
SCOTT F. BEERS, PH.D.

Work

Associate Professor, Curriculum and Instruction
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EDUCATION

2004 Ph.D., University of Washington College of Education
Curriculum and Instruction
Seattle, Washington

Research and teaching interests: K-8 literacy, psychology of reading and writing, technology and writing development, emotional development and learning, brain development and learning.

1996 M.A. English Literature
University of Colorado
Boulder, Colorado

1990 B.A. English Literature (*Cum Laude*)
Yale University
New Haven, Connecticut

EMPLOYMENT

2004-Present Assistant Professor (Step 4, as of 2008), Tenure Track, Seattle Pacific University

2001-2004 Sr. Research Fellow, Talaris Research Institute

2000-2001 Middle School Teacher, Hamlin Robinson School

AWARDS/GRANTS

1999 Microsoft Technology and Learning Disabilities Grant Award, \$10,000

2008 Faculty Research Grant, Seattle Pacific University, \$3,600

PEER-REVIEWED PUBLICATIONS/SUBMISSIONS

Beers, S. F., & Nagy, W. (in press). Writing development in four genres from grades three to seven: Syntactic complexity and genre differentiation. *Reading and Writing: An Interdisciplinary Journal*.

Berninger, V.W., Nagy, W., & Beers, S. F. (in press), Developing writers' sentence and syntactic awareness: Constructing and combining sentences. *Reading and Writing: An Interdisciplinary Journal*.

Beers, S. F., Quinlan, T., & Harbaugh, G. (2010). Adolescent students' reading during writing behaviors and relationships with text quality: An eyetracking study. *Reading and Writing: An Interdisciplinary Journal*, 23, 743-775.

Beers, S. F., & Nagy, W. (2009). Syntactic Complexity as a Predictor of Adolescent Writing Quality: Which Measures? Which Genre? *Reading and Writing: An Interdisciplinary Journal*, 22, 185-200.

MANUSCRIPTS IN PREPARATION

Beers, S. F., & Nagy, W. (in preparation). T-units and sentences: Developmental changes in oral and written language syntax and their relationships. In M. Fayol, D. Alamargot, & V. W. Berninger (Eds.), *Translation of thought to written language: Studies across methods, languages, and the life span*.

INVITED PUBLICATIONS

Edwards, C., & Beers, S. F. (2007). Test Review, Ramsay Corporation Job Skills Test. *Buros Institute of Mental Measurements*.

Grossman, P., Wineburg, S., & Beers, S. F. (2000). When theory meets practice in the world of school. In S. Wineburg & P. Grossman (Eds.), *Interdisciplinary curriculum: Challenges to implementation* (pp. 1-17). New York: Teacher's College Press.

Standal, T. C., & Beers, S. F., (2000). A snapshot of middle school literacy with developing implications. *Curriculum in Context*, 27(1), 6-8 (Washington State Association for Supervision and Curriculum Development).

REFEREED PROFESSIONAL PAPERS AND PRESENTATIONS

Beers, S. F. (2009, November). *Promoting language and literacy in the early years: A practical, research-based approach*. Paper presented at the national conference of the National Association for the Education of Young Children, Washington, DC.

- Beers, S. F., & Nagy, W. (2008, November). *Writing in academic registers: The development of syntactic complexity in four genres from grades 5 to 7*. Roundtable conducted at the annual meeting of the National Reading Conference, Orlando, FL.
- Beers, S. F. (2008, September). *Three studies of syntactic complexity in three writing modalities*. Paper presented at the international Language and Literacy Conference, Lyon, France.
- Beers, S. F. (2008, February). *Reading during writing: Using eye tracking to examine relationships between reading patterns and text quality*. Paper presented at the international conference Writing Research Across Borders, Santa Barbara, CA.
- Beers, S. F. (2008, February). *The development of syntactic complexity in oral language texts: Effects of grade and genre*. Paper presented at the international conference Writing Research Across Borders, Santa Barbara, CA.
- Beers, S. F. (2007, April). *Genre differences in middle school writing: Relationships among writing quality, sentence structure, and working memory*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Beers, S. F. (2005, December). *Adolescents' reading during writing: Eye movement, writing, and gender differences*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Beers, S. F., & Quinlan, T. (2004, April). *Adolescents' reading fluency and its effects upon reading during writing*. Roundtable conducted at the annual meeting of the American Educational Research Association, San Diego, CA.
- Standal, T. C., Beers, S. F., Jones, L., Coskie, T., Joyce, J., & Read, T. (2001, May). *Assessment, teacher practice, and school culture: Voices of change in a middle school*. Symposium presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Beers, S. F. (2001, April). *Tracking the eyes: Reading, eye movements, and on-line planning during writing*. Roundtable conducted at the annual meeting of the American Educational Research Association, Seattle, WA.
- Quinlan, T., & Beers, S. F. (2001, March) *Speech recognition technology in the writing workshop: Advantages for students with learning disabilities*. Paper presented at the annual international conference, "Technology and Persons with Disabilities," California State-Northridge, Los Angeles, CA.
- Beers, S. F., & Quinlan, T. (2000, April). *Reading while writing: The role of the developing text in student writing*. Roundtable conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

