

CURRICULUM VITAE
Colby Hall

Present Title Assistant Professor of Education
Address University of Virginia
School of Education & Human Development
Department of Curriculum, Instruction, and Special Education
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EDUCATION

Ph.D. The University of Texas at Austin
Austin, Texas (August, 2016)
Concentration Special Education
Related Area Learning Disabilities and Behavior Disorders

M.A. Teachers College, Columbia University
New York, New York (May, 2007)
Concentration Childhood/Elementary Inclusive Education

M.Phil. Trinity College, University of Dublin
Dublin, Ireland (May, 2004)
Concentration Irish Writing

A.B. Harvard College, Harvard University
Cambridge, Massachusetts (May, 2002)
Concentration Literature
Related Area Latin American and Caribbean Literature

ACADEMIC APPOINTMENTS

2020-Present Assistant Professor of Education (tenure track), University of Virginia
2018-2020 Assistant Professor of Pediatrics (tenure track), The Children's Learning
Institute at the University of Texas Health Sciences Center at Houston

POSTDOCTORAL TRAINING

2016-2018 Postdoctoral Research Fellow, Meadows Center for Preventing Educational
Risk at the University of Texas at Austin (Supervisors: S. Vaughn & M.
Barnes)

PROFESSIONAL EXPERIENCE

2007-2010 General education third-grade teacher (inclusive classroom) at Public School
321 (Brooklyn, New York)

2003-2005 Teacher of fifth grade math, science, and social studies at Norfolk Academy (Norfolk, Virginia)

PUBLICATIONS

* Asterisk indicates student author

Peer-Reviewed Journal Articles

*McDonald, S. D., Kennedy, M. K., & **Hall, C.** (in press). Effects of multimedia academic vocabulary instruction for linguistically diverse fifth graders in a rural setting. *Reading & Writing Quarterly*.

*Dahl-Leonard, K., **Hall, C.**, Capin, P., Solari, E. J., *Demchak, A., & Therrien, W. J. (2023). Examining fidelity reporting within studies of foundational literacy skill interventions for elementary students with or at risk for dyslexia. *Annals of Dyslexia*. Advance online publication.

*Dahl-Leonard, K., **Hall, C.**, Beegle, R. S., & Capin, P. (2022). Teaching readers to recognize negative thoughts and use positive self-talk. *Intervention in School and Clinic*. Advance online publication. <https://doi.org/10.1177/10534512221140537>

Hall, C., *Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., *Conner, C., *Henry, A. R., Cook, L., Hayes, L., *Richmond, C. L., *Vargas, I., & *Kehoe, K. F. (2022). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.477>

Capin, P., **Hall, C.**, Stevens, E. A., Steinle, P. K., & Murray, C. S. (2022). Evidence-based reading instruction for secondary students with reading difficulties within multitiered systems of support. *TEACHING Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599221079643>

Solari, E. J., *Kehoe, K. F., Cho, E., **Hall, C.**, *Vargas, I., *Dahl-Leonard, K., *Richmond, C. L., *Henry, A. R., Cook, L., Hayes, L., & *Conner, C. (2022). Effectiveness of interventions for English learners with word reading difficulties: A research synthesis. *Learning Disabilities Research and Practice*, 37(3), 158-174. <https://doi.org/10.1111/ldrp.12286>

Roberts, G. J., **Hall, C.**, Cho, E., Cote, B., Lee, J., Qi B., & Van Ooyik, J. (2022). The state of current reading intervention research for English learners in grades K-2: A best-evidence synthesis. *Educational Psychology Review*, 34(1), 335-361. <https://doi.org/10.1007/s10648-021-09629-2>

Stevens, E. A., **Hall, C.**, & Vaughn, S. (2022). Language and reading comprehension for students with dyslexia: An introduction to the special issue. *Annals of Dyslexia*, 72(2), 197-203. <https://doi.org/10.1007/s11881-022-00260-6>

