Elizabeth Dutro

CURRICULUM VITA

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Education

2000	PhD	Educational Studies (Literacy), University of Michigan Dissertation: Reading gender/gendered readers: Girls, boys and popular fiction
1993	MA	English Literature, San Francisco State University
1988	BA	Liberal Arts, La Sierra University, summa cum laude.

Professional Experience

2009-present	Associate Professor, School of Education, University of Colorado at Boulder
2012-present	Fellow, National Education Policy Center
2011-present	Affiliate Faculty, Women and Gender Studies
2013-present	Affliate Faculty, Ethnic Studies
2013-present	Affiliate Faculty, Culture, Language and Social Practice
2005-2009	Assistant Professor, School of Education, University of Colorado at Boulder
2002-2005	Assistant Professor, Teacher Education, Cleveland State University
2000-2002	Assistant Professor, College of Education, University of Washington
1995 – 2000	Research and Teaching Assistant, School of Education, University of Michigan
1988-1990	Elementary Teacher, San Bernardino Unified School District, California

Awards and Fellowships

2013	Provost Faculty Achievement Award, University of Colorado Boulder
2010	Alan C. Purves Award, National Council of Teachers of English
2009	Frank Pajares Award, *Theory into Practice*
2009	Scholar Award, Center for Advancement of Research in the Social Sciences
2008	Promising Researcher Award, National Council of Teachers of English
2006	Semi-finalist, Postdoctoral Fellowship, National Academy of Education/Spencer Foundation
2006	Mentor of the Year Award, Student Acheivement in Research and Scholarship Program, Office of Student Affairs and Institutional Diversity, Cleveland State University
2000	Burke Aaron Hinsdale Scholar Award, School of Education, University of Michigan
1999	Walgreen Award for Outstanding Literacy Scholarship, University of Michigan
1999	Woodrow Wilson Dissertation Fellowship in Women's Studies, Woodrow Wilson Foundation
1999-2000	Rackham Predoctoral Fellowship, Rackham Graduate School, University of Michigan

1998	Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan
1998	John Warriner Scholarship for Research on Teaching and Learning, School of Education, University of Michigan
1998	Dissertation Fellowship Semi-finalist, The Spencer Foundation
1995- 1998	School of Education Fellowship, University of Michigan
1995-1996	Student Merit Award, School of Education, University of Michigan

Publications

Articles in Peer-Reviewed Journals

Dutro, E., Bien, A. (2013). Listening to the "Speaking Wound": A trauma studies perspective on student positioning in schools. *American Educational Research Journal,* first published on September 17, 2013 via Online First: http://aer.sagepub.com/content/early/recent (print version to appear in a forthcoming issue).

Dutro, E. (2013). Toward a Pedagogy of the Incomprehensible: Trauma and the Imperative of Critical Witness in Literacy Classrooms. *Pedagogies: An International Journal*, 8, 4, 301-315.

Dutro, E., Selland, M. K., & Bien, A. C. (2013). Revealing Writing, Concealing Writers High-Stakes Assessment in an Urban Elementary Classroom. *Journal of Literacy Research*, *45*(2), 99-141.

Dutro, E., Selland, M. (2012). "I like to read, but I know I'm not good at it": Children's perspectives on high-stakes literacy assessment in a high-poverty classroom. *Curriculum Inquiry, 42,* 340-367.

Dutro, E., Collins, K.M. (2011). A Journey Through Nine Decades of NCTE-Published Research in Elementary Literacy. *Research in the Teaching of English, 46,* 141-161.

Dutro, E., Kantor, J. (2011). "Can we talk about intimacy?" *The Wire* and a Pedagogy of Testimony and Witness in Urban Classrooms. *Review of Education, Pedagogy, and Cultural Studies, 33,* 132-160.

Dutro, E. (2011). Writing Wounded: Trauma, Testimony, and Critical Witness in Literacy Classrooms. *English Education, 43,* 193-211.

Dutro, E. (2010). What 'hard times' means: Mandated curricula, middle-class assumptions, and the lives of poor children. *Research in the Teaching of English, 44,* 255-291. (awarded the 2010 Alan C. Purves award from NCTE)

Dutro, E. (2009). Children Writing 'Hard Times': Lived Experiences of Poverty and the Class-Privileged Assumptions of a Mandated Curriculum. *Language Arts, 87,* 89-98.

