

## Jamie B. Wallace

American Museum of Natural History, Education Department  
Central Park West at 79th Street, New York, NY 10024

[jwallace@amnh.org](mailto:jwallace@amnh.org)

---

### RESEARCH AND EVALUATION EXPERIENCE

**American Museum of Natural History, Educational Research and Evaluation** April 2016-present  
*Manager of Evaluation and Data Collection*

- Conduct qualitative research on multiple projects and impacts research including a cross-institutional research study on teacher mentoring, culturally responsive science education, case studies of teacher graduates, teacher research
- Research study manager on NSF-funded five-year research study examining culturally responsive science teaching
- Design evaluation proposals, develop instruments, and conduct, guide, and lead internal evaluations on new exhibitions, prototyping to inform exhibition design, teacher professional development programs and courses, and education courses
- Manage large-scale evaluation studies on education programs including the AMNH MAT teacher residency and on exhibitions conducted externally, including guiding the design, instrumentation, and data collection
- Disseminate current research and evaluation at conferences and meetings; grant writing

**Research and Evaluation Consultant** Jan. 2012 - 2018

- Worked with multiple educational organizations. Project examples include evaluation of teacher professional development initiatives, elementary science pilot program, effectiveness of research and STEM initiatives for students and teachers, teacher and student initiatives and programs in formal and informal learning environments. Evaluation projects include developing scope of work, proposals, instruments, data collection and analyses, literature reviews, and writing and reporting, presentations, etc.

**NYC Department of Education, Research and Policy Support Group** May 2015 - July 2017

*Research and Evaluation Consultant and Research Study Manager*

- Research Study Manager for an impact study of a middle school literacy program, supervised six data collectors and research assistant during data collection using the Protocol for Language Arts Teaching Observations (PLATO). During pilot study, supervised two data collectors and liaised with administrators and teachers.
- Provided research and evaluation support to multiple projects and programs in RPSG, including internal and external data requests, analyzing data and conducting interviews and focus groups.

**American Museum of Natural History, New York, NY** Oct. 2011- Jan.2015

*Education & Policy Associate*

- *Evaluation:* Internal evaluator on teacher professional development programs. Collaborated on instrument design, managed data collection, data analysis, and reporting aspects of program evaluation for multiple projects. Collaborated with external researchers and evaluators and coordinated evaluation activities.
- *Research:* Principal investigator on NSF Grant GEO #1202986 titled "Resources to Increase Geoscience Literacy." Conducted classroom observations and teacher interviews, and collected student and teacher artifacts. Developed IRB applications. Conducted research on TESOL and ELL resources for classroom application and educational policy changes at state and federal levels.
- *Teaching:* Developed and led sessions for universities and teacher education programs on teaching with Museum resources, object-based teaching, and evaluation.
- *Higher Education:* Coordination and support for courses co-taught with multiple universities; taught sessions on informal education and using Museum resources; liaise with institutional partners; develop and analyze surveys. Liaison with partner host schools and principals, mentors, and teacher candidates; develop instruments for observation and documentation. Develop and maintain digital mini-library of academic literature for program courses and faculty.
- *Dissemination:* Developed and collaborated on academic papers, presentations, and posters for conferences and publication.

*Education Program Evaluator (part-time), Education Department* Jan. 2009-Dec. 2011

- Analyzed survey data and wrote evaluation reports on education programs, teacher professional development, and exhibitions.

- Ziff Brothers Investments**, New York, NY Jan. 2007-Oct. 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 and evaluated surveys on progress and status updates.
  - Led training on creating effective business presentations and international business etiquette.
- The Oxfordshire Community Foundation**, Oxford, UK Jan. 2005 - June 2006  
*Research Volunteer*
- Researched current social issues including homelessness, health, and teenage pregnancy in Oxfordshire for promotional material for foundation.
  - Created surveys for project leaders on foundation's application process; assessed surveys; wrote reports.
- The Guide Dogs for the Blind Association**, Sheffield, UK Sept. - Oct. 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 May-June 2002  
*Data Collector*
- Conducted visitor surveys and interviews on new exhibitions at the museum.
- The Cleveland Museum of Natural History**, Cleveland, OH July-Aug. 2001  
*Lillian Zevin Intern, Cultural Anthropology & Visual Arts Department*
- Identified, documented, and researched recently donated African collection of 200+ objects. Conducted interviews with 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.

---

## TEACHING EXPERIENCE

- American Museum of Natural History**, New York, NY,
- 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 with beginning level English skills 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*

---

## 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

---

## SKILLS

- *Data analysis programs*: Dedoose, Excel, Qualtrics, SurveyMonkey, SurveyGizmo/Alchemer, SPSS, Stata.
  - *Additional software programs*: Visio, Moodle, Digiication, Google Analytics, Quark, Photoshop, LotusNotes, Factiva, Capital IQ, Matlab, Confluence, JIRA, Oracle, various databases.
  - Trained using Stanford University's Center to Support Excellence in Teaching's Protocol for Language Arts Teaching Observations (PLATO).
  - *Languages*: Basic knowledge of Spanish, French, Hebrew.
  - Certificate in Business Communication from American Management Association (2009).
- 

## 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)
- 

## SELECTED PUBLICATIONS

- Sickler, J., **Wallace, J.**, Hammerness, K., Halderman, L. & Esteves, S. (In press). From evaluation to reimagined action: Adapting digital media in a COVID hands-off world. To appear in *Exhibition* 40(1).
- **Wallace, J.** & Ingber, J.D. (In press). "Sparkling imaginations": Exploring science teachers' perspectives and experiences of play and early learning at dioramas. In Tunnicliffe, S.D. & Kennedy, T. (Eds.), *International policies and practice: Play, STEM and the early years*. Springer.
- Cooke-Nieves, N., **Wallace, J.**, Gupta, P. & Howes, E. (In press). The magic of informal settings: A literature review of partnerships and collaborations that support pre-service science teacher education across the globe. In Luft, J. & Jones, G. (Eds.), *Handbook of research on science teacher education*. Routledge.
- Howes, E.V. & **Wallace, J.** (under review). Intertwining core practices in science teacher education: Faculty perspectives and classroom practice.
- 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. ISBN-13: 978-1-61250-897-9
- **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.

## SELECTED CONFERENCE PAPERS AND PRESENTATIONS

- **Wallace, J.**, Howes, E., Tully, C., Funk, A., Krepski, S., Pincus, M., Sharif, R., Swift, S., Sylvesterm S,M 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 Education 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. [not

- presented due to meeting cancellation]
- **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. [not presented due to meeting cancellation]
  - 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. Presentation 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.
  - Dokyos, B., Fallona, C., & **Wallace, J.** (2017). Exploring the impact of a museum-based teacher preparation program on emergent science teaching practice. Paper presentation 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. Presentation at National Association on Research in Science Teaching Annual Conference, Pittsburgh, PA.
  - Gupta, P. & **Wallace, J.** (2013). MAT pre-service teachers in informal settings. Presentation 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.

---

**PROFESSIONAL SERVICE AND ORGANIZATIONS**

- American Educational Research Association (AERA) Member (2017-Present); Proposal Reviewer for annual meeting (2019).
- Bank Street College of Education, Center for Children’s Literature, The Cook Prize Committee honoring the best children’s books in STEM, served as Juror (2014-2018) and alternate (2018-present).
- National Association for Research in Science Teaching (NARST) Member (2013-2014, 2017-Present); Proposal Reviewer for annual meeting (2020).
- Association of Science - Technology Centers (ASTC) Member (2013-2014).
- New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Member (2012-2013).