

Susanna Latham Benko

Department of English • Ball State University
Robert Bell Building, #2111 • Muncie IN 47036
765.285.8682 • slbenko@bsu.edu

Current Appointment

Associate Professor of English, Ball State University, 2017—present
Director, Indiana Writing Project, 2016-present

Research Interests

Writing instruction in secondary English classrooms; task design and relationships between curriculum and classroom instruction; English/Language Arts curriculum and professional development resources; educational policy as it relates to curricular materials and classroom practice; teacher education and new teacher learning; technology in teacher education.

Publications

Peer-Reviewed Journal Articles

* indicates undergraduate student

Salloum, S., J, **Benko, S. L.** & Hodge, E. M (2017). Getting Connected: Finding Literacy Resources in the Era of Common Core. *Kappa Delta Pi Record* 43(3), 120-125.
DOI: 10.1080/00228958.2017.1334476

Hodge, E. M., Salloum, S. J., & **Benko, S. L.** (2016) (Un)Commonly connected: A social network analysis of state standards resources for English/Language Arts. *AERA Open* 2(4), 1-19
DOI: 10.1177/2332858416674901
Retrieved from: <http://journals.sagepub.com/doi/pdf/10.1177/2332858416674901>

Benko, S. L. (2016). Instruction Matters: Examining preservice teachers' instruction for cognitively demanding writing tasks. *English Education* 48(3), 201-236.

Benko, S. L., Guise, M. E., Earl, C*, & Martin, W* (2016). More than social media: Using twitter with pre-service teachers as a means of reflection and engagement in communities of practice. *CITE: Contemporary Issues in Teacher Education* 16(1). Retrieved from <http://www.citejournal.org/vol16/iss1/languagearts/article1.cfm>

Hodge, E. M., & **Benko, S. L.** (2014). A “common” vision of instruction? An analysis of English/Language Arts professional development materials related to the Common Core State Standards. *English Teaching: Practice and Critique* 13(1), 169-196.

Benko, S. L. (2012/2013). Scaffolding: An on-going process to support student writers. *Journal of Adolescent and Adult Literacy*, 56(4), 291-300.

Book Chapters

- Cuenca, A., & **Benko, S. L.** (2017). Turning clinical practice upside-down from the bottom up. R. Flessner & D. Lecklider (Eds.), *The Power of Clinical Preparation in Teacher Education*
- Guise, M., & **Benko, S. L.** (2014). "Scaffolding Beginning English Teachers to Teach Secondary Students How to Utilize Digital Tools When Composing." In Rebecca S. Anderson and Clif Mims (Eds.), *Digital Tools for Writing Instruction in K-12 Settings: Student Perception and Experience* (pp. 589-607). Hershey, PA: IGI Global.

Manuscripts in Progress

- Benko, S. L.**, Hodge, E., & Salloum, S. Policy into practice: Investigating the instructional messages in state-endorsed writing resources for the Common Core State Standards.
Under review with *Research in the Teaching of English*.
- Hodge, E., **Benko, S.L.**, & Salloum, S. Tracing messages about Common Core instruction and close reading: An analysis of state-provided resources for English/Language Arts.
Under review with *Teachers College Record*
- Hodge, E., Salloum, S., & **Benko, S. L.** Organizing for instruction: A typology of intermediary organizations active in Common Core implementation.
In preparation for *Journal of Educational Change*

Public Scholarship

- Hodge, E., Salloum, S., & **Benko, S L.** (2017, June). How state education agencies can support college and career ready standards. (PB 17-3). Philadelphia, PA: Consortium for Policy Research in Education. (**Policy Brief**).
- Hodge, E., Salloum, S., & **Benko, S. L.** (2017, May 19). How 'common' are state-provided standards resources? What state-provided resources can tell us about college-and-career-ready standards implementation. C-SAIL: The Center on Standards, Alignment, Instruction, and Learning Blog, <http://c-sail.org/resources/blog/how-common-are-state-provided-standards> (**Blog Post**).

