

CHRISTOPHER J. WAGNER

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ACADEMIC APPOINTMENTS

Santa Clara University, Santa Clara, CA, USA

2025-present Associate Professor, Education

Queens College, City University of New York, Flushing, NY, USA

2023-2025 Associate Professor, Elementary and Early Childhood Education

2016-2023 Assistant Professor, Elementary and Early Childhood Education

EDUCATION

Ph.D., Language, Literacy, and Culture, 2016

Boston College, Chestnut Hill, MA, USA

Ed.M., Teaching and Curriculum, 2008

Harvard Graduate School of Education, Cambridge, MA, USA

B.A., English, History, 2007

University of Virginia, Charlottesville, VA, USA

PUBLICATIONS

Books

Wagner, C. J. (2025). *Identity-based literacy instruction for early childhood and elementary classrooms: Learning to be readers and writers*. Routledge.

Wagner, C. J., Frankel, K. K., & Leighton, C. M. (Eds.) (2024). *Becoming readers and writers: Literate identities across childhood and adolescence*. Routledge.

Wagner, C. J., & Moses, L. (Eds.) (in contract). *Identity theories in education research: Contemporary perspectives on the self and learning*. Routledge.

Peer-Reviewed Articles

Wagner, C. J. (2024). Learning to be readers and writers through identity-based instruction. *Language Arts*, 102(2), 75-87. <https://doi.org/10.58680/la2024102275>

Wagner, C. J. (2024). Revisiting validity in research with multilingual learners: Moving from a monolingual to a multilingual lens on research quality. *Literacy Research: Theory, Method, and Practice*, 73, 150-170. <https://doi.org/10.1177/23813377241286034>

Wagner, C. J. (2024). Differentiating children's reading materials with artificial intelligence: Exploring possibilities for personalized learning. *The Reading Teacher*, 78(3), 191-194. <https://doi.org/10.1002/trtr.2361>

Wagner, C. J. (2024). Toward a shared conception of children's content area identities in literacy, math, and science: A systematic integrative review. *Review of Educational Research*, 94(3), 343-375. <https://doi.org/10.3102/00346543231184888>

Wagner, C. J. (2023). Reading identities across language contexts: The role of language of text and talk for multilingual learners. *Journal of Early Childhood Literacy*, 23(2), 317-343. <https://doi.org/10.1177/1468798420981758>

Wagner, C. J., Chung, J., Kim, C., & Perdomo, Y. (2023). Promoting language learning through dual language and non-English books. *Young Children*, 78(1), 70-76.

Wagner, C. J. (2022). Multilingualism and reading identities in prekindergarten: Young children connecting reading, language, and the self. *Journal of Language, Identity, & Education*, 21(6), 423-438. <https://doi.org/10.1080/15348458.2020.1810046>

Wagner, C. J. (2022). PK-5 teacher perspectives on the design of remote teaching: Pedagogies and support structures to sustain student learning online. *Journal of Research on Technology in Education*, 54(SUP1), S132-S147. <https://doi.org/10.1080/15391523.2021.1888340>

Wagner, C. J. (2021). Teacher language practices that support multilingual learners: Classroom-based approaches from multilingual early childhood teachers. *TESOL Journal*, 12(3), 1-16. <https://doi.org/10.1002/tesj.583>

Wagner, C. J. (2021). Reading identities as a developmental process: Changes in Chinese-English learners from prekindergarten to kindergarten. *Bilingual Research Journal*, 44(2), 174-188. <https://doi.org/10.1080/15235882.2021.1942324>

Wagner, C. J. (2021). Online teacher inquiry as a professional learning model for multilingual early childhood educators. *Early Childhood Education Journal*, 49(2), 185-196. <https://doi.org/10.1007/s10643-020-01060-6>

Wagner, C. J. (2020). Seeing and nurturing young children's reading identities. *Journal of Language and Literacy Education*, 16(1), 1-14.

Wagner, C. J. (2019). Connections between reading identities and social status in early childhood. *TESOL Quarterly*, 53(4), 1060-1082. <https://doi.org/10.1002/tesq.529>

Wagner, C. J., Ossa Parra, M., & Proctor, P. (2019). Teacher agency in a multiyear professional development collaborative. *English Teaching: Practice and Critique*, 18(4), 399-414. <https://doi.org/10.1108/ETPC-11-2018-0099>

Bolt, M. E., Rodriguez, C. M., **Wagner, C. J.**, Proctor, C. P. (2019). Can we talk?: Creating opportunities for meaningful academic discussions with multilingual learners. *Young Children*, 74(2), 40-47.

