

C. PATRICK PROCTOR

Professor

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EDUCATION

- Harvard Graduate School of Education**, Cambridge, MA 2005
Ed.D., Human Development and Psychology
Dissertation title: *Commutable Literacy: A study of bilingualism and biliteracy among native Spanish speaking Latina/o children*
Committee Members: Catherine Snow (chair), Terry Tivnan, David Rose
- Stanford University**, Stanford, CA 1995
M.A., Language, Literacy and Culture
- Clark University**, Worcester, MA 1991
B.A., Spanish & Latin American Literature

PROFESSIONAL EXPERIENCE

- Boston College**, Chestnut Hill, MA
Professor, Literacy & Bilingualism 2019 - present
Associate Professor, Literacy & Bilingualism 2012 – 2019
Assistant Professor, Literacy & Bilingualism 2006 – 2012
- Center for Applied Special Technology**, Wakefield, MA
Senior Research Scientist 2003 - 2009
- Harvard Graduate School of Education**, Cambridge, MA
Lecturer on Education 2002 – 2003
- Waltham Public Schools**, Waltham, MA
Bilingual Resource Teacher 1999 – 2001
- Massachusetts Department of Education**, Malden, MA
Education Specialist 1997 – 1999
- Detroit Public Schools**, Detroit, MI
Third and Fourth Grade Teacher 1995 – 1997

CERTIFICATION

- Massachusetts Certification #356180
Social Studies (Grades 5-9), Bilingual Education (Spanish) 1999

LANGUAGE PROFICIENCIES

Oral, reading, and written fluency in Spanish and English

BOOK

Proctor, C.P., Boardman, A., & Hiebert, E.F. (Eds.) (2016). *Teaching emergent bilingual students: Flexible approaches in an era of new standards*. New York: Guilford.

IN PRESS

*Leider, C.M., **Proctor, C.P.**, & Silverman, R.D. (in press). Language growth trajectories: Does immigrant generation status moderate linguistic interdependence? *International Journal of Bilingual Education and Bilingualism*.

Leighton, C., Ford-Connors, E., **Proctor, C.P.**, & Wyatt, J. (in press). Teacher talk that supports young multilingual students' participation in exploratory discourse. *Reading Psychology*.

*Parra, M.O. & **Proctor, C.P.** (in press). Translanguaging to understand language. *TESOL Quarterly*.

REFEREED JOURNAL ARTICLES (Note. * denotes current or former student)Statistical Summary

Citations = 3,811; h-index = 26; i10-index = 36; Papers > 100 citations = 10 (Google Scholar, 2/10/2021)

Daley, S.G., *Xu, Y., **Proctor, C.P.**, Rappolt-Schlichtmann, G., & Goldowsky, B. (2020). Behavioral engagement among adolescents with reading difficulties: The role of active involvement in a universally designed digital literacy platform. *Reading & Writing Quarterly*, 36, 279 - 295.

Proctor, C.P., Daley, S., *Xu, Y., Graham, S., Li, Z., & Hall, T.E. (2020). Shared knowledge between reading and writing among middle school adolescent readers. *Elementary School Journal*, 120, 507 – 527.

Proctor, C.P., Silverman, R.D., Harring, J.R., *Jones, R.L., & Hartranft, A.M. (2020). Teaching Bilingual Learners: Effects of a language-based reading intervention on academic language and reading comprehension in grades 4 and 5. *Reading Research Quarterly*, 55, 95 – 122. <https://doi.org/10.1002/rrq.258>

Leighton, C., Ford-Connors, E., **Proctor, C.P.**, & Wyatt, J. (2019). Engaging Second-grade English Learners in Complex Texts, Topics, and Tasks. *Literacy Research and Instruction*, 58, 272 - 294.

Bolt, M., Rodriguez, C., *Wagner, C. J., & **Proctor, C. P.** (2019). Can we talk? Creating opportunities for meaningful academic discussions with dual language learners. *Young Children*, 74, 40 – 47.

*Wagner, C.J., *Parra, M.O., & **Proctor, C.P.** (2019). Teacher agency in a multiyear professional development collaborative. *English teaching: Practice & Critique*, 18, 399 – 414. <https://doi.org/10.1108/ETPC-11-2018-0099>

Leighton, C.M., Ford-Connors, E., Robertson, D.A., Wyatt, J., *Wagner, C.J., **Proctor, C.P.** & Paratore, J.R. (2018). Let's FaceTime tonight: Using digital tools to enhance coaching. *The Reading Teacher*, 72, 39 – 49. doi: 10.1002/trtr.1676

*Michener, C.M., **Proctor, C.P.**, & Silverman, R.D. (2018). Features of instruction talk predictive of reading comprehension. *Reading and Writing: An interdisciplinary journal*, 31, 725 – 756. doi: <https://doi.org/10.1007/s11145-017-9807-4>

Proctor, C.P., Haring, J.R., & Silverman, R.D. (2017). Linguistic interdependence between Spanish language and English language and reading: A longitudinal exploration from second through fifth grade. *Bilingual Research Journal*, 40, 372 – 391.

*Wagner, C., *Parra, M.O., & **Proctor, C.P.** (2017). The Interplay between student-led discussions and argumentative Writing. *TESOL Quarterly*, 51, 438 – 449.

*González-Howard, M., McNeil, K.L., *Marco-Bujosa, L., & **Proctor, C.P.** (2017). ‘Does it answer the question or is it French fries?’: An exploration of language supports for scientific argumentation. *International Journal of Science Education*, 39, 528 – 547.

*Beaulieu-Jones & **Proctor, C.P.** (2016). A Blueprint for Implementing Small Group Collaborative Discussions. *The Reading Teacher*, 69, 677 – 682.

Kieffer, M.J., Petscher, Y., **Proctor, C.P.**, & Silverman, R.D. (2016). Is the Whole Greater Than the Sum of Its Parts? Modeling the contributions of language comprehension skills to reading comprehension in the upper elementary grades. *Scientific Studies of Reading*, 20, 436 – 454.

*Louick, R., *Leider, C.M., Daley, S.G., **Proctor, C.P.**, & Gardner, G. (2016). Motivation for Reading Among Struggling Middle School Readers: A mixed-methods study. *Learning and Individual Differences*, 49, 260 - 269.

*Michener, C.M. Sengupta-Irving, T., **Proctor, C.P.**, & Silverman, R.D. (2015). Culturally Sustaining Pedagogy within Monolingual Language Policy: Variability in instruction. *Language Policy*, 14, 199 - 220.

Proctor, C.P., Haring, J.R., & Silverman, R.D. (2015). Comparing reading profiles of biliterate Latino/a children in elementary school: Evidence from the simple view of reading. *Miríada Hispánica*, 10, 59 – 82.

Silverman, R.D., Coker, D., **Proctor, C.P.**, Haring, J.R., Piantedosi, K.W., & Meyer, A.G. (2015). The relationship between language skills and writing outcomes for linguistically diverse students in upper elementary school. *Elementary School Journal*, 116, 103 – 125.

Silverman, R.D., **Proctor, C.P.**, Haring, J.R., Hartranft, A.M., Doyle, B., Zelinke, S.B. (2015). Language skills and reading comprehension in English monolingual and Spanish-English bilingual children in grades 2 – 5. *Reading and Writing*, 28, 1381 – 1405.

*Leider, C.M., **Proctor, C.P.**, & Silverman, R.D. (2014). The biliteracy translation measure: Using written translations to index bilingualism and biliteracy in Spanish and English. *NYS TESOL Journal* 1, 9 - 24.