- Hall, C., *Dahl-Leonard, K., & Cannon, G. E. (2022).** Observing two reading intervention programs for students with dyslexia. *Exceptionality*, 30(2), 109-125. <https://doi.org/10.1080/09362835.2021.1938067>
- Denton, C. A., **Hall, C.**, Cho, E., Cannon, G. E., Scammacca, N., & Wanzek, J. (2022). A meta-analysis of the effects of foundational skills and multicomponent reading interventions on reading comprehension for primary-grade students. *Learning and Individual Differences*, 93(1), 102062-102090. <https://doi.org/10.1016/j.lindif.2021.102062>
- *Richmond, C. L., **Hall, C.**, & Solari, E. J. (2022). How to support reading comprehension in students with language comprehension difficulties. *The Reading League Journal*, 3(1), 40-47.
- Hall, C., *Dahl-Leonard, K., Denton, C. A., Stevens, E. A., Capin, P. (2022).** Fostering independence while teaching students with or at risk for reading disabilities. *TEACHING Exceptional Children*, 54(2), 124-133. <https://doi.org/10.1177/0040059921994596>
- Hall, C., Zucker, T. A., Montroy, J. J., & *Dahl-Leonard, K. (2021).** Pilot study of *Unlocking Understanding* professional development to support Grade 3 reading comprehension. *The Elementary School Journal*, 122(2), 278-313. <https://doi.org/10.1086/716638>
- *Vargas, I., **Hall, C.**, & Solari, E. J. (2021). Brick by brick: Landmark studies on reading development, assessment, and instruction for students who are English learners. *The Reading League Journal*, 2(3), 37-41.
- Hall, C., Capin, P., Vaughn, S., Gillam, S. L., Wada, R. E., Fall, A.-M., Roberts, G., Dille, J. T., & Gillam, R. B. (2021).** Narrative instruction in elementary classrooms: An observation study. *The Elementary School Journal*, 121(3), 454-483. <https://doi.org/10.1086/712416>
- Hall, C. & Vaughn, S. (2021).** Current research informing the conceptualization, identification, and treatment of dyslexia across orthographies: An introduction to the special series. *Learning Disability Quarterly*, 44(3), 140-144. <https://doi.org/10.1177/0731948720929010>
- Solari, E. J., Petscher, Y., & **Hall, C. (2021).** What does science say about Orton-Gillingham interventions? An explanation and commentary on the Stevens et al. (2021) meta-analysis. *The Reading League Journal*, 2(2), 46-50.
- Solari, E. J., **Hall, C.**, & McGinty, A. (2021). Brick by brick: A series of landmark studies pointing to the importance of early reading intervention. *The Reading League Journal*, 2(1), 18-21.
- Capin, P., **Hall, C.**, & Vaughn, S. (2020). Evidence-based practices in the treatment of reading disabilities among English learners. *Perspectives on Language and Literacy*, 46(2), 26-31.

- Hall, C., Vaughn, S., Barnes, M. A., Stewart, A., Austin, C., & Roberts, G. (2020).** The effects of inference instruction on reading comprehension for English learners with reading comprehension difficulties in Grades 6 and 7. *Remedial and Special Education, 41*(5), 259-270. <https://doi.org/10.1177/0741932518824983>
- Hall, C., Steinle, P.K., & Vaughn, S. (2019).** Reading instruction for English learners with learning disabilities: What do we already know, and what do we still need to learn? *New Directions for Child and Adolescent Development, 2019*(166), 145-189. <https://doi.org/10.1002/cad.20302>
- Hall, C., Roberts, G. J., Cho, E., McCulley, L. V., Carroll, M., & Vaughn, S. (2017).** Reading instruction for English learners in the middle grades: A meta-analysis. *Educational Psychology Review, 29*(4), 763-794. <https://doi.org/10.1007/s10648-016-9372-4>
- Hall, C., & Barnes, M. A. (2017).** Inference instruction to support reading comprehension for elementary students with learning disabilities. *Intervention in School and Clinic, 52*(5), 279-286. <https://doi.org/10.1177/1053451216676799>
- Swanson, E., Wanzek, J., Vaughn, S., Fall, A-M., Roberts, G., **Hall, C.** & Miller, V.(2017). Middle school reading comprehension and content learning intervention for below average readers. *Reading and Writing Quarterly, 33*(1), 37-53. <https://doi.org/10.1080/10573569.2015.1072068>
- Hall, C. (2016).** Inference instruction for struggling readers: A synthesis of intervention research. *Educational Psychology Review, 28*(1), 1-22. <https://doi.org/10.1007/s10648-014-9295-x>
- Roberts, G., Scammacca, N., Osman., D. J., **Hall, C.**, Mohammed, S. S., & Vaughn, S. (2014). Team-based learning: Moderating effects of metacognitive elaborative rehearsal and middle school history content recall. *Educational Psychology Review, 26*(3), 451-468. <https://doi.org/10.1007/s10648-014-9266-2>
- Hall, C., Kent, S., McCulley, E. M., Davis, A., & Wanzek, J. (2013).** A new look at mnemonics and graphic organizers in the secondary social studies classroom. *TEACHING*

