

# Jennifer Gallo-Fox

## CURRICULUM VITAE

### University of Delaware

Department of Human Development and Family Sciences

Allison Hall

Newark, DE 19716

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### EDUCATION

**Ph.D., Teacher Education and Curriculum and Instruction** ..... August 2009

Boston College, Lynch School of Education, Chestnut Hill, MA

Area of specialization: Curriculum, policy, and school reform

Dissertation: Learning to teach in a coteaching community of practice

Dissertation Chair: Curt Dudley-Marling, Ph.D.

Academic Advisor and Dissertation Committee Member: Marilyn Cochran-Smith, Ph.D.

**M.S. Ed., Early Childhood and Elementary Education** ..... Spring 1995

Bank Street College Graduate School of Education, New York, NY

Thesis: A study of the natural environment: An integrated hands-on approach for grades 2 & 3

Thesis Advisor: Don Cook

**A.B., American Studies** ..... Spring 1993

Smith College, Northampton, MA

Senior Paper: Remembering the Great Depression: An oral history project

### HONORS AND AWARDS

2018        *Nominated, University Excellence in Teaching Award*  
University of Delaware, Faculty Senate Committee on Student and Faculty Honors

2017        *Nominated, University Excellence in Teaching Award*  
University of Delaware, Faculty Senate Committee on Student and Faculty Honors

2015        *Excellence in Teaching Award*  
College of Education and Human Development, University of Delaware

2014        International Travel Award  
University of Delaware Institute for Global Studies

2011        American Education Research Association, Division K  
New Faculty Seminar Participant

2010        Nominated, Council of Graduate Schools Distinguished Dissertation  
Award in Education

2010 Nominated, AERA Division K Outstanding Doctoral Dissertation Award  
 2001 Doctoral Candidate with Distinction, A.B.D., Boston College  
 2000–2001 Graduate Research Assistantship, Boston College  
 1999–2000 Graduate Research Assistantship, Boston College  
 1998–1999 Graduate Assistantship, Boston College  
 1998–1999 Graduate Teaching Fellow, Boston College  
 1998–2001 Academic Scholarship, Boston College  
 1999 The Philosophers’ Magazine [Online], Curriculum Development Website Award  
 1993 Nancy Boyd Gardner Award, Outstanding Original Research  
 American Studies, Smith College, Department of American Studies

## PROFESSIONAL EXPERIENCE: HIGHER EDUCATION

**Associate Professor**, University of Delaware, Newark, DE.....September 2019-present  
 Department of Human Development and Family Studies

**Assistant Professor**, University of Delaware, Newark, DE .....September 2012-August 2019  
 Department of Human Development and Family Sciences (formerly Human Development and Family Studies)

**Assistant Professor**, Loyola University Maryland, Baltimore, MD.....July 2009-June 2012  
 Department of Teacher Education, Literacy Program

**Co-Director**, Institute for Literacy, Language, and Culture.....July 2009-June 2012

**Research Fellow**, Center for Innovation in Urban Education.....July 2009-June 2010

**Research Affiliate**, Department of Chemistry and Biochemistry.....2008-2009  
 University of Delaware, Newark, DE

### Research Associate

College of Arts and Sciences, University of Delaware, Newark, DE.....2003-2007

### Educational Researcher

Delaware Education Research & Development Center .....2001-2002  
 University of Delaware, Newark, DE

**Graduate Research Assistant**, Boston College, Chestnut Hill, MA .....1999-2001  
 Department of Teacher Education, Special Education, and Curriculum and Instruction

**Multiple Instructor Positions**, Boston College, Chestnut Hill, MA .....Fall 1998-Spring 2001  
 Department of Teacher Education, Special Education, and Curriculum and Instruction

## PUBLICATIONS

### Under Review

Drewes, A., Soslau, E., Scantlebury, K., **Gallo-Fox, J.**, Kotch-Jester, S., & Gleason, S. (Under review). Evaluating Coteaching as a Model for Pre-Service Teacher Preparation: Developing an Instrument Utilizing Mixed Methods.

**Gallo-Fox, J.**, Trauth, A., Worden, L. & Buckley, J. (Under review). Undergraduate Early Childhood Educators and Engineers Interdisciplinary Toy Design Collaboration: A Perception and Interaction Study.

## Peer-Reviewed Journal Articles and Book Chapters

- Gallo-Fox, J. & Stegeman, L.** (Online First). Coteaching in early childhood clinical field experiences: A cross-case study of learning affordances. *Teaching Education*. doi: 10.1080/10476210.2018.1561661
- Gallo-Fox, J. & Cuccuini-Harmon, C.M.** (2018). The Non-Tested Years: Policy's Impact on Early Childhood Curriculum. *The Educational Forum*, 82 (4). 475-490. doi: 10.1080/00131725.2018.1461524
- Gallo-Fox, J. & Stegeman, L.** (2018). Explore Early: Support scientific development among young children with learning centers. *Science and Children*, 55 (9). 33-39.
- Soslau, E., **Gallo-Fox, J.**, & Scantlebury, K. (2018). The promises and realities of implementing a coteaching model of student teaching. *Journal of Teacher Education*. <http://journals.sagepub.com/doi/full/10.1177/0022487117750126>
- Gallo-Fox, J. & Scantlebury, K.** (2016). Coteaching as professional development for cooperating teachers. *Teaching and Teacher Education*, 60. 191–202. <https://doi.org/10.1016/j.tate.2016.08.007>
- Gallo-Fox, J.** (2015). Studying secondary science student teaching experiences within a cohort community of practice: A sociocultural methodology. In Milne, C., Tobin, K. and D. Degenero (ed.) *Sociocultural Studies and Implications for Science Education: The Experiential and the Virtual*. Springer Publishing. doi: 10.1007/978-94-007-4240-6\_4
- Gallo-Fox, J. & Scantlebury, K.** (2015) “It isn’t necessarily sunshine and daisies every time:” Coplanning opportunities and challenges when student teaching. *Asia-Pacific Journal of Teacher Education*, 43 (4). 324-337. doi: 10.1080/1359866X.2015.1060294
- Watkinson, J.S. & **Gallo-Fox, J.** (2015). Supporting practice: Understanding how elementary school counselors use data. *Journal of Professional Counseling: Practice, Theory & Research*, 42 (1), 29-39. doi: 10.5330/PSC.n.2011-1
- Gallo-Fox, J.** (2014). Collective knowing in practice. In Melody D’Ambrosio Deprex (ed). *Sound Instruction: Collaboration in Education*, Volume 3. Stuyvesant Falls: NY: Rapid Intellect, 70-75.

### Reprinted from:

- Gallo-Fox, J.** (2010). Collective knowing in practice. *Academic Exchange Quarterly*, 14 (4), 169-173.
- Gallo-Fox, J.** (2014/ 2010\*). Risk-taking as practice in a coteaching professional learning community. In Murphy, C. & K. Scantlebury (eds.) *Coteaching in international contexts: Research and practice*. New York, NY: Springer Publishing, 105-122. doi: 10.1007/978-90-481-3707-7\_6  
\*Book chapter was revised in 2013; this publication was officially released in 2014.
- Juck, M., Scantlebury, K. and **Gallo-Fox, J.** (2014/ 2010\*). Now it’s time to go solo: First year of teaching. In Murphy, C. & K. Scantlebury (eds.) *Coteaching in international contexts: Research and practice*. New York, NY: Springer Publishing, 241-259. doi: 10.1007/978-90-481-3707-7\_12  
\* Book chapter was revised in 2013; this publication was officially released in 2014.