Proctor, C.P., Daley, S., *Louick, R., *Leider, C.M., & Gardner, G. (2014). How motivation and engagement predict reading comprehension among native English-speaking and English-learning middle school students with disabilities in a remedial reading curriculum. *Learning and Individual Differences*, 36, 76 - 83. [doi:10.1016/j.lindif.2014.10.014](https://doi.org/10.1016/j.lindif.2014.10.014)

Silverman, R. D., **Proctor, C. P.**, Haring, J. R., Meyer, A., Doyle, B., & Mitchell, M. (2014). Teachers'

¹ Shared first authorship. The first 3 authors are thus listed in alphabetical order, p. 451

instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and Spanish-English bilingual students in grades 3-5. *Reading Research Quarterly*, 49, 31 - 60.

*Leider, C.M., **Proctor, C.P.**, Silverman, R.D., & Haring, J.R. (2013). Examining the role of vocabulary depth, cross-linguistic transfer, and types of reading measures on the reading comprehension of Latino bilinguals in elementary school. *Reading and Writing*, 26, 1459 - 1485.

Proctor, C.P. (2013). Interactions between literacy and technology: The core of teaching and learning. *Perspectives* (Spring), 3 - 6.

Brisk, M. & **Proctor, C.P.** (2012). Challenges and Supports for ELLs in Bilingual Programs. In Hakuta, K. & Santos, M. (Eds.). *Understanding Language: Language, literacy, and learning in the content areas*. Available at:
http://ell.stanford.edu/sites/default/files/pdf/academic-papers/11-Brisk%20Bilingual%20Programs%20FINAL_0.pdf

Proctor, C.P., Silverman, Haring, J., & *Montecillo, C. (2012). The role of vocabulary depth in predicting reading comprehension among English monolingual and Spanish-English bilingual children in elementary school. *Reading and Writing*, 25, 1635 - 1644.

Dalton, B., **Proctor, C.P.**, Uccelli, P., Mo E., & Snow, C.E. (2011). Designing for diversity: The role of reading strategies and interactive vocabulary in a digital reading environment for fifth grade monolingual English and bilingual students. *Journal of Literacy Research*, 43, 68-100.

Proctor, C.P., Dalton, D., Uccelli, P., Biancarosa, G., Mo, E., Snow, C.E., & Neugebauer, S. (2011). Improving Comprehension Online (ICON): Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading and Writing: An interdisciplinary journal*, 24, 517-544.

Proctor, C.P. & Silverman, R.D. (2011). Confounds in assessing the associations between biliteracy and English language proficiency. *Educational Researcher*, 40, 62-64.

*Greenfield, R., Rinaldi, C., **Proctor, C.P.**, & Cardarelli, A. (2010). Teachers' perceptions of a RTI reform effort in an urban elementary school: A consensual qualitative analysis. *Journal of Disability Policy Studies*, 21, 47-63.

Proctor, C.P., August, D, Snow, C.E., & Barr, C. (2010). The interdependence continuum: A perspective on the nature of Spanish-English bilingual reading comprehension. *Bilingual Research Journal*, 33, 5-20.

Proctor, C.P., August, D., Carlo, M.S., & Barr, C. (2010). Language maintenance versus language of instruction: Spanish reading development among Latino and Latina bilingual learners. *Journal of Social Issues*, 66, 79-94.

Proctor, C.P., Uccelli, P., Dalton, B., & Snow, C.E. (2009). Understanding depth of vocabulary online with bilingual and monolingual children. *Reading and Writing Quarterly*, 25, 311-333.

Proctor, C.P. & Mo, E. (2009). The relationship between cognate awareness and English comprehension among Spanish-English bilingual fourth grade students. *TESOL Quarterly*, 43, 126-136.

Proctor, C.P., Dalton, B., & Grisham, D. (2007). Scaffolding English language learners and struggling readers in a multimedia hypertext environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research*, 39, 71-93.

Duursma, E., Romero-Contreras, S., Szuber, A., **Proctor, C.P.**, Snow, C.E., August, D., Calderón, M., & Carlo, M.S. (2007). Learning to read in a low status language: Factors contributing to bilingual fifth graders' reading achievement in English and Spanish. *Applied Psycholinguistics*, 28, 171-190.

Proctor, C.P., August, D., Carlo, M.S., & Snow, C.E. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology* 98, 159-69.

August D., Snow, C., Carlo, M., **Proctor, C.P.**, Rolla, A., Duursma, E., Szuber, A. (2006). Literacy development in elementary school second-language learners. *Topics in Language Disorders*, 26, 351-364.

Proctor, C.P., Carlo, M.S., August, D., & Snow, C.E. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97, 246-56.

August, D., Carlo, M., Calderón, M., & **Proctor, C.P.** (2005). Development of literacy in Spanish speaking English language learners: Findings from a longitudinal study of elementary school children. *Perspectives*, 31, 17-19.

BOOK CHAPTERS

Proctor, C.P. & Chang-Bacon, C. (2020). Demographic Realities and Methodological Flexibility in 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). Longman.

Proctor, C.P. & *Zhang-Wu, Q. (2019). Cross-linguistic relations among bilingual and biliterate learners: Interdisciplinary perspectives and convergences. In V. Grøver, P. Uccelli, M. Rowe, & E. Lieven (eds.). *Learning Through Language: Toward an educationally informed theory of language learning* (pp. 218 – 234). Cambridge, UK: Cambridge University Press.

Proctor, C.P. & *Louick, R. (2018). Development of vocabulary knowledge and its relationship with reading comprehension among emergent bilingual children: An overview. In Bar-On, Amalia & Ravid, Dorit (eds.). *Handbook of Communication Disorders: Theoretical, Empirical, and Applied Linguistics Perspectives* (pp. 643 – 666). Berlin, Boston: De Gruyter Mouton.

López, F., **Proctor, C.P.**, & Scanlan, M. (2016). The use of formative assessment to improve instruction of English learners and evaluation of teachers. In R.E. Gabriel & R.L. Allington (eds.). *Evaluating literacy instruction: Principles and promising practices* (pp. 134 – 150). New York: Routledge.

*Parra, M.O., *Wagner, C., **Proctor, C.P.**, Leighton, C.M., Robertson, D.A., Paratore, J.R., & Ford-Connors, E. (2016). Dialogic reasoning: Supporting emergent bilingual students' language and literacy development. In C.P. Proctor, A. Boardman, & E. Hiebert (eds.), *Teaching emergent bilingual students: Flexible approaches in an era of new standards* (pp. 119 – 137). New York: Guilford

Brisk, M.E. & **Proctor, C. P.** (2015). What do the Common Core State Standards mean for bilingual education? In G. Valdés, K. Menken, & M. Castro (Eds.) *Common Core bilingual and English language learners: A resource for educators* (pp. 15-16). Philadelphia, PA: Caslon Publishing.

Ford-Connors, E., Robertson, D.A., Leighton, C.M., Paratore, J.R., **Proctor, C.P.**, & Carney, M. (2015). Comprehension instruction within the context of the Common Core. In S.R. Parris & K. Headley (Eds.), *Comprehension Instruction: Research-Based Practices* (pp. 105 – 122). New York: Guilford Press.

Gordon, D., **Proctor, C. P.**, & Dalton, B. (2012). Reading strategy instruction, universal design for learning, and digital texts: Examples of an integrated approach. In T.E. Hall, A. Meyer, & D.H. Rose (Eds.). *Universal design for learning in the classroom: Practical applications* (pp. 25-37). New York: Guilford Press.

Proctor, C.P. (2011). “Get starting in English”: Teaching for vocabulary depth with bilingual learners. In R.L. McCormack & J.R. Paratore (Eds.), *After Early Intervention, then what? Teaching struggling readers in grades 3 and beyond* (pp. 42 – 65). Newark, DE: International Reading Association.

