

CURRICULUM VITAE

MATTHEW L. MCCONN

Associate Professor, English Education
Binghamton University
Teaching, Learning, and Educational Leadership
P.O. Box 6000, Binghamton, NY 13902
mmconn@binghamton.edu
(607) 777-4678

EDUCATION

Ed. D. English Education, University of Houston, 2012

Dissertation: *An Evaluation of Extensive and Intensive Teaching of Literature: Another Year's Experiment in the Eleventh Grade*

M. Ed. English Education, University of Houston, 2008

B. A. English Literature, University of Nevada, Las Vegas, 2001

PROFESSIONAL/ACADEMIC EXPERIENCE

2019-pres Binghamton University, Associate Professor—English Education.
2013-2019 Binghamton University, Assistant Professor—English Education
2009-2013 University of Houston, Adjunct Professor
2012-2013 Houston Independent School District, Teacher Development Specialist
2005-2012 Spring Woods High School, Houston, TX, English Teacher/Department Chair
2004-2005 Spring Woods Middle School, Houston, TX, English Teacher
2002-2004 Crossroads Community Educational Center and High School, Houston, TX, English Teacher

PUBLICATION AND RESEARCH ACTIVITY

Articles

Refereed Journals

McConn, M., & Blaine, A. (2018). Literature standards past and present: Driving toward a disappearing horizon. *The High School Journal*, 101(3), 134-154.

- McConn, M. (2018). Close reading of literary nonfiction: The three-column journal. *The Clearing House*, 91(2), 66-71.
- McConn, M. (2016). An evaluation of intensive and extensive teaching of literature: One teacher's experiment in the eleventh grade. *Research in the Teaching of English*, 51(2), 162-182.
- McConn, M., & Sawyer, M. (2016). Rebuilding the student teacher experience as a site of collaboration in the wake of teacher performance assessments. *Excelsior: Leadership in Teaching and Learning*, 11(1), 17-33.
- Cimbricz, S., & McConn, M. (2015). Changing the English classroom: When large-scale "common" testing meets secondary curriculum and instruction in the United States. *Changing English: Studies in Culture and Education*, 22(4), 393-404.
- McConn, M. (2014). Connecting students with the human dimensions in literature: Using Bruner's modes of thought to deepen literary appreciation. *Texas Journal of Literacy Education*, 2(2), 106-116.
- McConn, M. (2014). 49 techniques that put students on the path to college, and one that won't: Lemov vs. theory and research. *New Educational Foundations*, 3(1), 53-61.
- McConn, M. (2008). Tupac into anthologies: Utilizing pop culture to motivate reluctant learners. *Journal of Urban Education*, 5(1), 28-30.

Works Accepted/in Press

- McConn, M., & Mason, J. (in press). A university and local school partnership: Utilizing tension as a catalyst for growth. *Studying Teacher Education*.
- McConn, M. (accepted). "It's not me, it's them!" Teacher candidates, the teaching of literature, and reflection as an antidote to perils of the conservative schooling cycle. *Research in the Schools*.

Works in Review/in Progress

- McConn, M., & Geetter, D. (revise/resubmit). Expectation and realization: Two case studies of English teacher candidates. *Journal of Transformative Education*.
- McConn, M., & Blaine, A. (in review). Literature in the standards paradigm: An evolution of gains and losses. *Educational Policy*.
- McConn, M., & Mason, J. (in review). A community of practice emerges: Effective mutual professional development in a school-university partnership. *Teacher Development*.
- McConn, M., & Blaine, A. (reject/resubmit). Standards document and the teaching of literature: A plurality of perspectives. *Research in the Teaching of English*.

Invited Works

McConn, M. (2019). Foreword. In J.C. Armstrong & E. Wilson, *Acts of Teaching: How to Teach Writing: A Text, A Reader, A Narrative*. (3rd ed.). Libraries Unlimited: Santa Barbara, CA.

Nonrefereed Works

McConn, M. (revise/resubmit). Discovering the writer within. In response to “Journeys Inward” column. *English Journal*.

