

Chris Chang-Bacon, PhD

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EDUCATION & CERTIFICATION

- 2019 Ph.D., Curriculum & Instruction
Boston College, Lynch School of Education and Human Development
- 2014 M.Ed., Curriculum & Instruction
Boston University School of Education
- 2012 Massachusetts Teacher License (#461822)
English as a Second Language (PreK-12), English Language Arts (8-12)
- 2007 B.A., Theatre, Gustavus Adolphus College

ACADEMIC APPOINTMENTS

- 2019 – Present Assistant Professor of Education
University of Virginia, School of Education and Human Development
Department of Curriculum, Instruction, & Special Education
- Faculty Affiliate
- Center for Race and Public Education in the South
 - YouthNex Center for Effective Youth Development
 - The UVA Equity Center
- 2014 – 2018 Lecturer of 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 & ESL, Grades 2-Adults
U.S. Peace Corps, Morocco

PUBLICATIONS*

PEER-REVIEWED JOURNAL ARTICLES

Chang-Bacon, C. K., & Colomer, S. E. (2022). Biliteracy as Property: Promises & Perils of the Seal of Biliteracy. *Journal of Literacy Research*. 54(2) 182-207.

<https://doi.org/10.1177/1086296X221096676>

Chang-Bacon, C. K. (2022). “We sort of dance around the race thing”: Race-evasiveness in teacher education. *Journal of Teacher Education*. 73(1) 8-22.

<https://doi.org/10.1177/00224871211023042>

Chang-Bacon, C. K. (2022). ‘I don't think that's really their wheelhouse’: Governing language policy interpretation in teacher education. *Language Policy*. (21) 25-46.

<https://doi.org/10.1007/s10993-021-09588-y>

Chang-Bacon, C. K. (2022). Monolingual language ideologies and the Massachusetts Sheltered English Immersion (SEI) endorsement initiative: A critical policy analysis. *Educational Policy*. 36(3) 479-519. <https://doi.org/10.1177/0895904820901465>

Chang-Bacon, C. K. (2022). Who’s being ‘sheltered?’: How monolingual language ideologies are produced within education policy discourse and Sheltered English Immersion. *Critical Studies in Education*. 63(2), 212-228.

<https://doi.org/10.1080/17508487.2020.1720259>

Lima Becker, M., **Chang-Bacon, C. K.**, & Oliveira, G. (2021). Unilateral translanguaging: teachers’ language use, perceptions, and experience in a Portuguese-English two-way immersion program. *International Journal of Bilingual Education and Bilingualism*. Advance online publication. <https://doi.org/10.1080/13670050.2021.2004085>

Chang-Bacon, C. K. (2021). Generation interrupted: Rethinking “students with interrupted formal education” (SIFE) in the wake of a pandemic. *Educational Researcher*. 50(3), 187-196.

<https://journals.sagepub.com/doi/full/10.3102/0013189X21992368>

Chang-Bacon, C. K. (2021). Monolingual Language Ideologies and the Idealized Speaker: The “New Bilingualism” Meets the “Old” Educational Inequities. *Teachers College Record*. 123(1). <https://www.tcrecord.org/Content.asp?ContentId=23558>

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). <https://doi.org/10.1002/tesq.589>

Oliveira, G., **Chang-Bacon, C. K.**, Cho, E., & Baez Cruz, M. (2020). Parent and teacher

* Underlined names throughout CV denote doctoral students

- perceptions of a two-way dual language immersion program. *Bilingual Research Journal*. 43(2), 212-231. <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. <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. <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. <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: <http://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. <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. <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. <https://doi.org/10.1007/s10833-017-9298-8>

EDITOR-REVIEWED JOURNAL ARTICLE

- 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. Retrievable from: https://www.researchgate.net/publication/324455339_In_Praise_of_Poetry_Toward_Access_and_Power

JOURNAL ARTICLES UNDER PEER REVIEW

Barko-Alva, K. & **Chang-Bacon, C. K.** (in revision). Over-framing? Exploring sentence frames as a pedagogical mainstay or classroom control.

Chang-Bacon, C. K., Fox, W., Guzmán Antelo, M., & Salerno, A. S., (in revision). “Advocating for *and with*”? Defining, simulating, and enacting advocacy in teacher education.

