

George Fox University - 414 N. Meridian St., Newberg OR 97132
Phone: 503.554.2846 / Email: chall@georgefox.edu

I. EDUCATION

Undergraduate and Graduate

- Ph.D.** Center on Disabilities and Human Development, University
2019 of Idaho, Moscow, Idaho
Focus: Neurodevelopmental Disabilities and
Special Education
Dissertation: Training and Supporting General
Education Teachers to Promote
Inclusive Practices
Chairperson: Julie Fodor, Ph.D.
- M.Ed.** George Fox University, Newberg, Oregon
2008
Focus: Reading
Thesis: A Case Study: Third Grade Struggling
Writers: Motivation and Improvement
through Explicitly Teaching Writing
Strategies
Chairperson: Doreen Blackburn, Ph.D.
- B.S.** George Fox University, Newberg, Oregon
2004
Focus: Early Childhood and Elementary Education

II. PROFESSIONAL EXPERIENCE

Teaching Experience

Assistant Professor
2017-Present

George Fox University
Newberg, Oregon

- Early childhood/Elementary education literacy specialist
- Cohort leader in Masters of Arts in Teaching (MAT) program
- Mentor candidates
- Instructor with full-time teaching load in preparing educators for the field of teaching

Assessment Coordinator

Bridges Middle School

2015-2019

Portland, Oregon

- Proctor for administering Measures of Academic Progress (MAP) testing
- Consult with teachers on testing results and grouping of students by learning needs
- Consult with parents on supporting learning needs based on testing data

Classroom Teacher
2014-2017

Bridges Middle School
Portland, Oregon

- Assessment Coordinator
- Proctor for administering Measures of Academic Progress (MAP) testing
- Subjects taught: math, language arts, and humanities
- Grades taught: 5-8th grade
- Teach and support students with learning disabilities and neurodevelopmental disabilities
- Led professional development on assessments and data teams

Classroom Teacher
2008-2012

Joint School District #2,
Meridian, Idaho

- Taught multiple subjects to third grade students for three years
- Taught multiple subjects to third and fourth grade students in a combined class for one year
- Language Arts Representative for school for three years
- Writing committee chair for implementing effective writing practices
- Team leader for collaboration
- Leadership team representative for third grade for one year
- Volunteer committee chair for one year
- School newspaper director for one year-started committee and encouraged students to write

Classroom Teacher
2006-2008

Hillsboro School District 1J,
Hillsboro, Oregon

- Taught multiple subjects to third grade students for 2 years
- Actively participated in data team groups
- Trained in Sheltered Instruction Observation Protocol (SIOP)

Substitute Teacher
2004-2006

Hillsboro School District 1J,
Hillsboro, Oregon
Newberg School District,
Newberg, Oregon
Portland Public Schools,
Portland, Oregon

- Taught in a second-grade classroom as a long-term substitute
- Taught in a third-grade classroom as a long-term substitute
- Taught in a third and fourth grade combined classroom as a long-term substitute
- Created lessons for long term teaching experiences
- Participated in collaboration, IEP meetings, and interventions as a long-term substitute
- Taught in various grades as a substitute

Clinical Experience

Education Specialist
2012-2014

Northwest Neurobehavioral
Health, LLC
Meridian, Idaho

- Tutored students who were identified as having a neurodevelopmental disability
- Taught small group interventions
- Consulted with parents regarding Individual Education Programs (IEPs)
- Consulted with school districts about education resources through NNH
- Led various no-cost learning clubs for children with neurodevelopmental disabilities
- Consulted with NNH Clinicians and Post-Doctoral Fellows
- Consulted with parents regarding strategies to support learning
- Co-led community seminar for parents on autism supports

Trainee
2012-2014

Utah Regional Leadership
Education in
Neurodevelopmental
Disabilities (URLEND)
Center on Disabilities and
Human Development,
University of Idaho,
Moscow, Idaho

- Participated in clinic visits to gain experience with multiple professional disciplines
- Participated in leadership projects and research
- Collaborated with different disciplines to better understand systems of care
- Built leadership skills through seminars, and experiences
- Gained knowledge and experience in providing optimal services to children and adolescents with special health care needs
- Gained knowledge and experience in the importance of families and how they are essential to well-being, thus emphasizing family-centered care

- Participated in autism enhanced, an added program focusing on evidence-based practices with children and adolescents with autism
- Participated in weekly didactics and seminars
- Participated in policy and advocacy training and emersion experiences

Honors, Awards & Nominations

2013 Advocacy Award, Northwest Neurobehavioral Health,
Meridian Idaho

III. SCHOLARSHIP

Areas of Professional Interest

- Children's and adolescent literacy
- Advocacy for children who are unable to advocate for themselves
- Assisting educators to best support and teach children with various neurodevelopmental disabilities, using most current research and evidence-based practices
- Universal Design for Learning in general education settings
- Distance education and professional development
- Book clubs to deepen knowledge, fellowship, and faith amongst colleagues

Funded Grants and Contracts

2014 **Funding source:** Centers for Disease Control and
Prevention's National Center on Birth Defects and
Developmental Disabilities
Title: *Idaho Autism Project*
Role: Graduate Assistant
Duration: 2014-2015

Invited Lectures & Peer Reviewed Conference Presentations

Mitchell, G.E., **Hall, C.**, Rennie, B., Curtis, L., McQuivey, E., Haygeman, E.
(2014, May). *From the IEP to the classroom: general education and IEP
implementation*. Poster presentation at the Annual Pacific Rim
International Conference on Disability and Diversity. Honolulu, HI.

