

**Sarah W. Beck**

**CURRICULUM VITAE**

Department of Teaching and Learning  
Steinhardt School of Culture, Education and  
Human Development  
New York University  
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NY, NY 10003

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**EMPLOYMENT HISTORY:**

<b>Associate Professor, English Education</b> New York University, Steinhardt School of Education Department of Teaching and Learning	<b>September 2009- present</b>
<b>Assistant Professor, English Education</b> New York University, Steinhardt School of Education Department of Teaching and Learning	<b>September 2002 – August 2009</b>
<b>English Teacher</b> Hawken School, Gates Mills, Ohio	<b>September 1993 – June 1996</b>

**EDUCATION**

<b>Ed.D. Harvard University, Graduate School of Education</b> Doctoral Program in Language and Literacy/ Human Development and Psychology <i>Spencer Research Training Grant (Multi-Year Fellowship: 1997-2000)</i>	<b>2002</b>
<b>M.F.A. Washington University in St. Louis</b> Writing Program, Fiction	<b>1993</b>
<b>A.B. Harvard-Radcliffe College</b> Major: Literature; <i>Magna Cum Laude.</i>	<b>1991</b>

## **PUBLICATIONS:**

### ***Peer-Reviewed Articles:***

**Beck, S.,** Llosa, L., Black, K., & Trzeszkowski-Giese, A. (in press). Beyond the rubric: Think-alouds as a diagnostic assessment tool for high school writing teachers. *Journal of Adolescent and Adult Literacy*

**Beck, S.,** Llosa, L. & Fredrick, T. (2013). The challenges of writing exposition: Lessons from a study of ELL and non-ELL high school students. *Reading and Writing Quarterly*, 29, 4, 358-380.

Llosa, L., **Beck, S.,** & Zhao, G. (2011). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing*, 16, 256-273.

**Beck, S. W.** (2009). Composition across secondary and post-secondary contexts: Cognitive, textual and social dimensions. *Cambridge Journal of Education*, 39, 3, 311-327.

**Beck, S.** & Jeffery, J. (2009). Genre and thinking in academic writing tasks. *Journal of Literacy Research*, 41, 2, 228-272.

**Beck, S. W.** (2009). Individual Goals and Academic Literacy: Finding a balance between authenticity and explicitness. *English Education*, 41, 3, 259-280.

**Beck, S. W.** & Jeffery, J. (2007). Genres of high-stakes writing assessments and the construct of writing competence. *Assessing Writing*, 12, 1, 60-79.

**Beck, S. W.** (2006). Subjectivity and intersubjectivity in the teaching and learning of writing. *Research in the Teaching of English*, 40, 4, 413-460.

**Beck, S.W.** Coker, D., Hemphill, L. & Bellinger, D. (2003). Literacy Skills of Children with a History of Early Corrective Heart Surgery. In Diane L. Schallert, Colleen M. Fairbanks, Jo Worthy, Beth Maloch, & James V. Hoffman.(Eds). *51st Yearbook of the National Reading Conference*, (pp. 106-116). Oak Creek, WI: National Reading Conference.

Duke, N.K. & **Beck, S.** (1999). Education should consider alternative formats for the dissertation. *Educational Researcher*, 28, 3, 31-36.

### ***Books:***

**Beck, S. W.** & Nabors-Olah, L. (Eds.), (2001). *Beyond the Here and Now: Perspectives on Language and Literacy*. (Harvard Educational Review Reprint Series No. 35.) Cambridge, MA: President and Fellows of Harvard College.

### ***Book Chapters and Book Reviews:***

**Beck, S.** (2010). Composition: Cognitive, Textual and Social dimensions. In R. Andrews, D. Wyse and J. Hoffman (Eds.) *The International Handbook of English, Language and Literacy Teaching*. New York: Routledge.

**Beck, S. W.** (2008). Cultural variation in narrative competence and its implications for children's

academic success. In A. Bailey, A. McCabe & G. Melzi (Eds). *Research on the Development of Spanish-Language Narratives* (pp. 332-350). New York: Cambridge University Press.