JOURNAL ARTICLES IN PREPARATION

Chang-Bacon, C. K., & Pedersen, J., (in preparation). Beyond the Red Pen: A framework for teacher writing feedback with emergent bilingual learners.

Fox, W., & **Chang-Bacon, C. K.**, (in preparation). Critical language awareness through advocacy: Simulating approaches to disrupting deficit discourse in L2 writing teacher education

Rutt, A., & **Chang-Bacon, C. K.**, (in preparation). Monolingual momentum in a multilingual context: The limits of language awareness in a hybrid science learning environment.

Chang-Bacon, C. K., & Salerno, A. S., (in preparation). Classroom as neo-national microcosm: Training teachers to disrupt neo-national microaggressions through simulation.

Vargas, I., **Chang-Bacon, C. K.**, & Montalvo, L., (in preparation). Leveling Language Access: Using Multilingual Tutors in Secondary Classrooms.

Guzmán Antelo, M., **Chang-Bacon, C. K.**, & Salerno, A. S., (in preparation). Advocacy teacher talk: How ESL teachers position and identify as advocates.

Mora, R. A., Cole, M. W., & **Chang-Bacon, C. K.**, (in preparation). Defunding Investment Models in Language and Literacy Education: Toward an Ecological Biliteracy Perspective

GUEST EDITORSHIP FOR PEER-REVIEWED JOURNALS

Curtis, J. H., Zhang-Wu, Q., & **Chang-Bacon, C. K.** (Eds.) (Accepted for 2023 Special Issue). Critical Language Awareness: Teaching in Multilingual and Online Contexts. *Journal of Language, Identity & Education*.

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

BOOK CHAPTERS

- Chang-Bacon, C. K., & Colomer, S. E.** (2022). Critical Biliteracies: The Mutually Reinforcing Endeavors of Freirean Criticality and Bilingualism. In Barros, S.R. & de Oliveira, L. (Eds.), *Paulo Freire and Multilingual Education Theoretical Approaches, Methodologies, and Empirical Analyses in Language and Literacy* (pp. 27-41). Routledge.
- Chang-Bacon, C. K., Khote, N., Schell, R., & Crookes, G.** (2021). Critical literacy in English language teaching, bi/multilingualism, and translanguaging. In J.Z. Pandya, R.A. Mora, J. Alford, N.A. Golden, R.S. & deRoock (Eds.), *The Handbook of Critical Literacies* (pp. 40-49). New York, NY: Routledge.
- Proctor, C. P., & **Chang-Bacon, C. K.** (2020). 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* (pp. 17-36). Routledge.
- 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.), *Revisioning Paradigms: Essays in Honour of David Selvaraj* (pp. 226-237). Bangalore, India: Visthar. Retrievable from https://www.academia.edu/22312135/A_Pedagogy_for_the_Oppressor_Re_envisioning_Freire_and_Critical_Pedagogy_in_Contexts_of_Privilege
- Chang-Bacon, C. K., Lima Becker, M., & Oliveira, G.** (under contract). Brazilian Immigrant Students and the Gentrification of Portuguese-English DLBE Programs. In G. Delavan, J.A. Freire, & K. Menken (Eds.), *Overcoming the Gentrification of Dual Language Bilingual Education: Solution-Oriented Research and Stakeholder Resources*. Multilingual Matters.

INVITED REPORTS AND REVIEWS

- 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
- 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. Retrievable from: <http://ccsli.ca/downloads/2018-Leading-From-the-Middle-Final-EN.pdf>

NATIONAL & INTERNATIONAL AWARDS

The International Research Foundation for English Language Education (TIRF). James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts. (2022).

- Awarded for journal article *Generation interrupted: Rethinking “students with interrupted formal education” (SIFE) in the wake of a pandemic*. *Educational Researcher*.

- Award criteria: “Outstanding article... assessed for the appropriateness and rigor of the research methods used, and the significance of the paper’s contribution to knowledge within the field of language policy or planning in educational contexts.”

