

Sarah Gallo Ph.D.

Associate Professor of Language Education and Urban Social Justice
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EDUCATION:

Ph.D. Education – The University of Pennsylvania, 2013
M.Ed. Education – Lesley University
B.A. Spanish / Environmental Studies – Bowdoin College

ACADEMIC APPOINTMENTS:

2020 – present *Associate Professor*, Rutgers University
2018 - 2020 *Associate Professor*, The Ohio State University
2013 – 2018 *Assistant Professor*, The Ohio State University

SELECT GRANTS AND AWARDS:

2018 – 2020. *Co-PI*, National Geographic, “Ethnographic Mosaic of Migrant Children Experiences in the Americas:” Valentina Glockner, PI
2017 – 2018. *Post-Doctoral Fellowship Recipient*: National Academy of Education / Spencer Foundation
2017 – 2018. *Policy Fellow*, Working Group on ELL Policy (Organized by Kenji Hakuta)
2016. *Fulbright Recipient*: U.S. Scholar Grant for Mexico
2016. Education and Human Ecology International Programs Seed Grant
2015 – 2016. *Faculty Fellow*, Office of Diversity and Inclusion in the College of Education and Human Ecology, The Ohio State University
2011 – 2012. *Dissertation Fellowship Recipient*, National Academy of Education / Spencer Foundations
2011. *Recipient* of National Science Foundation Doctoral Dissertation Improvement Grant in Cultural Anthropology

SELECT PUBLICATIONS

Books

2017. (Sarah Gallo). *Mi Padre: Mexican Immigrant Fathers and Their Children’s Education*. New York, NY: Teachers College Press.

Peer Reviewed Journal Articles

In press. (Sarah Gallo). “Transborder Pedagogies of the Home in Contexts of Forced Repatriation.” *Ethnography and Education*.

In press. (Gabrielle Oliveira and Sarah Gallo). “‘I Have a Story for You’: Im/migrant Children’s Politicized Funds of Knowledge and the Role of the Researcher.” *International Journal of Qualitative Studies in Education*.

2021. (Sarah Gallo). “Mixed-Status Siblings Now in Mexico: How U.S. Documentation and Transborder Experiences Shape Pathways Across Borders.” *Anthropology and Education Quarterly*.

2020. (Johanna Dreby, **Sarah Gallo**, Florencia Silveira and Melissa Adams Corral). “*Nací allá: Meanings of U.S. Citizenship for Young Children of Return Migrants to Mexico.*” *Harvard Educational Review* 90 (4): 573-597.
2020. (**Sarah Gallo** and Andrea Ortiz). “Broaching Unauthorized (Im)migration in Mexican Primary Schools.” *Teachers College Record* 122 (8): 1-40.
2018. (**Sarah Gallo** and Meghan Dabkowski). “The Permanence of Departure: Young Mexican Immigrant Students’ Discursive Negotiations of Imagined Childhoods *Allá.*” *Linguistics and Education* 45: 92-100.
2017. (Holly Link, **Sarah Gallo**, and Stanton Wortham). “The Production of Schoolchildren as Enlightenment Subjects.” *American Educational Research Journal*, 54(5): 834-867.
2017. (**Sarah Gallo** and Nancy Hornberger). “Immigration Policy as Language Policy: Mexican Families’ Decision-Making in Search of Bilingualism for their Children.” *International Journal of Bilingualism* 21 (2): 1 – 14.
2016. (Sarah Gallo). “Humor in Father-Daughter Immigration Narratives of Resistance.” *Anthropology and Education Quarterly* 47 (3): 279-296.
2016. (**Sarah Gallo** and Holly Link). “Exploring the Borderlands: Elementary School Teachers’ Navigation of Immigration Practices in a New Latino Diaspora Community.” *Journal of Latinos and Education* 15 (3): 180-196.
2016. (Obed Arango, Sofia Flores, **Sarah Gallo**, María Lara, Holly Link, H., Diana Arreguín and Itzel Peregrina. “*Un trago dulce pero adentro con sabor amargo / A Bittersweet Swallow: Constructing Counterspaces to Explore Undocumented Status across Academic, Family, and Community Spaces.*” *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival* 10 (4): 228-241.
2015. (**Sarah Gallo** and Holly Link). “*Diles la verdad*: Deportation Policies, Politicized Funds of Knowledge, and Schooling in Middle Childhood.” *Harvard Educational Review* 85 (3): 357-382.
2014. (Sarah Gallo). “The Effects of Gendered Immigration Enforcement on Middle Childhood and Schooling.” *American Educational Research Journal* 51 (3): 473 - 504.
2014. (**Sarah Gallo**, Holly Link, Elaine Allard, Stanton Wortham, and Katherine Mortimer). “Conflicting Ideologies of Mexican Immigrant English across Levels of Schooling.” *International Multilingual Research Journal* 8 (2): 124-140.
2014. (Elaine Allard, Katherine Mortimer, **Sarah Gallo**, Holly Link, and Stanton Wortham). “Immigrant Spanish as Liability or Asset?: Generational Diversity in Language Ideologies at School.” *Journal of Language, Identity, and Education* 13 (5): 335-353.

