E., Bennett, S., & Gallagher, T.L. (2001, November). Promoting effective reading and writing strategies: implementing an after-school literacy program. Presented at Council for Exceptional Children (CEC) Annual Conference, Stratford, ON.

Gallagher, T.L., & Woloshyn, V.E. (1998, June). Providing grade 8 students with multiple strategies spelling instruction. Presented at The Annual Meeting of the Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Presentations: Invited

"Morphological Interventions Delivered by SLPs and Educators and Their Collaborative Practices in Kindergarten to Grade 3"
With B. Passaretti, L. Turkstra, A. Jiang, P. Cahill, & W. Campbell
Invited Presentation
Speech and Language Services Department, Hamilton Wentworth District School Board.
Hamilton, ON
2022, April

"Success for Students with Learning Disabilities"
With R. Gishen
Virtual Webinar
Inclusive Communities Canada (inclusivecommunitiescanada.org)
2021, October

"Transitioning towards inclusion. Navigating the role of the Education Assistant"
With S. Bennett, T. Gallagher, M. Somma, & R. White
Centre for Education and Research Summer Seminar Program

University of Northampton, UK
2021, May

"Ontario Literacy Researchers Share Research Related to their Submission to the Right to Read Inquiry"
With R. Heydon, S. Stagg Peterson, J. Wood, T-L. Scheffel, D. Collier, L. Iannacci, & M. Coombs
Panel Discussion
Interdisciplinary Center for Research in Curriculum as Social Practice; Language and Literacy Researchers of Canada
London, ON.
2021, March

"Thinking about Inclusion"
With S. Bennett, T. Gallagher, M. Somma, M. Shuttleworth, L. Scibetta & L. Galambos,
Professional Development Day
Sudbury Catholic District School Board
2021, March

"Collecting Quantitative Data and Sampling"
Doctoral Education Research Methods Course
University of Bristol, UK.
2020, June

"Early Years: Enhancing Literacy Instruction through Technology (for Kindergarten Teachers)"
With R. St. Hilaire
Niagara Catholic District School Board Professional Development Day
Niagara Falls, ON.
February, 2019

"Reading Instruction (for Junior/Intermediate Teachers)"
With P. Ferrara, & K. Jegg
Niagara Catholic District School Board Professional Development Day
Welland, ON.
2019, February

"Equity Education for All"
With J. Specht, S. Bennett, & M. Somma
Sudbury Catholic District School Board London, ON.
2018, May

"Taking Credit, Granting Credits, how Secondary Schools are Leading the Way in Inclusive Practice"
With M. Somma & S. Bennett
Special Education Regional Coordinator/Consultant Conference
Toronto, ON.
2018, May

"21st Century Literacy Skills and Technology"
With C. Harrison, C. Steinkuehler, K. Gutierrez, & B. Dalton
The Annual Meeting of the International Literacy Association (ILA)
St. Louis, MI.
2015, July

"Collaborative Inquiry Exploring Early Years Mathematics Teaching and Learning"
With M. Fortune, C. Moscato, L. Cronshaw, & J. Rootes
Math and Technology Research Percolator: Looking at Collaborative Inquiry

University of Western Ontario, London, ON.
2015, April

"A Collaborative Research Project: Exploring Early Years Mathematics Development"
With M. Fortune, & C. Moscato
Annual Meeting of the Canadian Society for the Study of Education (CSSE)
St. Catharines, ON.
2014, May

"What does it mean to 'Collaborate'?"
With K. Ciampa, M. Fortune, & C. Battagli
Research-to-Practice Festival
St. Catharines, ON.
2013, November

"What does Research tell us about Inclusive Practice?"ed
Meeting the Diversity Challenge Symposium
London, ON.
2013, November

"Assessment and Differentiated Instruction"
34th Annual San Diego State University Reading/Language Arts Conference
San Diego, CA.
2013, June

"Ethics in Research"
Applied Research in Tourism Course, School of Business, Niagara College
Niagara-on-the-Lake, ON.
2012 – present, February 2022

Visiting Scholar and Research Collaborator
University of Ghent, Belgium
2012, April

"Differentiating Literacy Instruction"
Belonging! Developing and Maintaining Inclusive Environments Conference
London, ON.
2009, October

"Teaching Students with Special Needs across Cultures"
With G. Van Hove
Annual General Meeting of EU-Canada-ICI-US
Boston, MA.
2009, October

"Advocacy and Leadership: Graduate Students Enhancing Educational and Employment Opportunities for Persons with Disabilities"
With S. Bennett, S. Papastavrou, I. Depovere, S. Jonckheere, N. Lodewijckx, L. Thienpondt, S. Van Passen, N. Vermersch, J. McInnis, & J Rathwell
Research Symposium for Faculty of Education
University of Western Ontario. London, ON.
2009, October

"Invisible disability, visible people: A closer look at the experiences of teachers with learning disabilities"
With C. Kitchura

Dufferin-Peel Catholic District School Board Challenge (In)Equity Conference
Brampton, ON.
2008, April

"Enhancing Teachers' Beliefs and Practices of Instruction and Assessment: Niagara Catholic
District School Board's recent professional learning initiatives"
With A. Grierson, & C. Graham
Ministry of Education Provincial Symposium 2008: Assessment and Evaluation
Toronto, ON.
2008, January

"Exceptional Learners in the Classroom"
Best Practices in Teaching and Learning Symposium: Assessment and Evaluation
St. Catharines, ON.
2005, June

Work Submitted for Presentation

Susin, C. & Gallagher, T.L. (2024, June). *Using digital texts for more than just reading: tutors cognitively, behaviourally, and emotionally engage readers*. To be presented at The Annual Meeting of The Canadian Society for the Study of Education (CSSE) Conference, Montreal, QC.

Heenan, J. & Gallagher, T.L. (2024, June). *Understanding Mentorship for Literacy in Education and Community Partnership Programs*. To be presented at The Annual Meeting of The Canadian Society for the Study of Education (CSSE) Conference, Montreal, QC.

