SARAH LEVINE

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EDUCATION

2013   Northwestern University, PhD in Learning Sciences.
- Dissertation: *Making Interpretation Visible with an Affect-Based Strategy.*
- Committee: Carol Lee, William Horton, David Rapp, Miriam Sherin.

1997   University of Chicago, Master of Arts in Teaching of English.
- Master's advisor: George Hillocks.

1992   Cornell University, Bachelor of Arts in American Studies.

APPOINTMENTS

2015 - present   Assistant Professor of Education, Graduate School of Education, Stanford University.

2014 - 2015   Assistant Professor in Reading and Language, National College of Education, National Louis University.

2013 - 2014   Postdoctoral Fellow, School for Education and Social Policy, Northwestern University.
- Advisor: Carol Lee
- Project: *Reading for Understanding across Grades 6 - 12: Evidence Based Argumentation for Disciplinary Learning.*

PUBLICATIONS
(*with graduate students)

Peer Reviewed Journals

1. **Levine, S.**, Sigvardsson, A. (accepted). What are 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.*

2. **Levine, S.**, Mah, C.* (2023). Funds of feeling: A feeling-based approach to literary interpretation. *English Journal, 112*(6), 63 - 71.

3. Trepper, K.*, **Levine, S.**, Lomeli, K., Garcia, A. (2023). One class, two worlds, third space: Design principles for bridging the two worlds gap in teacher education. *Teaching and Teacher Education, 129.*

4. **Levine, S.**, Hsieh, H.*, Southerton, E.*, Silverman, R. (2023). Speech to text technology as a tool for high school classroom composition. *Computers & Composition, 68, 102775.*

5. Stovall, J.*, Pimentel, D., Carlson, J., **Levine, S.** (2023). High school mathematics teachers' noticing of inequitable talk. *Journal of Mathematics Teacher Education*, 1 - 28.

6. **Levine, S.**, Moore, D.*, Bene, E.*, Smith, M. (2023). What if it were otherwise? Teachers use exams from the past to imagine possible futures in the teaching of literature. *Reading Research Quarterly, 58*(1), 5 - 24.

7. **Levine, S.** (2022). Situated expertise in literary interpretation: A think-aloud study of high school and PhD students reading canonical hip-hop and poetry. *Cognition and Instruction, 40*(4), 540 - 562.

8. **Levine, S.**, Hauser, M.*, & Smith, M. W. (2022). Authority and authenticity in teachers' questions about literature in three contexts. *English Teaching: Practice & Critique, 21*(2), 192 - 208.

9. **Levine, S.**, Trepper, K.*, Chung, R.*, Coehlo, R.* (2021). How feeling supports students' interpretive discussions about literature. *Journal of Literacy Research, 53*(4), 491 - 515.

10. **Levine, S.**, Trepper, K.* (2019). Theory, design, and teacher experience in a literature-focused professional development. *L1 Educational Studies in Language and Literature, 19,* 1 - 41.

11. **Levine, S**. (2019). A century of change in high school English assessments: A content analysis of 110 New York Regents Exams, 1900 - 2018. *Research in the Teaching of English, 54*(1), 32 - 57.

12. **Levine**, **S.** (2019). Using everyday language to support students in constructing thematic interpretations. *Journal of the Learning Sciences*, *20*(1), 1 - 31.

13. **Levine**, **S.**, Bernstein, M. (2016). Opening George Hillocks' territory of literature. *English Education*, *48*(2), 127 - 147.

14. **Levine**, **S.**, Horton, W. (2015). Helping high school students read like experts: Affective evaluation, salience, and literary interpretation. *Cognition and Instruction, 33*(2), 125 - 153.

15. **Levine**, **S.**, Franzel, J. (2015). Teaching writing with radio. *English Journal, 105*(5), 21 - 29.

16. **Levine**, **S.** (2014). Making interpretation visible with an affect-based strategy. *Reading Research Quarterly, 49*(3), 283 - 303.

17. **Levine**, **S.**, Horton, W. (2013). Using affective appraisal to help readers construct literary interpretations. *Scientific Study of Literature*, *3*(1), 105 - 136.

Book Chapters

18. McCarthy, K. S., Magliano, J. P., **Levine, S.**, Elfenbein, A., & Horton, W. S. (2021). Constructing mental models in literary reading: The role of interpretive inferences. *Handbook of Empirical Literary Studies*. Berlin, Boston: De Gruyter.