Book Chapters

2021. (Sarah Gallo). “Preparing Educators for Asset-Based Pedagogies: The Case of Recently Arrived Transnational Students in Central Mexico.” In *The Students We Share: Preparing U.S. and Mexican Educators for Our Transnational Futures*, edited by Patricia Gándara and Bryant Jensen. Albany, NY: SUNY: 119-144.
2019. (Sarah Gallo, Holly Link and Jessica Somerville-Braun). “Leveling the Politicized Experiences of Children from Mixed-Status Families: Connections to Civic Education in Elementary Schools.” In *Everyday Learning: Centering in Schools the Language and Cultural Practices of Young People from Non-Dominant Backgrounds*, edited by Marjorie F. Orellana and Inmaculada García Sánchez Routledge: 92 – 106.
2017. (Holly Link, Sarah Gallo, and Stanton Wortham). “‘Qué Las Maestras Hablaran Más con Ellos’ : Children Grappling with Documentation Status at School.” In *US Latinization: Education and the New Latino South*, edited by S. Salas and P. Portes. Albany, NY: SUNY: 123-140.
2015. (Sarah Gallo, Stanton Wortham, and Ian Bennet). “Increasing ‘Parent involvement’ in the New Latino Diaspora.” In *Revisiting education in the New Latino Diaspora*, edited by Edmund Hamann, Stanton Wortham, and Enrique Murillo. Charlotte, NC: InfoAge Publishing: 263-281.
2014. (Holly Link, Sarah Gallo and Stanton Wortham). “‘gusame ka’lata!’: Faux Spanish in the New Latino Diaspora.” In *Heteroglossia as Practice and Pedagogy*, edited by Adrian Blackledge and Angela Creese. London, UK: Springer: 255-274.

Book Reviews

2018. (Sarah Gallo). [Review of the book “Juárez Girls Rising: Transformative Education in the Times of Dystopia”, by Claudia Cervantes-Soon]. *Teachers College Record*, <https://www.tcrecord.org> ID Number: 22230.

SELECT PUBLIC SCHOLARSHIP:

2021. (Valentina Glockner, Soledad Alvarez, Cinthya Santos Briones, Nohora Niño Vega, Sarah Gallo, Ana Minerva Castillo, Gabrielle Oliveira, and Elisa Colares.) “Childhoods on the Move: An Ethnographic Mosaic of the Americas.” In collaboration with National Geographic: <https://infanciasenmovimiento.org/infancias-en-movimiento/>
2018. (Sarah Gallo). “Toolkit: Helping Immigrant Families Navigate Migration Decisions and Schooling in a Different Country.” In collaboration with Colorín Colorado: <http://www.colorincolorado.org/toolkit-mexican-schools>
2017. (Debbie Holmes). “OSU Researcher Finds Barriers for U.S. Born Children Thrust into Mexican Schools.” WOSU Public Media: <https://news.wosu.org/news/2017-06-06/osu-researcher-finds-barriers-for-u-s-born-children-thrust-into-mexican-schools#stream/0>
2017. (Emily Williams). “Deportees’ US-Born Kids Struggle in Mexican Schools.” The Columbus Dispatch: <https://www.dispatch.com/news/20170705/deportees-us-born-kids-struggle-in-mexican-schools>

