

Chris Chang-Bacon, PhD

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EDUCATION & CERTIFICATION

- 2019 Ph.D., Curriculum & Instruction
Boston College, Lynch School of Education, Chestnut Hill, MA
Dissertation: *Monolingual Language Ideologies: Rethinking Equity and Language Policy in Sheltered English Immersion (SEI) Teacher Education* (Chair: C. Patrick Proctor)
- 2014 M.Ed., Curriculum & Instruction
Boston University School of Education, Boston, MA
- 2012 Massachusetts Teacher License (#461822)
English as a Second Language (PreK-12), English Language Arts (8-12)
- 2007 B.A., Theatre for Social Justice
Gustavus Adolphus College, Saint Peter, MN

ACADEMIC APPOINTMENTS

- 2019 – Present Assistant Professor of Education
University of Virginia, Curry School of Education and Human Development, Charlottesville, VA
- 2014 – 2018 Lecturer on Education
Boston University School of Education, Boston, MA

PROFESSIONAL EXPERIENCE

- 2017 – 2019 Writing Program Manager
Boston Public Schools, Office of Opportunity Gaps
- 2014 – 2016 Instructional Coach, Grades K-12
Boston College, Office of Practicum Experience & Teacher Induction
- 2012 – 2014 High School English Teacher, Grades 9 & 11
Lawrence Public Schools, Lawrence, MA
- 2008 – 2011 Elementary & Middle School ESL Teacher, Grades 3-8
Chung Dahm Institute, Busan, South Korea
- 2007 – 2008 Youth Development & English Teaching, Grades 2-Adults
U.S. Peace Corps, Morocco

PUBLICATIONS

REFEREED JOURNAL PUBLICATIONS

- Chang-Bacon, C. K.** (in press). Idealized language ideologies: The “New Bilingualism” meets the “old” educational inequities. *Teachers College Record*.
- Oliveira, G., Lima Becker, M., & **Chang-Bacon, C. K.** (2020). “Eu sei, I know”: Equity and immigrant experience in a Portuguese-English dual language education program. *TESOL Quarterly* 54(3). DOI: <https://doi.org.proxy01.lits.virginia.edu/10.1002/tesq.589>
- Chang-Bacon, C. K.** (2020). Monolingual language ideologies and the Massachusetts Sheltered English Immersion (SEI) endorsement initiative: A critical policy analysis. *Educational Policy*. DOI: <https://doi.org/10.1177/0895904820901465>
- Chang-Bacon, C. K.** (2020). Who’s being ‘sheltered?’: How monolingual language ideologies are produced within education policy discourse and Sheltered English Immersion. *Critical Studies in Education*.
<https://doi.org/10.1080/17508487.2020.1720259>
- Oliveira, G., **Chang-Bacon, C. K.**, Cho, E., & Baez Cruz (2020). Parent and teacher perceptions of a two-way dual language immersion program. *Bilingual Research Journal*. DOI: <https://www.tandfonline.com/doi/full/10.1080/15235882.2020.1773961>
- Colomer, S. E., & **Chang-Bacon, C. K.** (2020). Seal of biliteracy graduates get critical: Incorporating critical biliteracies in dual language programs and beyond. *Journal of Adolescent and Adult Literacy*. 63(4), 379-389. DOI: <https://doi.org/10.1002/jaal.1017>
- Bacon, C. K.** (2020). “It’s not really my job”: A mixed methods framework for language ideologies, monolingualism, and teaching emergent bilingual learners. *Journal of Teacher Education*. 71(2), 172–187. DOI: <https://doi.org/10.1177/0022487118783188>
- Friedman, A. A., Pedersen, J. M., & **Bacon, C. K.** (2019). Getting to what is: Poetry as a genre of access for multilingual learners. *Teaching/Writing: The Journal of Writing Teacher Education*. 1(3), 23-56. Retrieval from: <https://scholarworks.wmich.edu/wte/vol6/iss1/3>
- Bacon, C. K.**, & Kim, S. Y. (2018). “English is my only weapon”: Neoliberal language ideologies and youth metadiscourse in South Korea. *Linguistics and Education*. 48, 10-21. DOI: <https://doi.org/10.1016/j.linged.2018.09.002>
- Bacon, C. K.** (2018). Appropriated literacies: The paradox of “critical” literacies, policies, and methodologies in the “post-truth” era. *Education Policy Analysis Archives*. 26, (147). DOI: <https://dx.doi.org/10.14507/epaa.26.3377>

Bacon, C. K. (2017). “Multi-language, multi-purpose”: A literature review, synthesis, and framework for critical literacies in English language teaching. *Journal of Literacy Research*, 49(3), 424-453. DOI: <https://doi.org/10.1177/1086296X17718324>

