



## Sarah Levine

Assistant Professor of Education  
Graduate School of Education

 Curriculum Vitae available Online

### CONTACT INFORMATION

- **Admin. Support**

Emily Farrell

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### Bio

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#### 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

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### RESEARCH INTERESTS

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

## Teaching

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### COURSES

#### 2023-24

- 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)

#### 2020-21

- 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, Hsiaolin Hsieh, Rachel Salia

#### Doctoral Dissertation Advisor (AC)

Chris Mah, Dan Moore

#### Doctoral (Program)

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

## Publications

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### PUBLICATIONS

- **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** *LI 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** *LI EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE*  
Levine, S., Trepper, K.  
2019; 19
- **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