2015. (Sarah Gallo and Holly Link). "Documentation Status and Schooling: Confronting the Taboo." Blog post for Voices in Education, *The Blog of Harvard Education Publishing Group*, <http://hepg.org/blog/documentation-status-and-schooling-confronting-the>

SELECT INVITED TALKS:

2018. Niñas y niños migrantes: más allá de las fronteras. (panel). El colegio de Sonora, Mexico, May.
2018. Immigrant Families' Educational Resources in Schooling. (keynote presenter). Mid-South Writing and Reading Conference at the MaryAnn Manning Family Literacy Center, Birmingham, AL, October.
2017. Dreaming up North: Children on the Move across the Americas. (panel). El Museo del Barrio, New York, September.
2017. Immigration Policies and Students from Undocumented Families. Office of Diversity and Inclusion, The Ohio State University, Columbus, OH, September.
2017. Estudiantes binacionales en Puebla. Programa de Inmigración Transnacional entre UC Fullerton y La Universidad de Guadalajara, Guadalajara, Mexico, January.
2017. Etnografía y los estudiantes binacionales en Puebla. Seminario Interinstitucional: Migración Internacional, Escuela, Familia y Retorno, Monterrey, Mexico, January.
2016. The Educational Consequences of Parental Deportation: Mexican Immigrant Children's Negotiations of Family Language Policy and Migratory Decisions. UCLA's Center for the Study of International Migration, Los Angeles, CA, April.
2016. Undocumented Status and Elementary Schooling: Opening up Implementational and Ideological Spaces. (panel). The Ethnography in Education Research Forum, Philadelphia, PA, February.
2016. Immigration Practices and Schooling for Young Latino Immigrant Children. (colloquium). Crane Center for Early Childhood Research and Policy, Columbus, OH, April.
2015. Immigration Policy as Language Policy: Mexican Immigrant Families' Decision-Making in Search of Biliteracy for their Children. (co-presented colloquium with Nancy Hornberger). Georgetown University Roundtable on Language and Linguistics, Washington, DC, March.
2014. Discourse Analysis and the Study of Migration and Education. (keynote presenter). The Discourse Analysis in Educational Research Conference, Columbus, OH, May.

SELECT REFEREED CONFERENCE PRESENTATIONS:

2020. (Sarah Gallo, Johanna Dreby, Florencia Silveira, and Melissa Adams Corral). Understanding Young Binational Children's Critical Consciousness in Mexican schools. Accepted

- presentation for American Education Research Association Annual Meeting (Conference cancelled).
2020. Learning about Undocumentedness and (Im)migration in Mexican Primary Schools. Accepted presentation for American Education Research Association Annual Meeting (Conference cancelled).
2019. Understanding Mixed-Status Siblings' Educational Pathways across Geopolitical Borders. Presented at the American Education Research Association Annual Meeting, Toronto, Canada, April.
2019. Critical Examinations of our Approaches to Research with (Im)migrant Children across the Global South. Presented at the Rethinking Child and Youth Marginalities: Movements, Narratives, and Exchanges Conference, Camden, NJ, March.
2018. How US-Papers Shape Educational Opportunities for Mixed-Status siblings in Mexican Schools. Presented at the American Anthropological Association Annual Meeting, San Jose, CA November.
2018. (with Jessica Somerville). Incorporating Politicized Funds of Knowledge of Children from Mixed-Status Families: Critical Civic Education at the Elementary School Level. Presented at the American Anthropological Association Annual Meeting, San Jose, CA, November.
2018. Educational Reflections of an Unlikely Transnational Mother. Presented at the Comparative and International Education Society Annual Meeting in Mexico City, Mexico, March.
2018. Return Migration and Undocumented Status in Mexican Elementary Schools. Presented at the Discourse Analysis in Educational Research Conference, Columbus, OH, May.
2018. Binational Students and their Teachers in Central Mexico. Presented at the American Education Research Association Annual Meeting, New York, NY, April.
2017. (with Andrea Ortiz). Learning About the Realities of Unauthorized Immigration in the Classroom: Lessons from Recently Returned Binational Students in Mexico. Presented at the 14th Inter-American Simposio on Ethnographic Research in Education, El Paso, Texas and Ciudad Juárez, Mexico, September.
2017. (with Meghan Dabkowski). Collectively imagining the unknown: Mexican immigrant children's understandings of life and schooling in Mexico. Presented at the 14th Inter-American Simposio on Ethnographic Research in Education, El Paso, Texas and Ciudad Juárez, Mexico, September.
2017. (with Holly Link and Jessica Somerville). The politicized funds of knowledge of children from mixed-status families: Connections to civic education. Presented at the American Education Research Association Annual Meeting, San Antonio, Texas, April.