Manuscripts Under Review

- *Dahl-Leonard, K., Mesa, M. P., **Hall, C.**, & Zucker, T. A. (2022). *Understanding kindergarten teacher self-efficacy for providing reading instruction to students with reading difficulties.* [Manuscript submitted for publication.] Department of Curriculum, Instruction, and Special Education, University of Virginia.
- *Vargas, I., Daucort, M., **Hall, C.**, Solari, E. J., & Hart, S. A. (2022). *Examining the heterogeneous early literacy profiles of first-grade children who are English learners.*

[Manuscript submitted for publication.] Department of Curriculum, Instruction, and Special Education, University of Virginia.

Kehoe, K. F., *Dahl-Leonard, K., **Hall, C.**, & Solari, E. J. (2022). *Moving the science of reading forward through meta-analyses*. [Manuscript submitted for publication.] Department of Curriculum, Instruction, and Special Education, University of Virginia.

Cho, E., *Dahl-Leonard, K., Kehoe, K., Capin, P., **Hall, C.**, & Solari, E. (2022). *Motivational practices in reading intervention for students with or at risk for dyslexia: Literature synthesis and meta-analysis*. [Manuscript submitted for publication.] Department of Counseling, Educational Psychology & Special Education, Michigan St. University.

Mesa, M. P., **Hall, C.**, Zucker, T. A., *Dahl-Leonard, K., Oh, Y., & Denton, C. A. (2022). *Randomized trial evaluating the effectiveness and feasibility of a tier 2 kindergarten reading intervention delivered by teachers*. [Manuscript submitted for publication.] Children's Learning Institute, University of Texas Health Science Center at Houston.

Hall, C., Solari, E. J., Hayes, L., *Dahl-Leonard, K., DeCoster, J., Kehoe, K. F., Conner, C., Henry, A. R., *Demchak, A., *Richmond, C. L., & *Vargas, I. (2023). *Validation of an instrument for assessing elementary-grade educators' knowledge to teach reading*. [Manuscript submitted for publication.] Department of Curriculum, Instruction, and Special Education, University of Virginia.

*Demchak, A., Anaya, J., **Hall, C.**, Conner, C., *Dahl-Leonard, K. & Solari, E.J. (2023). *Analyzing alphabet knowledge acquisition in young children*. [Manuscript submitted for publication.] Department of Curriculum, Instruction, and Special Education, University of Virginia.

Manuscripts in Preparation

Barnes, M. A., Clemens, N. H., **Hall, C.**, Simmons, D., Martinez-Lincoln, A., Fogarty, M., Roberts, G., Simmons, L., & Vaughn, S. (2023). *Effects of an inference-making intervention for struggling middle school readers* [Manuscript in preparation]. Department of Psychology and Human Development, Vanderbilt University.

*Dahl-Leonard, K., **Hall, C.**, Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., *Demchak, A., *Peacott, D. & Haring Biel, C. (2023). *Examining the effects of family literacy interventions for K-12 students: A meta-analysis* [Manuscript in preparation]. Department of Curriculum, Instruction, and Special Education, University of Virginia.

*Dahl-Leonard, K., **Hall, C.**, Mesa, M. P., Zucker, T. A., & *Peacott, D. (2023). *Exploring small-group reading instruction in kindergarten classrooms* [Manuscript in preparation]. Department of Curriculum, Instruction, and Special Education, University of Virginia.