Dalton, B. & **Proctor, C.P.** (2008). The changing landscape of text and comprehension in the age of new literacies. J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of New Literacies* (pp. 297-324). Mahwah, NJ: Erlbaum.

Strangman, A., Meyer, A., Hall, T., & **Proctor, C.P.** (2008). New technologies and Universal Design for Learning in the foreign language classroom. In T. Berberi, E.C. Hamilton, & I.M. Sutherland (Eds.), *Worlds Apart? Disability and Foreign Language Learning* (pp. 164-177). New Haven, CT: Yale University Press.

Dalton, B. & **Proctor, C.P.** (2007). Reading as thinking: Integrating strategy instruction in a universally designed digital literacy environment. In D. McNamara (Ed.), *Reading Comprehension Strategies: Theory, Interventions, and Technologies* (pp. 421-440). Mahwah, NJ: Erlbaum.

OTHER PAPERS IN PROGRESS

Proctor, C.P., Goldstein, E., & Melendez, C. (in preparation). Using case study methods to adopt a bilingual reading program.

Proctor, C.P., Silverman, R.D., & Jones, R.L. (in review). Keys to multilingual literacy instruction.

LETTERS TO THE EDITOR

Proctor, C.P. (2020, July 4). Rosy picture of MCAS doesn't match his view of testing in Mass. Retrieved August 11, 2020 from:

<https://www.bostonglobe.com/2020/07/04/opinion/staring-down-crisis-mass-public-schools/>

Proctor, C.P. (2018, March 11). Cultural sensitivity in Branson, MO [Letter to the editor]. *The Washington Post*. Retrieved March 14, 2018 from:

https://www.washingtonpost.com/opinions/cultural-sensitivity-in-branson-mo/2018/03/11/3f1cf2bc-23d3-11e8-946c-9420060cb7bd_story.html?utm_term=.143759df4bbd

Proctor, C.P. (2016, July 10). A poor LOOK at language ed [Letter to the editor]. *The Boston Herald*. Retrieved September 27, 2016 from:

http://www.bostonherald.com/opinion/op_ed/2016/07/porter_a_poor_look_at_language_ed

Proctor, C.P. & Páez, M. (2015, April 10). Boston's failings highlight flaws in state's English immersion law [Letter to the editor]. *The Boston Globe*. Retrieved September 27, 2016 from:

<http://www.bostonglobe.com/opinion/editorials/2015/04/11/boston-failings-highlight-flaws-state-english-immersion-law/pVw9PHvZubBmZqUsWNpc1J/story.html>

Proctor, C.P. (2014, April 11). Dever's struggles are sign of state's failure to make full investment [Letter to the editor]. *The Boston Globe*. Retrieved July 8, 2014 from:

<http://www.bostonglobe.com/opinion/editorials/2014/04/10/dever-struggles-are-sign-state-failure-make-full-investment/SJlbwH1Ie7dtklq15gt1EM/story.html>

Proctor, C.P. (2007, June 29). Mom Always Said You Were Smarter [Letter to the editor]. *The New York Times*, p. A.18. Retrieved June 7, 2011 from:

<http://query.nytimes.com/gst/fullpage.html?res=9F06E4DC173EF93AA15755C0A9619C8B63>>

Proctor, C.P. (1998, July 8). A Lesson About the Oppressed and the Oppressors [Letter to the editor]. *The Boston Globe*, p. A.20.

Proctor, C.P. (1997, December 29). Portion of story should have been written in Spanish. Bilingualism makes America stronger [Letter to the editor]. *The Boston Globe*, p. A.15.

BOOK REVIEWS

Proctor, C.P. (2011). Review of "Latino Children Learning English: Steps in the journey" by G. Valdés, S. Capitelli, & L. Alvarez. *Teachers' College Record*, Date Published: March 15, 2011. Available at: <http://www.tcrecord.org/Content.asp?ContentId=16365>

TECHNICAL REPORTS

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., **Proctor, C. P.**, Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

Proctor, C.P. & Hughes, M. (2009). Overview and recommendations: Randolph Public Schools ELLDepartment. Report prepared for the Randolph Public Schools, 37pp.

CURRICULUM MATERIALS AND WEBSITES

Proctor, C.P. & Silverman, R.D. (2016). Comprehension, Linguistic Awareness, and Vocabulary in English and Spanish (CLAVES). Chestnut Hill, MA: Lynch School of Education, Boston College. See <https://proctoch.wixsite.com/clavescurriculum>

Center for Applied Special Technology (2009). Improving Comprehension Online. Wakefield, MA: CAST, Inc. Available at: <http://psi.cast.org/icon3/demo>

Homza, A., Páez, M., Brisk, M.E., & **Proctor, C.P.** (2008). *From Language to literacy: Reading and writing for English language learners in sheltered elementary classrooms*. Chestnut Hill, MA: Lynch School of Education, Boston College.

GRANTS

State-funded Partnerships

Principal Investigator. *Bilingual Education Grant Program: Worcester, MA Public Schools.* Massachusetts Department of Elementary and Secondary Education (February 2018 – present). Ongoing partnership dedicated to bilingual teacher education, bilingual program expansion, and implementation of bilingual literacy in the district.

Principal Investigator. *Bilingual Education Grant Program: Lynn, MA Public Schools.* Massachusetts Department of Elementary and Secondary Education (February 2018 - present). Ongoing partnership dedicated to bilingual teacher education in the Lynn Public Schools.

Principal Investigator. *Bilingual Education Grant Program: Boston, MA Public Schools.* Massachusetts Department of Elementary and Secondary Education (August, 2020 - present). Ongoing partnership dedicated to bilingual teacher education in the Boston Public Schools.

Federally-funded

Co-Principal Investigator. *Evaluating the Efficacy of the CLAVES Intervention: An Intervention Focused on Comprehension, Academic Language, and Vocabulary for English Learner Students.* \$3,298,217, Institute of Education Sciences Grant # R305A200095, 09/01/2020 - 08/31/2025. This project will test the impact of the *Comprehension, Academic Language, and Vocabulary for English Learner Students* (CLAVES) program, which is a small-group literacy intervention for 4th and 5th grade English learners to promote academic language and literacy. CLAVES was previously developed and piloted through an IES grant *The CLAVES Intervention Project: Developing a Supplemental Intervention for Comprehension, Linguistic Awareness, and Vocabulary in English for Spanish Speakers* (R305A140114). The under-powered, quasi-experimental pilot study from this previous grant indicated that CLAVES may improve academic language, reading comprehension, and argument writing. The purpose of the proposed study is to evaluate the intervention in a fully powered multisite student randomized initial efficacy trial. Principal Investigator: Dr. Rebecca D. Silverman; Co-Investigator: Dr. Jeffrey R. Harring, University of Maryland.

Co-Principal Investigator. *Exploring the Effects of Heterogeneous Grouping on English Learners' Language, Reading Comprehension, and Social Network Development.* \$1,398,609, Institute of Education Sciences Grant #R305A200069, 07/01/2020 – 06/30/2023. The purpose of this project is to investigate the effects of linguistically heterogeneous grouping compared to homogeneous grouping for English learners (ELs) in the context of a small-group, language-based literacy intervention. Linguistically heterogeneous grouping refers to grouping ELs and non-ELs together, while homogeneous grouping includes only ELs. Grouping decisions are malleable factors under the control of the educational system and vary considerably across schools and classrooms, with plausible justifications for different approaches. This study will explore effects of grouping on ELs' language, reading comprehension, and social network ties. The researchers will also explore potential moderation by English language proficiency and potential mediating effects of specialized supports for ELs, quality of teacher talk, and quality of peer talk. Principal Investigator: Dr. Michael Kieffer, New York University. Co-Investigator: Elise Cappella, New York University.

