

**Elizabeth (Lizz) Tetu**  
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## Education

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- Ph.D. in Education, 2024** (Program Area: Teacher Learning, Research and Practice) Boulder, CO  
University of Colorado Boulder School of Education  
Dissertation Title: *Becoming Justice-Oriented Teachers: A Collective Learning Experience for and with First-Year Teachers*  
Committee: Jamy Stillman (Chair), Katherine Schultz, Melissa Braaten, Noreen Naseem Rodríguez, Maisam Alomar
- M.S. in Childhood Education and Special Education, 2014** New York, NY  
Touro College Graduate School of Education  
Teaching Licenses Earned (New York State): Childhood Education, Special Education
- B.A. in Individualized Study, 2010** (Concentration: Theory and Policy in Public Education) New York, NY  
New York University Gallatin School of Individualized Study

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## Professional Appointments

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- Assistant Teaching Professor of Elementary Education and Teacher Learning, Research & Practice**  
University of Colorado Boulder School of Education, August 2024-present Boulder, CO

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## Research Foci

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Justice-oriented teaching and teacher learning in contexts of accountability contexts and in relation to culturally and linguistically diverse learners; pre-service and early career teacher learning; teacher workforce and labor issues (e.g., barriers to the profession, working conditions); anti-oppressive and activist research methodologies

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## University Teaching Experience

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- University of Colorado Boulder** (Boulder, CO)
- Undergraduate Education***
- Fall '24 '23, '22 Instructor: Elementary Social Studies Methods  
Fall '24, '23, '22, '21 Instructor: Elementary Student Teaching Seminar for Cultural & Linguistic Diversity I  
Spring '24, '23, '22 Instructor: Elementary Student Teaching Seminar for Cultural & Linguistic Diversity II  
Spring '25 (anticipated) Instructor: Literacy in the Elementary Classroom 2  
Spring '25 (anticipated) Instructor: Foundations of Language Acquisition for Bilingual Learners  
2021-2022 Field Coach: Elementary Student Teaching  
Spring '21 Instructor: Step Up to Social Justice Teaching  
2019-2021 Field Coach: Elementary Practicum  
Fall '19 Teaching Assistant: Dis/Ability in Contemporary Classrooms
- Graduate Education***
- Fall '24 Co-Instructor: Designing for Teacher Learning (doctoral seminar)
- Touro College Graduate School of Education** (New York, NY)
- Summer 2015 Adjunct Professor: Assessment, Diagnosis, and Remediation of Reading Disabilities

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## Teacher Education Leadership

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- University of Colorado Boulder** (Boulder, CO)
- 2024-2025 Facilitator, Critical Inquiry Group for Graduate Teacher Educators  
2024-2025 Coach/Mentor for Graduate Part-time Instructors in Teacher Education  
Fall '24, '22 Lead Course Instructor: Elementary Student Teaching for Cultural & Linguistic Diversity I  
Fall '24 Lead Course Instructor: Elementary Social Studies Methods

2023-2024 Member, Elementary Education Leadership Team  
Spring '23 Lead Course Instructor: Elementary Student Teaching for Cultural & Linguistic Diversity II  
2020-2021 Lead Practicum Field Coach

**American Educational Research Association (AERA)**  
2020-2022 **Chair** (21-22) and **Member** (20-21), Outreach Committee, Graduate Student Executive Board,  
AERA Division K: Teaching and Teacher Education

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## Publications

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**Tetu, E.**, Schultz, K., & Mommandi, W. (2024). Conflict, competition, and collaboration in co-located schools: School leaders navigating distrust. *Educational Administration Quarterly*, 60(4), 493-530.  
<https://doi.org/10.1177/0013161X241277852>

Hedrick-Shaw, D., Hamm-Rodriguez, M., Snow Balderas, M. B., **Tetu, E.**, Peña, N., & Gort, M. (in press). Flowing with the corriente: Centering bilingualism in elementary report writing instruction through SFL Genre Pedagogy. In Gort, M., Zapata, A., Seltzer, K., & Gomez, M. *Translanguaging Perspectives on Writing Development and Pedagogy: Learning from findings across contexts*. Information Age Publishers.

**Tetu, E.** (2024). Navigating crisis while learning a justice-oriented pedagogy of teacher education. In Butler, B.M. & Bullock, S. (Eds.) *Understanding a Pedagogy of Teacher Education: Contexts for Teaching and Learning About Your Educational Practice*, 113-127. Routledge.

