

Curriculum Vitae
Susan S. Fields, Ed.D.

Visiting Assistant Professor of Reading and Literacy Education
College of Education and Human Development
Texas A&M University

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Professional Research and Teaching Interests

- Intersection of identity and literacy development
- Qualitative, case study methodologies
- K-12 literacy assessment and instruction
- Disciplinary literacy

Academic Background

- 2017 **Boston University Wheelock College of Education & Human Development,**
Boston, MA
Ed.D., Language and Literacy Education
Advisor: Dr. Katherine Frankel
Dissertation: *Analytical Writing and Identity Development of Diverse Adolescents in an Alternative High School Preparatory Academy*
- 2008 **Union Institute & University,** Graduate College, Montpelier, VT
M.Ed., Curriculum and Instruction with a focus on Social Justice Education
Advisor: Dr. Constance Krosney
Thesis: *Racial Identity in a Social Context*
- 2003 **University of Texas at Austin,** Austin, TX
B.A., English and Spanish
Elected to Phi Beta Kappa Society

Professional Experience

- 2017-Present **Texas A&M University,** College Station, TX
Visiting Assistant Professor of Reading and Literacy Education
- 2012-2017 **Boston University Wheelock College of Education & Human Development,**
Boston, MA
Instructor, Language and Literacy Education

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2013-2017 **Boston University**, Reading and Writing Clinic, Boston, MA
Instructional Coach and Tutor, Grades 5-12

The BU Reading and Writing Clinic provides scholarships to support the literacy development of K-12 students from local public schools in the greater Boston area through weekly one-on-one tutoring.

2013 **Harvard University**, EdLabs, Cambridge, MA
Curriculum Writer

EdLabs addresses the learning needs of urban students by initiating research projects across the country. I worked for the MS ExTra project which worked to investigate the efficacy of delivering daily, small-group tutoring in reading in New York City public schools to middle school students who needed support with reading comprehension.

2012 **East Boston High School**, Bridge Program, Boston, MA
Writing Instructor

The Bridge Program was a summer workshop that provided a “bridge” between regular education and Advanced Placement English classes. The program aimed to expand the accessibility of AP classes to more students - particularly emergent bilingual students.

2005-2011 **Epiphany Middle School**, Dorchester, Massachusetts
Teacher, Grades 6 and 7, English Language Arts
English Department Head (2010-2011)

Epiphany Middle School is an independent, full-service, tuition-free middle school that serves families in south Boston who are looking for an alternative educational pathway for their children. The school’s structure allows for students’ families to work and/or return to school while students receive 12 hours of instruction, physical education, and enrichment in a close-knit community environment. At the school, I lived and worked among students and their families to support their literacy development.

2003-2005 **Travis Middle School**, Teach for America, McAllen, Texas
Teacher, Grade 7, English Language Arts

Teach for America recruits educational leaders to teach in under-resourced public schools for at least two years.

Honors

2016-2017 **Boston University**
Helen Murphy Research Scholarship

2015 **Boston University**
Women’s Guild Scholarship

- 2011-2014 **Boston University**
 Glenn Fellowship
- 2013-2014 **Boston University**
 Helen Murphy Teaching Scholarship
- 2012; 2015 **Boston University**
 Graduate Research and Scholarship Award

Publications

Fields, S.S. (revise and resubmit). From “painstaking” to “open [and] loose”: Case study of a frustrated adolescent writer. *Reading and Writing Quarterly: Overcoming Learning Difficulties*.

Frankel, K.K., **Fields, S.S.**, Kimball-Veeder, J., & Murphy, C.R. (2018). Positioning adolescents in literacy teaching and learning. *Journal of Literacy Research, 50*(4), 446-477.

Frankel, K.K., & **Fields, S.S.** (in revision). Disrupting storylines: A case study of one adolescent’s identity, agency, and positioning during literacy tutoring. *Literacy Research and Instruction*.

Fields, S.S. & K.K. Frankel. (in preparation). Implications of one adolescent writer’s pushback against a writing teacher’s expectations.

Fields, S.S. (2017). Classroom writing community as authentic audience: The development of ninth-graders’ analytical writing and academic writing identities. In Ortlieb, E., Cheek, E. H. & Verlaan, W. (Eds.), *Writing Instruction to Support Literacy Success*. Bingley, UK: Emerald Group Publishing.

Sklarwitz, S. R., **Fields, S. S.**, Seider, S.C., & Didier, B. (2015). Changing attitudes, motivating action: Global citizenship identity among privileged adolescents. In Harshman, J. R., Augustine, T., & Merryfield, M. (Eds.), *Research in Global Citizenship Education*. Greensboro, NC: Information Age Publishing.

Presentations at Peer-Reviewed Conferences

Fields, S.S. (2018). What is at stake?: Implications of one adolescent writer’s pushback against a writing teacher’s expectations. Paper to be presented at the International Conference on Urban Education, Nassau, Bahamas.

Frankel, K.K., **Fields, S.S.**, & Ward-Goldberg, A.E. (2018). If it’s not about the test, what’s the point? Confronting constraints in the design of a school-based literacy community. Paper presented at the Literacy Research Association’s Annual Conference, Indian Wells, CA.

