

# Matthew Hall

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Department of Special Education, Language and Literacy  
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## EDUCATION

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2013	Ph.D. in Teaching & Learning (Literacy Focus) Dissertation: <i>Designing is learning: An investigation of multimodal composing</i>	New York University
2002	M.Ed. in Special Education	The College of New Jersey
2000	B.S. in Education for the Deaf and Hard of Hearing	The College of New Jersey

## CERTIFICATIONS

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2002	Teacher of the Handicapped – State of New Jersey
2000	Elementary School Teacher – State of New Jersey
2000	Teacher of the Deaf and Hard of Hearing – State of New Jersey

## ACADEMIC AND PROFESSIONAL EXPERIENCE

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2017 – Present	Associate Professor, The College of New Jersey, Department of Special Education, Language & Literacy
2012 – 2017	Assistant Professor, The College of New Jersey, Department of Special Education, Language & Literacy
2011 – 2012	Adjunct Professor, New York University, Department of Teaching & Learning
2011 – 2012	Student Teaching Supervisor, The College of New Jersey, Department of Special Education, Language & Literacy
2010 – 2013	Researcher, New York University, EXCEL Academy @ NYU
2009 – 2011	Graduate Assistant, New York University, Department of Teaching & Learning
2008	Adjunct Professor, Manhattanville College, Department of Education
2008 – 2009	Staff Developer, Lakewood Public Schools, Lakewood, NJ
2006 – 2008	Literacy Coach, Lakewood Public Schools, Lakewood, NJ
2005 – 2006	Reading Coach, New Jersey Department of Education, Office of Early Literacy
2002 – 2005	Elementary Teacher, South Brunswick Public Schools, South Brunswick, NJ
2001 – 2002	Permanent Substitute, Neptune Public Schools, Neptune, NJ
2001 – 2002	Extended School Year Instructional Aid, Hillsborough Public Schools, Hillsborough, NJ

## HONORS AND AWARDS

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2016 TCNJ School of Education Outstanding Faculty Member Award for Excellence in Teaching

## RESEARCH SUPPORT

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### *External*

2016 Co-Principal Investigator. National Science Foundation, Innovative Technology Experiences for Students and Teachers (NSF 14-526), "Collaborative Research: Designing the Impact Studio - Dynamic Visualizations in the Write4Change Networked Community." (Project period: 10/1/2016 – 9/30/2018; total award \$549,913)

### *Internal*

2017-2019 Support of Scholarly Activities (SOSA) Award: Exploring Parallel Pedagogies: Teaching Visual Literacy to Support Critical Reading Comprehension. 3FWH/Year

2014-2016 Support of Scholarly Activities (SOSA) Award: Global Authoring in the 21<sup>st</sup> Century: Creating a Multimodal Participatory Composing Environment. 3FWH/Year

## PUBLICATIONS

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### Peer-Reviewed Journal Articles

1. Slobodzian, J., Pancsofar, N., **Hall, M.**, & Peel, A. (2016). A closer look at the pragmatic model of mentored undergraduate research: Examples from one school of education. *CUR Quarterly*, 37(1), 41-45.
2. **Hall, M.** (2015). Composing in public: The ambient audiences of a writing lab. *Journal of Adolescent and Adult Literacy*, 59(3), 309-318.
3. Smith, A., **Hall, M.** & Sousanis, N. (2015). Envisioning possibilities: Visualizing as inquiry in literacy studies. *Literacy*, 49(1), 3-11.

### Peer-Reviewed Book Chapters

1. Stornaiuolo, A., Hull, G., & **Hall, M.** (2018). Cosmopolitan practices, networks, and flows of literacy. In K.A. Mills, A. Stornaiuolo, A. Smith, & J. Zacher Pandya (Eds.), *The routledge handbook of writing, literacies, and education in digital cultures* (pp 13-25). New York: NY: Routledge.
2. Stornaiuolo, A. & **Hall, M.** (2014). Tracing resonance: Qualitative research in a networked world. In K. Vasbo & G. Gudmundsdottir (Eds.), *Methodological*

*challenges when exploring digital learning spaces in education* (pp 29-44). Boston: Sense Publishers.

### Invited Publications

1. **Hall, M.** & Stahl, K.A.D. (2012). Devillainizing video in support of comprehension and vocabulary instruction. *The Reading Teacher*, 65 (6), 403-406.