- 2017. The Right Thing(s) to Do: Research with Transnational Children. Presented at the Childhoods in Motion: Children, Youth, Migration, and Education Conference, Los Angeles, CA, March.
- 2016. Family immigration narratives as acts of resistance: Tensions and possibilities. Presented at the American Education Research Association Annual Meeting, Washington DC, April.
- 2015. (with Holly Link and Stanton Wortham). Latina/o children navigating documentation status in elementary school. Presented at the American Education Research Association Annual Meeting, Chicago, IL, April.
- 2015. (with Holly Link and Latinx im/migrant families from Marshall, PA): Rompiendo el silencio: Las experiencias de familias inmigrantes con las políticas de inmigración y la escuela. Presented at the Ethnography in Education Research Forum, Philadelphia, PA, February.
- 2014. Humor, Resistance, and Immigration Status in Father-Daughter Interactions. Presented at the American Anthropological Association Annual Meeting, Washington DC, December.

SELECT PROFESSIONAL ACTIVITIES:

- 2021. Community-Engaged Anti-Racist (CEAR) Education Project Planning Committee Member and Faculty Fellow. The Graduate School of Education, Rutgers University.
- 2021. School of Graduate Studies Executive Council Member, Rutgers University.
- 2020-present. Teachers Education Committee. The Graduate School of Education, Rutgers University.
- 2017- 2020. Convener of Language, Education, and Society Area of Study Department of Teaching and Learning, The Ohio State University (OSU).
- 2018- 2019. College Representative, Latina/o Faculty University Council, OSU.
- 2018 – 2019. Committee member, Ad-Hoc Committee for alignment with new Ohio Literacy Standards, OSU.
- 2017 – 2018. Grant Reviewer, Spencer Foundation.
- 2014 – 2018. Co-Organizer, Discourse Analysis in Educational Research Biannual Conference at The Ohio State University.
- 2015 – 2016. Committee Member, Ad-Hoc Committee on Urban Education, Department of Teaching and Learning, OSU.
- 2013 – 2020. Member, Latina/o Studies Disciplinary Program, OSU.

2013 – 2014. Member, Hispanic Oversight Committee, OSU.

Member: The American Education Research Association
Division G- Social Context of Education
Bilingual Education SIG
The American Anthropological Association
The Council of Anthropology and Education

Reviewer: American Education Research Journal
American Ethnologist
Anthropology & Education Quarterly
Bilingual Research Journal
Educational Researcher
Journal of Education for Students Placed at Risk
Journal of Latinos and Education
Journal of Literacy Research
Language and Education
Linguistics and Education
Mexican Studies/ Estudios Mexicanos
Political and Legal Anthropology Review
Research in the Teaching of English
TESOL Quarterly
Multilingual Matters Press
Routledge Press
Toronto Book Press
American Education Research Association
American Anthropological Association

SELECT COURSES TAUGHT:

015:253:537: Language in Society
05:300:439: Methods for Teaching and Assessing English Language Learners
15:253:530: Foundations of Language
EDUTL 8890: Advanced Qualitative Research Methods
EDUTL 5469: Language and Word Study for All Learners
EDUTL 5370: Language & Literacy Development and Instruction for Bilingual Learners
EDUTL 8001: Discourse Analysis and Education Research
EDUTL 6303: Linguistic Diversity in Education
EDUTL 7432: Ethnography of Literacy and Language Part Two
EDUTL 7431: Ethnography of Literacy and Language Part One
EDUTL 8890: Latina/o and Immigrant Perspectives in Education
EDUTL 8003: Theorizing and Researching Teaching and Learning
EDUTL 7344: Bilingualism and Bilinguality
EDUTL 6808: Multicultural and Global Perspectives on Teaching and Learning

IDIOMAS:

English and Spanish (professional and academic oral and written proficiency)
Italian (basic oral and written proficiency)