Kehoe, K. F., Cho, E., *Dahl-Leonard, K., *Vargas, I., *Richmond, C., *Vann, S., *Wilburn, K., Hayes, L., **Hall, C.**, & Solari, E. J. (2023). *Effectiveness of reading interventions for elementary students at risk for reading disability: A meta-analysis of single-case*

experimental design research [Manuscript in preparation]. Department of Curriculum, Instruction, and Special Education, University of Virginia.

*Dahl-Leonard, K., Mesa, M. P., **Hall, C.**, & Zucker, T. A. (2022). *Teacher implementation of a kindergarten reading intervention* [Manuscript in preparation]. Department of Curriculum, Instruction, and Special Education, University of Virginia.

Book Chapters

Hall, C., Capin, P., Vaughn, S., & Cannon, G. E. (2020). Understanding the development and instruction of reading for English learners with learning disabilities. In A. J. Martin, R. A. Sperling, and K. J. Newton (Eds.), *Handbook of educational psychology and students with special needs*. Routledge.

Vaughn, S., & **Hall, C.** (2017). Theoretically guided interventions for adolescents who are poor readers. In K. Cain, D. Compton, & Parrila, R. (Eds.), *Theories of reading development*. John Benjamins Publishing Company.

McCulley, L. V., **Hall, C.**, & Vaughn, S. (2013). Research-based reading instruction for students with learning disabilities. In E. Ortlieb & E. H. Cheek (Eds.), *Literacy research, practice and evaluation, volume 3: School-based interventions for struggling readers, K-8* (pp. 293-319). Emerald Group Publishing.

CURRENT RESEARCH FUNDING

Zucker, T. A. (PI), **Hall, C.** (Co-PI), Oh, Y. (Co-I), Mesa, M (Co-I). July 1, 2018-June 30, 2023. Reading RULES in Kindergarten: Development of a Small-Group Intervention to Support Emergent Reading and Writing. Institute of Education Sciences, U. S. Department of Education. Total award: \$1,400,000.

Solari, E. J. (PI), Soland, J. (Co-PI), & **Hall, C.** (Co-PI). July 1, 2021-June 30, 2023. PALS English K-3 Expansion. Virginia Department of Education. Total award: \$3,000,000.

Solari, E. J. (PI), Soland, J. (Co-PI), & **Hall, C.** (Co-PI). July 1, 2021-June 30, 2024. PALS Español. Virginia Department of Education. Total award: \$4,500,000.

Kennedy, M. J. (PI), Nagro, S. N. (Co-PI), Youngs, P. (Co-PI), Kunemund, R. (Co-I), Morano, S. (Co-I), & **Hall, C.** (Co-I). July 1, 2021-June 30, 2026. Project VERIFY: Value Added Through E-Coaching, Reflection, Instructional Technology, Feedback, and You. Office of Special Education Programs. Total award: \$2,500,000.

Rimm-Kaufman, S. E., Palacios, N. & Pianta, R. September 1, 2021-August 31, 2025. University of Virginia Education Science Training Program in English Language Learning (EL-VEST). Institute of Education Sciences, U.S. Department of Education. Total award: \$784,000. Role: Supporting faculty involved in co-mentoring of post-doctoral fellows.

Hall, C. (PI). July 1, 2023-June 30, 2024. Observing Under-Researched Components of Instruction for Students with Dyslexia. School of Education and Human Development, Innovative, Innovative, Developmental, & Exploratory Awards (IDEA). Total award: \$10,000.

Dahl-Leonard, K. (PI) & **Hall, C.** (Dissertation Advisor). July 1, 2023-June 30, 2024. Observing the Gradual Release of Responsibility in Literacy Instruction for Students with Dyslexia. School of Education and Human Development, Doctoral Student Innovative, Developmental, Exploratory Awards (IDEA) Grant. Total award: \$999.

Hall, C. (PI) & Dahl-Leonard, K. (Co-PI). August 1, 2023-July 31, 2024. Exploring the Feasibility and Impacts of SPELL-Links to Reading and Writing. Learning by Design/SPELL-Links. Total award: \$4,500.

