

**Matt Hollibush**  
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## EDUCATION

**Doctorate of Philosophy, Teaching and Learning, Literacy**, December, 2009  
 University of Utah, Salt Lake City  
*Dissertation: Characteristics of “Beating the Odds” Secondary Language Arts Teachers who Teach for High Literacy*  
 Dissertation Chair: Dr. Paula Smith

**Master of Arts, Curriculum and Instruction**, May 2003  
 California State University, Sacramento  
*Thesis: Using Reciprocal Teaching to Improve the Reading Comprehension Scores of Ninth Grade Students*  
 Advisor: Dr. Jim Neal

**Bachelor of Science, Secondary Education, English Teaching Major; History Teaching Minor**, May, 1992  
 University of Nevada, Reno

## RESEARCH INTERESTS

Best practices in secondary language arts with traditionally underrepresented students  
 Multi-Literacies/Disciplinary Literacies  
 Project Based Learning  
 Literacy in the content areas

## TEACHING INTERESTS

Undergraduate and graduate teacher education courses  
 Undergraduate and graduate literacy courses  
 In-service teacher professional development/coaching

## RELATED EXPERIENCE

### *Teaching Experience*

**Secondary ELA Teacher/Mentor, New Visions for Public Schools:** August 2020-Present  
 Currently teaching full time in the English department at New Visions AIM II for 10<sup>th</sup> and 12<sup>th</sup> grade. AIM II is a transfer high school in the South Bronx dedicated to helping at promise students accelerate their learning and acquire skills to help them achieve beyond high school. Responsibilities include curriculum design and development, application of classroom research, online and in-person instruction, participating in professional development, department meetings, mentoring new teachers, serving on attendance committee and social justice committee.

**Volunteer, Project Based Learning:** Spring 2019-Spring 2020

Volunteered with a number of teachers in local school districts helping to develop Project Based Learning (PBL) in their classrooms. Worked with teachers in science and ELA to provide guidance and support as they developed and implemented a variety of PBL projects in their content areas. Furthered research on the intersection of PBL and Disciplinary Literacy.

**Associate Professor, Mount Saint Mary College:** Fall 2009-February 2018

Taught full time in the division of education at Mount Saint Mary College at the undergraduate and graduate levels. Courses taught include Secondary Language Arts Methods, Secondary Social Studies Methods, Intro to Instruction and Assessment for Adolescence (methods), Curriculum and Assessment for Adolescence (English and Social Studies), Content Area Literacy for Adolescence, Basics of Literacy for Adolescence, Reading Improvement Through Writing, Reading and Literature for Secondary Teachers (Adolescent Literature), Metacognitive Supports for Disabilities, and Child Development/Learning Theories. Duties included student advisement, service on varied college and divisional committees/working groups (committee on committees (chair), curriculum committee, academic standards committee (chair), technology committee, adolescence program revisions, NCATE/CAEP accreditation, edTPA, new faculty search, search committee for VP of Enrollment Management, Middle States, etc.), scholarly activity, and supervision of candidates in fieldwork and student teaching.

**Graduate Teaching Assistant, University of Utah:** Fall 2005- Spring 2009

Teaching responsibilities included: Content Area Literacy Instruction (Instructor): Fall 2005, Summer 2006, Summer 2007, Summer 2008; Instruction and Management in a Diverse Society (Instructor): Fall 2005, Fall 2006, Fall 2007; Secondary Field Practicum (Co-Instructor): Fall 2005; Fall 2006; Fall 2007; Transition into the Teaching Profession (Co-Instructor): Spring 2006; Spring 2007; Spring 2008; Content Area Literacy Instruction (Graduate Level, Instructor): Spring 2008; Student Teaching Supervisor: Spring 2006, Spring 2007, Spring 2008.

**English Teacher, Vallejo City Unified School District, Vallejo, CA:** 1999-2005

Taught high school and middle school literature and composition courses (including AP, Honors, College Prep) at Vallejo High School, an urban school serving approximately 83% ethnic minority students. Participated in twelfth grade curriculum development. Mentored teachers as part of school Literacy Team. Teacher Coordinator for Adult School seventh period program. Participated in creation and implementation of IIUSP (Immediate Intervention: Under-achieving Schools Program) action plan. Implemented department wide reciprocal teaching program in reading and writing. Instructed other teachers in the use of reciprocal teaching at district and site level professional development seminars. Served as part-time, interim dean of students. J.V. Boys Basketball Coach. Summer Reading Camp.

