

Ashley Dawn Cartun Curriculum Vitae

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Education

2016 Ph.D. Curriculum & Instruction- Literacy Studies, University of Colorado Boulder
Research on Teaching and Teacher Education (ROTATE), University of Colorado Boulder
2007 MA Education, Curriculum and Instruction (Literacy), University of Connecticut
2006 BS English Education, University of Connecticut

Professional Experience

2021-Present Director of Teacher Education, University of Colorado at Boulder
2018-2021 Director of School Partnerships & Accreditation, University of Colorado at Boulder
2016-2018 Director of Elementary Field Experiences, University of Colorado at Boulder
2011- 2016 Doctoral Candidate, School of Education, University of Colorado at Boulder
2007-2010 Secondary English Language Arts Teacher

Research Experience

2020- Present *Co-Investigator- Addressing Financial Barriers in Teacher Education*
In collaboration with CU Boulder doctoral students and funded by a WISE grant, this research project examines the financial dimensions of the student experience within CU Boulder teacher education programs to inform and deepen collaborative, equity- and action-oriented partnerships and facilitate more accessible pathways to teaching in Colorado.

2020- Present *Co-Investigator- Designing for and Reflections of Prospective Teachers Towards Antiracist Thinking and Action*
In collaboration with a CU Boulder doctoral student, this study examines class participants' learning and development, paying particular attention to how they use class materials to make sense of and reflect upon injustice in their everyday lives and futures as anti-racist educators.

2020-Present *Principal Investigator- The Affective Archive: Critical-Affective Pedagogies in Teacher Education*
This study builds on the pilot study of the Affective Archive and investigates Year 3 elementary education students' experiences with developing critical-affective perspectives through the Affective Archive.

- 2020-Present *Co-Investigator- Humanizing Teacher Education: Forming School-University Partnerships to benefit bilingual learners, their teachers, and teachers-in-training*
The goals of the study are to examine how local schools and the School of Education at the University of Colorado Boulder can collaborate as meaningful partners in improving education for teacher candidates and emergent bilingual learners.
- 2019-Present *Principal Investigator- Exploring the Power of Learning Ecologies in Teacher Education*
This study examines a specific cohort of student teachers led by one of our University Supervisors. The learning community consists of current student teachers taking their student teaching seminar and previous candidates that are now local teachers returning as “Near-Peer Mentors.” This project explores the learning community and possibilities for future teacher candidates as well as early career teaching alumni.
- 2018 *Researcher- James S. McDonnell Foundation Grant Project: Advancing Teachers’ Pedagogical Reasoning and Practices with Tools*
This project, funded by the James S. McDonnell Foundation, aims to understand how teachers’ thinking and sensemaking may support or constrain their learning to promote disciplinary argumentation. We study this problem in the context of practice-based professional development (PBPD), which centers teacher learning on the activities that characterize their daily work.
- 2016-Present *Co-Investigator- Deepening Teacher Learning Through Co-teaching: Experiences of Candidates and Mentors*
This project, funded by a WISE grant, investigates the main elements of co-teaching (co-planning, co-instructing, and co-planning) to support the development of teacher learning and preparation for professional collaboration.
- 2015-2016 *Research Assistant- Faculty Teaching Excellence Program, University of Colorado Boulder (P.I.- Mary Ann Shea)*
The Faculty Teaching Excellence Program (FTEP) engages traditional and evolving scholarship of teaching and learning in order to strategically support the University of Colorado Boulder faculty in creating and redesigning the most effective classroom practices to facilitate student learning.
- 2015-2016 *Program Coordinator- New Assistant Professor Program, University of Colorado Boulder (P.I.- Mary Ann Shea)*
The New Assistant Professor Program (NAPP) is a university-wide program that supports new faculty as they transition to their tenure-track positions at CU Boulder, with the end goal of improving the teaching, integration of teaching and research into their professional careers.
- 2014-2016 *Research Assistant- Research-Practice Artifacts and Heart-Affects in the Writing Classroom (P.I.- Elizabeth Dutro)*
This project examines the design, enactment, and impact of a writing methods course embedding attention to relationship, affect, and the processes of testimony and critical witness into a practice-based model of supporting teacher candidates. This project seeks to better understand how attention to important specified practices of teaching can be learned, rehearsed, and enacted by novice teachers in classrooms with the on-the-ground support of teachers/teacher-educators, while also continuously pursuing social justice-oriented dispositions and action.