NAED/Spencer Postdoctoral Fellowship Semifinalist (2021)

AERA Bilingual Education Research SIG 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 SIG Emerging Scholar Award (2019)

- Awarded for research contributions to the field of Language and Social Processes

AERA Bilingual Education Research Travel Award (2017)

- 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)

- Awarded for book chapter *A Pedagogy for the oppressor: Re-envisioning Freire and critical pedagogy in contexts of privilege*

RESEARCH FUNDING

Rimm-Kaufman, S. E., Palacios, N. & Pianta, R. (September 2021-August 2025). *University of Virginia Education Science Training Program in English Language Learning (EL-VEST)*. Institute of Education Sciences, U.S. Department of Education (\$784,000).
Chang-Bacon Role: Supporting faculty involving co-mentoring of post-doctoral fellows.

Dubay, M. (PI), Salerno, A., **Chang-Bacon, C. K. (Co-PI)**, & Lonke, P. (2021). *SEHD Language Alliance: Bilingual/Multilingual Student Community and Advocacy Group*. UVA EHD Office of Diversity, Equity, and Inclusion, (\$1,000).

Chang-Bacon, C. K. (PI), & Salerno A. (2020). *Speaking Up: Researching Professional Collaboration and Conflict Resolution through Digital Simulations in Teacher Education*. School of Education Innovative, Developmental, Exploratory Awards (IDEA), (\$10,000).

Oliveira, G. (PI), Wolpe, L., & **Bacon, C. K.** (Project Manager), (2018). *Immigrant school life project: Brazilian immigrant families*. Boston College Collaborative Fellows Program Grant, (\$35,000).

Oliveira, G. (PI) & **Bacon, C. K.** (Project Manager), (2018). *Latino family and community engagement in Catholic Two-Way Immersion schools*. Warmenhoven Family Endowed Fund for Collaborative Teaching and Research in Catholic Education, (\$30,000).

Bacon, C. K. (PI), (2018). *Language Ideology and Policy Interpretation: A Critical Policy*

Analysis of a State-level Sheltered English Immersion (SEI) Endorsement Mandate. The International Research Foundation for English Language Education (TIRF) Doctoral Dissertation Grant, (\$3,250).

Bacon, C. K. (PI), (2018). *Monolingual Language Ideologies and the Massachusetts Sheltered English Immersion (SEI) Endorsement Initiative.* Boston College Lynch School of Education, Dissertation Development Grant, (\$2,000).

Bacon, C. K. (PI) & Pedersen, J. E. (Co-PI), (2017). *'It's Like Close Reading for Identity': A Framework for Writing as Discourse with Teachers of Linguistically Diverse Learners* National Council of Teachers of English (NCTE) Conference on English Education (CEE) Graduate Student Research Grant, (\$2,500).

MEDIA APPEARANCES & POPULAR PRESS

Shapiro, N. (March 21, 2022). Afghan refugee children, arriving in the Seattle area after the fall of Kabul, start school. *Seattle Times*. <https://www.seattletimes.com/education-lab/afghan-refugee-children-arriving-in-the-seattle-area-after-the-fall-of-kabul-start-school/>

Damerow, R. (2022, Jan 18). **Dr. Chris Chang-Bacon** Selected as 2022 TIRF Alatis Prize Recipient. The International Research Foundation for English Language Education (TIRF). <https://www.tirfonline.org/awardees/dr-chris-chang-bacon/>

Breen, A. (2021, May 26). What immigrant youth can teach us about school, post-COVID. *UVA Today*. <https://news.virginia.edu/content/what-immigrant-youth-can-teach-us-about-school-post-covid>

Villegas, L. (2021, May 14). SLIFE Lessons: How schools can draw on strategies designed for Students with Interrupted/limited Formal Education to help English learners in the aftermath of COVID-19. *New America*. <https://www.newamerica.org/education-policy/edcentral/sliffe-lessons/>

Heumiller, K. (2021, Mar 25). Student interrupted: Research-backed recommendations for post-COVID support, an interview with **Chris Chang-Bacon**. *Research Minutes Podcast*. Consortium for Policy Research in Education (CPRE), University of Pennsylvania Graduate School of Education. <https://www.researchminutes.org/episode/student-interrupted-research-backed-recommendations-for-post-covid-support/>

