

Chris K. Bacon

Ph.D. Candidate, Curriculum & Instruction, Boston College, Lynch School of Education
140 Commonwealth Ave. Chestnut Hill, MA 02467-3813

Email: chris.k.bacon@gmail.com Phone: 612-889-5060 Website: www.chriskbacon.com

EDUCATION & CERTIFICATION

- 2019 Ph.D., Curriculum & Instruction: Language, Literacy, and Culture
Boston College, Lynch School of Education, Chestnut Hill, MA
Dissertation: *Monolingual Language Ideologies and the Massachusetts Sheltered English Immersion (SEI) Endorsement Policy*
Advisor: C. Patrick Proctor
- 2014 M.Ed., Curriculum & Instruction
Boston University School of Education, Boston MA
- 2012 Massachusetts Teacher Certification (License #461822)
English as a Second Language (PreK-12), English Language Arts (8-12)
- 2011 CELTA Certificate in Teaching English to Speakers of Other Languages
Cambridge University, International House, Buenos Aires, Argentina
- 2007 B.A., Theatre for Social Justice
Gustavus Adolphus College, Saint Peter, MN

PROFESSIONAL EXPERIENCE

- 2014 – Present *Adjunct Lecturer in Education, Graduate/Undergraduate*
Boston University, Boston College, Wheelock College (details on p. 6)
- 2017 – Present *Writing Program Manager, “Excellence for All” Grades 3-6*
Boston Public Schools, Office of Opportunity Gaps
Partnership with Dr. María Estella Brisk, Boston College
- 2014 – 2016 *Instructional Coach, Pre-Practicum Supervisor, Grades K-12*
Urban Catholic Teacher Corps, Roche Center for Education (2015 – 2016)
Boston College, Practicum Experience & Teacher Induction (2014 – 2015)
- 2012 – 2014 *High School English Teacher, Grades 9 & 11*
Lawrence Public High School, Lawrence, Massachusetts
- 2008 – 2011 *Middle School ESL Teacher, Grades 3-8; Faculty Manager*
Chung Dahm Institute, Busan, South Korea
- 2007 – 2008 *Youth Development & English Education, Grades 2 – Adult Learners*
U.S. Peace Corps, Morocco

PUBLICATIONS

PEER-REVIEWED JOURNALS

Bacon, C. K. (in press). Appropriated literacies: The paradox of “critical” literacies, policies, and methodologies in the “post-truth” era. *Education Policy Analysis Archives*.

Bacon, C. K. (2018). “It’s Not Really My Job”: A Mixed Methods Framework for Language Ideologies, Monolingualism, and Teaching Emergent Bilingual Learners. *Journal of Teacher Education*. DOI: <https://doi.org/10.1177/0022487118783188>

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. (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. DOI: <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. DOI: <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. DOI: <https://doi.org/10.1007/s10833-017-9298-8>

Friedman, A. A., **Bacon, C. K.**, & Pedersen, J. M. (2017). 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

BOOK CHAPTERS

Proctor, C. P., & **Bacon, C. K.** (in press). 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.

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 <http://www.visthar.org/Revisioning%20Paradigms.pdf>

REPORTS AND REVIEWS

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

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

Bacon, C. K., Pedersen, J. M., & O'Connor, M. T., (2017). Writing, Agency, and Linguistic Diversity: Multilingual Learners as Agentive Writers. *Journal of Literacy Research*. Virtual Special Issue. Retrieval from: <http://journals.sagepub.com/page/jlr/virtual-special-issue>

MEDIA & POPULAR PRESS

Hoppie, M. & **Bacon, C. K.** (Jun 6th, 2018). 2018 MATSOL Conference: Massachusetts LOOK Act & Seal of Biliteracy. *TWIN-CS Education Blog*. Retrieval from <https://www.twin-cs.org/blog/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, Call for Conversations: Education in the Era of Trump*. Retrieval from <http://www.berkeleyreviewofeducation.com/cfc2016-blog/political-clarity-combatting-post-truth-narratives-through-critical-literacy>