### REFEREED CONFERENCE PRESENTATIONS

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1. Broderick, D. & **Hall, M.** (Accepted). *Transmediation as deep meditation: Infusing the arts in qualitative analysis*. Paper presented at the Annual Meeting of the American Educational Research Association conference in Toronto, Canada.
2. **Hall, M.** (November, 2018). *Youth as change agents: Networked representations of change*. Paper presentation at the Annual Literacy Research Association Conference in Indian Wells, CA.
3. Stornaiuolo, A. & **Hall, M.** (March, 2018). *Writing for impact: Writing as social action in online communities*. Paper presentation at the National Council of Teachers of English Assembly for Research in Towson, MD.
4. Stornaiuolo, A. & **Hall, M.** (January, 2018). *Tracing impact through data visualization of networked writing*. Paper presentation at the 5<sup>th</sup> International Conference on Writing Analytics in Tampa, FL.
5. **Hall, M.** & Smith, A. (November, 2017). *Tracing uptake through youths' compositional moves*. Paper presentation at the Annual Literacy Research Association conference in Tampa, Florida.
6. **Hall, M.** (February, 2017). *Writing as change: Exploring the dynamics and interpretations of "change."* Paper presentation at the Annual Penn Ethnography Forum in Philadelphia, PA
7. **Hall, M.** & Stornaiuolo, A. (November, 2016). *Tracing impact through data visualizations of networked writing*. Paper presentation at the Annual Literacy Research Association conference in Nashville, Tennessee.
8. Stornaiuolo, A. & **Hall, M.** (April, 2016). *Write4Change: A global online writing community*. Paper presentation at the Annual Meeting of the American Educational Research Association conference in Washington, DC.
9. **Hall, M.** & Stornaiuolo, A. (April, 2016). *Resonance maps of adolescent writing practices in online spaces*. Paper presentation at the Annual Meeting of the American Educational Research Association conference in Washington, DC.

10. Smith, A., Phillips, N., Stornaiuolo, A., **Hall, M.**, Jung, J., Washington, S., & Allen, S. (February 2016). *Tracing mobile literacy practices ethnographically: Exploring a transliteracies approach*. Alternative format presentation at the Annual Penn Ethnography Forum in Philadelphia, PA
11. Smith, A., Phillips, N., Stornaiuolo, A., **Hall, M.**, Wargo, J. (December 2015). *Methods for researching transliteracies in practice: An embodied theoretical review*. Alternative session at the Annual Literacy Research Association conference in Carlsbad, California.
12. **Hall, M.** (April, 2014). The performance of designing: Improvisation in the composing context. Paper presentation at the Annual Meeting of the American Educational Research Association conference in Philadelphia, Pennsylvania.
13. **Hall, M.** (April, 2013). Where's the writing?: Locating print in multimodal design. Paper presentation at the Annual Meeting of the American Educational Research Association conference in San Francisco, California.
14. **Hall, M.** (April, 2013) Exploring multimodal methods for analyzing social interaction in composing contexts. Paper presentation at the Annual Meeting of the American Educational Research Association conference in San Francisco, California.
15. Davis, L. & **Hall, M.** (April 2012). Designing identity: An exploration of youth identity in multimodal design contexts. Paper presented at the Annual Meeting of the American Educational Research Association conference in Vancouver, Canada
16. Rainville, K., Shanklin, N., **Hall, M.**, & Gamble, K. (May 2009). Literacy Coaching: Processes and Perspectives on Learning and Leading. Presentation at the International Reading Association 54th Annual Convention in Minneapolis, Minnesota.
17. **Hall, M.** & McDowell, J. (April 2009). Lab Classes: Making the Most of Literacy Coaching. Presentation at the National Literacy Coaching Summit in Corpus Christi, Texas
18. **Hall, M.** & McDowell, J. (May 2008). Lab Classes: Making the Most of Literacy Coaching. Presentation at the International Reading Association 53rd Annual Convention in Atlanta, Georgia
19. McDowell, J. & **Hall, M.** (May 2007). The Critical Role of Administrators in the Coaching Process. Presentation at the International Reading Association 52nd Annual Convention in Toronto, Canada
20. McDowell, J. & **Hall, M.** (May 2007). Measuring What We Do: Using Data to Drive Coaching and Teaching. Presentation at the International Reading Association 52nd Annual Convention in Toronto, Canada.

