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News

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Dr. Galosy Brings Extensive Experience as Teacher, Teacher Educator and Education Researcher to the Foundation

Moorestown, NJ, October 26, 2010—The Knowles Science Teaching Foundation (KSTF), an advocate for new teachers and the teaching profession, has announced that **Dr.**

Jodie A. Galosy has joined the KSTF program staff as Senior Program Officer for Research. Dr. Galosy will direct the research activities that inform and support KSTF's cornerstone Teaching Fellowships program, which provides five-

year fellowships to

America's best and brightest teachers of high school mathematics and science at the

critical early juncture of their career. Dr. Galosy joins KSTF from the University of California, Davis, where she was Assistant Director for Teacher Professional Development and Evaluation in Education at the Center for Biophotonics Science and Technology.

"Jodie is deeply invested in beginning teachers, having worked with them for over a decade as a mentor-

practitioner and a researcher," said Dr. Angelo Collins, KSTF's

Executive Director. "She brings knowledge and passion to her work at KSTF, where she'll

help to develop and disseminate further research on what it takes to effectively support

beginning mathematics and science teachers."

"Working with KSTF's Teaching Fellows and the Teaching Fellowship program is a unique opportunity to push the field forward and map out new territory for KSTF and

the larger education community," said Dr. Galosy. "I look forward to identifying essential

and compelling questions about learning to teach in ways that are more equitable, get high

school students excited about what math and science can really do, and help develop scientifically and mathematically-literate citizens."

While Dr. Galosy focuses on enhancing the overall KSTF research program, Dr.

Ralph Putnam (former KSTF Senior Program Officer for Research) will continue, as a

consultant, to mentor the KSTF Research Fellows through May

2012 when the research

fellows program ends. Dr. Galosy will spend the upcoming months gathering input from

experts and stakeholders to inform KSTF research program design. Her immediate goals include supporting KSTF Program Officers in their research projects, writing case studies of KSTF Teaching Fellows that examine how fellows grow as teachers; and studying discussion board conversations to better understand teacher learning within the KSTF community.

Dr. Galosy's first exposure to teaching came when she was studying pre-med and was asked to substitute-teach biology at a local school. The experience convinced her to change course and pursue a degree in science and education. As an undergraduate science student, she learned firsthand that women often lack access to science and science education. She has advocated for opportunities for women in science throughout her career.

Dr. Galosy taught life science to St. Louis middle and high school students for twenty years, fifteen of which were spent in an all-girls school. During her tenure there, she became interested in adolescent psychology and deepened her involvement as a teacher professional development leader. She earned an MEd in Counseling from the University of Missouri, St. Louis, and a PhD in Teaching, Curriculum, and Educational Policy from Michigan State University. For her dissertation research, Dr. Galosy followed seven middle and high school science teachers through their first two years of teaching in an urban district to understand what they learned about teaching "science-for-all."

Dr. Galosy has taught pre-service and graduate teacher education courses and worked in curriculum development and assessment at the national, district and state levels. She served as project director for two National Science Foundation-

funded studies

of the Exploratorium Beginning Teacher Induction Program and was Co-Principal Investigator for an online curriculum project funded through the National Institutes of Health.

“The real role research can play in helping make programs like the KSTF Teaching Fellowships possible is to find the principles and levers necessary to seed the educational system with young men and women committed to quality teaching and educational leadership for the long-term,” said Dr. Galosy.