Dutro, E. (2009). Children's Testimony and the Necessity of Critical Witness in Urban Classrooms. *Theory Into Practice, 48, 231-238*. (awarded the Frank Pajares Award for most outstanding article published in Theory into Practice in 2009)

Marquez-Zenkov, K., **Dutro, E.** (2009). This issue: Urban Students' Perspectives on School, Teachers, Pedagogy, and Curricula. *Theory into Practice, 48, 165-8*.

Dutro, E. (2008). "That's why I was crying on this book": Trauma as testimony in children's responses to literature. *Changing English, 15,* 423-434.

Dutro, E., Zenkov, K. (2008). Urban students testifying to their own stories: Talking back to deficit perspectives. *57th Yearbook of the National Reading Conference,* 172-218.

Dutro, E., Kazemi, E, Balf, R., Lin, Y. (2008). 'What are you and where are you from?' Race, identity, and the vicissitudes of cultural relevance in an urban elementary classroom. *Urban Education, 43,* 269-300.

Dutro, E., Kazemi, E., Balf, R. (2006). Making sense of "The Boy Who Died": Tales of a struggling successful writer. *Reading and Writing Quarterly, 22,* 325-356.

Dutro, E., Kazemi, E., Balf, R. (2005). The aftermath of 'you're only half': Multiracial identities in the literacy classroom. *Language Arts, 83,* 96-106.

Wixson, K.K., **Dutro, E**., Athan, R. (2004). The challenges of developing content standards. In R. Floden (Ed.), *Review of Research in Education*, volume 27, 69-107.

Dutro, E. & Valencia, S. (2004). The relationship between state and district content standards: Issues of alignment, influence and utility. *Education Policy Analysis Archives,* 12 (45).

Dutro, E. (2003). 'Us boys like to read football and boy stuff': Reading masculinities, performing boyhood. *Journal of Literacy Research, 34 (*4), 465-500.

Dutro, E., Fisk, M., Koch, R., Roop, L., Wixson, K. (2002). When state policies meet local district contexts: Standards-based professional development as a means to individual agency and collective ownership. *Teachers College Record, 104*, 787-811.

Dutro, E. (2001/2002). 'But that's a girls' book!' Exploring gender boundaries in children's reading practices. *The Reading Teacher, 55*, 376-384.

Wixson, K.K., **Dutro, E.** (1999). Standards for primary-grade reading: An analysis of state frameworks. *The Elementary School Journal*, 100 (2), 89-110.

Manuscripts Under Review in Refereed Journals

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Dutro, E., Leonardi, B. (under review). The Lure and the Lore of Trauma in the Film *Precious*: Urban Schools and Hollywood's Narratives of Children in Peril.

Book Chapters

Dutro, E., Cartun, A. (forthcoming). A Trauma Studies Lens on Writing Methods: Crafting a Critical, Affective, Practice-Based Pedagogy. In Brass, J, Webb, A. (Eds.). *Teaching the English Language Arts Methods Course: Contemporary Theories and Practices.* New York: Routledge.

Dutro, E., Kazemi, E., Balf, R. (2010). The shredding of a district survey on race and racism: Following children into relevance in an urban elementary classroom. In L. Scherff & K. Spector (Eds.), *Culturally Relevant Pedagogy: Clashes and Confrontations*. Lanham, MD: Rowman and Littlefield.

Dutro, E., McIver, M. (2010). Imagining a writer's life: Extending the connection between readers and books. In S. Wolf, K. Coats, P. Enciso & C. Jenkins (Eds.), *Handbook of Research on Children's and Young Adult Literature.* New York: Routledge.

Dutro, E. (2008). Boys reading American Girls: What's at stake in assumptions about what boys won't read. In R. Hammett & K. Sanford (Eds), *Boys, Girls, and the Myths of Literacies and Learning* (pp. 69-90). Toronto: CSPI/Women's Press.

Dutro, E., Sinor, J., Rubinow, S. (1999). Who's at risk? Entering the world of adolescent zines. In Alvine, L. & L. Cullum (Eds.), *Breaking the cycle: Gender, literacy and learning.* Portsmouth, NH: Heinemann.

Essay Reviews

Dutro, E. (2011). Review of *Waiting for Superman.* Boulder, CO: National Education Policy Center.