Messenger, Y. & Gallagher, T.L. (2024, June). *Joyful literacy learning opportunities for kindergarten educators: Using design-based research to build collaborative educator-researcher partnerships*. To be presented at The Annual Meeting of The Canadian Society for the Study of Education (CSSE) Conference, Montreal, QC.

Susin, C., Favero, I. & Gallagher, T.L. (2024, November). *Building tutors' math confidence supporting struggling students*. To be presented at The Annual Meeting of The Council for Exceptional Children (CEC) Conference, Toronto, ON.

Mirabelli, S. & Gallagher, T.L. (2025, February). *Meaningful (and fun) content-area vocabulary strategy instruction*. To be presented at The Reading the Love of It Conference, Toronto, ON.

Presentations: Other

"Accessible Education: Differentiated Instruction and Assessment"
Brock University Concurrent Education Student Association Conference, Brock University
St. Catharines, ON.
2023, March

"Let's CHAT about inclusive education"
Open Discussion on Recent Research in Inclusion
Inclusive Education Canada
2021, April

"Examples of Experiential Learning On-line: Tips, Tricks & Pitfalls"
Centre for Pedagogical Innovation (CPI) & Co-op, Career and Experiential Education (CCEE)
Brock University

St. Catharines, ON.
2020, June

"Exceptional Learners in the Classroom"
Professional Development Presentation for Concurrent Education Student Association, Brock University
St. Catharines, ON.
2019, September and 2017, March

"Peer Support Workshop: SSHRC Insight Development Grants"
Brock Office of Research Services
Brock University
St. Catharines, ON.
2018, November

"Rubric Inter-rating Reliability"
Workshop for the School of English and Liberal Studies, Seneca College
Toronto, ON.
2016, August

"Building a Better Rubric"
With J. Engemann
Workshop for the Faculty of Niagara College
Niagara-on-the-Lake, ON.
2014, April

"Test Bank Questions and Learning Objectives"
With J. Engemann
Professional Development Workshop for McGraw-Hill Ryerson
Toronto, ON.
2009, August

"Classroom Assessment"
With J. Engemann, & A. Engemann
In-service Workshop for Concurrent Education Students, Brock University
St. Catharines, ON.
2006, February

"The Traits of Writing"
In-service Workshop for Oakville Christian School
Oakville, ON.
2006, January

"An After-School Literacy Program: Investigating the Experiences of Student with Literacy Difficulties, Their Volunteer Tutors, and the Tutors' Transition into the Teaching Profession"
Dissertation Presentation
2nd Annual Joint PhD in Educational Studies Conference
Windsor, ON.
2005, July

"Effective Parent Conferencing"
With K. Shepherd
Annual Conference for Sylvan Learning Centres
Orlando, FL.
1997, September

"Individualized Assessment for Students with Learning Difficulties"
With K. Shepherd
In-service Workshop for St. Mildred's School
Mississauga, ON.
1995, March

Grants Obtained

Refereed External Research Grants

SSHRC
Partnership Engage Grants
"Building Knowledge of Pre-Adolescents' Critical Media Literacy through Collaborative Parent Training"
$24, 843
June 2020 – June 2021
Principal Investigator with D. Collier

Mitacs Research Training Award (RTA)
June 2020-August 2020
$6,000
Supervising Investigator for Christina De Silva

Ministry of Education
Parents Reaching Out (Pro) Grant for Regional/Provincial Projects
"Engaging Parents to Support their Children's 21st Century Learning Skills"
$12,500
October 2017-July 2018
Principal Investigator with J. Rowsell

SSHRC
Insight Grant
"Supporting Literacy Coaches as they Facilitate Teachers' Professional Learning"
$129,141
April 2016 – July 2021
Principal Investigator with A. Grierson

SSHRC
Insight Grant
"The Development of Inclusive Educational Practices for Beginning Teachers"
$448,800
April 2015 – April 2020
Co-Investigator with J. Specht, L. Aylward, S. Bennett, K. Maich, T. Loreman, R. Thomson, S. Penney, T. Flanagan, N. Hutchinson, J. Freeman, E. Nowicki, K. Calder Stegeman, A. AuCoin, M. LeBlanc, J. Katz, W. Lyons, D. McGhie-Richmond, A. Marshall, S. Sider, J. Metsala, S. Thompson, J. Whitley, G. Young

SSHRC
Connections Grant
"What is Learning in a (Teacher Education) Professional Program?"
$24,719
April 2015 – July 2016
Collaborator with L. Starr, K. Sanford, L. Schnellert, P. Fisher, K. Mimick, L.Thomas, T. Strong-Wilson, L. Liemisko, S. Bullock, J. Tupper, V. Triggs, A. Aitken, A. Clarke, A. Phelan, T. Molnar, S. Elliott-Johns, C. Mitchell, A. Chinnery, M. Janzen, J. Huber, T. Hopper, J. Nahachewsky, T. Milford, R. Kane, D. Kyte

Ministry of Training, Colleges and Universities
Ontario Job Creation Partnership
"Brock-Niagara Assistive Technology Initiative"
$2,457
August 2014 – August 2015
Co-Investigator with K. Maich, S. Bennett, C. Rutherford

SSHRC
Insight Development Grant
"Digital Texts to Enhance Science Vocabulary and Comprehension"
$59,939
April 2013 – June 2016
Principal Investigator with X. Fazio

SSHRC
Insight Development Grant
"Reading by Design: An International Study on 21st Reading Processes"
$59,855
August 2011 – June 2014
Co-Investigator with J. Rowsell, R. McQuirter-Scott, A. Bishop, M. Walsh, A. Simpson, D. Lapp, D. Fisher

Human Resources and Skills Development Canada
Opportunities Fund Work Experience
"Does Inclusion Make a Difference? Transitions from School into Community"
$39,533
December 2010 – December 2011
Co-Investigator with S. Bennett

Department of Justice
Innovations and Partnership Grant
"Human Rights and Intellectual Disabilities"
$15,500
March 2010 – August 2010
Co-Investigator with D. Griffiths, B. Vyrostko, S. Bennett, M. Feldman, V. Marinos, F. Owen, D. Richards, D. Tarulli, S. Watson