**Gallo-Fox, J.** (2009). Transferring schema or transforming cultures? *Cultural Studies of Science Education*. 4 (2), 449-460. doi. 10.1007/s11422-008-9149-2

Scantlebury, K., **Gallo-Fox, J.**, & Wassell, B. (2008). Coteaching as a model for preservice science teacher education. *Teaching and Teacher Education*, 24 (4), 967-981. doi:10.1016/j.tate.2007.10.008

**Gallo-Fox, J.**, Wassell, B., Scantlebury, K. & Juck, M. (2006). Warts and all: Ethical dilemmas in implementing the coteaching model. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 7(4), Art. 18. Available at: <http://www.qualitative-research.net/fqs-texte/4-06/06-4-18-e.htm>

**Gallo-Fox, J.**, Juck, M., Scantlebury, K. & Wassell, B. (2006, July). Repositioning Warts & All: A Response to Coteaching Researchers. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 7(4), Art. 23. Available at: <http://www.qualitative-research.net/fqs-texte/4-06/06-4-23-e.htm>

### **Peer-Reviewed Conference Proceedings**

Buckley, J., Trauth, A., Worden, L., & Gallo-Fox, J. (2017). *Does interdisciplinary collaboration alter student perceptions of their disciplines? A case study of user-centered design experience for mechanical engineering and early childhood education*. American Society for Engineering Education Annual Meeting Conference Proceedings.

### **Technical Reports and White Papers**

**Gallo-Fox, J.**, Gleason, S, Kotch-Jester, S, Peace, J., & Hall, N. (2018). *The University of Delaware coteaching resource guide*, Third edition. Newark, DE: University of Delaware Office of Clinical Studies.

**Gallo-Fox, J.**, Gleason, S, Kotch-Jester, S, & Peace, J. (2015). *The University of Delaware coteaching resource guide*, Second edition. Newark, DE: University of Delaware Office of Clinical Studies. Available from: <http://www.ocs.udel.edu/wp-content/uploads/ocs/Coteaching-Resource-Guide-2nd-Ed.pdf>

**Gallo-Fox, J.**, Gleason, S, Kotch-Jester, S, & Peace, J. (2014). *The University of Delaware coteaching resource guide*. Newark, DE: University of Delaware Office of Clinical Studies.

**Gallo-Fox, J.**, Banicky, L.A., & Noble, A.J. (2002). Making the grade: The intentions, interpretations, and implications of Delaware's school accountability system. (Tech. Rep. No. T02.011.1). Newark, DE: University of Delaware, Delaware Education Research and Development Center. Available online: <http://www.rdc.udel.edu/reports/t020111.pdf>

**Gallo-Fox, J.**, Ackerman, C.M., & Smith, A.E. (2002). Project C.H.A.N.C.E.: Addendum to interim evaluation report, year 2. (Tech. Rep. No. T01.032.2). Newark, DE: University of Delaware, Delaware Education Research and Development Center.

**Gallo-Fox, J.**, Smith, A.E., & Ackerman, C.M. (2002). Project Safe Pathways: Addendum to interim evaluation report, year 2. (Tech. Rep. No. T01.031.2). Newark, DE: University of Delaware, Delaware Education Research and Development Center.

Ackerman, C.M., **Gallo-Fox, J.**, Siach-Bar, Y., & Giancola, S.P. (2001). *The Touchstones*

Discussion Project: Interim evaluation report, part II (Tech. Rep. No. T01.028.2) Newark, DE: University of Delaware, Delaware Education Research and Development Center.

Ackerman, C.M., Siach-Bar, Y., **Gallo-Fox, J.** & Giancola, S.P. (2001). The Touchstones Discussion Project: Interim evaluation report (Tech. Rep. No. T01.028.1) Newark, DE: University of Delaware, Delaware Education Research and Development Center.

Ackerman, C.M, Augustine, A.J., **Gallo-Fox, J.**, & Minor, M. (2002). Coverdale Farm evaluation report. (Tech. Rep. No. T02.003.1) Newark, DE: University of Delaware, Delaware Education Research and Development Center.

## **Works in Progress by Research Program**

### *Coteaching*

**Gallo-Fox, J.** (In progress). Envisioning and re-envisioning plans for practice: Interpersonal meaning-making in a coplanning meeting.

**Gallo-Fox, J.**, & Stegeman, L. (In progress). Development of an Early Childhood Coteaching Teacher Education Model.

**Gallo-Fox, J.**, & Stegeman, L. (In Progress). Coteaching clinical field experiences: The state of the field.

**Gallo-Fox, J.** (In Progress). Learning to teach within a coteaching community of practice: A composite of micro-communities and whole community networks.

**Gallo-Fox, J.** (In Progress). Becoming a teacher through a coteaching model of learning to teach.

### *Early Childhood Education Curriculum and Policy*

**Gallo-Fox, J.**, Cucuini-Harmon, C.M. (In progress). K-12 ESSA meets NCLB: An Opportunity to Realign Early Childhood Practice.

**Gallo-Fox, J.** & Morris, L. (In progress). Teaching and learning together: The Main Street Curriculum Project.

### *Early Childhood Science Teacher Education*

**Gallo-Fox, J.** (Under revision). Opportunities for broader impacts through collaborations between STEM faculty and teacher educators.

**Gallo-Fox, J.**, Stegeman, L., & Drewes, A. (In Progress). Putting a Magnifying Lens on ECE Science Teacher Education: We Need to Open the Science Pipeline.

## **GRANT FUNDING**

### **Under Review**

**Co-Principal Investigator**, (Submitted, November 2018)

*From Watersheds into Classrooms: Using the NGSS-ESS to Develop Ambitious Teaching in Pre-service Elementary Teachers.* Danielle Ford, PI, Jennifer Gallo-Fox, Co-PI, Susan McGreary, Co-PI, Cheryl Ackerman, Co-PI University of Delaware. DRK NSF, \$ 449,013.

### **Funded**

**Senior Personnel, Outreach,** (September 2018-August 2021)

*Modeling Perineural Invasion Using a Bioorthogonally Integrated Hydrogel Platform* (Xinqiao Jia, PI, University of Delaware). NSF DMR-1809612, \$450,000, Gallo-Fox sub-project educational outreach, \$6,000.

**Co-Principal Investigator,** (August 2016-August 2018)

*The World in a River: NGSS Earth Science Investigations for Pre-Service Elementary Teachers.* Susan McGreary, PI, Jennifer Gallo-Fox, Co-PI, Danielle Ford, Co-PI, University of Delaware. Robert Noyce Scholarship PGM NSF DUE-1612007, \$290,308.

**Senior Personnel, Outreach,** (February 2016-January 2020)

*Functional Analysis of microRNAs in Early Development.* (Jia Song, PI, University of Delaware). NSF IOS-1553338, \$559,481, Gallo-Fox sub-project educational outreach, \$22,647.

**Senior Personnel, Outreach,** (January 2016-December 2020)

*Molecular Recognition of Bacterial Cell Wall Fragments by Yeast, Plants and Humans.* (Catherine Grimes, PI, University of Delaware). NSF CHE-1554967, \$750,000, Gallo-Fox sub-project educational outreach, \$52,715.