Principal Investigator. *The CLAVES Intervention Project: Developing a Supplemental Intervention for Comprehension, Linguistic Awareness, and Vocabulary in English for Spanish Speakers.* \$1,470,000, Institute of Education Sciences, Grant #R305A140114, July 2014 – June 2018. This 4-year grant (no-cost extension in 4th year) between BC and the University of Maryland (UMD), and school-

based partners, built on findings from the IES project described below. Researchers from BC and UMD developed and tested a multi-unit curriculum to support the language and reading development of Spanish- and Portuguese-English bilingual learners in 4th and 5th grade. Co-Investigators: Dr. Rebecca D. Silverman, University of Maryland and Dr. Jeffrey R. Harring, University of Maryland.

Co-Principal Investigator. *Investigating Vocabulary Breadth and Depth and Comprehension in English Monolingual and Spanish-English Bilingual Elementary School Students.* \$1,400,000, Institute of Education Sciences, Grant #R305A090152, July 2009 – June, 2013. This collaboration between BC and the University of Maryland, and school-based partners, explored the developmental relationships between language skills and reading comprehension among native English- and native Spanish-speaking children in 2nd through 5th grade. Principal Investigator: Dr. Rebecca D. Silverman; Co-Investigator: Dr. Jeffrey R. Harring, University of Maryland.

Co-Principal Investigator. *Improving Comprehension Online (ICON): Understanding the Roles of Vocabulary Development, Guided Strategy Use, and Spanish Language Supports in a Digital Reading Environment.* \$1,500,000, Institute of Education Sciences, Grant #R305G050029, July, 2005 – June, 2008. This IES “Development” grant provided funds to develop and field test a fully online digital reading intervention designed to promote vocabulary and reading comprehension via embedded supports. A suite of 8 narrative and informational texts were authored, rendered in XML format, and tested with a large group of multilingual learners in 5th grade.

Federally-Funded as Senior Personnel

Senior Personnel. *National Center on the Use of Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School.* \$10,000,000, Office of Special Education Programs, Grant #H327M11000, September, 2013 – December, 2016. Acted as a subcontracted literacy specialist, funding 2 doctoral students to support the Center for Applied Special Technologies in developing and testing an online digital reading platform tested with ~600 struggling adolescent readers in middle schools across 11 school districts in the U.S. PIs: Dr. David Rose, Center for Applied Special Technologies and Dr. Ted Hasselbring, Vanderbilt University.

Senior Personnel. *Teaching Academic Language in the Content Areas: Enhancing Achievement for English Language Learners.* \$1,490,000, U.S. Department of Education, July, 2007 – August, 2012. Biliteracy specialist working with BC faculty to prepare pre-service teachers to effectively work with English learners in Massachusetts schools. Developed curricula to train in-service teachers to effectively work with English learners in Massachusetts schools. Co-PIs: Dr. Mariela Páez, Boston College and Dr. Anne Homza, Boston College.

Internally-Funded

Principal Investigator. *Bilingual Education Certificate Program.* \$102,000. Boston College Collaborative Fellows, September 2017 – August, 2020. The primary goal of this Collaborative Fellows project is to develop a bilingual education certificate program at Boston College, that is available to both pre- and in-service teachers. We are working with Boston area bilingual schools and teachers to develop coursework and to place pre-service teachers. Co-Investigators: Dr. María E. Brisk, Boston College, Dr. Anne Homza, Boston College, and Dr. Mariela Páez, Boston College.

Co-Investigator. *"The Russell Way": Study of ELL students in mainstream classrooms.* \$150,000. Boston College Collaborative Fellows, July 2014 – June 2017. This grant is a continuation of the ELICIT Collaborative Fellows grant described below. In collaboration with Drs. María Brisk and Laura O'Dwyer, this project works on documenting the effects of writing and language based instruction on teachers' practices, as well as student- and school-based achievement outcomes. Principal Investigator: María E. Brisk, Boston College.

Principal Investigator. *Enhancing Literacy Instruction through Collaboration and Interactive Technologies.* \$150,000. Boston College Collaborative Fellows, July 2011 – June 2014. This project emerged from a mayoral requirement that BC partner with the William Russell school in Dorchester, MA. In partnership with literacy researchers at Boston University, we worked with teachers at the Russell elementary school to explore and refine instructional approaches that leveraged student talk in multilingual classrooms.

Co-Principal Investigator *Teaching and Mentoring International Doctoral Students and Doctoral Students of Color.* \$15,000. Boston College Teaching and Mentoring Grant, July 2014 – June 2015. Host a series of workshops for faculty and doctoral students to think about how to modify syllabi to be representative of a broader range of perspectives and research methodologies. Other Co-PI: Dr. Marilyn Cochran-Smith, Boston College.

Principal Investigator. *Promoting Bilingual Literacy: An instructional pilot to preserve Spanish literacy in an English-only setting.* \$15,000. Boston College Research Incentive Grant, September 2008 – August, 2009. Development of a pilot program to teach Spanish-English bilingual literacy to 4th grade English learners.

AWARDS AND HONORS

Outstanding Reviewer for 2011, <i>Educational Researcher</i>	2011
Dissertation Completion Fellowship, Harvard Graduate School of Education	2002
Theodore and Phyllis Barbera Award for Latin American Literature	1991

KEYNOTES AND INVITED PRESENTATIONS

Proctor, C.P. (2020, December). *Shared Language Theory in Reading-Writing Relationships: Opportunities and Implications for Bilingual Learners.* Invited presentation at the Literacy Research Association annual meeting, online.

Proctor, C.P. (2020, November). *Translanguaging in bilingual contexts.* Invited presentation at the Temple University Education Speaker Series. Temple University, online.

Proctor, C.P. (2020, April). *Linguistic and instructional issues in the education of bilingual learners.* Keynote address at the Special Issues in Teaching meeting, Boston College, online.

Proctor, C. P. (2018, October). *Alfabetización Multilingüe: Principios para pensar la educación de estudiantes haitianos en Chile.* Presented at the Seminario Internacional del Doctorado en Educación, Santiago, Chile: Universidad Diego Portales/Universidad Alberto Hurtado.

Proctor, C.P. (2018, June). *Research – Practice synergies for Language and Literacy Development Among Bilingual and English Learners.* Keynote presented at the Researcher-Practitioner Collaboration to Cultivate English Learner Instruction. Detroit, MI.

Proctor, C.P. & Alvarado, J. (2018, May). *Cultivating Bilingual Education in Massachusetts: From survival to restoration.* Keynote address the LOOK Bill Engagement and Bilingual/Multilingual Learners Advocacy Month Celebration Event. Boston Public Schools, Boston, MA.

Proctor, C.P. (2018, January). *Promoting Language Use in the Primary Classroom.* Keynote address

presented at the Massachusetts Department of Elementary and Secondary Education, [Early Grades Literacy Program](#), Devens, MA.

Proctor, C.P. & Daley, S. (2017, September). *Literacy technologies for English learners: Do affordances affect outcomes?* Invited presentation presented at the American Psychological Association annual conference, Washington, DC.

Proctor, C.P. (2017, March). *Emergent bilingual learners in the sheltered English era: Historical Perspectives and instructional approaches*. Keynote address presented at Preparing Excellent Teachers of All Language Learners annual conference, Lawrence, MA.

Proctor, C.P. (2016, October). *Cross-Linguistic Relations Among Bilingual and Biliterate Learners: Interdisciplinary Perspectives and Convergences*. Invited talk presented at the Center for Advanced Research on Language Acquisition conference, Minneapolis, MN.