SSHRC
Conference Development
"Human Rights and Intellectual Disabilities"
$47,500
January 2010 – August 2010
Co-Investigator with D. Griffiths, B. Vyrostko, S. Bennett, M. Feldman, V. Marinos, F. Owen, D. Richards, D. Tarulli, S. Watson

Law Foundations of Ontario
"Human Rights and Intellectual Disabilities"
$17,875
January 2010 – August 2010
Co-Investigator with D. Griffiths, B. Vyrostko, S. Bennett, M. Feldman, V. Marinos, F. Owen, D. Richards, D. Tarulli, S. Watson

Canada-European Union Programme for Cooperation in Higher Education, Training and Youth, Human Resources and Social Development Canada
 "Advocacy and Leadership: Enhancing Educational and Employment Opportunities for Persons with Disabilities"

$200,000
September 2007 – September 2010
Co-Investigator with S. Bennett

Internal Research Grants

Brock University
Match of Minds Program
"Intern and Research Assistant Brock Learning Lab"
Roselyn Gishen
$4986
May 2024 – December 2024
Applicant

Brock University, Faculty of Education
Research and Development Grant
"Comparison of Canadian and US Pre-service Literacy Teachers' Self-Efficacy and Beliefs"
$1000
September 2021
Applicant

Brock University, Faculty of Education
Dean's Discretionary Strategic Initiatives Fund
"Community Liaison IT Support"
$2,100
September 2020 – December 2020
Applicant

Teaching & Learning Innovation Grant – Experiential Education Stream
"EDUC 3P96: Advanced Community-based Internship for English Language Facilitators"
$3000
March 2020-April 2020
Applicant

SSHRC Explore Grant
"Rethinking Inclusion in the Montessori Classroom"
$6953
June 2019-May 2020
Co-Applicant with M. Somma, S. Bennett, D. Harwood

Research Initiative Award, Office of Research Services, Brock University
"Supporting English Language Learning through Technology and Digital Approaches in Canadian Newcomer Families"
$2000
May 2019-May 2020
Recipient

SSHRC Exchange Grant
"International Perspectives on Pre-service and In-service Literacy Teachers' Self-Efficacy and Beliefs"
$1500
January 2019-December 2019
Applicant

SSHRC Explore Grant
"Promoting Critical Reading of Socioscientific Topics Using Digital Texts"
$6812
January 2019-December 2019
Co-Applicant with X. Fazio

Brock University, Faculty of Education
Research and Development Grant
"International Perspectives on Pre-service and In-service Literacy Teachers' Self-Efficacy and
 Beliefs"
$1000
January 2019
Applicant

Brock University, Faculty of Education
Dean's Discretionary Strategic Initiatives Fund
"Planning for CFI Application for Centre for Design and Learning"
$1,800
August 2018 – December 2018
Applicant

Brock University, Faculty of Education
Dean's Discretionary Fund
"Engaging Literacy Discussions among Niagara's Educators"
$1,100
October 2015 – April 2016
Applicant

Brock University, Faculty of Education
Dean's Discretionary Fund
"Celebrating Stories: Niagara's Literacy Festival"
$1,568
February 2015 – April 2016
Applicant

Brock University, Faculty of Education
Research and Development Grant
"A Review of Canadian Policy on Digital and Multimodal Literacy"
$982
January 2015 – January 2016
Applicant

Brock University
Office of Research Services 4A Funding Support
"Supporting Literacy Coaches as they Facilitate Teachers' Professional Learning"
$1000
June 2013 – June 2014
Applicant

Brock University, Faculty of Education
Research and Development Grant
"NCDSB Junior Interventions Initiative"
$1000
June 2012 – June 2013
Applicant

Brock University
Office of Research Services 4A Funding Support
"Coaching Literacy Coaches to Support Teachers' Professional Learning"
$2000
June 2012 – June 2013
Applicant

University of Western Ontario
Internal SSHRC
"Are New Teachers Ready for the Inclusive Classroom?"
$4,869
April 2012 – April 2013
Co-Investigator with J. Specht, L. Aylward, S. Bennett, C. Digiorgio, N. Hutchinson, J. Katz, T. Loreman, W. Lyons, D. McGhie-Richmond, J. Metsala, P. Mirenda, S. Thompson, J. Whitley, G. Young

Brock University, Faculty of Education
Research Funds Initiative
"Analyzing the Impact of Science-Based Vocabulary on the Readability of Various Texts"
$7837
December 2011 – April 2012
Applicant

Brock University, Faculty of Education
Research and Development Grant
"Coaching about Readability of Expository Elementary Text"
$997
January 2010 –January 2011
Applicant

Brock University
International Course Support Fund
"Advocacy and Leadership: Enhancing Educational and Employment Opportunities for Persons with Disabilities"
$2500
February 2009 – April 2009
Co-Applicant with S. Bennett

Brock University, Faculty of Education
Scholarly Learning Community Project Grant
"Self-Study of Teacher Education Practices of Tenure-Track Faculty"
$2100
September 2008 – April 2009
Co-Applicant with D. Ciuffetelli Parker, J. Kitchen, S. Griffin, C. Figg, H. Brown

Brock University, Faculty of Education
Scholarly Learning Community Project Grant
"Imagining and exploring possibilities for teaching and learning afforded by a complexity perspective"
$1000
April 2008 – April 2009
Co-Applicant with L. LaCroix, L. Cherubini, X. Fazio, K. Jaipal-Jamini, J. Kitchen, C. Lu, J. Mgombelo, S. Griffin

Brock University
Brock University Advancement Fund

"Literacy Coaching: Perspectives of the Classroom Teachers, their Administrators and their Literacy Coaches"
$3907
July 2007 –July 2008
Applicant

Brock University, Faculty of Education
Scholarly Learning Community Initiation Grant
"Self-Study of Teacher Education Practices of New Faculty"
$760
June 2007 – April 2008
Co-Applicant with D. Ciuffetelli Parker, J. Kitchen, S. Griffin, C. Figg, C. Lu, L. Cherubini, L. Volante, P. Vietgen

