
SCOTT F. BEERS, PH.D.

Work

Professor, Curriculum and Instruction
Chair, M. Ed. Literacy Program
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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, writing disabilities

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

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

EMPLOYMENT

2018-current Professor, Seattle Pacific University
2010-2017 Associate Professor, Seattle Pacific University
2004-2009 Assistant Professor, Seattle Pacific University
2001-2004 Senior 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
2011-2016 NIH Grant #HD071764, Learning Disabilities Research Center at the University
of Washington (Co-PI, SPU subcontract, \$340,000).

PEER-REVIEWED PUBLICATIONS

- Abbott, R., Mickail, T., Richards, T., Renninger, A., Hidi, S. E., Beers, S., & Berninger, V. (2017). Understanding interest and self-efficacy in the reading and writing of students with persisting specific learning disabilities during middle childhood and early adolescence. *International Journal of Educational Methodology*, 3, 41-64.
- Beers, S. F., Mickail, T., Abbott, R., & Berninger, V. (2017). Effects of transcription ability and transcription mode on translation: Evidence from written compositions, language bursts and pauses when students in grades 4 to 9, with and without persisting dyslexia or dysgraphia, compose by pen or by keyboard. *Journal of Writing Research*, 9, 1-25.
- Yagle, K., Richards, T., Askren, K., Mestre, Z., Beers, S., Abbott, R., Nagy, W., & Berninger, V. (2017). Relationships between eye movements during sentence reading comprehension, word spelling and reading, and DTI and fMRI connectivity in students with and without dysgraphia or dyslexia. *Journal of Systems and Integrated Neuroscience*, 3(1), 1-11.
- Gritter, K., Beers, S., & Knaus, R. W. (2013). Teacher scaffolding of academic language in an advanced placement U.S. history class. *Journal of Adolescent and Adult Literacy*, 56, 409-418.
- Beers, S. F., & Nagy, W. (2011). Writing development in four genres from grades three to seven: Syntactic complexity and genre differentiation. *Reading and Writing: An Interdisciplinary Journal*, 24, 183-202.
- Berninger, V.W., Nagy, W., & Beers, S. F. (2011). Child writers' construction and reconstruction of single sentences and construction of multi-sentence texts: Contributions of syntax and transcription to translation. *Reading and Writing: An Interdisciplinary Journal*, 24, 151-182.
- 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.

INVITED / TRADE 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. (2017, July). *The cost of spelling errors upon writing fluency for students with and without dyslexia: An eye movement study*. Paper presented at the Society for the Scientific Study of Reading International Conference, Halifax, Nova Scotia.

Beers, S.F. (2016, July). *By pen or by keyboard? The effects of writing mode on the online writing processes of adolescent students with written language disabilities*. Paper presented at the Society for the Scientific Study of Reading International Conference, Porto, Portugal.

Beers, S. F. (2015, December). *Reading during writing: Using eye tracking to examine the reading patterns of adolescent students with written language disabilities as they compose by hand and by keyboard*. Presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Beers, S. F. (2014, December). *The effects of writing mode for adolescent students with language disabilities*. Presented at the annual meeting of the Literacy Research Association, Marco Island, FL.

Beers, S. F. (2014, February). *The effects of writing mode, text genre, and computerized intervention upon the translation processes of students with impaired transcription processes*. Presented at the international conference Writing Research Across Borders, Paris, France.

Beers, S. F. (2011, November). *Narrative writing in the academic register: A comparison of oral and written narratives in grades 5 and 7*. Presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

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*. Presented 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*. Presented 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*. Presented 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*. Presented 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.

CONTRIBUTIONS TO THE GUILD: PEER REVIEWS FOR REFEREED JOURNALS

- 2017 *Reading and Writing: An Interdisciplinary Journal*. Manuscript reviewed: Impact of handwriting training on fluency, spelling, and text quality among third graders.
- 2017 *Journal of Writing Research*. Manuscript reviewed: assessment of L2 student writing: does teacher disciplinary background matter?
- 2017 *Reading and Writing: An Interdisciplinary Journal*. Manuscript reviewed: Writing proficiency level and writing development of low-achieving adolescents: The roles of linguistic knowledge, fluency, and metacognitive knowledge.
- 2014 *Journal of Educational Psychology*. Manuscript reviewed: The impact of promoting transcription on early text production: Effects on bursts and pauses, levels of written language, and writing performance.
- 2014 *Written Language and Literacy*. Manuscript reviewed: Development of syntactic connectivity across text types and modality.
- 2014 *Reading and Writing: An Interdisciplinary Journal*. Manuscript reviewed: Investigating persuasive writing by 9-11 year olds.
- 2014 *Journal of Learning Disabilities*. Manuscript reviewed: Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty.
- 2013 *Journal of Reading Research*. Manuscript reviewed: Investigating the relationship between children's spoken language skills and prose writing ability.
- 2009 *British Journal of Educational Psychology*. Manuscript reviewed: Temporal management of the writing process: Effects of genre and organizing constraints in grades 5, 7 and 9.

PROFESSIONAL AFFILIATIONS

- 2016-present Society for Scientific Study of Reading
2004-present International Reading Association/International Literacy Association
2004-present National Reading Conference/Literacy Research Association
1999-2001 American Educational Research Association, Division C