

DEGREES AND CREDENTIALS

Stanford Graduate School of Education, Stanford, CA

Ph.D. Candidate, 2023 - current, Education - Curriculum and Teacher Education, Literacy
Research Practice Partnership Certificate, 2026

University of California, Davis, Davis, CA

M.A. Education, 2021

Single Subject Secondary Teaching Credential (English/ELAS authorization), 2020 - current

The University of Chicago, Chicago, IL

B.A. Public Policy, 2013, Concentration in Education

FELLOWSHIPS AND AWARDS

Stanford Graduate School of Education, Stanford, CA

Office of Community Engagement Seed Grant for CAT PAWS Project, 2026 (\$40,000)

Stanford Community Impact Award, 2025

H. Andrea Neves and Barton Evans Fellowship, 2023

University of California, Davis, Davis, CA

Globe Education Academy Fellowship, 2021

MA Program Merit Fellowship, 2021

Leadership Award, 2021

Leadership Award, 2020

The University of Chicago, Chicago, IL

Thesis Honors, 2013

Dean's List, 2012 - 2013

EXPERIENCE

Stanford Graduate School of Education, Stanford, CA

Research Assistant

- Cross Age Tutoring using Peer-Assisted Writing Strategies (CAT PAWS), September 2024 - Current
PI: Chris Lemons (Stanford University), Rebecca Silverman (Stanford University)
 - Project & research lead - responsible for research design, planning, management, & implementation, project & partnership management, and instructional design & implementation
 - Joint venture with the Stanford Research Practice Learning Partnership in Santa Clara Unified School District (SCUSD), the Stanford Learning Differences Initiative (LDI), and the Stanford Haas Center
- Feedback Footprint, September 2024 - Current
PI: Dora Demszky (Stanford University), Rebecca Silverman (Stanford University), Julie Cohen (University of Virginia)
 - Responsible for research design, implementation, and mixed method analysis including interviews, qualitative coding, and computational methods
 - Draft journal articles and conference proceedings
- Peer-Assisted Writing Strategies (PAWS), September 2024 - June 2025
PI: Chris Lemons (Stanford University), Cynthia Puranik (Georgia State University)
 - Served as an instructional writing coach for Kindergarten teachers around the Bay Area
 - Assisted with random-control trial data collection and project logistics

- Everyday Language Arts - Expanding Disciplinary Literacy, September 2023 - June 2025
PI: Sarah Levine (Stanford University), Emily Rainey (University of Pittsburgh)
 - Developed and maintained SQL database, generated Python and R scripts
 - Conducted mixed methods data analysis, including statistical modeling
- ELAlytics Project, September 2023 - June 2024
PI: Sarah Levine (Stanford University), Victor Lee (Stanford University), Dora Demszky (Stanford University)
 - Created materials for and led Professional Learning Environment (PLE) meetings with Bay Area middle school ELA teachers
 - Co-designed data visualizations generated using computational linguistic methods for use in the classroom by ELA teachers
 - Conducted classroom video filming, transcription, coding, and analysis
- ChatGPT Writing Project, September 2023 - June 2024
PI: Sarah Levine (Stanford University), Sarah Beck (NYU Steinhardt)
 - Conducted video memoing, transcription, coding, and analysis
 - Developed qualitative codes for ChatGPT prompts and outputs
 - Conducted data analysis and synthesis for publication
 - Drafted journal articles and conference proceedings

Instructor of Record

- Stanford Teacher Education Program (STEP)
 - Winter 2027: Curriculum & Instruction in English Language Arts (EDUC 262C)
 - Summer 2025 - 2027: Reading Across Disciplines Workshop
 - Five-class workshop seminar series for preservice teachers on reading science and pedagogical strategies to support literacy development across content areas
 - Supervisors Professional Development Series (2025-2026): Reading Across Disciplines
 - Hosted multiple workshops for in-service teachers and teaching candidate supervisors on supporting preservice teachers with California Teacher Performance Expectation 7.