**Beck, S. W.** & Milne, C. (2004). The use of text for thinking and learning in science. In P. Fraser-Abder (Ed.), *Pedagogical Issues in Science, Mathematics and Technology Education*, (pp. 42-70). Syracuse, NY: New York Consortium for Professional Development.

**Beck, S. W.** (2004). Context, text, and tests: Issues in English assessment. In B. Barrell, R. Hammett, J. Mayher, & G. Pradl (Eds.). *De-Centering Traditions in Subject English: Cross Border Perspectives*. New York: Teachers College Press.

Cazden, C. & **Beck, S. W.** (2003). "Classroom Discourse." in A. Graesser, M. Gernsbacher, & S. Goldman (Eds.), *Handbook of Discourse Processes*. Mahwah, NJ: Lawrence Erlbaum.

**Beck, S.** (2001). Editor's Review of *Vygotskian Perspectives on Literacy Research: Constructing Meaning Through Collaborative Inquiry and Inside City Schools: Investigating Literacy in Multicultural Classrooms*. *Harvard Educational Review*, 71, 2, 296-309.

#### **MANUSCRIPT UNDER REVIEW:**

**Beck, S.**, Llosa, L. and Clark-Gareca, B. (under review). Teachers' knowledge of writing and writing instruction: Evidence from think-aloud protocols and interviews. *Writing & Pedagogy*

#### **MANUSCRIPTS IN PREPARATION:**

**Beck, S. W.**, Jensen, L. A., Anderson, D.A. & Davis, L.A. (in preparation). Aspects of teacher knowledge in writing assessment: A review of the literature.

**Beck, S.**, Burns, B. & Anderson, D. (in preparation). Literacy tools for literary understanding: The Use of Questioning Heuristics to Develop Thematic Understanding of Literature.

#### **FUNDED RESEARCH**

**Principal Investigator, Teacher Thinking in the Assessment of Writing: A Pilot Study**  
Steinhardt Research Challenge (IDEA) Grant (Period: 9/1/13-8/31/14)  
Amount: \$4,920

**Principal Investigator. What is academic writing? Investigating this construct as a basis for diagnosing secondary students' writing difficulties**  
Funded by The Spencer Foundation (Period: 9/1/07 - 8/31/08)  
Amount: \$39,817

**Principal Investigator. Developing a diagnostic assessment of academic writing: The construct definition phase (with Lorena Llosa, NYU)**

Funded by the Steinhardt Faculty Challenge Grants Competition--Doctoral Graduate Assistant Award  
(Period: 9/1/2007-5/31/2008)  
Amount: \$31,710

**Principal Investigator. *Developing an evidentiary framework for the construct of academic writing***  
**(with Lorena Llosa, NYU)**

Funded by a New York University Research Challenge Grant (Period: 6/1/07- 5/31/08)  
Amount: \$10,326

**Principal Investigator. *The nature of academic writing in secondary education: Implications for diagnostic assessment*** (with Lorena Llosa, NYU)

Funded by the Steinhardt Faculty Challenge Grants Competition--IDEA Award (Funding Period: 6/1/07 – 5/31/08)  
Amount: \$5,000

**Principal Investigator. *Developing a diagnostic assessment of academic writing: The construct definition phase*** (with Lorena Llosa, NYU)

Funded by the Steinhardt Faculty Challenge Grants Competition—Summer Development Award (Funding Period: 6/1/07-5/31/08)  
Amount: \$5,000

**Principal Investigator – *Learning the Genres of History and English***

Funded by the Steinhardt Research Assistantship Challenge Fund  
Funding Period: 9/1/05 to 5/31/06  
Amount: \$27,995

**Principal Investigator – *Literacy within and across subjects in an urban school***

Funded by the Spencer Foundation  
Funding Period: 10/1/04 to 11/31/05  
Amount: \$32, 834

**Principal Investigator - *Academic Literacy and Literary Expertise: A Pilot study of the Process of Literary Interpretation in Experts and Students***

Funded by the NYU Steinhardt Research Challenge Fund  
Funding Period: 5/31/03 to 5/31/04  
Amount: \$3,996

#### **INVITED TALKS:**

Beck, S.W. (2007, November). "Cognitive, textual and social dimensions of academic writing: Implications for the instruction and assessment of adolescent learners. Invited Talk, Michigan State University.