Grants & Awards

Grants

Spencer Foundation Small Research Grant, \$50,000 (funded, 1.1.2017-12.31.2018)
Supporting Common Core Implementation in English/Language Arts: Investigating the Resource Selection and Dissemination Strategies of State Coordinators.
Co-PIs: Emily Hodge (Montclair State University), Serena Salloum (Ball State University)

Advanced Institute to Scale Up the College Ready Writers Program, \$20,000 (funded)
National Writing Project, 2017-2018.

Invitational Leadership Institute for Developing New Teacher-Leaders, \$15,000 (funded)
National Writing Project, 2017-2018.

Spencer Foundation Small Research Grant, \$50,000 (unfunded)
“Questions of Coherence: Investigating Visions of Common Core Instruction in Secondary English/Language Arts Curricular Resources Provided by State Education Agencies”
Co-PIs: Emily Hodge (Montclair State University), Serena Salloum (Ball State University)

NWP: SEED Grant for Professional Development in High Needs Schools, \$20,000 (funded)
“Meeting Many Needs: Composition Camps as Opportunities for Literacy Development for Teachers and Students.” National Writing Project, 2013-2014
Co-PIs: Barb Miller, Dr. Paul Raineri

Interactive Learning Space Teaching and Learning Grant, \$1,500
Ball State University, 2012-2013

Council for Graduate Students in Education Research Grant, \$500
University of Pittsburgh, 2012

Alumni Doctoral Fellowship Award Applicant, \$1,500
University of Pittsburgh, 2011

School of Education Faculty and Student Research Grant, \$1,500
University of Pittsburgh, 2011 and 2009

Awards

Excellence in Teaching Award, Ball State University, 2013
This award, recognizing faculty dedication and talent in the classroom, was granted to two faculty members at Ball State University in the 2012-2013 academic year.

Outstanding Dissertation Award, School of Education, University of Pittsburgh, 2012
This award, recognizing excellent research completed by a graduate student, was granted to one student in 2012.

Outstanding Secondary Education Major Award, Butler University, 2004
This award, recognizing the top student in secondary education, was granted to one undergraduate student (across all disciplines).

Conference Presentations

Hodge, E., **Benko, S.**, & Salloum, S. (2018, October). Common standards and open educational resources: How state education agency coordinators support teachers. Poster accepted for presentation at the Annual Meeting of the Open Education Conference, Buffalo, NY.

Salloum, S., **Benko, S.**, & Hodge, E. (2018, April). Supporting teachers in an era of common standards: Understanding state coordinators’ decisions about curricular resources. Poster

presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Benko, S. and Gibson, K. (2017, November). If we build it, will they come?: Examining recruitment strategies at a writing project site. Roundtable presented at Annual Meeting of National Writing Project, St. Lois, MO, November, 2017.

Hodge, E., Salloum, S., & **Benko, S.** (2017, November). Common, but coherent? Exploring messages about literacy instruction in Common Core resources. Paper presented at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Hodge, E., Salloum, S., & **Benko S. L.** (2017, April). Tracing messages about Common Core instruction: An analysis of state-provided resources for English/Language Arts. A paper presented in a symposium titled Theories and Analysis in Relational Governance: Shaping Policy Through Research, Ideas, and Networks. A paper presented at the Annual Conference of the American Educational Research Association, April 2017.

Benko, S. L., Hodge, E. M. & Salloum, S. (2016, November). Common Messages about Instruction? An Analysis of State-Provided Common Core Resources for English/Language Arts A paper presented at the International Literacy Association National Conference, Nashville, TN.

Hodge E. M., Salloum, S., & **Benko, S.L.,** (2016, November). Organizing for instruction: An analysis of the organizations sponsoring state standards resources. A paper presented at the University Council for Education Administration annual convention, Detroit, MI.

Benko, S. L, Salloum, S., & Hodge, E. (2016, April). Policy into practice: Investigating state-endorsed writing resources for the Common Core State Standards. A paper presented at the Writing and Literacies Special Interest group at the American Educational Research Association National Conference, Washington DC.

Hodge, E. H., **Benko, S. L,** and Salloum, S. (2016, April). Common Core connections: A social network analysis of state-level instructional resources for English/language arts. A paper presented at the American Educational Research Association National Conference Division L, Section 3 Washington DC.