Wagner, C. J., & González-Howard, M. (2018). Studying discourse as social interaction: The potential of social network analysis for discourse studies. *Educational Researcher*, 47(6), 375-383. <https://doi.org/10.3102/0013189x18777741>

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(1), 39-49. <https://doi.org/10.1002/trtr.1676>

Wagner, C. J. (2018). Being bilingual, being a reader: Prekindergarten dual language learners' reading identities. *Journal of Early Childhood Literacy*, 18(1), 5-37. <https://doi.org/10.1177/1468798417739668>

Wagner, C. J., Ossa Parra, M., & Proctor, C. P. (2017). The interplay between student-led discussions and argumentative writing. *TESOL Quarterly*, 51(2), 438-449. <https://doi.org/10.1002/tesq.340>

Wagner, C. J. (2016). Teaching young dual language learners to be writers: Rethinking writing instruction through the lens of identity. *Journal of Education*, 196(1), 31-40.
<https://doi.org/10.1177/002205741619600105>

Wagner, C. J. (2012). Getting ready for the “real world”: Teaching the transferability of literacy skills with visual texts. *English Leadership Quarterly*, 35(1), 8-10.

Invited Articles

Wagner, C. J., & Kabuto, B. (2021). Collaborative language planning as advocacy work. *Journal of Adolescent & Adult Literacy*, 65(1), 85-89. <https://doi.org/10.1002/jaal.1165>

Book Chapters

Wagner, C. J. (2024). Language and multilingualism in young children’s literate identities. In C. J. Wagner, K. K. Frankel, & C. M. Leighton (Eds.), *Becoming readers and writers: Literate identities across childhood and adolescence* (pp. 49-63). Routledge.
<https://doi.org/10.4324/9781003271406-6>

Wagner, C. J. (2023). Practice-based learning through online teacher inquiry: Connecting literacy teachers in specialised and isolated contexts. In S. Harmey & B. Kabuto (Eds.), *Teaching Literacies in Diverse Contexts* (pp. 171-184). UCL Press.
<https://doi.org/10.2307/j.ctv2w61b96.21>

Kabuto, B., **Wagner, C. J.**, & Vasudevan, D. S. (2023). A literacy coaching collaborative: Preparing community-responsive literacy coaches. In S. Harmey & B. Kabuto (Eds.), *Teaching Literacies in Diverse Contexts* (pp. 128-142). UCL Press.
<https://doi.org/10.2307/j.ctv2w61b96.17>

Wagner, C. J. (2021). Literacy and identities. In G. Noblit (Ed.), *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.990>

Ossa Parra, M., **Wagner, C. J.**, 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. H. Hiebert (Eds.), *Teaching emergent bilingual students: Flexible approaches in an era of new standards* (pp. 119-137). Guilford Press.

AWARDS

Excellence in Teaching Award, Department of Elementary and Early Childhood Education, Queens College, City University of New York (2025)

Outstanding Dissertation Award, American Educational Research Association, Early Education and Child Development Special Interest Group (2017)

FUNDED GRANTS

- 2025 Principal Investigator. *Developing an identity-based literacy intervention for third grade students*. Professional Staff Congress-City University of New York (PSC-CUNY) Research Award #68380-00 56 (\$6,000).
- 2024-2025 Principal Investigator. *Differentiating children's reading materials with artificial intelligence*. Professional Staff Congress-City University of New York (PSC-CUNY) Research Award #67014-00 55 (\$3,500).
- 2022-2023 Principal Investigator. *The development of literate identities in childhood: Learning from parent reports of literacy practices*. Professional Staff Congress-City University of New York (PSC-CUNY) Research Award #65024-00 53 (\$3,500).
- 2020-2021 Principal Investigator. *Assessing a scalable online teacher inquiry program*. Professional Staff Congress-City University of New York (PSC-CUNY) Research Award #63042-00 51 (\$3,500).
- 2019-2020 Consultant. (R. Culatta, PI, & A. Thompson, PI). *Computational thinking for educators*. City University of New York & International Society for Technology in Education. Robin Hood Learning + Technology Fund (\$1,000,000).
- 2018-2019 Principal Investigator. *Understanding and improving the language practices of multilingual early childhood educators through teacher inquiry*. Professional Staff Congress-City University of New York (PSC-CUNY) Enhanced Research Award #61786-00 49 (\$12,000).
- 2017-2018 Principal Investigator. *The early reading identities of dual language learners*. Professional Staff Congress-City University of New York (PSC-CUNY) Research Award #60576-00 48 (\$6,000).

