



## Tiffany Gallagher

*Professor,  
Faculty of Education,  
Brock University*

### Biography

Tiffany Gallagher is a Professor in the Department of Educational Studies at Brock University in Ontario. Prior to this role, Tiffany taught in two school boards in Northern Ontario. Then, for 13 years, she was an administrator in private practice supplemental education providing remedial instruction for students with learning difficulties.

She is recognized for her research that aims to enhance the learning of students with literacy difficulties and learning challenges. She specializes in survey design and case study methods. Within the past few years, she has worked closely with two school boards in the Niagara region of Ontario as a consultant researcher for projects that these school boards were implementing in the areas of professional development, and literacy for struggling students. Supporting the professional learning of teachers through instructional and inclusion coaching are also a focus of her work.

Longitudinal, multi-varied participant perspectives are the cornerstone of Tiffany's research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators, and policy makers. She has published more than 60 refereed articles/chapters, as well as eight books. Tiffany is also the Director of the Brock Learning Lab that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.

### Interests

Reading Disabilities; Learning Disabilities;  
Inclusion Coaching; Teachers with Learning  
Disabilities

### Consultation

Differentiated Literacy Assessment; Reading  
Disabilities; Learning Disabilities

### Contact

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## Projects and Publications

- Bennett, S., Gallagher, T.L., Somma, M., White, R., & Włodarczyk, K. (2020). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In J. Goldan, J. Lambrecht & T. Loreman (Eds.), *International perspectives on inclusive education. Volume 15: Resourcing inclusive education*. Emerald Publishing. ISBN: 978-1-800043-457-8 <https://www.emeraldgrouppublishing.com/>
- Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Villella, M., Charles, E., Vanderloon, M., Gallagher, T., Howell, G., & Whitley, J. (2020). Experiences that shape pre-service teachers' inclusive practice beliefs: A group concept mapping study. *International Journal of Inclusive Education*, 1-16. <https://doi.org/10.1080/13603116.2020.1862403>
- Bennett, S., Gallagher, T.L., Somma, M., & White, R. (2020). Transitioning towards inclusion: A triangulated view of the role of educational assistants. *Journal of Research in Special Education Needs*, 1-11. <https://doi.org/10.1111/1471-3802.12508>
- Ismailos, L., Gallagher, T.L., Bennett, S., & Li, X. (2019). Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education. *International Journal of Inclusive Education*, 22(2), 175-191. <https://doi.org/10.1080/13603116.2019.1642402>
- Bennett, S., Dworet, D., Gallagher, T., & Somma, M. (2019). *Special education in Ontario schools (8th Ed.)*. Highland Press.
- Gallagher, T.L., & Bennett, S. (2018). The six 'P' model: Principles of coaching for inclusion for inclusion coaches. *International Journal of Mentoring and Coaching in Education*, 7(1), 19-34. <https://doi.org/10.1108/IJMCE-03-2017-0018>
- Gallagher, T.L. & Ciampa, K. (2020). *International perspectives on teacher candidates and in-service literacy teachers' self-efficacy and collective efficacy*. Palgrave Macmillan. ISBN 978-3-030-47820-9 DOI 10.1007/978-3-030-47821-6. <https://www.palgrave.com/gp>
- Gallagher, Victoria, & Gallagher, Tiffany (2018). Victoria and Tiffany Gallagher: Our Story, in *Inclusive Education Canada*, <https://bit.ly/38xy8Ql>

