

## Jamie B. Wallace

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### RESEARCH AND EVALUATION EXPERIENCE

- American Museum of Natural History** 2016-present  
Senior Educational Researcher, Educational Research and Evaluation 2023-present  
Manager of Evaluation and Data Collection 2016-2022  
Education & Policy Associate 2011-2015
- Lead multiple large, complex, multi-year research and evaluation federally-funded projects on the Museum's Master of Arts in Teaching Earth Science Residency Program. This includes guiding the design, instrumentation, and data collection; leading internal evaluation projects, such as overseeing the course evaluation process; leading the development of research briefs; complete just in time analyses; collaborating with external partners
  - Co-lead collaborative cross-institutional NSF-funded multi-year qualitative research study DUE #1950260 titled "Investigating Effective STEM Teaching through a Culturally Responsive Lens"; part of executive leadership team and senior personnel; oversee study design; collaborate with external partners on research; guide and mentor Research Team Teachers (practicing teachers conducting research)
  - Guide research with teachers on culturally responsive science teaching, teacher research, and work with teachers as co-researchers
  - Lead large and small-scale evaluation studies on education programs and exhibitions, including guiding the design, instrumentation, data collection, analysis, and reporting on studies. Recent studies focus on teacher professional learning, new exhibitions, prototyping to inform exhibition design. Support programs in using consistent and systematic approaches to data collection across programs.

- Research and Evaluation Consultant** 2012 - 2022
- Worked with multiple educational organizations, institutions, and non-profits leading and developing evaluation and research studies. Project examples include teacher professional development initiatives, elementary science pilot program, effectiveness of research and STEM initiatives for students and teachers, needs assessments in schools, teacher and student initiatives and programs in formal and informal learning environments, external coaching programs for teachers, and university departmental STEM outreach efforts. Engaged in developing scope of work, designing studies, writing proposals, developing instruments, conducting literature reviews, overseeing data collection and analyses, writing, and presentations.

- NYC Department of Education, Research and Policy Support Group** 2015 - 2017  
*Research Study Manager, Research and Evaluation Consultant*
- Research Study Manager for an impact study of a middle school literacy program. Oversaw and supervised six data collectors, lead data collector, and research assistant during data collection with 144 teacher participants at 36 NYC public schools using the Protocol for Language Arts Teaching Observations (PLATO). Also supervised an additional two data collectors and liaised with administrators and teachers during pilot study.
  - Provided research and evaluation support to multiple projects and programs in RPSG, including internal and external data requests, data analysis, and conducting interviews and focus groups.

- Ziff Brothers Investments, New York, NY** 2007- 2011  
*Research Assistant, Risk & Performance and Trade, Execution & Analytics*
- Developed weekly news reports and monthly market structure reports to various departments. Reported on broker surveys, international venues, and electronic trading rules. Researched academic papers and news articles.
  - Managed eight person implementation committee for annual Risk Conferences, involving research, speakers, literature, resources, interactive technology, and logistics.
  - Managed six person committee for annual multi-group retreats for 50+ people with speakers, presentations, activities, and events. Delegated responsibilities and tasks, maintained budgets.
  - Researched and organized internal and external training and conferences (academic, industry, technical).
  - Managed infrastructure-related projects.

- The Oxfordshire Community Foundation, Oxford, UK** 2005 - 2006  
*Research Volunteer*
- Researched current social issues including homelessness, health, and teenage pregnancy in Oxfordshire for promotional material for foundation. Developed and analyzed surveys for project leaders on foundation's application process; wrote reports.

- The Guide Dogs for the Blind Association**, Sheffield, UK 2005  
*Research Consultant*
- Conducted interviews with blind and partially-sighted individuals on their experiences with discrimination and social exclusion within their local communities and in general. Compiled data, observations, and assessments; reported research to help with reconstruction of social policies.
- The Pitt-Rivers Museum**, Oxford, UK 2002  
*Data Collector*
- Conducted visitor surveys and interviews on new exhibitions at the museum.
- The Cleveland Museum of Natural History**, Cleveland, OH 2001  
*Lillian Zevin Intern, Cultural Anthropology & Visual Arts Department*
- Identified, documented, and researched recently donated African collection of 200+ objects. Conducted interviews with the donor of the collection. Conducted fieldwork in Mali and Burkina Faso over three-weeks with curators and anthropologists, conducting background research for new exhibition, including interviews and observations.