Mirshahi, D. (2020, Sept 9). Remote learning presents unique — and similar — challenges for English learners. ABC 8 News Richmond, VA. <https://www.wric.com/back-to-school-guide/remote-learning-presents-unique-and-similar-challenges-for-english-learners/>

Knott, K. (2020, Aug 22). Local school systems plan additional supports for English-Language Learners. *The Daily Progress*. https://dailyprogress.com/news/local/education/local-school-systems-plan-additional-supports-for-english-language-learners/article_56ed8add-8640-5ac6-b687-d330c96e7600.html

- Breen, A. (2020, June 1). Study: Teachers don't uniformly benefit from new English Language Learner policies, an interview with **Chris Chang-Bacon**. *Curry School News*. <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, a dialogue with **Chris Chang-Bacon**. *TWIN-CS Education Blog*. Retrieval from <https://www.twin-cs.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

REFEREED CONFERENCE PRESENTATIONS

- Fox, W., Chang-Bacon, C. K., Guzmán Antelo, M. & Salerno, A. (April, 2022). *Can Advocacy be Taught? Simulating Advocacy in Teacher Education*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Chang-Bacon, C. K.** (April, 2022). *Policy and Critical Consciousness: Lessons from “Students with Interrupted Formal Education” (SIFE)*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Lima Becker, M., Chang-Bacon, C. K., & Oliveira, G. (April, 2022). *Unilateral Translanguaging: Teachers’ Language Use, Perceptions, and Experience in a Portuguese-English Two-Way Immersion Program*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Vargas, I., Montalvo, L., & Chang-Bacon, C. K. (February, 2022). *Leveling Language Access: Using Multilingual Tutors in Secondary Classrooms*. Paper presentation at the annual meeting of the National Association for Bilingual Education (NABE). New York, NY.
- Lima Becker, M., Chang-Bacon, C. K., & Oliveira, G. (March, 2022). *Brazilian teachers’ beliefs and practices of translanguaging in a Portuguese-English bilingual program in the United States*. Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Pittsburg, PA.

Chang-Bacon, C. K., & Guzmán Antelo, M. (December, 2021). *When “the field” is a screen: Reconceptualizing field-based teacher education for language diversity in online learning*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Atlanta, GA.

Barko-Alva, K., & **Chang-Bacon, C. K.** (September, 2021). *Critical dual language teaching: Implications of the new WIDA standards*. Paper presentation at the annual meeting of the Virginia Teachers of English to Speakers of Other Languages (VATESOL). Conference held online.

Chang-Bacon, C. K. (June, 2021). *Rethinking “interrupted schooling” in the wake of a pandemic: Implications for policy and practice*. Paper presentation at the *Educational opportunities in the wake of Covid-19* virtual conference, Organized by LEARN! (Vrije Universiteit Amsterdam) and Education Lab (Maastricht University, Netherlands). Conference held online.

Chang-Bacon, C. K. & Colomer, S. E., (April, 2021). *Representing Biliteracy as Property: A Visual and Policy Analysis of the Seal of Biliteracy*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). Conference held online.

Chang-Bacon, C. K. (April, 2021). *Whose ‘Wheelhouse?’: Governing (and Avoiding) Teacher Language Policy Interpretation*. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). Conference held online.

Lima Becker, M., Olivera, G., & **Chang-Bacon, C. K.** (April, 2021). *“Dá Aqui Que Eu Faço, Let Me Show You”*: *Language Status in Portuguese-English Dual Language*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). Conference held online.

Chang-Bacon, C. K., & Rutt, A., (March, 2021). *Science at a distance: Re-envisioning language awareness for multilingual learners in a hybrid science learning environment*. Symposium presentation at the annual meeting of the TESOL International Association. Conference held online.

Chang-Bacon, C. K. (April, 2021). *“We won’t talk politics, but...”*: *Language Policy Beliefs in Teacher Education*. Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Conference held online.

Barko-Alva, K., & **Chang-Bacon, C. K.,** (February, 2021). *Over-framing? Interrogating sentence frames as pedagogical support vs. classroom control*. Paper presentation at the annual meeting of Virginia Dual Language Education Network (VADLEN). Conference held online.