Beck, S.W. & Llosa, L. (2007, October). Developing a diagnostic assessment of academic writing: The construct definition phase. Language and Literacy Research Series, Department of Teaching and Learning, New York University.

#### **REFEREED CONFERENCE PRESENTATIONS, PARTIAL LIST:**

**Beck, S.,** Black, K. &, Trzeszkowski-Geise, A. (2014, December). Teacher and student perspectives in the formative assessment of writing using a think-aloud protocol. Paper presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.

**Beck, S.,** Llosa, L., Trzeszkowski-Geise, A. & Black, K. (2014, April). How useful is the think-aloud protocol as a tool for the diagnostic classroom assessment of high-school students' writing?: Insights from teachers' and students' experiences. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

**Beck, S.,** Llosa, L., Trzeszkowski-Geise, A. & Jensen, L. (2013, December). Developing a diagnostic assessment of academic writing. Paper presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.

**Beck, S.,** Burns, B. & Anderson, D. (2011, May). Developing Interpretive Stance in Adolescent Readers: The Use of Questioning Heuristics to Develop Thematic Understanding of Literature. Poster Presentation at the International Reading Association Conference, Orlando, FL.

**Beck, S.,** Burns, B. & Anderson, D. (2011, April). Literacy tools for literary understanding: An investigation of heuristics in the English classroom. Paper presented at the International Federation of the Teaching of English Conference, Auckland, NZ.

Clark-Gareca, B., **Beck, S.** & Llosa, L. (2011, April). High school teachers' knowledge of writing and writing instruction: Evidence from think-aloud protocols and interviews. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

**Beck, S.,** Llosa, L., Fredrick, T. & Smith, A. (2009, November) A developmental perspective on high-school writers' strengths in academic writing. Presentation at the Annual Convention of the National Council of Teachers of English: Philadelphia, PA.

**Beck, S.,** Llosa, L., Fredrick, T. & Smith, A. (2009, April) High school students' difficulties with academic writing: Implications for instruction and assessment. Paper presented at the Annual Meeting of the American Educational Research Association: San Diego, CA.

Llosa, L., **Beck, S.,** Zhao, C. (2009, April). Developing a Diagnostic Assessment of Academic Writing for High School Students: The Construct Definition Phase. Paper presented at the Annual Meeting of the American Educational Research Association: San Diego, CA.

Llosa, L., **Beck, S.,** Zhao, C. (2009, March). Defining the construct of academic writing to inform the development of a diagnostic assessment. Paper presented at the 30th annual Language Testing Research Colloquium (LTRC), Denver, CO

**Beck, S.W.** (March 28, 2008). The use of narrative textual strategies in high school students' expository writing about history. Paper presented at the Annual Meeting of the American Educational Research Association: New York, NY.

Llosa, L. and **Beck, S. W.** (2007, June). Developing a diagnostic assessment of academic writing: The construct definition phase. Work-in-Progress presented at the 28th annual Language Testing Research

Colloquium (LTRC), Barcelona, Spain

**Beck, S. W. & Jeffery, J.** (April 10, 2007). How students view the genre demands of writing about History and Literature: Insights from retrospective accounts. Paper presented at the Annual Meeting of the American Educational Research Association: Chicago, IL.

**Beck, S. & Jeffery, J.** (2006). *The role of content knowledge in writing about History and Literature: Insights from students' retrospective accounts.* Paper Presented at the 56th National Reading Conference. Los Angeles, California.

**Beck, S.W., Giordano, P. & Jeffery, J. V.** (2006). —I just want them to write an essay!: How teachers think about integrating literacy skills and content knowledge. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA: April 7, 2006.

**Beck, S.W.** (2005). Orientations to Literary Response: Attitudes and Processes. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, Florida: November 30-December 3, 2005.

**Beck, S. W. & Jeffery, J.** (2005). Genres of academic writing and of high-stakes assessment: Exploring the difference. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, Florida: November 30-December 3, 2005.

**Beck, S.W.** (2004). How writing extends students' reasoning about literature. Paper presented at the 94th Annual Convention of the National Council of Teachers of English. Indianapolis, Indiana: November 18-24, 2004.