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## TEACHING EXPERIENCE

- American Museum of Natural History**, New York, NY
- Co-facilitator for the Culturally Responsive Education Professional Learning Group of practicing science teachers who are graduates from the Museum's MAT Earth Science Residency Program, 2018-2024
  - Co-instructor for School of Visual Arts Visual Sciences Workshop course for two semesters, Fall 2013, Spring 2013
  - Taught sessions to various teacher education, pre-service teacher, and university groups on evaluation, object-based teaching, and using Museum resources in teaching

**Prodesco Gie Cours de Langues**, Bamako, Mali, 2003-2004  
*English Teacher*: Taught young adults English prior to attending university in South Africa. Instructed daily conversation, writing, and listening comprehension through seminars, readings, debates, and essays. Designed and implemented course outline and acquired student texts.

**Brandeis University**, Waltham, MA, 1998-2000  
*Teaching Assistant*: Teaching Assistant for five courses in the Departments of Sociology, Humanities, and Comparative Literature. Courses include *Sociology of Birth and Death*; *Topics in Myth, Literature and Folklore*; and *Imagining Ourselves East and West*

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## EDUCATION

**University of Oxford**, M.Phil., Material Anthropology & Museum Ethnography, *Distinction*, 2003

**Brandeis University**, B.A., Anthropology & Sociology, *Dean's List (Graduated in three years)*, 2000

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## FIELDWORK

- Multi-sited, Africa: Mali, Benin, Botswana, Ghana, Kenya, Senegal, South Africa, Zimbabwe (2003-2004)
- Mali and Burkina Faso with curators from The Cleveland Museum of Natural History (2002)

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## BOOK

- Howes, E.V., & **Wallace, J.** (Eds.) (2024). *Culturally Responsive and Sustaining Science Teaching: Teacher Research and Investigation from Today's Classrooms*. Routledge. <https://doi.org/10.4324/9781003397977>

## BOOK CHAPTERS

(\*asterisk indicates teacher residency program graduates)

- Wallace, J.**, & Howes, E.V. (2024). What do we mean by culturally responsive and sustaining science education?: Grounding our professional learning group in theory and research. In E. Howes & **J. Wallace** (Eds.), *Culturally responsive and sustaining science teaching: Teacher research and investigation from today's classrooms*. Routledge. <https://doi.org/10.4324/9781003397977-2>
- Wallace, J.**, Howes, E.V., & the CRSE PLG. (2024). The ties that bind. In E. Howes & **J. Wallace** (Eds.), *Culturally responsive and sustaining science teaching: Teacher research and investigation from today's classrooms*. Routledge. <https://doi.org/10.4324/9781003397977-17>
- Wallace, J.**, Howes, E.V., \*Pincus, M., \*Tsoi, K., \*Nweiran, R., \*Sylvester, S. B., \*Funk, A. F., \*Monahan, C. T., \*Swift, S., \*Krepski, S. (2024). When the world tilted differently: Exploring science teachers' pandemic stories through a culturally responsive and sustaining science lens. In E. Howes & **J. Wallace** (Eds.),

*Culturally responsive and sustaining science teaching: Teacher research and investigation from today's classrooms*. Routledge. <https://doi.org/10.4324/9781003397977-15>