**English Teacher, Mineral County School District; Nye County School District, NV:** 1992-1998

Taught high school English classes. Participated in curriculum development. Coached boys Varsity Basketball. Professional development (Northern Nevada Writing Project Consultant).

***Selected Position*****Co-Founder/Research Associate: Collaborative for Equity in Literacy Learning (CELL)**

Served as research associate for CELL at Mount Saint Mary College. CELL's mission is to actively conduct research that has a direct impact on classroom literacy instruction and the preparation of teachers of literacy, and that provides support and outreach to teachers, schools, and other stakeholders who have the goal of promoting literacy equity in the surrounding communities.

**Grants:**

*Disciplinary Literacy and Project Based Learning: An Analysis of the Literacy Texts and Practices in a Project Based Learning School*, with David Gallagher. Mount Saint Mary College Faculty Development Grant, 2016-2017: \$2800.00

*Mount Saint Mary College Collaborative for Equity in Literacy Learning (CELL)*, with Janine Bixler, Reva Cowan, Rebecca Norman, Matthew Hollibush, David Gallagher, Jane Gangi, Co-Principal Investigators. Mount Saint Mary College Strategic Initiative Grant, 2012-2013: \$2500.00. 2013-2014: \$11,200.

*Multicultural Literature Recommendations for K-5 Appendix B of the Common Core*, with Janine Bixler, Reva Cowan, Rebecca Norman, Matthew Hollibush, David Gallagher, Jane Gangi, Co-Principal Investigators Student Achievement Partners, 2013: \$6500.00.

*Undergraduate Research Support for Disciplinary Literacies and Project-Based Learning*, with Matt Hollibush, David Gallagher, Co-Principal Investigators Mount Saint Mary College Summer Undergraduate Research Experience (SURE) Program, 2010-2013: \$9730.00

**Supervisory Experience****Fieldwork Supervisor, Mount Saint Mary College:** Fall 2009-2018

Supervised students in embedded fieldwork experiences in methods and literacy classes. Students in methods and literacy classes at the undergraduate and graduate levels are provided with guided, embedded fieldwork experiences as part of the courses they are taking. Each course requires 8-10 hours of fieldwork. Supervised students during student teaching.

**Student Teaching Supervisor, Secondary Student Teaching, University of Utah:** Spring 2006; Spring 2007; Spring 2008

Supervised half of the Davis secondary student teaching cohort (approx. 13 students) each year. Supervised teaching in the classroom, lesson planning, implementation, evaluation of instruction, classroom management, and interaction with school personnel. Duties included conferencing with student teachers and site teacher educators, organizing practicum experiences, developing additional field experience sites, as well as completing both formative and summative evaluations of teaching effectiveness.

**Research Experience**

**Faculty Research:** *Disciplinary Literacy and Project Based Learning:* Dr. David Gallagher and I received funds through a faculty development grant that allowed us to partner with The Avalon School in St. Paul, Minnesota. Avalon uses a project based learning approach with all of their students. Our goals with this research include examining how project based learning enhances the disciplinary literacy development of students in and across secondary content areas. Preliminary research results will be presented at the annual meeting of the Literacy Research Association (LRA) in December, 2017.

**Faculty Research:** The Newburgh Promise Academic Mentoring Program. Dr. David Gallagher and I are currently investigating the effectiveness of an academic mentoring program on the literacy development of middle school students paired with college undergraduate students for a two year term. The purpose of this case study is to address the questions: What can middle school students learn from participating in an academic mentoring program that emphasizes literacy development, and what factors shape their learning? This ongoing research has been presented at the annual conferences of the Literacy Research

Association (2015; 2016) and the American Education Research Association (2016). Our research will continue as we expand the program to include ninth grade students this year.