Bacon, C. K. (Jun 27th, 2015). High Stakes Testing and Critical Thinking: Is Balance Possible? In C.M. Rubin (Ed.), *The Global Search for Education: Our Top 12 Global Teacher Blogs - How do you balance preparation for high stakes assessments with teaching and learning in your classroom?* Huffington Post Education. Retrieval from: http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu_b_7157112.html

Bacon, C. K. (Ongoing, 2014-present). *Education, Culture, & the Politics of Language: The Chris K. Bacon Blog*. Retrieval from <http://www.chriskbacon.com>

IN REVIEW

Friedman, A. A., Pedersen, J., & **Bacon, C. K.** (in revision). Poetry as a genre of access for multilingual learners. (Target Journal: *Equity and Excellence in Education*).

Bacon, C. K., Pedersen, J., & Friedman, A. A. (accepted for submission through awarded NCTE/CEE grant). ‘It’s like close reading for identity’: A framework for writing as discourse with linguistically diverse learners. (Target Journal: *English Education*.)

IN PREPARATION

Bacon, C. K. (in preparation). Racialized monolingualism: An American tale. (Target Journal: *Teachers' College Record*).

Bacon, C. K. (in preparation). Monolingual language ideologies: A critical policy analysis of the Massachusetts Sheltered English Immersion (SEI) endorsement initiative. (Target Journal: *Educational Policy*).

Colomer, S., & **Bacon, C. K.** (in preparation) Critical Bilingualities: A Framework for Understanding the Intersections of Language, Culture and Power among Bilingual Seal High School Graduates. (Target Journal: *Journal of Adolescent and Adult Literacy*).

RESEARCH FUNDING AND AWARDS

The Boston College Collaborative Fellows Program Grant (2018)

- \$35,000; Co-Investigator and Grant Writer with Dr. Gabrielle Oliveira, Boston College
- Awarded to fund ethnographic study of a Massachusetts Portuguese-English two-way immersion program

Warmenhoven Family Endowed Fund for Collaborative Teaching and Research in Catholic Education (2018)

- \$30,000; Co-Investigator and Grant Writer with Dr. Gabrielle Oliveira, Boston College
- Awarded to study racial equity in national network of 20 dual-language immersion programs in Catholic schools

The International Research Foundation for English Language Education (TIRF) Doctoral Dissertation Grant (2018)

- \$3,250; Approximately 15 awarded internationally each year to fund dissertation research

Boston College Lynch School of Education, Dissertation Development Grant (2018)

- \$2,000; Two awarded per year among education school at large for dissertation research

National Council of Teachers of English (NCTE) Conference on English Education (CEE) Graduate Student Research Grant (2017)

- \$2,500; One awarded nationally per year,
- Awarded to fund research proposal, “*It’s Like Close Reading for Identity’: A Framework for Writing as Discourse with Teachers of Linguistically Diverse Learners*”

AERA Bilingual Education Research SIG Travel Award (2017)

- \$500; 1-3 awarded nationally every other year
- Awarded for conference paper, *Language Ideologies and The Monolingual Gaze: A Mixed Methods Study of Teacher Beliefs Surrounding Bilingual Learners*.

Boston College Associate Dean Student Travel Grant (2017; 2016)

- **\$650**; Multiple awarded for one-time grant through Boston College Associate Dean
- Awarded for AAAL conference papers on, *Critical Biliteracies: A Framework for Understanding Language and Power among Biliteracy Seal High School Graduates*.