- Howes, E.V. & **Wallace, J.** (2024). Introduction: The culturally responsive and sustaining professional learning group. In E. Howes & **J. Wallace** (Eds.), *Culturally responsive and sustaining science teaching: Teacher research and investigation from today's classrooms*. Routledge. <https://doi.org/10.4324/9781003397977-1>
- \*Tsoi, K., \*Pincus, M., \*Sylvester, S. B., \*Nweiran, R., \*Krepeski, S., \*Swift, S., \*Funk, A. F., Howes, E.V., & **Wallace, J.** (2024). Reflections: Learning in, from, and with the CRSE PLG. In E. Howes & **J. Wallace** (Eds.), *Culturally responsive and sustaining science teaching: Teacher research and investigation from today's classrooms*. Routledge. <https://doi.org/10.4324/9781003397977-16>
- **Wallace, J.**, Cooke-Nieves, N., Gupta, P., Abowd, N., & Howes, E. (2023). Museums as sites for culturally responsive and sustaining teacher preparation. In E. Woods (Ed.), *A New Role for Museum Educators: Purpose, Approach and Mindset*. Routledge. <https://doi.org/10.4324/9781003347712>
- **Wallace, J.** & Ingber, J.D. (2022). Sparking imaginations: Exploring science teachers' perspectives and experiences of play and early learning at dioramas. In S.D. Tunnicliffe & T. Kennedy (Eds.), *Play and STEM Education in the Early Years: International Policies and Practices*, pp. 459-495. Springer. [https://doi.org/10.1007/978-3-030-99830-1\\_22](https://doi.org/10.1007/978-3-030-99830-1_22)
- Cooke-Nieves, N., **Wallace, J.**, Gupta, P., & Howes, E. (2022). The magic of informal settings: A literature review of partnerships and collaborations that support preservice science teacher education across the globe. In J. Luft & G. Jones (Eds.), *Handbook of Research on Science Teacher Education*. Routledge. <https://doi.org/10.4324/9781003098478>
- Steiner, Applewhite, Aquino, Guggenheim, Janelli, Kinzler, Macdonald, Randle, Taber, **Wallace**, Wolff, Stokes. (2016). Online teacher professional development from the American Museum of Natural History. In C. Dede, A. Eisenkraft, K. Frumin, A. Hartley (Eds.), *Teacher Learning in the Digital Age: Online Professional Development in STEM Education* (pp. 87-106). Cambridge: Harvard Education Press.

#### PEER-REVIEWED JOURNAL ARTICLES

(\*asterisk indicates teacher residency program graduates)

- Matsko, K. K., **Wallace, J.**, Feiman-Nemser, S., Hammerness, K., & Kavanagh, S. (2024). Host or teacher of teaching? Examining mentors' tacit theories of student teacher learning. *Teaching and Teacher Education* 138, 104410. <https://doi.org/10.1016/j.tate.2023.104410>
- Hammerness, K., MacPherson, A., Gupta, P., **Wallace, J.**, Chaffee, R., & Jain, N. (2023). What We've Learned: A Research Agenda for a Museum, Seven Years Later. *Curator: The Museum Journal* 66(4), 533-713. <https://doi.org/10.1111/cura.12568>
- Kavanagh, S.S., Feiman-Nemser, S., Hammerness, K., Matsko, K.K., & **Wallace, J.** (2023). Stepping in or stepping on: Mentor teachers' preferences for mentoring inside and outside of interactive teaching. *Journal of Teacher Education*, 74(3), 274-287. <https://doi.org/10.1177/00224871221142843>
- **Wallace, J.**, Howes, E.V., \*Funk, A., \*Krepeski, S., \*Pincus, M., \*Sylvester, S., \*Tsoi, K., \*Tully, C., \*Sharif, R., & \*Swift, S. (2022). Stories that teachers tell: Exploring culturally responsive science teaching. *Education Sciences* 12(6), 401. <https://doi.org/10.3390/educsci12060401>
- **Wallace, J.**, MacPherson, A., Hammerness, K., Chavez-Reilly, M., & Gupta, P. (2021). Pivoting in a pandemic: Supporting STEM teachers' learning through online professional learning during the museum closure. *Journal of STEM Outreach* 4(2). <https://doi.org/10.15695/jstem/v4i3.11>
- Sickler, J., **Wallace, J.**, Hammerness, K., Halderman, L., & Esteves, S. (2021). [From evaluation to reimagined action: Adapting digital media in a COVID hands-off world](https://doi.org/10.1080/10590489.2021.1911111). *Exhibition* 40(1), 78-89.
- **Wallace, J.** (2006). Impacts of new development projects on Sudanese culture and heritage. *African Renaissance* 3(3): 52-62.
- **Wallace, J.** (2006). The revival of Pan-Africanism and its inspiration for museums in Africa. *African Renaissance* 3(1): 54-64.

#### PEER-REVIEWED EDUCATION BLOG

Howes, E. & **Wallace, J.** (2022, August 9). [Exploring culturally responsive science teaching through turbulence and challenge: Starting a multi-year research study during the pandemic](https://doi.org/10.1080/10590489.2022.2081111). *AAAS Advancing Research & Innovation in the STEM Education of Preservice Teachers in High-Need School Districts (ARISE) ADAPTATIONS Blog*.