Bacon, C. K. (2017). Dichotomies, dialects, and deficits: Confronting the “Standard English” myth in literacy and teacher education. *Literacy Research: Theory, Method, and Practice*, 66(1), 341-357. DOI: <https://doi.org/10.1177/2381336917719255>

Garcia-Huidobro, J. C., Nannemann, A., **Bacon, C. K.**, & Thompson, K. (2017). Evolution in educational change: A literature review of the historical core of the Journal of Educational Change. *The Journal of Educational Change*, 18(3), 263-293. DOI: <https://doi.org/10.1007/s10833-017-9298-8>

IN REVIEW FOR REFEREED JOURNALS

Chang-Bacon, C. K. (in revision). “We sort of dance around the race thing”: Race-evasiveness in teacher education.

Chang-Bacon, C. K. (in revision). Generation interrupted? Rethinking “Students with interrupted formal education” (SIFE) in the wake of mass school closure.

Chang-Bacon, C. K. (in review). ‘I don't think that's really their wheelhouse’: Governing language policy interpretation through discursive avoidance.

PEER-REVIEWED BOOK CHAPTERS

Chang-Bacon, C. K., Khote, N., Schell, R., & Crookes, G. (in press). Critical literacies & multilingualism: Manifestations of critical literacies in, second language classrooms, second language learning, bilingualism, and translanguaging. In Pandya, J.Z., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.), *The Critical Literacies Handbook*. New York, NY: Routledge.

Proctor, C. P., & **Chang-Bacon, C. K.** (in press). Demographic realities and methodological flexibility for literacy teaching and research. In E. B. Moje, P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.), *Handbook of Reading Research, Vol. V*. Routledge.

Chang-Bacon, C. K., & Colomer, S. E. (prospectus accepted). Critical bi/multiliteracies: The mutually reinforcing endeavor of Freirean criticality and bi/multilingual education. In Barros, S.R. & de Oliveira, L. (Eds), *Freirean Approaches to Language Education: Celebrating 50 Years of Pedagogia do Oprimido*.

INVITED REPORTS, REVIEWS, AND CHAPTERS

Hargreaves, A., Shirley, D., Wangia, S., **Bacon, C. K.**, & D'Angelo, M. (2018). *Leading from the middle: Spreading learning, well-being, and identity across Ontario*. Report for the Ontario Ministry of Education. Retrieval from: http://ccsli.ca/downloads/2018-Leading_From_the_Middle_Final-EN.pdf

Bacon, C. K. (2018). Counting what counts as language. [Review of *The Invention of Monolingualism*, by D. Gramling (2016)]. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages*, 5(1), 88-92. doi.org/10.21283/2376905X.8.152

Friedman, A. A., **Bacon, C. K.**, & Pedersen, J. M. (2018). In praise of poetry: Toward access and power. *Illinois English Bulletin*, 105(2), 7-13. Retrieval from: https://www.researchgate.net/publication/324455339_In_Praise_of_Poetry_Toward_Access_and_Power

Bacon, C. K., Pedersen, J. M., & O'Connor, M. T. (2017). Writing, agency, and linguistic diversity: Multilingual learners as agentic writers. *Journal of Literacy Research*. Virtual Special Issue. Retrieval from: <http://journals.sagepub.com/page/jlr/virtual-special-issue>

Bacon, C. K. (2015). A Pedagogy for the oppressor: Re-envisioning Freire and critical pedagogy in contexts of privilege. In M. Kappen, M. S. Selvaraj, & S. T. Baskaran (Eds.), *Revisoning Paradigms: Essays in Honour of David Selvaraj* (pp. 226-237). Bangalore, India: Visthar. Retrieval from <http://www.visthar.org/Revisoning%20Paradigms.pdf>

MEDIA APPEARANCES & POPULAR PRESS

Breen, A. (2020, June 1). Study: Teachers don't uniformly benefit from new English Language Learner policies. *Curry School News*. [https://curry.virginia.edu/news/study-teachers-don't-uniformly-benefit-new-english-language-learner-policies](https://curry.virginia.edu/news/study-teachers-don-t-uniformly-benefit-new-english-language-learner-policies)

Hoppie, M. (2018, June 6). 2018 MATSOL Conference: Massachusetts LOOK Act & Seal of Biliteracy. *TWIN-CS Education Blog*. Retrieval from <https://www.twincs.org/archived-blogs/2018-matsol-conference-massachusetts-look-act-seal-of-biliteracy>

