Chris Chang-Bacon, PhD

Email: cb6wv@virginia.edu Phone: 434-297-8175 ORCID: 0000-0002-5584-189X

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**,** Saint Peter, MN

ACADEMIC APPOINTMENTS

2025 – Present **Associate Professor of Education**
University of Virginia, School of Education and Human Development
Department of Curriculum, Instruction, & Special Education

Affiliate Faculty

- The UVA Center for Community Partnerships
- Youth-Nex Center for Youth Development

2019 – 2024 **Assistant Professor of Education**
University of Virginia, School of Education and Human Development
Department of Curriculum, Instruction, & Special Education

2014 – 2018 **Lecturer of Education**, Boston University, School of Education

PROFESSIONAL EXPERIENCE

2017 – 2019 **Writing Program Manager**
Boston Public Schools, Central Office of Opportunity Gaps

2014 – 2016 **Instructional Coach**
Grades K-12, Boston College, Office of Practicum Experience

2012 – 2014 **Teacher, English Language Arts**
Grades 9 & 11, Lawrence Public Schools, Lawrence, MA

2008 – 2011 **Teacher, English as a Second Language (ESL)**
Grades 3-8, Chung Dahm Institute, Busan, South Korea

2007 – 2008 **Teacher, English as a Second Language (ESL)**
Grades 2-Adults, U.S. Peace Corps, Morocco

AWARDS & HONORS

2025 **NAEd/Spencer Postdoctoral Fellow,** The National Academy of Education & Spencer Foundation

2023 **All-University Teaching Award for Excellence in Teaching**, University of Virginia

2023 **Outstanding Reviewer**, American Educational Research Journal (AERJ)

2022 **James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts,** International Research Foundation for English Language Education https://www.tirfonline.org/awardees/dr-chris-chang-bacon/

2022 **Outstanding Researcher Award,** University of Virginia Office of the Vice President for Research

2020 **Emerging Scholar Award,** American Educational Research Association (AERA) Language and Social Processes SIG

2020 **Outstanding Dissertation Award, Second Place,** American Educational Research Association (AERA) Bilingual Education Research SIG

PUBLICATIONS*

PEER-REVIEWED JOURNAL ARTICLES

Chang-Bacon, C. K., & Viesca, K. M. (in press). The delusion of Official English: A policy brief on Executive Order 14224, "Designating English as the Official Language of The United States." *Racial Justice in Multilingual Education.*

Flores-Curley, M., **Chang-Bacon, C. K.,** & Schoonover, N. (2025). "Spanish is hard, but I don't want to forget it": Bilingualism and identity in multilingual learner middle schoolers. *Journal of Language, Identity, and Education.* Advance Online Publication. https://www.tandfonline.com/doi/full/10.1080/15348458.2025.2500966?src=exp-la

Chang-Bacon, C. K., Hu, C., Vargas, I., & Montalvo, L. (2025). Language ideologies and access in a multilingual tutoring program. *International Multilingual Research Journal. 19*(1), 36-52. https://doi.org/10.1080/19313152.2024.2315895

Guzmán Antelo, M., **Chang-Bacon, C. K.,** & Salerno, A. S. (2024). Developing Teachers' Advocate Identities Through Exploratory Talk. *Journal of Language, Identity, & Education.* Advance online publication. https://doi.org/10.1080/15348458.2024.2365234

Anderson, K. T., **Chang-Bacon, C. K.,** & Guzmán Antelo, M. (2024). Navigating Monolingual language ideologies: Educators' "Yes, BUT" objections to linguistically sustaining pedagogies in the classroom. *International Journal of Bilingualism. 28*(4) 618-634. https://doi.org/10.1177/13670069241236682

Chang-Bacon, C. K., Fox, W., Guzmán Antelo, M., & Salerno, A. S. (2023). "Advocating for *and* with"?: Defining, simulating, and enacting advocacy in teacher education. *Teaching and Teacher Education. 134,* 104325. https://doi.org/10.1016/j.tate.2023.104325

Chang-Bacon, C. K., & Salerno, A. S. (2023). Classroom as neo-national microcosm: Training teachers to disrupt neo-national microaggressions. *TESOL Quarterly. 57*(3), 946-958. http://doi.org/10.1002/tesq.3220

Fox, W., & **Chang-Bacon, C. K.** (2023). Critical language awareness through advocacy: Disrupting deficit discourse through simulation in second language writing teacher education. *Journal of Second Language Writing.* 60, 100992. https://doi.org/10.1016/j.jslw.2023.100992