Proctor, C. P. (2015, July). *Teaching Academic Content and Literacy to English Learner Students. Teaching Academic Content and Literacy to English Learner Students*. Keynote presented at Regional Education Laboratory – Appalachia, Louisville, KY.

Proctor, C. P. (2015, July). *No Literacy Without Language!* Invited presentation presented at the 17th National Training Seminar. Military Child Education Coalition, Washington, D.C.

Proctor, C. P. (2015, February). *Dialogic Reasoning: Creating discussion opportunities to promote language and comprehension in linguistically diverse classrooms. JUSTICE Project*. Keynote presented at Canisius College, Buffalo, NY.

Proctor, C. P. (June, 2014). *Snapshots of Student Growth: What can we learn from the data?* Keynote presented at the Two-Way Immersion Network for Catholic Schools Annual Conference, Beverly, MA.

Proctor, C.P. (November 6, 2014). *Academic Content and Literacy for English Language Learners*. Keynote address presented at the Regional Educational Laboratory, Hartford, CT.

Proctor, C. P. (April 11, 2014). *Dialogic Reasoning Creating Discussion Opportunities to Promote Language and Comprehension*. Keynote presented at the Southeast Regional Education Lab, Florida Center for Reading Research, Miami, FL.

Proctor, C.P. (June 6, 2011). *Research and Practice in the Study of Bilingualism and Biliteracy*. Invited Presentation delivered to the Massachusetts Association for Bilingual Education, Chestnut Hill, MA.

Proctor, C.P., Biancarosa, B., Dalton, B., & Uccelli, P. (March 4, 2011). *Designing Literacy Instruction Across Languages: Results from a Quasi-Experimental Study*. Invited presentation at the Society for Research in Educational Effectiveness biannual meeting, Washington, D.C.

Dalton, B. & Proctor, C.P. (June 11, 2008). *Designing and testing a digital literacy environment: A 3-year interdisciplinary approach to improving academic outcomes for diverse learners*. Invited presentation, Institute of Education Sciences annual meeting, Washington, D.C.

Proctor, C.P. & Silverman, R. (June 30, 2010). *Characterizing the Complexities of Bilingualism: Issues of homogeneity and heterogeneity in language and literacy among Spanish-speaking Latino/a school-age children*. Invited presentation to the Institute of Education Science annual conference, Washington, D.C.

Proctor, C.P. (August 14, 2008). *Immigration and Education in the 21st Century*. Invited presentation to the New Teacher Academy (Teachers for a New Era), Boston College Lynch School of Education, Chestnut Hill, MA.

Proctor, C.P. (January 2007). *Cómo detectar problemas de lectura y remediarlos en segundo ciclo y enseñanza media*. Keynote presentation, Más que Leer: Comprender first annual conference, Santiago, Chile.

Proctor, C.P. (January 2007). *Cómo atender a diferencias individuales dentro de la misma sala de clases*. Keynote presentation, Más que Leer: Comprender first annual conference, Santiago, Chile.

Proctor, C.P. (January 2007). *Avances en el uso de tecnología en la enseñanza de la lectura*. Keynote presentation, Más que Leer: Comprender first annual conference, Santiago, Chile.

CONFERENCE PAPERS AND PRESENTATIONS

Jones, R.L. & Proctor, C.P. (2020, December). *Languaged: Understanding critical language development during vocabulary-based metalinguistic engagement with bi/multilingual learners*. Presented at the Literacy Research Association Annual Conference, online.

Silverman, R., Proctor, C. P., Johnson, E. M., & Keane, K. (2019, December). *Vocabulary through Listening, Speaking, Reading, and Writing in Upper Elementary Grades*. Presented at the Literacy Research Association, Tampa, FL.

Proctor, C. P. (2019, December). *Who Are We Teaching to Read in Today's World and How is that Population Different from the Past?* Presented at the Literacy Research Association, Tampa, FL.

Silverman, R., Proctor, C. P., Harring, J., Lee, Y., & Jones, R. L. (2019, July). *The effect of academic language intervention on argumentative writing with 4th and 5th grade bilingual students*. Presented at the Scientific Studies of Reading, Toronto, CN.

Proctor, C. P., Silverman, R., Harring, J., Jones, R. L., & Hartranft, A. (2019, April). *Evaluation of a Supplemental, Language-Based Reading Intervention for Bilingual Learners in Fourth and Fifth Grades*. Presented at the American Association of Educational Research, Toronto, CN.

Proctor, C.P., Xu, Y., Daley, S., & Graham, S. (2017). *The role of language and reciprocity in the reading-writing connection*. Paper presented at the Society for the Scientific Study of Reading annual conference, Halifax, Nova Scotia, CN.

Proctor, C.P., Xu, Y., & Daley, S. (2017, April). *The relative contributions of orthographic, vocabulary, and syntactic knowledge to reading among struggling readers in middle school*. Paper presented at the American Association of Applied Linguistics annual conference, Portland, OR.

Doyle, B., Gray, J., Silverman, R.D., & Proctor, C.P. (April 2016). *The Nature of Literacy Instruction of Teachers With Varying Beliefs About Including English Language Learners*. Paper presented at American Educational Research Association, Washington, DC.

Jones, R.L., Hartranft, A.M., Proctor, C.P., Silverman, R.D. (2016, December). "Will it work on this word?" *The Development of English Learners' Metalinguistic Awareness During a Language-Focused Reading Intervention*. Paper presented at Literacy Research Association annual meeting, Nashville, TN.

Louick, R., Leider, C.M., Daley, S., Proctor, C.P., & Gardner, G. (2016, April). *Motivation for Reading Among Struggling Middle School Readers: A mixed-methods study*. Paper presented at American Educational Research Association, Washington, DC.

Michener, C., Proctor, C.P., & Silverman, R.D. (2016, December). *The Linguistic Features of Teacher Explanations for Student Reading Comprehension Achievement*. Paper presented at Literacy Research Association annual meeting, Nashville, TN.

Proctor, C.P. (2016, April). *Capturing Academic Language Practices and Skills Across Ages, Countries, and Languages*. Paper presented at American Educational Research Association, Washington, DC.

Proctor, C.P., Brisk, M.E., Newton, A., & O'Dwyer, L. (July, 2016). *Exploring language development in the context of a long-term school-university partnership*. Paper presented at Scientific Studies of Reading, Porto, Portugal.

Proctor, C.P., Parra, M.O., & Pedersen, J. (2016, December). *Children's Insights about Bilingual Education Via Small Group Discussions*. Paper presented at Literacy Research Association annual meeting, Nashville, TN.

Proctor, C.P., Pedersen, J., & Parra, M.O. (2016 April). *Small Group Discussions Provide Insight About Bilingual Education*. Paper presented at American Educational Research Association annual meeting , Washington, DC.

Shander-Reynolds, K., Jones, R.L., & Proctor, C.P. (2016 November). *CLAVES: A curriculum for in-depth reading and discussion*. Paper presented at La Cosecha annual conference, Albuquerque, NM.

Leider, C., Proctor, C. P., & Silverman, R. (2015, December). *A Longitudinal Analysis Investigating the Role of Immigrant Generation Status on an Intra-Linguistic Growth Model of Reading Comprehension among Bilingual Latinos in Elementary School*. Paper presented at Literacy Research Association. Carlsbad, CA: LRA.

Proctor, C. P., Ossa, P., Marcela, Wagner, C., Leighton, C., Robertson, D., Paratore, J., & Ford-Connors, E. (2015, December). *How Does Professional Development Affect Teachers' Instruction? An exploratory analysis*. Paper presented at Literacy Research Association. Carlsbad, CA: LRA.