Bacon, C. K. (Feb 1st, 2017). Political Clarity: Combatting "Post-Truth" Narratives Through Critical Literacy. *Berkeley Review of Education*, Retrieval from <http://www.berkeleyreviewofeducation.com/cfc2016-blog/political-clarity-combatting-post-truth-narratives-through-critical-literacy>

Bacon, C. K. (Jun 27th, 2015). High Stakes Testing and Critical Thinking: Is Balance Possible? In C.M. Rubin (Ed.), *The Global Search for Education: Our Top 12 Global Teacher Blogs* *Huffington Post Education*. Retrieval from: http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu_b_7157112.html

GRANTS & RESEARCH FUNDING

Curry School of Education Innovative, Developmental, Exploratory Awards (IDEA)

- **\$10,000**; Principal Investigator with Dr. April Salerno, University of Virginia
- Awarded to fund *Speaking Up: Researching Professional Collaboration and Conflict Resolution through Digital Simulations in Teacher Education*

Collaborative Fellows Program Grant (2018)

- **\$35,000**; Project Manager and Grant Writer with Dr. Gabrielle Oliveira, Boston College
- Awarded to fund ethnographic study of a Massachusetts Portuguese-English two-way immersion program

Warmenhoven Family Endowed Fund for Collaborative Teaching and Research in Catholic Education (2018)

- **\$30,000**; Project Manager and Grant Writer with Dr. Gabrielle Oliveira, Boston College
- Awarded to study racial equity in national network of 20 dual-language immersion programs in Catholic schools

The International Research Foundation for English Language Education (TIRF) Doctoral Dissertation Grant (2018)

- **\$3,250**; Principal Investigator
- Approximately 15 awarded internationally each year to fund dissertation research

Boston College Lynch School of Education, Dissertation Development Grant (2018)

- **\$2,000**; Principal Investigator
- Two awarded per year among education school at large for dissertation research

National Council of Teachers of English (NCTE) Conference on English Education (CEE) Graduate Student Research Grant (2017)

- **\$2,500**; Co-Principal Investigator
- One awarded nationally per year, awarded to fund research proposal, “*It’s Like Close Reading for Identity’: A Framework for Writing as Discourse with Teachers of Linguistically Diverse Learners*”

NATIONAL AWARDS

AERA Bilingual Education Research Dissertation Award, Second Place (2020)

- Awarded for dissertation: *Monolingual Language Ideologies: Rethinking Equity and Language Policy in Sheltered English Immersion (SEI) Teacher Education*

AERA Language and Social Processes Emerging Scholar Award (2019)

- One awarded nationally per year
- Awarded for research contributions to the field of Language and Social Processes

AERA Bilingual Education Research Travel Award (2017)

- 1-3 awarded nationally every other year
- Awarded for conference paper, *Language Ideologies and The Monolingual Gaze: A Mixed Methods Study of Teacher Beliefs Surrounding Bilingual Learners*.

AERA Paulo Freire Travel Award (2016)

- 1-2 awarded nationally per year
- Awarded for book chapter *A Pedagogy for the oppressor: Re-envisioning Freire and critical pedagogy in contexts of privilege*

RESEARCH EXPERIENCE

- 2020 – Present Co-Principal Investigator: *Speaking Up: Simulating Linguistic Advocacy and Conflict Resolution in Teacher Education*. Partnership with Dr. April Salerno, University of Virginia.
- 2017 – Present Principal Investigator: *Policy Interpretation and Sheltered English Immersion (SEI)*. Funded through The International Research Foundation for English Language Education (TIRF).
- 2017 – Present Co-Principal Investigator: *Whose Seal?: Analyzing State Seal of Biliteracy Programs and their Graduates*. Partnership with Dr. Soria Colomer, Oregon State University
- 2015 – Present Co-Principal Investigator: *“It’s like close reading for identity”: Implementing a discourse analytic framework for writing with Multilingual Learners*. Funded through a National Council of Teachers of English (NCTE) English Language Arts Teacher Educators (ELATE) Research Grant. Partnership with Dr. Joelle Pedersen, Newton Public Schools.
- 2017 – 2019 Project Manager: *Latinx Education Experience in Two-Way Immersion Bilingual Programs in the United States*, with Dr. Gabrielle Oliveira, Boston College. Funded through two Boston College research grants. Included supervision of four doctoral research assistants.
- 2015 – 2018 Principal Investigator: *Teacher Language Ideologies: A Mixed Methods Case Study across three New England Teacher Preparation Programs*. Collaboration Dr. Audrey Friedman, and two doctoral research assistants, Boston College
- 2015 – 2018 Principal Investigator: *English, Power, and Identity in a Korean English Learning Academy*. International collaboration with two doctoral fellows assistants, one in-country researcher, and two translators. Boston College.