Barko-Alva, K. & **Chang-Bacon, C. K.** (2023). Over-framing: interrogating sentence frames as pedagogical support vs. language restriction. *Language, Culture, and Curriculum. 36*(4), 422-438. https://doi.org/10.1080/07908318.2023.2218096

Chang-Bacon, C. K., & Pedersen, J. (2023). From frustration to fascination: Discourse

* Underlined names throughout CV denote doctoral students

analysis as writing feedback in multilingual writing. *Linguistics and Education. 77,* 101229. https://www.sciencedirect.com/science/article/pii/S0898589823000888

Rutt, A., & **Chang-Bacon, C. K.** (2023). Monolingual momentum in a multilingual context: The limits of language awareness in a hybrid science learning environment. *Journal of Language, Identity, and Education. 22*(4), 323-339. https://doi.org/10.1080/15348458.2023.2202588

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., & 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

Lima Becker, M., **Chang-Bacon, C. K.,** & Oliveira, G. (2022). Unilateral translanguaging: Teachers' language use, perceptions, and experience in a Portuguese-English two-way immersion program. *International Journal of Bilingual Education and Bilingualism. 5*(8), 3068–3083.https://doi.org/10.1080/13670050.2021.2004085

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

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). 1-28. https://journals.sagepub.com/doi/abs/10.1177/016146812112300106

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), 572-598. https://doi.org/10.1002/tesq.589

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

Curtis, J. H., Zhang-Wu, Q., & **Chang-Bacon, C. K.** (2023). Critical language awareness in multilingual contexts: Introduction to the special issue. *Journal of Language, Identity & Education, 22*(4). https://doi.org/10.1080/15348458.2023.2202582

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 REVIEW

Chang-Bacon, C. K., & Hu, C. (in revision). "Because estamos gringas": The racialized co-construction of white linguistic saviorism in a bilingual tutoring program.

Hu, C., Schoonover, N., & **Chang-Bacon, C. K.** (in revision). Youth, social justice, and the university: Examining the transformation of institutional claims and student experiences.

Anderson, K. T., **Chang-Bacon, C. K.,** & Batchelor, A. Y., & (in revision). Dawning of an aspect: Teacher language ideologies in multilingual teacher education.

Viesca, K. M., Morita Mullaney, T., Leider, C., Pratt, K. L., Yilmaz, T., Sun, W., Jeong, H., Holmes, M.; Onwubuya, G., Chávez, G., Espinosa Cevallos, L., de Jong, E., **Chang-Bacon, C. K.,** Carson, C., Terrell, K., Amoakoh, J. Gómez, M., Kiramba, L. K., Fotouhi, G., Bankhead, T., David, B., Tamimdari, Z., Morales, A., & Valdez, V. E. (in revision). 50 years of conceptualizing, measuring, and imagining equity in multilingual education: Towards transformative practices that support multilingual community thriving.

Carlock, R., Kaiser, A., & **Chang-Bacon, C. K.,** & Schoonover, N. (in review). "I ask different questions now": Teacher perspectives on family/community engagement in a culturally sustaining professional learning program.

Chang-Bacon, C. K., Carlock, R., Kaiser, A., Flores-Curley, M., Guzmán Antelo, M., Schoonover, N., & Allen, B. (in review). Do micro-credentials advance Culturally Responsive Pedagogy? A mixed methods study of teacher discourse and student outcomes.

Chang-Bacon, C. K. (in review). Grafting DEI: Decoding anti-diversity education mandates.

JOURNAL ARTICLES IN PROGRESS

Cioè-Peña, M., **Chang-Bacon, C. K.,** Clemons, A., Rodriguez-Mojica, C., Seltzer, K., Varghese, M., Viesca, K. M. (in progress). Racial justice in multilingual education: What is it and how do we realize it?

Chang-Bacon, C. K., Anderson, K. T., & Batchelor, A. Y. (in progress). The policy-ideology nexus: Teachers navigating policy contexts toward linguistically sustaining pedagogies.

Chang-Bacon, C. K., (in progress). Learning in a new language: Decoding as remembrance for teachers of multilingual learners.