Dutro, E. (2007). Reading in contested terrain (essay review of C. Snow, P. Griffin & M. S. Burns (Eds.), *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*). *Mind, Culture and Activity, 14,* 223-226.

Dutro, E. (2005). Essay review of *The Handbook of Discourse Processes. Journal of Literacy Research, 36,* 539-548.

Editorial-reviewed Publications

Dutro, E. (2003). Do state content standards make a difference? An illustration of the difficulties of addressing that pressing question. *Midwest Educational Researcher, 15 (*4), 4-6.

Published Reports (*peer reviewed)

***Dutro, E.,** Valencia, S. (2004). The relation between state and local literacy standards: Issues of alignment, influence, and utility. Seattle, WA: Center for Teaching and Policy.

***Dutro, E.**, Fisk, M., Koch, R., Roop, L., Wixson, K. (2002). When state policies meet local district contexts: Standards-based professional development as a means to individual agency and collective ownership (Technical Report). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

*Wixson, K.K., Fisk, M., **Dutro, E**., McDaniel, J. (1999). The alignment of state content standards and assessments in elementary reading. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Wixson, K.K., Fisk, M., **Dutro, E**., McDaniel, J. (1999). The alignment of state content standards and assessments in elementary reading. Report commissioned by the National Research Council's Committee on Title I Testing and Assessment.

*Wixson, K.K., **Dutro, E**. (1998). Standards for primary-grade reading: An analysis of state frameworks (Technical Report No. 3-001). Ann Arbor, MI: Center for Improvement of Early Reading Achievement.

Works in Progress

Book manuscript:

Dutro, E. *The Joy of Teaching with a Broken Heart.* (in preparation)

Articles:

Dutro, E., Bien, A., Henning, M. (in preparation). Enacting Visceral Literacies Pedagogy in a High-Poverty Elementary Classroom: A Three-Year Study of Trauma Literacies in Theory and Practice.

Dutro, E., Henning, M., Kantor, J. (in preparation). Bringing lemons to *The Lemonade Club*: Reciprocal testimony and witness as writing instruction.

Dutro, E., Beucher, R. (2012, November). Slashing Heteronormativity in *The Hunger Games*: [Re]assembling Identities in online fan fiction.

Dutro, E. Bien, A., Henning, M., Lewis, K., Nevarez, V. (in preparation). Emotions as/of advocacy in teaching for social justice.

Dutro, E. (in preparation). 'About your color, that's personal': Race, identity, and the confounding of a district agenda in an urban elementary classroom.

Research Projects as PI or Co-PI

2013-present "Ambitious Writing Instruction as Critical Witnessing: Merging Findings from a Multi-Year Classroom Research Study into Innovative Models for Undergraduate Teacher Education" University of Colorado at Boulder Outreach ($16,000.00 over two years) Funded by WISE grant ($8,000.00); other proposals in preparation.

2013-present Core Practices Consortium; collaborative research group of leading teacher education researchers across universities (Stanford, UCLA, University of Washington, University of Michigan, University of Wisconsin, Bank Street College); existing CPC grants support travel to meetings; additional CPC proposals in progress

2008-2012 "Teacher Research for Equity and Opportunity" Funded by University of Colorado at Boulder Outreach ($19,000.00 over four years); Weener Grant ($18,000.00) (2009-2011); IMPART grant ($5,000.00) (2010-2011); CARTSS ($3,000.00) (2010-2011)

"Reconsidering the Difficult Experiences in Students' Lives and Literacies in High-Poverty Schools: A Teacher-Research Collaborative" Funded by the Center for Research and Creative Work, University of Colorado ($7,000.00) (2008-2009) CARTSS Scholar Award ($3,500.00) (2009-2010); WISE Grant ($5,000.00)

2003-2005 "Literacy, Identity, and Achievement in an Urban Elementary Classroom" Funded by an Established Full-time Faculty Research Development Grant, Cleveland State University ($13,400.00)

2002-2003 "Determining the Value of Higher Order Questioning in Literacy"
Funded by Beachwood City Schools, Beachwood, OH ($20,000)

2001 - 2003 "Stories Count: Children's Experiences in Literacy and Mathematics" (with Elham Kazemi)
Funded by University of Washington Royalty Research Fund ($39, 965.00)