- 2016 – 2017 Data Manager: *Comprehension, Language Acquisition, and Vocabulary, in English and Spanish (CLAVES) Project*.
IES Funded Research Grant, PI: Dr. C. Patrick Proctor, Boston College,
- 2015 – 2017 Research Fellow: *Equity & Wellbeing, Council of Ontario Directors of Education (CODE) Project*. Funded by the Ontario Ministry of Education,
PIs: Dr. Andy Hargreaves & Dr. Dennis Shirley, Boston College,

UNIVERSITY TEACHING EXPERIENCE:

TEACHING METHODS COURSES: GRADUATE AND UNDERGRADUATE

EDIS 5470: ESL Assessment & Curriculum Design

Curry School of Education & Human Development, University of Virginia

The purpose of this course is to prepare teachers to work with students (K-12) for whom English is not their native language. Work includes examining instruments used to assess English proficiency and the interpretation of those assessments. The curriculum design aspect of the course is based on a differentiation model and includes methods aimed at helping students gain English language skills necessary for success in general content areas.

EDIS 5428: ESL Methods PreK-12

Curry School of Education & Human Development, University of Virginia

This course is designed for current and future teachers seeking to learn how to instruct English learners. Students explore the WIDA Essential Actions and ELD Standards, learn about various current and historical ESL instructional models, and consider how the four language skills are taught within classrooms to ELs. Students also learn about collaborative practice as ESL teachers working with grade-level or content-area teachers.

EDIS 5878/5873: Seminar: Teaching Internship-ESL & Foreign Language

Curry School of Education & Human Development, University of Virginia

Designed to accompany the teaching internship (i.e., student teaching semester), this seminar focuses on special issues and concerns that grow out of that experience, including such topics as classroom management, parent-teacher conferences, and school-community relations. Seminar sections are aligned with specific program/endorsement areas and meet the guidelines for the approved licensure program in the Commonwealth of Virginia.

EDIS 5868: Clinical Experience in English as a Second Language Education

Curry School of Education & Human Development, University of Virginia

A semester-long clinical experience designed to develop skills in fostering positive professional relationships with adolescent students, colleagues, & peers; observing & reflecting on instruction; & designing & implementing individual, small group, & whole class instruction.

EDIS 5863: Clinical Experience in World Languages

Curry School of Education & Human Development, University of Virginia

Designed for future secondary teachers enrolled in the one-year Master of Teaching Secondary Program who are seeking initial certification in the State of VA. A semester long intensive

clinical experience designed to develop skills in fostering positive professional relationships with adolescent students, colleagues, & peers; observing & reflecting on instruction; & designing & implementing individual, small group, & whole class instruction.

TL525/TL520: Teaching English Language Learners

Boston University School of Education

Focus on current theory/research related to teaching English language learners and the implications for effective language, literacy, and content-area assessment and instructional practices in sheltered English immersion classrooms in middle/high schools. TL525 planned for students seeking licensure in the content areas at the 5-12 level and TL520 planned for students seeking licensure in the content areas at the PreK-5 level.

HDF702: Language, Literacy, and Culture

Wheelock College School of Education

Explores the relationships between language and culture. Examines methods of helping linguistically diverse students develop literacy abilities within contexts that draw upon and extend home language competencies. Focuses both on native English speakers who speak non-mainstream varieties of English and on children who speak a first language other than English.

EDUC7473: Teaching Writing

Boston College School of Education and Human Development

Discusses developing and sustaining a writing curriculum for teachers in K-12, including a variety of pedagogical approaches to developing a sustained and rigorous classroom writing culture. Grade is based on a portfolio of finished writing and a strategic plan for implementing writing protocols and ideas in the classroom.

EDUC6346: Teaching Bilingual Students in Elementary Grades

Boston College School of Education and Human Development

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms for elementary and early childhood education majors. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.

EDUCATIONAL RESEARCH AND FOUNDATIONS COURSES: GRADUATE AND UNDERGRADUATE

RES722: Research on Language and Literacy

Wheelock College School of Education

Introduces varied approaches to language and literacy research. Provides experience with qualitative and quantitative data collection and analysis. Participants prepare analyses of assessment data and write research briefs for other teachers. Based on questions from their practice, students summarize existing literature and prepare a research proposal.

EDUC7436: Curriculum Theories and Practice

Boston College School of Education and Human Development

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

BI620: Educational Issues in Bilingualism

Boston University School of Education

Explores the effect of language diversity on the education of school-aged students. Examines national and international theory, research, policy, and practice in teaching students who speak languages other than the national language. Special focus on race, class, & gender in language.