Salloum, S., Hodge E. M. & **Benko, S.L.,** (2015, November). Testing state capacity for standards-based reform: A social network analysis of state-level Common Core resources. A paper presented at the University Council for Education Administration annual convention, San Diego, CA.

Hodge, E. M., & **Benko, S. L.** (2015, July). Whose voices count in defining “Common Core instruction”? A national analysis of state-level professional resources. A paper presented at the annual convention for the Conference of English Education, New York, NY.

- Benko, S. L.**, & Hodge, E. M. (2015, April). Tracing messages about common core instruction: A qualitative and social network analysis of state-level resources. A paper presented at American Educational Research Association National Conference, Chicago, IL.
- Miller, B., & **Benko, S. L.** (2014, November). Raising the Grade: Challenges and lessons learned from providing professional development in an “F rated” school. A roundtable presented at the National Writing Project Annual Conference, Washington, DC.
- Benko, S. L.** (2014, November). Zooming In: Using video cases of teaching to help pre-service teachers see writing instruction in new ways. A paper presented at the National Council for Teachers of English Annual Convention, Washington, DC.
- Benko, S. L.**, Guise, M. E., Earl, C., & Martin, W. (2014, November) Using twitter as a reflective tool in teacher education. A roundtable presented at the National Council for Teachers of English Annual Convention, Washington, DC.
- Benko, S. L.** (2013, April). Teaching to the Task: Pre-service teachers’ enactments of cognitively demanding writing tasks. A paper presented at the American Educational Research Association National Conference, San Francisco, CA.
- Kane-Mainer, S.S., & **Benko, S. L.** (2010, December). The importance of practice: Impacting pre-service teachers’ beliefs about the teaching of writing through a practice-based approach. Paper presented at the Literacy Research Association Annual Convention, Fort Worth, TX.
- Benko, S. L.** (2010, November). Redesigning teacher education to focus on “practice”: Challenges and lessons learned in a writing methods course. Paper presented at the National Council for Teachers of English Annual Convention. Orlando, FL.
- Scott, S. E., & **Benko, S. L.** (2010 April). Coached Rehearsals in Pre-service Teacher Education: What’s Coachable?. Paper presented at the American Educational Research Association National Conference, Denver, CO.
- Benko, S. L.**, & Kane-Mainer, S., (2010 February) Negotiating the unexpected: Re-visioning a study on pre-service teacher beliefs. Paper presented at the National Council for Teachers of English Association for Research Conference, Pittsburgh, PA.
- Wilson, L. M., and **Latham, S.** (2004, October). The effects of community building on students’ attitudes towards learning in the middle school classroom. Paper presented at the Association for Constructivist Teaching Conference, St. Louis, MO.

Invited Presentations

- Hodge, E., Salloum, S, & **Benko, S.** (2018, June). State and district policies supporting open educational resources. Presentation at PreK–12 OER Learning Network Convening, New America and International Society for Technology in Education, Chicago, IL.
- Hodge, E., Salloum, S., & **Benko, S.** (2018, March). State educational agencies and curricular resources: Lessons learned for open educational resources from state-provided standards

resources. Research presentation at PreK–12 OER Learning Network Convening, New America, Washington, D.C.

Past Appointments

Ball State University

Associate Professor of English, 2017-present
Director, Indiana Writing Project, 2016-present
Director, English Education, Ball State University, 2015-2017
Assistant Professor of English, Ball State University, 2012-2017

Teaching Fellow, Graduate Student Researcher, University of Pittsburgh, 2008-2012.

Middle School/High School Teacher

Quaker Valley Middle School, Sewickley PA; 8th grade English, 2008.
Mater Dei High School, Evansville, IN; 9th – 11th grade English, drama, 2005-2007.
Fulton Junior High School, Indianapolis, IN; 7th and 9th grade English, 2004-2005.