19. **Levine, S.**, Keifert, D., Marin, A., Enyedy, N. (2020). Hybrid argument practices in K-12 literature and science. In Nasir, N., Lee, C.D., Pea, R., McKinney de Royston, M. (Eds.), *Handbook of The Cultural Foundations of Learning.* New York: Routledge.

20. **Levine**, **S.**, Hall, A., Goldman, S., Lee, C.D. (2018). A design architecture for engaging middle and high school students in epistemic practices of literary interpretation. In Nachowitz, M., Wilcox, K. (Eds.), *Literacy in Secondary English/Language Arts Classrooms: Bridging the Gap to College and Career.* New York, London: Lexington Books.

21. Lee, C.D., Goldman, S., **Levine**, **S.**, Magliano, J. (2016). Epistemic cognition in literary reasoning. In Greene, J.A., Sandoval, W.A., & Bråten, I. (Eds.), *Handbook of Epistemic Cognition.* New York: Routledge.

Non peer-reviewed journals, articles, and blogs

22. **Levine, S.**, Beck, S. (2023). Schooling Teachers on How AI Can Be More Than Just a "Cheatbot." *U.S. News and World Report.*

23. **Levine, S.,** Bunderson, M.* (in press). *A Life with Poetry* by Joan Peskin and David Hanauer. *Style.*

24. Beck, S., **Levine, S.** (2023). ChatGPT: A powerful technology for writing instruction. *Kappan.*

25. Mah, C.*, **Levine, S.** (2023). How to use ChatGPT as an example machine. *Cult of Pedagogy.*

26. **Levine, S.** (2022). Contrasting cases: A simple strategy for deep understanding. *Cult of Pedagogy*.

27. **Levine, S.** (2021). Up-Down-Both-Why: A "funds of feeling" approach to literature. *Cult of Pedagogy*.

Technical Reports

28. Hall, A., Sosa, T., **Levine, S**., Lee, C.D., Goldman, S. (2016). Iterative design and implementation of literature modules in high school classrooms. *READI Technical Report #13.*

29. Lee, C. D., Goldman, S., **Levine, S.**, Brown, M., & Loh, B. (2016). Sense-making in the disciplines: A digital tool to support content area. *READI Technical Report #12.*

Under Revision

30. Taylor, K., Silverman, R., **Levine, S.** Elementary teachers' coordination and calibration of planned scaffolds in writing instruction. *Journal of Literacy Research.*

31. **Levine**, **S.**, Bunderson, M.,* Smith, M. Funds of feeling: A theory of literary reading and response. *Journal of Learning Sciences.*

Under Review

32. **Levine, S.,** Glazer, J. Using teacher time-outs to explore teacher curiosity in rehearsals of classroom discussion. *Journal of Teacher Education.*

FUNDED RESEARCH

2020 - 2025	Stornaiuolo, A., Thomas, E., Eidman-Aadahl, E. (PIs), Puntel, C., Dillon, J., Cantrill, C., Allen, A., **Levine, S** (Co-PIs). Digital discourse in literary reading. *Teachers As Learners, James S. McDonnell Foundation.*
2023 - 2024	**Levine, S.** (PI). Using ChatGPT as a writing support for high school students. *Stanford University HAI/Accelerator for Learning Seed Grant Program.*
2022 - 2023	**Levine, S.** (PI), Afflick, S., Burrows, S., Reinhart, M., Abdullah, T. (Co-PIs). Second STEP: In-service teacher education for STEP alums. *Stanford Teacher Education Program Pilot Project and Mini-Grant.*
2022 - 2023	**Levine, S.** (PI), Rainey, E., Moya, P. (Co-PIs). Expanding the discipline of English Language Arts. *Center for Comparative Studies in Race and Ethnicity, Race & the Humanities Research Lab, Mellon Foundation.*
2019 - 2021	**Levine, S.**, Silverman, R. (PIs). The effects of speech-to-text technology on students' literacy skills and identities. *Technology for Equity in Learning Opportunities Grant, Stanford University.*
2018 - 2019	**Levine, S.**, Willinsky, J. (PIs). Going public: How high school students revise when writing for radio. *Technology for Equity in Learning Opportunities Grant, Stanford University.*
2018 - 2019	**Levine, S.**, Garcia, A. (PIs). Connecting theory and practice in teacher education through an innovative summer program. *Vice Provost for Teaching and Learning Innovation Grant, Stanford University.*
2016 - 2017	**Levine, S.** (PI). Seeing interpretation through students' eyes. *Technology for Equity in Learning Opportunities Grant, Stanford University.*
2009 - 2011	**Levine, S.** (PI). Recruiting affective responses to help students make meaning. *Cognitive Science Fellowship, Northwestern University.*