Brock University, Faculty of Education
Scholarly Learning and Community Project Grant
"Academics as Writers: Documenting the Life of a Scholarly Writing Community"
$2500
June 2007 – April 2008
Co-Applicant with M. McGinn, S. Bosacki, D. Ciuffetelli Parker, S. Drake, J. Engemann, C. Figg, J. Kitchen, R. Kuchapski, M. O'Sullivan, S. Tilley, V. Woloshyn, K. McCaughan, S. Ratkovic

Brock University, Faculty of Education
Research and Development Grant
"Spelling Errors of Students from Grades 2 to 8"
$1265
July 2006 – July 2007
Co-Applicant with R. McQuirter-Scott

Brock University, Faculty of Education
Research and Development Grant
"Exploring Educators' Changing Understandings of Reading Difficulties and Assessment Processes: Does Participating in Formal Reading Assessment Make a Difference?"
$1250
October 2005 – October 2006
Co-Applicant with V. Woloshyn

Brock University
SSHRC Internal Grant
"Promoting Educators' Understanding of Effective Reading Assessment Practices: A Model of Professional Development"
$1765
May 2005 – May 2006
Applicant

Brock University, Faculty of Education
Research and Development Grant
"Documenting the Integration of Trait-Based and Process-Based Approaches to Writing Instruction"
$1250
March 2005 – March 2006
Applicant

Brock University, Faculty of Education
SSHRC Internal Grant
"Implementing a Trait-Based Writing Approach"

$3000
April 2004 – April 2005
Co-Applicant with J. Castle and J. Engemann

Brock University, Faculty of Education
Research and Development Grant
"The Impact of Writing Traits Instruction on the Efficacy of Elementary Students' Writing and the Pedagogical Practice of Teachers"
$1250
December 2003 – December 2004
Co-Applicant with J. Castle and J. Engemann

Brock University, Faculty of Education
SSHRC Internal Grant
"The Impact of Writing Traits Instruction on the Efficacy of Elementary Students' Writing and the Pedagogical Practice of Teachers"
$1500
December 2003 – December 2004
Co-Applicant with J. Castle and J. Engemann

Consultantships and Contracts

Human Development Service Delivery Project: Inclusive Education
"Consultancy for In-service Teacher Training in Saint Vincent & the Grenadines"
$302,000
January 2021 – April 2023
Consultant with K. Ewart, R. Blackman, S. Bennett, C. Garcia-Vega, E. Gora, S. Ibrahim-Khan, M. Somma, K. Pennie, C. Rempel, C. Rutherford

Community Living External Research Grants
Research Grant
"Rethinking Inclusion in the Montessori Classroom"
$20,000
November 2018 – June 2020
Co-Investigator with M. Somma, S. Bennett and D. Harwood

Ontario Ministry of Education
Knowledge Network for Applied Education Research (KNEAR)
"Réseau de Savoir sur l'Équité / Equity Knowledge Network (RSEKN)"
$975, 000
October 2017 – October 2020
Co-Investigator with N. Belanger, R. Kane, N. Ng-A-Fook, K. Moreau, P. Dalley, A. Dionne, E. Dulude, R. Maclure, J. Whitley, K. Pendleton Jimenez, K. Llewellyn, S. de Castell, J. Specht, M. Kehler, L. Brogden, S. Bennett

Ontario Trillium Foundation, Province of Ontario
Evaluation Contract
"Niagara Prosperity Initiative Evaluation"
$514,574
January 2018 – January 2021
Third Party Evaluator with M. Todd, N. Chaumont, R. Hirsh, J. Corman, M. Raddon, D. Ciuffetelli Parker, K. Gosine, D. Soron, J. Boggs, J. Engel

Avon Maitland District School Board
Research Contribution

"The Avon Maitland District School Board's Inclusion Coaching Project–Update and Synopsis"
$28, 319
August 2017 – June 2018
Co-investigator with S. Bennett

Avon Maitland District School Board
Research Contribution
"The Avon Maitland District School Board's Inclusion Coaching Project – Year 3"
$15,000
April 2016 – July 2017
Co-Investigator with S. Bennett, M. Somma, M. Shuttleworth, K. Wlodarczyk

Avon Maitland District School Board
Research Contribution
"The Avon Maitland District School Board Inclusion Coaching Project – Year 2"
$10,000
June 2015 – April 2016
Co-Investigator with S. Bennett, M. Somma, M. Shuttleworth, K. Wlodarczyk

Avon Maitland District School Board
Research Contribution
"The Avon Maitland District School Board's Inclusion Coaching Project – Year 1"
$10,000
June 2014 – June 2015
Co-Investigator with S. Bennett, M. Somma, M. Shuttleworth, K. Wlodarczyk

Community Living Inclusion Initiative, Toronto
Research Grant
"The Delivery of Education Services for Students with Intellectual Disabilities in the Province of Ontario"
$12,000
February 2012 – June 2012
Co-Investigator with S. Bennett

McGraw-Hill Ryerson
Assessment Task Force
Non-Remunerated
2009 – 2011
Consultant

Thompson Nelson Publishing, Toronto, Ontario
Research Contribution
"Readability in Science-Based Text"
$5000
May 2009 – May 2010
Co-Investigator with X. Fazio

Thompson Nelson Publishing, Toronto
Research Contribution
"Word Study and Spelling Grant"
$2000
March 2007 – March 2008
Co-Investigator with R. McQuirter-Scott

District School Board of Niagara
Research Contribution

"The District School Board of Niagara's Intensive Support Program: Educators' Perspectives about Inclusion and the Intensive Support Program"
$24,200
July 2006 – July 2007
Co-Investigator with V. Woloshyn, A. DiBiase, T. DiPetta, D. Dworet, S. Bennett

Thompson Nelson Publishing, Toronto
Research Contribution
"Write Traits and Word Study Grant"
$3000
July 2005 – July 2006
Co-Investigator with R. McQuirter-Scott and J. Engemann