Beers, S. F., & Quinlan, T. (2000, March). *Learning-disabled writers' use of the developing text*. Paper presented at the annual international conference, "Technology and Persons with Disabilities," California State-Northridge, Los Angeles, CA.

Standal, T. C., Beers, S. F., Coskie, T., & Jones, L. (1999, October). *Middle school literacy: A data-based snapshot*. Washington Organization for Reading Development Annual Conference. Seattle, Washington.

INVITED PRESENTATIONS

Beers, S. F. (April, 2006). *Preparing young readers*. Presentation for the Queen Anne Parenting Co-op, Seattle, WA.

Beers, S. F. (October, 2005). *Emergent Literacy*. National meeting of the Parenting Counts Coordinators (PBS Early Learning Initiative), Seattle, WA.

Beers, S. F. (February, 2005). *Emotions matter in the classroom*. Show Me the Way: Children and Family Ministries Conference, University Presbyterian Church, Seattle, WA.

Medina, J. J., & Beers, S. F. (March, 2004). *Emotion coaching: Nurturing a child's emotional development*. National Meeting of the National Coalition for Campus Children's Centers.

Beers, S. F. (January, 2004). *Emotional development and school readiness*. ECEAP / Head Start Training Conference, Spokane, WA.

Beers, S. F. (August, 2003). *Research on stress and learning*. Faculty Development, Snohomish School District, Cascade View Elementary School, Snohomish, WA.

Beers, S. F. (May, 2003). *Promoting early literacy in families*. Seattle Public Health Training, Seattle, WA.

Medina, J. J., & Beers, S. F. (May, 2003). *The brain, emotions, and the power of relationships*. Mount Vernon Public Health Conference, Mount Vernon, WA.

Beers, S. F. (February, 2003). *Early environments and early learning*. Infant and Toddler Program, Snohomish County, WA.

Beers, S. F. (October, 2002). *Stress and its effects on brain development*. Annual Meeting of the Washington Association for the Education of Young Children (WAEYC), Yakima, WA.

Beers, S. F. (October, 2002). *Stress, the brain, and learning*. Faculty Development, Seattle Public Schools, Seattle, WA.

Beers, S. F., & Chandler, B. (October, 2002). *The brain, emotional development, and school readiness*. Getting School Ready Community Forum, Bothell Library, Bothell, WA.

Beers, S. F. (May, 2002). *How families can support school success*. Issaquah Youth and Family Network, Issaquah, WA.

Beers, S. F. (2002, February). *Inside the child's mind: Lessons from brain research*. Keynote address, Parenting Matters Annual Fundraising Luncheon, Sequim, WA.

Beers, S. F. (2002, January). *Promoting early learning*. Bellevue Montessori College, Bellevue, WA.

Quinlan, T., & Beers, S. F. (2001, November). *Speech recognition technology: A writing tool for students with dyslexia*. International Dyslexia Assoc., Seattle, WA.

Beers, S. F. (2001, November). *Nurturing young minds*. EPIC--Sharing Horizons Conference, Yakima, Washington.

Beers, S. F. (2000, February). *Adolescent writers and the use of the developing text*. LANE Conference, University of British Columbia, Canada.