**Senior Personnel, Outreach,** (Awarded, September 2015-August 2018)

*Spatial Control of Cell Behavior via Interfacial Bioorthogonal Chemistry.* (Xinqiao Jia, PI, University of Delaware). NSF DMR-1506613. \$450,000, Gallo-Fox sub-project educational outreach, \$4,680.

**Principal Investigator,** (Awarded, June 2014-May 2015)

*Improving Undergraduate Student Teachers' Reflective, Adaptive, and Metacognitive Practice across the University of Delaware's Teacher Education Programs through Multimedia Approaches.* (Jennifer Gallo-Fox (PI), Kathryn Scantlebury (Co-PI), and Elizabeth Soslau (Co-PI). University of Delaware Transformation Grant, \$19,000.

**Co-Principal Investigator,** (Awarded, January 2014 - May 2015)

*Improving Coteaching across the University of Delaware's Teacher Education Programs.* (Kathryn Scantlebury (PI), Jennifer Gallo-Fox (Co-PI), and Elizabeth Soslau (Co-PI)). Center for Teaching and Learning, Instructional Improvement Award, \$17,880.

**Principal Investigator,** (Awarded, January 2012 – May 2012)

*Supporting preservice teachers' growth and development in Reading Club field experiences.* Loyola University Maryland, Kolvenbach Fellows Program, \$8,600/Course release.

**Principal Investigator,** (Awarded, Summer 2011)

*Learning to teach in a coteaching community of practice.* Loyola University Maryland, Summer Research Grant, \$4000.

**Research Associate,** (Principal Investigator, Dr. Kathryn Scantlebury) September 2006-August 2008. *Expanding research opportunities and experiences in science education.* University of Delaware, College of Arts & Sciences, Transformation Grant, (\$24,880).

As research associate I worked with undergraduate researchers on ongoing longitudinal work

related to the coteaching study. Mentored researchers on protocol development, data collection, interviewing process, and data management. Served as contact person regarding IRB questions and concerns.

**Research Associate**, (Principal Investigator, Dr. Kathryn Scantlebury) September 2004-August 2005. *Examining the effectiveness of implementing the 4 Co's to improve secondary science education student teaching*. Delaware Center for Teacher Education, \$12,000.

This grant funded the second year of the longitudinal coteaching study. During this year I served as primary researcher for studying the second year of implementation at one of the coteaching sites. Data set included over 150 hours of field data (video, audio, and written documentation), 55 interviews across the coteaching experience, document collection.

Responsibilities included research design, data collection and management, IRB, on-going analysis and theoretical development, conference presentations and dissemination of findings.

**Research Associate**, (Principal Investigator, Dr. Kathryn Scantlebury) September 2003-August 2004. *Using coteaching to improve secondary science education student teaching*. Delaware Center for Teacher Education, \$15,355.

This was the initial funding for the coteaching study. As research associate I was involved in the grant writing process and was responsible for IRB proceedings. I was involved in all aspects of data collection and analysis.

## **Not-Funded**

**Co-Principal Investigator**, (Submitted, October 2017)

*Creating Functional Multidomain Proteins with Fast Bioorthogonal Chemistry*. Joseph Fox, PI, Jennifer Gallo-Fox, Co-PI, University of Delaware. NSF, \$581,531, Gallo-Fox sub-project educational outreach, \$37,640.

**Co-Principal Investigator**, (Submitted, October 2016)

*Synthesis of Multimeric Proteins using Bioorthogonal Linker Chemistry*. Joseph Fox, PI, Xinqiao Jia, PI, Jennifer Gallo-Fox, PI, University of Delaware. NSF, \$602,474, Gallo-Fox sub-project, \$62,025.

**Co-Principal Investigator**, (Submitted, October 2014)

*e-Professional Development for Early Childhood Educators: Focus on Physical Science and Engineering* (Carol Vukelich, Jennifer Buckley, Jennifer Gallo-Fox, Henry May, Cynthia Paris, and Kathryn Scantlebury) NSF, \$500,000.

**Co-Principal Investigator**, (Submitted, August 2014)

*e-Professional Development for Early Childhood Educators: Focus on Engineering and Physical Science* (Carol Vukelich, Jennifer Buckley, Jennifer Gallo-Fox, Henry May, Cynthia Paris, and Kathryn Scantlebury) IES, Early Learning Programs and Policies, Development and Innovation, \$1,500,000.

**Senior Personnel, Outreach**, (Submitted, July 2014)

*Molecular Recognition of Bacterial Cell Wall Fragments by Yeast, Plants and Humans* (Catherine Grimes, PI, University of Delaware) NSF, \$789,756; Sub-project educational outreach \$26,137.

**Senior Personnel, Outreach,** (Submitted, July 2014)

*Functional Analysis of microRNAs in Early Development* (Jia Song, PI, University of Delaware) NSF, Sub-project educational outreach \$14,518.

**Co-Principal Investigator,** (Submitted, February 2014)

*Re-structuring coteaching evaluation for student teaching* (Co-PIs: Kathryn Scantlebury, Jennifer Gallo-Fox, and Elizabeth Soslau) Spencer Foundation Small Grants Program, \$49,750.

**Co-Principal Investigator,** (Submitted, December 2013)

*Science e-PD for Early Childhood Educators* (Carol Vukelich, Jennifer Gallo-Fox, Henry May, Cynthia Paris, and Kathryn Scantlebury) NSF, Discovery Research K-12, \$2,298,880.

**Senior Personnel, Outreach,** (Submitted, October 2013)

*Collaborative Research: Engineered Tumor Models for the Evaluation of Nanoparticle-Based Cancer Therapeutics* (Xinqiao Jia, PI, University of Delaware; Daniel A. Harrington, PI, Rice University) NSF (\$384,382; sub-contract outreach component \$3,746).

**Co-Principal Investigator,** (Submitted, September 2013)

*e-Professional Development for Early Childhood Educators* (Carol Vukelich, Jennifer Gallo-Fox, Henry May, Chrystalla Mouza, Cynthia Paris, and Kathryn Scantlebury) IES, Early Learning Programs and Policies, Development and Innovation, \$1,499, 273.

**Co-Principal Investigator,** (Letter of Inquiry, Submitted, August 2012)

*Youth Literacy: Practices/Processes in After-School Settings [YL-PASS]*. (PI: Mark A. Lewis; Co-PI Martha Buell) William T. Grant Foundation, Investigator Initiated Grant, \$357,433 subcontract.

## **CURRICULUM DEVELOPMENT GRANT EXPERIENCE**

**Co-Principal Investigator** (with Stewart Holmes & Cyrile Wilson, Ridge School, Ridgewood, NJ).

*Soil erosion: A living experiment.*

PSE&G/NJ BISECT School Environmental Studies Grant..... September 1996-June 1998

As 2nd and 5th grade classroom teachers we received this grant to fund interdisciplinary, multi-grade hands-on science curricula that we created to study and address erosion problems on school grounds.

**Co-Principal Investigator** (with Stewart Holmes & Cyrile Wilson, Ridge School, Ridgewood, NJ).

*Soil erosion: A living experiment.*

Ridgewood Foundation Educational Grant..... September 1996-June 1998

**2nd grade team member and grant participant** (Principal Investigator, Susan Gardner).

*From seed to plant.*

Ridgewood Foundation Educational Grant..... September 1996-June 1997

## **PRESENTATIONS**

### **Conference Proposals Under Review**

Ford, D.J., Ackerman, C.M., McGeary, S., **Gallo-Fox, J.**, and Stegeman, L. (in re-



view). Assessing student learning of Earth science content and practices in an introductory Earth Science course for preservice elementary teachers. Paper submitted to the annual meeting of the American Geophysical Union, San Francisco, CA.