McQuivey, E., **Hall, C.**, Curtis, L., Haygeman, E., Rennie, B., Mitchell, G.E.
(2013, May). *General educators experience with implementation of social
and behavioral goals for children with autism*. Poster presentation at
Combating Autism Act Initiative Meeting. Crystal City, VA.

Hall, C., Mitchell, G.E., McQuivey, E., Curtis, L. Haygeman, E., & Rennie, B. (2013, November). *From IEP to the classroom: perspectives of general educators on the implementation of IEP goals for children with autism.* Poster presentation at the Association for University Centers on Disabilities. Annual Conference, Washington, D.C.

Hall, C. (2015) *Middle school students with autism spectrum disorder: Strategies and supports.* Guest lecture: Orientation to Autism Spectrum Disorder Course at University of Idaho.

Hall, C., Hills, M., & Thornhill, S. (2019). *Think, Write, Teach Culturally Responsive Literacy with Wordless Picture Books.* Presentation accepted at Oregon State Literacy Association, Portland, OR.

Publications

Hall, C., Hollingshead, A., Christman, J. (2017). Implementing video modeling to improve transitions within activities in inclusive classrooms. *Intervention in School and Clinic, 54*(4), 235-240. doi.1053451217736870.

IV. SERVICE

Committees and Memberships

2019-present Council for Exceptional Children, Member

2018-present CAEP Accreditation Committee, Member
George Fox University, Newberg, Oregon

2018-present Undergraduate Teacher Education Committee, Member
George Fox University, Newberg, Oregon

2018-present Bridges Middle School Board of Directors, Board Member

2018-present Beverly Cleary Children's Choice Awards, Committee Member

2018-present Oregon State Literacy Association, Member

2018-present International Literacy Association, Member

2018 Faculty Search Committee for School of Education, George Fox University

- 2017-present MAT admissions group assessment faculty participant, George Fox University
- 2017-present National Council of Teachers of English, Member
- 2017-2018 National Writing Project, Member
- 2013-2014 Member of the Statewide Idaho Center for Excellence in Autism
- 2012 Recruitment of Pediatric Neuropsychology Postdoctoral Fellow Committee, Northwest Neurobehavioral Health

Community Service

- 2019-present Participating in developing video-based teacher observation plan, Bridges Middle School, Portland, Oregon
- 2018-2019 Participating in developing a comprehensive literacy program, Bridges Middle School, Portland, Oregon
- 2018 Led a writing club for struggling writers to support writing needs in the classroom, Bridges Middle School, Portland, Oregon
- 2017 Mentored first year teacher, Bridges Middle School, Portland, Oregon
- 2016 Led professional development seminar *Unwrapping MAP Testing Data, Analyzing Data, and Next Steps*, Bridges Middle School, Portland, Oregon
- 2015 Led professional development seminar *Introduction to MAP testing*, Bridges Middle School, Portland, Oregon
- 2013 Co-led *Autism 101: NNH Parent Training Class*, Northwest Neurobehavioral Health, Meridian, Idaho
- 2013 Led clinical didactic seminar *Educational Supports for Children with Neurodevelopmental Differences*, Northwest Neurobehavioral Health, Meridian, Idaho
- 2012-2014 Led various no-cost learning/social clubs for children with neurodevelopmental disabilities, Northwest Neurobehavioral Health, Meridian, Idaho

- 2011 Led professional development seminar *How to Teach Writing to Support Reluctant Writers*, Summerwind Elementary, Meridian, Idaho
- 2010 Provided consultation to teachers in instruction and specifically supporting learners with neurodevelopmental disabilities in the classroom setting, in Katali, Uganda, Africa.

V. Research Interests

- Inclusion of students with disabilities into general education classrooms
 - Effective ways to best support general education teachers in the process of inclusion.
 - How universities are addressing the move to full inclusion in the K-12 school system in their teacher education programs.
- Distance education as a platform for training and supporting teaching practices
 - Continue researching the use of distance education in training and supporting teachers in rural areas.
- Professional Development
 - Specifically researching the transfer of knowledge to practice.
 - Sustaining learned practices and implementation.
- Evidence-based practices that support learners with Autism Spectrum Disorder
 - Research the use of evidence-based practices which support learners with ASD in general education classrooms and impacts to learners without disabilities.
- Universal Design for Learning
 - Currently Universal Design for Learning is being used in many special education classrooms. I am interested in researching use of UDL practices in general education classrooms and how it supports learners with and without disabilities, and learners who speak English as a second language.