CURRICULUM VITAE
Colby Hall

Present Title Associate 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
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

2025-Present Associate Professor of Education, University of Virginia
2020-Present Assistant Professor of Education, University of Virginia
2018-2020 Assistant Professor of Pediatrics, 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 Third-grade teacher at Public School 321 (Brooklyn, NY)
2003-2005 Teacher of fifth grade math, science, and social studies at Norfolk Academy (Norfolk, VA)

PUBLICATIONS

* Asterisk indicates student author

Peer-Reviewed Journal Articles

*Demchak, A., Dahl-Leonard, K., Solari, E.J., **Hall, C.**, Tatel, S., Wilburn, K. (2025). Content analysis of state-level review materials for K-2 core literacy curricula. *Annals of Dyslexia*. Advance online publication.

*Dahl-Leonard, K., **Hall, C.**, DeCoster, J., & Solari, E. J. (2025). Elementary educator self-efficacy and knowledge to teach reading. *Teachers and Teaching: Theory and Practice.* Advance online publication.

Hall, C., *Dahl-Leonard, K., Roberts, G. J., Capin, P., *Peacott, D., *Thayer, L., Conradi Smith, K. (2025). Piloting an approach to family-implemented decoding instruction for kindergarten-aged children. *Early Childhood Research Quarterly*. Advance online publication.

*Dahl-Leonard, K., **Hall, C.**, Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., Haring, C., *Peacott, D., & *Demchak, A. (2025). Examining the effects of family-implemented literacy interventions for school-aged children: A meta-analysis. *Educational Psychology Review*. Advance online publication.

*Demchak, A., Anaya, J., *Dahl-Leonard, K., **Hall, C.**, Conner, C., Solari, E. J. (2025). Analyzing alphabet knowledge in young children. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. Advance online publication.

Capin, P., Vaughn, S., **Hall, C.**, Cho, E., Mesite, L. (2025). Centering students with learning disabilities in intervention research: Implications for educational theory. *Educational Psychologist*, *60*(3), 154–171. https://doi.org/10.1080/00461520.2025.2506991

Capin, P., *Dahl-Leonard, K., **Hall, C.**, Cho, E., Yoon, N.Y., Chatzoglou, E., Reiley, S., Walker, M., Andress, T., Shanahan, E., & Vaughn, S. (2025). Reading comprehension instruction: Evaluating our progress since Durkin's seminal study. *Scientific Studies of Reading, 29*(1), 85-114. https://doi.org/10.1080/10888438.2024.2418582

*Dahl-Leonard, K., **Hall, C.**, & Capin, P. (2025). Exploring the feasibility of implementing the SPELL-Links to Reading and Writing intervention. *Annals of Dyslexia, 75*, 71-95. https://doi.org/10.1007/s11881-024-00315-w

*Dahl-Leonard, K., **Hall, C.**, *Peacott, D. (2024). A meta-analysis of technology-delivered literacy instruction for elementary students. *Educational Technology Research and Development, 72*, 1507-1538. https://doi.org/10.1007/s11423-024-10354-0

*Dahl-Leonard, K., **Hall, C.**, Mesa, M. P., Zucker, T. A., & *Peacott, D. (2024). Exploring small group reading instruction for students at risk for reading difficulties in kindergarten

classrooms. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 40*(6), 549–566. https://doi.org/10.1080/10573569.2023.2298497

Mesa, M. P., **Hall, C.**, Zucker, T. A., *Dahl-Leonard, K., Oh, Y., & Denton, C. A. (2024). Unpacking implementation: Fidelity and barriers to implementation of a kindergarten reading intervention by teachers. *Elementary School Journal, 125*(1), 77-105.

Barnes, M. A., Clemens, N. H., Simmons, D., **Hall, C.**, Fogarty, M., Martinez-Lincoln, A., Vaughn, S., Simmons, L., Fall, A.-M., & Roberts, G. (2024). A randomized controlled trial of tutor- and computer-delivered inferential comprehension interventions for middle school students with reading difficulties. *Scientific Studies of Reading, 28*(4), 411-440. https://doi.org/10.1080/10888438.2024.2331517

Capin, P., **Hall, C.**, Stevens, E. A., Steinle, P. K., & Murray, C. S. (2024). Evidence-based reading instruction for secondary students with reading difficulties within multitiered systems of support. *TEACHING Exceptional Children*, *56*(5), 370-385. https://doi.org/10.1177/00400599221079643

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. (2024). Validation of an instrument for assessing elementary-grade educators' knowledge to teach reading. *Reading and Writing: An Interdisciplinary Journal, 37* (8), 1955-1974. https://doi.org/10.1007/s11145-023-10456-w