**Tetu, E.**, & Cartun, A. (2023, July). *Easing the Financial Burden of Becoming a Teacher: A report on the impact of the 2022-23 Educator Stipend Program at CU Boulder*. University of Colorado Boulder.  
<https://tinyurl.com/ESPImpactReport2023>

Rodriguez, N.R., Falkner, A., & **Tetu Bohl, E.** (2022). Reading beyond the book with primary sources. *The Reading Teacher*, 75(6), 749-754. <https://doi.org/10.1002/trtr.2105>

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## Submitted Manuscripts

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Stillman, J., Staley, S., Caasi, E.\*, Hedrick-Shaw, D.\*, **Tetu, E.\*** (under review). Learning to “sit in the messiness”: Leveraging critical and queer pedagogies in teacher educator development. *\*Doctoral student co-authors made equal contributions to the manuscript and are listed in alphabetical order.*

Hamm-Rodríguez, M., **Tetu, E.**, Santiago Schwartz, V., Hedrick-Shaw, D., Snow Balderas, M.B., & Gort, M. (under review). Critical Self-Reflections on Disrupting Racialized Perceptions of Bilingual Student Writing: A Collaborative Autoethnography.

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## Manuscripts in Development

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**Tetu, E.**, Hayden, R., Braaten, M., & Roque, R. (book chapter proposal accepted; chapter in development). Learning alongside: Pre-service teachers and families relating in a creative computing workshop series. In Terrell, K. L., & Pimentel, D. S. (Eds.). *Culturally Sustaining Pedagogy in STEM Education*. IGI Publishing.

**Tetu, E.** (journal article in development). Affective-Relational Practices for Facilitating First-Year, Justice-Oriented Teacher Learning.

**Tetu, E.**, Snow Balderas, M. B., & Cartun, A. (journal article in development). More than a money problem: Teacher candidates' perspectives on financial strain in teacher preparation.

Hayden, R., **Tetu, E.**, Roque, R., Braaten, M., Hadjiyiannis, A., & Hall, A. (journal article in development) Supporting preservice teachers' affective noticing: Emotions as meaningful in an informal and intergenerational computing experience.

## Research Experience

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- 2022-present*      **Becoming justice-oriented teachers: A learning experience for/with first-year teachers**  
Principal Investigator (Dissertation Research; Chair: Dr. Jamy Stillman)  
Qualitative study utilizing ethnographic, participatory, and self-study methods to examine teacher learning in a justice-oriented learning community for first-year teachers. Findings focus on the teachers' individual and collective efforts to enact their values in practice, the relational resources within the community that supported learning, and the teachers' collective, structural analyses of the conditions in which they taught.
- 2024-present*      **Mapping teacher education strengths and needs at CU Boulder**  
Co-Principal Investigator (in collaboration with Teacher Learning, Research & Practice doctoral students and faculty)  
Qualitative interview study of teacher education programs at CU Boulder, focused on how each program addresses key issues in preparing justice-oriented teachers. A summer 2025 report of findings will be presented to a new School of Education dean to facilitate strategic planning.
- 2023-present*      **Preparing teachers as facilitators of computational making activities in classroom and informal learning environments**  
Graduate Research Assistant (PIs: Dr. Melissa Braaten & Dr. Ricarose Roque)  
Qualitative study of teacher learning in the context of a creative computing workshop series for families facilitated by pre-service teachers in partnership with staff at a local public library.
- 2021-present*      **SFL (Systemic Functional Linguistics) genre pedagogy in bilingual writing instruction**  
Graduate Research Assistant (PI: Dr. Mileidis Gort)  
Research-practice partnership with elementary bilingual educators focused on teacher and student learning in a critical implementation of SFL genre pedagogy in writing instruction.
- 2020-2023*      **Understanding the impact of financial strain and financial support in teacher education**  
Co-Principal Investigator (with Dr. Ashley Cartun & Mary Beth Snow Balderas)  
Qualitative interview and survey study initially focused on financial strain in teacher preparation. Results contributed to establishing an Educator Stipend Program for income-eligible student teachers in Colorado. A second phase of data collection explored the stipend's positive impact.
- 2022-2023*      **Field coaching around equity-related dilemmas in evolving policy contexts**  
Co-Investigator (with Devon Hedrick-Shaw, Revaline Nez, & Nelia Peña)  
Qualitative survey and interview study of field coaches' critical incidents as they mediate teacher candidates' learning from equity-related teaching dilemmas arising in field experiences.
- 2019-2021*      **Distrust and school co-location**  
Graduate Research Assistant (PIs: Dr. Katherine Schultz & Wagma Mommandi)  
Qualitative policy ethnography of educators' experiences with school co-location in Denver Public Schools and the role of distrust in educational policy reform.