FUNDED GRANTS, AWARDS

Career Champion Award: Fleishman Center for Career and Professional Development at Binghamton University—2017

Institute for Advanced Studies in the Humanities—Spring 2014

One course buyout and a \$700 stipend for research expenses to explore how the United States has defined appreciation of literature in secondary schools.

Research Foundation – Binghamton University: Mini Grant—2014

\$700 to support the development of a grant proposal to Carnegie Foundation of New York.

Fund For Teachers Grant—2010

\$5000 to retrace Ernest Hemingway’s 1933 safari in Africa as part of a learning experience for classroom teaching.

Texas State Region IV Teacher of the Year Finalist – 2010-2011

Spring Branch District Teacher of the Year – 2010-2011

Spring Woods High School Teacher of the Year – 2010-2011

Crossroads High School Teacher of the Year – 2003-2004

GRANTS ACTIVITY

Carnegie Foundation of New York

Closely Reading Close Reading: Common Core Learning Standards for English Language Arts

In collaboration with a colleague at SUNY Brockport, we sought \$500,000 to conduct our research which involved exploring further how the new high-stakes assessments aligned with Common Core will likely result in a change in the English classroom because of the nature of the tasks, the texts, and the exam questions articulated in the standards and reified through the exams. 2014. Unfunded.

RESEARCH ACTIVITY

- 2017-present Case studies to examine how teachers adapt to student responses to literature. Aligned with the work on adaptive teaching, this research project has been approved by the Johnson City School District superintendent, and is currently under review with IRB.
- 2017-present Collaborative self-study to investigate our own understanding of adaptive teaching, as well as become more adaptive as we navigate the coaching of pre-service and in-service teachers. This research is being conducted in collaboration with Dr. Erin Washburn.
- 2016-2018 Examining preservice teachers' approaches to teaching literature in their student teaching semester, as well as their perceived obstacles and/or supports. This research traced pre-service teachers' beliefs of teaching literature and how those beliefs were enacted in the classroom.
- 2015-2017 Self-study of the collaborative work with 6 teachers from an English department at a local school. This research project aimed to examine how to best support English teachers in engaging their students with literature, as well as a more dynamic understanding of the school-university partnership.
- 2014-2016 Qualitative content analysis of 10 historical documents that identify national standards for the teaching of literature from 1892—when English became a subject in secondary schools—to the implementation of the new Common Core Standards in 2010. This extensive research project was in collaboration with Dr. Andrew Blaine, a doctoral student at the time.
- 2014-2015 Examining how the new high-stakes assessments aligned with Common Core will likely result in a change in the English classroom because of the nature of the tasks, the texts, and the exam questions articulated in the standards and reified through the exams. This research project was in collaboration with a colleague at SUNY Brockport, Dr. Sandra Cimbricz, as we sought a \$500,000 grant from Carnegie Foundation to conduct our research.
- 2011-2013 Comparing the effectiveness of two methods for teaching literature, close reading and extensive reading, over the period of one school year with eleventh grade students. This research project analyzed the results from four 9-week assessments as well as a pre-test and a post-test, which intended to measure growth in both comprehension and analysis of literature.

PRESENTATIONS

International/National

McConn, M., & Mason, J. (2018, April). *Redefining the Boundary between University and a Local School*. Roundtable Presentation at American Educational Research Association, New York, NY.

McConn, M., & Blaine, A. (2017, November). *Literature in the Standards Paradigm: An Evolution of Gains and Losses*. Presentation at Literacy Research Association, Tampa, FL.

Washburn, E., & McConn, M. (2017, November). *Developing a Framework for Adaptive Metacognition of Literacy Teachers*. Presentation at Literacy Research Association, Tampa, FL.

McConn, M. (2017, April). *Our Purpose in Teaching Literature: What the Historical Documents Say*. Poster session at American Educational Research Association, San Antonio, TX.

McConn, M. (2016, November). *Deepening Literary Appreciation Using Bruner's Modes of Thought*. Poster session at National Council of Teachers of English, Atlanta, GA.