Chang-Bacon, C. K., Cho, E., & Oliveira, G. (December, 2020). *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). *'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). *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, M., **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, M., **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., (May 4th, 2022). *Language and Dialect Variation in Diversity, Equity, and Inclusion (DEI) initiatives*. Presentation delivered to Curriculum, Instruction, & Special Education Department. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (March 30th, 2022). *Educational Policy Document Analysis*. Presentation delivered to doctoral research course in Educational Research. Prof. Peter Youngs. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (March 30th, 2022). *Researching language from a critical race theory lens*. Presentation delivered to doctoral research course in Multicultural Education. Prof. Stan Trent. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (Feb 24th, 2022). *Critical Dimensions of Building a Professional Agenda*. Presentation delivered to doctoral research course in Educational Research. Prof. Renata Love Jones. Georgia State University.

Chang-Bacon, C. K., (August 4th, 2021). *Research questions in language and literacy*. Presentation delivered to doctoral research course in Reading Research. Prof. Julie Cohen. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (April 14th, 2021). *Critical race/language theory: Theories of language and race*. Presentation delivered to doctoral research course in Multicultural Education. Prof. Stan Trent. University of Virginia School of Education and Human Development.

Mora, R. & **Chang-Bacon, C. K.,** (April 22nd, 2021). *Language Policy and Bilingualism*. Presentation delivered to doctoral research course. Prof. Mikel Cole. University of Texas, Houston.

Chang-Bacon, C. K., (April 15th, 2021). *Language Diversity: Reviewing the Literature*. Presentation delivered to doctoral research course. Prof. Rosa Medina Riveros. University of Massachusetts, Amherst.

Chang-Bacon, C. K., (April 14th, 2021). *Language and critical race theory: A research agenda*. Presentation delivered to doctoral research course in Multicultural Education. Prof. Stan Trent. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K. (March 25th, 2021). *Academic career trajectories in educational research*. Panel presentation for International Education Policy Program, University of Maryland College of Education.

Chang-Bacon, C. K. (March 15th, 2021). *Bilingual language development*. Presentation delivered Applied Developmental Psychology Class. Prof. Jamie Jirout. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (March 9th, 2021). *Equity in Policy and Practice: Working with Emergent Bilinguals*. Panel discussion for the University of Virginia School of Education and Development, facilitated by Sherica Jones-Lewis of the UVA Equity Center.

Chang-Bacon, C. K. (Feb 11th, 2021). *Idealized language ideologies and the “new bilingualism.”* Presentation delivered to Curriculum Studies Doctoral Seminar. Prof. Adria Hoffmann. Virginia Commonwealth University. Richmond, VA.

Chang-Bacon, C. K. (Dec 17th, 2020). *A personal biography: Whiteness and language in diversity, equity, and inclusion education*. Presentation to the Curriculum & Instruction Department Faculty Diversity, Equity, and Inclusion Committee meeting. University of Virginia School of Education and Human Development. Charlottesville, VA.

Chang-Bacon, C. K. (Oct 16th, 2020). *Language policy and the language of policy: A research Agenda*. Faculty colloquium delivered to the University of Virginia School of Education and Human Development. Charlottesville, VA.

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

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 4th, 2020). *Who “makes” policy? Teachers and other education stakeholders as policy interpreters*. Presentation delivered at the University of Virginia 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 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.

UNIVERSITY TEACHING EXPERIENCE:

TEACHING METHODS COURSES: GRADUATE AND UNDERGRADUATE

EDIS 5428: ESL Methods PreK-12***University of Virginia, School of Education & Human Development***

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 5470: ESL Assessment & Curriculum Design***University of Virginia, School of Education & Human Development***

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 5878/5873: Seminar: Teaching Internship-ESL & World Language***University of Virginia, School of Education & Human Development***

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 5858/5853: Content Area Seminar in ESL & World Language***University of Virginia, School of Education & Human Development***

This seminar is designed for further secondary teachers enrolled in the one-year Master of Teaching Secondary Program who are seeking initial certification in the state of Virginia. Designed to accompany the 5866 Clinical Experience, this seminar provides opportunities to discuss, process, and reflect on experiences in the clinical placement.

EDIS 5868: Clinical Experience in English as a Second Language Education***University of Virginia, School of Education & Human Development***

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***University of Virginia, School of Education & Human Development***

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.