2000-2003 "The Relationship Between State and Local Content Standards in Reading" (with Sheila Valencia)
Funded by *Center for Teaching and Policy*, ($15,000.00)

1998-1999 "Reading Gender, Gendered Readers: Girls, Boys and Popular Fiction" (dissertation project), Funded by the Woodrow Wilson Foundation and Rackham Graduate School, University of Michigan ($25,000.00)

Additonal Grants

2006 Small Grant, Center for Research and Creative Work, University of Colorado ($600.00)

2004 College of Education Research Support Grant, Cleveland State University ($500.00)

2004 MIMIC technology grant, Cleveland State University ($800.00)

Professional Papers

Dutro, E. (2013, April). Poverty as Sanctioned Source and Resource in Children's Writing: Enacting a Pedagogy of Testimony and Critical Witness in a High-Poverty Elementary Classroom. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Collins, K., Dutro, E. (2013). Ugly laws, IEP's and home environment reports: A critical analysis of discourses of difference and deficiency across nine decades of published classroom research in literacy. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Dutro, E., Beucher, R. (2012, November). Slashing Heteronormativity in *The Hunger Games*: [Re]assembling Identities in online fan fiction. Paper presented at the annual conference of the Literacy Research Association, Jacksonville, Florida.

Dutro, E., Bien, A., Henning, M. (2012, November). Enacting Visceral Literacies Pedagogy in a High-Poverty Elementary Classroom: A Three-Year Study of Trauma Literacies in Theory and Practice. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.

Dutro, E. (2012, November). Children as Everyday Documentarians in High-Poverty Literacy Classrooms. In V. Kinloch (chair), *Research by Past Winners of the Promising Research Award*, National Council of Teachers of English, Las Vegas, NV. (Invited presentation)

Dutro, E. (2012). Researching and writing into proliferation. Response essay. In S. Jones (chair) *What Is the Body Doing in Educational Theory and Justice-Oriented Pedagogy? Taking the Body Turn.* Commentary presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E. (2011, December). Toward a Pedagogy of the Incomprehensible: Trauma and the Imperative of Witness in Literacy Classrooms. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.

Dutro, E., Bien, A. (2011, September). Toward a pedagogy of "the speaking wound": Trauma as social and cultural practice in classrooms. Paper accepted for the congress of the International Society for Cultural and Activity Research, Rome, Italy. (declined program participation due to travel constraints)

Dutro, E., Leonardi, B. (2011, April). The Lure and the Lore of Trauma in the Film *Precious*: Urban Schools and Hollywood's Narratives of Children in Peril. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E., Dutro, K. (2011, April). Children as Everyday Documentarians: Two Fifth Graders Testify to Their Lives and Relationships with School Across a School Year. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E. (2011, April). Response to "Beyond the Bricks". Invited address to the Writing and Literacies Special Interest Group, annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E. (2010, December). Trauma as the Intersected Space Between: Finding Ourselves and Children Beyond the Binaries of Research and Teaching. In A. Wiseman (chair), Problematizing

what is Appropriate: Trauma Narratives in School Spaces. Commentary presented at the annual conference of the Literacy Research Association, Fort Worth, Texas.

Dutro, E. Bien, A., Henning, M., Lewis, K., Nevarez, V. (2010, April). Emotions as/of advocacy in teaching for social justice. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.

Dutro, E., Henning, M., Kantor, J. (2010, April). Enacting a Pedagogy of Testimony and Witness: Children Writing *the Difficult* in a High-Poverty Elementary Classroom. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.

Dutro, E., Bien, A. (2009, December). Listening to the "Speaking Wound": Tracing the Difficult in Children's and Teachers' Lives and Literacies. In E. Dutro (chair), *Troubling Stories of Students' Lives: How, by Whom and with What Consequences Students are Narrated and Consumed in Literacy Classrooms.* Paper presented at the National Reading Conference, Alberquerque, New Mexico.

Dutro, E., Zenkov, K. (2009, April). Including Urban Students' Perspectives in the "Circle of Knowledge": The Voices of City Youth in *What* and *How* We Know in Education Research. Interactive symposium presented at the annual meeting of the American Educational Research Association, San Diego, California.