Teaching Experience

Ball State University:

ENG 150 – Introduction to English Education
ENG 350 – Teaching Writing in Secondary Schools
ENG 414 – Young Adult Literature
EDSE 460/465 – Supervision of Student Teaching

*University of Pittsburgh**

IL 2233 – Teaching Writing
IL 2725 – Teaching Lab
IL 2720 – Teaching Seminar
IL 2281 – Teaching Practicum
IL 1230/2230 – Introduction to Inquiry in English Education

**courses at the 2000 level are graduate; 1000 level are undergraduate*

Supervisory Experience

Ball State University, 2014-present (counts towards teaching load)

I have supervised BSU student teachers in a variety of placements (urban and suburban). During supervision, I visit students every other week to observe lessons, provide feedback, and give suggestions for future teaching. I respond to weekly journals, and I also support student teachers to complete required assignments for student teaching, such as their Learning Assessment Model Project (LAMP), which requires student teachers to plan and implement a unit, analyze K-12 performance data, and assess pupil learning. In this role, I also work to establish connections between the mentor/cooperating teachers and BSU.

University of Pittsburgh, 2008-2011

I supervised a total of 16 students in a wide variety of placements (urban, suburban, rural) during their internship and student teaching experiences in middle/high schools. Visited students at teaching placement, observed and evaluated teaching, held conferences with students to provide constructive feedback to assist in the growth and development of student teachers' skills.

Professional Activity & Service

Professional Affiliations

Member

American Educational Research Association (AERA), 2008-present
Conference on English Education (CEE), 2011-present
Literacy Research Association (LRA) 2009-present
National Council for Teachers of English (NCTE), 2006-present

Service

National

Journal of Teacher Education, Reviewer 2011-present
English Teaching Practice and Critique, Reviewer 2014-present
Voices from the Middle, Reviewer, 2018-present

University

CAEP Leadership Committee, 2014-2015
CAEP Standard 2 (Clinical Practices): Co-Chair, 2014-2015; Committee member 2014-2015
Professional Education Committee, English Education representative, 2015-2017

College

Search Committee for Dean of College of Sciences & Humanities, 2016-2017
Interactive Learning Space Classroom Mentor, Cohort 5, 2016-2017
Excellence in Teaching Award committee, 2015, 2016
Teacher Education Committee, 2012-present (secretary, 2012-2013)
Interactive Learning Space Classroom Advisory Group, 2014-2015

English Department

Salary Committee, member, 2017
Director of English Education, 2015-2017
New Faculty Mentor, 2016-present
English Education Search Committee, chair, 2015-2016
Rhetoric & Composition Search Committee, member 2014-2015
Programs Committee, 2012-2013
English Education Area Committee, 2012-present
DP2 & DP3 Portfolio Committee, 2012-2017

Indiana Writing Project

Site Director, 2016 – present
Co-director of Research 2014-2016

Consulting & Professional Development

Institute for Learning (IFL) at the University of Pittsburgh

Consultant, English Language Arts, 2012 - 2013

Contributed to English Language Arts team at the Institute for Learning by designing performance based assessments aligned to the Common Core State Standards, providing feedback on professional development modules, and facilitating professional development for teachers and instructional coaches.

Common Core State Standards Assessment and Task Design Team, 2011-2012

Conducted cognitive analyses of prototype instructional tasks, assessments, and student work for assessments and tasks written for the Common Core State Standards; wrote reports on analyses. This work was completed for the Partnership for the Assessment of Readiness for College and Careers (PARCC).

Western Pennsylvania Writing Project (WPWP)

Professional development design and implementation, Fall 2011

Designed and implemented cross-curricular professional development for 80 middle/high school teachers focusing on a) best practices in writing instruction and b) designing academically rigorous writing tasks

Research and Development Corporation (RAND)

Measuring Effective Teaching Foundation Project, 2010

Aligned standards and assessment items from five states to elements of National Assessment of Educational Progress' (NAEP) framework for reading/language arts.

Cognitive Rigor of Literacy Assessments Project, 2011

Assessed cognitive rigor of state assessment items.

Education

Ph.D. Language Literacy and Culture, University of Pittsburgh, 2012

M.Ed. Secondary Education, Indiana Wesleyan University, 2008

B.S. English and Secondary Education (double major), Butler University, 2004