GUEST EDITORSHIP FOR PEER-REVIEWED JOURNALS

Curtis, J. H., Zhang-Wu, Q., & **Chang-Bacon, C. K.** (Eds.) (2023). Critical Language Awareness: Teaching in Multilingual Contexts. *Journal of Language, Identity & Education. 22(4).* https://www.tandfonline.com/toc/hlie20/22/4

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

BOOK CHAPTERS

Sah, P. K., Uysal, H., & **Chang-Bacon, C. K.** (under contract). Language ideologies in education. *The Oxford Research Encyclopedia of Education.*

Anderson, K., & **Chang-Bacon, C. K.** (under contract). Language ideologies in teacher education. In Montgomery, P., De Costa, P., Sah, P.K., & Bernstein, K., (Eds.). *The Bloomsbury Handbook of Language Ideologies.*

Chang-Bacon, C. K., Lima Becker, M., & Oliveira, G. (2024). 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.

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

INVITED REPORTS & REVIEWS

Carlock, R., Schoonover, N. R., Kayser, A. A., **Chang-Bacon, C. K.,** (2024). Evaluating the Impact of the Culturally Responsive Teaching Professional Learning Program in Albemarle County Public Schools. *University of Virginia Center for Community Partnerships.* https://esb.k12albemarle.org/attachments/23a9a18a-2223-4f2e-86ff-5a13f00c6583.pdf

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

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

MEDIA APPEARANCES & POPULAR PRESS

Hoxworth, L. (2025, June 11). **Chris Chang-Bacon** Awarded Prestigious NAEd/Spencer Postdoctoral Fellowship. *UVA EHD News & Stories.* https://education.virginia.edu/news-stories/chris-chang-bacon-awarded-prestigious-naedspencer-postdoctoral-fellowship

Breen, A. (2023, November 17). Helping Teachers Get Comfortable with Complicated Conversations. *UVA Today.* https://news.virginia.edu/content/helping-teachers-get-comfortable-complicated-conversations?utm_source=DailyReport&utm_medium=email&utm_campaign=news

Najarro, I. (2023, June 30). Earning Seals of Biliteracy Are Beneficial to Students. Here's What the Research Shows. *Education Week.* https://www.edweek.org/teaching-learning/earning-seals-of-biliteracy-are-beneficial-to-students-heres-what-the-research-shows/2023/06

Chang-Bacon, C. K. (2023, January 3). The "New Bilingualism" Meets the "Old" Educational Inequities. *The Voice of Scholarship in Education, Teachers College Record.* https://vimeo.com/786011168

McCance, M. (2023, April 19). EHD Professors Win University Teaching Awards. University of Virginia School of Education and Human Development. https://education.virginia.edu/news-stories/ehd-professors-win-university-teaching-awards

McCance, M. (2023, April 18). UVA Recognizes Professional Expertise, Personal Kindness of Outstanding Faculty. *UVA Today.* https://news.virginia.edu/content/uva-recognizes-professional-expertise-personal-kindness-outstanding-faculty

Shapiro, N. (2022, March 21). 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/slife-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.* Retrievable 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,* Retrievable 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.* Retrievable from: http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu_b_7157112.html

RESEARCH FUNDING

EXTERNAL RESEARCH FUNDING

The National Academy of Education/Spencer Foundation. Chang-Bacon, C. K. (2025-2027). Enacting Critical Conversations on Racial, Linguistic, and Anti-Immigrant Injustice: Toward a Theory of Anti-Oppressive Discourse in Education. ($70,000)
Role: Principal Investigator

The Spencer Foundation. Anderson, K. T. & Chang-Bacon, C. K. (2021-2024). Transforming Stances: An Exploratory Study of Educators Evolving Perspectives on Linguistic Diversity as a Classroom Resource. ($43,916)
Role: Co-Principal Investigator

Institute of Education Sciences (IES). Rimm-Kaufman, S. E., Palacios, N. & Pianta, R. (2021-2025) University of Virginia Education Science Training Program in English Language Learning (EL-VEST). ($784,000)
Role: Key Personnel

The International Research Foundation for English Language Education. Bacon, C. K. (2018-2019). Language Ideology and Policy Interpretation: A Critical Policy Analysis of a State-level Sheltered English Immersion (SEI) Endorsement Mandate. ($3,250).
Role: Principal Investigator

National Council of Teachers of English (NCTE) ELATE Research Initiative. Bacon, C. K., & Pedersen, J. E. (2017-2018). 'It's Like Close Reading for Identity': A Framework for Writing as Discourse with Teachers of Linguistically Diverse Learners" ($2,500).
Role: Principal Investigator