### Conference Presentations

- Ford, D., McGeary, S., **Gallo-Fox, J.**, Ackerman, C., & Stegeman, L. (July 2019). Redesigning earth science for preservice elementary teachers: Changes (or not) in curriculum, instruction, and learners. Poster presentation at the annual Earth Educators Rendezvous, Nashville, TN.
- McGeary, S., **Gallo-Fox, J.**, Ford, D., & Ackerman, C. (December 10-14, 2018). Active learning within the framework of the NGSS in a large earth science course for pre-service teachers, Talk at the *American Geophysical Union Fall 2018 Meeting*, Washington, D.C.
- Ford, D., McGeary, S., **Gallo-Fox, J.** & Ackerman, C. (November 4-9, 2018). "Geoscience curriculum reform using a design-based approach," *Geological Society of America Annual Meeting*. Indianapolis, Indiana.
- Ford, D., McGeary, S., **Gallo-Fox, J.** & Ackerman, C. (July 2018). Researching the impact of a redesigned introductory earth science course on preservice elementary teacher knowledge and perspectives. Presentation at the *Earth Educators' Rendezvous Annual Meeting*, Lawrence, KS.
- Ackerman, C.M., **Gallo-Fox, J.**, Ford, D., & McGeary, S. (April 29-May 1, 2018). Is it completely dead, or can we save it?: An examination of a real-world evaluation dilemma. Paper session for *Eastern Evaluation Research Society Annual Conference*, Galloway, NJ.
- Ford, D., **Gallo-Fox, J.**, McGeary, S. & Ackerman, C. (March 2018). Introductory Earth Science for preservice elementary teachers: Incorporating the NGSS, active, and placed-based learning. Paper session for *National Association of Science Research Annual International Conference*, Atlanta. GA.
- Gallo-Fox, J.**, & Stegeman, L. (March 2018). Coteaching interactions, opportunities for teacher candidate learning?: A cross-case comparative study. Paper presentation at the *Annual Association of Colleges of Teacher Education Research Association (AACTE) Annual Meeting*, Baltimore, MD.
- Drewes, A., Scantlebury, K., Soslau, E., **Gallo-Fox, J.**, Kotch-Jester, S., & Gleason, S. (March 2018). Exploring coteaching from all perspectives: Developing a suite of survey instruments for multiple stakeholders. *American Association of Colleges for Teacher Education Annual Meeting*, Baltimore, MD.
- Ford, D., McGeary, S., **Gallo-Fox, J.** & Ackerman, C. (January 2018). The world in a river: Designing an entry-level earth science course for preservice elementary teachers that incorporates the NGSS, active and placed-based learning, and technological tools. Paper session for *Association for Science Teacher Education*, Baltimore, MD.
- McGeary, S., Ford, D., **Gallo-Fox, J.** & Ackerman, C. (October 2017). "The world in a river": Redesigning an earth science course for pre-service elementary teachers within the framework of the NGSS. Poster presentation at *Geological Society of America Annual Meeting*, Seattle, Washington.
- Ford, D., McGeary, S., **Gallo-Fox, J.** & Ackerman, C. (July 2017). "The world in a river": redesigning An earth science course for pre-service elementary teachers and researching its impact on learner knowledge and perspectives. Poster presentation at the *Earth Educators' Rendezvous Annual Meeting*, Albuquerque, NM.

- Song, J.L., **Gallo-Fox, J.**, & Stegeman, L. (July 2017). Empowering future early childhood teachers to increase young children's scientific learning. Poster presentation at the *Society for Developmental Biology Annual Meeting*, Minneapolis, MN.
- Worden, L., **Gallo-Fox, J.**, Trauth, A., & Buckley, J. (June 2017). The Toy Project: An interdisciplinary approach to engage ECE students in engineering. Paper proposal for the *National Association of Early Childhood Teacher Education*, CA.
- Buckley, J., Trauth, A., Worden, L., & **Gallo-Fox, J.** (June 2017). Does interdisciplinary collaboration alter student perceptions of their disciplines? A case study of user-centered design experience for mechanical engineering and early childhood education. Paper proposal for the *American Society for Engineering Education Annual Meeting*, Columbus, OH.
- Gallo-Fox, J.**, Soslau, E., & Scantlebury, K. (April 2017). It's not so easy: Implementing coevaluation during student teaching. Paper presentation for *American Educational Research Association*, San Antonio, TX.
- Gallo-Fox, J.**, & Stegeman, L. (April 2017). Learning through coteaching in early childhood clinical field experiences: A cross-case study of learning affordances. Paper presentation for *American Educational Research Association*, San Antonio, TX.
- Gallo-Fox, J.**, Stegeman, L. & Drewes, A. (April 2017). Are we opening the science pipeline? putting a magnifying lens on ECE science teacher education. Paper presentation for the *NARST Annual Meeting*, San Antonio, TX.
- Trauth A., **Gallo-Fox, J.**, Worden, L. & Buckley, J. (April 2017). Undergraduate early childhood educators and engineers interdisciplinary toy design collaboration: A Perception and interaction study. Paper presentation for the *NARST Annual Meeting*, San Antonio, TX, April 2017.
- Goldstein, B., Song, J., **Gallo-Fox, J.** & Yoshino, K. (December 2016). Share your expertise and enthusiasm with teachers: Organize a workshop to build cheap, homemade microscopes. Poster presentation for the *American Society of Cell Biology Annual Meeting*, San Francisco, CA.
- Gallo-Fox, J.**, Stegeman, L & Drewes, A. (November 2016). Putting a magnifying lens on ECE science teacher education: We need to open the pipeline. Poster presentation for the *National Association of Early Childhood Teacher Educators Fall Conference*, Los Angeles, CA.
- Baird, J. & **Gallo-Fox, J.** (November 2016). Supporting our youngest scientists. Poster presentation for the *National Association of Early Childhood Teacher Educators, Fall Conference*, Los Angeles, CA.
- Stegeman, L. & **Gallo-Fox, J.** (November 2016). Implementing play-based curriculum: Addressing early childhood educators' anxieties about teaching science. Poster presentation for the *National Association of Early Childhood Teacher Educators, Fall Conference*, Los Angeles, CA.
- Gallo-Fox, J.** & Morris, L. (November 2016). What happened to social studies? Exploring concepts of town and community with young children and teacher candidates: Creating place-based, project-based, developmentally appropriate curriculum. Poster presentation for *NAEYC Fall Conference*, Los Angeles, CA.
- Scantlebury K., **Gallo-Fox, J.**, E. Soslau, and Gleason, S. (August 2016). Problematizing coevaluation in coteaching: Shifting emphases and re-structuring stakeholder roles. Paper presentation as a part of the *European Conference on Educational Research*

*Annual Meeting*, Dublin, Ireland.

