

Elizabeth Dutro, PhD

CURRICULUM VITA

Professor, Literacy Studies
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Education

2000 PhD Educational Studies (Educational Studies-Literacy), University of Michigan
1993 MA English Literature, San Francisco State University
1988 BA Liberal Arts, La Sierra University, summa cum laude

Professional Experience

2022-present Associate Dean of Faculty, School of Education, CU Boulder
2014-present Professor, School of Education, University of Colorado Boulder
2009-2014 Associate Professor, School of Education, University of Colorado Boulder
2009-present Fellow, National Education Policy Center
2012-present Affiliate Faculty, Women and Gender Studies
2011-2020 Affiliate Faculty, Ethnic Studies
2013-present Affiliate Faculty, Culture, Language and Social Practice
2005-2009 Assistant Professor, School of Education, University of Colorado 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

2023 Finalist, Edward Fry Book Award, Literacy Research Association
2018 Excellence in Teaching and Pedagogy Award, Boulder Faculty Assembly, University of Colorado
2015 Best Should Teach Gold Award, University of Colorado Boulder
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 Achievement 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

(*=co-authored with students and/or K-12 teacher colleagues; δ=invited)

Books

Dutro, E. (2019). *The vulnerable heart of literacy: Centering trauma as powerful pedagogy*. New York: Teachers College Press.

*δ**Dutro, E.**, Pacheco, B. (Eds.) (2022). *Trauma-informed teaching: Toward responsive, humanizing classrooms*. Champaign, IL: National Council of Teachers of English.

Articles in Peer-Reviewed Journals

*Caasi, E., Yerkes, E., **Dutro, E.** (2023). Movement Between Physical Spaces and Sensemaking Places: Designing for Collective Sensemaking about Discussions of Gender and Sexual Diversity in Elementary Classrooms. *Teaching and Teacher Education*.

Schey, R., Coleman, J. J., Blackburn, M. V., Brochin, C., Cooper-Novack, G., Crawley, S. A., Cruz, C., **Dutro, E.**, Helton, L., Islam, A. Q., Jiménez, I., Lizárraga, J. R., Shrodes, A., Simon, R., Wickens, C., Young, C. A. (2022). Intergenerational queer method(ologie)s: Dialogues in literacy research. *Literacy Research: Theory, Method, and Practice*, 71(1), 249-267.

Kavanaugh, S., Fox, A., Ghouseini, H., Schiavone, L., Siy, E., Kazemi, E. & **Dutro, E.** (2022). Breaking the Fourth Wall in Collaborative Research: Beyond the Observer/Performer Binary in Research on Teacher Learning and Practice. *Cognition and Instruction*, 40(1), 126-147.

Ghouseini, H., Kavanaugh, S., **Dutro, E.** & Kazemi, E. (2021). The Fourth Wall of Professional Learning and Cultures of Collaboration. *Educational Researcher*, 51(3), 216-222. DOI: 0013189X211058751.

Cartun, A., **Dutro, E.** (2020). The Humanizing Potential of Risky Writing: Tracing Children's and Teacher Candidates' Critical-Affective Literacy Practices. *Reading Psychology*. DOI: [10.1080/02702711.2020.1783138](https://doi.org/10.1080/02702711.2020.1783138)

Grossman, P., Kazemi, E., Kavanagh, S. S., Franke, M., & **Dutro, E.** (2019). Learning to facilitate discussions: Collaborations in practice-based teacher education. *Teaching and Teacher Education*, 81, 97-99.

Garcia, A., **Dutro, E.** (2018). Electing to Heal: Trauma, Healing, and Politics in Classrooms. *English Education*, 50, 4, 375-383.

***Dutro, E.**, Haberl, E. (2018). Blurring Material and Rhetorical Walls: Children Writing the Border/lands in a Second Grade Classroom. *Journal of Literacy Research*, 50, 2, 167-189.

***Dutro, E.**, Cartun, A., Melnychenko, K., Haberl, E., Pacheco 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

Alston, C., Danielson, K., **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*, 1-14.

δ **Dutro, E.** (2017). Let's Start with Heartbreak: The Perilous Potential of Trauma in Literacy Classrooms. *Language Arts*, 94, 326-337.

***Dutro, E.**, Cartun, A., Melnychenko, K., Haberl, E., Pacheco, 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.

***Dutro, E.**, Bien, A. (2014). Listening to the "Speaking Wound": A trauma studies perspective on student positioning in schools. *American Educational Research Journal*, 51, 7-35.

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.

δDutro, 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.

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.

