

# DEANNA GALLAGHER

## BIOGRAPHY

Deanna's career in education began in the Chicago area in 1992, where she earned her M.A.T. at the University of Chicago and taught in public and private schools in Hyde Park. Academic and research mentorship under George Hillocks equipped her with a uniquely rich professional foundation in English education. It led her to prioritize creative, reflective practice, a student engagement and data-driven approach to creating curriculum, and cultivation of collaborative collegial relationships throughout her career.

Deanna has a broad range of experience in teaching, curriculum development, faculty mentoring, research and writing in private, public, comprehensive, magnet, laboratory, and international schools in the midwestern and northeastern U.S. as well as the United Kingdom. She has a deep experiential understanding of the unique challenges and learning opportunities created when teaching English language learners alongside native English speakers. In the nonprofit sector, Deanna has directed volunteer initiatives bringing human rights education into primary and secondary schools. Her expertise in analysis of local school culture and its impact on individual and group teaching practice has been developed through work in diverse professional environments, as well as through leadership of school self-study initiatives and service on visiting committees.

Deanna delights in supporting all learners through effective coaching, mindful listening to disparate voices, identifying individual talents, affirming aspirations, and bringing together diverse perspectives to create powerful, sustainable change.

## EDUCATION

### M.A.T. Secondary English Education

The University of Chicago

### B.A. Honors

University of Wisconsin-Madison

## AFFILIATIONS

National Council of Teachers of English

Two (LIT)eracy Ladies Podcast

Two (LIT)eracy Ladies Podcast



## PRESENTATION TOPICS

THE WHO, WHAT, WHY,  
WHEN AND HOW OF  
TEACHING ARGUMENT

STATE STANDARDS, AP AND IB:  
FINDING AND BUILDING  
UPON COMMON GROUND  
TO RAISE ACHIEVEMENT  
LEVELS FOR ALL STUDENTS

NON-NATIVE SPEAKERS  
IN THE MAINSTREAM  
CLASSROOM:  
SUCCESSFUL  
STRATEGIES FOR  
PROMOTING  
LANGUAGE  
DEVELOPMENT  
AND ACHIEVEMENT

PROMOTING AND  
SUPPORTING POSITIVE  
FACULTY COLLABORATION  
ACROSS DISCIPLINES  
AND GENERATIONS

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