Teaching Assistant

- Spring 2026: The Centrality of Literacies in Teaching and Learning (EDUC 289), Stanford Teacher Education Program (STEP) course
 - Co-constructed curriculum, co-led teaching with Prof. Tairan Qiu
 - Responsible for office hours, grading, working with students during discussions, and course logistics
- Summer & Fall 2026-2027: Curriculum & Instruction in English Language Arts (EDUC 262A, 262B), Stanford Teacher Education Program (STEP) course
 - Co-constructed curriculum with Prof. Sarah Levine
 - Responsible for office hours, grading, working with students during discussions, and course logistics
- Winter 2025 & 2026: Curriculum Construction (EDUC 208B), Haas Center Cardinal Course
 - Responsible for office hours, grading, working with students during discussions, and course logistics under the guidance of Denise Pope
- Fall 2024: Technology For Learners (EDUC 281)
 - Redesigned curriculum with Prof. Candace Thille
 - Responsible for office hours, grading, working with students during discussions, and course logistics
- Winter 2024: Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practice (AFRICAAM 106, EDUC 103B, EDUC 337, CCSRE 103B), Haas Center Cardinal Course
 - Co-constructed curriculum with Prof. Sarah Levine
 - Responsible for office hours, grading, working with students during discussions, and course logistics (including working with a partner Bay Area high school)

Professional Development Instructor

- 2025-2026 school year: Placer County Office of Education Literacy Institute Professional Development Series
 - Co-constructed curriculum and implemented a year-long professional development series for teachers across Placer County, CA with members of the Stanford Center to Support Excellence in Teaching (CSET)

Columbia Middle School, Sunnyvale, CA**English Teacher**, Summer Session (June - July) 2025

- Taught 8th grade ELA during the Sunnyvale School District summer session while serving as a cooperative teacher (CT) training Stanford Teacher Education Preparation (STEP) preservice teachers. I concurrently co-taught the STEP students' Curriculum & Instruction methods course in an effort to increase coherence between theory and practice.

Fairfield High School, Fairfield, CA**English/Reading Intervention Teacher**, August 2020 - June 2023

- Won "Staff of the Month" every year
- Saw highest rate of growth among Reading Intervention students out of all instructors in the district, across all grade levels, as measured by the READ180 Reading Inventory (Lexile assessment)
- Sole Reading Intervention teacher for the high school - specializing in intensive, individualized, targeted reading instruction for 9th grade students, primarily with learning differences
- Helped lead a committee focused on promoting gender equality at the high school; worked with Gender Spectrum to present a professional development series to teachers, and with admin to change physical labels and spaces alongside cultural practices
- Advisor for the Drama Club and the Creative Writing Club

10 Books A Home (now Thiebaut Method Tutoring), East Palo Alto, CA**Program & Research Director**, January 2018 – January 2019

- Trained and managed up to 7 direct reports at a given time, serving over 60 underserved families
- Published three white paper reports detailing the efficacy and pedagogical theory of the program
- Increased the effectiveness and consistency of the program by creating and implementing a rigorous training program and developing novel teaching and evaluation techniques for tutors
- Tutored three emergent bilingual preschoolers every week

Magna Global, San Francisco, CA**Sr. Project Manager**, January 2017 – January 2018**Project Manager**, September 2015 – December 2016

- Designed, implemented, analyzed, and project-managed large-scale RCT research studies investigating the media industry's most pressing questions and technologies for Fortune 500 companies. Project managed research featured in *The Wall Street Journal*, *Ad Age*, etc.
- Presented award-winning research to various conferences, clients, and executives

UChicago STEM Education, *University of Chicago*, Chicago, IL**Research Specialist in Educational Technologies**, July 2013 – June 2015**Research Assistant**, October 2011 – June 2013

- Researcher and software developer for the web app *Everyday Mathematics* Virtual Learning Community (VLC)
- Utilized research findings to improve the efficacy of the VLC through content, curriculum, and design changes
- Authored papers in top education journals as well as grants submitted to the NSF and Chicago Board of Trust
- Served as the lead web developer and invited committee member for the local planning Center for the Study of Mathematics Curriculum's third international conference.

