

TOM LIAM LYNCH

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EDUCATION

Teachers College, Columbia University, New York, NY / MA: English Education / Currently Pursuing a PhD
Fordham University, New York, NY / BA: Philosophy and English, Honors in Philosophy

EXPERIENCE

Innovation Facilitator, NYC Department of Education, NY / (09/09 – present)

- Work with teachers in order to re-imagine and implement new ways of using both synchronous and asynchronous online technology in instruction (for example, digital and online content to personalize instruction for students).
- Consult with principals regarding instructional technology—reviewing possible and/or currently used software and services (for instance, Learning Management Systems), assessing the school’s networking needs and abilities, and sharing briefs of the latest research in education technology.
- Build a professional and communicative relationship with schools’ own support technicians to ensure there is an adequately functioning network in place that can be relied on by the schools’ organizational leaders, teachers, and students.
- Co-ordinate workshops and tutorials for the school community when it is necessary for schools’ continued innovational growth; where applicable and in consultation with the principals and/or instructional leaders.
- Document my work for codification and analysis, using these findings to iterate lessons in organization, curriculum, human capital, and technology, which will help inform the DOE’s iZone initiative.

Technology Coordinator/English Teacher, NYC Lab School, New York, NY / (09/03 – 08/09)

Technology Coordinator

- Developed a Google Apps-based intranet for internal communication and collaboration in the school.
- Managed budget for technological purchases, including researching and advising various departments about what hardware, software, and online-based software might meet their needs.
- Created and taught a 6th grade digital literacies course that explored how to use social networks, Google site-building, and blog-writing to better understanding how students learn.
- Advised administration on the purchasing of technology and media equipment, as well as strategies to support the use of instructional technology at the school.
- Gained familiarity with networking needs of the school, from servers to phone systems to DoE databases.
- Coached teachers on ways to integrate technology and media into their courses.

English Teacher

- Served as Humanities Department Point Person, which included managing the budget and facilitating department meetings and organic professional development.
- Designed English curriculum for ninth and twelfth grade, guided by *Understanding by Design*, with a strong emphasis on writing, reading strategies, and project-based assessment.
- Wove the 6-Traits of Writing into my own curriculum and assisted colleagues with theirs as well.
- Coordinated pre-service teachers from Teachers College; supported their professional growth through frequent meetings, dialogues, co-planning, and co-teaching scenarios.
- Differentiated instruction in CTT setting, guided by Levine’s *A Mind at a Time* and Gardner’s Multiple Intelligences.

Instructor, English Education Program, Teachers College, Columbia University, New York, NY / (09/07 – present)

- Courses Taught/Co-taught: Teaching of Writing; Critical Approaches to Literature; Student Teaching Seminar
- Led weekly sessions with graduate students pursuing MA degrees in English Education.

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- Supported students in their fieldwork student-teaching placements by providing a safe space to discuss and problem-solve challenges in teaching while integrating recent developments and research in the field.
- Integrated students' own challenges from field experiences into the curriculum, privileging their classroom work as the primary text of the course.
- Met with students outside of class to offer extra support to their student teaching.
- Emphasized the imperfect nature of teaching, the need for transparent and critical practices.

Adjunct Instructor, English Department, Baruch College, CUNY, New York, NY / (8/05 – 12/05)

- Planned a unit bridging reading analytically and writing critically about literature.
- Responded specifically and individually to student writing.
- Held conferences with students about their writing and literary struggles.
- Aided students' collaborative writing workshops.
- Assessed the needs of a variety of students from various countries and of a great age range.
- Engaged students by drawing upon their own experiences and youth culture with the help of art and music.

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PUBLICATIONS, PRESENTATIONS, and HONORS

Publications

- “When writers imagine readers: How writing for publication affects students’ sense of responsibility to readers.” In P. Sullivan, H. Tinberg & S. Blau (Eds.), *What Is “college-level” writing? volume 2: Assignments, readings, and student writing samples.* (In press.) Urbana, IL: NCTE.
- “The Uselessness of Literature: Why new literacies will end the teaching of literature.” *California English.* June 2009. Vol.14, Iss.5, p. 12.
- “Re-reader Response: The illusion of teaching literature.” *English Record.* June 2009. Vol. 59, Iss. 2, p. 40.
- “Re-readings and Literacy: How students’ second readings might open third spaces.” *Journal of Adolescent and Adult Literacy.* December 2008. Vol. 52, Iss. 4, p. 334.
- “Illuminating Chaucer through Poetry, Manuscript Illuminations, and a Critical Rap Album.” *English Journal.* July 2007. Vol. 96, Iss. 6, p. 43.

Presentations

- “A Blended Learning Model Case Study [in New York City].” Panel presentation, 2010 WNET’s Celebration of Teaching and Learning, New York.
- “The Uselessness of Literature: How new literacies will end the teaching of literature.” Paper presentation, 2009 Teachers College Educational Technology Conference, New York.
- “Re-Reading as a Method: Why some students don’t really read.” Presenter, 2009 NCTE Convention, Philadelphia.
- “Reading to Write: Using mentor texts to teach the writers’ craft.” Respondent, 2009 NCTE Convention, Philadelphia.
- “Embedding Publication: The crucial link between reading and writing processes.” Respondent, 2009 NCTE Convention, Philadelphia.
- “New Definitions of Text and New Ways of Publishing: Rap, podcasts, and on-line publishing.” Presenter, 2008 NCTE Convention, San Antonio, Texas.
- “The New Autobiographic Genre.” Panelist, 2008 NCTE Convention, San Antonio, Texas.

Honors

- Paul & Kate Farmer Award for outstanding article in *English Journal*, National Council of the Teachers of English, 2007. Honorable Mention.
- Walter Sindlinger Writing Award Winner, Teachers College, Columbia University, 2007. College-wide award for excellent writing.
- National Endowment for the Humanities Fellow, “Paradise Lost and the Contemporary Reader”, 2006. A five-week intensive summer seminar at Duquesne University with Dr. Albert Labriola.
- New Visions Fellow, 2005. Awarded grant to study oral history in Ireland and Northern Ireland.
- Fulbright Teaching Assistantship to South Korea, 2003. Declined the award due to personal reasons.