*Vargas, I., Daucort, M., **Hall, C.**, Solari, E. J., & Hart, S. A. (2024). Examining the heterogeneous early literacy profiles of first-grade children who are English learners. *Reading and Writing: An Interdisciplinary Journal, 37* (8), 1931-1953. https://doi.org/10.1007/s11145-023-10452-0

*McDonald, S. D., Kennedy, M. K., **Hall, C.** (2024). Effects of multimedia academic vocabulary instruction for linguistically diverse fifth graders in a rural setting. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 40*(2), 152-169. https://doi.org/10.1080/10573569.2023.2178043

*Dahl-Leonard, K., Mesa, M. P., **Hall, C.**, & Zucker, T. A. (2024). Understanding kindergarten teacher self-efficacy for providing reading instruction to students with reading difficulties. *Teachers and Teaching: Theory and Practice, 29* (7-8), 772-787. https://doi.org/10.1080/13540602.2023.2201424

Capin, P., Vaughn, S., Gillam, S. L., Fall, A.-M., Roberts, G., Israelsen-Augenstein, M., Holbrook, S., Wada, R., Dille, J., **Hall, C.**, & Gillam, R. B. (2023). Evaluating the efficacy of a narrative language intervention for bilingual students, *American Journal of Speech-Language Pathology, 32*(6), 2999-3020. https://doi.org/10.1044/2023_AJSLP-21-00185

*Dahl-Leonard, K., **Hall, C.**, Beegle, R. S., & Capin, P. (2023). Teaching readers to recognize negative thoughts and use positive self-talk. *Intervention in School and Clinic, 59*(2), 96-104. https://doi.org/10.1177/10534512221140537

*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, 73*(2), 288-313. https://doi.org/10.1007/s11881-023-00279-3

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. (2023). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly, 58*(2), 285-312. https://doi.org/10.1002/rrq.477

Cho, E., *Dahl-Leonard, K., *Kehoe, K., Capin, P., **Hall, C.**, & Solari, E. (2023). Motivational practices in reading intervention for students with or at risk for dyslexia: Literature synthesis and meta-analysis. *Topics in Language Disorders, 43*(2), 119-145. https://doi.org/10.1097/TLD.0000000000000312

*Kehoe, K. F., *Dahl-Leonard, K., **Hall, C.**, & Solari, E. J. (2023). Moving the science of reading forward: A review of two recent meta-analyses of reading intervention research. *The Reading League Journal, 4*(1) 32-43.

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 Exceptional Children, 46*(1), 47-55. https://doi.org/10.1177/004005991304600106

<u>Manuscripts Under Review</u>

*Dahl-Leonard, K. & **Hall, C.** (2024). *Supporting families in providing reading practice to young children* [Manuscript submitted for publication]. Department of Curriculum, Instruction, and Special Education, University of Virginia.

<u>Manuscripts in Preparation</u>

Kehoe, K. F., *Dahl-Leonard, K., *Vargas, I., *Richmond, C., *Vann, S., *Wilburn, K., Hayes, L., **Hall, C.**, & Solari, E. J. (2025). *Effectiveness of reading interventions for elementary students at risk for reading disability: A meta-analysis of single-case experimental design research* [Manuscript submitted for publication]. Tennessee Center for the Study and Treatment of Dyslexia, Middle Tennessee State University.

*Vargas, I., *Dahl-Leonard, K., *Richmond, C. L., **Hall, C.**, DeCoster, J., & Solari, E. J. (2025). *Effectiveness of language-based interventions for English learners with or at risk for*

reading difficulties: A research synthesis [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.

Curriculum/Survey Development Work

Hall, C. & *Dahl-Leonard, K. (2023). *Launch into Reading.* University of Virginia.

Hall, C., Hayes, L., *Dahl-Leonard, K., *Kehoe, K. F., Henry, A., *Demchak, A., & Solari, E. J. (2022). *Teacher Understanding of Evidence-Based Literacy Instructional Practices (TULIP) survey.* University of Virginia.

Denton, C. A., **Hall, C.**, Beegle, R. S., Hanus, C., & Dahl-Leonard, K. (2020). *Reading RULES! Kindergarten program: Word study, text reading, handwriting, and writing*. University of Texas Health Science Center at Houston.

CURRENT RESEARCH FUNDING

Hall, C. (PI), Johnson, W. F. (Co-PI), Solari, E. J. (Co-PI), Vaughn, S. (Co-PI), Roberts, G. (Co-I). July 1, 2024-June 30, 2028. Project LINK: Learning to Generate Inferences and Building Knowledge Using an Online Platform. Institute of Education Sciences, U.S. Department of Education. Total award: $1,999,999.