PRESENTATIONS

Conference Presentations

Wagner, C. J. (2025, December). *Learning literacy or learning to read? The imbalance of reading and writing identities in elementary grade students* [Paper]. Literacy Research Association Annual Conference, Las Vegas, NV.

Wagner, C. J., Enriquez, G., Frankel, K., Leighton, C., Moses, L. (2025, December). *Literacy and identities study group* [Organizer/Co-Chair]. Literacy Research Association Annual Conference, Las Vegas, NV.

Wagner, C. J., Enriquez, G., Frankel, K., Leighton, C., Moses, L. (2024, December). *Literacy and identities study group* [Organizer/Co-Chair]. Literacy Research Association Annual Conference, Atlanta, GA.

Wagner, C. J. (December, 2023). *Revisiting validity in research with multilingual learners: Moving from a monolingual to a multilingual lens* [Paper]. Literacy Research Association Annual Conference, Atlanta, GA.

Wagner, C. J., Frankel, K. K., Leighton, C. M., Burgess, K., Compton-Lilly, C., Dacus, L. C., Enriquez, G., Francois, C., Giunco, K., Johnson, E., Kabuto, B., Kontovourki, S., Learned, J. E., Lewis Ellison, T., Moses, L., O'Brien, L., Qiu, T., Robinson, B., Uppstad, P. H., & Walgermo, B. R. (2023, December). *Literacy as an identity practice across childhood and adolescence* [Alternative format session]. Literacy Research Association Annual Conference, Atlanta, GA.

Wagner, C. J., Enriquez, G., Francois, C., Frankel, K., Leighton, C., Moses, L. (2023, December). *Literacy and identities study group* [Organizer/Co-Chair]. Literacy Research Association Annual Conference, Atlanta, GA.

Wagner, C. J. (2022, December). *Positioning literate identities in the field of identity studies: Comparisons to and lessons from identity studies in math and science* [Paper]. Literacy Research Association Annual Conference, Phoenix, AZ.

Wagner, C. J., Enriquez, G., Francois, C., Frankel, K., Leighton, C., Lewis Ellison, T., Moses, L. (2022, December). *Literacy and identities study group* [Organizer/Co-Chair]. Literacy Research Association Annual Conference, Phoenix, AZ.

Wagner, C. J. (2022, December). *Refugee and immigrant student voices* [Chair/Discussant]. Literacy Research Association Annual Conference, Phoenix, AZ.

Kabuto, B., & Wagner, C. J. (2022, November). *A community-based literacy collaborative as a light into culturally responsive teaching practices* [Paper]. National Council of Teachers of English Annual Convention, Anaheim, CA.

Wagner, C. J. (2021, December). *Questioning the STEM paradigm in early childhood: Should literacy drive early technology instruction?* [Paper]. Literacy Research Association Annual Conference, Virtual.

Wagner, C. J. (2021, April). *PK-5 teacher perspectives on pedagogies and supports for online instruction: Learning from the Covid-19 pandemic* [Roundtable]. American Educational Research Association Annual Conference, Virtual.
<https://aera21-aera.ipostersessions.com/Default.aspx?s=E2-77-E5-76-82-79-E4-74-CC-1C-E1-C-D-5F-40-16-EB>

Wagner, C. J. (2020, November). *Reimagining professional learning for multilingual early childhood educators: Possibilities and opportunities of an online teacher inquiry model* [Paper]. Literacy Research Association Annual Conference, Virtual.

Wagner, C. J., Leighton, C. M., O'Brien, L. M., Giunco, K. M., Frankel, K., Fields, S., & Compton-Lilly, C. (2020, November). *Diverse children and youth becoming readers: Toward an understanding of reading identities across childhood and adolescence* [Symposium]. Literacy Research Association Annual Conference, Virtual.

Wagner, C. J. (2020, November). *Professional learning to support multilingual learners and educators: Harnessing the potential of online teacher inquiry communities* [Conference session canceled]. National Council of Teachers of English Annual Convention, Denver, CO.

Wagner, C. J., Ossa Parra, M., & Proctor, C. P. (2020, April). *Teacher agency in a multiyear professional development collaborative* [Roundtable]. American Educational Research Association Annual Conference, San Francisco, CA. (Conference canceled)

Wagner, C. J. (2019, December). *Reading identities in the prekindergarten classroom: Does social status matter?* [Paper]. Literacy Research Association Annual Conference, Tampa, FL.

