

CURRICULUM VITAE

Colby Hall

Present Title Assistant Professor of Education
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EDUCATION

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

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

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

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

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)

ACADEMIC APPOINTMENTS

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

RESEARCH FUNDING

Current Grant Support

Zucker, T. A. (PI), **Hall, C.** (Co-PI). July 1, 2018-June 30, 2022). Reading RULES in Kindergarten: Development of a Small-Group Intervention to Support Emergent Reading and Writing. Funded by the Institute of Education Sciences, U. S. Department of Education. Total award: \$1,400,000.

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

Pending Grant Support

Assel, M. (PI), **Hall, C.** (Co-I). April 1, 2022-August 31, 2026. Educational Assessment Resource Center for the Early Literacy and Farsightedness Study. Submitted to the U. S. National Institutes of Health and the National Eye Institute.

Solari, E. J. (PI), Downer, J. T. (Co-PI), **Hall, C.** (Co-PI), Williford, A. P. (Co-I), Whittaker, J. E. (Co-I). August 1, 2021-July 31-2024. Leveraging Evidence-based Reading and Relational Tools to Improve Kindergarteners' Literacy Skills and Behavior in a post-COVID Context. Submitted to the Institute of Education Sciences, U. S. Department of Education.

Hall, C. (PI), Solari, E. J. (Co-PI), Vaughn, S. (Co-PI), Roberts, G. (Co-PI). July 1, 2022-June 30, 2026. Actively Learn™ Inference Generation (ALIGN): Inference Instruction and Practice to Improve Reading Comprehension for Students in the Middle Grades. Submitted to the Institute of Education Sciences, U. S. Department of Education. Award limit: \$2,000,000.

PUBLICATIONS

Peer-Reviewed Journal Articles

Hall, C., Zucker, T. A., Montroy, J. J., Dahl-Leonard, K. (in press). Pilot study of *Unlocking Understanding* professional development to support Grade 3 reading comprehension. *The Elementary School Journal*.

Hall, C., Dahl-Leonard, K., & Cannon, G. E. (in press). Two approaches to systematic instruction for students with dyslexia: Examining teachers' practice and perceptions. *Exceptionality*.

Hall, C. & Vaughn, S. (in press). Current research informing the conceptualization, identification, and treatment of dyslexia across orthographies: An introduction to the special series. *Learning Disabilities Quarterly*.

Hall, C., Dahl-Leonard, K., Denton, C. A., Stevens, E. A., Capin, P. (2021). Fostering independence while teaching students with or at risk for reading disabilities. *TEACHING Exceptional Children*. Advance online publication. DOI: 10.1177/0040059921994596

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*. Advance online publication.
DOI: 10.1086/712416

- 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), 13-15.
- 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. DOI: 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*, 166, 145-189. DOI: 10.1002/cad.20302
- 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. DOI: 10.1177/1053451216676799
- 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. DOI: 10.1007/s10648-016-9372-4
- 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. DOI 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. DOI: 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. DOI: 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. DOI: 10.1177/004005991304600106

Manuscripts Under Review

Denton, C. A., **Hall, C.**, Cho, E., Cannon, G. E., Scammacca, N., Wanzek, J. (in press). A meta-analysis of the effects of foundational skills and multicomponent reading interventions on reading comprehension for primary-grade students. [Manuscript submitted for publication.] University of Virginia.

Roberts, G. J., **Hall, C.**, & Cho, E. (2021). Reading instruction for English learners in K-3: A meta-analysis. [Manuscript submitted for publication.] University of Denver.

Dahl-Leonard, K., **Hall, C.**, Denton, C. A., Beegle, R. S., Capin, P. (2020). Integrating self-regulation instruction into reading instruction for elementary-grade students with reading difficulties. [Manuscript submitted for publication.] University of Texas Health Science Center at Houston.

Capin, P., **Hall, C.**, Stevens, E. A., Vaughn, S. (2020). Intensifying instruction for secondary students with reading difficulties in multi-tiered systems of support. Manuscript in preparation. [Manuscript submitted for publication.] University of Texas at Austin.

Barnes, M. A., Clemens, N. H., **Hall, C.**, Simmons, D., Martinez-Lincoln, A., Fogarty, M., Roberts, G., Simmons, L., & Vaughn, S. R. (2021). Effects of an inference-making intervention for struggling middle school readers. [Manuscript submitted for publication.] Vanderbilt University.

Richmond, C. L., **Hall, C.**, Solari, E. J. (2021). Effectively supporting reading comprehension in students with language comprehension difficulties. [Manuscript submitted for publication.] University of Virginia.

Vargas, I., **Hall, C.**, Solari, E. J. (2021). Brick by brick: What research tells us about development, assessment, and instruction for students who are English learners. [Manuscript submitted for publication.] 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*. New York, NY: 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*. Amsterdam: 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). United Kingdom: Emerald Group Publishing.

PRESENTATIONS

- 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 Exceptional 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 Exceptional 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.
- 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: What are the "active ingredients?"*. Presentation at the virtual Learning Ally Spotlight on Dyslexia 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.

HONORS & AWARDS

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

UNIVERSITY TEACHING EXPERIENCE

S 2021	EDIS 5740—Diagnosis and Remediation II. Instructor.
F 2020	EDIS 3221—Introduction to Reading Foundations. Instructor.
S 2020	Medical School Lecture Series—Dyslexia. Instructor.
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.

ELEMENTARY SCHOOL TEACHING EXPERIENCE

2007-2010 Public School 321 (Brooklyn, New York). Third grade teacher in a co-taught inclusive classroom, 2007-2009; third grade teacher in an inclusive classroom, 2009-2010
2003-2005 Norfolk Academy (Norfolk, Virginia). Teacher of fifth grade math, science and social studies

NATIONAL SERVICE

Grant Peer Review

2021 Scientific peer review panelist, Institute of Education Sciences (Reading, Writing and Language Development topic)

Guest Editorial Positions

2020-2021 Co-guest editor (with E. Stevens, S. Vaughn), *Annals of Dyslexia*
2020-2021 Co-guest editor (with S. Vaughn), *Learning Disability Quarterly*

Editorial Review Board

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

Journal Peer Review

2021-present Ad hoc reviewer: *Elementary School Journal*
2021-present Ad hoc reviewer: *TEACHING Exceptional Children*
2020-present Ad hoc reviewer: *The Reading League Journal*
2020-present Ad hoc reviewer: *Educational Psychology Review*
2020-present Ad hoc reviewer: *Discourse Processes*
2020-present Ad hoc reviewer: *Scientific Studies of Reading*
2019-present Ad hoc reviewer: *Research in Developmental Disabilities*
2019-present Ad hoc reviewer: *Journal of Learning Disabilities*
2018-present Ad hoc reviewer: *Bilingual Research Journal*
2017-present Ad hoc reviewer: *Learning Disability Quarterly*

Committee Membership

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

UNIVERSITY SERVICE

2019-2020 Reading Faculty Search Committee, The Children's Learning Institute at UTHealth
2013-2014 The University of Texas at Austin College of Education Graduate Research Committee, founding member

COMMUNITY SERVICE

2019-2020 Generation SERVE Houston founding member

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children

Division for Learning Disabilities

Division for Research

International Dyslexia Association

Society for the Scientific Study of Reading

(Last updated: June 10, 2021)