FELLOWSHIPS and AWARDS

2023	*Graduate Guild Faculty Teaching Award*, Stanford University.
2021	*Graduate Guild Faculty Teaching Award*, Stanford University.
2016 - 2018	*Spencer Postdoctoral Fellowship, National Academy of Education*. Scaling up the teaching of affective evaluation as an interpretive heuristic for emerging literary readers.
2012 - 2013	*Witty Literacy Fellowship,* Northwestern University.

2006	*Oppenheimer Teacher Incentive Award,* Oppenheimer Family Foundation.
2006	*National Board Certification in English and Language Arts for Adolescents and Young Adults,* National Board for Professional Teaching Standards.
2001	*Golden Apple Award for Excellence in Teaching,* Golden Apple Foundation.
1998	*Chicago Teachers' Fellowship*, University of Chicago.

MEDIA

2023	[How AI Can Teach Kids to Write—Not Just Cheat](#), *The Hechinger Report.*
2023	[Schooling Teachers on How AI Can Be More Than Just a "Cheatbot,"](#) *U.S. News and World Report.*
2023	[AI for Classroom Writing](#), *AI and Learning Resources at Stanford Graduate School of Education.*
2023	[ChatGPT is Giving Students New Ways to Cheat. Here's Why Some Teachers Aren't Panicking,](#) *San Francisco Chronicle.*
2023	[How to Use ChatGPT as an Example Machine](#), *Cult of Pedagogy.*
2022	[Did a Fourth Grader Write This? Or the New Chatbot?](#) *New York Times.*
2022	["Shock to the Education System": This AI Chatbot is Already Writing School Essays and Could Rewrite the Future of Learning.](#) *The Mercury News.*
2022	[Contrasting Cases: A Simple Strategy for Deep Understanding](#), *Cult of Pedagogy.*
2021	[Using Podcasting to Teach Writing](#), *Ten-Minute Teacher Podcast.*
2021	["Up-Down-Both-Why": A Funds of Feeling Approach to Literature](#), *Cult of Pedagogy.*
2020	[The Trouble with Empathy](#), *New York Times.*
2019	[How Different Prompts Can Improve Students' Literary Interpretation](#), *Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education.*
2019	[Heart Has Dropped Out of Reading Literature](#), *Chalkbeat.*

2019	[Using Everyday Language to Support Students in Literary Interpretation](#), *International Society of Learning Sciences*.
2018	[Want Students to Read Deeply? Ask Them These Two Kinds of Questions](#), *Edweek*.
2017	[Teaching and Testing Literature](#), *School's In*.
2014	[Funds of Feeling in Literary Interpretation](#), *Voice of Literacy*.

PRESENTATIONS

Invited Talks

2023	How students and teachers are using ChatGPT for writing. *National Humanities Center (online)*.
2023	How will students learn to write now that we have ChatGPT? *Stanford Classes Without Quizzes (Stanford, CA)*.
2023	Borko, H., Levine, S. Research in professional learning experiences. *Center for Study of Excellence in Teaching (Stanford, CA)*.
2023	Levine, S. Using historical exams to understand the story of ELA in the U.S. *National Endowment for Humanities Summer Seminar (online)*.
2023	Levine, S. Pens & pixels: Generative AI in education. *University of California at Irvine (online)*.
2023	Brown, B., Brunskill, E., Levine, S. AI+Education Summit: AI in the Service of Teaching and Learning (*Stanford, CA)*.