TL 525/TL 520: 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.

HDF 702: 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.

EDUC 7473: 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.

EDUC 6346: 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

EDIS 5423: English Linguistics

University of Virginia, School of Education & Human Development

This course introduces the scientific study of language, exploring how linguistic insights can prepare teachers who work with preK-12 ELLs. It addresses the sounds of the language (phonetics and phonology), the structure of words/sentences (morphology and syntax) and how these features convey meaning (semantics and pragmatics). Students will apply this knowledge of language to the everyday use of English and its acquisition in school settings.

RES 722: 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.

EDUC 7436: 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.

BI 620: 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.

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.

SERVICE

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA) <i>Division K: Teacher Education</i> <i>Division G: Social Contexts of 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)
Massachusetts Educators of English Language Learners (MATSOL)	(2017 – 2019)
National Council of Teachers of English (NCTE)	(2016 – 2019)

NATIONAL SERVICE

Editorial Board Membership

Linguistics and Education (Elsevier)	(2020 – present)
Journal of Literacy Research (Sage)	(2020 – present)
American Educational Research Association (AERA) Leadership Roles <i>Doctoral Mentorship Program Mentor, SLR SIG</i>	(2021 – present)
<i>Social Media Chair: Second Language Research (SLR) SIG</i>	(2020 – present)
<i>Campus Liaison, Division G: Social Contexts of Education</i>	(2013 – 2018)
Literacy Research Association (LRA) Leadership Roles <i>Invited Discussant</i>	(2021)
<i>Multilingual and Transnational ICG Working Group on Racism</i>	(2020)
<i>Doctoral Conference Proposal Mentor</i>	(2020)
<i>Treasurer, Doctoral Student Innovative Community Group</i>	(2016 – 2019)
American Association of Applied Linguistics (AAAL) Service Roles <i>Doctoral Mentorship Program Mentor</i>	(2021)

Invited Reviewer for Peer-Reviewed Journals

Linguistics and Education
Journal of Literacy Research
Journal of Teacher Education
Educational Policy
Language Arts
Journal of Adolescent and Adult Literacy (JAAL)
Language, Culture, and Curriculum
Journal of Language, Identity, and Education
Review of Educational Research
TESOL Quarterly
Anthropology & Education Quarterly
Critical Studies in Education
AERA Open
Bilingual Research Journal
Journal of Curriculum and Pedagogy
Journal of Multilingual and Multicultural Development
Journal of Multilingual Theories and Practices
American Educational Research Journal (AERJ)
Pedagogies: An International Journal
Modern Language Journal
Foro de Educación
Journal of Educational Change

Invited Book Proposal Reviewer

Springer

(2021)

Invited Conference Proposal Reviewer

AERA Bilingual Education Research SIG

(2020-2021)

AERA Division G – Social Contexts of Education

(2020)

External Dissertation Committee Member

Lucy Montalvo, *University of Texas, Rio Grande Valley*

(2021)

Norma Monsivais Diers, *University of Illinois Chicago*

(2022)

UNIVERSITY, SCHOOL, & DEPARTMENTAL SERVICE

University of Virginia

Faculty Affiliate:

-The Equity Center: A UVA Democracy Initiative Center for the
 Redress of Inequity through Community Engaged Scholarship

(2020 – present)

Invited Panelist (Sept 30, 2021). PhD job market materials review. *Office of Graduate & Postdoctoral Affairs*

Invited Panelist (Feb 23, 2021), Faculty Success Program Panel. *Provost's Office and Division*

for Diversity, Equity, and Inclusion.