#### PEER-REVIEWED CONFERENCE PAPERS AND PRESENTATIONS

(\*asterisk indicates program graduates)

- **Wallace, J.**, Howes, E., \*Gjelag, A., & Hopkins, M. (2024, April). Exploring the Roles of Course Experiences in Preparing Culturally Responsive Science Teachers. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Hammerness, K., Matsko, K. K., Stroupe, D., Olivo, M., **Wallace, J.**, Melbourne, L., Jaret, S., Curtis-Bey, L., & Kinzler, R. (2024, April). Using theoretical frameworks in combination: Multiple frameworks as guides for justice-oriented teacher education program reform. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

- Howes, E., **Wallace, J.**, \*Gjelag, A., & Hopkins, M. (2024, March). Preparing new teachers to teach from a critical stance. Paper presented at the National Association for Research in Science Teaching (NARST) Annual Meeting, Denver, CO.
- **Wallace, J.**, Matsko, K.K., Hammerness, K., Kavanagh, S., & Feiman-Nemser, S. (2024, February). Mentoring the mentors: Tools to propel the complex work of preservice mentoring. Paper presented at the AACTE Annual Meeting, Denver, CO.
- Hammerness, K., Olivo, M., **Wallace, J.**, Curtis-Bey, L., & Kinzler, R. (2024, January). Learning to teach in a science museum: The outcomes and impact of learning to teach in a museum-based science teacher education program. Paper presented at the ICSEI 2024 Conference. Dublin, Ireland.
- Howes, E., **Wallace, J.**, Hopkins, M., Edmondson, E., Ellington, A., Fantacone, D., & Nolan, S. (2023). Investigating Effective Teaching Through a Culturally Responsive Lens: Collaboratively Developing the CRE-Core Practices Guide for Teacher Case Studies. Poster presented at the Noyce Summit, Washington, DC.
- **Wallace, J.** & Howes, E. (2023, April). Supporting culturally responsive teaching for early career science teachers. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL. <https://doi.org/10.3102/IP.23.2013119>
- Hammerness, Melbourne, Jaret, Faherty, Ebel, **Wallace, J.**, Kinzler, & Curtis-Bey. (2023, April). When is doing science research... teacher education? Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL. <https://doi.org/10.3102/IP.23.2013479>
- Howes, E. & **Wallace, J.** (2023, April). Exploring culturally responsive teaching in an urban teacher residency through program structures. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Meeting, Chicago, IL.
- Howes, **Wallace, J.**, Edmondson, Fantacone, Hopkins, Ellington, Nolan, Canestaro, Clinton, \*Gjelag, McMahan, Mikochik, \*Piscoppo, \*Ricchio, & White, J. (2023, June). Investigating effective teaching through a culturally responsive lens: Collaboratively developing the CRE-Core Practices Guide for teacher case studies. Poster presented at the annual Noyce Summit, Washington, DC.
- \*Piscoppo, McPhillips, Clinton, \*Gjelag, White, \*Ricchio, Howes, **Wallace, J.**, Edmondson, & Fantacone. (2022, July). Learning from the research team teacher role in a Noyce Track 4 research study. Poster presented at the Noyce Summit, Washington, DC.
- Kinzler, R., Curtis-Bey, L., **Wallace, J.**, Wolff, D., & Owre, O. (2022, July). Preparing and supporting new Earth science teachers through a museum- and school-based teacher residency program. Poster presented at the Noyce Summit, Washington, DC.
- **Wallace, J.** & Howes, E. (2022, April). Teacher research into culturally responsive-sustaining science teaching: Not going back to how things were before. [Chairs and presenters] Structured poster session presented at the American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
- **Wallace, J.**, Howes, E., \*Funk, A., \*Pincus, M., \*Tully, C., \*Tsoi, K., \*Sharif, R., \*Sylvester, S., \*Swift, S., \*Krepeski, S. (2022, April). When the world tilted differently: Science teachers' pandemic stories through culturally responsive-sustaining education. In **J. Wallace** and E. Howes (Chairs), *Teacher research into culturally responsive-sustaining science teaching: Not going back to how things were before*. [Structured Poster Session]. Poster presented at the American Educational Research Association (AERA) Annual Meeting. San Diego, CA. <https://doi.org/10.3102/IP.22.1893926>
- **Wallace, J.**, Hammerness, K., Howes, E., Kinzler, R., Trowbridge, C., & Weinstein, M. (2022, April). Exploring outcomes of a museum-based teacher residency program through an equity in science education lens. Poster presented at the American Educational Research Association (AERA) Annual Meeting. San Diego, CA. <https://doi.org/10.3102/IP.22.1887981>
- Kavanagh, S., **Wallace, J.**, Feiman-Nemser, Hammerness, K., & Matsko, K.K. (2022, April). Mentor teachers' perspectives on the practice of mentoring. Paper presented at the American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
- \*Gjelag, A., White, J., **Wallace, J.**, Edmondson, E. & Howes, E. (2022, March). Creating unity and inclusion through developing the research team teacher role. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Meeting, Vancouver, BC.
- **Wallace, J.**, Ingber, J., & Tunnicliffe, S.D. (2022, March). Dioramas as a place for play and early science learning: Exploring teachers' perspectives and experiences. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Meeting, Vancouver, BC.
- Howes, E., **Wallace, J.**, & Edmondson, E. (2022, January). Developing a new role in a collaborative research study: Research team teachers. Paper presented at the annual international conference of Association for Science Teacher Education (ASTE), Greenville, SC.
- Lentzner, M., **Wallace, J.**, & Sickler, J. (2021, July). Using data from digital media for reflection during a time of change. Paper presented at the Visitor Studies Association (VSA) Virtual Conference, Online.
- **Wallace, J.**, Howes, E., \*Tully, C., \*Funk, A., \*Krepeski, S., \*Pincus, M., \*Sharif, R., \*Swift, S., \*Sylvester, S., \*Tsoi, K. (2021, April). [Teacher research into culturally responsive science teaching](#). Paper presented at the Virtual Annual Meeting of the American Educational Research Association (AERA), Online.
- Feiman-Nemser, S., Hammerness, K., Matsko, K., & **Wallace, J.** (2021, April). When, where, and how does mentoring take place? Mentors' perspectives on the practice of mentoring. Paper presented at the Virtual Annual Meeting of the American Educational Research Association (AERA), Online.
- Matsko, K., **Wallace, J.**, Hammerness, K., Feiman-Nemser, S., & Kavanagh, S. (2021, February). Challenging the