INTERNAL (HOME-INSTITUTION) RESEARCH FUNDING

University of Virginia School of Education Innovative, Developmental, Exploratory Awards (IDEA). Chang-Bacon, C. K.**,** & Salerno A. (2020-2022). Speaking Up: Researching Professional Collaboration and Conflict Resolution through Digital Simulations in Teacher Education. ($10,000).
Role: Principal Investigator

University of Virginia EHD Office of Diversity, Equity, and Inclusion. Dubay, Salerno, A., Chang-Bacon, C. K. , & Lonke, P. (2021-2022) Language Alliance: Bi/Multilingual Student Community and Advocacy Group. ($1,000).

Role: Co-Principal Investigator

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

PRESENTATIONS, COLLOQUIA, & TEACHING

PEER-REVIEWED CONFERENCE PRESENTATIONS

Anderson, K., **Chang-Bacon, C. K.,** & Batchelor, A. Y. (2025). *"Dawning of an aspect": Creating contexts in literacy teacher education for articulating changes in perspectives on languaging***.** Paper presentation at the annual meeting of the Literacy Research Association Conference (LRA). Las Vegas, NV.

Chang-Bacon, C. K., & Hu, C., & Schoonover, N. R. (2025). *Because estamos gringas": Raciolinguistic Ideologies in a Bilingual Tutoring Program.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Guzmán Antelo, M., Hu, C., & **Chang-Bacon, C. K.** (2025). *Navigating Linguistic Constraints: Examining Students' Language-Based Agency in Bilingual Tutoring Settings.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Viesca, K. M., **Chang-Bacon, C. K.,** Cioè-Peña, M., Clemons, A., Rodriguez-Mojica, C. Seltzer, K., & Varghese, M. (2025). *Racial Justice in Multilingual Education: What Is It and How Do We Realize It.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Grapin, S., Kray, F., & **Chang-Bacon, C. K.** (2025). *Bridging Policy and Practice for Multilingual Learners Through English Language Development Standards Implementation Research.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Carlock, R., Kaiser, A. A., & **Chang-Bacon, C.K.** (2025). *"I Ask Different Questions Now": Teacher Perspectives on Family/Community Engagement in Culturally Sustaining Pedagogy.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Viesca, K. M., Morita Mullaney, T., Leider, C., Pratt, K. L., Yilmaz, T., Sun, W., Jeong, H., Holmes, M.; Onwubuya, G., Chávez, G., Espinosa Cevallos, L., de Jong, E., **Chang-Bacon, C. K.,** Carson, C., Terrell, K., Amoakoh, J. Gómez, M., Kiramba, L. K., Fotouhi, G., Bankhead, T., David, B., Tamimdari, Z., Morales, A., & Valdez, V. E. (2025). *50 Years of Conceptualizing, Measuring, and Imagining Equity in Multilingual Education: A Literature Review.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO.

Chang-Bacon, C. K., & Hu, C. (2025). *"We thought he was white!": Raciolinguistic engregisterment in a multilingual tutoring program.* Paper presentation at the annual meeting of the American Association of Applied Linguistics (AAAL). Denver, CO.

Cioè-Peña, M., **Chang-Bacon, C. K.,** Clemons, A., Rodriguez-Mojica, C. Seltzer, K., & Viesca, K. M. (2025). *Seeking accountability, equity and racial justice in multilingual education: Past, present and future considerations.* Paper presentation at the annual meeting of the American Association of Applied Linguistics (AAAL). Denver, CO.

Guzmán Antelo, M., Hu, C., & **Chang-Bacon, C. K.** (2025). *The context of translanguaging: Examining the dynamics of linguistic choice in a bilingual tutoring program.* Paper presentation at the annual meeting of the American Association of Applied Linguistics (AAAL). Denver, CO.

Jeong, H., Terrell, K., Carson, C., **Chang-Bacon, C. K.,** de Jong, E., Jambor, B., Morita-Mullaney, T., Onwubuya, G., Pratt, K. L., Sun, W., Valdez, V. E., Yilmaz, T. (2025). *Advancing Equitable Education through the Teaching and Learning Coalition for Multilingual Education,* Paper presentation at the annual meeting of the American Association of Applied Linguistics (AAAL). Denver, CO.