Wagner, C. J. (2019, December). *Changes in multilingual children's reading identities across language contexts* [Paper]. Literacy Research Association Annual Conference, Tampa, FL.

Wagner, C. J. (2019, December). *Understanding the complexities of multilingual and dual language contexts* [Discussant]. Literacy Research Association Annual Conference, Tampa, FL.

Wagner, C. J. (2019, December). *The power of the picturebook: Elementary student engagement with text and content in children's books* [Chair/Discussant]. Literacy Research Association Annual Conference, Tampa, FL.

Monge, G., Wagner, C. J., & Davison, M. D. (2019, April). *Language complexity in Spanish-English dual language children's books* [Poster]. American Educational Research Association Annual Meeting, Toronto, CA.

Wagner, C. J. (2018, April). *Connections between reading identities and social standing in early childhood* [Roundtable]. American Educational Research Association Annual Meeting, New York, NY.

Wagner, C. J. (2017, December). *Exploring the reading identities of prekindergarten dual language learners: Opportunities and obstacles for supporting early reading* [Paper]. Literacy Research Association Annual Conference, Tampa, FL.

Wagner, C. J. (2017, December). *Dialogism in early childhood* [Session chair & discussant]. Literacy Research Association Annual Conference, Tampa, FL.

Wagner, C. J. (2017, November). *Rethinking writing instruction through the lens of identity: An inclusive approach to teaching writing to young dual language learners* [Conference session]. National Association for the Education of Young Children Annual Conference, Atlanta, GA.

Wagner, C. J. (2017, April). *Being bilingual, being a reader: Case studies in young dual language learners reading identities* [Roundtable]. American Educational Research Association Annual Meeting, San Antonio, TX.

Wagner, C. J. (2016, July). *Becoming a writer: Supporting the writing identities of young dual language learners* [Conference session]. International Literacy Association Conference, Boston, MA.

Paratore, J. R., Ford-Connors, E., Robertson, D. A., Wagner, C. J., & Rodriguez, C. (2016, July). *Can we talk? Dialogic reasoning as a pathway to young children's development of language and world knowledge* [Pre-conference institute]. International Literacy Association Conference, Boston, MA.

Bolt, M., O'Connor, C., Price, M., Ford-Connors, E., Leighton, C. M., Ossa Parra, M., Proctor, C. P., Wagner, C. J. (2016, April). *Dialogic reasoning: A discursive approach to literacy learning and knowledge development* [Conference session]. Annual Massachusetts Reading Association Conference, Quincy, MA.

Wagner, C. J., & Proctor, C. P. (2015, December). *Negotiating talk: The positioning and inclusion of elementary dual language learners in small discussion groups* [Paper]. Literacy Research Association Annual Conference, Carlsbad, CA.

Proctor, C. P., Ossa Parra, M., Wagner, C. J., Paratore, J. R., Ford-Connors, E., Leighton, C. M., & Robertson, D. A. (2015, December). *How does professional development affect teachers' instruction? An exploratory analysis* [Paper]. Literacy Research Association Annual Conference, Carlsbad, CA.

Wagner, C. J., Ossa Parra, M., & Proctor, C. P. (2015, April). *Student reasoning in oral and written discourse: A study of teacher-designed collaborative reasoning* [Paper]. New England Educational Research Organization Annual Conference, Portsmouth, NH.

Wagner, C. J. (2015, April). *Understanding the biliteracy needs of dual language learners through the lens of the carnival* [Paper]. New England Educational Research Organization Annual Conference, Portsmouth, NH.

Wagner, C. J., & Proctor, C. P. (2015, April). *Bilingual learners talking in school: Identity and inclusion in small discussion groups* [Poster]. American Educational Research Association Annual Meeting, Chicago, IL.

Ossa Parra, M., Wagner, C. J., & Proctor, C. P. (2015, March). *Creating discussion opportunities to promote language and comprehension in bilingual classrooms* [Conference session]. Southern New England Conference for Dual Language Programs, Worcester, MA.

Invited Presentations

Wagner, C. J. (Apr 3, 2019). *Exploring teacher language practices through online teacher inquiry*. Division of Education Conversation with Exemplary Educators, Queens College, City University of New York, Queens, NY.

Trainings

Proctor, C. P., Ossa Parra, M., Wagner, C. J., Paratore, J. R., Ford-Connors, E., Leighton, C. M., & Robertson, D. A. (2013, July 29-31). *Enhancing literacy instruction through collaboration and interactive technology (ELICIT) summer institute*. Boston College, Chestnut Hill, MA.