PEER-REVIEWED PUBLICATIONS

1. **Phalen, L.** & Levine, S. (2026). Rituals as Opportunities for Student-Driven Community Building. *Voices From the Middle*, 33(3), 42–44. <https://doi.org/10.58680/vm202633342>
2. Levine, S., Rainey, E., **Phalen, L.**, & Mah, C. (2026). Racial and gender diversity of named authors in U.S. college course descriptions, 2022–2023. *Taylor & Francis*. <https://doi.org/10.1080/04250494.2026.2665608>

3. Levine, S., Beck, S. W., Mah, C., **Phalen, L.**, & Pittman, J. (2024). How do students use ChatGPT as a writing support? *Journal of Adolescent & Adult Literacy*. <https://doi.org/10.1002/jaal.1373>
4. Mah, C., Walker, H., **Phalen, L.**, Levine, S., Beck, SW, & Pittman, J (2024). Beyond CheatBots: Examining Tensions in Teachers' and Students' Perceptions of Cheating and Learning with ChatGPT. *Education Sciences*. 14(5):500.
5. Bates, M. S., **Phalen, L.**, & Moran, C. (2017). Understanding teacher professional learning through cyber research. *Educational Technology Research & Development*
6. Bates, M. S., Moran, C. G., & **Phalen, L.** (2017). Supporting excellent teaching of Common Core content and practices with video clubs. *Teaching Children Mathematics*.
7. Bates, M. S., **Phalen, L.**, & Moran, C. (2016). Online professional development: A primer. *Phi Delta Kappan*, 97(5), 70-73.
8. Bates, M. S., **Phalen, L.**, & Moran, C. (2016). If you build it, will they reflect? Examining teachers' use of an online video-based learning website. *Teaching and Teacher Education*, 58, 17-27.

Under Review

9. Tan, M., Wilson, K., **Phalen, L.**, Cohen, J., Demszky, D. (anticipated 2027). Feedback Footprint: Measuring the Language of Written Feedback in Teachers and LLMs. *Learning and Instruction*.

INVITED TALKS

1. **Phalen, L.** (2026). Cross-Age Tutoring using Peer-Assisted Writing Strategies (CAT PAWS): Exploring a novel approach to supporting literacy development. Learning Differences Initiative Convening 2026, Stanford, CA

CONFERENCE PROCEEDINGS

Papers

1. **Phalen, L.** (2026). What Does it Mean to Personalize Feedback? A Taxonomy of Secondary Teacher Writing Feedback Personalization and Implications for the Age of AI. National Council of Teachers of English (NCTE) Conference 2026, Philadelphia, PA
2. **Phalen, L.** (2026). Building Literacy Bridges: Cross Age Peer Tutoring as a Model to Assist Elementary and Secondary Emerging Writers. National Council of Teachers of English (NCTE) Conference 2026, Philadelphia, PA
3. Levine, S., Rainey, E., **Phalen, L.**, Mah, C. (2026) Racial And Gender Diversity Of Named Authors In U.S. College Course Descriptions 2022–2023. The International Association for Research in L1 Education (ARLE)/ International Forum on Teacher Education (IFTE) Conference 2026, Barcelona, Spain
4. **Phalen, L.**, Tan, M., Demszky, D. (2026). Comparing Teacher and LLM Feedback as Dialogic Practice. American Educational Research Association (AERA) Conference 2026, Los Angeles, CA.
5. Tan, M., **Phalen, L.**, Demszky, D. (2026). Marked Pedagogies: Examining Linguistic Biases in Personalized Automated Writing Feedback. International Conference on Learning Analytics and Knowledge (LAK26) 2026, Bergen, Norway. [BEST RESEARCH PAPER NOMINEE]
6. **Phalen, L.** (2025) Foundational Literacy Across the Curriculum: How Secondary Teacher Educators Prepare Preservice Teachers to Support Emerging Readers and Writers. Literacy Research Association (LRA) Conference 2025, Las Vegas, NV.

7. **Phalen, L.**, Levine, S. (2025) Who are our students reading? The shifting national landscape of post-secondary English. Literacy Research Association (LRA) Conference 2025, Las Vegas, NV.
8. Mah, C., **Phalen, L.**, Levine, S., Beck, S. (2024) ChatGPT as Muse and Mentor: Using ChatGPT to Unsequester the Writing Process for High School Students. Literacy Research Association (LRA) Conference 2024, Atlanta, GA.
9. Mah, C., **Phalen, L.**, Levine, S., Beck, S. (2024) Beyond CheatBots: Examining tensions in teachers' and students' perceptions of writing with ChatGPT. So What Are You Working On? (SWAYWO) Conference 2024, Stanford, CA.
10. Coelho, R., Levine, S., Abdi, D., **Phalen, L.**, Harris, L., Demszky, D., & Lee, V. R. (2024). Middle School Students' Engagement with Quantitative Data Representations of Fictional Texts. In *Proceedings of the 18th International Conference of the Learning Sciences-ICLS 2024*, pp. 1398-1401. International Society of the Learning Sciences.
11. Beck, S., Levine, S., Mah, C., Pittman, J., **Phalen, L.** (2024). How Is ChatGPT Changing the Way Students Write? An AI-Enabled Investigation. American Educational Research Association (AERA) Conference 2024, Philadelphia, PA.

