

Stanford



Sarah Levine

Assistant Professor of Education
Graduate School of Education

 Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

Melissa Cromosini

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Bio

BIO

My research focuses on the teaching and learning of literary interpretation and writing in under-resourced urban high schools, with an emphasis on the links between in- and out-of-school interpretive practices. I am also interested in ways that AI and digital media (for example, natural language processing models like ChatGPT; visual representations of text like word clouds; and radio production) can be used as frameworks for teaching reading and writing to middle and high school students. Before pursuing an academic career, I taught secondary English at a Chicago public school for ten years. While there, I founded and ran a youth radio program that used digital audio production as a tool to help make writing and analysis relevant and real-world for students, and to build bridges between in- and out-of-school worlds.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Assistant Professor, Stanford Graduate School of Education, (2015- present)

HONORS AND AWARDS

- Stanford Graduate School of Education Guild Teaching Award, Stanford Graduate School of Education (2023)
- Stanford Graduate School of Education Guild Teaching Award, Stanford Graduate School of Education (2021)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- High school English and radio teacher, Chicago Public Schools (1997 - 2009)

PROFESSIONAL EDUCATION

- PhD, Northwestern University , Learning Sciences
- Master of Arts, University of Chicago , Teaching of English
- Bachelor of Arts, Cornell University , American Studies

LINKS

- Webpage: <https://srlevine.people.stanford.edu>

Research & Scholarship

RESEARCH INTERESTS

- Curriculum and Instruction
- History of Education
- Literacy and Language
- Secondary Education
- Teachers and Teaching
- Technology and Education

Teaching

COURSES

2024-25

- Curriculum and Instruction in English: EDUC 262A (Sum)
- Curriculum and Instruction in English: EDUC 262B (Aut)
- Curriculum and Instruction in English: EDUC 262C (Win)
- How Novices Become Experts: Studying Knowledge and Expertise with Qualitative Methods: EDUC 422 (Win)
- The Hidden Curriculum of Scholarly Writing: EDUC 395 (Win)

2023-24

- Curriculum and Instruction in English: EDUC 262A (Sum)
- Curriculum and Instruction in English: EDUC 262B (Aut)
- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Win)
- The Hidden Curriculum of Scholarly Writing: EDUC 395 (Win)

2022-23

- Curriculum and Instruction in English: EDUC 262A (Sum)
- Curriculum and Instruction in English: EDUC 262B (Aut)
- Meanings and Qualitative Methods: Studying Curriculum Through Content Analysis: EDUC 459 (Spr)

2021-22

- Curriculum and Instruction in English: EDUC 262A (Sum)
- Curriculum and Instruction in English: EDUC 262B (Aut)
- Studying Expertise: EDUC 422 (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Madison Bunderson, Rachel Salia

Doctoral Dissertation Advisor (AC)

Chris Mah, Dan Moore

Master's Program Advisor

Shi Han Ang

Doctoral (Program)