PROFESSIONAL EXPERIENCE

- 2001-2004 *Sr. Research Fellow, Talaris Research Institute, Seattle, WA*
This position at Talaris involved researching, evaluating, synthesizing, and communicating knowledge about child development for parents, families, and educators. I acquired expertise in brain development, language development, emergent literacy, emotional development and learning, and cognitive development. This position included numerous presentations and teaching opportunities with educators, parenting professionals, and childcare specialists.
- 2000-2001 *Middle School Teacher, Hamlin Robinson School, Seattle, WA*
Taught reading, writing, social studies, and computer skills to students in 6th through 8th grade. Hamlin Robinson is a private school serving students with reading and writing disabilities.
- 1998-2000 *Research Assistant, University of Washington*
This two-year appointment with Professors Sam Wineburg and Pam Grossman focused upon a multi-year research project called the "Community of Learners." Using qualitative methods (including discourse analysis), this project explored the growth and development of community in a group of high school teachers participating in book club meetings. My responsibilities included working with Seattle-area high school teachers, data collection and analysis, assisting with writing projects, and budget management.

1997-1998 *Teaching Assistant, University of Washington Teacher Education Program*
Mentored Master's in Teaching students, which included leading teacher education discussion sessions, advising on student portfolio projects, and assisting with teacher education curriculum development. Also designed, evaluated, and graded student assignments for elementary and secondary teacher education courses.

Courses: EDTEP 581, Working in Secondary Schools
EDTEP 582, Working in Primary Schools

These courses were designed to prepare Master's in Teaching students for the opportunities found in beginning their teaching career. Topics included finding employment, working with existing school faculty, leadership in schools, working with parents, and legal issues surrounding teaching. This class also served as a forum for students to reflect upon their student teaching experiences.

1994-1996 *Teaching Assistant, University of Colorado-Boulder Dept. of English*
Taught freshman composition courses, which included instruction on the fundamental components of the writing process (prewriting, drafting, reviewing, peer editing) in the context of basic literary criticism. This was also an opportunity to mentor freshmen students beginning their college careers.

Course: English 101, Freshman Composition

1991-1992 *College Ministry Mission Coordinator, University Presbyterian Church, Seattle, WA*
Developed, organized, and led local and international short-term mission trips for college students. Responsibilities included mission selection, group training, organizing spiritual and financial support efforts, and leading teams of students on service and outreach projects. Missions included partnerships with local tutoring organizations, shelters, and food banks; construction and evangelism projects in Mexico and Jamaica; and working with at-risk youth in Belfast, Northern Ireland.

1990-1991 *College Ministry Intern, University Presbyterian Church, Seattle, WA*
Helped organize and lead a ministry program for over 600 university students (The Inn). Ministries included leading multiple Bible studies and men's accountability groups, directing and leading worship for weekly meetings and retreats, and working with student leaders on outreach and evangelism efforts.

TEACHING AND WORKING IN SCHOOLS

2002 *Learning and the Brain Class, Truman High School, Federal Way, WA.*

This class introduced several "brain rules" from the cognitive sciences and neuroscience that are relevant to teaching and learning in the classroom. Among

the topics covered were: long-term potentiation (LTP), learning, and memory; emotions and learning; and stress and learning. Along with colleague Victoria Bergsagel, I taught this 10-week class to teachers and administrators in the Federal Way School District.

2000-2001 ***Middle School Teacher, Hamlin Robinson School, Seattle, WA.***

Hamlin Robinson is a K-8 private school dedicated to serving students with language-related difficulties, and it provides structured, systematic, encouraging instruction. I taught reading and writing classes to 6th, 7th, and 8th-grade students, as well as courses in computer skills and social studies. I frequently used multimedia software as a teaching and learning tool.

2000 ***Writing & Technology Workshop, Hamlin Robinson School, Seattle, WA.***

This four-week summer workshop, focusing upon the use of speech recognition technology as a writing tool, was designed for ten middle school students with language-related disabilities. The workshop combined intensive training on the speech-to-text software (Dragon NaturallySpeaking 4.0) alongside group instruction in the writing process (*see article from the Seattle Post-Intelligencer: <http://seattlepi.nwsourc.com/local/voic21.shtml>*).

1999-2000 ***Adolescent Reading Improvement Team, Kellogg Middle School, Seattle, WA.***

As part of a 5-member team of graduate students and professors, we worked alongside middle school teachers and faculty. Our work included multiple reading assessments, statistical analyses, and consultation with faculty groups.

1997-1998 ***Writing Assessment Consultant, Bellevue School District, Bellevue, WA.***

Working with curriculum specialists and language arts department chairs, I assisted in an analysis of Bellevue's district-wide writing assessment and helped reshape their assessment practices.

PROFESSIONAL AFFILIATIONS

2004-present International Reading Association

2004-present National Reading Conference

1999-2001 American Educational Research Association, Division C