AERA Paulo Freire SIG Graduate Student Travel Award (2016)

- **\$250**; 1-2 awarded nationally per year
- Awarded for book chapter *A Pedagogy for the oppressor: Re-envisioning Freire and critical pedagogy in contexts of privilege*

Boston College Conference Presentation Travel Grant (2015; 2016; 2017)

- **\$150**; Multiple awarded each year through Boston College Graduate Student Association

RESEARCH EXPERIENCE

- 2017 – Present Principal Investigator: *Policy Interpretation and the Massachusetts Sheltered English Immersion (SEI) Endorsement Initiative*. Funded through The International Research Foundation for English Language Education (TIRF) and Boston College Doctoral Research Grant.
- 2017 – Present Project Manager & Grant Writer: *Latinx Education Experience in Two-Way Immersion Bilingual Programs in the United States*, with Dr. Gabrielle Oliveira, Boston College. Funded through two Boston College research grants. Includes supervision of four doctoral research assistants.
- 2017 – Present Co-Investigator: *Whose Seal?: Analyzing State Seal of Biliteracy Programs and their Graduates*. Partnership with Dr. Soria Colomer, Oregon State University
- 2015 – 2018 Principal Investigator: *Teacher Language Ideologies: A Mixed Methods Case Study across three New England Teacher Preparation Programs*. Collaboration with Dr. Anne Homza, Dr. Audrey Friedman, and two doctoral research assistants, Boston College
- 2015 – 2018 Principal Investigator: *English, power, and Identity in a Korean English Learning Academy*. International collaboration with two doctoral research assistants, one in-country research assistant, and two translators.
- 2016 – 2017 Data Manager: *Comprehension, Language Acquisition, and Vocabulary, in English and Spanish (CLAVES) Project*.
Dr. C. Patrick Proctor, Boston College, IES Funded Research Grant
- 2016 – 2017 Consultant: *Writing for English Language Learners: Exploring the Relationship Between Writing Instruction and Student Outcomes*.
Dr. Mileidis Gort, University of Colorado Boulder & Dr. Maria Brisk, Boston College, IES Funded Research Grant

2015 – 2017

Research Assistant: *Equity & Wellbeing, Council of Ontario Directors of Education (CODE) Project*. Dr. Andy Hargreaves & Dr. Dennis Shirley, Boston College, Funded by the Ontario Ministry of Education

UNIVERSITY TEACHING EXPERIENCE:

EDUCATIONAL FOUNDATIONS AND RESEARCH COURSES: GRADUATE AND UNDERGRADUATE

EDUC7436: Curriculum Theories and Practice

School of Education, Boston College, Summer 2017

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.

RES722: Research on Language and Literacy

School of Education, Wheelock College, Spring 2017

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.

BI620: Educational Issues in Bilingualism

School of Education, Boston University, Spring 2017

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.

TEACHING METHODS COURSES: GRADUATE AND UNDERGRADUATE

TL520: Teaching English Language Learners in Elementary Grades

School of Education, Boston University, Summer 2016, Summer 2017, Spring 2018

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. Planned for students seeking licensure in the content areas at the PreK-5 level.

EDUC7473: Teaching Writing

School of Education, Boston College, Summer 2016

Discusses developing and sustaining a writing curriculum for teachers in K-12, including a variety of pedagogical approaches to developing a sustained and enjoyable 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.

TL525: Teaching English Language Learners in Middle/High School

School of Education, Boston University, Fall 2014, Spring 2015, Fall 2015, Spring 2016

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. Planned for students seeking licensure in the content areas at the 5-12 level.

HDF702: Language, Literacy, and Culture

School of Education, Wheelock College, Summer 2014, Fall 2015, Fall 2016

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.

EDUC6346: Teaching Bilingual Students in Elementary Grades

School of Education, Boston College, Summer 2015

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.

TEACHING ASSISTANT & ONLINE COURSE EXPERIENCE**EDUC7549: Teaching Argument and Procedure Writing to K-8 (Online Course)**

Dr. María Estella Brisk, School of Education, Boston College, Spring 2018

This is a project-based course where groups of participants will collaborate to develop a writing unit in a genre appropriate for their grade level. Using a genre-based pedagogy informed by systemic functional linguistics, participants will learn what and how to teach arguments and procedures. Features of the genres demanded in elementary and middle schools will be learned and practiced. The strong emphasis on language development distinguishes this approach from others currently used in schools. The approach to teaching guides teachers in ways of apprenticing students to writing that builds confidence and success.