GRANT PROPOSALS UNDER REVIEW

Solari, E.J. (PI), Downer, J. (Co-PI), **Hall, C.** (Co-PI), Whittaker, J. (Co-PI), Williford, A. (Co-PI), Logan, J. (Co-PI). Leveraging Evidence-based Reading and Relational Tools to Improve Kindergarteners' Literacy Skills and Behavior. Institute of Education Sciences, National Center for Special Education Research, U.S. Department of Education. Total award: \$3,800,000

Zucker, T. A. (PI), **Hall, C.** (Co-PI), Mesa, M. P. (Co-PI), Solari, E. (Co-PI). Redesigning a Tier 2 Reading Intervention for Blended Learning & Improved Implementation. Institute of Education Sciences, National Center for Special Education Research, U.S. Department of Education. \$2,000,000.

Morano, S. (PI), Hwang, J. (Co-PI), **Hall, C.** (Co-PI), Youngs, P. (Co-PI). Project EMU: E-book Centered Vocabulary Instruction for Mathematical Understanding. Institute of Education Sciences, National Center for Special Education Research, U.S. Department of Education. Total award: \$2,000,000.

Kulp, M. (PI), Ciner, E. (Co-PI), Ying, G., (Co-PI), Assel, M. (Co-PI), **Hall, C.** (Co-PI). Correction of Hyperopia: Early Effects on Reading and Sight (CHEERS) Study. U.S. National Institutes of Health. Total award: \$175,193.

PEER-REVIEWED CONFERENCE PRESENTATIONS

*Dahl-Leonard, K., **Hall, C.**, Mesa, M. P., Oh, Y., & Zucker, T. A. (accepted for 2023, March). *Exploring early literacy intervention fidelity*. Presentation at the Council for Exceptional Children Convention and Expo, Louisville, Kentucky.

Stevens, E. A., Austin, C. R., **Hall, C.**, Solari, E., & Petscher, Y. (accepted for 2023, March). *The recent meta-analysis on Orton Gillingham interventions: What does it mean? Where do we go from here?* Presentation at the Council for Exceptional Children Convention and Expo, Louisville, Kentucky.

Demchak, A., **Hall, C.**, Anaya, J., *Dahl-Leonard, K., Conner, C., & Solari, E. J. (accepted for 2023, March). *Alphabet item difficulty and instructional considerations for young*

children. Poster at the Council for Exceptional Children Convention and Expo, Louisville, Kentucky.

Vargas, I., Daucourt, M., Solari, E. J., **Hall, C.**, & Hart, S. A. (accepted for 2023, March). *Heterogeneous early literacy profiles of first-grade English learners*. Poster at the Council for Exceptional Children Convention and Expo, Louisville, Kentucky.

Hall, C., Solari, E. J., *Dahl-Leonard, K., DeCoster, J., Hayes, L., & Kehoe, K. F. (accepted for 2023, February). *Assessing teacher knowledge of literacy constructs and evidence-based instructional practices*. In C. Hall (Chair), *Elementary-grade teacher knowledge of literacy constructs and evidence-based instructional practices*. Panel at the Pacific Coast Research Conference, San Diego, California.

*Dahl-Leonard, K., **Hall, C.**, Capin, P., Solari, E. J., Demchak, A., & Therrien, W. J. (accepted for 2023, February). *Examining fidelity reporting within studies of reading interventions for elementary students*. Poster at the Pacific Coast Research Conference, San Diego, California.

Demchak, A., **Hall, C.**, Anaya, J., *Dahl-Leonard, K., Conner, C., & Solari, E. J. (accepted for 2023, February). *Analyzing alphabet knowledge acquisition in young children*. Poster at the Pacific Coast Research Conference, San Diego, California.

Vargas, I., Daucourt, M., Solari, E. J., **Hall, C.**, & Hart, S. A. (2022, July). Examining the heterogeneous early literacy profiles of first-grade children who are English learners. Poster to be presented at the 29th Annual Conference for the Society for the Scientific Study of Reading. Newport Beach, CA.

Kehoe, K. F., Solari, E. J., Cho, E., **Hall, C.**, Vargas, I., *Dahl-Leonard, K., Richmond, C.L., Henry, A., Cook, L., Hayes, L., Conner, C., Henry, A.R., Vann, S., & Wilburn, K. (2022, July 16). A systematic review of research on the effectiveness of interventions for English learners with reading difficulties. Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA.