**Faculty Research:** The “Senior Talk”: The Evolution, Practice, and Possibilities of a Student Created TED Talk Assignment.” I and Dr. David Gallagher are currently working with Mr. Matthew Freedman, English teacher at Newburgh Free Academy, North Campus, to investigate the evolution of the “Senior Talks Project” that he implements each year with his 12<sup>th</sup> grade students. The purpose of the research is to examine the impact that participating in project based learning while creating TED Talks has on the literacy achievement of urban students as well as their development within a multiliteracies framework. Aspects of this ongoing research have been presented at the annual conference of the Literacy Research Association (2014, 2016, 2017) and the American Educational Research Association in Chicago, IL, April 2015.

**Faculty Research:** “Pre-Service Teachers’ Development and Implementation of Project Based Learning and its Influence on Disciplinary Literacy in the Secondary Classroom.” This is a project that I worked on in conjunction with Dr. David Gallagher in the context of ED 5231, Literacy in the Content Areas. The purpose of this research study was to examine the role that the development and implementation of Project Based Learning (PBL) plays in pre-service teachers’ development as secondary content-area literacy teachers. Pre-service teachers’ work from four semesters of a content area literacy course for secondary teachers have been analyzed and the findings may offer insights related to the teaching of disciplinary literacy and implications for the use of PBL with secondary content teachers. Parts of this research have been presented at the LRA and AERA annual meetings.

**Graduate Assistant:** Spencer Foundation Grant: Critical Discourse Analysis as a Pedagogical Tool to Promote Critically Reflective Thinking Among Teachers: 2008-2009.

Assisted with the collection and analysis of qualitative data to document and investigate the effectiveness of critical discourse analysis as a pedagogical tool to foster critical reflective thinking among prospective teachers as they analyzed cases and other readings that focused on the education of diverse students in urban secondary schools. Participated in the development of presentations for national conferences and the development of manuscripts for future publication.

**Graduate Assistant:** College of Education Dean’s Office and Office of the Assistant VP of Academic Outreach: 2008-2009

Responsible for the collection of data to support the creation and maintenance of the institute of Interdisciplinary Equity and Access (IDEA). Participated in the creation and conceptualization of the institute. The goal of this institute is to bring together the various outreach efforts of individual university colleges and departments under one umbrella with specific emphasis on professional development for k-12 teachers, as well as college preparation, college awareness, and college access for traditionally underrepresented student groups.

## PRESENTATIONS/CONFERENCES

Hollibush, M.J., Gallagher, J.D., & Freedman, M.J. (2017). Using Ted Talks to develop multiliterate students across varying ability levels. Paper presented at the 67<sup>th</sup> annual conference of the Literacy Research Association: Tampa, FL.

Gallagher, J.D., & Hollibush, M.J. (2017). Disciplinary literacy and Project Based Learning: An analysis of the literacy texts and practices in a project based learning school. Paper presented at the 67<sup>th</sup> annual conference of the Literacy Research Association: Tampa, FL.