2023	Levine, S. Sarin, P., Weiss, J. AI in Education (*Stanford, CA*).
2023	Levine, S. Reading with funds of feeling. *New York University Teacher Education Program (online)*.
2022	Levine, S., Hauser, M.*, Smith, M. Journal Talk: Comparing teachers' everyday and classroom questions. *English Teaching: Practice & Critique (online)*.
2022	Levine, S. Literacy and literary interpretation. *Loyola University Teacher Education Program (online)*.
2022	Levine, S., Gonzalez, R. Literacy across the curriculum. *Stanford STEP program (Stanford, CA)*.
2022	Levine, S. Funds of feeling in literary interpretation. *Hollyhock Fellowship Program (Stanford, CA)*.
2022	Levine, S., Kozleski, E., Salehi, S. Problems of practice. *Stanford's Race, Inequality, Language, and Education (RILE) Speaker Series (online)*.
2022	Levine, S., Rainey, E. Journal talk: Disciplinary literacies. *English Teaching: Practice & Critique (online)*.
2021	Levine, S. Understanding the history of ELA through New York Regents Exams. *National Endowment for Humanities Summer Seminar: Making the Good Reader and Citizen (online)*.
2021	Panel discussion. Creating expansive and equitable learning environments: Elaborating the RISE learning principles. *AERA presidential session. American Educational Research Association (online)*.
2019	Levine, S. *Keynote*. Contrasting cases and affective evaluation as tools for teachers' and students' literary engagement. *International Association for Research in L1 Education (Lisbon, Portugal)*.
2017	Levine, S. One hundred years of style and mood: How standardized tests have asked students to read literature, 1900 - present. *Stanford Center for Opportunity Policy in Education (SCOPE)*.
2017	Levine, S. *Symposium*. Scaling up the teaching of literary interpretation. *American Educational Research Association (San Antonio, TX)*.

2016	Levine, S. Comparison and judgment as core practices in English Language Arts. *Research and Education Within and Across Disciplinary Boundaries in a Digital Era: Perspectives from Uppsala and Stanford (Stanford, CA).*
2016	Levine, S. *Keynote.* Using your students' everyday interpretive practices in the classroom. *Stanford Teaching Festival (Stanford, CA).*
2015	Levine, S. *Keynote.* Transforming literacy instruction: Using affect to engage readers, writers, and thinkers. *Concern for Affect in Reading Education SIG at the International Literacy Association (St. Louis, MO).*

Peer-Reviewed Conference Presentations (*with graduate students)

2023	Levine, S., Sigvardsson, A. Identifying teachers' funds of knowledge by comparing their talk about literature in personal and professional settings. *Nordic Network for Research in L1 Education (Helsinki, Finland).*
2023	Lomeli, K., Trepper, K.*, Levine, S., Garcia, A. One text, two worlds, third space: Bridging the two worlds divide in teacher education. *Literacy Research Association (Atlanta, GA).*
2023	Levine, S. Situating expertise in literary interpretation with an equity-oriented methodology. *National Council of Teachers of English Assembly for Research (Davis, CA).*
2022	Levine, S., Stornaiuolo, A. *Highlighted Session.* Reading together as digital bridge building: Social annotation practices in high school literature classes. *Literacy Research Association (Phoenix, AZ).*
2022	Levine, S., Hauser, M.*, Smith, M. Breaking barriers between authority and authenticity in teachers' questions about literature. *Literacy Research Association (Phoenix, AZ).*
2022	Sigvardsson, A., Levine, S. How teachers make meaning with poetry in professional and private spaces. *International Association for Education in L1 (ARLE) (online).*
2021	Levine, S., Moore, D.*, Bene, E.*, Smith, M. "I could teach to this test": Teachers imagine their curricula in response to a historical sample of literature tests. *Literacy Research Association (Atlanta, GA).*
2021	Levine, S., Shieh, H.*, Southerton, E.*, Silverman, R. High school students' uses of and responses to "speech to text" technology as a classroom writing tool. *American Educational Research Association (online).*