REFEREED CONFERENCE PRESENTATIONS

Chang-Bacon, C. K., Cho, E., Baez-Cruz, M., & Oliveira, G. (December, 2020, Accepted Presentation). *Parallel Parent and Teacher Perceptions of a Two-way Dual Language Immersion Program*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Conference held online.

Chang-Bacon, C. K. (December, 2020, Accepted Presentation). *'I don't think that's really their wheelhouse': How Do We Prepare Teachers to Interpret Language & Literacy Policy?* Paper presentation at the annual meeting of the Literacy Research Association (LRA), Conference held online.

DeJulio, S., Chang-Bacon, C. K., Sanders, R., Profit, A. (December, 2020, Accepted Presentation). *Interrogating the Syllabus: The Collaborative Impact of a Thinking with Theory Approach to Literacy Teacher Education Coursework*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Conference held online.

Chang-Bacon, C. K. & Colomer, S. E., (April, 2020). *Biliteracy as Property: The Promise and Perils of the Seal of Biliteracy*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference canceled)

Chang-Bacon, C. K., Cho, E., Baez-Cruz, M., & Oliveira, G. (April, 2020). *Parallel Perceptions of Two Way Immersion Program Implementation: How parents and teachers understand its merits*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference canceled)

Lima Becker, **Chang-Bacon, C. K.,** & Oliveira, G. (April, 2020). *"Eu sei, I know": Balancing Literacies and Immigrant Experience in a Portuguese-English Dual Language Program*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference canceled)

Chang-Bacon, C. K. & Colomer, S. E., (December, 2019). *Biliteracy as (Whose) Property*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, FL.

Lima Becker, **Chang-Bacon, C. K.**, & Oliveira, G. (December, 2019). “*Eu sei, I know*”: *Balancing Literacies and Immigrant Experience in a Portuguese-English Dual Language Program*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, FL.

Bacon, C. K., & Colomer, S. E., (March, 2019). *Biliteracy as White Property?* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Atlanta, GA.

Bacon, C. K. (April, 2019). *Multi-language, Multi-truth? Critical Literacies Meets Post-Truth in Language Education*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Toronto, ON.

Bacon, C. K. (April, 2019). *Cosmetic Criticality: (Re)Centering Political Clarity within First Wave Responses to “Post Truth.”* Roundtable presentation at the annual meeting of the American Educational Research Association (AERA), Toronto, ON.

Colomer, S. E., & **Bacon, C. K.** (April, 2019). *To “Put a Name on” Biliteracy: The Manifestation of Critical Biliteracies among Seal of Biliteracy Graduates*. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA), Toronto, ON.

Bacon, C. K. (November, 2018). *Critical mono-literacies? How monolingual orientations threaten the continued vitality of critical literacies*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.

Bacon, C. K. (November, 2018). *Appropriated Criticality: Reclaiming Critical Literacies in an era of “Post-Truth” and “Fake News”* Paper presentation at the annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.

Colomer, S. E., & **Bacon, C. K.** (November, 2018). *(Re)claiming Biliteracy: The Stories of Biliteracy Seal Graduates*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.

Bacon, C. K. & Pedersen, J. M. (November, 2018). *Critical Issues in English Education: Research by CEE Research Initiative Award Winners*. Roundtable presentation at the annual meeting of the National Council of Teachers of English (NCTE), Houston, TX.

Colomer, S. E., & **Bacon, C. K.** (March, 2017). *Critical Biliteracies: A Framework for Understanding the Intersections of Language, Culture and Power among Biliteracy Seal High School Graduates*. Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Chicago, Illinois.

Bacon, C. K., Pedersen, J., & Friedman, A. A. (December, 2017). *Implementing a Framework of Poetic Discourse Analysis for Writing with Multilingual Learners*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, Florida.

Bacon, C. K. (December, 2017). *Language Autobiographies as a Window into Preservice Teachers' Construction of Language Difference*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, Florida.

Bacon, C. K., Pedersen, J., & Friedman, A. A. (November, 2017). *"It's Like Close Reading for Identity": Poetic Discourse, Lived Realities, and Writing with Multilingual Learners*. Paper presentation at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri.