McConn, M. (2013, April). *An Evaluation of Intensive and Extensive Teaching of Literature: Another Year's Experiment in the Eleventh Grade*. Presentation at International Reading Association, San Antonio, TX.

McConn, M., & Brower, S. (2010, November). *Exploring Human Rights through Writing: History Class and Writer's Workshop*. Presentation at National Council for the Social Studies, Denver, CO.

McConn, M., & Brower, S. (2010, November). *Facebook as a Classroom Tool*. Presentation at National Council for the Social Studies, Denver, CO.

McConn, M. (2009, April). *Tupac Into Anthologies*. Presentation at College Board, Los Angeles, CA.

McConn, M. (2008, April). *Utilizing Pop Culture in an AP Classroom*. Roundtable discussion at College Board, Houston, TX.

McConn, M., & Bird, S. (2007, June). *Tupac Teaches the Narrative: Utilizing Pop Culture in the Classroom*. Presentation at International Reading Association, Toronto, Canada.

State

- McConn, M. (2019). Literature in the Standards Paradigm: What is YOUR Purpose. Presentation at Abydos International, Houston, TX.
- McConn, M., & Sawyer, M. (2014). *This edTPA was More Work Than I Expected: The Impact of EdTPA and Common Core Alignment on Teacher Preparation Courses and Student Teachers' Learning*. Presentation at New York State English Council: Argue, Research, Analyze, and Create: Building Global Awareness in ELA, Albany, NY.
- McConn, M., & Sawyer, M. (2014). *Do You Have Suggestions for How I Can Decide on My Central Focus? Examining the EdTPA Experience and What It Means for Learning to Teach English Language Arts*. Presentation at New York State English Council: Argue, Research, Analyze, and Create: Building Global Awareness in ELA, Albany, NY.
- McConn, M. (2013). *An Evaluation of Intensive and Extensive Teaching of Literature: Another Year's Experiment in the Eleventh Grade*. Presentation at Abydos International, Houston, TX.
- McConn, M. (2010). *Reading and Analysis: The Marriage of Reader Response and Authorial Intent*. Workshop Presentation at Abydos International, Houston, TX.
- McConn, M. (2010). *Persuasive Writing and the STAAR*. Workshop Presentation at Abydos International, Kerrville, TX.
- McConn, M. (2009). *To Sag, or Not to Sag: Keeping Students Engaged*. Ticketed Presentation at Abydos International, Dallas, TX.
- McConn, M. (2008). *Popular Culture in Secondary Language Arts*. Roundtable Discussion at the Annual Conference of the Texas Council of Teachers of English Language Arts. Houston, TX.

Local

- Burch, B., & McConn, M. (2014). *Voicing Connections between Literature and Cultural Resources*. Presentation at Uncommon Approaches to the Common Core: South Central Regional Conference, Binghamton, NY.
- McConn, M. (2010). *Content Area Literacy*. Presentation at Instructional Leader Summit: Spring Woods High School, Houston, TX.

PROFESSIONAL SERVICE ACTIVITIES

Editorial Activities

- Reviewer, *Journal of Teacher Education*, 2019
- Reviewer, *English Journal*, 2016-present

Reviewer, *Teacher Education Quarterly*, Summer 2018

Reviewer, American Educational Research Association Conference, Summer 2018

Reviewer, *Literacy Research: Theory, Method, and Practice*, Spring 2018 and Spring 2019

Reviewer, American Educational Research Association Conference, Summer 2017

Reviewer, Literacy Research Association Conference, Summer 2017

Field/Consulting Activities

“EdTPA Success Camp” Workshop: SUNY New Paltz, Spring 2015

Abydos/New Jersey Writing Project Trainer, 2007-present

Professional/Academic Activities

Reading Assessment Panel: Served on a weeklong panel in Washington, D.C., to align the NAEP with College Board and SAT reading assessments, Fall 2009