- Scantlebury, K., Gleason, S. Soslau, E., and **Gallo-Fox, J.** (August 2016). Huddle Up: The In Situ Evaluation of Coteaching through the Development of Coteachers' Adaptive Practices. Paper presentation as a part of the symposium Coteaching In Teacher Education: New Developments. *European Conference on Educational Research Annual Meeting*, Dublin, Ireland.
- Gallo-Fox, J.** & Stegeman, L. (June 2016). Teacher candidates and clinical educators reflecting together in clinical field experiences: Does coteaching afford opportunities to develop adaptive expertise, growth competence and collaborative practices? Paper presentation for the *National Association of Early Childhood Teacher Educators Summer Conference*, Baltimore, MD.
- Gallo-Fox, J.**, Scantlebury K., & E. Soslau. (April 2016). Problematizing coevaluation in coteaching: Shifting emphases and re-structuring stakeholder roles. Paper presentation for the *AERA Annual Meeting*, Washington D.C.
- Drewes, A, Scantlebury, K., **Gallo-Fox, J.** & Soslau, E. (February 2016). Evaluating coteaching as a model for preservice preparation: Developing an instrument utilizing mixed methods. Paper presentation for the *AERA Annual Meeting*, Washington D.C.
- Drewes, A, Scantlebury, K., Soslau, E. & **Gallo-Fox, J.** (February 2016). Evaluating coteaching as a model for student teaching through quantitative measures. Paper presentation at the *Annual Association of Colleges of Teacher Education Research Association (AACTE) Annual Meeting*, Las Vegas, NV.
- Gallo-Fox, J.**, Soslau, E.G., Scantlebury, K. & S. Gleason. (April 2015). Opportunities for learning in a coteaching model: Implications for university-based field instructors. Paper presentation for the *American Education Research Association Annual Meeting*, Chicago, IL.
- Soslau, E., **Gallo-Fox, J.**, Scantlebury, K., & S. Gleason (March 2015). Using coteaching as a model to reposition and professionally develop cooperating teachers as teacher educators. Paper presentation for the *AACTE Annual Meeting*, Atlanta, GA.
- Gallo-Fox, J.**, Worden, L., & Peace, J. (November 2014). Implementing coteaching in an early childhood teacher education program: Reflecting on program change. Paper presentation for the *National Association of Early Childhood Teacher Educators Fall Conference*, Dallas, TX.
- Cuccuini-Harmon, C. & **J. Gallo-Fox.** (November 2014). Early childhood teacher practice and policy reform: Implications for developmentally appropriate practices and classroom curriculum. Paper presentation for the *National Association of Early Childhood Teacher Educators Fall Conference*, Dallas, TX.
- Soslau, E, **Gallo-Fox, J.** & Scantlebury K. (September 2014). Coteaching and coevaluation in student teaching: Understanding new roles for university supervisors. Paper presentation for the *British Educational Research Association Annual Conference*, London, UK.
- Gallo-Fox, J.** & Worden, L. J. (June 2013). Embracing a new model of student teaching: Using coteaching to support the needs of young children. Paper presentation for the *National Association of Early Childhood Teacher Educators Spring Conference*, San Francisco, CA.

- Watkinson, J. & **Gallo-Fox, J.** (October 2012). Preparing elementary school counselors to lead: Lessons in planning. Paper presentation for *International Society for Educational Planning (ISEP) Annual Conference*, Kansas City, MO, USA.
- Gallo-Fox, J. Lewis, L.M., Pronai, C, Ruskey, E, Sharpiro, L., Tracy, L., Kearns, A., Mandel, C., Nguyen, A.T. & L. Reimels. (May 2012). Developing analytical reflective practitioners in literacy field experiences. Session presentation for the *International Reading Association 57th Annual Convention*, Chicago, IL.
- Zoino-Jeannetti, J. & **Gallo-Fox, J.** (May 2012). Pragmatics, theory, and research: Learning to negotiate the tensions in a comprehensive university through collaborative self-study. Paper presentation for the *New England Educational Researcher Organization*, Portsmouth, NH.
- Hersi, A, **Gallo-Fox, J.**, Smith, W. & L. Lewis. (May 2011). Preparing elementary classroom teachers and reading specialists: Taking a closer look at the reading practicum. Symposium presented at the *International Reading Association 56th Annual Convention*, Orlando, FL.
- Gallo-Fox, J.** (2010, May). Learning to teach within a coteaching community of practice: A composite of micro-communities and whole community networks. Paper presented at the *American Education Research Association Annual Conference*, Denver, CO.
- Gallo-Fox, J.** (2010, May). Studying full practicum experiences: Sociocultural frameworks of learning and ethnographic perspectives. Paper presented at the *American Education Research Association Annual Conference*, Denver, CO.
- Wassell, B., **Gallo-Fox, J.** & K., Scantlebury, (2010, May). Coplanning meetings: Important sites for shaping teacher practice and development. Paper presented at the *American Education Research Association Annual Conference*, Denver, CO.
- Scantlebury, K., **Gallo-Fox, J.** & B. Wassell. (2009, April). Reflecting on practice: Using coplanning for teacher development. Paper presented at the *Annual Meeting of the National Association of Research in Science Teaching*, April 2009, Garden Grove, CA.
- Gallo-Fox, J.** (2008, March). Affording learning in a coteaching community of practice. Paper presented at the *Annual Meeting of the American Educational Research Association*, March 2008, New York, NY.
- Gallo-Fox, J.**, Wassell, B, & Scantlebury, K. (2008, April). Coteaching as professional development for cooperating teachers. Paper presented at the *Annual Meeting of the National Association of Research in Science Teaching*, Baltimore, MD.
- Scantlebury, K. & **Gallo-Fox, J.** (2008, January). Coteaching in a secondary science professional development school. Paper presented at the *Association for Science Teacher Education Annual Conference*, St. Louis, MO.
- Wassell, B, **Gallo-Fox, J.** & Scantlebury, K. (2007, February). Coteaching: Rethinking high school science teacher preparation. Paper presented at the *2007 AACTE Annual Meeting & Exhibits*, February 24-27, New York, NY.
- Gallo-Fox, J.**, & Scantlebury, K. (2006, April). Coteaching: A professional development model for cooperating teachers. Paper presented to *American Educational Research Association Annual Meeting*, San Francisco, CA.
- Gallo-Fox, J.**, Wassell, B., Scantlebury, K., Juck, M., & Gleason, S. (2005, April). *Coteaching:*