Emma Bene, Chris Mah, Dan Moore, Geraldine Mukumbi, Lena Phalen

Publications

PUBLICATIONS

- **Elementary Teachers' Scaffolding in Writing Instruction** *LITERACY RESEARCH AND INSTRUCTION*
Taylor, K. S., Keane, K., Silverman, R. D., Levine, S.
2024
- **The Next Word: A Framework for Imagining the Benefits and Harms of Generative AI as a Resource for Learning to Write** *READING RESEARCH QUARTERLY*
Beck, S. W., Levine, S.
2024
- **How do students use ChatGPT as a writing support?** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
Levine, S., Beck, S. W., Mah, C., Phalen, L., Pittman, J.
2024
- **Beyond CheatBots: Examining Tensions in Teachers' and Students' Perceptions of Cheating and Learning with ChatGPT** *EDUCATION SCIENCES*
Mah, C., Walker, H., Phalen, L., Levine, S., Beck, S. W., Pittman, J.
2024; 14 (5)
- **A Life with Poetry: The Development of Poetic Literacy (Book Review)** *STYLE*
Book Review Authored by: Levine, S., Bunderson, M.
2024; 58 (1): 105-112
- **Backtalk: ChatGPT: A powerful technology tool for writing instruction** *PHI DELTA KAPPAN*
Beck, S. W., Levine, S. R.
2023; 105 (1): 66-67
- **One text, two worlds, third space: Design principles for bridging the two-worlds divide in teacher education** *TEACHING AND TEACHER EDUCATION*
Trepper, K., Levine, S., Lomeli, K., Garcia, A.
2023; 129
- **High school mathematics teachers' noticing of inequitable talk** *JOURNAL OF MATHEMATICS TEACHER EDUCATION*
Stovall, J., Pimentel, D. R., Carlson, J., Levine, S. R.
2023
- **INSIGHTS INTO TEACHERS' FUNDS OF KNOWLEDGE: COMPARING LANGUAGE ARTS TEACHERS' STANCES TOWARD THE SAME POEMS IN EVERYDAY AND SCHOOL SETTINGS** *L1 EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE*
Levine, S., Sigvardsson, A.
2023; 23 (2): 1-27
- **What if it Were Otherwise? Teachers Use Exams from the Past to Imagine Possible Futures in the Teaching of Literature** *READING RESEARCH QUARTERLY*
Levine, S., Moore, D. P., Bene, E., Smith, M. W.
2022
- **Situated Expertise in Literary Interpretation: An Expert-Expert Study of High School and PhD Students Reading Canonical Hip-Hop and Poetry** *COGNITION AND INSTRUCTION*
Levine, S.
2022
- **Guest editorial: Introduction to special issue on disciplinary literacy in English teaching and teacher education** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
Rainey, E. C., Levine, S.

2022; 21 (1): 1

- **Authority and authenticity in teachers' questions about literature in three contexts** *ENGLISH TEACHING-PRACTICE AND CRITIQUE*
Levine, S., Hauser, M., Smith, M. W.
2022
- **How Feeling Supports Students' Interpretive Discussions About Literature** *JOURNAL OF LITERACY RESEARCH*
Levine, S., Trepper, K., Chung, R., Coelho, R.
2021
- **A Century of Change in High School English Assessments: An Analysis of 110 New York State Regents Exams, 1900-2018** *RESEARCH IN THE TEACHING OF ENGLISH*
Levine, S.
2019; 54 (1): 31–57
- **Using Everyday Language to Support Students in Constructing Thematic Interpretations** *JOURNAL OF THE LEARNING SCIENCES*
Levine, S.
2019; 28 (1): 1–31
- **THEORY, DESIGN, AND TEACHER EXPERIENCE IN A LITERATURE-FOCUSED PROFESSIONAL DEVELOPMENT** *L1 EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE*
Levine, S., Trepper, K.
2019; 19
- **Using Everyday Language to Support Students in Constructing Thematic Interpretations** *Journal of the Learning Sciences*
Levine, S.
2018: 1-31
- **Epistemic cognition in literary reasoning** *Handbook of epistemic cognition*
Lee, C. D., Goldman, S. R., Levine, S., Magliano, J.
2016: 165-183
- **Opening George Hillocks's Territory of Literature** *English Education*
Levine, S., Bernstein, M.
2016; 48 (2): 127
- **Helping high school students read like experts: Affective evaluation, salience, and literary interpretation** *Cognition and Instruction*
Levine, S., Horton, W.
2015; 33 (2): 125-153
- **Teaching writing with radio** *English Journal*
Levine, S., Franzel, J.
2015: 21-29
- **Making interpretation visible with an affect-based strategy** *Reading Research Quarterly*
Levine, S.
2014; 49 (3): 283-303
- **Using affective appraisal to help readers construct literary interpretations** *Scientific Study of Literature*
Levine, S., Horton, W. S.
2013; 3 (1): 105-136