Hall, C., *Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C., Henry, A. R., Cook, L., Hayes, L., Richmond, C. L., Vargas, I., & Kehoe, K. F. (2022, February). *A systematic review of literacy interventions for elementary students with dyslexia*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Hall, C., Capin, P., & *Dahl-Leonard, K. (2022, January). *Fostering independence while teaching students with or at risk for reading disabilities*. In C. Hall (Chair), *Fostering independence in reading and self-regulation for students with reading disabilities*. Concurrent session presented at the Council for Exceptional Children 2022 Convention, Orlando, FL.

Hall, C., Odegard, T. N., Washington, J. A., Capin, P., Miciak, J., Stevens, E. A., & Vaughn, S. (2021, October). *The intersection of language comprehension and word reading*

difficulties in students with dyslexia. Symposium presented at the 2021 International Dyslexia Association (IDA) Annual Reading, Literacy & Learning Conference, Charlotte, North Carolina.

Barnes, M. A., Barth, A., Clemens, N. H., Simmons, D. C., **Hall, C.**, Roberts, G., & Fall, A. M. (2021, July). *Knowledge predicts inference-making and inference-making interventions improve knowledge acquisition*. In K. McMaster (Chair), *Reading comprehension: The impact of skills and knowledge*. Symposium conducted at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Hall, C. & *Dahl-Leonard, K. (2021, March). *Exploring the practicality of implementing an early literacy intervention in kindergarten*. Presentation at the Council for Exception Children 2021 Virtual Convention and Expo.

Patton-Terry, N., Lindo, E., Gatlin, B., Johnson, L., Vaughn, S., Capin, P., & **Hall, C.** (2021, March). *Evidence-based instructional approaches for linguistically diverse learners: A call to action*. CEC-DR Showcase at the Council for Exception Children 2021 Virtual Convention and Expo.

Hall, C., Zucker, T. A., Montroy, J. J., *Dahl-Leonard, K., Millner, K., Dycha, D., & Kokonda, M. (2020, December). *Pilot study of Unlocking Understanding professional development to support grade 3 reading comprehension*. Presentation at the Literacy Research Association's 70th Virtual Annual Conference.

Barnes, M.A., Martinez-Lincoln, A., Clemens, N., Simmons, D., **Hall, C.**, Fogarty, M., Roberts, G., & Vaughn, S. (2020, February). *Effects of an inference-making intervention for struggling middle school readers*. Panel presented at the Pacific Coast Research Conference, San Diego, CA.

Hall, C., Cannon, G., *Dahl-Leonard, K., & Denton, C.A. (2020, February). *Reading RULES! Kindergarten: Developing a practical and effective early literacy intervention*. Panel presented at the Council for Exceptional Children Convention & Expo, Portland, OR.

Zucker, T. A., Assel, M. A., Landry, S., Montroy, J. J., Hsu, H., **Hall, C.**, & Crawford, A. D. (2019, March). *Development and validation of the Texas kindergarten entry assessment and progress monitoring system for language and literacy skills*. Poster presented at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.

Hall, C., Capin, P. J., Vaughn, S., Gilliam, R., Gillam, S., & Dille, J., (2019, February). *Tier 1 narrative language instruction in Grades 1 through 4: An observation study*. Poster presented at the Pacific Coast Research Conference 2019, Coronado Bay, California.

Barnes, M. A., Clemens, N. H., **Hall, C.**, Simmons, D. C., & Fogarty, M. (2019, January). *Development and testing of a technology-based inference-making intervention for*

middle school students. Poster presented at the 2019 Principal Investigators Meeting hosting by the Institute of Education Sciences, Washington, D.C.

Hall, C., Vaughn, S., Austin, C., & Stewart, A. (2017, February). *The effects of an inference instruction intervention on the inference generation and reading comprehension of struggling readers in Grades 6 and 7.* Poster presented at the Pacific Coast Research Conference 2017, Coronado Bay, California.