School of Education and Human Development (EHD), University of Virginia

Faculty Affiliate:

- Youth-Nex: Center to Promote Effective Youth Development (2020 – present)
- Center for Race and Public Education in the South (CRPES) (2020 – present)

Diversity, Equity, Inclusion (DEI) Working Group, Facilitated by Associate Dean Robert Berry and Office of DEI. (2020 – present)

Faculty Supervisor: EHD Office of Student Affairs Community Building Grant. Doctoral Student Awardees: María Guzmán Angelo & Mayaris Cubides Mateus (2021)

Faculty Mentor: Doctoral Student Diversity, Equity, and Inclusion (DEI) Working Group (2020 – 2021)

Department of Curriculum, Instruction, & Special Education (CISE), School of Education and Human Development, University of Virginia

Small Group Leader, CISE Departmental Diversity, Equity, and Inclusion (DEI) Affinity Group, Facilitated by Dr. Stan Trent and Dr. Natasha Heny (2021 – present)

Affinity Group Member, CISE Departmental Diversity, Equity, and Inclusion (DEI) Affinity Group, Facilitated by Dr. Stan Trent and Dr. Natasha Heny (2020 – present)

Faculty Engagement and Feedback Committee, Facilitated by Dr. Emily Solari (2021)

PhD Graduate Research Assistant Mentorship
María Guzman Antelo, Curriculum & Instruction (2020 – present)
William Fox, Curriculum & Instruction (2019 – present)

PhD Graduate Teaching Assistant Mentorship
María Guzman Antelo, Curriculum & Instruction (2020 – present)
Arielle Boguslav, Educational Policy (2020)
William Fox, Curriculum & Instruction (2019)

PhD Dissertation Committees
William Fox, Curriculum & Instruction (2022)
Tyler Woodward, Curriculum & Instruction (2021)
Rosalie Chung, Curriculum & Instruction (2021)

PhD Comprehensive Exam Committees	
Charlotte Blain, Curriculum & Instruction	(2021)
William Fox, Curriculum & Instruction	(2021)
PhD Qualifying Paper Committees	
Charlotte Blain, Curriculum & Instruction	(2021)
William Fox, Curriculum & Instruction	(2020)
Tyler Woodward, Curriculum & Instruction	(2019)
PhD Preliminary Exam Committees	
María Guzman Antelo, Curriculum & Instruction	(2021)
Isabel Vargas, Curriculum & Instruction	(2021)
Charlotte Davis, Curriculum & Instruction	(2020)
Edd Capstone Committees	
Jorge Grajales-Díaz, Curriculum & Instruction	(2021)
Edd Qualifying Paper Committees	
Jorge Grajales-Díaz, Curriculum & Instruction	(2019)
Edd Preliminary Exam Committees	
Amy Sherman, Curriculum & Instruction	(2022)
Larise Joasil, Curriculum & Instruction	(2021)

Boston College School of Education, Department of Curriculum & Instruction

Doctoral Specialization Co-Chair	
<i>Critical Perspectives on Schooling: Race, Gender, Class, Disabilities</i>	(2015 – 2018)
<i>Language, Literacy & Culture</i>	(2015 – 2018)
Doctoral Student Mentoring Program	(2015 – 2018)
Social Media Manager, <i>Journal of Professional Capital and Community</i>	(2016 – 2017)
Prospective Doctoral Student Liaison	(2015 – 2017)
Committee Member, <i>Teaching, Advising, and Mentoring Grant: Diversifying and Internationalizing Syllabi and Writing Instruction</i>	(2014 – 2015)

K-12 EDUCATIONAL SERVICE

Textbook Consultant for ESL Content, Five Ponds Press	(2022)
Survey Design Consultant for Linguistically Responsive Survey Design <i>Trauma-Sensitive Education, LLC</i>	(2020)

“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)

INTERNATIONAL SERVICE

Advisory Board Member, *Visthar Academy*, a social justice, peace and (2022 – present)
development post-graduate program affiliated Bengaluru North University,
Karnataka, India.

Survey Consultant, *A Case Study of Canadian University Instructors’* (2021)
Beliefs, Dispositions, and Perceptions of Ability Towards Working with
Emergent Multilingual Undergraduate Learners. PI: Dr. Sandra
Zappa-Hollman. University of British Columbia, Vancouver, Canada.

Invited Panelist, *Educational opportunities in the wake of Covid-19* (2021)
Dutch Ministry of Education, Organized by LEARN! (Vrije Universiteit
Amsterdam) and Education Lab (Maastricht University, Netherlands).

MA Thesis Committee Member, Diego Alberto Piedrahita Marín (2021)
“Deconstruction and redesign of learners’ social issues and practices
of power under a critical literacy approach.” Universidad Pontificia
Bolivariana, Medellín Columbia.