EDUC2101: Teaching the Language Arts

Dr. María Estella Brisk, School of Education, Boston College, Spring 2016

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their practica to apply and reflect on learning as they mediate theory and practice.

EDUC7435: Social Contexts of Education

Dr. Leigh Patel, School of Education, Boston College, Spring 2016

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

REFEREED CONFERENCE PRESENTATIONS

Bacon, C. K. (November, 2018, Accepted). *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.

Bacon, C. K. (November, 2018, Accepted). *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.

Colomer, S., & **Bacon, C. K.** (November, 2018, Accepted). *(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, Accepted). *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. & **Bacon, C. K.** (March, 2017). *Critical Biliteracies: A Framework for Understanding the Intersections of Language, Culture and Power among Biliteracy Seal High School Graduates.* Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL). Chicago, Illinois.

Bacon, C. K., Pedersen, J., & Friedman, A. A. (December, 2017). *Implementing a Framework of Poetic Discourse Analysis for Writing with Multilingual Learners.* Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, Florida.

Bacon, C. K., (December, 2017). *Language Autobiographies as a Window into Preservice Teachers' Construction of Language Difference.* Paper presentation at the annual meeting of the Literacy Research Association (LRA), Tampa Bay, Florida.

Bacon, C. K., Pedersen, J., & Friedman, A. A. (November, 2017). *"It's Like Close Reading for Identity": Poetic Discourse, Lived Realities, and Writing with Multilingual Learners.* Paper presentation at the annual meeting of the National Council of Teachers of English (NCTE), St. Louis, Missouri.

Bacon, C. K. (April, 2017). *Language Ideologies and The Monolingual Gaze: A Mixed Methods Study of Teacher Beliefs Surrounding Bilingual Learners*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K., Pedersen, J., & Friedman, A. A., (April, 2017). *Getting to What Is: Poetry as a Genre of Access for Multilingual Learners*. Round table presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K. (April, 2017). *Well-Being, Student Voice, & Language Rights: New Directions for Ontario*. In *The Emerging Age of Engagement, Identity and Well-being: New Research Findings from Ontario*, Symposium at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Garcia-Huidobro, J. C., **Bacon, C. K.,** Nannemann, A., & Thompson, K. (April, 2017). *The Past, Present, and Future of Educational Change*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Bacon, C. K. (January, 2017). *Student Voice and Well-Being: Vacating Identity Silos toward Intersectionality and Amplified Centrality*. In *Multiple Identities, Evolving Well-being(s): New Research Findings from Ontario*. Symposium at the annual meeting of the International Congress for School Effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

O'Keefe, M., **Bacon, C. K.,** & D'Angelo, M. (January, 2017). *Leading from the Middle: Collaborative Inquiry for Disciplined Innovation*. The annual meeting of the International Congress for School Effectiveness and Improvement (ICSEI), Ottawa, ON, Canada.

Bacon, C. K. (December, 2016). *Dichotomies, Dialects, and Deficits: Confronting the "Standard English" Myth in Teacher Education*. In *Confronting Inequitable Language Policy in the Classroom*. Symposium at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Friedman, A. A., **Bacon, C. K.,** & Pedersen, J. (December, 2016). *Poetry as Reality Pedagogy: A Genre of Access for English Learners*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (December, 2016). *"But that's not really my job": The Development of Disciplinary Teacher Language Ideologies Throughout a Required ELL Methods Course*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (December, 2016). *English as a Gateway? Korean Youth Perspectives on Linguistic Capital*. In *Symposium: Lessons from around the globe: International literacies, mobility, and social transformation*. The annual meeting of the Literacy Research Association (LRA), Nashville, Tennessee.

Bacon, C. K. (April, 2016). *“English is My Only Weapon”*: Youth Perceptions of ‘English Fever’ in South Korea. Paper presentation at the annual meeting of the New England Educational Research Association (NEERO), Portsmouth, New Hampshire.