## Awards

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- May 2024*      **University of Colorado Boulder** (Boulder, CO)  
Outstanding Teaching Award, School of Education

May 2024 Teaching Excellence Award, Graduate and Professional Student Government  
May 2024 Collegiality and Scholarship Excellence Award, Graduate and Professional Student Government  
May 2023 “Best Should Teach” Silver Award, Center for Teaching & Learning

## Fellowships

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2022-2023 **University of Colorado Boulder** (Boulder, CO)  
Lead Graduate Teacher Fellowship, School of Education and Center for Teaching & Learning  
**State of Colorado**  
Spring 2022 Policy Fellowship, Department of Higher Education

## Grants Received

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Spring 2023 **University of Colorado Boulder** (Boulder, CO)  
School of Education Partnership Sustainability Award (\$22,000)  
(Funding for SFL Genre Pedagogy research in 2023-24)  
Spring 2023 Graduate School Domestic Travel Grant (\$450)  
Fall 2022 Center to Advance Research and Teaching in the Social Sciences Grant (\$1,200)  
(Funding for Dissertation research in 2022-23)  
Summer 2022 Doctoral Student Research Grant to Address Anti-CRT/Anti-LGBTQ+ Movements (\$12,076)  
(Funding for Field Coaching in Evolving Policy Contexts research in Summer and Fall 2022)  
Spring 2021 Graduate and Professional Student Government Travel Grant (\$100)  
Fall 2020 Women Investing in the School of Education Research Grant (\$10,000)  
(Funding for Financial Barriers research in 2021-22)

## Other Leadership & Service

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2024-2025 **Faculty Mentor**, Doctoral Pathways Mentorship Program, CU Boulder School of Education  
2021-2024 **Volunteer**, PhD Finalist Weekend, CU Boulder School of Education  
2023 **Volunteer**, National Education Policy Center Annual Meeting  
2023 **Peer Reviewer**, Teachers College Press  
2022 **Session Chair**, AERA Division K Annual Meeting  
2022 **Co-leader**, New Ph.D. Student Orientation, CU Boulder School of Education  
2022 **Member**, Student Association of Graduate Educators, CU Boulder School of Education  
2020-2021 **Member**, Ph.D. Core Curriculum Working Group, CU Boulder School of Education  
2020-2022 **Graduate Student Peer Mentor**, CU Boulder Graduate School  
2019-2022 **Peer Reviewer**, The Assembly: A Journal for Public Scholarship in Education  
2019-2020 **Cohort Representative**, CU Boulder School of Education

## Professional Presentations and Panels

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### Conference Proceedings & Presentations

**Tetu, E.** (Accepted). *Affective-relational practices for facilitating first-year, justice-oriented teacher learning*. American Educational Research Association (AERA) Annual Meeting, Denver, CO.  
Braaten, M., Roque, R., **Tetu, E.**, & Hayden, R. (Accepted). *Theorizing teacher learning as consequential transitions among figured worlds*. AERA Annual meeting, Denver, CO.  
Rodriguez, N.R., Falkner, A., & **Tetu, E.** (2024, November). *Beyond the book: Using primary sources alongside children’s literature*. National Council for the Social Studies (NCSS) Annual Conference, Boston, MA.  
Hayden, R., **Tetu, E.**, Roque, R., & Braaten, M. (2024, April). *Supporting preservice teachers’ affective noticing: Emotions as meaningful in an informal and intergenerational computing experience*. AERA Annual Meeting, Philadelphia, PA.  
Cartun, A. & **Tetu, E.** (2024, April). *It is a tradeoff: Preservice teachers’ perspectives on financial stress & its impact on wellness*. AERA Annual Meeting, Philadelphia, PA.