Editor-Reviewed and Other Publications

(*=co-authored with students and/or K-12 teacher colleagues; δ=invited)

Dutro, E. (2023). To Hover Amidst the Zip: Reflections on Moments of Silence in Literacy Classrooms, *Journal of Language and Literacy Education* 19, 1, <http://jolle.coe.uga.edu/wp-content/uploads/2023/05/Dutro-2023-Formatted-1.pdf>

***Dutro, E.**, Caasi, E. (2023). The Extraordinary Ordinary in Trauma-Responsive Literacies Toward Justice. *Language Arts*, 100(6), 467-471.

δDutro, E. (2023). Forward. In Savitz, R., Kane, B.D. *Trauma Sensitive ELA Instruction: Using Literacies to Build Student Resilience*. Teachers College Press.

δDutro, E. (2022). Forward. In Schepers, O., Brennan, M., & Bernhardt, P. E. (Eds.). (2022). *Developing Trauma-Informed Teachers: Creating Classrooms that Foster Equity, Resiliency, and Asset-Based Approaches*. IAP.

***δCaasi, E., Dutro, E.**, with Tracy Simpson, Francisco Torres, and Alex Shevrin Venet. (2022). Reimagining our responsive pedagogical toolbox: Learning from blended and online learning (*Responsive Teaching in Action* column). *Language Arts*, 100(1), 59-62.

***δCaasi, E., Dutro, E.**, with Campano, G., Luang, Q., Sykes, Z. & Wan, C., Handsfield, L. & Valente, P., Toliver, S. (2022). The Many Shapes & Possibilities of Learning with and in Community: Connecting Across Literacy Educators and Contexts of Collaboration (*Responsive Teaching in Action* column). *Language Arts*, 99(6), 421-425.

***δDutro, E.**, Caasi, E. (2022). The Complexities of Trauma in Responsive Teaching (*Responsive Teaching in Action* column). *Language Arts*, 99(5), 358-362.

***δCaasi, E., Dutro, E.** (2022). Responsive Teaching on the Move: Locating Movement in Text through Read Alouds about Sports. *Language Arts*, 99(4), 259-262.

***δDutro, E.**, Caasi, E. (2022). Seeking Poetics and Seeing Brilliance in Children's Writing Across Genres (*Responsive Teaching in Action* column). *Language Arts*, 99(3), 205-208.

***δDutro, E.**, Caasi, E. (2021). Embracing the both/and of Antiracist Pedagogies: A Dialogue in Letters (*Responsive Teaching in Action* column). *Language Arts*, 99 (1), 64-67.

δ**Dutro, E.** (2020). Seeking Hope in Troubled Times Through the Poetics of Children's Lives and Literacies. *Language Arts*, 98, 1, 46-50.

δ **Dutro, E.** (2019). How Affect Theory Can Support Justice in Our Literacy Classrooms: Attuning to the Visceral. *Language Arts*, 96, 384-389.

Book Chapters

Dutro, E. (in press). Honoring Children's Knowledge of Economic Struggle: Implications for Trauma-Responsive Literacy Practices. In Risko, V., Walker-Dalhousie, D., *Achieving Equity for Students in Poverty: Literacy Instruction that Makes a Difference*. New York: Teachers College Press.

Dutro, E. (forthcoming). The View From Klein's Corner. In M. Vagle, T. Leidl, K. Gast (Eds). *Embodied productions of social class*.

Dutro, E. (2019). Visceral Literacies, Political Intensities: Affect as Critical Potential in Literacy Research and Practice. In K. Leander and C. Ehret (Eds.), *Affect in literacy teaching and learning: Pedagogies, politics, and coming to know* (pp. 73-91). New York: Routledge.

Cartun, A., **Dutro, E.**, Melnychenko, K. (2018). The Affective Archive Project: Engaging affect toward critical pedagogy in a practice-immersed literacy methods course. In K. Zenkov & K. Pytash (Eds). *Clinical Experiences in Teacher Education: Critical, Project-Based Interventions in Diverse Classrooms*. New York: Routledge.

Dutro, E. (2017). Heeding the Unbearable in Teacher Education: Visceral Literacies as Critical Possibility and Praxis. In J. Justice and B. Tenore (Eds.), *Becoming Critical Teacher Educators: Narratives of Resistance, Possibility, and Praxis*. New York: Routledge.

***Dutro, E.**, Cartun, A. (2015). 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.

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.