**Beck, S. W.** (2003). How do we know where our pre-service teachers are coming from? Paper presented at the Annual Meeting of the National Council of Teachers of English, San Francisco, CA, November 21, 2003.

**Beck, S. W. & Peterson, S.** (2003) When are two minds better than one? Reciprocal influence between teacher and researcher in the investigation of students' academic literacy (18 pp.). Penn Ethnography Forum. Philadelphia, PA: March 1, 2003.

**Beck, S. W.** (2002). The development of ninth grade students' criteria for literary analysis essays in pedagogical context. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA: April, 2002.

**Beck, S. W.** (2002). How an Urban Teacher Supports the Development of Ninth Grade Students' Knowledge about and Competence in Demonstrating Criteria for the Literary Analysis Essay. Round Table Presentation at the Annual Convention of the National Council of Teachers of English. Atlanta, GA: December, 2002.

**Beck, S. W., Coker, D., Hemphill, L., & Bellinger, D.** (2001). Exploring areas of vulnerability in the literacy skills of children with a history of corrective heart surgery. Paper presented at the National Reading Conference, December 2001, San Antonio, TX.

**Beck, S.W.** (2000). The Structure of Talk in a Classroom Discussion of Student Writing. Paper presented

at the Annual Meeting of the American Educational Research Association, April, 2000, New Orleans, Louisiana.

**Beck, S. W.** (1999). *New Paradigms, New Practices: A Theoretical Review of Reading Comprehension Assessments*. Paper Presented at the Annual Meeting of the American Educational Research Association, April 1999, Montréal, Canada.

## **TEACHING AND ADVISEMENT**

### **Courses Taught at New York University**

TCHL-GE.3037 – Doctoral Proseminar in Teaching and Learning  
ENGED-GE.2120 – Curriculum and Research in the English Language Arts  
ENGED-GE.3919 – Doctoral Seminar in Written Discourse  
E11.2509 – Teaching Reading in the English Classroom  
E16.2016 – Reading and Writing: Foundations  
E11.2501— Teaching Expository Writing  
E11.2511 – Masters Seminar in English Education  
E11.2049 – Teaching English in the Inner City  
E27.3001/2 – Dissertation Proposal Seminar  
E11.2028 – Evaluating Learning in English and the Humanities

### **Doctoral Dissertations Advised and Directed (\*)**

Laura Davis	Dialogues on Difference: Constructing Understandings of Diversity in Preservice Teacher Education
Regine Rossi	Three Lenses on Composing: English Teacher Educators' Views of School Writing, Writing Instruction, and the Preparation of English Teachers
Catherine M. Sigler*	Painful Memories: Grieving and the Reconstruction of Meaning in Contemporary Memoir (graduated: 12/13)
Michael Stoll	Teachers' Conceptualizations of Writing and Historical Thinking in Social Studies
Tim Fredrick*	Students Accomplishing Academic & Social Actions through Language (graduated: 12/11)
Heather B. Finn	Narratives of English Literacy Learning: Women's Participation in a Community-Based Adult ESL Writing Class (graduated: 5/11)
Jill V. Jeffery*	Exploring the Intersection Between Voice Criteria and Genre

Demands in Direct Writing Assessments.  
(graduated: 9/10 – currently an Assistant Professor at Brooklyn College)

- Cecilia Guanfang Zhao      The relationship between voice intensity and writing quality in post-secondary L2 writers  
(graduated: 9/10)
- Margaret V. Gardineer\*      Exploring the Familiar in the Strange: Readers' Responses to a Canonical Text  
(Graduated: 5/09)
- Gabriel Reich\*      Measuring Achievement in History: Multiple Choice, High Stakes, and Unsure Outcomes  
(graduated 9/07; currently an Associate Professor at Virginia Commonwealth University)
- Jody N. Polleck      Constructing Identity, Constructing Community: Book Clubs with Urban Adolescent Females  
(graduated 5/07)
- Emily Klein      Theory into Practice: Professional Development Design and Implementation in a Small High School Development Project.  
(graduated 5/12/05)
- Chia-Jung Lin      Contrastive Rhetoric Revisited: Taiwanese Advanced ESL Learners' Organizational Structures in Persuasive English writings  
(graduated 9/24/07)