2020	Levine, S. Situated expertise in literary interpretation: An eye-tracking and think-aloud study of high school and PhD students reading canonical hip-hop and poetry. *Literacy Research Association (online)*.
2019	Levine, S., Trepper, K.*, & Chung, R. Affect as a core practice in the English Language Arts classroom. *Literacy Research Association (Tampa, FL)*.
2019	Levine, S., Garcia, A., Trepper, K.*, & Loméli, K. Students are capable learners in two worlds with synchronous "learning argument" and "teaching argument" units. *American Educational Research Association (Toronto, Canada)*.
2019	Levine, S. Troubling expertise in literary reading: An eye-tracking and think-aloud study. *American Educational Research Association (Toronto, Canada)*.
2018	Levine, S. How the New York Regents Exam positioned students as readers, 1900 -2018. *Literacy Research Association (Palm Springs, CA)*.
2018	Levine, S. A century of literature tests: How the New York Regents' Exam framed literary reading, 1900 - 2018. *American Educational Research Association (New York, NY)*.
2017	Lee, C.D., Levine, S., Smagorinsky, P. Reading literature and reading worlds: The equity opportunity. *American Educational Research Association (San Antonio, TX)*.
2017	Levine, S. Reframing school definitions of theme to support students' literary interpretation. *National Council of Teachers of English Research Association (San Francisco, CA)*.
2017	Levine, S. Affect is a core practice for literary reading and response. *NaEd/Spencer Fellows Fall Conference (Washington, DC)*.
2016	Levine, S. The role of interpretive sentence stems in high school students' writing. *Literacy Research Association (Nashville, TN)*.
2016	Levine, S. Sentence stems as supports for interpretive reading and writing. *American Educational Research Association (Washington, DC)*.
2016	Levine, S. Using literary theory and cognitive science to help students frame interpretation. *International Society for the Empirical Study of Literature & Media (Chicago, IL)*.
2015	Levine, S., Bernstein, M., Spratley, A. Analyses of the breaches and bridges between literacy teachers' imagined and enacted selves. *Literacy Research Association (Carlsbad, CA)*.

2015	Levine, S., Spachman, S., Huebner, L. Helping your struggling readers practice literary interpretation. *National Council of Teachers of English (Minneapolis, MN).*
2014	Levine, S. Affective appraisal as dialogic practice in literary reasoning. *Literacy Research Association (Marco Island, FL).*
2014	Levine, S., Goldman, S., Sosa, T., Hall, A. Instructional supports for managing complexity in comprehension and interpretation of literary texts. *Society for Text and Discourse (Chicago, IL).*
2014	Levine, S. Making interpretation visible with an affect-based strategy. *American Educational Research Association (Philadelphia, PA).*
2014	Levine, S., Chambers, J., Coppola, R., Elly, C., Milligan, C. Everyday interpretive skills in the classroom. *National Council of Teachers of English (Boston, MA).*
2013	Lee, C., Goldman, S., Levine, S., Sosa, T. Enriching literature instruction for urban youth: Evidence-based argument instruction modules and collaborative design research. *American Educational Research Association (San Francisco, CA).*
2013	Levine, S. Leveraging cultural modeling for literacy understanding. *National Council for Teachers of English Research Assembly Conference (Columbus, OH).*
2013	Levine, S. Using multiple media cultural data sets to make interpretation visible. *Literacy Research Association (San Diego, CA)*
2012	Levine, S. "Positive? Negative? Why?": Using affective appraisal to move novice readers to figurative interpretation. *Society for the Empirical Study of Literature (Montreal, Quebec).*
2012	Lee, C.D., Magliano, J., Goldman, S., Levine, S., & Hillocks, G. Assessment of progressions in response to literature. *Literacy Research Association (New Orleans, LA).*
2012	Levine, S. Affective appraisal and metacognitive questioning as a pedagogical model for teaching literary reasoning. *American Educational Research Association (Vancouver, BC).*
2012	Levine, S. Connecting interpretive practices in the high school classroom and "the real world." *National Council for Teachers of English Research Assembly Conference (Tuscaloosa, AL).*

2011	Lee, C.D., Bernstein, M., Levine, S., & Spratley, A. Cultural modeling to scaffold learners' past and build literate futures. *National Council for Teachers of English (Chicago, IL).*
2010	Hillocks, G., Levine, S., & Wallace, V. Teaching argument: Critical thinking for reading and writing. *National Council for Teachers of English (Orlando, FL).*
2008	Levine, S. Designing communities: Media activism. *Society of Cinema and Media Studies (Philadelphia, PA).*
2006	Levine, S. Teens with microphones. *Third Coast Audio Festival (Evanston, IL).*

SERVICE

Academic Journals

2022- 2025	Editorial Review Board, *Research in the Teaching of English*.
2021- present	Editorial Review Board, *Cognition and Instruction*.
2021 - present	Editorial Review Board, *Reading Research Quarterly*.
2021	Guest Co-editor, *English Teaching: Practice & Critique*.
2018 - present	Editorial Review Board, *English Teaching: Practice and Critique*.
2019 - 2020	Editorial Review Board, *Discourse Processes*.
2018 - 2019	Ad hoc reviewer for *Reading Research Quarterly*.
2016	Reviewer for Purves Award Committee for *Research in the Teaching of English*.
2015 - present	Ad hoc reviewer for *Discourse Processes; English Education; L1-Educational Studies in Language and Literature; Literacy Research: Theory, Method, and Practice; Reading & Writing Quarterly; Scientific Study of Literature*.