- 2013-2016 *Research Assistant- MacArthur Foundation: Connected Learning Research Network (P.I.- William Penuel)*
 Research assistant on a research team, led by Dr. William Penuel, employing quantitative and qualitative analysis in settings designed to promote connected learning. This project analyzes how youth represent changes to identities and their own learning to peers, as well as connections youth forge in the context of interest-powered learning activities.
- 2013- 2016 *Research Assistant-Writing Pedagogies for Equity, Connection, and Achievement: An Innovative Research Practice Partnership for Undergraduate Teacher Education. (P.I.- Elizabeth Dutro)*
 This project focuses on facilitating equitable opportunities for writing engagement and success for children in high-poverty classrooms by continuing a research-practice partnership with an urban, Title 1 elementary school. Draws on findings from multi-year classroom research collaboration with K-12 teachers to bear on a writing methods course for undergraduate elementary preservice teachers. The writing course has been designed to take up those findings in the context of a model of teacher education methods course, first implemented and studied in spring 2013.
- 2013-Present *Researcher and consortium member- Core Practices Consortium (P.I.- Pam Grossman & Morva McDonald)*
 Collaborative research group of leading teacher education researchers across universities (Stanford, UCLA, University of Washington, University of Michigan, University of Colorado Boulder, University of Wisconsin, Bank Street College). Writing methods course is an official site of study for the consortium examining core practices towards novice teacher competency. Funded by the Gates Foundation.
- 2012- 2013 *Research Assistant-Ambitious Writing Instruction as Critical Witnessing: Merging Findings from a Multi-Year Classroom Research Study into Innovative Models for Undergraduate Teacher Education. (P.I.- Elizabeth Dutro)*
 Drawing on Dr. Dutro's 2008 TREO project, a collaborative research model to study particular practices of effective instruction toward academic goals and engagement and emotional-relational aspects of learning, this project involved redesigning a required course on writing instruction to integrate TREO findings within pedagogies of teacher education being studied by a national consortium of researchers (Core Practices Consortium), of which Ashley Cartun and Elizabeth Dutro are a part. The undergraduate course was taught in a high-poverty, racially and linguistically diverse elementary school and done in collaboration with one of the TREO teachers and her third grade class.
- 2013-2014 *Research Assistant- MacArthur Foundation: Connected Learning Research Network (P.I.- Kris Gutierrez)*
 Research assistant of a research team led by Dr. Kris Gutierrez. Project examined learning across contexts, including technology practices in the home and school environments of elementary age Latino children.
- 2011-2013 *Research Assistant- Quality Urban Protocol: Reflecting on Practice with Student Teachers (P.I.- Jennie Whitcomb)*
 The project examined the ways in which teacher candidates are able to see nuances in their classrooms and the principles that guide the practices they enact by engaging them through a "pedagogy of noticing." Using a formative tool, the QRC (Quality, Responsive Classroom protocol),

this project sought to define formative strengths and weaknesses of the tool, and candidate's relationship to it in order to understand how to better address questions of educational equity by producing quality novice teachers.

- 2011-2012 *Research Assistant- The Food Movement (P.I.- Susan Jurow)*
Research assistant on a research team, led by Dr. Susan Jurow, that investigated the various learning environments and phenomena within the food movement.