District School Board of Niagara
"The Learning Resource Teachers' Kit"
Non-Remunerated
2002 – 2006
Special Education Resource Consultant

Teaching Activities

Courses Taught

Instructor (Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Educational Studies
September 2019 – present
EDUC 3P45: Reading and Literacy Development

Instructor (Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Educational Studies
September 2019 – present
EDBE 8P34: Language Arts – Primary/Junior

Instructor (Associate Professor/Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2015 – present
EDUC 8P03: Cognition and the Exceptional Learner – Elementary

Instructor (Associate Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
September 2012 – July 2017
EDUC 8P30: Language Arts – Primary/Junior

Instructor (Assistant/Associate Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2005 – July 2015
EDUC 8Y61: Classroom Dynamics: Teaching and Learning

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Graduate and Undergraduate Education
January 2010 – April 2010

EDUC 5P92: Introduction to Research

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
September 2005 – 2011
EDUC 8D09: Principles and Practices for Professional Certification – Elementary

Instructor (Assistant Professor)
Brock University
Faculty of Education, Department of Graduate and Undergraduate Education
2009 – 2010
EDUC 5P07 Directed Readings in Comparative Education

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Graduate and Undergraduate Education
2009 – 2010
EDUC 5P24 Directed Readings in Socially and Culturally Situated Learning

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Master of Child and Youth Studies Course, 5P20
2009 – 2010
CHYS 5P20 Directed Readings

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Master of Applied Disability Studies
2009 – 2010
MADS 5P91 Directed Readings

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2005 – July 2006
EDUC 8P17: Classroom Dynamics for Concurrent Education Students – Primary/Junior

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2005 – July 2006
EDUC 8P18: Classroom Dynamics for Concurrent Education Students – Junior/Int.

Instructor (Assistant Professor)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2005 – July 2006
EDUC 8P19: Classroom Dynamics for Concurrent Education Students – Int./Senior

Lecturer (Limited Term Appointment)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2004 – July 2005
EDUC 8Y61: Classroom Dynamics and Teacher Behavior – Educational Psychology

Lecturer (Limited Term Appointment)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2004 – July 2005
EDUC 8P14: Classroom Dynamics and Teacher Behavior – Educational Psychology for Concurrent Ed. Students

Lecturer (Limited Term Appointment)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2004 – July 2005
EDUC 1F95: Introduction to the Foundations of Education

Lecturer (Limited Term Appointment)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
July 2004 – July 2005
EDUC 8Y63: Introduction to Assessment and Evaluation

Lecturer (Sessional)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
September 2003 – July 2004
EDUC 1F95: Introduction to the Foundations of Education

Lecturer (Sessional)
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
September 2001 – July 2004
EDUC 8P06: Classroom Dynamics and Teacher Behaviour – Educational Psychology

Course Development

Course Developer
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
EDBE 8P03: Cognition and the Exceptional Learner – Elementary
EDBE 8P72: Cognition and the Exceptional Learner – Secondary
July 2015

Course Developer
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
EDUC 8P17: Classroom Dynamics for Concurrent Education Students – Primary/Junior
EDUC 8P18: Classroom Dynamics for Concurrent Education Students – Junior/Intermediate
EDUC 8P19: Classroom Dynamics for Concurrent Education Students – Intermediate/Senior
July 2005

Course Developer
Brock University, St. Catharines, Ontario
Faculty of Education, Department of Teacher Education
EDUC 8Y63: Introduction to Assessment and Evolution
July 2004

Supervisory Activities

Dissertation, Portfolio and Directed Study Supervisor
July 2024 – Present
Catherine Susin
Ph.D. in Educational Studies
"Teacher Candidates' Understanding and Practice of Literacy-Mathematics Cross-Curricular Integrated Learning"

Dissertation, Portfolio and Directed Study Supervisor
July 2024 – Present
Roselyn Gishen
Ph.D. in Educational Studies
"Writing Intervention for Grades 3-6 Students with Learning and Attention Disorders"

Thesis Committee Member
February 2024 – Present
Emily Krushenycky
Master of Education
"The 'Sanitization' of Science Education: Connecting Theory and Practice of Socioscientific Issues in Elementary Science Classrooms "

Major Research Project Supervisor
January 2024 - present
Brooklyn Shelley
Master of Education
"Emotional Self-Regulation of Struggling Early Literacy Learners"

Major Research Project Reader
November 2022 – October 2023
Justine McKay
M.A. in Critical Sociology, Brock University
"The Influence of Students' Race and Socioeconomic Status on Teachers' Assessment of ADHD: Implications for Educational Inequalities"

Dissertation, Portfolio and Directed Study Supervisor
July 2023 – Present
Justin Heenan
Ph.D. in Educational Studies
"Assessing Literacy Strategies in Elementary Education and Community Partnership Program Classrooms"

Major Research Project Reader
May 2023 – present
Alyssa Marion
Master of Education
"Fostering inclusion and belonging in the early years: A practical guide for educators"

Thesis and Independent Study Supervisor
January 2022 – April 2024
Roselyn Gishen
Master of Education
"Writing Self-Efficacy of Elementary Students with Learning Disabilities"

Thesis and Independent Study Supervisor
January 2022 – March 2024

Heidi Poltl
Master of Education
"Understanding Grade 4-8 Teachers' Instructional Practices and Beliefs as a Function of Transdisciplinary Coaching in STEM-Language Literacy"

Doctoral Committee Member
May 2022 – present
Alyssa Palazzolo
Ph.D. in Educational Studies
"A critical analysis of teaching practices for linguistically and culturally diverse students in Ontario"

Major Research Project Supervisor
June 2021 – June 2022
Lana Kittani
Master of Education
"A critical analysis of teaching practices for linguistically and culturally diverse students in Ontario"

Doctoral Committee Member
March 2021 – present
Gelsea Pizzuto
Ph.D. in Educational Studies
"Beyond traditional school settings: The perceived impact of community-based practicum experience on the efficacy of pre-service teachers in diverse settings"