Dutro, E. (2008, December). Literacies of Loss: Heeding the Unbearable in the Literacy Classroom. In S. Meacham (chair), *Visceral literacies: Emotion and Imaginative Engagement in the Classroom.* Paper presented at the National Reading Conference, Orlando, Florida.

Dutro, E., Kantor, J. (2008, December). Witnessing students' lives and literacies on screen: Reading a pedagogy of Testimony and Witness in *The Wire*. In S. Jones (chair), *"If they'll listen to us about life, we'll listen to them about school": The literacies of urban students and families in life, schools, and popular media.* Paper presented at the National Research Conference, Orlando, Florida.

Dutro, E. (2008, November). What 'hard times' means: Mandated curricula, class-privileged assumptions, and the lives of poor children. Paper presented in recognition of Promising Research Award, National Council of Teachers of English, San Antonio, Texas.

Dutro, E. (2008, March). Writing Wounded: An Autoethnography of Trauma in the Writing Classroom. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Dutro, E. (2007, December). Responding to "hard times" in a mandated literacy curriculum: Children's stories of poverty confront middle-class assumptions. In E. Dutro (chair), Stories of poverty in the literacy classroom: Supporting preservice teachers' responses to the realities of students' lives. Paper presented at the National Reading Conference, Austin. Texas.

Dutro, E. (2007, December). "I like to read, but I know I'm not good at it": Children's experiences with high-stakes assessment in an urban elementary classroom. In G. Campano (chair), Literacy Policy Implementation in Urban Elementary Classrooms: What's at stake for children? Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

Dutro, E., Marquez-Zenkov, K. (2007, December). Urban students testifying to their own stories: Talking back to deficit perspectives. Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

Dutro, E., Kazemi, E., Balf, R. (2007, April). Stories Count: Examining children's experiences across mathematics and literacy in an upper-elementary classroom. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Dutro, E. (2006, December). Children writing trauma in an urban elementary classroom. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, California.

Dutro, E. (2006, November). Negotiating 'hard times': Children's lives and the assumption of privilege in a mandated curriculum. In S. Greene (chair), *Freedom to Teach and Freedom to Learn: What Gets Lost in the Scripted Writing Curriculum.* Invited symposium at the annual meeting of the National Council of Teachers of English, Nashville, Tennessee.

Dutro, E., Kazemi, E., Balf, R. (2006, April). 'About your color, that's personal': A Critical Discourse Analysis of Race and Resistance in an Urban Elementary Classroom. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California. (ERIC accession number: ED491665).

Kazemi, E., Hubbard, M., Dutro, E., Balf, R. (2006, April). Supporting Mathematical Engagement: Elementary Children's Experiences in One Discussion-Intensive Mathematics Classroom. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Dutro, E., Kazemi, E., Balf, R. (2005, September). Children's Positioning Across Subject Areas in an Urban Elementary Classroom. In E. Moje (chair), *Positioning Across Texts and Contexts: Understanding the Lived Experiences of Teachers and Students.* Symposium presented at the congress of the International Society for Cultural and Activity Research, Seville, Spain.

Dutro, E., Kazemi, E., Balf, R. (2004, December). 'We didn't fit the category': Critical literacy and the interrogation of racial categories in an urban elementary classroom. Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

Dutro, E., Kazemi, E., Balf, R. (2004, April). Children writing for themselves, their teacher, and the state in an urban elementary classroom. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Collins, K., Collins, J., Dutro, E. (2004, April). Putting them in their places: Social, educational and policy discourses and the positioning of teachers and students. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Dutro, E., Kazemi, E. (2003, April). 'What are you and where are you from?' Mining the meaning of culture in an urban elementary classroom. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Valencia, S., Dutro, E. (2002, December). A Wolf in Sheep's Clothing? The Relationship Between State and Local Standards Policies in Reading. Paper presented at the National Reading Conference, Miami, Florida.

Dutro, E., Kazemi, E. (2002, October). Stories Count: Children's Experiences in Literacy and Mathematics. In *The Interplay of Culture, Cognition, and Identity in Classrooms*. Symposium presented at the International Conference of the Learning Sciences, Seattle, WA.

Dutro, E., Kazemi, E. (2002, June). Making sense of "The Boy Who Died": Tales of a struggling successful writer. In L. Herrenkohl, (chair) *Culture, Cognition, and Identity: Examining Classroom Data Across Cultural Contexts*. Symposium presented at the ISCRAT conference, Amersterdam, The Netherlands.