University Teaching Experience

*Designed course (new course design, major revision of course)

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- 2014-2021 *School of Education, University of Colorado at Boulder*
Instructor, Elementary Licensure Program, Elementary Education/CLD Endorsement Program
Courses: *Step Up to Social Justice, *Children's Literature & Literary Engagement in Elementary Schools, *Writing Instruction for Elementary Schools
- 2012-2013 *School of Education, University of Colorado at Boulder*
Teacher's Assistant, Learning Sciences and Elementary Licensure Program
Courses: Integrated Reading and Writing for the Elementary Classroom, Educational Psychology for Elementary Schools: Learning in Robust Ecologies, Educational Psychology and Adolescent Development
- 2011-2012 *School of Education, University of Colorado at Boulder*
Instructor, Curriculum and Instruction, Secondary Humanities Program
Courses: *Education and Practice for Secondary English Student Teachers

University, State & Community Service

CU Boulder School of Education

- Search committee member, Director of Student Success & Academic Advising (2021)
- Search committee chair, academic advisor search for three positions (2021)
- Teacher Licensure Eligibility Review Committee, member (2019-present)
- Teacher Candidate Progress & Review Committee, invited member (2019)
- Teacher Education Leadership Team, member (2018-present)
- Presenter at Ed Explore, invited presenter (2018)
- Teacher Education subcommittee for student documentation and interventions, chair (2018)
- School of Education Dean Search Committee, invited member (2015)
- Focus Group Facilitator, gathering student feedback to evaluate and improve programs (2015)
- Literacy Studies Program Area Ambassador (2012-2016)
- Racial Initiatives for Students and Educators (RISE), invited board member (2012-2013)

State Level

- Denver Area Clinical Practice Collaborative, Founding Member
- Colorado Department of Education, Teacher Preparation Program Accreditation & Reauthorization Committee, invited member (2019-present)
- Colorado Department of Education, Reauthorization Visit Team Member for Boulder Journey School, invited member (2019)
- Colorado Council of Deans in Education (CCODE), invited member (2018-present)

Colorado Association of School Personnel Administrators (CASPA), member (2016-present)

Community

Alicia Sanchez International Elementary School, Antibullying Committee, invited member (2019-2020)
Growing Up Boulder Steering Committee, invited member (2019-present)

National Level

EdPrep Lab – board member

Grant Funding

2020 Women Investing in the School of Education (WISE) Grant. Awarded \$10,000 to support graduate students in the research project, Candidate Advocacy & Addressing Financial Barriers in Teacher Education.

Awards & Scholarships

2014-2015 Elizabeth Wilson Award- for outstanding work in elementary education
2013-2014 Elizabeth Wilson Award- for outstanding work in elementary education

Refereed & Invited Publications (* Indicates graduate student at time of authorship)

Flores, R*, **Cartun, A.** (2018). *Secondary English Teacher Education in the United States* [Review of the book *Secondary English Teacher Education in the United States*]. *Teachers College Record*.

Ruiz-Martinez*, **Cartun, A.** (2018). *Visions from Professional Development School Partners: Connecting Professional Development and Clinical Practice* [Review of the book *Visions from Professional Development School Partners: Professional Development and Clinical Practice*]. *Teachers College Record*.

Cartun, A., Dutro, E., Melnychenko, K. (2018). "The Affective Archive Project: Engaging Affect in a Critical Project-Based Literacy Methods Course" in *Clinical Experiences in Teacher Education: Critical, Project-Based Interventions in Diverse Classrooms* edited by Kristien Zenkov and Kristy Pytash. Routledge Press.

Cartun, A., Schutz, K., Kelley-Petersen, M., Franke, M. (2018). "Core Practices and the Teacher Education Curriculum" in *Teaching Core Practices in Teacher Education* edited by Caroline Chauncey. Harvard Education Press.