Bacon, C. K. (April, 2017). *Language Ideologies and The Monolingual Gaze: A Mixed Methods Study of Teacher Beliefs Surrounding Bilingual Learners*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K., Pedersen, J., & Friedman, A. A. (April, 2017). *Getting to What Is: Poetry as a Genre of Access for Multilingual Learners*. Round table presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K. (April, 2017). *Well-Being, Student Voice, & Language Rights: New Directions for Ontario*. In *The Emerging Age of Engagement, Identity and Well-being: New Research Findings from Ontario*, Symposium at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Garcia-Huidobro, J. C., **Bacon, C. K.,** Nannemann, A., & Thompson, K. (April, 2017). *The Past, Present, and Future of Educational Change*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K. (January, 2017). *Student Voice and Well-Being: Vacating Identity Silos toward Intersectionality and Amplified Centrality*. In *Multiple Identities, Evolving Well-being(s): New Research Findings from Ontario*. Symposium at the annual meeting of the International Congress for School Effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

O'Keefe, M., **Bacon, C. K.,** & D'Angelo, M. (January, 2017). *Leading from the Middle: Collaborative Inquiry for Disciplined Innovation*. The annual meeting of the International Congress for School Effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

Bacon, C. K. (December, 2016). *Dichotomies, Dialects, and Deficits: Confronting the "Standard English" Myth in Teacher Education*. In *Confronting Inequitable Language Policy in the Classroom*. Symposium at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Friedman, A. A., **Bacon, C. K.**, & Pedersen, J. (December, 2016). *Poetry as Reality Pedagogy: A Genre of Access for English Learners*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (December, 2016). *"But that's not really my job": The Development of Disciplinary Teacher Language Ideologies Throughout a Required ELL Methods Course*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (December, 2016). *English as a Gateway? Korean Youth Perspectives on Linguistic Capital*. In Symposium: *Lessons from around the globe: International literacies, mobility, and social transformation*. The annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (April, 2016). *"English is My Only Weapon": Youth Perceptions of 'English Fever' in South Korea*. Paper presentation at the annual meeting of the New England Educational Research Association (NEERO), Portsmouth, New Hampshire.

Bacon, C. K. (April, 2016). *Language Ideologies: A mixed methods study of teacher beliefs throughout a course on teaching English language learners*. Roundtable presentation at the annual meeting of the New England Educational Research Association (NEERO), Portsmouth, New Hampshire.

Friedman, A. A., Pedersen, J., & **Bacon, C. K.** (April, 2016). *Poetry as a genre of access for English language learners*. Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Florida.

Bacon, C. K. (December, 2015). *What's language got to do with it? A review of empirical research on critical literacy in TESOL*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Carlsbad, California.

Dobbs, C., Phillips Galloway, E., & **Bacon, C. K.** (July, 2015). *Metalinguistic skill in a register-matching task: A qualitative pilot study of middle grade English learners*. Society for the Scientific Study of Reading (SSSR), Kona, Hawaii.

INVITED PRESENTATIONS

Chang-Bacon, C. K. (April 15th, 2020). *Writing for Publication Across Early Scholarship*. Panel presentation delivered to Boston College doctoral advising cohort. Lynch School of Education and human development. Chestnut Hill, MA.

Chang-Bacon, C. K. (April 9th, 2020). *Monolingual language ideologies in policy research*. Presentation delivered to Bilingual Research course, Dr. Mandy Stewart, Texas Woman's University, Denton, TX.

Chang-Bacon, C. K. (March 20th, 2020). *Language policy and the language of policy: A research Agenda*. Faculty colloquium delivered to the University of Virginia Curry School of Education and Human Development. Charlottesville, VA.

Chang-Bacon, C. K. (March 17th, 2020). *“We sort of dance around the race thing”*: Race evasiveness in teacher education. Presentation delivered to the Center for Race and Public Education in the South at the University of Virginia Curry School of Education and Human Development. Charlottesville, VA.

Chang-Bacon, C. K. (March 4th, 2020). *Who “makes” policy? Teachers and other education stakeholders as policy interpreters*. Presentation delivered at the University of Virginia Curry School of Education and Human Development. Charlottesville, VA.

Chang-Bacon, C. K. (Feb 25th, 2020). *Discourse analysis through a poststructural approach in language research*. Presentation delivered to Discourse analysis course, Dr. April Salerno, University of Virginia Curry School of Education and Human Development. Charlottesville, VA.

Bacon, C. K. (April 30th, 2019). *Writing for Publication Across Early Scholarship*. Panel presentation delivered to Boston College doctoral advising cohort. Lynch School of Education and human development. Chestnut Hill, MA.

Bacon, C. K. (Dec 1st, 2018). *Know Your Journal: Academic Publication Trajectories*. Panel presentation delivered at the annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.

Bacon, C. K. (Oct 22nd, 2018). *Equity-Oriented Writing Instruction in Urban Schools*. Presentation delivered to Boston Public Schools Office of English Learners. Boston, MA.