Proctor, C. P., & Wagner, C. (2015, December). *Negotiating Talk: The Positioning and Inclusion of Elementary Dual Language Learners in Small Discussion Groups In Event: Classroom Talk and Academic Language Development in Elementary Dual Language Classrooms*. Paper presented at Literacy Research Association. Carlsbad, CA: LRA.

Wagner, C., & Proctor, C. P. (2015, April). *Bilingual Learners Talking in School: Identity and Inclusion in Small Discussion Groups*. Paper presented at AERA Annual Meeting. Chicago, IL.

Ossa, P., Marcela, Proctor, C. P., & Wagner, C. (2015, March). *Dialogic Reasoning: Creating discussion opportunities to promote language and comprehension in dual-language classrooms*. Paper presented at Massachusetts Association for Bilingual Education. Worcester, MA.

Proctor, C. P. (2015, May). *Modeling Reading Comprehension Across Two Languages: Continuities & discontinuities*. Latin American Studies Association Annual Meeting. Paper presented at Latin American Studies Association annual conference, San Juan, PR.

Silverman, R., Proctor, C. P., & Harring, J. (July, 2014). *Growth in language skills and reading comprehension in linguistically diverse students in grades 2-5*. Society for the Scientific Study of Reading, Santa Fe, NM. (July 19, 2014).

Mitchell, M., Silverman, R., Proctor, C. P., & Harring, J. (July, 2014). *Relations between Vocabulary Knowledge and Reading Comprehension among English Monolingual and English-Spanish Bilingual Intermediate Grade Students*. Society for the Scientific Study of Reading, Santa Fe, NM.

Proctor, C. P., Silverman, R., & Harring, J. (July, 2014). *The Simple View, linguistic comprehension, and modeling across languages*. Society for the Scientific Study of Reading, Santa Fe, NM.

Proctor, C. P., Paratore, J., Literacy Research Association (2013, December). *Enhancing Literacy Instruction Through Collaboration and Interactive Technologies*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Proctor, C. P. & Leider, C. (2013, April). *Can Written Translations Index Bilingualism and Biliteracy in Spanish and English?*, Paper presented at the American Education Research Association, San Francisco, CA.

Gray, J., Dreher, M., Silverman, R., & Proctor, C. P. (2013, April). *The Relationships Between Teacher Variables and Outcomes for Language Minority Learners in Grades 3-5 on Measures of Vocabulary Knowledge and Reading Comprehension*. Paper presented at the American Education Research Association, San Francisco, CA.

Proctor, C. P., Silverman, R., Harring, J., Meyer, A., Leider, C. (2013, April). *The Contribution of Linguistic Awareness to Reading Comprehension for English Monolingual and Spanish-English Bilingual Children in Second Through Fifth Grade*. Paper presented at the American Education Research Association, San Francisco, CA.

Proctor, C.P., Silverman, R.D., & Harring, J.R. (2013, February). *Growth of Language and Literacy Skills Among Spanish-Speaking English Learners in Grades 2 – 5*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, California.

Proctor, C.P., Silverman, R.D., Harring, J., & Nagahara (2012, December). *What's in a Name? School district effects on English language learner identification*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, California.

Proctor, C.P., Silverman, R.D., Harring, J., & Nagahara (2012, December). *Vocabulary and comprehension instruction in grade 3-5 classrooms with linguistically diverse learners*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, California.

Michener, C.J., Proctor, C.P., & Silverman, R.D. (2012, December). *Features of dialogic instruction in upper elementary classrooms and their relationship to student reading comprehension*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, California.

Silverman, R., Proctor, C. P., Harring, J., Doyle, B., Meyer, A., & Mitchell, M. (2012, December).

Comprehension and vocabulary instruction in linguistically diverse grade 3-5 classrooms. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Montecillo, C., Proctor, C.P., & Silverman, R.D. (February 2012). *Examining the nature of language and literacy performance among Latino students*. Paper presented at the 1st themed meeting for Positive Development of Minority Children of the Society of Research in Child Development, Orlando, Florida.

Michener, C., Pavlak, C., Nagahara, M., Proctor, CP., & Silverman, R. (2011, February) *I should hear everyone talking: Bilingual students in mainstream classrooms*. Paper presented at the 32nd Annual Ethnography in Education Research Forum, Philadelphia, PA.

Michener, C., Proctor, CP., Pavlak, C., Nagahara, M., & Silverman, R. (April 11, 2011). *Are you with me? Classroom discourse, teacher questions, and student vocabulary development*. In J.F. Lawrence (Chair), Let us talk: Examining the relationship between classroom discourse, vocabulary, and reading outcomes. Symposium conducted at the American Educational Research Association Annual Meeting, New Orleans, LA.

Montecillo, C., Proctor, C.P., & Silverman, R.D. (April 1, 2011). *Home literacy environment and literacy outcomes among semi-urban English monolingual and Spanish-English bilingual fourth graders*. Poster presented at the bi-annual meeting of the Society of Research in Child Development, Montreal, Canada.

Silverman, R.D., Proctor, C.P., & Harring, J. (April 11, 2011). *Vocabulary breadth and depth and comprehension in English monolingual and Spanish-English bilingual students in grades two to four*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Uccelli, P., Proctor, C.P., & Dalton, B. (April 11, 2011). *Spanish-English bilingual and English monolingual fifth grade writers: Similarities and differences in writing performances*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Proctor, C.P. & Silverman, R.D. (December 1, 2010). *Comprehension, Linguistic Acquisition, and Vocabulary in English and Spanish (CLAVES): Results from the first year of a 2-year longitudinal study*. Paper presented at the Literacy Research Association annual meeting, Fort Worth, TX.

Hughes, M. & Proctor, C.P. (June 10, 2010). *Heritage Language Maintenance in the United States in a Transcultural Era*. Paper presented at the World Congress of Comparative Education Societies Bi-annual Meeting, Istanbul, Turkey.

Silverman, R., Proctor, C.P., and Harring, J. (June 29, 2010). *CLAVES: Comprehension, Linguistic Awareness, & Vocabulary in English and Spanish*. Poster presented at the Institute of Education Science annual conference, Washington, D.C.

Proctor, C.P. (February 24, 2010). *English Learning Children, Literacy Development, and Classroom Instruction*. Workshop presented at the Boston Step-Up Literacy Initiative meeting, Cambridge, MA.

Proctor, C.P. (March 31, 2010). *Vocabulary instruction in language conscious classrooms*. Workshop presented at the Boston Step-Up Literacy Initiative meeting, Cambridge, MA.

Proctor, C.P. (April 28, 2010). *What about RTI? What kinds of interventions pay off for struggling readers and writers?* Workshop presented at the Boston Step-Up Literacy Initiative meeting, Cambridge, MA.

Proctor, C.P., Vargas, C., & Desmond, A. (March 25, 2010). *Making Connections: Biliteracy Instruction for Spanish-Speaking English Language Learners*. Paper presented at the Teaching English to Speakers of Other Languages Annual Meeting, Boston, MA.

Proctor, C.P. (March 2, 2010). *The Interdependence Continuum*. Presentation to H810: Sociolinguistic Perspectives on Language Learning. Harvard Graduate School of Education, Cambridge, MA.

Proctor, C.P. (February 23, 2010). *Linguistic and Instructional Issues in the Education of Bilingual Learners*. Presentation to Boston College pre-practicum students as part of Special Issues in Teaching.

Howard, E., Proctor, C.P., & McCoach, B. (June 25, 2009). *Cross-linguistic reading relationships among bilingual learners*. Paper presented at the Society for the Scientific Study of Reading Annual Meeting, Boston, MA.

Proctor, C.P., Vargas, C., & Desmond, A. (May 7, 2009). *Teaching for Transfer: Native language instruction in a structured English immersion classroom*. Paper presented at the New England Education Research Organization Annual Meeting, Portsmouth, NH.