Dutro, E., Collins, K., Collins, J. (2002, April). Teachers' responses to the standards movement: Perspectives from literacy practioners in three states. Paper presented at the annual conference of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E. (2001, December). "That's why I was crying on this book": Trauma and testimony in children's responses to literature. Paper presented at the National Reading Conference, San Antonio, Texas.

Dutro, E. (2001, December). Understanding teachers' stances toward literacy standards. In *Literacy and educational equity: Reading and writing instruction for the standards movement and beyond.* Symposium presented at the National Reading Conference, San Antonio, Texas.

Dutro, E. (2001, November). Teachers' responses to the standards movement. In *Literacy and educational equity: Reading and writing instruction for the standards movement and beyond.* Symposium presented at the National Council of Teachers of English, Baltimore, Maryland.

Dutro, E. (2001, April). Boys reading "American Girls": Negotiating masculinities through fiction. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Dutro, E. (2000, November). Stories exposed: Attending to trauma in researching, writing and representing children's lives. In L. Torda (chair), *Consuming students' stories in research and teaching.* Symposium presented at the annual meeting of the National Council of Teachers of English, Milwaukee, Wisconsin.

Dutro, E. (1999, November). Gridirons, Ghouls, and Girly Stuff: Children Negotiating Gender Through Popular Fiction. Research Roundtable presented at the annual meeting of the National Council of Teachers of English, Denver, Colorardo.

Wixson, K., Dutro, E., Fisk, M., Yamaguchi, R., Young, S. (1999, April). Standards as professional development. In E. Hiebert (chair), *CIERA: Reform of early literacy instruction through staff development.* Symposium presented at the meeting of the American Educational Research Association, Montreal, Canada (presented by Karen Wixson).

Dutro, E. (1999, February). Boys will be. . .constructed: Reading popular series fiction with young boys . In, *Exploring Gendered Selves: Women's and Children's experiences of Working, Housing and Schooling*. Panel presented at the Institute for Research on Women and Gender, Ann Arbor, Michigan.

Wixson, K., Dutro, E. (1998, December). An analysis of early reading/language arts standards. In E. H. Hiebert (chair), CIERA's research within policy contexts: Standards, resource use and assessment practices. Syposium presented at the meeting of the National Reading Conference, Austin, Texas (presented by Karen Wixson).

Dutro, E. (1998, November). 'It's like me, only in 'zine form:' Adolescent 'zines as feminist autobiography. In E. Dutro (chair), *Zines, Zinesters and the politics of reading and writing life stories.* Symposium presented at the Conference of the National Council of Teachers of English, Nashville, Tennessee.

Dutro, E. (1998, January). *Girls in the Club: Reading Gender in a Popular Series of Books for Girls.* Paper presented at the meeting of the Children's Literature '98 Conference, Columbus, Ohio.

Dutro, E. (1997, November). The Babysitters Club: Girls Negotiating Identity Through Popular Literature. Paper presented at the meeting of the National Council of Teachers of English, Detroit, Michigan.

Peters, C., Wixson, K., Dutro, E. (1997, December). A new view of content and process in K-12 English language arts curriculum. In K. Wixson (chair), *Defining the domain of the English/language arts.* Symposium conducted at the meeting of the National Reading Conference, Phoenix, Arizona.

Moss, P., Brown, N., Dutro, E., Ford, D. and Willard, M. (1997, April). An introductory course in the philosophy of social science at the University of Michigan. In A. Palincsar (chair), *Acculturation and Innovation in the Preparation of Educational Researchers.* Symposium conducted at the meeting of the American Educational Research Association, Chicago, Illinois.

Dutro, E. (1996, March). *Journeys from silence: The triumph of voice in an African American girls' organization.* Paper presented at the Ethnography and Education Conference, Philadelphia, Pennsylvania.

Dutro, E., (1996, March). *Discourses of Power in an African American Girls' Organization.* Paper presented at the meeting of the Michigan Council of Teachers of English, East Lansing, Michigan.

Dutro, E., (1993, April). *A Voice for the Quiet Women: The short stories of Mary Heaton Vorse.* In *Radical Women Writers*, panel presented in the English Department, San Francisco State University, San Francisco, California.