- A professional development model of co-respect, co-planning, co-responsibility and cogenerative dialogues for interns and cooperating teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.*
- Wassell, B., **Gallo-Fox, J.**, & Scantlebury, K. (2005, April). Structure and agency in the coteaching model for student teaching: Utilizing resources and building community. Paper presented at the *Annual Meeting of the American Educational Research Association*, Montreal, Canada.
- Scantlebury, K., **Gallo-Fox, J.**, Wassell, B., & Juck, M. (2005, April). Learning to teach: Coteaching both|and Solo teaching. Paper presented at the *Annual Meeting of the American Educational Research Association*, Montreal, Canada.
- Scantlebury, K., **Gallo-Fox, J.**, Wassell, B., & Juck, M. (2005, March). Swings and roundabouts: Coteaching both|and Solo teaching. Paper presented at the *National Association for Research in Science Teaching*, Dallas, TX.
- Scantlebury, K., **Gallo-Fox, J.**, Wassell, B. Juck, M. & Gleason, S (2005, March). Making connections & stepping on toes: Interns gain ‘science teaching capital’ through coteaching and solo teaching experiences. Paper presented at the *Association for Educators of Teachers of Science*, Colorado Springs, CO.
- Gallo-Fox, J.** (2004, April). Literature review of the empirical research on standards driven reforms and . teachers’ practice. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Diego, CA.
- Scantlebury, K., Gleason, S., **Gallo-Fox, J.** & Rulon, M. (2004). Tag team wrestling, or whose line is it anyway? Coteaching in a secondary science education program. Paper presented as part of interactive symposium Tobin, K. Scantlebury, K., Roth, M, Lavan, S-K, Martin, S. & Wassell, B. Learning to teach science using coteaching and cogenerative dialogues. *Association for Educators of Teachers of Science*, Nashville, TN.
- Gallo-Fox, J.**, O’Day, & P., Paugh, P. (2002, April). Learning to teach...again: From elementary education to teacher education new uncertainties, complexities, and expectations. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans, LA.
- Gallo-Fox, J.** (2001, April). The impact of Massachusetts’ standards driven reform and high stakes testing policies on elementary classroom teachers’ practice. Paper presented at the *Annual Meeting of the American Educational Research Association*, Seattle, WA.
- Albert, L., Flores, S., **Gallo-Fox, J.**, Manzon, S., Paugh, P., & Zoino, J. (2001, April). Sociocultural experiences in adult learning communities: Group dynamic within the zone. Paper presented at the *Annual Meeting of the American Educational Research Association*, Seattle, WA.
- Abbate, J., Amtzis, A., Coughlin, M., Fries, K., **Gallo-Fox, J.**, Lizotte, D., O’Day, P.; Paugh, P., & Phelan, C. (2000, April). When old practice meets new theory. Paper presented at the Annual Meeting of the *American Educational Research Association*, New Orleans, LA
- Abbate, J., Amtzis, A., Coughlin, M., Fries, K., **Gallo-Fox, J.**, Lizotte, D., O’Day, P., Paugh, P., & Phelan, C. (2000, April). When old practice meets new theory. Paper presented at the *New England Educational Researcher Organization Annual Conference*, Portsmouth, NH
- Gallo-Fox, J.**, Holmes, S., & Wilson, C. (1997, September). How to design and develop a grant

project. Presentation at the *New Jersey Science Teachers Annual Convention*, NJ.

**Gallo-Fox, J.** (1995, October). Investigating trees in the school environment with primary grade students. Workshop and paper presentation at the *New York State Outdoor Education Association Annual Conference*, NY

### **Invited Talks**

#### **Invited Keynote Address**

**Gallo-Fox, J. & Soslau, E.** (October 4, 2018). Promises and realities of coteaching: Unmasking invisible thinking. Keynote address, California State University System Co-teaching Symposium. Monterey, California.

#### **Invited Talk**

**Gallo-Fox, J.** (November 21, 2015). *Studying secondary science student teaching experiences within a within a cohort community of practice: A sociocultural methodology*. Urban Science Education Research–Seminar Series, CUNY Graduate Center, NY, NY.

#### **Invited Local Presentations**

**Gallo-Fox, J.** (April 13, 2018) Discussant, *Global Research Series*, Human Development and Family Sciences, University of Delaware.

**Gallo-Fox, J.** (May 2015) *Edthena: A curricular tool for supporting video-based reflection on classroom practice*. Human Development and Family Studies, Early Childhood Committee.

**Gallo-Fox, J.** (February 17, 2014). *A coteaching research agenda. Presentation at the CEHD New Faculty/Research Mentoring Meeting*. Sponsored by Dean Okagaki.

**Gallo-Fox, J.** (March 2012). *Coteaching as a model for learning to teach*. Human Development and Family Studies Department Early Childhood Student Teacher Supervisors. University of Delaware, Newark, DE.

**Gallo-Fox, J.** (November 16, 2012). *Interactive media and learning in early childhood classrooms: Exploring pedagogical possibilities*. University of Delaware Laboratory School, Newark, DE.

**Gallo-Fox, J.** (October 10, 2011). *The National Reading Panel, and elementary school-based literacy collaborations*. Guest lecturer, Loyola University Maryland, Speech Language Pathology/Audiology Department, SP 624: School Language and Literacy

**Gallo-Fox, J.** (September 20, 2011). *Scientific literacy and hands-on science in elementary school classrooms*. Guest lecturer, Loyola University Maryland, Teacher Education Department ED 430: Elementary Education Science Field Experience.

**Gallo-Fox, J.** (March 21, 2011). *Learning together through coteaching and coplanning*. Loyola School of Education, “Author’s Chair,” Brown Bag Seminar. Loyola University Maryland, Baltimore, MD.

**Gallo-Fox, J.** (June 15, 2010). *What to look for in an elementary literacy program*. School Daze Evening Panel Discussion: Part of the Loyola University Maryland and Greater

Homewood Grant. Baltimore, MD.

**Gallo-Fox, J.,** Banicky, L.A., & Noble, A.J. (September 2002). *Making the grade: The intentions, interpretations, and implications of Delaware's school accountability system. (Tech. Rep. No. T02.011.1).* Newark: University of Delaware, Delaware Education Research and Development Center. Paper presented at the Delaware State Board of Education and Department of Education September meeting, Dover, DE.

**Gallo, J.** (February 1996). *Staff development and program development workshop: Worked with education staff to incorporate life-sized tree puzzles into the curriculum for school group workshops,* Wavehill Environmental Center Education Department, NY, NY.

### **International Partnership, Outreach Presentations**

**Gallo-Fox, J. &** Trask, B. (May 2016). Introduction to the University of Delaware Human Development and Family Studies Department and the Early Childhood Education Program. Athens University, FECE Department. Athens, Greece.

**Gallo-Fox, J. &** Trask, B. (May 2016). Introduction to the University of Delaware Human Development and Family Studies Department and the Early Childhood Education Program. Patras University, Department of Educational Sciences and Early Childhood Education. Patras, Greece.

### **Local Outreach**

**Gallo-Fox, J.,** Morris, L., Lawson Crossen, D. & Paris, C. (March 9, 2015). *Connecting children, pre-service teachers, and the community: The Main Street Project.* Presentation at the University of Delaware Celebration of Community Engagement in celebration of the University Carnegie Community Engagement Classification. Clayton Hall, University of Delaware, Newark, DE.

**Gallo-Fox, J. &** Morris, L. (February 13, 2015). *The Main Street Project Collaboration. Presentation to Laboratory Preschool families at the Main Street Opening Celebration.* The Laboratory Preschool, University of Delaware, Newark, DE.

### **Professional Development Workshops**

**Gallo-Fox, J.,** Stegeman, L., Drumm, L. & Mullen, M. (July 12, 2018). *Hands-on science learning activities for young children.* Presentation at the Elementary STEM Showcase sponsored by NSTA press. NSTA 7th Annual STEM Forum & Expo. Philadelphia, PA.

**Gallo-Fox, J.,** Peace, J., Worden, L., & Zankowsky, L. (January 28, 2014). *Coteaching Pairs Workshop Launch.* Workshops presented for University of Delaware Early Childhood Teacher Education Program in collaboration with the Office of Clinical Studies. Newark, DE.

**Gallo-Fox, J.,** Peace, J., Worden, L. & Zankowsky, L. (January 16, 2014). *Cooperating Teachers Coteaching Launch.* Workshops presented for University of Delaware Early Childhood Teacher Education Program in collaboration with the Office of Clinical Studies. Newark, DE.