- Frankel, K.K., **Fields, S.S.**, & Ward-Goldberg, A.E. (2018). Navigating contradictions: Shared and contested tools in the design of literacy learning opportunities with/for adolescents. Paper presented at American Educational Research Association Annual Meeting, New York City, NY.
- Frankel, K.K., **Fields, S.S.**, Kimball, J., & Thomas, S. (2017). Contradictions, transformations, and nested activity systems: Designing a peer mentorship approach to literacy learning for adolescents. Paper presented at the Literacy Research Association's Annual Conference, Tampa, FL.
- Fields, S.S.** (2016). Examining the analytical writing development of diverse adolescents in alternative high school preparatory program. Paper presented at the Literacy Research Association's Annual Conference, Nashville, TN.
- K.K., **Fields, S.S.**, & Miller, T. (2015). Literacy and identity: One adolescent's agency in a 1-on-1 reading intervention. Paper presented at the Literacy Research Association's Annual Conference, Carlsbad, CA.
- Paratore, J.R., Ford-Connors, E., Lombardi, C., **Fields, S.S.**, & Breen, S. (2014). Accelerating achievement of struggling readers: Establishing coherence between classrooms and clinical learning experiences. Workshop presented at the International Reading Association Preconference Institute #11, New Orleans, LA.
- Sklarwitz, S.R., **Fields, S.S.**, & Seider, S.C. (2014). The effects of global citizenship programming upon the social responsibility and civic engagement of privileged adolescents in the United States. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Sklarwitz, S.R., **Fields, S.S.**, & Seider, S.C. (2013). The effects of global citizenship programming upon the beliefs and attitudes of privileged adolescents. Poster presented at the American Educational Research Association Conference, San Francisco, CA.
- Invited Presentations**
- Fields, S.S.** & Matthews, S. (2018). Who is telling the story and why does it matter? Using anti-bias frameworks to evaluate authorship and representation. Presentation delivered at Celebrating and Exploring Diversity in Literature and Literacies Conference at Texas A&M University, College Station, TX.
- Matthews, S., & **Fields, S.S.** (2018). Neither too fast or too slow: Finding the "just right" instructional pace for student engagement. Presentation delivered to Texas A&M faculty through the Transformational Teaching & Learning Conference.
- Fields, S.S.** (2016). Literacy across the content areas. Presentation delivered to

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undergraduate tutors through the Boston University Initiative for Literacy Development at Boston University, Boston, MA.

Seider, S.C., **Fields, S.S.**, Clark, S., Dunwoody, D., Tamerat, J. & Souter, M. (2016). Data driven character and culture II. Workshop facilitator for small group on data analysis for the Lynch Leadership Academy at Boston College, Boston MA.

Fields, S.S. (2015). Reading with Youngsters K-5: What they know, what they need to know, and how we can support them. Presentation delivered to undergraduate tutors through the Boston University Initiative for Literacy Development at Boston University, Boston, MA.

Seider, S.C., **Fields, S.S.**, Sklarwitz, S.R., Novick, S., & Souter, M. (2015). Fostering school improvement through data-driven project. Workshop facilitator for small group on data analysis for the Lynch Leadership Academy at Boston College, Boston MA.

Fields, S.S. (2014). Reading with Youngsters K-5: What they know, what they need to know, and how we can support them. Presentation delivered to undergraduate tutors through the BU Initiative for Literacy Development.

Graduate and Undergraduate Teaching (*Graduate Course)

Texas A&M University

RDNG 616: Organization and Supervision of Reading Programs*

Fall 2018

RDNG 465: Teaching Reading in the Middle and Secondary Grades

Spring 2018 - Fall 2018

RDNG 461: Teaching Reading through Children's Literature (writing intensive)

Spring 2018 - Fall 2018

RDNG 371: Multicultural and Interdisciplinary Literature for the Middle Grades (writing intensive)

Summer 2018

RDNG 372: Reading and Writing in the Middle Grades Curriculum (writing intensive)

Fall 2017 - Fall 2018

RDNG 490: Assessment in Reading Instruction in Middle Grades (field-based)

Fall 2017

RDNG 361: Assessment in Reading, EC-6

Spring 2018 - Fall 2018

Boston University

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LW736: Teaching Writing in the Elementary, Middle, and Secondary Schools*
Spring 2015; 2017

EN503: Lesson Design and Instruction in the Humanities*
Fall 2014

CT575: General Methods of Instruction*
Fall 2012; 2013

LR732: Student Teaching Seminar
Spring 2013

Service

Committee Member, Celebrating and Exploring Diversity in Literature and Literacies Conference,
Texas A&M University, College Station, TX (September 2018)

Faculty Advisor, Morph Student Organization, Texas A&M University (Fall 2018)

Languages

Spanish – oral and written skills

Professional Memberships

Literacy Research Association, 2014-present

International Literacy Association, 2014-present

National Council of Teachers of English, 2014-present

American Educational Research Association, 2013-present

References

Katherine Frankel

Assistant Professor, Language and Literacy Education

Co-Director, Donald Durrell Reading and Writing Clinic

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Melanie Kuhn

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Evelyn Ford-Connors

Senior Lecturer, Language and Literacy Education

Co-Director, Donald Durrell Reading and Writing Clinic

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Scott Seider

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