Kennedy, M. J. (PI), Chiu, J. (Co-PI), Scott, L. (Co-PI), **Hall, C. (Co-PI**), Kunemund, R. (Co-PI), Coleman, O. (Co-PI). October 1, 2023-September 30, 2028. Project MOSAIC (Multimedia vOcabulary System leveraging Artificial Intelligence to support Content area learning). Office of Special Education Programs, U.S. Department of Education. Total award: $2,499,893.

Hall, C. (PI), Mesa, M. P. (Co-PI), Solari, E. J. (Co-I), Zucker, T. A. (Co-I), Fumero, K. (Co-I), Millner, K (Co-I). October 1, 2023-September 30, 2028. Project AERO ELs: Supporting K-3 Educators to Deliver a Technology-Based Reading Intervention for English Learner Students at Risk for Learning Disabilities. Office of Special Education Programs, U.S. Department of Education. Total award: $2,490,493.

Solari, E. J. (PI), **Hall, C.** (Co-I), Conner, C. (Co-I). July 1, 2023-June 30, 2028. Learning Disabilities Translational Science Collective: Building on the Florida LDRC (Project 4). National Institutes of Health. Total award: $2,207,698.

Solari, E. J. (PI), Downer, J. (Co-PI), **Hall, C.** (Co-I), Whittaker, J. (Co-I), Williford, A. (Co-I), Logan, J. A. R. (Co-I). July 1, 2023-June 30, 2028. 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: $3,750,088.

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, U.S. Department of Education. Total award: $2,549,688.

Solari, E. J. (PI), Soland, J. (Co-I), Turnbull, K. (Co-I), DeCoster, J. (Co-I), Hayes, L. (Co-I), Hall, C. (Co-I), & Conner, C. (Co-I). July 1, 2024-June 30, 2026. VDOE VLP State Literacy Appropriation. Total award: $17,956,566.

PAST RESEARCH FUNDING

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: $17,740.

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.** (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.

Solari, E. J. (PI), Soland, J. (Co-I), & **Hall, C.** (Co-I). July 1, 2021-June 30, 2024. PALS English K-3 Expansion. Virginia Department of Education. Total award: $7,500,000.

Hall, C. (PI) & Conradi Smith, K (Co-PI). June 1, 2023-May 30, 2024. Developing and Evaluating the Effects of a Family-Delivered Reading Intervention for Kindergarten Students. 4-VA at UVA Collaborative Research Grants Program. Total award: $30,000.

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.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Zucker, T. Mesa, M. P., Hall, C., Dahl-Leonard, K., Denton, C., Oh, Y., Ahmed, A., Sumrall, H., Beegle, B., VanderLinden, N., Love, A. (2025, January). *Development of a small-group intervention to support emergent reading and writing: Reading RULES!.* Poster presentation accepted for the Institute of Education Sciences Annual PI Meeting (cancelled due to weather).

Hall, C., Dahl-Leonard, K., Roberts, G., Capin, P., Smith, K. C., Pellei, M. (2025, February). *Piloting an approach to family-implemented decoding instruction for kindergarten-aged children*. Presentation at the Pacific Coast Research Conference, San Diego, California.

*Dahl-Leonard, K., **Hall, C.**, Mesa, M. P., & Zucker, T. A. (2024, January). *Kindergarten teacher self-efficacy for providing reading instruction to students with reading difficulties.* Poster presentation at the Pacific Coast Research Conference, San Diego, California.

*Dahl-Leonard, K., **Hall, C.**, Mesa, M. P., Oh, Y., & Zucker, T. A. (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. (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., Anaya, J., **Hall, C**., *Dahl-Leonard, K., Conner, C., & Solari, E. J. (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. (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. (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. (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. (2023, February). *Analyzing alphabet knowledge acquisition in young children.* Poster at the Pacific Coast Research Conference, San Diego, California.

Vargas, I., Daucort, 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). 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. (2025, March). *Project LINK*. Presentation as part of a "Virginia Leaders Forum" on advancing literacy with Actively Learn™. J. R. Tucker High School, Richmond, VA.

Hall, C. (2024, January). *Evidence from 40 Years of Research: Intervention for Students with or at Risk for Dyslexia*. Recorded presentation for District of Columbia educators of students with dyslexia.

Hall, C. (2023, October). Launching your kindergartener into reading. Recorded presentation for families of students at Sycamore Park Elementary, Culpeper, VA.

Hall, C. & Capin, P. (2023, October). *Instruction to support comprehension in content-area classrooms*. Presentation at the 7th Annual Conference of the Reading League, Syracuse, NY.

Hall, C., Solari, E.J., and Vaughn, S. (2023, June). *Evidence from 40 Years of Research: Intervention for Students with or at Risk for Dyslexia*. Panel presentation for the National Center for Improving Literacy.

Hall, C. (2023, May). *Reading Words.* Presentation at Reading: A Conversation, Charlottesville, Virginia.