Morris, L. & **Gallo-Fox, J.** (October 26, 2013). *Force and motion: Learning through playful and*

*purposeful explorations*. Presentation at the 4th Annual Jane Davidson Forum on Play, Newark, DE.

**Gallo-Fox, J. & Morris, L.** (October 19, 2013). *Ramps & pathways: Helping students develop conceptual understanding of force and motion*. Workshop presentation at the Great Starts Delaware Kindergarten Conference, Dover, DE.

## **SCHOOL/UNIVERSITY PARTNERSHIP INITIATIVES**

Afterschool Reading Club Partnership. (January 2010-June 2012), Organizing partner, Teacher Education Department, Loyola University and St Thomas Aquinas School, Baltimore City, MD.

## **UNIVERSITY TEACHING**

**Assistant Professor**, University of Delaware, Newark, DE ..... September 2012-present  
Department of Human Development and Family Studies

### **Courses**

#### **Undergraduate**

HDFS 221: Child Development II: Ages 3 to 10

HDFS 221 H: Child Development II: Ages 3 to 10 (Honors)

HDFS 222: Inclusive Early Childhood Curriculum and Assessment

HDFS 413: Inclusive Curriculum: Math, Science and Social Studies in Kindergarten to 2nd Grade

HDFS 413 H: Inclusive Curriculum: Math, Science and Social Studies in Kindergarten to 2nd Grade (Honors)

HDFS 413: Early Childhood Inclusive Science and Social Studies Curriculum and Assessment

HDFS 413 H: Early Childhood Inclusive Science and Social Studies Curriculum and Assessment (Honors)

HDFS 413: Early Childhood Inclusive Science Curriculum and Assessment

HDFS 441: Advanced Inclusive Curriculum I

#### **Graduate**

HDFS 639: History of Early Childhood Education and Curriculum

HDFS 666: Special Problems

HDFS 866: Special Problems

HDFS 869: Master's Thesis

HDFS 964: Pre-Candidacy Study

**Assistant Professor**, Loyola University Maryland, Baltimore, MD.....July 2009-June 2012  
Department of Teacher Education, Literacy Program

### **Courses**

#### **Undergraduate**

RE 219: Processes and Acquisition of Literacy



RE 344: Assessment and Instruction in Reading I  
ED 440: Field Experience: Elementary Reading

**Graduate**

ED 670: Teacher Research and Inquiry  
RE 510: Foundations of Reading Instruction  
RE 622: Children and Adolescent Literacy  
RE 670: Teacher Research and Inquiry (Literacy Program)  
RE 739: Literacy Assessments of Individuals

**Co-Instructor**, University of Delaware, Newark, DE..... Spring 2005  
Undergraduate Secondary Science Teacher Education Program

EDUC 400: Undergraduate Secondary Science Student Teaching Seminar

**Multiple Instructor Positions**, Boston College, Chestnut Hill, MA .....Fall 1998-Spring 2001  
Department of Teacher Education, Special Education, and Curriculum and Instruction

**Graduate**

ED 429: Elementary Education Pre-practicum, Supervisor .....Fall 2000  
ED 431: Inquiry Seminar: Break-out Group, Co-Facilitator .....Fall 2000  
ED 432: Inquiry Seminar: Break-out Group, Co-Facilitator ..... Spring 2001  
ED 520: Teaching Mathematics and Technology – Course Labs, TA .....1998-1999

**Undergraduate**

ED 039: Learning and Curriculum in the Elementary School, Adjunct Faculty .. Spring 2001  
ED 108: Teaching Mathematics and Technology – Course Labs, TA .....1998-1999  
ED 116: Exploring Science and Social Studies through the Environment,  
Co-Instructor ..... Spring 2000  
ED 152: Elementary Education Pre-practicum, Supervisor .....Fall 2000

**PROFESSIONAL EXPERIENCE:**

**EARLY CHILDHOOD/ ELEMENTARY EDUCATION**

**Classroom Teacher**, 2nd Grade

Ridge School, Ridgewood, NJ ..... September 1995-June 1998

Mainstreamed inclusion cooperative learning classroom with a constructivist, problem-solving, critical-thinking emphasis; Literature-based blended reading program, Reform oriented conceptual mathematics; Hands-on inquiry-based science program. Curriculum was integrated across the content areas.

**Instructional Associate**, 1st Grade

Ridge School, Ridgewood, NJ .....September 1994-June 1995

Classroom teacher’s aide for inclusion student with an IEP. Worked with grade level team to develop literature-based reading program. Participated in grade level team planning meetings and provided classroom technology support for grade level.

- Afterschool Science Teacher**, 3rd grade Science Clubs  
Ridge School, Ridgewood, NJ ..... 1994-1995
- Graduate Practicum**, Experiences through Bank Street College of Education..... 1993-1994
- Manhattan School for Children, 1st Grade, NYC Public Schools Lab School
  - PS 234, 4th/5th grades, NYC Public Schools
  - Columbia Grammar, 3rd Grade, Private Preparatory School
- Substitute Teacher**, New York City Public Schools..... 1994

## PROFESSIONAL SERVICE

### National/International Service

#### *Ad Hoc Reviewer*, 2003 – present

- *Action in Teacher Education*, 2018-present
- *Teaching and Teacher Education*, 2015 - present
- *International Journal of Critical Pedagogy*, 2013
- *Journal of Teacher Education*, 2003, present

#### *Professional Organizations*

- National Association of Early Childhood Teacher Education, 2015, 2016  
Conference, Proposal Reviewer
- NSTA Position Statement on Early Childhood Science Education, Reviewer, 2013
- Literacy Research Association, Session Chair for Annual Meeting, 2011
  - Self-Study of Teacher Education Practices SIG [S-STEP],  
IX International Castle Conference, Proposal Reviewer, 2011
- AERA, Division K  
Annual Meeting Conference, Proposal Reviewer, 2001, 2005, 2007

### University/School Service

#### *University of Delaware, Newark, DE*

- University, Sponsor/Co-sponsor Weekly Faculty Write on Site Groups, Fall 2014-present
- University, Gallo-Fox, J., Morris, L., Lawson Crossen, D. & Paris, C., Connecting children, pre-service teachers, and the community: The Main Street Project. University Carnegie Community Engagement Classification Celebration. March 9, 2015.
- University, New Faculty Orientation Panel Member, August 22, 2014
- University, Coteaching Workgroup, 2013-2015
- University Coteaching Professional Development Workshop Development, 2014
- University, Co-facilitated coteaching workshops for over 240 stakeholders, 2014
- University, Coteaching Advisory Board, 2013
- A&S, Gallo-Fox, J., May 28, 2014, NSF Educational Outreach: Potential for Collaboration and Approaches for Evaluation. NSF Career Proposal Workshop.
- CEHD, Early Learning Center, Director Search, Chair, 2018-2019
- CEHD, Undergraduate Curriculum Committee, 2018-2019
- CEHD, Graduate Curriculum Committee, 2017-present; Chair, 2018-2019
- CEHD, Steele Symposium Award Reviewer, 2013 and 2014
- Support College Development Efforts, Fund Raising for The College School, 2018
- CEHD and COE, Building relationship with Industrial Partner, Melissa & Doug, 2018-

present

- CEHD and COE, Toy Design Showcase, May 2016 and May 15, 2018
  - HDFS, Early Childhood Education Committee, 2012-present
  - HDFS, NCATE/CAEP course data collection for accreditation purposes, 2012-present
  - HDFS, Developed/maintain ECE curriculum teaching materials closet, 2013-present
  - HDFS, Promotion and Tenure Committee, 2015-2017
  - HDFS, ECE Program, Programmatic Development and Revisions, Ad Hoc, 2013-2016
  - HDFS, ECE Block C Faculty Course Facilitator, 2012-2015
  - HDFS, Graduate Committee, 2013-2014
- 
- HDFS, Department Teaching Committee, 2012-2013