- culture of mentoring: Moving from hosting to teaching. Presentation at the Annual meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- **Wallace, J.**, Howes, E., and the Culturally Responsive Education Professional Learning Group (2020). [Stories from the field: Exploring culturally responsive science teaching in a pilot study](#). Paper presentation at the Annual meeting of the National Association for Research in Science Teaching. Portland, OR. [canceled due to pandemic]
  - **Wallace, J.**, Hammerness, Doykos, Fallona, Howes, Kinzler, Trowbridge, & Weinstein. (2020). [Exploring outcomes of a Museum-based teacher residency program through an equity in science education lens](#). In *Informal science institutions and equity: Future-oriented historiography of research and practice* [Structured Poster Session]. American Educational Research Association Annual Meeting. San Francisco, CA. [canceled due to pandemic]
  - Matsko, Hammerness, **Wallace**, Feiman-Nemser, Kavanagh (2020). Beating the odds: Disrupting inequities in mentoring practice. Presentation at the Annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
  - Howes, **Wallace**, Funk, Krepski, Pincus, Sharif, Sylvester, Tsoi, Tully (2020). Exploring teaching inquiry into culturally responsive science teaching. Presentation at the Annual Ethnography in Education Research Forum, Philadelphia, PA.
  - Kinzler, **Wallace**, Englert & Belenki (2019). Strengthening strategies for mentor-teacher conversations. Presentation at US EED Summit. Crystal City, VA.
  - Howes, E. & **Wallace, J.** (2019). Culturally responsive science teaching: Stories from the field. Poster presented at the Annual Noyce Summit, Washington, D.C.
  - **Wallace, J.** & Hammerness, K. (2019). [Exploring connections to science and engineering practices with visitors during prototyping at a natural history museum](#). Paper presented at the Annual Meeting of the National Association for Research in Science Teaching. Baltimore, MD.
  - Trowbridge, **Wallace**, Howes, Doykos, & Fallona. (2019). Out of the museum into the classroom and back again. Presentation at the annual meeting of the American Educational Research Association, Toronto, Canada.
  - Fallona, Doykos, Howes, Trowbridge, & **Wallace**. (2018). Exploring the impact of a museum-based MAT program on program graduates' science teaching practices and their students' learning. Presentation at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.
  - Howes, E. V. & **Wallace, J.** (2018). [Developing a cohesive teacher education program based in culturally relevant education](#). In J. Settlage & A. Johnston (Eds.), *Proceedings of the 2018 Science Education at the Crossroads Conference* (pp. 30-31). Alta, Utah.
  - Howes, E., & **Wallace, J.** (2018). Representing and supporting science teaching core practices in teacher preparation. Poster presented at the Annual Noyce Summit, Washington, D.C.
  - Howes, E. & **Wallace, J.** (2018). Exploring core science teaching practices in high-needs urban classrooms. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching. Atlanta, GA.
  - Trowbridge, C. & **Wallace, J.** (2018). Who and how: Development of teacher identity and dispositions in a museum-based teacher education program. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
  - Howes, E., & **Wallace, J.** (2017). Investigating science teaching core practices in high-needs urban settings. Poster presented at the Annual Noyce Summit, Washington, D.C.
  - Doykos, B., Fallona, C., & **Wallace, J.** (2017). Exploring the impact of a museum-based teacher preparation program on emergent science teaching practice. Paper presented at National Association on Research in Science Teaching Annual Conference, San Antonio, TX.
  - **Wallace, J.** (2014). Master of Arts in Teaching Program at the American Museum of Natural History. Poster presented at the Annual Noyce Northeast Conference, Philadelphia, PA.
  - Macdonald, M., Gupta, P., Cotumaccio, A. & **Wallace, J.** (2014). Learning to teach science here, there, and everywhere: But how? A three year self-study of the instructional design features of the summer residency for AMNH MAT residents. Paper presented at National Association on Research in Science Teaching Annual Conference, Pittsburgh, PA.
  - Gupta, P. & **Wallace, J.** (2013). MAT pre-service teachers in informal settings. Paper presented at Association of Science - Technology Centers Annual Conference, Albuquerque, NM.
  - Macdonald, M. & **Wallace, J.** (2013). A 3-Dimensional Approach to Learning to Teach New ELL Students at the American Museum of Natural History Residency Program. Workshop presented at Differential That Works: Making Mathematics and Science Accessible for Diverse English Language Learners Conference, NYCDOE Office of English Language Learners in collaboration with NYU Steinhardt School, NY.
  - Macdonald, M. & **Wallace, J.** (2013). Where do students come from and why do teachers care? The intersection of geography, science, technology, and language for developing a TESOL interdisciplinary lesson. Poster presented at Annual Applied Linguistics Winter Conference, NYS TESOL, NY.
  - Macdonald, M., **Wallace, J.**, et. al. (2013). New directions: When the need meets policy and resources, good things can happen in schools. Paper presented at the American Association of Colleges for Teacher Education Annual Meeting, Orlando, FL.

