



Subject Matter Expert Katanna Conley, Ph.D.

Katanna Conley, Ph.D., is a Senior Literacy Associate with PCG Education. Dr. Conley has worked extensively with states, districts, schools and individual teachers. Her work focuses on providing CCSS, ELA, and content area literacy professional development to middle and high school teachers as well as coaching school and district administrators to improve student achievement. Dr. Conley has worked extensively on statewide projects in New York, Maine, and Indiana and has designed and delivered professional development for states, districts and schools throughout the country.

Expertise

- Common Core State Standards professional development
- Literacy and learning in the content areas
- 9-12 ELA professional development

Experience

A former high school ELA teacher and literacy coach, Dr. Conley has spent two decades working in both urban and rural classrooms and with teachers and students. Immediately prior to joining PCG, Dr. Conley was an Assistant Professor of Secondary Literacy Education at the University of Vermont where her research focused on social literacy practices as a mechanism for increasing adolescent engagement with text. At the University of Colorado, she served as an education instructor and the on-site director for the school's Literacy and Learning for Life program, an afterschool literacy program for working class students in a diverse urban neighborhood.

Selected Publications

Conley, K. (2009). The Oprah effect: Critical essays on Oprah's book club. (Book Review). *Journal of Adolescent and Adult Literature*, 52(8), 735-736.

Conley, K. and Hasazi, S. (2008). Teaching all secondary students: Strengths and challenges of a collaborative effort towards whole school transformation. Paper presented to the Teaching All Secondary Students Advisory Council.

McGinley, W. & Conley, K. (2001). Literary retailing and the [re]making of popular reading. *Journal of Popular Culture*, 35(2), 207-222. Journal Acceptance Rate 15%. (This article was an equal collaboration between both authors.)

McGinley, W., Meacham, S., DiNicolo, C., & Conley, K. (2000). Learning to teach and the pedagogy of adult community members in an urban after-school program. Yearbook of the national reading conference. 49, 487-499. Acceptance Rate 30-35% (This article was an equal collaboration between all authors.)

McGinley, W., Conley, K., & White, J. (2000). Pedagogy for a few: The modern book industry as literature teacher. *Journal of Adolescent and Adult Literacy*, 44(3), 204-214. Journal Acceptance Rate 15-20%. (This article was an equal collaboration between both authors.)

Education and Associations

Dr. Conley earned a Ph.D. in Curriculum and Instruction with an emphasis in literacy at the University of Colorado, Boulder and received an M.A. in English literature, her teaching license, and a B.S. in English literature at the University of South Dakota. Professional associations include membership in the American Educational Research Association, the AERA Writing and Literacies SIG, the National Council of Teachers of English and the International Reading Association.