- Freedman, M.J., Hollibush, M.J., & Gallagher, J.D. (2017). TED Talks in the classroom: Engaging students in multi-modal literacy activities. Session presented at the 24<sup>th</sup> Annual Conference on Literacy at Mount Saint Mary College.
- Hollibush, M.J., Gallagher, J.D., & Freedman, M.J. (2016). A case study examining the use of TED Talks to develop multiliterate students. Paper presented at the 66<sup>th</sup> annual conference of the Literacy Research Association: Nashville, TN.
- Gallagher, J.D. & Hollibush, M.J. (2016). Toward a theory of adolescent literacy development: A case study of a long term academic mentoring program. Research presented at the 66<sup>th</sup> annual conference of the Literacy Research Association: Nashville, TN.
- Gallagher, J.D. & Hollibush, M.J. (2016) *Investigating an Academic Youth Mentoring Program: The Negotiation of Third Space with Urban Adolescents*. Paper presented at the annual meeting of the American Education Research Association (AERA): Washington D.C.
- Gallagher, J.D. & Hollibush, M.J. (2015) *Seeking Third Space: Literacy Development in a Middle School Youth Mentoring Program*. Paper presented at the annual meeting of the Literacy Research Association: Carlsbad, CA.
- Hollibush, M.J. & Gallagher, J.D. (2015) *Collaborative for Equity in Literacy Learning: Creating Culturally Responsive Literacy Spaces for K-12 Learners and Pre-service Teachers, From Teen Talks to Hoops and Homework*. Paper presented at the annual meeting of the Literacy Research Association: Carlsbad, CA.
- Hollibush, M.J. & Gallagher, J.D. (2015). *Examination of the "Senior Talks" Project: Developing Multiliterate Students Through The Use of TED*. Paper presented at the annual meeting of the American Educational Research Association (AERA): Chicago, IL.
- Hollibush, M.J. & Gallagher, J.D. (2014). *Ideas Worth Spreading? You Bet! An Examination of the "Senior Talks" Project (Inspired by TED)*. Paper presented at the annual meeting of the Literacy Research Association: San Marco, FL.
- Gallagher, J. D. & Hollibush, M. J. (2014). *Project Based Learning as Innovation in Secondary-Area Classrooms: Preservice Teachers and Disciplinary Literacy*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA.
- Gallagher, J. D. & Hollibush, M. J. (2013). *The Examination of Preservice Teachers' Disciplinary Literacy Knowledge*. Paper presented at the annual meeting of the Literacy Research Association: Dallas, TX
- Gallagher, J. D. & Hollibush, M. J. (2013). *Disciplinary Literacy in the Secondary Classroom: The Role of Project-Based Learning (PBL) and Teacher Education*. Paper presented at the annual meeting of the Literacy Research Association: Dallas, TX
- Hollibush, M.J. (2012). *Integration of Higher Order Thinking with Authentic and Complex Reading and Writing Tasks: A Framework for High Literacy Teaching in Secondary Language Arts Classrooms*. Paper presented at the annual meeting of the Literacy Research Association: San Diego, CA.

- Gallagher, J. D. & Hollibush, M. J. (2012). *Disciplinary literacy and project-based learning: An analysis of the literacy texts and practices in secondary project-based learning classrooms*. Paper presented at the 62<sup>nd</sup> Annual Literacy Research Association (formerly National Reading Conference). San Diego, CA.
- Hollibush, M. (April, 2012). *Instructional and Curricular Commonalities: Four Language Arts Teachers Identified as Having Unusual Success With Underserved Student Groups*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Vancouver, BC.
- Gallagher, J.D., & Hollibush, M. (April, 2012). *Preservice Teachers' Implementation of Project-Based Learning and Its Influence on Disciplinary Literacy in the Secondary Classroom*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Vancouver, BC.
- Hollibush, M. (December, 2011). *High Literacy in the Classrooms of Secondary Language Arts Teachers Identified as Exemplary: Integration of Higher Order Thinking with Authentic and Complex Reading and Writing Tasks*. Paper presented at the annual meeting of the Literacy Research Association. Jacksonville, FL.
- Gallagher, J.D., & Hollibush, M. (December, 2011). *Developing Disciplinary Literacy in the Secondary Classroom: Pre-service Teachers and the Implementation of Project-Based Learning*. Paper presented at the annual meeting of the Literacy Research Association. Jacksonville, FL.
- Hollibush, M. (May, 2011). *Higher Order Thinking in Secondary Language Arts Classrooms of Teachers Identified as Exemplary: Making High Literacy Attainable for Traditionally Underserved Students*. Paper presented at the annual meeting of the International Reading Association. Orlando, FL.
- Hollibush, M. (April, 2011). *Engaging Students in Complex Learning Tasks*. Research presented at the 2<sup>nd</sup> annual conference of the Mount Saint Mary College Center for Adolescent Research and Development. Newburgh, NY.
- Gallagher, J.D., & Hollibush, M. (December, 2010). *Pre-Service Teachers' Development and Implementation of Project Based Learning and its Influence on Disciplinary Literacy in the Secondary Classroom*. Paper presented at the annual meeting of the National Reading Conference (NRC/LRA). Fort Worth, TX.
- American Educational Research Association (AERA), Division K: New Faculty Pre-Conference Seminar (2010). Applied for and invited to attend a two day seminar to introduce new college faculty to mentoring, research, and networking opportunities.
- Hollibush, M. (2010). *Successful Language Arts Teachers who Teach for High Literacy: Lessons from "Beating the Odds Classrooms."* Paper presented at the annual meeting of The American Educational Research Association. Denver, CO.
- Burbank, M., Ramirez, L., Hollibush, M., & Bates, A. (2010). *"I feel your pain": Reflections for teacher educators on misguided views of diversity by preservice teachers*. Paper presented at the annual meeting of The American Educational Research Association. Denver, CO.
- Hollibush, M. (2009, February). *Characteristics of "beating the odds" secondary language arts*

*teachers who teach for high literacy: Implications for teacher education.* Paper presented at the annual meeting of the Association of Teacher Educators (ATE), Dallas, TX.