Invited Papers and Other Presentations

Dutro, E. (November, 2013). The Affects and Effects of Literacy Trauma Studies. Invited presentations, University of Wisconsin, Madison, WI.

Dutro, E. (February, 2013). Invited panelist, "K–12 Public Education Today: The Legacy of Keyes and the Metropolitan Community." University of Denver Law Review Annual Symposium, "Forty Years Since *Keyes v. School District No. 1*: Equality of Education Opportunity and the Legal Construction of Modern Metropolitan America." University of Denver, CO.

Dutro, E. (2012, April). "Reading" and "writing" students' lives in classrooms: Troubling "high-stakes" when the stakes are high. Invited talk to Boettcher Scholars, University of Colorado Boulder.

Dutro, E. (2011, April). Literacies and the Construction of Students Lives: Response to the Documentary Film, *Beyond the Bricks*. Invited address to the Writing and Literacies SIG Business Meeting, American Educational Research Association, New Orleans.

Dutro, E. Bien, A., Henning, M., Lewis, K., Nevarez, V. (2009, November). The Teacher Research for Equity and Opportunity project: Advocating for students through a pedagogy of testimony and witness. Presentation at the Teachers of Color and Allies conference, University of Colorado at Boulder.

Dutro, E. Bien, A., Kantor, J., Henning, M., Lewis, K., Nevarez, V. (2008, November). The Teacher Research for Equity and Opportunity project: Teacher research for social justice. Presentation at the Teachers of Color and Allies conference, University of Colorado at Boulder.

Dutro, E. (2006, April). Beyond girls and boys: Prospects for gender as a category of analysis in research on children's literature. Invited address to the annual meeting of the Literature Special Interest Group, American Educational Research Association, San Francisco, California.

Dutro, E. (2003, May). Exploring literacy, identity, and culture in a diverse urban classroom. Invited address, Literacy Symposium Series, University of San Diego.

Dutro, E. (2000, April). Commentary. In M. Knapp (chair), *Building Critical Capacity in Schools: Individual Teacher Agency and Collective Professional Learning.* Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Dutro, E. (1999, April). Response to panelists. In P. Lather (chair), *Intersections, interruptions and logics of inquiry: Teaching educational research.* Symposium presented at the meeting of American Educational Research Association, Montreal, Canada.

Service

National

Offices Held

Secretary, Division G, Social Context of Education (2012-present)	American Educational Research Association (elected term 2012-2014)
Co-Chair, Membership	National Council of Research on Language and Literacy (NCRLL)

Committee (2012-present)

Director (2008-2009) Commission on Composition, National Council of Teachers of English

Editorial Review Boards

2006-present *Language Arts*

2006-present *Reading and Writing Quarterly*

2002-present *Journal of Literacy Research*

Commitees

2013-present Field Council Representative, Literacy Research Association

2010-present Committee on Teacher Research, International Reading Association

2012 Outstanding New Scholar Award Committee, NCRLL

2006-2008 Program co-chair, Area 1: Preservice Teacher Education in Literacy, National Reading Conference

2004-2007 Member, Commission on Composition, National Council of Teachers of English

Manuscript Reviewing

American Educational Research Journal (Section on Social and Instituional Analysis)
Pedagogies
Journal of Teacher Education
Language Arts (subsequently on editorial review board)
English Education
Teachers College Press
Educational Evaluation and Policy Analysis
Equity and Excellence in Education
Cognition and Instruction
Educational Researcher
Research in the Teaching of English
Reading Research Quarterly
Center For Improvement of Early Reading Achievement (CIERA)

Proposal Reviewing

American Educational Research Association
Literacy Research Association
National Council of Teachers of English

School of Education

2009-present Program Chair, Literacy Studies, University of Colorado

2009-present Member, Dean's Advisory Council

2012-present Chair, Elementary Teacher Education Program, School of Education

2013-2014 Chair, Search Committee, Secondary Literacy, University of Colorado

2009-2013 Co-Chair, Recruitment and Retention Committee, School of Education, University of Colorado

2008-2010 Dean's Salary Advisory Committee (elected position)