TEACHING

Courses Taught at SUNY-Binghamton

Fall 2013 SEC 594: Curriculum and Methods in the Teaching of English

SEC 590/591: Pre-Service Practicum in Teaching English
Enrollment

Spring 2014 SEC 594: Curriculum and Methods in the Teaching of English

EDUC 534: Survey of Young Adult Literature

Fall 2014 SEC 590/591: Pre-Service Practicum in Teaching English

SEC 595: Professional Seminar in English Education

Winter 2015 EDUC 541: Applied Research Techniques

Spring 2015 SEC 594: Curriculum and Methods in the Teaching of English

SEC 590/591: Pre-Service Practicum in Teaching English

(IASH Fellowship: 1 Course Buyout)

Fall 2015 SEC 590/591: Pre-Service Practicum in Teaching English

	SEC 593: Foundations of Philosophies and Theories in the Teaching of English
	SEC 595: Professional Seminar in English Education
	EDUC 398: Education Research Scholars
Spring 2016	EDUC 529: Rhetorical Grammar
	SEC 594: Curriculum and Methods in the Teaching of English
	EDUC 398: Education Research Scholars
Summer 2016	EDUC 428: Young Adult Literature in Secondary Schools
Fall 2016	SEC 590/591: Pre-Service Practicum in Teaching English
	SEC 595: Professional Seminar in English Education
Spring 2017	SEC 590/591: Pre-Service Practicum in Teaching English
	SEC 593: Foundations of Philosophies and Theories in the Teaching of English
Fall 2017	SEC 510: Adolescent Development and Culturally Responsive Practices
	SEC 594: Curriculum and Methods in the Teaching of English
	EDUC 398: Education Research Scholars
Spring 2018	SEC 510: Adolescent Development and Culturally Responsive Practices
	SEC 593: Foundations of Philosophies and Theories in the Teaching of English
Fall 2018	SEC 510: Adolescent Development and Culturally Responsive Practices
	SEC 594: Curriculum and Methods in the Teaching of English

Courses Previously Taught

Content Area Reading – Undergraduate literacy course for K-12 education program at University of Houston

Children's Literature – Undergraduate and graduate survey course on literature for children (B-8) for the K-12 education program at University of Houston

Literacy Assessment – Graduate literacy for K-12 education program at University of Houston

English Teaching Methods – Undergraduate course for pre-service secondary English teachers at the University of Houston

Advisement in the Doctoral Program

Past

Fall 2015-Fall 2017	Andy Blaine	Doctoral Portfolio Committee and Dissertation Committee Chair
Fall 2017-Summer 2018	Krislynn Dengler	Dissertation Committee Member

Current

Fall 2014-Present	Erika Patterson	Advisor
Fall 2015-Present	Valerie Behr	Dissertation Committee Chair
Fall 2015-Present	Alexandra Laletina	Doctoral Portfolio Committee and Dissertation Committee Member
Fall 2016-Present	Jillian Mason	Advisor
Fall 2016-Present	Donna Geetter	Advisor
Fall 2017-Present	Nicole Labarre	Doctoral Portfolio Committee and Dissertation Committee Member
Summer 2018-Present	Barbara Phillips	Doctoral Portfolio Committee
Summer 2018-Present	Kristen Minor	Doctoral Portfolio Committee and Dissertation Committee Member
Summer 2018-Present	Patricia Follette	Dissertation Committee Member

SERVICE

UNIVERSITY AND SCHOOL

2016-present	University Intercollegiate Athletics Board
2017-2018	M-E Substitution-Observation Partnership Pilot Program
2014-2017	EdTPA Co-coordinator
2017	Field Supervisor Search Committee

2015	Search Committee Chair for TESOL Assistant Professor
2014	Online Learning Task Force: Binghamton University

COMMUNITY SERVICE

2013-present	Roberson Museum Educational Committee
2015-present	Seven Valley's Writing Project
2015-2017	Provided support for English teachers at Chenango Forks High School
2015-2017	Provided support for Windsor AP English program
2013-2014	Organizational Committee for Uncommon Approaches to the Common Core: South Central Regional Conference at Roberson Museum and Science Center
2014	Provided support for English teachers at Binghamton High School

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English
 Literacy Research Association
 American Educational Research Association