Doctoral Committee Member
January 2021 – present
Benjamin Laskar
Ph.D. in Educational Studies
"Examining the evolving role of the Canadian college educational developer"

Internship and Independent Study Supervisor
January 2021 – June 2021
Stephen Malcolm
Master of Education
"Brock Learning Lab numeracy support program tutor training" and "How the meaningful learning state enhances a student's complex problem-solving skills"

Major Research Project Supervisor
November 2020 – June 2021
Rebecca White
Master of Education
"The relationship between administration and inclusive education: Administrative perspectives from one Ontario school board"

Major Research Project Supervisor
March 2021 – June 2023
April Forbes
Master of Education
"Inclusive campus experiences for university students with intellectual disabilities"

Internship Supervisor
September 2020 – December 2021
Katrina Jegg
Master of Education

"Theory and practice related to interventions in literacy and numeracy instruction"

Thesis Committee Member
April 2020 – Present
Basiliki Passaretti
PhD. in Speech-Language Pathology (SLP) Program, McMaster University
"Speech language pathologists collaborating with educators to support all students' inclusion, learning, and participation at school"

Major Research Project Reader
March 2020 – August 2020
Yue Li
Master of Education
"Feedback on academic writing: ESL instructors' and ESL students' perspectives"

Dissertation, Portfolio and Directed Study Supervisor
July 2019 – Present
Maxine Britto
Ph.D. in Educational Studies
"College communications courses: Grading reliability in assessment"

Dissertation, Portfolio and Directed Study Supervisor
July 2019 – Present
Yvonne Messenger
Ph.D. in Educational Studies
"Perceptions of grade one teachers regarding incoming students' early reading readiness"

Thesis and Independent Study Supervisor
January 2020 – December 2022
Christina De Silva
Master of Education
"Junior teachers' and students' perspectives of culturally responsive pedagogy through texts, technology and collaboration"

Thesis and Independent Study Supervisor
January 2020 – November 2022
Heather Kavsak
Master of Education
"Don't Judge a Book by Its Cover: A Parent's Pursuit to Advocate Literacy as a Life Skill for her Children with Autism Spectrum Disorder who use Augmentative Alternative Communication"

Internship Supervisor
January 2019 – June 2019
Stephanie McCorriston
Master of Education
"Supporting students with math learning disabilities"

Internship Supervisor
January 2019 – June 2019
Madeline Zoelman
Master of Education
"Math resource enhancement and curation for the Brock Learning Lab."

Internship Supervisor
January 2019 – June 2019

Rebecca Johnston
Master of Education
"Brock Learning Lab Internship"

Independent Study Supervisor
January 2019 – June 2019
Cathy Vint
Master of Education
"Reading development, disabilities, and challenges"

Doctoral Committee Member
August 2018 – April 2020
Sara Shahbazi
Ph.D. in Educational Studies
"Finding the right fit: Exploring ESL teachers and students' perceptions of iLit ELL, a technology-based literacy program, on high school English Language Learners"

Thesis Committee Member
July 2018 – July 2020
Sarah Gannon
Master of Education
"Exploring the impact of a teacher education program on the mathematical anxieties of elementary pre-service teachers"

Thesis Supervisor
June 2018 – April 2021
Tracy Irwin
Master of Education
"To correct or not to correct: Anglicisms of FSL students"

Doctoral Committee Member
January 2018 – March 2021
Nicole Lee
Ph.D. in Educational Studies
"Through the eyes of many: The perceived influence of non-cognitive skills on student experiences, development, engagement, and retention"

Thesis Supervisor
July 2018 – July 2019
Rachel St. Hilaire
Master of Education
"Supporting primary teachers' knowledge and technology-enhanced instructional strategies for at-risk readers"

Doctoral Committee Member
March 2017 – December 2019
Jeff Irvine
Ph.D. in Educational Studies
"Investigating the impact of lessons based on Marzano's theory of learning on student attitude, engagement, and achievement in grade 10 academic mathematics"

Thesis and Internship Supervisor
September 2016 – August 2018
Ana Vintan
Master of Education
"Collaboration to support ESL instruction"

Major Research Project Reader
August 2016 – June 2017
Jason Uttamsingh
Master of Education
"Teachers' satisfaction, knowledge, and familiarity with supporting students with Attention Deficit Hyperactivity Disorder"

Dissertation, Portfolio and Directed Study Supervisor
July 2016 – July 2020
Linda Ismailos
Ph.D. in Educational Studies
"Perceptions of Change in Self-Efficacy to Pursue Postsecondary Education for Students with Exceptionalities Participating in a Postsecondary Transition Program"

Thesis Committee Member
January 2016 – August 2017
Kaitlyn McKay
Master of Applied Disability
"A new approach to transition planning for transitional aged youth with intellectual and developmental disabilities"

Doctoral Committee Member
September 2015 – June 2017
Monique Somma
Ph.D. in Educational Studies
"Special educators' experiences of change through inclusive education: The development of the inclusion continuum of change"

Doctoral Committee Member
September 2015 – April 2019
Sharon Moukperian
Ph.D. in Educational Studies
"Investigating the emotional impact of narrative dialogue on struggling readers' discovery of learning potential"

Major Research Project and Internship Supervisor
January 2015 – June 2015
Stephanie Guest
Master of Education
"Self-study on the journey to success of a teacher with a learning disability"

Thesis and Independent Study Supervisor
January 2015 – August 2017
Rochelle Tkach
Master of Education
"Use of tablets to support students' 21st century skills: A look behind the screen at knowledge construction, collaboration, and skilled communication in language arts and science"

Major Research Project and Internship Supervisor
September 2014 – June 2015
Krissa Donahue
Master of Education
"Exploring the design process and components of an elementary literacy guide in an Ontario school board initiative."