2009-present	Faculty Advisor, Racial Initiatives for Students and Educators (RISE)
2012-2013	Faculty supervisor, SOE Research Study, "Student Experience in a Teacher Education Program"
2010-present	Education Minor Committee, School of Education, University of Colorado
2013	Faculty advisor, "An Evening with LGBTQ Youth", School of Education, University of Colorado
2009-2012	RISE Symposium, panel moderator
2009-2010	Search Committee, Bilingual Education
2007-2008	Search Committee, Adolescent Literacy, School of Education, University of Colorado
2006-2007	Search Committee, Special Opportunity Hire, Literacy
2006-2007	Search Committee, Bilingual Education, School of Education, University of Colorado
2006-2009	Taskforce on Recruitment of Graduate Students of Color, School of Education, University of Colorado
2011-2013	School of Education Climate Committee
2005-2008	Mentor, Education Diversity Scholars
2006	Ad hoc committee on doctoral comprehensive exams
University	CU Boulder
2012-2013	SOE diversity representative to Boulder Faculty Assembly
2008-2013	Member, university-level faculty committee, Graduate Student Instructor teaching awards, University of Colorado at Boulder
2012, 2013	Norlin Scholars, Applicaton Reviewer
2012	IMPART Grant Reviewer, ODECE
2012	Invited Talk, Boetcher Scholars
	Previous Universities
2004-2005	Search Committee Chair, two assistant professor positions, literacy, Cleveland State University
2003-2004; 2004-2005	Literacy Program Coordinator, Cleveland State University
2004	Search Committee Chair, Associate Dean for Student Services and External Relations, Cleveland State University
2003-2005	Graduate Affairs Committee member, Cleveland State University
2002-2003	Guest presenter for America Reads training sessions for tutors, Cleveland State University
2001	Discussion Facilitator (gender and gender equity)—Faculty Retreat, University of Washington
2001	Chair, Committee to draft the mission statement, UW College of Education Strategic Plan
2001-2002	Diversity Committee, College of Education, University of Washington

2000 – 2002	Gender Equity Committee, College of Education, University of Washington
2000 – 2002	Teacher Education Council, College of Education
2000; 2001	Application review for Teacher Education Program, College of Education
2000; 2001	Interviewing of applicants to Teacher Education Program, College of Education
May, 2000	Chair, *Nikkei Educational Issues*. Panel presented at The Nikkei Experience in the Northwest Conference, University of Washington
1998	Evaluator for Teacher Education Program Review School of Education, University of Michigan

Community

2008-2009	Board member, SAGE Community Partnerships, Boulder, CO
2004-2005	Selection Committee—Outstanding Teacher and Administrator, Martha Holden Jennings Foundation, Cleveland, Ohio
2004-2005	Steering Committee, Greater Cleveland Literacy Collaborative
2004-2005	Consultant (pro-bono), A Cultural Exchange, a community-based literacy organization
2004	Presenter, Multicultural Multilingual Conference, Cleveland Municipal School District
2003	Member—Academic Yearly Progress team, Cleveland Municipal School District
2002	Team member—literacy support for Margaret Ireland K-8 School, Cleveland Municipal School District
2000	Evaluator of *Educational Resource Guide* for Seattle Children's Theatre

Courses Designed and Taught

Perspectives on Teaching, Learning and Classrooms (core course for first year doctoral students)
Integrated Reading and Writing in Elementary Schools (Writing methods redesigned in 2012-2013)
Curriculum & Instruction Capstone Course (teacher research course for MA exit requirement)
Education in Film
Poststructuralist Lenses on Literacy, Subjectivity, Power, and Discourse
Step into Humanities Teaching (introduction to teaching for undergraduates)
Gender & Literacy in K-12 Classrooms
Processes of Writing
Teacher as Researcher
Composition for Teachers
Content Area Literacy
Emergent Literacy
Seminar in Literacy Research
Topics and Issues in Literacy
Teaching, Learning and Assessment in Literacy: Reading
Teaching, Learning and Assessment in Literacy: Writing

Critical Review of Literacy Materials
Qualitative Methods in Educational Research

Research Interests

race, class, gender, and sexuality and literacy; emotional dimensions of literacy engagement; trauma studies; feminist theory; identities and literacy practices in and out of school; teacher research; gender studies; critical literacy; literary theory and criticism; ethnography; accountability policy

Professional Organizations

American Educational Research Association
National Council of Teachers of English
Literacy Research Association
International Reading Association
National Council of Research on Language and Literacy