Academic Conferences

2023	Doctoral student mentor for Literature special interest group at AERA.

2019 - 2022	Section co-chair for Division K, Section 8, Teacher Learning and Development, AERA conferences.
2015 - 2016	Section chair for Division C, Section 1b (Learning and Instruction in Humanities, Social sciences, Fine arts), AERA conference.
2017 - 2020	Member of the P. David Pearson Research Award Committee for the Literacy Research Association.
2017	Doctoral student mentor for Language and Social Processes special interest group at AERA.
2015	Doctoral student mentor for Literacy Research Association.
2014 - present	Reviewer for annual conferences of American Educational Research Association; Literacy Research Association; National Council of Teachers of English Research Assembly.

Stanford Graduate School of Education

2022 - 2023	Designer and instructor for Second STEP (pilot program offering continuing professional learning for STEP alums).
2019 - 2023	STEP Summer School Pilot Project (Shared Space, Roles, Texts).
2017 - 2023	Advisor, Stanford Learning Sciences and Technology and Design (LSTD) master's program.
2021 - 2022	NextSTEP interview team and task force.
2021 - 2022	Steering committee, Stanford Teacher Education Program.
2020 - 2021	Certification and Job Application Workshops for STEP ELA students.
2021 - 2022	Advisor for undergraduate education minor.
2020 - 2021	Remote Observation for Teacher Education project.
2017 - 2018	Advisor for undergraduate education minor.
2015 - 2018	Steering committee, Stanford Teacher Education Program.
2016 - 2017	Search committee for Early Literacy position, Stanford Graduate School of Education.

Stanford University

2020 - 2023	Member of Writing and Rhetoric Requirement Governance Board.
2021 - 2022	Member of Faculty Selection Advising Committee for Diversifying Academia, Recruiting Excellence (DARE).
2017 - 2020	Advisor to Vice Provost's Teaching and Learning grant for development of materials based on the *Stanford Global Shakespeare Encyclopedia*.
2017	Speaker for Education and Society Theme House Seminar.
2016 - 2019	Advisory board member for Stanford Center for Opportunity Policy in Education (SCOPE).

Community Activities

2016 - 2023	Presentations and talks with local parent and teacher groups about reading and writing instruction and AI in schools.
2022 - 2024	Organizer and instructor, Teaching Global Young Adult Literature.
2022 - 2023	Professional development coach for Stanford STEP alumni teaching in low-income schools.
2019 - 2021	Advisory Board for *Sensemaking in the Disciplines*.
2018 - 2020	Advisor to *Digital Promise*.
2018 - 2019	Advisor to San Francisco Unified School District's Secondary School Literacy Group.
2012	Advisor for "The Train Curriculum," a Holocaust history unit for high school students.

UNDERGRADUATE, MASTERS, AND DOCTORAL COURSES

Curriculum and Instruction in Secondary Language Arts, Courses 1 - 3
Meanings and Methods: Studying Curriculum Through Content Analysis
Learning about Knowledge and Expertise through Think-Aloud Studies
Teaching Argument Writing
Teaching Literary Interpretation
Teaching Narrative Writing
Reading in the Content Areas
Social Contexts of Education
Teaching Disciplinary Literacy

ELEMENTARY AND SECONDARY TEACHING EXPERIENCE

2002 - 2009 Curie Youth Radio (Chicago, IL).

1998 - 2009 Marie Curie Metropolitan High School (Chicago, IL).

1997 - 1998 Academy of Communications & Technology High School (Chicago, IL).

1995 - 1996 T.A.L.K. Theater (Seattle, WA).

1994 - 1995 Our Lady Queen of Peace School (Washington, DC).

1994 Free Street Theater (Chicago, IL).

1993 - 1994 Rosemount Head Start Center (Washington, DC).