Posters

1. Mah, C., **Phalen, L.**, Levine, S., Beck, S., Pittman, J. (2024) From Cheatbot to Writing Partner: How Students Use ChatGPT to Unsequester the Writing Process. National Council of Teachers of English (NCTE) Conference, 2024, Boston, MA.

IN THE MEDIA

1. Sparks, S. D. (2026, June 18). AI changes its feedback on students' writing when it knows their race, gender. *Education Week*.
<https://www.edweek.org/technology/ai-changes-its-feedback-on-students-writing-when-it-knows-their-race-gender/2026/06>
2. *Building readers and leaders through Cross-Age tutoring*. (2026, April 30). News Details Page.
<https://www.santaclarausd.org/community/details-page/~board/district-news/post/building-readers-and-leaders-through-cross-age-tutoring>
3. Del Guidice, R. (2026, April 28). *Study finds more AI praise for Black students, softer treatment of females*. Fox News.
<https://www.foxnews.com/culture/study-finds-more-ai-praise-black-students-softer-treatment-females>
4. Barshay, J. (2026, April 27) *Feedback Bias? How AI adjusts replies based on race and gender, research finds*. KQED.
<https://www.kqed.org/mindshift/66299/feedback-bias-how-ai-adjusts-replies-based-on-race-and-gender-research-finds>
5. Jain, R. (2026, April 27). *Stanford study shows AI bias in education feedback*. AITechTrend.
<https://aitechtrend.com/ai-bias-education-feedback/>
6. Thompson, E. (2026, April 27). *Stanford AI tutor bias study reveals risks in personalized learning | ETIH EdTech News — EdTech Innovation Hub*. EdTech Innovation Hub.
<https://www.edtechinnovationhub.com/news/ai-tutor-bias-study-finds-unequal-feedback-for-students-across-race-gender-and-ability>

7. Barshay, J. (2026, April 26). *AI gives more praise, less criticism to Black students*. The Hechinger Report. <https://hechingerreport.org/proof-points-ai-bias-feedback/>

PROFESSIONAL AFFILIATIONS & SERVICE TO PROFESSION

Co-Chair - LRA Doctoral Student Innovative Community Group (DSICG) (2025 - present)
 Study Group Co-Chair, LRA Doctoral Student Innovative Community Group (DSICG), *Entangled Literacies: Research Across Time, Space, and Positionality*, Literacy Research Association Conference, Hawaii (2026)
 Presenter and Organizer, LRA DSICG Pláticas Series featuring LRA STAR Fellows (2026)
 Invited Nomination Committee Member - NCTE Leadership Award for People with Disabilities (2026)
 Invited Committee Member - National Council of Teachers of English (NCTE) AI Framework Summit (2026)
 Invited Committee Member - Stanford GSE English Language Arts (ELA) Faculty Search (2024-2025)
 Leadership Team - Stanford Graduate School of Education Graduate Mentorship Program (2023 - 2026)
 Leadership Team - Stanford Graduate School of Education Literacy Collective (2023 - 2026)
 Member - Stanford GSE Critical Approaches to Teacher Education Collective (2023 - present)
 Member - Stanford Graduate School of Education Research in Teaching and Learning Group (2023 - present)
 Member - American Education Research Association (AERA)
 Member - National Council of Teachers of English (NCTE)
 Member - Literacy Research Association (LRA)

SKILLS

Data

R, SPSS, STATA, SQL, Excel, Qualtrics, Salesforce

Data cleaning, Descriptive statistics, Modeling, Qualitative research (focus groups, survey design and implementation, interviews, coding, categorical data analysis)

Web Programming

HTML, CSS, PHP, Ruby on Rails, JavaScript, MySQL, Git

OTHER INTERESTS

Community Associate (CA) (2025 - current), Stanford University Family Housing

Backpacking, Camping, Hiking, Swimming

Certified in NOLS Wilderness Medicine

Music (Singing, Guitar, Piano, Bass, Songwriting, Arranging)