Bacon, C. K. (April, 2016). *Language Ideologies: A mixed methods study of teacher beliefs throughout a course on teaching English language learners*. Roundtable presentation at the annual meeting of the New England Educational Research Association (NEERO), Portsmouth, New Hampshire.

Friedman, A. A., Pedersen, J., & **Bacon, C. K.** (April, 2016). *Poetry as a genre of access for English language learners*. Paper presentation at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Florida.

Bacon, C. K. (December, 2015). *What’s language got to do with it? A review of empirical research on critical literacy in TESOL*. Paper presentation at the annual meeting of the Literacy Research Association (LRA), Carlsbad, California.

Dobbs, C., Phillips Galloway, E., & **Bacon, C. K.** (July, 2015). Metalinguistic skill in a register-matching task: A qualitative pilot study of middle grade English learners. Society for the Scientific Study of Reading (SSSR), Kona, Hawaii.

INVITED PRESENTATIONS

Bacon, C. K. (Sept 21st, 2018). *Critical Literacies in English Language Teaching*. Presentation delivered to Literacies in Second Languages course, Dr. Raúl Mora & Claudia Cañas, Colegio Universidad Pontificia Bolivariana, Medellín, Columbia.

Garcia-Huidobro, J. C., & **Bacon, C. K.**, (Sept 5th, 2018). *Historical Research in Educational Change*. Presentation delivered to Educational Change course, Dr. Dennis Shirley, Boston College, Chestnut Hill, MA.

Bacon, C. K., (Apr 4th, 2017). *Interview Piloting for Qualitative Research*. Presentation delivered to Teacher and Educational Reform course, Dr. Patrick McQuillan, Boston College, Chestnut Hill, MA.

Bacon, C. K. (Mar 22nd, 2017). *Re-Visioning Revision: Writing, Conferencing and Student Feedback in K-5 Education*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (Feb 24th, 2017). *Educational Policy and Public School Advocacy: Impacts through Academia*. Panel presentation delivered to Teach for America Massachusetts Alumni Association. Boston, MA.

Hargreaves, A., **Bacon, C. K.**, Wangia, S., D'Angelo, M., Shirley, D. (Oct 6th, 2016). *Well-being, Identity, and Achievement: Preliminary Findings from Data Collection Across 10 Ontario Districts*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Hargreaves, A., Shirley, D., **Bacon, C. K.**, Wangia, S., & D'Angelo, M. (May 11th-12th, 2016). *Leading from the Middle: District Theories of Change and Collaboration*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Bacon, C. K. (April 15th, 2016). *Alternative Teacher Certification: Promise or Peril*. Presentation delivered to Social Contexts of Education course, Dr. Lisa (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. Lisa (Leigh) Patel, Boston College, Chestnut Hill, MA.

Bacon, C. K. (March 21st, 2016). *Gender and Genre in the Elementary Grades*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 23rd, 2016). *Learning from Teaching in International Contexts: Teaching as Research*. Presentation delivered to Teacher and Educational Reform course, Dr. Patrick McQuillan, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 22nd, 2016). *Teaching Genre Through Deconstruction of Mentor Texts*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 18th, 2016). *Schools as Places of Racialization*. Presentation delivered to Social Contexts of Education course, Dr. Leigh Patel, Boston College, Chestnut Hill, MA.

Bacon, C. K. (February 1st, 2016). *The Teaching and Learning Cycle in K-5 Writing*. Presentation delivered to Teaching Language Arts course, Dr. Maria Estella Brisk, Boston College, Chestnut Hill, MA.

Hargreaves, A., Shirley, D., **Bacon, C. K.**, Wangia, S., & D'Angelo, M. (January 21st, 2016). *Leading from the Middle: Networks of Educational Change in Ontario*. Workshop delivered to the Council of Ontario Directors of Education (CODE), Toronto, ON, Canada.