CURRICULUM MATERIALS

Proctor, C. P., Ossa Parra, M., Wagner, C. J., Paratore, J. R., Ford-Connors, E., Leighton, C. M., & Robertson, D. A. (2014). *Dialogic reasoning: Student talk that promotes language development and text comprehension*. Boston College.

Wagner, C. J. (2012). *Writing through art*. Arts Are Academic!.

Wagner, C. J. (2011). *Art study: Developing adolescent literacy through the visual and studio arts*. Arts Are Academic!.

COURSES TAUGHT

Teaching Reading (Graduate), Santa Clara University

Elementary Language Arts Methods (Graduate), Santa Clara University

Language and Literacy Development: Teaching Reading (Undergraduate), Queens College, CUNY

The Early Development of Language and Literacy (Undergraduate), Queens College, CUNY

Teaching Beginning Reading and Writing (Graduate), Queens College, CUNY

Instruction and Assessment Across the Curriculum for Bilingual Learners (Graduate), Queens College, CUNY

Role of the Literacy Specialist (Graduate), Queens College, CUNY

Language Development and Multilingualism in Early Childhood (Graduate), Queens College, CUNY

Modern Learning Technologies (Graduate), Queens College, CUNY

Ecological Perspectives on Development: The Early Years (Graduate), Queens College, CUNY

Integrating Expressive Arts in Early Childhood (Graduate), Queens College, CUNY

Social Foundations of Education (Graduate), Queens College, CUNY

Literacy and Assessment in the Secondary School (Graduate), Boston College

Teaching Reading (Undergraduate), Boston College

Teaching Reading in the Middle and Secondary School (Undergraduate), Boston University

TEACHING CERTIFICATIONS

Massachusetts Teacher License, English Grades 5-12, Visual Art Grades 5-12

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Literacy Research Association (LRA)
National Association for the Education of Young Children (NAEYC)

PROFESSIONAL SERVICE

Literacy Research Association
 Student Outstanding Research Award Committee (2023-2026)
 Field Council Northeast Region Co-Chair (2021-2023)

Journal of Early Childhood Literacy, Editorial Board Member (2021-present)

National Association for the Education of Young Children (NAEYC), Consulting Editor, Young Children & NAEYC Books (2023-2026)

Reviewer for the following publications, conferences, or grant-awarding organizations (past five years only):

Oxford University Press (2025)
Journal of Literacy Research (2021, 2022, 2023, 2024, 2025)
Literacy Research: Theory, Method, and Practice (2025)
Journal of Language, Identity, and Education (2025)
Journal for STEM Education Research (2025)
Literacy Research Association Annual Conference (2021, 2022, 2023, 2024, 2025)
National Science Foundation (2024)
Review of Educational Research (2024)
Teachers College Record (2024)
TESOL Journal (2022, 2024)
Routledge/Taylor & Francis Books (2022, 2023)
Literacy (2023)
Journal of Teacher Education (2022, 2023)
Bilingual Research Journal (2021, 2022)
Journal of Teacher Education (2021, 2022)
Early Childhood Education Journal (2021)
Journal of Research on Technology in Education (2021)
Journal of Education for Students Placed at Risk (2021)

SELECTED COLLEGE & UNIVERSITY SERVICE

Elected Member (2020-2025), Personnel and Budget Committee, Department of Elementary and Early Childhood Education, Queens College, City University of New York

Member (2023-2025), Teacher Education Working Group, Professional Staff Congress (PSC-CUNY), City University of New York

Member (2023-2025), Literacy Education Working Group, Department of Elementary and Early Childhood Education, Queens College, City University of New York

Curriculum Committee, Department of Elementary and Early Childhood Education, Queens College, City University of New York

Chair (2019-2024)

Member (2018-2019)

Program Coordinator (2019-2023), Literacy Education (MSEd & Advanced Certificate), Department of Elementary and Early Childhood Education, Queens College, City University of New York

Chair (2020-2023), Research Advisory Committee, School of Education, Queens College, City University of New York

Elected Member (2016-2020), Executive Committee of the Academic Senate, Queens College, City University of New York

OTHER SERVICE

Member (2024-2025), Future of Teacher Preparation and Certification Workgroup, New York State United Teachers (NYSUT)

Citywide Council on English Language Learners, New York City Department of Education

Member (appointed by the Public Advocate for the City of New York, Jumaane D. Williams) (2019-2021)

Recording Secretary (elected) (2019-2021)

Chair, Data & Evaluation Committee (2020-2021)