Bacon, C. K. (Sept 21st, 2018). *Critical Literacies in English Language Teaching*. Presentation delivered to Literacies in Second Languages course, Dr. Raúl Mora & Claudia Cañas, Colegio Universidad Pontificia Bolivariana, Medellín, Columbia.

Garcia-Huidobro, J. C., & **Bacon, C. K.** (Sept 5th, 2018). *Historical Research in Educational Change*. Presentation delivered to Educational Change course, Dr. Dennis Shirley, Boston College, Chestnut Hill, MA.

Bacon, C. K. (Apr 4th, 2017). *Interview Piloting for Qualitative Research*. Presentation delivered to Teacher and Educational Reform course, Dr. Patrick McQuillan, Boston College, Chestnut Hill, MA.

Bacon, C. K. (Mar 22nd, 2017). *Re-Visioning Revision: Writing, Conferencing and Student Feedback in K-5 Education*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (Feb 24th, 2017). *Educational Policy and Public School Advocacy: Impacts through Academia*. Panel presentation delivered to Teach for America Massachusetts Alumni Association. Boston, MA.

Hargreaves, A., **Bacon, C. K.**, Wangia, S., D'Angelo, M., Shirley, D. (Oct 6th, 2016). *Well-being, Identity, and Achievement: Preliminary Findings from Data Collection Across 10 Ontario Districts*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Hargreaves, A., Shirley, D., **Bacon, C. K.**, Wangia, S., & D'Angelo, M. (May 11th-12th, 2016). *Leading from the Middle: District Theories of Change and Collaboration*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Bacon, C. K. (April 15th, 2016). *Alternative Teacher Certification: Promise or Peril*. Presentation delivered to Social Contexts of Education course, Dr. Leigh Patel, Boston College, Chestnut Hill, MA.

Bacon, C. K. (April 15th, 2016). *Settler Colonialism: Heritage Language Loss and Revitalization*. Presentation delivered to Social Contexts of Education course, Dr. Leigh Patel, Boston College, Chestnut Hill, MA.

Bacon, C. K. (March 21st, 2016). *Gender and Genre in the Elementary Grades*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 23rd, 2016). *Learning from Teaching in International Contexts: Teaching as Research*. Presentation delivered to Teacher and Educational Reform course, Dr. Patrick McQuillan, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 22nd, 2016). *Teaching Genre Through Deconstruction of Mentor Texts*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 18th, 2016). *Schools as Places of Racialization*. Presentation delivered to Social Contexts of Education course, Dr. Leigh Patel, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 1st, 2016). *The Teaching and Learning Cycle in K-5 Writing*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Hargreaves, A., Shirley, D., **Bacon, C. K.**, Wangia, S., & D'Angelo, M. (January 21st, 2016). *Leading from the Middle: Networks of Educational Change in Ontario*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Bacon, C. K. & Hilsabeck, E. J. (November 21st, 2015). *Pedagogy and Theatre of the Oppressed in Higher Education Classrooms*. Workshop delivered at the “I Am, We Are” Social Justice Theatre Group 20th Anniversary Conference, Gustavus Adolphus College, Saint Peter, MN.

Bacon, C. K. & Calderon, C. (June 31, 2015). *The Massachusetts RETELL Initiative for English Language Learners: Pre-service Teacher Certification Requirements*. Presentation to Teach for America Corps Member Advisor Committee, Boston, MA.

Bacon, C. K. (February 18, 2015). *The Culture of Alternative Education Licensure Programs*. Presentation delivered to Teacher and Educational Reform course, Boston College, Chestnut Hill, MA.

K-12 PROFESSIONAL DEVELOPMENT

Chang-Bacon, C. K., & MacDonald, M. (July 30th 2019). *Writing and Literacies for Multilingual Contexts*. Professional development delivered to Boston Public Schools, Office of Opportunity Gaps. Boston, Massachusetts.

Bacon, C. K., & MacDonald, M. (July 29th 2019). *Introduction to Genre-Based Writing Pedagogies for Schoolwide Change*. Professional development delivered to Boston Public Schools, Office of Opportunity Gaps. Boston, Massachusetts.

Bacon, C. K., & Portadin, L. (Sept 19th, 2018). *Writing Pedagogies for Schoolwide Change in Multilingual Contexts*. Professional development delivered to Gardner Pilot Academy, Boston Public Schools.

Bacon, C. K. (Aug 23rd, 2018). *Genre-based Writing Pedagogies in Equitable Classrooms*. Professional development delivered at Boston Public Schools, Teacher Summer Institute. Boston Public Schools Central Office, Boston, MA.