*University of Delaware, Laboratory Preschool, Newark, DE*

- Grant development work, 2014-present
- Science curriculum consultant and curriculum development, 2013-present
  - STEAM summer camp curriculum consultant, 2013-2015
  - Microscopes in Classrooms Pilot (MIC), 2015-present
  - Microbe and microbiome curriculum, 2017- present
  - Play and Grow Program, Fall 2016
- Search Committees: Laboratory Preschool Master Teacher, 2013, 2015, 2016
- Social studies curriculum consultant and curriculum development, 2013-2015
  - The Main Street Project, PK/K social studies curriculum, 2013-2015
- Family Outreach Events
  - Family STEAM Night, May 16, 2018
  - Play and Grow Program, Fall 2016
  - The Main Street Project Collaboration, February 13, 2015

*Service to the Field: Inservice Teacher Professional Development*

- Gallo-Fox, J., Drumm, L, Stegeman, L. & Mullen, M. (July 12, 2018). Hands-on science learning activities for young children. Presentation at the Elementary STEM Showcase sponsored by NSTA press. NSTA 7th Annual STEM Forum & Expo. Philadelphia, PA.
- Morris, L. & Gallo-Fox, J. (October 26, 2013). Force and motion: Learning through playful and purposeful explorations. Presentation at the 4th Annual Jane Davidson Forum on Play, Newark, DE.
- Gallo-Fox, J. & Morris, L. (October 19, 2013). Ramps & pathways: Helping students develop conceptual understanding of force and motion. Workshop presentation at the Great Starts Delaware Kindergarten Conference, Dover, DE.

*Loyola University Maryland, Baltimore, MD 2009-2012*

- Teacher Education Department's Undergraduate Literacy Teaching Lending Library, Developed and Managed
- School of Education, Brown Bag Seminar Committee, Developed and Chaired
- Programmatic accreditation data collection: NCATE, IRA, Live Text Pilot

*Boston College, Chestnut Hill, MA*

- Lynch School of Education Brown Bag Seminar Series, Co-Developer & Committee Member  
Initiated the seminar series and worked with Marilyn Cochran-Smith to develop monthly speaker series for the Teacher Education, Special Education, and Curriculum and Instruction and also the Educational Research, Measurement, and Evaluation Departments. ....2000-2001

*Ridge School, Ridgewood, NJ*

- Ridge School, Science Curriculum Committee .....1996-1998
- District, Portfolio Assessment Development Committee, Ridgewood, NJ .... 1997–1998

*Local Service*

- 1<sup>st</sup> Grade Literacy/Writing, Weekly Classroom Volunteer .....2010-2011  
Lombardy Elementary School, Wilmington, DE
- Bay View Academy Charter School (Start-up), Monterey, CA .....2011  
Curriculum Consultant, place-based curriculum and grant writing support
- Kindergarten Literacy Block, Weekly Classroom Volunteer .....2009-2010  
Lombardy Elementary School, Wilmington, DE

**MEDIA COVERAGE**

**College of Education & Human Development Excellence in Teaching Award**, October 2015  
College of Education & Human Development. (October 13, 2015). Congratulations to our CEHD awardees. <http://www.cehd.udel.edu/2015/10/congratulations-to-our-cehd-awardees/>

**Coteaching**, September 2015

College of Education and Human Development. (September 22, 2015). Coteaching strengthens learning. *Research @ CEHD*. <http://research.cehd.udel.edu/2015/09/22/coteaching-strengthens-learning/#top>

Burris, A. (September 22, 2015). Collaborative teaching: University's education programs embrace coteaching. *UDaily*. <http://www.udel.edu/udaily/2016/sep/coteaching-092215.html>

**Early Childhood Teacher Education Science Collaborations**, February 2016- present

*Developing a STEAM Education-Hub for Teachers, Families, and Scientists*

*Collaborating Partners: Gallo-Fox, HDFS; Delaware Biotechnology Institute; UD Laboratory School; The College School, UD*

Delaware Biotechnology Institute Staff. (June 29, 2018). Delaware Biotechnology Institute Family Night Promotes science education: UD's College School and Lab School join drugmaker AstraZeneca at the event.

<https://www.udel.edu/udaily/2018/june/biotechnology-institute-education-astrazeneca-science/>

*Outdoor Learning and Outdoor Education* (May 30, 2018)

<https://www.youtube.com/watch?v=rB3Oqc-NaL0&app=desktop>

This video features teacher candidates and children in the Laboratory School Nature Classroom engaged in a caterpillar inquiry activity as a part of a collaborative study of metamorphosis conducted in Spring 2018. Gallo-Fox and the teacher candidates in HDFS 413 collaboratively taught science with Lab School Master Teacher, Katie Pollack each week throughout Spring 2018.

*The Toy Project*

Adams, L. & Barnas, A. (May 26, 2016). Playful design: Education, engineering students collaborate to create children's toys. <http://www.udel.edu/udaily/2016/may/playful-design-052616/>

*SEE and SEEK Projects*

Miller, B. (February 24, 2016). Scientist and scholar: Bioorganic chemist Leimkuhler Grimes wins NSF Career Award. *UDaily*. <http://www.udel.edu/udaily/2016/feb/nsf-career-award-022416.html>

*Microscopes in Classrooms Project (MIC)*

Manser, A. (April 14, 2016). UD developmental biologist Jia Song recognized by National Science Foundation. *UDaily*. <http://www.udel.edu/udaily/2016/apr/nsf-career-award-song-041416.html>

**The Main Street Project**, February 2015

Simmons, K. (February 19, 2015). Preschoolers build model of Main Street. *Newark Post*. [http://www.newarkpostonline.com/news/article\\_a86d3dd4-f5ce-5e89-a72b-493267fcec79.html](http://www.newarkpostonline.com/news/article_a86d3dd4-f5ce-5e89-a72b-493267fcec79.html)

Burris, A. (February 18, 2015). Learning about community: University's Laboratory Preschool models Main Street. *UDaily*. <http://www.udel.edu/udaily/2015/feb/main-street-model-021815.html>

College of Education and Human Development. (February 3, 2015). Laboratory Preschool studies Main Street. <http://www.cehd.udel.edu/lab-preschool-studies-main-street/>

Cherry, A. (February 18, 2015). EdWatch: Preschoolers learn about community by building Main Street Model. *WDEL 101.7 FM*. <http://www.wdel.com/story.php?id=66280>

## PROFESSIONAL ASSOCIATIONS

- American Association of Colleges for Teacher Education
- American Educational Research Association
- National Association for Research in Science Teaching
- National Association for the Education of Young Children
- National Association of Early Childhood Teacher Educators
- National Science Teachers Association

- Kappa Delta Pi: International Honor Society in Education

## **LICENSES AND CERTIFICATIONS**

- New Jersey Teacher of Elementary Education – Permanent Certification