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

S 2021	EDIS 5740—Diagnosis and Remediation II. Instructor.
F 2020, 2021, 2022 2023	EDIS 3221—Introduction to Reading Foundations. Instructor.
F 2022, S 2023 F 2023, S 2024	EDIS 9998—Doctoral Research Apprenticeship. Instructor.
F 2022, S 2023	EDIS 4995—Directed Research. Instructor.
F 2023, S 2024	EDIS 9999—Non-Topical Doctoral Research. Instructor.
F 2023, S 2024	EDLF 8998—Master's Research Internship. 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 (graduated in Spring, 2024)
Meghan Pellei (anticipated completion: Spring, 2028)
Andrew Mallory (anticipated completion: Spring, 2029)

POSTDOCTORAL RESEARCH FELLOW SUPERVISION
Lauren Thayer (EL-VEST Fellow: 2023-2025)

MASTER'S STUDENT INTERNSHIP SUPERVISION
Morgan Yu (Fall 2023-Spring 2024)

ED.D. CAPSTONE COMMITTEE MEMBERSHIP
Pamela Reams (Spring, 2025)

DISSERTATION COMMITTEE MEMBERSHIP
Stephanie Tatel (anticipated completion: Spring, 2026)
Mandy Flores-Curley (anticipated completion: Spring, 2026)
Katie Wilburn (Spring, 2025)
Alisha Demchak (Spring, 2025)
Katlynn Dahl-Leonard (Spring, 2024)
Isabel Vargas (Spring, 2024)
Cassidi Richmond (Spring, 2024)
Sean McDonald (Spring, 2024)
Karen Kehoe (Spring, 2022)
Shoronda Matthews (Spring, 2022)

COMPREHENSIVE EXAM COMMITTEE MEMBERSHIP
Mandy Flores-Curley (Spring, 2025)
Katie Wilburn (Spring, 2024)
Alisha Demchak (Spring, 2024)
Isabel Vargas (Summer, 2023)
Cassidi Richmond (Summer, 2023)
Katlynn Dahl-Leonard (Spring, 2023)
Sean McDonald (Spring, 2023)

QUALIFYING PAPER COMMITTEE MEMBERSHIP
Stephanie Tatel (Spring, 2025)
Alisha Demchak (Spring, 2023)
Katlynn Dahl-Leonard (Fall, 2022)
Cassidi Richmond (Spring, 2022)
Sean McDonald (Spring, 2022)
Isabel Vargas (Spring, 2022)

PRELIMINARY EXAM COMMITTEE MEMBERSHIP
Megan Pellei (Spring, 2025)
Stephanie Tatel (Spring, 2024)
Alisha Demchak (Spring, 2022)
Katie Wilburn (Spring, 2022)

Katlynn Dahl-Leonard (Spring, 2022)
Isabel Vargas (Spring, 2021)

NATIONAL SERVICE

Scientific Panel Activities

2023-2024 Panel member, What Works Clearinghouse Practice Guide on English Language and Literacy Interventions in Kindergarten to Grade 3
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)

Associate Editor Positions

2023-present *Annals of Dyslexia*

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 *Journal of Learning Disabilities*
2022-present *Journal of Special Education Technology*
2022-present *Elementary School Journal*
2017-present *Assessment for Effective Intervention*

Ad Hoc Peer Reviewer

2023-present *Child Development*
2022-present *Elementary School Journal*
2022-present *Journal of Special Education Technology*
2022-present *Remedial and Special Education*
2021-present *TEACHING Exceptional Children*
2020-present *The Reading League Journal*
2020-present *Educational Psychology Review*
2020-present *Discourse Processes*
2020-present *Scientific Studies of Reading*
2019-present *Research in Developmental Disabilities*
2019-present *Journal of Learning Disabilities*
2018-present *Bilingual Research Journal*
2017-present *Learning Disability Quarterly*

National Committee Membership

2021-present Research Committee, Division for Learning Disabilities, Council for Exceptional Children

2021-2025 Professional Development Committee, Providing Opportunities for Women in Education Research (POWER)

UNIVERSITY, SCHOOL, AND DEPARTMENTAL SERVICE

2024 Peer reviewer, 4-VA Collaborative Research Grant proposals
2023-present Co-coordinator, Cooper Lecture Series, Department of Curriculum, Instruction, and Special Education
2022-present Affinity group member, Department of Curriculum, Instruction, and Special Education 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

2025-present Light House Studio board member
2022-2024 CASTL Holiday/Caring Committee member
2019-2020 Generation SERVE Houston founding member

PROFESSIONAL MEMBERSHIPS

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

HONORS & AWARDS

2024 Lasting Legacy Award, School of Education and Human Development (University of Virginia)
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 (Harvard University)

(Last updated: July 2025)