- Tetu, E.** & Hedrick-Shaw, D. (2024, February). *“I don’t have the answers”*: A field coach’s mediation of an equity-related teaching dilemma. American Association of Colleges of Teacher Education (AACTE) Annual Meeting, Denver, CO.
- Cartun, A. & **Tetu, E.** (2024, February). *Using research to advocate for innovative local or state policy*. AACTE Annual Meeting, Denver, CO.
- Stillman, J., Staley, S., **Tetu Bohl, E.\***, Caasi, E.\*, & Hedrick-Shaw, D.\* (2023, April). Learning to “sit in the messiness”: Leveraging critical and queer pedagogies in teacher educator development. In: Kang, H. (chair) & Souto-Manning, M. (discussant). *Making Teacher Education a Site for Transformation by Empowering Teacher Educators; Division K: Teaching & Teacher Education, Section 3: Teachers’ Lives, Identities, and Journeys*. AERA Annual Meeting, Chicago, IL. (\*Equal contributions by doctoral student co-authors.)
- Tetu Bohl, E.**, Hedrick-Shaw, D., Snow Balderas, M.B., & Peña, N. (2023, April). *Inquiry as Partnership Design: Teacher/Teacher Educator Learning in a Critical Research-Practice Partnership*. AERA Annual Meeting, Chicago, IL.
- Gort, M., Hamm-Rodriguez, M., Snow Balderas, M.B., Hedrick-Shaw, D., Santiago Schwarz, V., & **Tetu Bohl, E.** (2023, March). Critical Self-Reflections on Disrupting Racialized Perceptions of Bilingual Student Writing through SFL and Translanguaging Pedagogies. In: Mizell, J. & Accurso, K. (chairs). *Freedom dreaming: Race-conscious cross-pollinations of SFL for equity and justice*. American Association for Applied Linguistics Annual Conference, Portland, OR.
- Mommandi, W., **Tetu Bohl, E.**, & Schultz, K. (2022, April). *A district’s shifting approach to attending to and engaging community perspectives: A critical analysis*. AERA Annual Meeting, San Diego, CA.
- Gort, M., Snow Balderas, M.B., Hedrick-Shaw, D., Peña, N., **Tetu Bohl, E.**, Hamm-Rodriguez, M., Santiago-Schwarz, V., Johnson, B., & Avila, M. (2022, April). *Centering Language and Communicative Purpose in K-5 Writing Instruction for Emergent Bilingual Learners through a University-District Professional Learning Partnership*. Society for Linguistic Anthropology Spring Conference, Boulder, CO.
- Tetu Bohl, E.**, Snow Balderas, M.B., & Cartun, A. (2022, April). *Teacher candidates’ perspectives on financial pressures in teacher preparation*. AERA Annual Meeting, San Deigo, CA.
- Tetu Bohl, E.**, Snow Balderas, M.B., & Cartun, A. (2022, March). *Engaging student voice to address financial barriers in teacher education*. AACTE Annual Meeting, New Orleans, LA.
- Mommandi, W., Schultz, K., & **Tetu Bohl, E.** (2021, April). *Losing place to make space: A critical spatial analysis of school co-location*. AERA Annual Meeting (virtual).
- Driscoll, K., **Tetu Bohl, E.**, & Snow Balderas, M.B. (2021, April). *Sense-making of the field coach experience: A collaborative self-study by developing teacher educators*. AERA Annual Meeting (virtual).
- Tetu Bohl, E.**, Schultz, K., & Mommandi, W. (2021, April). *Rhetoric versus reality: A critical policy analysis of school co-location in Denver, Colorado*. AERA Annual Meeting (virtual).
- Tetu Bohl, E.**, Mommandi, W., & Schultz, K. (2020, November). *“The only thing we share is a wall”*: Denver school leaders’ perspectives on school co-location. University Council for Educational Administration Annual Convention (virtual).
- Mommandi, W., Schultz, K., & **Tetu Bohl, E.** (2020, February). *“They’re almost exclusively in neighborhoods of color”*: An exploration of school co-location in Denver, Colorado. *Ethnography in Education Forum*, Philadelphia, PA.

### Invited Presentations and Panels

- Tetu, E.** & Hall, A. (2024, October). *Fostering Student Teacher Agency through Inquiry Projects in Elementary Education*. CU Boulder School of Education Community-Engaged Research and Partnership Showcase, Boulder, CO.
- Cartun, A. & **Tetu, E.** (2024, October). *Research, Advocacy & Partnership to Address Financial Barriers to Becoming a Teacher in Colorado*. CU Boulder School of Education Community-Engaged Research and Partnership Showcase, Boulder, CO.
- Tetu Bohl, E.** & Kirton, T. (Chairs). (2022, April). *Invited Panel Discussion: Teacher Perspectives on Anti-Racist Teaching and “Post”-Pandemic Schooling*. AERA Annual Meeting, San Diego, CA.
- Tetu Bohl, E.\***, Cartun, A.\*, & Snow Balderas, M.B.\* (2022, April). *Candidate Advocacy & Addressing Financial Barriers in Teacher Education*. State of Colorado Diversifying the Educator Workforce Workgroup, (virtual). (\*Equal co-authorship).
- Tetu Bohl, E.\***, Cartun, A., & Snow Balderas, M.B. (2021, September). *Candidate Advocacy & Addressing Financial Barriers in Teacher Education*. Colorado Commission of Higher Education (virtual). (\*Equal co-authorship).
- Kumashiro, K., Lyiscott, J., Soodjinda, D., & **Tetu Bohl, E.** (Panelists). (2021, April). *Division K Fireside Chat: Accepting Educational Responsibility in Teacher Education: Actions Toward Racial Justice and Equity*. AERA Annual Meeting (virtual).

## **K-12 Experience**

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*2017-19*            **Uncommon Schools, K-8 Curriculum & Assessment Team** (New York, NY)  
Senior Associate Director of Operations

*2016-17*            **Achievement First Brownsville Elementary School** (Brooklyn, NY)  
Academic Dean, Grades 2-4

*2014-16*            **Success Academy Charter Schools** (New York, NY)  
Third Grade Teacher (General and Special Education), Bed Stuy 2 Elementary School

*2013-14*            Middle School Assessment Manager, Harlem West Middle School

*2010-13*            Student Achievement Manager, Bronx 2 Elementary School

*2010*                School Affairs Coordinator, Harlem 3 Elementary School