Doctoral Committee Member
August 2014 – March 2016
Andrea Prier
Ph.D. in Educational Studies
"From exceptional to expelled: Exploring the psychological types of exceptionally bright but academically 'at risk' university learners"

Thesis Committee Member
January 2014 – September 2014
Kelly Alves
"An investigation of the perspectives of children with Autism Spectrum Disorder based on educational sessions offered through a community-based parent education support program"

Major Research Project Reader
January 2014 – August 2014
Judy Tse
"The implementation of Jenkins' 21st century skills in the curriculum: A cross national policy analysis"

Thesis Committee Member
June 2013 – December 2014
Caitlin Freeman
Master of Child and Youth Studies
"Using Headsprout early reading with a child with Autism Spectrum Disorder: An examination of phonological awareness, participant engagement and participant enjoyment"

Dissertation, Portfolio and Directed Study Supervisor
July 2013 – December 2019
Enoka Makullouluwa
Ph.D. in Educational Studies
"Utilizing the ESL learner's socio-cognitive characteristics to enhance academic vocabulary acquisition"

Dissertation, Portfolio and Directed Study Supervisor
July 2010 – June 2014
Katia Ciampa
Ph.D. in Educational Studies
"The effects of a digital reading program on Grade 1 students' reading motivation, word recognition and reading comprehension abilities"

Major Research Project Supervisor
January 2011 – June 2011
Laura Hayward
Master of Education
"Supporting students with disabilities in inclusive classrooms"

Thesis Committee Member
August 2009 – June 2010
Cindy Cosentino
Master of Education
"The impact of integrated programming on student attitude and achievement in grade 9 academic mathematics and science"

Thesis and Internship Supervisor
April 2009 – August 2013
James McInnis

Master of Education
"Elementary school principals as leaders of inclusion for students with exceptionalities"

Thesis Committee Member
September 2008 – April 2009
Tieha McGee
"The impact of text-reader support program on intermediate students' reading comprehension"

Thesis Committee Member
September 2008 – July 2009
Andrea Strachen
"Contribution of language and clinical experts in setting English language proficiency standards in medical technology"

Thesis and Independent Study Supervisor
August 2008 – January 2011
Alison Morawek
Master of Education
"Writing instruction and assessment integrated into content curriculum"

Thesis and Independent Study Supervisor
April 2008 – May 2010
Katia Ciampa
Master of Education
"The impact of a digital children's literature program on primary students' reading motivation"

Thesis Committee Member
February 2008 – January 2009
Sara Gill
Master of Education
"Creating a space for self-transformation: Factors of success for adult literacy learners with specific learning difficulties

Major Research Project Reader
January 2008 – August 2008
Jason Prodger
Master of Education
"A multi-dimensional approach to prediction, prevention, and intervention in adolescents with behavioural disorders: A cognitive-behavioural handbook for school educators"

Major Research Project Reader
October 2007 – June 2008
Rosemary Kelsch
"Developing a curriculum mapping model for course implementation in a secondary science department"

Major Research Project and Internship Supervisor
January 2007 – May 2008
Stephanie Jones
Master of Education
"Exploring the development of reading programs in primary education"

Major Research Project and Internship Supervisor
January 2007 – August 2007
Annemarie Rodgers
Master of Education

"Motivation and orientation in sport: Effects on adolescent female's self-esteem"

Thesis Committee Member
September 2006 – March 2007
May Al-Fartousi
"Exploring the use of question generating strategy to increase bilingual students' reading comprehension"

Thesis and Independent Study Supervisor
September 2006 – December 2007
Catherine Kitchura
Master of Education
"Invisible disability, visible people: A closer look at the experience of teachers with learning disabilities"

Thesis Supervisor
May 2006 – November 2007
Anthony Corbin
Master of Education
"Grade 9 students' perceptions of the impact of a D.E.A.R. program"

Thesis Supervisor
January 2006 – May 2008
John Gadoua
Master of Education
"Second career males: Issues encountered in the pursuit of and integration into pre-service programs"

University and Community Service

Assessor, Examiner, and Reviewer

Guest Co-Editor, *Language and Literacy*
Special Issue
Fall 2024

External Evaluator – Tenure and Promotion File
Faculty of Education
Queen's University
2023, November

External Content Expert – Doctoral Dissertation
Grand Canyon University
PhD. Program
2023, November
Janee Butler Robinson

Assessor
2023 Canada Research Chairs Program
Tri-Agency Institutional Programs Secretariat of Canada
Number of Applications Assessed: 1
2023, June

Consulting Editor, *Reading Research Quarterly*
Wiley Journal
2023- present

External Examiner – Doctoral Comprehensive Portfolio
Brock University
Joint PhD. Program
2022, February
Wendy Forbes

Book Chapter Reviewer - Marinos, V., Tardif-Williams, C., Zinga, D., Pomerantz, S. & Raby, R. (2018) "Failing 'to Adult': How Student- and Practicing-Teachers in Southern Alberta Articulate and Perform Subjectivities of Childhood and Adulthood." *E-book, Conceptualizing Children and Youth.*

Assessor
2018 Canada Research Chairs Program
Tri-Agency Institutional Programs Secretariat of Canada
Number of Applications Assessed: 1
2018, July

Assessor
2018 Insight Development Grants Competition
Social Sciences and Humanities Research Council of Canada
Number of Applications Assessed: 25
2018, March – April

Assessor
2018 Insight Grants Competition – Committee 12C-Education and Social Work
Social Sciences and Humanities Research Council of Canada
Number of Applications Assessed: 1
2018, February

Assessor
2017 Insight Development Grants Competition
Social Sciences and Humanities Research Council of Canada
Number of Applications Assessed: 28
2017, March – April

External Examiner – Master of Arts Thesis
Brock University
Department of Child and Youth Studies
2017, June
Melanie Grice

External Examiner – Masters of Arts Thesis
Brock University
Department of Child and Youth Studies
2016, August
Amanda DiFonzo

External Examiner – Masters of Arts Thesis
Brock University
Department of Child and Youth Studies
2015, January
Katie Atkins

External Examiner – Doctoral Dissertation
University of New Brunswick

School of Graduate Studies
2011, December
Beth Keyes

External Examiner – Masters of Arts in Applied Disability Studies Thesis
Brock University
Centre of Applied Disabilities Studies
2011, April
John Kosmopoulos