Macdonald, E., & **Bacon, C. K.** (Nov 7th, 2017). *Looking at Student Writing: Language Features in Grades 3-5*. Professional development delivered to Boston Public Schools, Excellence for All Teacher Initiative. Boston Public Schools Central Office, Boston, MA.

Brisk, M. E., **Bacon, C. K.,** & MacDonald, E. (Aug 22nd, 2017). *Genre-based Writing Instruction in Boston Public Schools*. Professional development delivered to Boston Public Schools, Teacher Summer Institute. Boston Public Schools Central Office, Boston, MA.

Bacon, C. K. (Nov 2nd, 2016). *Teaching ESOL to Adult Learners: Immigration, Language Access, and Funds of Knowledge*. Workshop series presented at the Boston College Neighborhood Center, Boston College, Boston, MA.

Bacon, C. K. (August 14, 2015). *Dialect Variation and English Language Learners*. Professional development delivered to Breakthrough Greater Boston teaching corps, Dorchester, MA.

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA) <i>Division G: Social Contexts of Education</i> <i>Division K: Teacher Education</i> <i>SIGs: Bilingual Education Research, Language & Social Processes,</i> <i>Second Language Research</i>	(2014 – present)
Literacy Research Association (LRA)	(2015 – present)
Teaching English to Speakers of Other Languages (TESOL)	(2015 – present)
American Association for Applied Linguistics (AAAL)	(2016 – present)
National Council of Teachers of English (NCTE)	(2016 – 2019)
Massachusetts Educators of English Language Learners (MATSOL)	(2017 – 2019)

SERVICE

NATIONAL SERVICE

Editorial Board Member <i>Linguistics and Education (Publisher: Elsevier)</i>	(2020 – present)
American Educational Research Association (AERA) Leadership Roles <i>Social Media Chair: Second Language Research (SLR) SIG</i> <i>Campus Liaison, Division G: Social Contexts of Education</i>	(2020 – present) (2013 – 2018)
Literacy Research Association (LRA) Leadership Roles <i>Multilingual and Transnational ICG Working Group on Racism</i> <i>Doctoral Conference Proposal Mentor</i> <i>Treasurer, Doctoral Student Innovative Community Group</i>	(2020) (2020) (2016 – 2019)
Invited Refereed Journal Reviewer <i>Linguistics and Education</i> <i>Journal of Teacher Education</i> <i>Journal of Literacy Research</i> <i>Language, Culture, and Curriculum</i> <i>American Educational Research Journal (AERJ)</i> <i>Pedagogies: An International Journal</i> <i>Modern Language Journal</i> <i>Educational Policy</i> <i>Foro de Educación</i> <i>Journal of Educational Change</i>	(2017-2020) (2018-2020) (2017-2020) (2020) (2020) (2020) (2019) (2019) (2018) (2017-2018)

Invited Submission Reviewer
AERA Division G – Social Contexts of Education (2020)
AERA Bilingual Education Research SIG (2020)

UNIVERSITY & DEPARTMENTAL SERVICE

University of Virginia, School of Education and Human Development

CISE Department Race and Equity Affinity Group (2020 – present)

PhD/EdD Dissertation and Capstone Committees
Rosalie Chung, PhD Dissertation (2020)
Jorge Grajales-Díaz, EdD Capstone (2019)

PhD/EdD Qualifying Paper Committees
William Fox, Curriculum & Instruction PhD program (2020)
Charlotte Davis, Curriculum & Instruction PhD program (2020)
Tyler Woodard, Curriculum & Instruction PhD program (2019)

Boston College, Department of Curriculum & Instruction,

Doctoral Specialization Co-Chair
Critical Perspectives on Schooling: Race, Gender, Class, Disabilities (2015 – 2018)
Language, Literacy & Culture (2015 – 2018)

Doctoral Student Mentoring Program (2015 – 2018)

Social Media Manager, *Journal of Professional Capital and Community* (2016 – 2017)

Prospective Doctoral Student Liaison (2015 – 2017)

Committee Member, *Teaching, Advising, and Mentoring Grant: Diversifying and Internationalizing Syllabi and Writing Instruction* (2014 – 2015)

K-12 EDUCATIONAL SERVICE

Survey Design Consultant for Linguistically Responsive Survey Design (2020)
Trauma-Sensitive Education, LLC

“Excellence for All” Program Consultant, (2017 – 2019)
Boston Public Schools Office of Opportunity Gaps, Boston, MA

Summer Institute Instructor, *Teach for America Massachusetts* (2012 – 2015)

School Redesign Committee, *Lawrence Public Schools, Lawrence, MA* (2012 – 2014)