Ramirez, L.A., & Hollibush, M. (2007, April). *Novice teachers' reflections on the effectiveness of their teacher education programs.* Poster presented at the annual graduate student research fair of the College of Education at the University of Utah, Salt Lake City, UT.

Ramirez, L. A., & Hollibush, M. (2007, February). *Novice teachers' reflections on the effectiveness of their teacher education programs.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

Hollibush, M. (2006, April). *Creating quality responses and group autonomy: A comparison of literature discussion group frameworks.* Poster presented at the annual graduate student research fair of the College of Education at the University of Utah, Salt Lake City, UT.

## **PUBLICATIONS**

Hollibush, M. & Bixler, J. (2014). *Introduction to the Special Issue.* Special Issue on Literacy, Equity, and Excellence in the Middle Grades. *Middle Grades Research Journal*, 9(1), xi-xiv. (Served as Invited Editor for the Special Issue)

## **PUBLICATIONS IN PREPARATION/UNDER REVIEW**

Gallagher, J.D. & Hollibush, M. (in preparation). *Project Based Learning as a Framework for Authentic Disciplinary Literacy Instruction: An Exploration with Pre- and In-service Teachers*

Hollibush, M., Gallagher, J.D. (in preparation). *Ideas Worth Spreading? You Bet! An Examination of the "Senior Talks" Project (Inspired by TED).*

## **GRANT WRITING EXPERIENCE**

2016 Spencer Foundation Small Grant: *Seeking Third Space: A Case Study of the Impact of Academic Mentoring on the Literacy Development of Middle Grades Students*, with David Gallagher and Matt Hollibush, Co-Principal Investigators: \$50,000. Final disposition: denied.

2015 (resubmitted 2016) Robert Noyce Teacher Scholarship Program, National Science Foundation. *Mount Saint Mary College Robert Noyce Mentoring and Fellowship Program*, with Lynn Maelia, Rebecca Norman, Suparna Bahla, David Gallagher, and Matt Hollibush, Co-Principal Investigators: \$807,679. Final disposition: denied.

2014 Lyle Spencer Research Grant: Small Grant in the Areas of Inquiry. *Extending Project Common Core into the Classrooms*, with Janine Bixler, Rebecca Norman, Matthew Hollibush, David Gallagher, Jane Gangi, Co-Principal Investigators: \$50,000.00. Final disposition: denied.

2013 Spencer Foundation Grant. *Whether, When, and How Student Performance Data in Literacy Inform Responsive Teaching within the RTI Framework: A Longitudinal Study of School Practitioners and their Students in Urban and Rural Contexts*, with Erin McClosky, Rebecca Norman, Janine Bixler, Jane Gangi, David Gallagher, and Matt Hollibush, Co-Principal Investigators: \$206,000. Final disposition: denied.

## PROFESSIONAL DEVELOPMENT

Hollibush, M., Gallagher, J.D., & Norman, R. (2017, March). Writing Process professional development for Bishop Dunn Memorial School. *Engaging Students in The Writing Process Across the Curriculum*. This ongoing professional development was designed to support Bishop Dunn teachers and their efforts to improve writing achievement across grades and content areas.

Hollibush, M. (2015, August). Professional development for San Miguel Academy. This half day workshop focused on integrating instructional strategies across content areas including blending traditional direct instruction approaches with inquiry based methods.

Hollibush, M. (2014, June; ongoing). Professional development for Newburgh Enlarged City School District. This weeklong PD focused on preparing sixth grade ELA teachers for transition to the new common core standards in language arts. Follow-up sessions continue.