External Examiner – Master of Arts Thesis
Brock University
Department of Child and Youth Studies
2011, March
Chrissy Deckers

External Examiner – Masters of Arts Thesis
Brock University
Department of Child and Youth Studies
2010, October
Jessica Rathwell

External Examiner – Masters of Arts Thesis
Brock University
Department of Child and Youth Studies
2009, August
Marion Trent-Kratz

Journal Reviewer – *Action in Teacher Education*
2021 – present

Journal Reviewer – *Digital Culture and Education*
2021 – present

Journal Reviewer – *Journal of Literacy Research*
2020 – present

Journal Reviewer – *Reading Research Quarterly*
2019 – present

Journal Reviewer - *Teaching and Teacher Education*
2016 – present

Journal Reviewer - *Language & Literacy*
2012 – present

Journal Reviewer - *Mentoring & Tutoring: Partnership in Learning*
2009 – present

Book Reviewer - Parkay, F., Stanford, B.H. Vaillancourt, J. & Stephens, H. (2007) *Becoming a teacher (3rd Can. Ed.)* Pearson Education Canada
2007

Journal Reviewer - *Teaching Educational Psychology*
2005 – present

Journal Reviewer - *Canadian Journal of Education*
2005 – present

Journal Reviewer - *Exceptionality Education International*
2004 – present

University, Faculty, Department, and Union Committees

Member
PhD Program Steering Committee
Department of Educational Studies, Brock University
2022 – present

Member
Concurrent Program Steering Committee – Concurrent Education Program
Department of Educational Studies, Brock University
2021 – present

Member
Editorial Advisory Board for *Teaching and Learning*
Faculty of Education, Brock University
2021 – Present

Ad Hoc Committee Member
Hiring Committee for Special Education Tenure Track Faculty
Department of Educational Studies, Brock University
2021

Ad Hoc Committee Member
Hiring Committee for BECE Tenure Track Faculty
Department of Educational Studies, Brock University
2020

Member
Program Steering Committee – Teacher Education Program
Department of Educational Studies, Brock University
2019 – present

Affiliate Member
Social Justice Research Institute
Brock University
2016 – Present

Ad Hoc Committee Member
P/J/I Program Renewal Committee
Department of Teacher Education, Brock University
2013 – 2015

Ad Hoc Committee Member
Graduate Program Teacher Education
Department of Teacher Education, Brock University
2010 – 2016

Member
Program Committee
Department of Teacher Education, Brock University
2012 – 2016

Ad Hoc Committee Member
Hiring Committee for Special Education
Department of Teacher Education, Brock University
2011

Ad Hoc Committee Member
Generic Course Outline Committee
Department of Teacher Education, Brock University
2010

Ad Hoc Committee Member
Teacher Candidates with Disabilities and Referral Policy Review
Department of Teacher Education, Brock University
2010

Planning Committee Member
Human Rights and Persons with Intellectual Disabilities Conference
Applied Disabilities Studies, Brock University
2009 – 2010

Member
Editorial Advisory Board for *Brock Education: A Journal of General Inquiry*
Faculty of Education, Brock University
2008 – Present

Ad Hoc Committee Member
Committee for Faculty of Education Structure
Faculty of Education, Brock University
2008

Ad Hoc Committee Member
Hiring Committee for 8Y63 – Assessment and Evaluation
Department of Teacher Education, Brock University
2008

Member
Research Ethics Board (REB)
Brock University
2007 – 2010

Member
Faculty Association Status of Women Committee
Brock University Faculty Association (BUFA)
2007 – 2010

Ad Hoc Committee Member
Accessibility Committee for the Pre-Service Department
Department of Teacher Education, Brock University
2007

Ad Hoc Committee Member

Research and Development Committee
Faculty of Education, Brock University
2006 – 2010

Ad Hoc Committee Member
Academic Plan Committee for the Pre-Service Department
Department of Teacher Education, Brock University
2006

Ad Hoc Committee Member
Senate Task Force for Course Evaluations
Brock University Senate
2005 – 2007

Ad Hoc Committee Member
Program Sub-Committee for 8Y63 – Assessment and Evaluation
Department of Teacher Education, Brock University
2004

Provincial, National, and International Committees

Faculty Representative
Ontario Council for Exceptional Children – Student Chapter
2022 - Present

Inclusive Education Canada Working Group: Strengthening the Voices of
Parents/Families/Students
2021

Co-Chair
Faculties of Education Liaison Committee
Ontario Ministry of Education
2016 – 2017

Member
Faculties of Education Liaison Committee
Ontario Ministry of Education
2015 – 2016

President
Ontario Literacy Association – Niagara
Provincial Chapter of International Literacy Association
2014 – 2016

Research Associate
Canadian Research Centre on Inclusive Education
http://www.inclusiveeducationresearch.ca/faculty/central_east/index.html
2014 – Present

Research Associate
Inclusion Education Canada
http://inclusiveeducation.ca/about/associates
2013 – Present

Member
Literacy GAINS Advisory Panel

Ontario Ministry of Education
2010 – 2015

Professional Organizations

Member
Council for Exceptional Children – Division of Leaders and Legacy
2023 - Present

Member
Technology and Teacher Education Association
2020 – Present

Member
Literacy Research Association
2013 – Present

Member
Reading Clinic Directors' SIG - Literacy Research Association
2019 – Present

Member
Canadian Research Centre on Inclusive Education
2013 – Present

Member
National Council on Measurement in Education
2005 – Present

Member
Council for Exceptional Children
2005 – Present

Member
Language and Literacy Researchers of Canada
2004 – Present

Member
International Literacy Association (formerly International Reading Association)
2004 – Present

Member
American Educational Research Association
2003 – Present

Member
Canadian Society for the Study of Education
2002 – Present

Member
Canadian Association for Educational Psychology
2002 – Present

Member
Canadian Association for Teacher Education
2002 – Present

Member
Canadian Association for Research in Early Childhood
2002 – Present

Member
Learning Disabilities Association of Ontario
1997 – Present