Dutro, E., **Cartun, A.**, Haberl, E., Melnychenko, K., Williams, B. (2018). Designing for Critical, Relational, Practice-Immersed Teacher Preparation: Weaving Threads Together in a Critical Project-Based Literacy Partnership. *The New Educator*. DOI: 10.1080/1547688X.2017.1412001

Dutro, E., **Cartun, A.**, Melnychenko, K., Haberl, E., Williams, B. P., & Zenkov, K. (2017). Partnership Literacies in a Writing Methods Course: Practicing, Advocating, and Feeling Together. *Journal of Adolescent & Adult Literacy*, 60(5), 585-588.

- Alston, C. L., Danielson, K. A., Dutro, E., & **Cartun, A.** (2017). Does a Discussion by Any Other Name Sound the Same? Teaching Discussion in Three ELA Methods Courses. *Journal of Teacher Education*, 0022487117715227.
- Cartun, A.**, Penuel, W. R., & West-Puckett, S. (2017). Blurring the Boundaries Between School and Community: Implementing Connected Learning Principles in English Classrooms. *Journal of Adolescent & Adult Literacy*, 61(2), 183-190.
- Dutro, E., **Cartun, A.**, Melnychenko, K., Haberl, E., Pacheco Williams, B. (2017). Partnership Literacies in a Writing Methods Course: Practicing, Advocating, and Feeling Together. *Journal of Adolescent and Adult Literacy*, 60, 585-588.
- Dutro, E., & **Cartun, A.** (2016). Cut to the core practices: Toward visceral disruptions of binaries in PRACTICE-based teacher education. *Teaching and Teacher Education*, 58, 119-128.
- Cartun, A.** (2015). Literacy as Gendered Discourse: Engaging the Voices of Women in Global Societies [Review of the book *Literacy as Gendered Discourse: Engaging the Voices of Women in Global Societies*]. *Teachers College Record*.
- Dutro, E., **Cartun, A.** (2014). "These are not tears of pity. They are tears of investment." Employing Trauma Theory to Foster Critical Witnessing in an Elementary Writing Methods Course in *Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times* edited by Jory Brass and Allen Webb. Routledge Press.

Dissertation Publication

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- Cartun, A.** (2016). The Affective Archive: Supporting Critical-Affective Practitioners and Pedagogies in Teacher Education (Doctoral dissertation).

Professional Papers and Presentations

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- Kulick, K., **Cartun, A.** (2022, April). Anti-Racist and Abolitionist Teacher Education: Going In to Act Out. Paper accepted for a paper session, Demonstrating pedagogical promise: Embracing the challenge of enacting equity practices and pedagogies, at the annual American Educational Research Association. San Diego, CA.
- Bohl, E., Snow Balderas, M.B., **Cartun, A.** (2022, April). Paper accepted for a roundtable session, Alternative Certification Pathways For and From Diverse Communities and Contexts, at the annual American Educational Research Association. San Diego, CA.
- Bohl, E., Snow Balderas, M.B., **Cartun, A.** (2022, March). Engaging Student Voice to Address Financial Barriers in Teacher Education. Paper accepted for the annual American Association of Colleges for Teacher Education conference. New Orleans, LA.
- Cartun, A.**, Snow Balderas, M.B., Bohl, E., (2021, November). Candidate Advocacy & Addressing Financial Barriers in Teacher Education. Invited presentation for the 2021 Colorado Educator Preparation Faculty Convening: Diversifying the Workforce. Denver, CO.
- Bohl, E., Snow Balderas, M.B., **Cartun, A.**, (2021, September). Candidate Advocacy & Addressing Financial

Barriers in Teacher Education. Invited presentation from the Colorado Department of Higher Education to the Colorado Commission of Higher Education. Denver, CO.

Gutierrez, C., **Cartun, A.**, Barker, H., Lawless, M., Searle, J., Leonard, B., Lane Spiel, M., Baker, D. (2021, June). Necessity Leads to Innovation: The Story & Lessons Learned of a Multi-institutional Educator Prep and Metro-Area District Collaboration focused on Clinical Practice. Presentation for the EdPrepLab Summer Virtual Institute.