## **OTHER TRAINING AND WORK EXPERIENCE**

- Consultant in Writing Assessment,      2001-2002**  
**Snowden International High School, Boston, MA**
- Evaluation Consultant,      October 2000- August 2002**  
**Faculty Writing Seminars of the Bard College**  
**Institute for Writing and Thinking**
- “The Art of Writing About Teaching” – Workshop organizer      January-September 2000**  
**Harvard Educational Review**
- Research Assistant to Dr. Lowry Hemphill,      January 1997- June 2002**  
**Harvard Graduate School of Education**



<b>Research Assistant to Nell K. Duke, Harvard Graduate School of Education</b>	<b>Spring 1997</b>
<b>Curriculum Consultant, Max Warburg Courage Curriculum</b>	<b>Summer 1997</b>

**SERVICE TO THE DEPARTMENT AND SCHOOL:**

Chair, Promotion and Tenure Committee, Department of Teaching and Learning Steinhardt School of Education	<b>2013-2014</b>
Member, Promotion and Tenure Committee	<b>2009-present</b>
Member, Search Committee for the Director of the Expository Writing Program NYU – College of Arts and Sciences	<b>2013-2014</b>
Co-Chair, Doctoral Program, Department of Teaching and Learning Steinhardt School of Education	<b>2011-2013</b>
Program Director, English Education, Department of Teaching and Learning Steinhardt School of Education	<b>2008-present</b>
Chair, Faculty Search Committee, Literacy/English Education Department of Teaching and Learning	<b>2011-2012</b>
Faculty Search Committee, English Education Department of Teaching and Learning	<b>2007-2008</b>
Member, Advisory Board, <i>University Neighborhood Middle School</i> (a New York University Partnership School)	<b>2004-2005</b>
Faculty Search Committee, English Education Department of Teaching and Learning	<b>2005-2006</b>
Steinhardt Teacher Education Council	<b>2005-2007</b>
Teacher Education Research Advisory Committee Department of Teaching and Learning	<b>2005-2006</b>
Student Academic Life Committee New York University, Department of Teaching and Learning	<b>2002-2004</b>
Faculty Search Committee (Literacy Education), Department of Teaching and Learning	<b>2002-2003</b>
Harvard Graduate School of Education, Committee on Rights and Responsibilities	<b>2000-2001 1996-1997</b>

Harvard Graduate School of Education, Search Committee for Professor in Language and Literacy	<b>1998-1999</b>
Harvard Graduate School of Education Student Research Conference and International Forum, Steering Committee	<b>1997-1998</b>
<b>SERVICE TO THE PROFESSION</b>	
Editorial Board Member, <i>Research in the Teaching of English</i>	<b>2014-2016</b>
Editorial Advisory Board, <i>Journal of Literacy Research</i>	<b>2004-present</b>
Ad-Hoc Reviewer, <i>Research in the Teaching of English</i>	<b>2001, 2008, 2012-present</b>
Ad-Hoc Reviewer, <i>Language Testing</i>	<b>2011-12</b>
Guest Reviewer, <i>Assessing Writing</i>	<b>2009-present</b>
Senior Editor, <i>Harvard Educational Review</i>	<b>2001-2002</b>
Editorial Board, <i>Harvard Educational Review</i>	<b>1998-2000</b>
Guest Reviewer, <i>Discourse Processes</i>	<b>2000</b>
Proposal Reviewer, Division C (Learning and Instruction) and Division K (Teacher Education) Annual Meeting of the American Educational Research Association	<b>2007, 2012</b>
Member, Selection Committee for the Alan Purves Award National Council of Teachers of English	<b>2007</b>
Member, Standing Committee on Research, National Council of Teachers of English	<b>2006-2008</b>
Proposal Reviewer, (Division C, Learning & Instruction; Writing and Literacies SIG) Annual Meeting of the American Educational Research Association	<b>2005, 2006</b>
Area Chair (Area 9, Literature and Text Analysis) National Reading Conference	<b>2005, 2006</b>

**MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:**

American Educational Research Association

National Reading Conference

National Council of Teachers of English

International Reading Association