Proctor, C.P., Dalton, B., Uccelli, P., Mo, E., Snow, C.E., & Neugebauer, S. (April 15, 2009). *Improving Comprehension Online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders*. Paper presented at the American Education Research Association Annual Meeting, San Diego, CA.

Dalton, B., Proctor, C.P., Snow, C.E., & Uccelli, P. (June 12, 2008). *Improving Comprehension Online*. Poster presentation, Institute for Education Sciences annual meeting, Washington, D.C.

Proctor, C.P. (May 16, 2008). *The case for deep vocabulary instruction in K-12 academic language classrooms*. Presentation at the Massachusetts Association of Teachers of Speakers of Other Languages Annual Meeting, Leominster, MA.

Proctor, C.P. (April, 2008). *A Model of Biliteracy*. Paper presented at the American Education Research Association Annual Meeting, New York, NY.

Dalton, B., Proctor, C.P., Uccelli, P., Mo E., & Schlichtmann, G. (April, 2008). *Investigating the relative contributions of vocabulary and reading comprehension strategy supports in a universally designed strategic digital reading environment for monolingual English and Bilingual Fifth-grade Students*. Paper presented at the American Education Research Association Annual Meeting, New York, NY.

Proctor, C.P. (February 25, 2008). *The Commutability Paradigm*. Presentation to H810: Sociolinguistic Perspectives on Language Learning. Harvard Graduate School of Education, Cambridge, MA.

Proctor, C.P. (September 18, 2007). *From Stroop to Semantics to Sped: Literacy and bilingualism in developmental perspective*. Presentation to the Applied Development and Educational Psychology first year doctoral student cohort, Boston College, Chestnut Hill, MA.

Proctor, C.P. & O'Connor, K. (April 20, 2007). *Dilemmas*. Paper presented at the English Language Learners and Special Education First Annual Conference, Harvard Graduate School of Education, Cambridge, MA.

Dalton, B., Proctor, C.P. et al. (April 2007). *Learning How to Learn in Digital Literacy Environments: The Role of Just-In-Time Representational and Strategic Coaching Supports in Developing 5th-Grade*

Bilingual and Monolingual Students' Vocabulary. Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Proctor, C.P., Uccelli, P., Dalton, B., Snow, C.E., & Mo, E. (April 2007). *Supporting English Language Learners in a Digital Literacy Environment.* Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Proctor, C.P., Uccelli, P., & Dalton, B. (April 2007). *Caption It: Teaching and assessing breadth of vocabulary knowledge.* Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Mo, E., Snow, C.E., Dalton, B., & Proctor, C.P. (April 2007). *The Influence of Spanish Vocabulary Knowledge on English Vocabulary for Spanish-English Bilingual Fifth-Graders.* Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Dalton, B., Proctor, C.P., Palinscar, A.S., Magnusson, S., & DeFrance, N. (November 2006). *Investigating the Differential Effects of Three Versions of a Digital Reading Environment Featuring an Array of Interactive Support Features.* Paper presented at the National Reading Conference, Los Angeles, CA.

Dalton, B. & Proctor, C.P. (November 2006). *Understanding Understanding in a New Literacies Digital Space: Changing the relationship of text, reader, and activity in service of improving diverse learners' comprehension and engagement.* Paper presented at the National Reading Conference, Los Angeles, CA.

Proctor, C.P. (November 2006). *The Simple View of Reading as Psycholinguistic Nucleus.* Paper presented at the National Reading Conference, Los Angeles, CA.

Proctor, C.P., Mo, E., Dalton, B., & Uccelli, P. (April 2006). *Improving Comprehension Online (ICON): Preparing a Digital Reading Intervention Through Vocabulary-based Research.* Poster Presented at the Institute for Education Science Annual Meeting, Washington, D.C.

Mo, E. & Proctor, C.P. (April 2005). *The Influence of Cognate Presence on Vocabulary Performance for Spanish-English Bilingual and English Monolingual Fourth Grade Students.* Paper presented at the American Education Research Association National Conference, Montréal, Canada.

Proctor, C.P. (January 2005). *Thinking Reader for English Language Learners (TRELL): Technology Supports for Struggling Readers.* Paper presented at the Technology, Reading and Learning Difficulties (TRLDD) 2005 Conference, San Francisco, CA.

Proctor, C.P. (November 2, 2004). *The Elusive Nature of Bilingualism.* Presentation to Literacy Assessment and Intervention Practicum: Harvard Graduate School of Education, Cambridge, MA.

Proctor, C.P. (April 2003). *Degree of Bilingualism and English Reading Achievement.* Paper presented at the 4th International Symposium on Bilingualism, Tempe, Arizona.

Proctor, C.P. (April 2003). *The English Reading Behavior of Spanish/English Bilinguals.* Paper presented at the American Education Research Association National Conference, Chicago, IL.

Proctor, C.P. (November 11, 2002). *Complicating the Simple View: English reading comprehension and bilingualism.* Paper presented at the Macmillan McGraw-Hill Reading Symposium, New York, NY.

Proctor, C.P. (January 27, 1999). *Intergroup Relations and Ethnolinguistic Vitality: Case Study Issues for Bilingual Educators*. Paper presented at the 1999 National Association for Bilingual Education National Conference, Denver, CO.

WORKSHOPS

Proctor, C.P. (July, 2015). *Dialogic Reasoning Creating Discussion Opportunities to Promote Language and Comprehension*. Regional Educational Laboratory – Appalachia, Erlanger, KY.

Brisk, M. E. & Proctor, C. P. (November, 2014). *Teaching Academic Content and Literacy, "Building Oral and Written Language Skills*, Regional Educational Laboratory – Northeast, Hartford, CT. (November 6, 2014).

Proctor, C.P. (April, 2014). *Dialogic Reasoning Creating Discussion Opportunities to Promote Language and Comprehension*. Regional Educational Laboratory – Southeast, Miami, FL.

Proctor, C. P. & Howard, E. (2013, June). *Bilingualism, Language, and Literacy: Issues of development and assessment* Workshop presented at the Two-Way Immersion Network for Catholic Schools annual conference, Beverly, MA.

Proctor, C. P. & Howard, E. (2013, June). *Program Models and Paths to Initial Literacy Instruction*, Roche Center, Boston College, Beverly, MA. Workshop presented at the Two-Way Immersion Network for Catholic Schools annual conference, Beverly, MA.

Proctor, C.P. (August 25, 2008). *Working with Bilingual Secondary Students*. Leominster Public Schools, Leominster, MA.

Proctor, C.P. (July 25, 2007). *Bilingualism, English Learning, and UDL*. Center for Applied Special Technology, Wakefield, MA.

Proctor, C.P. (June 26, 2007). *Vocabulary and Achievement Among Diverse Learners*. Boston College, Chestnut Hill, MA.

Proctor, C.P. (June 20, 2005). *Universal Design for Learning and English Language Learners*. Center for Applied Special Technology, Wakefield, MA.

Proctor, C.P. (March 22, 2001). *Ethnolinguistic Diversity and Bilingualism: Issues for Classroom Teachers*. Waltham Public Schools, Waltham, MA.

Proctor, C.P. (September 18, 2001). *Reading and Interpreting Results from the Bilingual Verbal Ability Test*. Waltham Public Schools, Waltham, MA.

Proctor, C.P. (February 21, 1996). *Advanced Methods in English as a Second Language*. Sioux City Public Schools, Sioux City, IA.

Proctor, C.P. (October 7, 1995). *Bilingual Methods and Immersion Education*. Dearborn Public Schools, Dearborn, MI.