Cartun, A., Dutro, E. (2020, November). Complexities & Possibilities in (Re)Designing School-University Partnerships. Paper presentation for the annual Literacy Research Association. Virtual conference.

Dutro, E. M., **Cartun, A.**, Caasi, E. & Torres, F. L. (2020, April). Justice Through Shimmers, Quivers, and Clings in Teacher Learning: Critical Affect Theory Toward Politically Engaged Teaching. Structured Poster Session for the annual American Educational Research Association Conference. San Francisco, CA. (Conference Canceled)

Cartun, A., (2018, November). Exploring Critical-Affective Dimensions of Teaching and Learning. Paper presented for the annual Literacy Research Association. Indian Wells, CA.

Cartun, A. (2018, November). Critical, Project-Based Clinical Experiences in Literacy Contexts. Presentation for the annual Literacy Research Association. Indian Wells, CA.

Cartun, A., (2018, April). Supporting Critical-Affective Practices and Pedagogies. Paper presentation for the annual American Educational Research Association. New York, NY.

Cartun, A., Henson, K., Meyer, E. (2018, April). Prepared for What? Preparing New Teachers for Collaborative Learning Through Co-Teaching. Paper presentation for the annual American Educational Research Association. New York, NY.

Dutro, E., **Cartun, A.**, Haberl, E. (2018, April). Designing for Critical-Affective Pedagogies in Practice-Based Models of Teacher Education. Paper presentation for the annual American Educational Research Association. New York, NY.

Kelly, M., **Cartun, A.**, Dominguez, M. Dutro, E. (2017, April). The Contrapuntal Nature of Novice Teaching: Exploring Harmonies and Dissonance Across Variations of Pedagogical Rehearsal. Paper presentation for the annual American Educational Research Association. San Antonio, Texas.

Dutro, E., **Cartun, A.**, Haberl, E., (2017, April). Enacting Literacy: Fostering Disciplinary Instructional Practices and Equity-centered Dispositions in Pre-service Teachers. Paper presentation for the annual American Educational Research Association. San Antonio, Texas.

Cartun, A., Valenzuela, C., Haberl, E., Stamatis, K, Jones, S. (2016, December). Visceral Travels Through Multimodality: Sites/Sights and Sounds of Critical-Affective Pedagogies. Paper presentation at the annual conference of the Literacy Research Association, Nashville, Tennessee.

Cartun, A. (2016, April). Exploring Visceral Literacies: Positioning, Vulnerability, and the Affective Dimensions of Teaching and Learning. Paper presentation for the annual American Educational Research Association. Washington, D.C.

Alston, C., Danielson, K., Dutro, E., **Cartun, A.** (2016, April). Building Understandings of Practice(s): Facilitating

Discussion Across Three English Language Arts Methods Courses. Paper presentation for the annual American Educational Research Association. Washington, D.C.

Cartun, A. (2015, December). The Affective Archive: A Teacher Educator Project Within a Writing Methods Course. Paper presentation at the annual conference of the Literacy Research Association, Carlsbad, California.

Dutro, E., **Cartun, A.** (2015, December). "It's a lot to feel": Designing for Affect and Critical Emotionality in a Preservice Literacy Methods Course. Paper presentation at the annual conference of the Literacy Research Association, Carlsbad, California.

Cartun, A., Penuel, W. (2015, April). Youth Voices on Sponsorship of Literacy in an Emerging Participatory Culture in a School Setting. Presentation for the annual American Educational Research Association. Chicago, IL.

Furtak, E., **Cartun, A.**, Kizil, R., Chrzanowski, A., Grover, R., Heredia, S., Johnson, R. (2015, April). Toward a Participation Metaphor for Formative Assessment. Paper presentation for the annual American Educational Research Association. Chicago, IL.