Hall, C., Vaughn, S., Austin, C., & Stewart, A. (2016, July). The effects of an inference instruction intervention on the inference generation and reading comprehension of struggling readers in Grades 6 and 7. In J. Oakhill (Chair), *Reading comprehension: from assessment to training.* Symposium conducted at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Hall, C., Roberts, G. J., & Carroll, M. (2016, April). *Reading instruction for English learners in the middle grades: A meta-analysis.* Presentation at the 2016 Council for Exceptional Children Convention and Expo, St. Louis, Missouri.

Hall, C., Roberts, G. J., Cho, E., & Carroll, M. (2016, February). *Reading instruction for English learners in the middle grades: A meta-analysis.* Poster presented at the Pacific Coast Research Conference 2016, Coronado Bay, California.

Hall, C. (2013, October). *Using graphic organizers and visual mnemonics in the social studies classroom.* Roundtable discussion presented at the 35th International Conference on Learning Disabilities, Austin, Texas.

Hall, C. & McCulley, L. V. (2012, October). *Evidence-based instruction to promote reading comprehension in social studies classrooms.* Panel presented at the 34th International Conference on Learning Disabilities, Austin, Texas.

INVITED PRESENTATIONS/WORKSHOPS

Hall, C., Kehoe, K. F., & Dahl-Leonard, K. (2023, January). *Research for Elementary Students with or at Risk for Dyslexia.* Presentation for The Reading League Florida.

Kehoe, K. F., **Hall, C.,** & *Dahl-Leonard, K. (2022, October). *Two systematic reviews analyzing four decades of reading intervention research for elementary students with or at risk for dyslexia.* Presentation for the Virginia Joint Coalition of Learning Disabilities and Literacy (VJLDL).

Hall, C. (2022, February). *Beyond building knowledge: Supporting adolescents' reading comprehension.* Presentation for the Greater Washington Chapter of the Virginia State Literacy Association.

Hall, C. (2021, December). *Language comprehension instruction to support reading comprehension for adolescents with reading difficulties.* Presentation to Virginia Department of Education dyslexia advisors and English language arts directors.

Hall, C. (2021, November). *Supporting adolescent literacy development*. Presentation to The Reading League of Virginia.

Hall, C. & Solari, E. J. (2021, November). *Brick by brick: Landmark studies on reading development, assessment, and instruction for students who are English learners*. The Reading League Café: Coffee and Tea with TRL Journal and Me!

Hall, C. (2021, September). *Generating research ideas*. Presentation to EDIS 7852: Reading Research (Prof. Julie Cohen). University of Virginia School of Education and Human Development.

Hall, C. & Stevens, E.A. (2021, July) *What does the science say about Orton-Gillingham interventions? An explanation of the Stevens et al. (2021) meta-analysis*. The Reading League Café: Coffee and Tea with TRL Journal and Me!

Hall, C. & *Dahl-Leonard, K. (2021, June). *Introduction to meaning-focused reading instruction for students in Grades 4-8*. Danville Public Schools.

Hall, C. (2020, October). *Problem spaces and theoretical frameworks in reading research*. Presentation to EDIS 7852: Reading Research (Prof. Julie Cohen). University of Virginia School of Education and Human Development.

Hall, C., Cannon, G., *Dahl-Leonard, K., Beegle, R. S. (2020, June). *Contrasting two approaches to dyslexia instruction for students in Grades 2 through 5*. Presentation at the virtual Learning Ally Spotlight on Dyslexia Conference.

UNIVERSITY TEACHING EXPERIENCE

University of Virginia

F 2022 EDIS 9998—Doctoral Research Apprenticeship. Instructor.
F 2022, S 2023 EDIS 4995—Directed Research. Instructor.
S 2021 EDIS 5740—Diagnosis and Remediation II. Instructor.
F 2020, 2021, 2022 EDIS 3221—Introduction to Reading Foundations. Instructor.

University of Texas Health Science Center at Houston

S 2020 Medical School Lecture Series—Dyslexia. Instructor.

University of Texas at Austin

S 2018 SED 384—Practicum in High-Incidence Disabilities. Instructor.
F 2016 SED 383—Intervention Research on Learning Disabilities. Instructor.
S 2015 SED 378—Reading Assessment and Development. Co-instructor.
S 2014 ALD 322—Individual Differences. Teaching assistant.