TEACHING

Undergraduate

EDUC2104: Teaching Reading

EDUC2101: Teaching Language Arts

Graduate

EDUC6347: Teaching Bilingual Students in Secondary Education

EDUC7615: Foundations of Bilingual and Dual Language Education

EDUC7616: Bilingual Literacy and Literature

EDUC762101: Bilingualism, Second Language and Literacy Development, Master's Level

EDUC762102: Bilingualism, Second Language and Literacy Development, Doctoral Seminar

EDUC9737: Culture and Human Development in Interdisciplinary Perspective

EDUC9951: Dissertation Seminar

Professional Development

EDUC7615: Foundations of Bilingual and Dual Language Education

EDUC7616: Bilingual Literacy and Literature

EDUC7621: Bilingualism, Second Language and Literacy Development

PROFESSIONAL SERVICE

Editorships

- Editor, *Journal of Speech, Language, and Hearing Services in Schools* (2017 – 2020).
- Associate Editor, *Applied Psycholinguistics* (October 2014 – September 2018).
- Associate Editor, *Child Development* (July, 2018 – June, 2019)

Editorial Board Member

- Editorial Board Member, *Elementary School Journal* (2012 – present)
- Editorial Board Member, *Reading and Writing: An interdisciplinary journal* (2013 – present)
- Editorial Board Member, *Reading and Writing Quarterly* (2014 – present)
- Editorial Review Board, *Reading Research Quarterly* (2013 – 2017)
- Editorial Board Member, *Journal of Educational Psychology* (2012 – 2018)

MEMBERSHIPS

- Member, American Education Research Association (2003 – present)
- Member, Literacy Research Association (2010 – present)
- Member, Society for the Scientific Study of Reading (2010 – present)

NATIONAL PANELS & ADVISORY BOARDS

- *Jeanne Chall Endowment Advisory Board* (2017 – 2020). Set and implement strategic direction and activities for the Chall Endowment at the Harvard Graduate School of Education. Activities include annually awarding and hosting the Jeanne S. Chall Lecture and Reception; the Jeanne S. Chall Visiting Researcher Grant; and the Jeanne S. Chall Doctoral Student Research Award
- *Regional Education Laboratory – Northeast & the Islands* (2017 – 2022). Technical Working Group member supporting the REL to: a) provide general guiding voice on overall body of work with stakeholders and nationally; b) primary reviewer on REL applied research studies on year-to-year basis.
- *National Study of English Learners and Digital Learning Resources for the U.S. Department of Education* (2017 – 2018). Provide input to the Guide for Educators will help ensure that the guide is useful for administrators and teachers as they consider how they can identify, select, and effectively incorporate DLRs into their instruction. Provide input to the Guide for Technology Developers' Guide will help ensure that the guide is useful for developers as they consider how they can design and disseminate DLRs to better serve the needs of EL students.

- *Academic Success for English Learners through Science (LASErS) (2016 – 2020)*. A project that is targeted to boost the academic success of pre-K through Grade 1 English learners in Hartford, Connecticut. Provide input on methods, data collection, and data analyses.
- *Institute of Education Sciences Standing Grant Reviewer (2012 – 2020)*. Review grants submitted to IES for funding, meet annually to discuss and make funding decisions.

UNIVERSITY, SCHOOL, & DEPARTMENT SERVICE

University Service

- Institutional Review Board, elected member (2008 – 2011)
- Participant, American Academy of Arts and Sciences, “Sustaining Philanthropic Investments in Public Schools” (June 24, 2011)
- Community Research Program Mentor (2014 – present), Mentees: Lakeisha St. Joy, Sanjay Setru
- McNair Fellowship Mentor (Summer 2009 – Spring 2010), Mentee: Karina Xart
Final Project: *Effects of relative care, childcare, or pre-school on Spanish speaking kindergarten children’s emergent literacy & math skills*

Lynch School Service

- Promotion & Tenure Committee (2015 – 2017; 2019 – 2020)
- Educational Policy Committee (2007 – 2009; 2014 – 2016)
- Faculty Technology Consultant (2009 – 2011)
- Search Committee Member, Counseling Psychology search, 2017 – 2018
- Search Committee Member, Literacy Education search, 2016 – 2017
- Search Committee Member, Special Education search, 2012 – 2013
- Professional development, Step UP literacy initiative (2009 – 2012)
- Advisor and professional developer, Teachers for a New Era and the Franklin Elementary School, West Newton, MA (2008 – 2009)

Departmental Service

- Director, Curriculum & Instruction Doctoral Program (Fall, 2017 – Summer, 2020)
- Interim Director, C&I Doctoral Program (January – May 2016)
- Doctoral Advisory Committee (2009 – present)
- CAEP Oversight Committee (2015 – 2018)
- Teacher Education Accreditation Council committee member (2007 – 2009)

JUNIOR FACULTY MENTORSHIP

Boston College

- Faculty mentor for Rebecca Lowenhaupt (2012 – 2018)
- Faculty mentor for Jon Wargo (2017 – present)

External

- Faculty writing mentor for Dana Robertson, University of Wyoming (2016 – 2018)
- Faculty research mentor for Tzu-Jung Lin, Ohio State University (2016 – 2017)
- Faculty writing mentor for Laura Hamman, University of Wisconsin (2016)

DOCTORAL ADVISEES AND DISSERTATION COMMITTEES

Current Doctoral Advisees

- Jasmine Alvarado, Qihan Chen, Silvia Fomin, Ahrum Jeon, Michelle McElwaine, Nicholl Montgomery, Qun Yu

Dissertation Chair

- Hassan El-Nabih, completed, 2010; Renée Greenfield, completed, 2011; Catherine Michener, completed, 2014; Christine M. Leider, completed, 2015; Christopher Wagner, completed, 2016; Rebecca Louick, completed, 2017; Marcela Ossa Parra, completed, 2018; Christopher Bacon, completed 2019; Yang Xu, completed 2019; Caitlin Long, completed 2019; Renata Love Jones, completed 2020; Raquel Sáenz, completed 2020; Anne Vera Cruz, completed 2020; Zhongfeng Tian, completed 2020; Nicholl Montgomery, in progress; Shawn Savage, in progress; Jasmine Alvarado, in progress

Dissertation Reader

- Muhammad Zayyad, completed, 2009; Sadek Firwana, completed, 2010; Kara Mitchell, completed, 2010; Frank Daniello, completed, 2012; Kevin O'Connor, completed, 2014; Amanda Knight, completed, 2015; María González-Howard, completed, 2017; Minsong Kim, completed, 2017; Megina Baker, completed, 2017; Elizabeth Stringer Keefe, completed, 2018; Stephanie Burton, completed, 2018; Heidi Paisner-Roffman, completed, 2018; Meredith Moore, completed, 2018; Claudia Vargas, completed, 2018; Qianqian Zhang-Wu, completed 2019; Caroline Vuilleumier, completed 2019; María Baez, in progress.

External Reader

- Holly Griskell (reader), in progress, Loyola University – Chicago
- Elisabeth Faller (reader), completed 2014, Harvard Graduate School of Education
- Pohwee Koh (external evaluator), completed 2016, Ontario Institute for Studies in Education, Ontario, CN
- Kyle Levesque (external evaluator), completed 2017, Dalhousie University, Nova Scotia, CN

COMMUNITY SERVICE

- Assessment Committee, Multistate Association for Bilingual Education (2020 – present)
- School Council Member, Franklin Elementary School, West Newton, MA (2010 – 2015)
- Pro-bono literacy assessment services to children referred for special education (ongoing)
- Planning committee, Newton Public Schools, middle school programming for students with autism spectrum disorders: SPARK program, Brown Middle School (2012 – 2015)
- Planning committee, Newton Public Schools, high school programming for students with autism spectrum disorders: RISE program, Newton South High School (2015 – 2019)