Chang-Bacon, C. K., Anderson, K., & Guzmán Antelo, M. (December, 2024). *"But I also need to help them succeed": Navigating Educators "Yes… BUT" Objections to Linguistically Sustaining Pedagogies.* Paper presentation at the annual meeting of the Literacy Research Association Conference (LRA). Atlanta, GA.

Viesca, K. M., Carson, C., **Chang-Bacon, C. K.,** Jeeong, H., Leider, C. M., Pratt, K., Tamimdari, Z., & Yilmaz, T. (November, 2024). *A half-century of language education: A systematic literature review.* Paper presentation at the annual meeting of the La Cosecha Dual Language Conference. Santa Fe, NM.

Chang-Bacon, C. K., Hu, C., Vargas, I., Montalvo, L. & Schoonover, N. (April, 2024). *Interrogating Hierarchies of Language: Language Ideologies and Access in a Bilingual Tutoring Program.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.

Chang-Bacon, C. K., & Lima Becker, M. (April, 2024). *Contingent Commodification: Brazilian Students and the Gentrification of Portuguese-English Dual Language Bilingual Education.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.

Hu, C., Schoonever, N. & **Chang-Bacon, C. K.** (April, 2024). *Analogizing and Resisting: Examining Youth Perspectives of Transformational Institutional Claims in a University-Community Equity Intervention.* Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.

Guzmán Antelo, M., **Chang-Bacon, C. K.,** & Salerno, A. S. (April, 2024). *Advocacy and Identity: Exploring Teacher Endorsement Candidates' Ways of Knowing Through Advocacy Reflections.* Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.

Anderson, K., **Chang-Bacon, C. K.,** & Guzmán Antelo, M. (April, 2024). *Navigating Monolingual Language Ideologies: Educators' Objections to Linguistically Sustaining Pedagogies in the Classroom.* Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.

Chang-Bacon, C. K., Hu, C., Vargas, I., Montalvo, L. & Schoonover, N. (March, 2024). *Tutors as Change Agents? Language Access in a Bilingual Tutoring Program.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Houston, TX.

Anderson, K. T., **Chang-Bacon, C. K.,** & Guzmán Antelo, M. (March, 2024). *Navigating Monolingual Language Ideologies: Educators' "Yes, BUT" Objections to Linguistically Sustaining Pedagogies in the Classroom.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Houston, TX.

Guzman Antelo, M., **Chang-Bacon, C. K.,** & Salerno, A. S. (March, 2024). *Negotiating "Advocate Identity" through Discourse: Teacher Beliefs about Advocacy for Multilingual Learners.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Houston, TX.

Flores-Curley, M., **Chang-Bacon, C. K.,** Lima Becker, M., & Wong, K. (March, 2024). *Raising Bi/Multilingual Children in Monolingual Contexts: Beliefs, Strategies, and Power Dynamics.* Poster presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Houston, TX.

Chang-Bacon, C. K., Hu, C., Vargas, I., Montalvo, L., & Schoonover, N. (December, 2023). *Interrogating Hierarchies of Language: Language Ideologies and Access in a Multilingual Tutoring Program.* Paper presentation at the Literacy Research Association (LRA) Conference. Atlanta, GA.

Hu, C., Schoonover, N., & **Chang-Bacon, C. K.** (November, 2023). *Youth, Social Justice, and the University: Examining the Transformation of Institutional Claims and Student Experiences.* Paper Presentation at the American Educational Studies Association (AESA) Conference. Louisville, KY.

Mora. R. A., Cole, M. W., & **Chang-Bacon, C. K.** (Aug, 2023). *Disrupting investment models in language teacher education and policy: Promoting a more sustainable, ecological perspective.* Paper presentation at the International Seminar on Professional Development for Foreign Language Teachers [Virtual], Universidad de Antioquia, Medellín, Colombia.

Chang-Bacon, C. K., & Rutt, A. (April, 2023). *Monolingual momentum in a multilingual context: The limits of language awareness in a hybrid science learning environment.* Paper

presentation at the annual meeting of the American Educational Research Association (AERA). Chicago, IL.

Fox, W., & **Chang-Bacon, C. K.** (April, 2023). *Disrupting Deficit Discourse through Advocacy Simulations in Second Language Writing.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Chicago, IL.

Guzmán Antelo, M., & **Chang-Bacon, C. K.** (April, 2023). *Talking the Talk: Language Ideological Positioning in Teachers' Advocacy for Multilingual Learners* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Chicago, IL.