DOCTORAL STUDENT ADVISING

Katlynn Dahl-Leonard (Anticipated Completion: Spring, 2024)

DISSERTATION COMMITTEE MEMBERSHIP

Shoronda Matthews (Spring, 2022)

Karen Kehoe (Spring, 2022)

COMPREHENSIVE EXAM COMMITTEE MEMBERSHIP

Sean McDonald (Spring, 2023)

QUALIFYING PAPER COMMITTEE MEMBERSHIP

Katlynn Dahl-Leonard (Fall, 2022)

Sean McDonald (Spring, 2022)

Isabel Vargas (Spring, 2022)

PRELIMINARY EXAM COMMITTEE MEMBERSHIP

Alisha Demchak (Spring, 2022)

Katie Wilburn (Spring, 2022)

Katlynn Dahl-Leonard (Spring, 2022)

Isabel Vargas (Spring, 2021)

NATIONAL SERVICE

Guest Editorial Positions

2020-2021 Special issue co-guest editor (with E. Stevens & S. Vaughn), *Annals of Dyslexia* (“Language and Reading Comprehension Difficulties in Students with Dyslexia”)

2020-2021 Special issue co-guest editor (with S. Vaughn), *Learning Disability Quarterly* (“Conceptualization, Identification, and Treatment of Dyslexia Across Orthographies”)

Editorial Review Board

2022-present Editorial board: *Journal of Learning Disabilities*

2022-present Editorial board: *Journal of Special Education Technology*

2022-present Editorial board: *Elementary School Journal*

2017-present Editorial board: *Assessment for Effective Intervention*

Peer Reviewer

2022-present Ad hoc reviewer: *Remedial and Special Education*

2021-present Ad hoc reviewer: *TEACHING Exceptional Children*

2020-present Ad hoc reviewer: *The Reading League Journal*

2020-present Ad hoc reviewer: *Educational Psychology Review*

2020-present Ad hoc reviewer: *Discourse Processes*

2020-present Ad hoc reviewer: *Scientific Studies of Reading*

2019-present Ad hoc reviewer: *Research in Developmental Disabilities*

2019-present Ad hoc reviewer: *Journal of Learning Disabilities*

2018-present Ad hoc reviewer: *Bilingual Research Journal*

2017-present Ad hoc reviewer: *Learning Disability Quarterly*

Other Scientific Peer Review Activities

- 2023-2028 Under contract to serve as peer review panelist, Institute of Education Sciences (Reading, Writing and Language Development topic)
- 2021 Peer review panelist, Council for Exceptional Children 2022 Conference and Expo
- 2021 Peer review panelist, Institute of Education Sciences (Reading, Writing and Language Development topic)

Committee Membership

- 2021-present Research Committee, Division for Learning Disabilities, Council for Exceptional Children
- 2021-present Professional Development Committee, Providing Opportunities for Women in Education Research (POWER)

UNIVERSITY, SCHOOL, AND DEPARTMENTAL SERVICE

- 2022-present Affinity group member, UVA EHD CISE Departmental Diversity, Equity, and Inclusion Affinity Group
- 2022 Panelist, UVA EHD Ph.D. student orientation
- 2021 Member of the Ad Hoc Committee on 2021-22 Funds for CISE PhD Recruitment and Conference Travel, UVA EHD
- 2019-2020 Reading Faculty Search Committee, The Children’s Learning Institute at the University of Texas Health Science Center at Houston
- 2013-2014 The University of Texas at Austin College of Education Graduate Research Committee, founding member

OTHER COMMUNITY SERVICE

- 2019-2020 Generation SERVE Houston founding member

PROFESSIONAL MEMBERSHIPS

- Council for Exceptional Children
 - Division for Learning Disabilities
 - Division for Research
- International Dyslexia Association
- Society for the Scientific Study of Reading

HONORS & AWARDS

- 2011-2015 Office for Special Education Programs Doctoral Student Leadership Fellow
- 2005-2006 Teachers College Department of Curriculum & Teaching Scholar
- 2002-2003 Rotary International Ambassadorial Scholar
- 2002 Patrick C. Melendez Award

(Last updated: January 2023)