Hollibush, M. (2013, April). *High Literacy in Secondary Content Classrooms: Engaging Students in Higher Order Thinking During Reading and Writing Tasks*. Workshop presented at the 17<sup>th</sup> Annual Conference on Literacy: an annual conference for educators at Mount Saint Mary College, Newburgh, NY.

Hollibush, M. (2012, November). *High Literacy and Higher Order Thinking in the Content Areas*. Professional development session presented at Workshops for Catholic Schools Professional Development Day at Bishop Dunn Memorial School.

Hollibush, M. (2011, April). *Engaging Students in Higher Order Thinking in Secondary Classrooms*. Workshop presented at the 16<sup>th</sup> Annual Conference on Literacy: an annual conference for educators at Mount Saint Mary College, Newburgh, NY.

Hollibush, M. (2010, October). *High Literacy as a Means to Achievement in Secondary Classrooms: Lessons from "Beating the Odds" Teachers*. Workshop presented at The Lucy DiPaola Institute: An annual conference for educators at Mount Saint Mary College, Newburgh, NY.

Hollibush, M. (2003; 2004, October). *Reciprocal teaching of reading comprehension strategies in the content areas*. Professional development presentations at the annual fall inservice conference of the Vallejo City Unified School District, Vallejo, CA.

## COLLEGE SERVICE

Founding Member: **Collaborative for Equity in Literacy Learning (CELL)**

CAEP Accreditation/NCTE SPA Writer

Committee on Committees (2016-2017; Chair 2017-2018)

Non-Tenure Track Faculty Working Group

Health Benefits Working Group

Middle States Standard 5 Working Group



Criminology Faculty Search Committee

Curriculum Committee (2014-2016)

Academic Standards Committee (2012-2013; Chair 2013-2014)

Summer Undergraduate Research Experience (SURE) Planning Committee

Creativity Committee

Student Teaching Review Panel

Online Learning Task Force

Faculty Senate (sub for spring 2014)

Committee on First Year Experience

Vice President of Enrollment Management Search Committee

Division of Education New Faculty Search Committee

NCATE/NCTE SPA Writer

Academic Technology Advancement Committee (ATAC)

Adolescent Course Development Committee

Subcommittee on Tuition Waivers for Cooperating Teachers

Subcommittee to develop 3/2 programs for BA/MA combined

Benefits Subcommittee

Summer Undergraduate Research Experience (SURE), 2010, 2011, 2012 and 2013. *Scaffolding in project based learning; Disciplinary literacy*. This project is an offshoot of a larger research project in the graduate level Content Literacy Course.

New Student Days, Annually

Resume Building Workshop for Students, Fall 2010

Mount Saint Mary College Division of Education Open House, Annually

University of Utah, Department of Teaching and Learning Student Advisory Committee (SAC): Retention, Promotion, and Tenure, Fall 2007-Present

University of Utah, Community Engagement Initiative Committee, Fall 2008-Present

Utah Chapter of the International Reading Association (UCIRA) annual service project, Spring 2007, Spring 2008

Vice President, University of Utah Teaching and Learning Student Association, 2006-2007; 2005-2006

## **PROFESSIONAL AFFILIATIONS AND SERVICE**

### American Educational Research Association (AERA):

**Proposal Reviewer** for annual meeting submissions for the annual conference in New Orleans (2011), Vancouver (2012), San Francisco (2013), Philadelphia (2014), Chicago (2015), Washington D.C (2016) Reviewed proposals for Division K, section 2 and section 7.

### National Reading Conference/Literacy Research Association (NRC/LRA):

**Proposal Reviewer** for annual meeting submissions for the annual conference in Fort Worth (Dec. 2010); Jacksonville (Dec. 2011); San Diego (Dec. 2012); Dallas (2013); Marco Island (2014); Carlsbad (2015); Nashville (2016); Tampa (2017).

**Session Chair** for annual conference in Fort Worth, Texas (Dec. 2010);

**Session Discussant** for annual conference in Jacksonville, FL (Dec. 2011);

**Session Chair and Discussant** for annual conference in San Diego, CA (Dec. 2012).

**Session Discussant** for annual conference in Dallas, TX (Dec. 2013).

**Doctoral Student Innovative Community Group Mentor** for annual conference in San Marco, FL (Dec. 2014).