Bacon, C. K. & Hilsabeck, E. J. (November 21st, 2015). *Pedagogy and Theatre of the Oppressed in Higher Education Classrooms*. Workshop delivered at the "I Am, We Are" Social Justice Theatre Group 20th Anniversary Conference, Gustavus Adolphus College, Saint Peter, MN.

Bacon, C. K. & Calderon, C. (June 31, 2015). *The Massachusetts RETELL Initiative for English Language Learners: Pre-service Teacher Certification Requirements*. Presentation to Teach for America Corps Member Advisor Committee, Boston, MA.

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

K-12 PROFESSIONAL DEVELOPMENT

Bacon, C.K., & Portadin, L. (Sept 19th, 2018). *Writing Pedagogies for Schoolwide Change in Multilingual Contexts*. Professional development delivered to Gardner Pilot Academy, Boston Public Schools.

Bacon, C. K. (Aug 23rd, 2018). *Genre-based Writing Pedagogies in Equitable Classrooms*. Professional development delivered at Boston Public Schools, Teacher Summer Institute. Boston Public Schools Central Office, Boston, MA.

Macdonald, E., & **Bacon, C. K.** (Nov 7th, 2017). *Looking at Student Writing: Language Features in Grades 3-5*. Professional development delivered to Boston Public Schools, Excellence for All Teacher Initiative. Boston Public Schools Central Office, Boston, MA.

Brisk, M. E., **Bacon, C. K.,** & MacDonald, E. (Aug 22nd, 2017). *Genre-based Writing Instruction in Boston Public Schools*. Professional development delivered to Boston Public Schools, Teacher Summer Institute. Boston Public Schools Central Office, Boston, MA.

Bacon, C. K. (Nov 2nd, 2016). *Teaching ESOL to Adult Learners: Immigration, Language Access, and Funds of Knowledge*. Workshop series presented at the Boston College Neighborhood Center, Boston College, Boston, MA.

Bacon, C. K. (August 14, 2015). *Dialect Variation and English Language Learners*. Professional development delivered to Breakthrough Greater Boston teaching corps, Dorchester, MA.

SERVICE

NATIONAL SERVICE

Treasurer, Doctoral Student Innovative Community Group, *Literacy Research Association* (2016 – present)

Campus Liaison, *AERA Division G: Social Contexts of Education* (2013 – present)

Invited Reviewer, *Journal of Literacy Research* (2017, 2018)

Invited Reviewer, *Journal of Educational Change* (2017, 2018)

Invited Reviewer, *Journal of Teacher Education* (2017, 2018)

DEPARTMENTAL SERVICE AT BOSTON COLLEGE

Co-Chair, Doctoral Specialization <i>-Critical Perspectives on Schooling: Race, Gender, Class, Disabilities</i> <i>-Language, Literacy & Culture</i>	(2015 – 2018) (2015 – 2018)
Doctoral Student Mentor	(2015 – 2018)
Social Media Manager, <i>Journal of Professional Capital and Community</i>	(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

“Excellence for All” Program Consultant, <i>Boston Public Schools Office of Opportunity Gaps, Boston, MA</i>	(2017 – present)
Summer Institute Instructor, <i>Teach for America Massachusetts</i>	(2012 – 2015)
School Redesign Committee, <i>Lawrence Public Schools, Lawrence, MA</i>	(2012 – 2014)

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA) <i>Division G: Social Contexts of Education</i> <i>Division K: Teacher Education</i> <i>Division L: Educational Policy & Politics</i> <i>SIGs: Bilingual Education, Writing & Literacies, Learning Sciences</i> <i>Critical Educators for Social Justice</i>	(2014 – present)
Literacy Research Association (LRA)	(2015 – present)
Teaching English to Speakers of Other Languages (TESOL)	(2015 – present)
National Council of Teachers of English (NCTE)	(2016 – present)
American Association for Applied Linguistics (AAAL)	(2016 – present)
Massachusetts Educators of English Language Learners (MATSOL)	(2017 – present)