## INVITED PRESENTATIONS

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1. **Hall, M.** (2018, October). *Write4Change: Examining Adolescent Writing in an Online Writing Community*. Presentation at the Fall Faculty Colloquium sponsored by the Faculty Senate at The College of New Jersey, Ewing, NJ.
2. **Hall, M.** (2017, September). *Assessing Student Writing*. Presentation for Elementary Education Capstone Student Teacher Seminar at The College of New Jersey, Ewing, NJ.
3. **Hall, M.** (2015, October). *Using Images to Foster Critical Reading Skills*. Presentation at the TCNJ Dyslexia Conference, Ewing, NJ.
4. **Hall, M.** (2015, October). *Differentiated Instruction in the Classroom*. Presentation at the Kappa Delta Pi Fall Conference, Ewing, NJ.
5. **Hall, M.** (2015, May). Keynote Address for the Kappa Delta Pi Induction Ceremony held at The College of New Jersey, Ewing, NJ.
6. **Hall, M.** (2014, July). *Approaches to Co-teaching*. Presentation at the Middle School Retreat for Urban Educators, Ewing, NJ.
7. **Hall, M.** (2012, December). *Visual Literacy in the Classroom*. Presentation for the student organization The Young Child, Ewing, NJ.

## UNIVERSITY TEACHING

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### Graduate Courses

RDLG 684 - Digital Literacies in a Globally Connected World  
RDLG 692 - Correction and Remediation of Reading Difficulties: Practicum  
RDLG 691 - Reading Diagnostic Procedures: Practicum  
RDLG 693 - Administration and Supervision of Reading Programs  
SPED 605 - Language/Reading Strategies for Students with Disabilities  
RDLG 571 - Language and the Teaching of Reading  
RDLG 579 - Content Area Literacy

### Undergraduate Courses

RAL 220 - Literacy Strategies, Assessment and Instruction in Reading  
RAL 222 - Literacy Strategies, Assessment and Instruction in Reading (Early Childhood Education Program)  
RAL 320 - Literacy Learning Across the Curriculum

## ADMINISTRATIVE APPOINTMENTS

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2018 – Present Co-Director, TCNJ Literacy Advancement Project

2015 – Present Coordinator of Graduate Literacy Programs

## **SERVICE TO THE PROFESSION**

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### **Positions Held**

2012 – 2014 Historian/Secretarial Assistant. Writing and Literacies SIG  
American Educational Research Association (AERA) [Appointed]

### **Manuscript Reviewing**

2017- *Research in the Teaching of English*  
2015 – *English Teaching: Practice & Critique*  
2014 – *Australian Journal of Language and Literacy*  
2012 – *The Language and Literacy Spectrum*

## **COLLEGE SERVICE**

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2017 – Present Faculty Senate Executive Board  
2017 – Present Co-Chair of Department Promotions and Reappointment Committee  
2016 – Present Committee on Academic Programs  
2016 – Present Faculty Senate  
2013 – 2017 School of Education Curriculum Committee  
2012 – 2016 Graduate Programs Council

## **EDUCATIONAL CONSULTING**

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### **Selected Workshops**

**Hall, M.** (2018, October). *Revisiting guided reading: Spotlight on Fluency and Word Work*.  
Workshop presented in Roselle Park, NJ.

**Hall, M.** (2018, August). *Best practices for connecting word study and fluency in the K-3 classroom*. Workshop series presented in Schenectady, NY.

**Hall, M.** (2018, February). *Integrating visual literacy into the literacy block*. Workshop presented in South Brunswick, NJ.

**Hall, M.** (2017, September). *Reinvigorating Professional Learning Communities*. Workshop presented at the Katzenbach School for the Deaf in Ewing, NJ.

**Hall, M.** (2017, May). *Using images to enhance critical analysis for elementary school children*. Workshop presented in South Brunswick, NJ.

**Hall, M.** (2016, June). *Differentiated Instruction and UbD*. Design consultant working with teachers to create UbD units presented in Ramsey, NJ.

**Hall, M.** (2015, November). *Structures for Implementing Guided Reading in K-4 Classrooms*. Presentation in West Long Branch, NJ.

- Hall, M.** (2015, September). *Using Rubrics in the Classroom*. Workshop presented at the Katzenbach School for the Deaf in Ewing, NJ.
- Hall, M.** (2015, February). *Implementing Guided Reading*. Workshop presented in Elizabeth, NJ.
- Hall, M.** (2015, January). *Enhancing Informational Writing in Grades 4-5*. Workshop presented in Woodbridge, NJ.
- Hall, M.** (2014, November). *Reading Comprehension and Differentiating Instruction*. Workshop presented in Woodbridge, NJ.
- Peel, A. & **Hall, M.** (2014, February). *Meeting the Needs of Struggling Middle School Readers*. Workshop presented in West New York, NJ.
- Hall, M.** & McDowell, J. (2013, August). *Writing Instruction and the Common Core*. Workshop presented in Long Branch, NJ.
- McDowell, J. & **Hall, M.** (2012, January). *Coaching Writing Workshop: Perspectives for Literacy Coaches*. Workshop presented in Long Branch, NJ.
- Hall, M.** (2011, September). *The Evolving Role of Visual Literacy in the Age of New Literacies*. Workshop presented at the Learning Center for the Deaf, Framingham, MA.
- Hall, M.** (2011, May). *The Power of Picture Books: Finding Writing in Reading*. Workshop presented for the Monmouth County Reading Council, Manalapan, NJ.
- Hall, M.** (2010, March). *Supporting Student Writers*. Workshop presented in Point Pleasant, NJ.
- Hall, M.** (2009, August). *Teaching Writing in Units of Study*. Workshop presented in Gloucester, NJ.
- Hall, M.** (2008, March). *Narrative Writing: Grades 5-8*. Workshop presented in Jackson, NJ.
- Hall, M.** (2007, August). *Working It Out Together: Teachers and Literacy Coaches*. Workshop presented in Hay River, Canada, NWT.