Fox, W., & **Chang-Bacon, C. K.** (March, 2023). *Critical language awareness through advocacy: Disrupting deficit discourse through simulation in second language writing teacher education.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Portland, OR.

Chang-Bacon, C. K., & Rutt, A. (March, 2023). *Monolingual Momentum: Language Ideologies in a Hybrid Science Learning Environment.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Portland, OR.

Rutt, A. & **Chang-Bacon, C. K.** (2023, January). *Experimenting with hybrid language practices in the secondary science classroom: One teacher's foray into multilingual learning opportunities*. Paper presentation at the Association for Science Teacher Education Annual International Meeting. Salt Lake City, UT.

Mora, R. A., Cole, M. W., & **Chang-Bacon, C. K.** (December, 2022). *Defunding Investment Models in Language and Literacy Education: Toward an Ecological Biliteracy Perspective.* Paper presentation at the Literacy Research Association (LRA) Conference. Phoenix, AZ.

Vargas, I., **Chang-Bacon, C. K.**, **&** Montalvo, L. (October, 2022) *Multilingual Tutoring for Language Access and Equity in TESOL.* Paper presentation at the Southeast TESOL Conference (SETESOL). Richmond, VA.

Guzmán Antelo, M., Fox, W., **Chang-Bacon, C. K.,** & Salerno, A. (October, 2022). *How TESOL Practitioners Approach Advocacy for and with Multilingual Learners.* Paper presentation at the Southeast TESOL Conference (SETESOL). Richmond, VA.

Chang-Bacon, C. K., & Rutt, A. (October, 2022). *TESOL Practitioners Challenging Monolingual Momentum in a Hybrid Science Learning Environment.* Paper presentation at the Southeast TESOL Conference (SETESOL). Richmond, VA.

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 TALKS AND COLLOQUIA

Chang-Bacon, C. K., (October, 21st, 2024). *Race and National Origin Discrimination Today.* Invited Panel Member to honor 60th Anniversary of Brown v. Board of Education Ruling, University of Virginia School of Law.

Chang-Bacon, C. K., (September 24th, 2024). *Race, Language, and Literacy in Teacher Education.* Invited Colloquium, University of Delaware School of Education.

Chang-Bacon, C. K., (September 26th, 2022). *Biliteracy as Property: The Promise and Perils of Seals of Biliteracy and Dual Language Programming through an Equity Lens.* Invited Colloquium, Boston University Wheelock School of Education and Human Development. Boston, MA.

Chang-Bacon, C. K., (June 16th, 2022). *Critical Language Policy in English Language Teaching.* Presentation delivered to Literacies in Second Languages Course, Dr. Raúl Mora, Colegio Universidad Pontificia Bolivariana, Medellín, Columbia.

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.

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. (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. (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. (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.

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.

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.

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.

INVITED PRESENTATIONS (AT HOME INSTITUTION)

Chang-Bacon, C. K., Kadolph, L., & Quinones, A. (February, 26th, 2025). *What should you colleagues know? Reflections on ESL pedagogy with mainstream teachers.* Presentation for Teacher Education Secondary Education Cohort. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (November 12th, 2024). *Bilingualism, Bricks, and Beloning: Teacher Preparation for Working with Mulitilingual Learners.* Presentation for Teacher Education Elementary Education Cohort. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (October 7th, 2024). *Race, Language, and Teacher Education in U.S. Contexts.* Presentation for visiting Swiss International scholars. University of Virginia School of Education and Human Development.

Chang-Bacon, C. K., (March 29th, 2023). *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., (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., (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.

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 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. (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. (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.

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. (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.

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

K-12 PROFESSIONAL DEVELOPMENT

Chang-Bacon, C. K., Salerno, A. S., & Guzmán Antelo, M., (November, 6th, 2023). ESOL Advocacy: Practical and Equitable Engagement Strategies between EL and Gen Ed Teacher Advocates. Professional development delivered to Albemarle County Public Schools. Charlottesville, VA.

Salerno, A. S., & **Chang-Bacon, C. K.,** (November 3rd, 2022). *Asset-based instruction: The power of responsive language and communication.* Professional development delivered to Charlottesville Public Schools, Equity Certificate Program. Charlottesville, VA.

Salerno, A. S., & **Chang-Bacon, C. K.,** (November 7th, 2022). *Promoting additive multilingualism for English Learners.* Professional development delivered to Albemarle County Public Schools. Charlottesville, VA.

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.