## INVITED TALKS & WEBINARS

- **Wallace, J.**, Contino, J. & Smith, S. (2023, May 8). [If you build it, why won't they come: Findings from the applicant survey: New perspectives on recruitment from the AMNH RGGS MAT Earth Science Residency Program](#). Invited webinar for Prepared to Teach, Bank Street College.
- Cooke-Nieves, N., **Wallace, J.**, & Gupta, P. (2022, July 28). The magic of informal settings: A literature review of partnerships and collaborations that support preservice science teacher education across the globe. [Invited panel discussion for NSTA/ASTE web seminar titled Building tomorrow's science teachers: The what, why, and how of formal/informal partnerships for science teacher education & professional development](#).
- Hammerness, K., **Wallace, J.**, & Contino, J. (2022, February 2). AMNH MAT Earth Science Residency Program Research & Evaluation. Invited talk at a meeting of the NYS P-20 Collaborative/Prepared to Teach, Bank Street College.

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## PROFESSIONAL SERVICE AND ORGANIZATIONS

- American Educational Research Association: Reviewer for conference proposals; Member
- National Association for Research in Science Teaching: Reviewer for conference proposals; Member
- Bank Street College of Education, Center for Children's Literature, The Cook Prize Committee honoring the best children's books in STEM: Juror; Alternate Juror