### **Long-Term Literacy Consulting/Coaching**

Medford Public Schools, Medford, NJ (2017 - Present)

- Facilitated study groups and in classroom coaching examining best practices for word study in upper elementary grades.

- Provided professional development for lab classroom facilitators to examine ways to deepen and sustain lab classroom experiences as professional development for teachers.

#### Building Teacher Leadership Capacity to Support Beginning Teachers (2016-2017)

- Part of a team of TCNJ faculty that collaborated with NJDOE and Hamilton School District to create a cohort of teacher leaders providing professional development through the Hamilton District.
- Lead designer of the Professional Learning Communities (PLC) module for teacher leaders. Provided workshops and school based consultation for creating, growing, and sustaining PLCs.

#### Scotch Plains Public Schools, Scotch Plains, NJ (2015 – Present)

- Presented introductory information about Reading and Writing Workshop for teachers in Grades K-12
- Facilitated lab classrooms and study groups for teachers to deepen their understanding of writing workshop. Presented demonstration lessons in classrooms for teachers and conducted debrief sessions. (Grades 2-7)
- Guided ongoing study of new curriculum documents for writing workshop units of study

#### Keansburg Public Schools, Keansburg, NJ (2014 – 2018)

- Collaborated with administration to create a series of workshops and small study groups for teachers focused on Diagnostic Screening Assessments, Running Records, Independent Reading, and Guided Reading.
- Modeled literacy lessons in various grade levels and conducted post conferences with teachers to set goals for individual implementation.
- Revised curriculum documents to align with literacy instructional initiatives.
- Provided ongoing support to administration in developing observation protocols, professional development, and reviewing curriculum materials.

#### West Long Branch Public Schools, West Long Branch, NJ (2012 – 2013)

- Collaborated with administration to create a series of workshops and small study groups for teachers focused on Guided Reading, Formative Assessment in Literacy, Writing Workshop.
- Modeled literacy lessons in various grade levels and conducted post conferences with teachers to set goals for individual implementation.

#### Transformation by Design, Lead Literacy Associate (2011 – 2012)

- Project: Sacramento City Unified School District
  - Co-created and facilitated work sessions for teachers to unpack the Common Core Literacy Standards.
  - Provided feedback and guidance for examining student work and creating project-oriented instruction.
  - Built capacity with district coaching staff to plan and facilitate Common Core trainings with other teachers.



- Presented professional development sessions outlining a data inquiry process to be utilized at the school and district level.

Dumont Public Schools, Dumont, NJ (2009 - 2010)

- Collaborated with administration and reading specialists to create a series of workshops for 3-5 grade teachers focused on writing workshop. Topics included: Mini-lessons, Conferencing, Assessment, and Meeting State Testing Requirements.
- Facilitated study groups with teachers to begin writing a pacing guide and individual units of study for writing instruction.

Park Ridge Public Schools, Park Ridge, NJ (2009 - 2010)

- Worked in tandem with administration to design a series of professional development days for teachers grades K-8 over the course of two academic years.
- Facilitated several professional development days designed to give teachers information about literacy instructional initiatives and structured time to examine student work and plan future lessons.
- Coordinated an out of district lab class visit for teachers and facilitated the discussion and debrief surrounding the visit.

Medford Public Schools, Medford, NJ (2009 - 2010)

- Provided professional development and consultation to district committee examining the role of lab classrooms as an option for professional development.
- Facilitated demonstration lab classroom experiences and created a 3-day institute to study lab classroom procedures and structures for administration and committee members.

Bayonne Public Schools, Bayonne, NJ (2008 - 2009)

- District wide coordination of curriculum revisions for all subject areas.
- Hired and managed consultants to revise curriculum.
- Provided initial training for administrators and teachers on Understanding by Design as a curriculum framework.
- Made recommendations toward a multi-year plan for ongoing curriculum revision with teacher input.

## PROFESSIONAL AFFILIATIONS

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