UNIVERSITY COURSES TAUGHT

University of Virginia, School of Education & Human Development

EDIS 7840 - Discourse Analysis in Education, Doctoral Seminar
This course provides an introduction to discourse analysis theory and methodology as they relate to classrooms and other educational settings. Readings will provide an overview of discourse analysis approaches used in educational research, with a particular focus on micro-ethnographic and conversation-analytic approaches. Fieldwork and hands-on analysis of discourse will form a significant portion of the course.

EDIS 5423 - English Linguistics
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.

EDIS 5428: ESL Methods PreK-12
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
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: Seminar: Teaching Internship - English as a Second Language (ESL)
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: Content Area Seminar in English as a Second Language (ESL)
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 (ESL)
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
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.

Boston University, Wheelock School of Education

TL 525/TL 520: Teaching English Language Learners
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.

BI 620: Educational Issues in Bilingualism
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.

RES 722: Research on Language and Literacy
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.

HDF 702: Language, Literacy, and Culture
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.

Boston College, Lynch School of Education and Human Development

EDUC 6346: Teaching Bilingual Students in Elementary Grades
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.

EDUC 7436: Curriculum Theories and Practice
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.

EDUC 7473: Teaching Writing
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.

SERVICE

NATIONAL SERVICE

Editorial Roles

Co-Editor

Racial Justice in Multilingual Education (RJME)	(2025 – present)

Editorial Board Member

TESOL Quarterly	(2025 – present)
American Educational Research Journal (AERJ)	(2022 – present)
Journal of Education, Language, and Ideology (JELI)	(2022 – present)
Linguistics and Education	(2020 – present)
Journal of Literacy Research (JLR)	(2020 – present)

Professional Associations and Leadership

American Education Research Association (AERA)

Second Language Research (SLR) SIG

Proposal Reviewer	(2019 – present)
Treasurer	(2022 – 2023)
Doctoral Mentorship Program Coordinator	(2021 – 2022)
Social Media Chair: Second Language Research	(2020 – 2022)

Bilingual Education Research (BER) SIG
Awards Committee Member (2022 – present)
Proposal Reviewer

Language and Social Processes (LSP) SIG
Awards Committee Member (2022 – present)
Proposal Reviewer

Division G: Social Contexts of Education
Proposal Reviewer (2019 – present)
Campus Liaison (2014 – 2018)

Division K: Teacher Education
Proposal Reviewer (2019 – present)

American Association for Applied Linguistics (AAAL)
Doctoral Mentorship Program Mentor (2021 - present)

Literacy Research Association (LRA)
Doctoral Conference Proposal Mentor (2020 - present)
Invited Discussant (2021)
Multilingual ICG Working Group on Racism (2020)
Treasurer, Doctoral Student Community Group (2016 – 2019)

Invited Peer-Reviews

Language-Specific Research Journals
Bilingual Research Journal
International Multilingual Research Journal
Journal of Adolescent and Adult Literacy (JAAL)
Journal of Language, Identity, and Education
Journal of Multilingual and Multicultural Development
Journal of Multilingual Theories and Practices
Language Arts
Language Awareness
Language, Culture, and Curriculum
Linguistics and Education
Modern Language Journal
TESOL Quarterly

General Educational Research Journals
AERA Open
American Educational Research Journal (AERJ)
Anthropology & Education Quarterly
Critical Studies in Education

Educational Policy
Foro de Educación
High School Jounral
International Journal of Multicultural Education
Journal of Curriculum and Pedagogy
Journal of Educational Change
Journal of Literacy Research
Journal of Teacher Education
Review of Educational Research
Teaching and Teacher Education
Urban Education

Book Proposals

Multilingual Matters	(2025)
Routledge: Language and Literacy and ESL/EFL/ELT/ Multilingual Education	(2022, 2023)
Springer	(2021)

Book Endorsements

Myers Education Press	(2025)

External Dissertation Committee Member

Samantha Harris, *University of California Santa Barbara*	(2023)
Norma Monsivais Diers, *University of Illinois Chicago*	(2022)
Lucy Montalvo, *University of Texas, Rio Grande Valley*	(2021)

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 – 2022)

Faculty Supervisor: EHD Office of Student Affairs Community Building Grant. Doctoral Student Awardees: María Guzmán Antelo & 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

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

Small Group Leader, CISE Departmental Diversity, Equity, and Inclusion (DEI) Affinity Group, Facilitated by Dr. Stan Trent and Dr. Natasha Heny (2021 – 2022)