Dutro, E., **Cartun, A.** (2015, April). A Trauma Studies Lens on Writing Methods: Crafting a Critical, Affective, Practice-Based Pedagogy. In J. Brass & A. Webb (chairs), Toward Justice in Literacy Teacher Education: Critical Literacies in Elementary and Secondary Methods Courses. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Dismuke, S., **Cartun, A.**, Grisham, D., Wolsey, T., Smetana, L., Kunz, K., Fernholz, L., Chase, M., Tysseling, L., Lenski, S., Litt, D., Young, J., Kelly, C., Yoder, K., Martin, S., Vetter, C., Werderich, D., Place, N., Cahill, M. (2014, December). Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Link Research to Practice. Presentation for the annual Literacy Research Association. Marco Island, FL.

Dutro, E., **Cartun, A.** (2014, December). Cut to the Core Practices: Critical-Affective Theories Toward Disruption of Binaries in Practice-Based Teacher Education. Paper presented in K. Schutz (chair), Using Core Practices to Support and Assess Novice Teachers' Elementary Literacy Instruction, Literacy Research Association, San Marcos, Florida.

Cartun, A., Price, E., York, A. (2014, June). Friendship, Participation, and Site Design in Interest-Driven Learning among Adolescents. Published paper presented at the International Conference of the Learning Sciences. Boulder, CO.

Dutro, E., **Cartun, A.** (2014, April). The Vulnerable Heart of Social Justice Pedagogies: Trauma, Affect, and Emotion in a Preservice Literacy Methods Course. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Burns, M., **Cartun, A.**, DiGiacomo, D., Schmidt, K., Wenk, M. (participants). Visceral Literacies, Embodied Inquiries: The "Affective Turn" in Critical Research for Social Justice. Dutro, E. (chair). Cruz, C., Jones, S. (discussants). A Structured Poster Session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Penuel, W., **Cartun, A.**, Price, E., York, A. (April, 2014). Connected Learning: Evidence in Support of an Emerging Model for Learning across Settings among Nondominant Youth. Presentation for the annual American

Educational Research Association. Philadelphia, PA.

Dutro, E., **Cartun, A.** (2013, December). A Trauma Studies Lens on Writing Methods: Crafting a Critical, Affective, Practice-Based Pedagogy. Paper presented in roundtable presentation, Dutro, E., Danielson, K., Cartun, A. Ambitious Writing Teaching as Critical Enactment: Re-visioning Elementary Writing Methods in Two University Contexts. Literacy Research Association, Dallas, TX.

Dominguez, M., Schmidt, K., **Cartun, A.**, Begley, D., Whitcomb, J., & Wolf, S.A. (November, 2012). Learning literacy practices through observational and reflective tools. Presentation for the annual Literacy Research Association. San Diego, CA.

Feltenberger, A., Dominguez, M., **Cartun, A.**, Schmidt, K., Wenk, M., Wolf, S. A., & Dutro, E. (2012, June/July). Mindful critical witnesses across educational domains. Presentation for the annual meeting of The Assembly for Expanded Perspectives on Learning (AEPL). Estes Park, CO.

Manuscript Reviewing

English Education

English Teaching Practice and Critique

Enlightenment Education

Journal of Literacy Research (JLR)

Journal of Teacher Education (JTE)

Reading Psychology

Teaching and Teacher Education (TATE)

The ALAN Review

The New Educator

Invited Book Reviews

Teachers College Record

Research Interests

Critical literacy, teacher education, educational equity & diversity, reading and writing in education, young adult & children's literature, multimodality and multiliteracy, affect theory, feminist theory, connected learning, identities and literacy practices in and out of school, queer theory

Professional Organizations

EdPrepLab

American Association of Colleges for Teacher Education

American Educational Research Association

Colorado Association of School Personnel Administrators

Colorado Council of Deans and Directors of Education

Literacy Research Association

National Council of Teachers of English

International Society of the Learning Sciences