Invited Panelist, Submitting for Pre-Tenure Review. Facilitated by Associate Dean Nancy Deutsch (2022)

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

PhD Graduate Research Assistant Mentorship
- Mandy Flores-Curley, Curriculum & Instruction (2022 – present)
- Christopher Hu, Social Foundations (2022 – present)
- María Guzman Antelo, Curriculum & Instruction (2020 – present)
- Will Fox, Curriculum & Instruction (2019 – 2022)

PhD Dissertation Committees (as Chair)
- María Guzman Antelo, Curriculum & Instruction (2023)
  - Dissertation: *Voices and Practices from the Inside: Exploring What Matters to English as a Second Language (ESL) Mentor Teachers*[†]

PhD Dissertation Committees (as Member)
- Charlotte Blain, Curriculum & Instruction (2023)
- Will Fox, Curriculum & Instruction (2022)
- Tyler Woodward, Curriculum & Instruction (2021)
- Rosalie Chung, Curriculum & Instruction (2021)

[†] Dr. Guzmán Antelo's dissertation was awarded the school-wide *Bruce Gansneder Outstanding Dissertation Award for Qualitative Methodology*

PhD Comprehensive Exam Committees

Megan T. Pellei, Curriculum & Instruction	(2025)
María Guzman Antelo, Curriculum & Instruction	(2023)
Charlotte Blain, Curriculum & Instruction	(2021)
Will Fox, Curriculum & Instruction	(2021)

PhD Qualifying Paper Committees

Kayla Reist, Curriculum & Instruction	(2025)
Mandy Flores-Curley, Curriculum & Instruction	(2024)
Aaron Blatt, Curriculum & Instruction	(2024)
María Guzman Antelo, Curriculum & Instruction	(2022)
Charlotte Blain, Curriculum & Instruction	(2021)
Will Fox, Curriculum & Instruction	(2020)
Tyler Woodward, Curriculum & Instruction	(2019)

PhD Preliminary Exam Committees

Megan Pellei, Curriculum & Instruction	(2025)
Mandy Flores-Curley, Curriculum & Instruction	(2023)
Aaron Blatt, Curriculum & Instruction	(2023)
María Guzman Antelo, Curriculum & Instruction	(2021)
Isabel Vargas, Curriculum & Instruction	(2021)
Charlotte Davis, Curriculum & Instruction	(2020)

PhD Graduate Teaching Assistant Mentorship

Mandy Flores-Curley, Curriculum & Instruction	(2022 – present)
María Guzman Antelo, Curriculum & Instruction	(2020 – present)
Arielle Boguslav, Educational Policy	(2020)
Will Fox, Curriculum & Instruction	(2019)

EdD Capstone Committees

Suzanne Landon, Curriculum & Instruction	(2026)
Owen Silverman, Curriculum & Instruction	(2026)
Amy Sherman, Curriculum & Instruction	(2023)
Jorge Grajales-Díaz, Curriculum & Instruction	(2022)

EdD Comprehensive Exam Committees

Emily Nguyen, Curriculum & Instruction	(2025)
Jorge Grajales-Díaz, Curriculum & Instruction	(2019)

EdD Preliminary Exam Committees

Chase Anthony Brame, Curriculum & Instruction	(2025)
Barbara Eye, Curriculum & Instruction	(2025)
Emily Nguyen, Curriculum & Instruction	(2023)
Amy Sherman, Curriculum & Instruction	(2022)
Larise Joasil, Curriculum & Instruction	(2021)

Boston College School of Education, Department of Curriculum & Instruction

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

Doctoral Student Mentoring Program (2015 – 2018)

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

Prospective Doctoral Student Liaison (2015 – 2017)

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

K-12 EDUCATIONAL SERVICE

Program Evaluator, Evaluating the Impact of the Culturally Responsive Teaching Professional Learning Program (2024)
Albemarle County Public Schools

Textbook Consultant for ESL Content, *Five Ponds Press* (2022)

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

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

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

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

INTERNATIONAL SERVICE

PhD Committee Member, David Poulus, Critical literacy in international schools: Exploring cultural change with elite students. (2025)
Griffith University, Queensland, Australia

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

Survey Consultant, *A Case Study of Canadian University Instructors' Beliefs, Dispositions, and Perceptions of Ability Towards Working with* (2021)

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.*