Funding as PI or Co-PI

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| 2023 | “Co-Designing Professional Learning about Literacy with Rural Elementary Educators: A Research Practice Partnership” (PI) Submitted Spencer Small Grant, under review. |
| 2023 | “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI) Funded by Women Investing in the School of Education (WISE), CU Boulder (\$10,537.52) |

- 2023 “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI)
Place-based Partnership Sustainability Grant, School of Education, CU Boulder (\$21,078)
- 2023 “Co-designing Responsive Literacy Instruction with Rural Elementary Teachers”, CU Boulder Outreach Micro Grant (\$2,000)
- 2022 “Co-Designing Professional Learning about Literacy with Rural Elementary Educators: A Research Practice Partnership” (PI) (Spencer Small Grant, Declined)
- 2021 & 2022 “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI)
Funded by Place-based Partnership Seed Grant, School of Education, CU Boulder (\$40,000)
- 2022 “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI); CU Boulder Outreach Grant (\$10,000)
- 2021 “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI)
Funded by Women Investing in the School of Education (WISE), CU Boulder (\$9,278.35)
- 2021 “Designing Responsive Literacy Instruction with Rural Elementary Educators: A Professional Development Partnership” (PI), CU Boulder Outreach Micro Grant (\$2,000)
- 2018-2023 “Collaborative Learning About Discussions” (PI with Co-PIs: Hala Ghouseini, University of Wisconsin–Madison; Sarah Kavanagh, University of Pennsylvania; Elham Kazemi, University of Washington, Seattle)
Funded by the James S. McDonnell Foundation (\$2.5 million)
- 2008-present Critical Approaches to Trauma in Classrooms (ongoing collaborations and analyses)
“Centering Trauma as Powerful Pedagogy”
“Reconsidering the Difficult Experiences in Students’ Lives and Literacies in Poverty-Impacted 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)

- 2013-2017 “Ambitious Writing Instruction as Critical Witnessing: Merging Findings from a Multi-Year Classroom Research Study into Innovative Models for Undergraduate Teacher Education” Funded by University of Colorado at Boulder Outreach (\$32,000.00 over four years); WISE grants (\$20,000.00); IMPART grant (\$2,000.00).
- 2013-2017 “Complexities of Practice(s) Across Teacher Preparation Programs in English Language Arts”; with members of Core Practices Consortium collaborative research group. Funded by Spencer Foundation; Gates Foundation (~\$7,000.00).
- 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 Scholar Grant (\$3,000.00) (2010-2011)
- 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)

Additional Small 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 and Presentations

(*=co-authored with students and/or K-12 teacher colleagues)

*Cox, O., Dutro, E. (2024, April). Co-designing Literacy Instruction with Rural Elementary Teachers in a Professional Development Partnership. Paper to be presented at Annual meeting of the American Educational Research Association, Philadelphia, PA.

Dutro, E. (2024, April). Discussant. In accepted symposium, Adolescents' Intellectual and Emotional Communion: Exploring Shared Vulnerability and Connection in Literacy Learning. Annual meeting of the American Educational Research Association, Philadelphia, PA.

*Dutro, E., Pacheco, B. (2023). Trauma-informed teaching: Toward responsive, humanizing classrooms. Symposium, annual conference of the National Council of Teachers of English, Columbus, OH.

*Cox, O., Dutro, E., Driscoll, K. (2023). Co-designing Responsive Literacy Instruction with Rural Elementary Teachers: A Professional Development Partnership. Paper presented at the annual conference of the Literacy Research Association, Atlanta, GA.

*Caasi, E., Yerkes, E., Dutro, E. (2022). Designing for Collective Sensemaking about Discussions of Gender and Sexual Diversity in Elementary Literacy Classrooms. Paper presented at the annual conference of the Literacy Research Association, Phoenix, AZ.

*Dutro, E., Caasi, E., & Yerkes, E. (2021). A Critical Collective: Lived Experiences and Teachers' Sensemaking about Discussions of Gender, Sexuality, and Immigration. Paper presented in symposium, *Understanding Teachers as Learners Through Their Collaborative Sensemaking*. American Educational Research Association, virtual conference.

*Dutro, Caasi, E., Yerkes, E., Pacheco, B., Simpson, T., Santella, S., Wilson, L., Mastrogiavanni, S., Gallegos, L., Nied, J., Haan, L., Van Aken, J. (2020). *Teachers Learning Together About Discussions: The Confluence of Collaborative Practice and Centering Students' Knowledge in ELA Classrooms*. Session accepted for presentation at National Council of Teachers of English. (Cancelled due to Covid-19).

*Dutro, Caasi, E., Pacheco, B., Santella, S.A, Yerkes, E. (2020). Critical Confluence of Lived Experiences and Teachers' Collaborative Practice: Fostering Text-based Discussions of Gender and Sexual Diversity. Paper accepted for presentation at National Council of Teachers of English. (Cancelled due to Covid-19).

*Dutro, E., Cartun, A., Caasi, E., Torres, F. (2020). Justice as shimmer, quiver, and cling in teacher learning: Critical affect theory toward politically engaged teaching. In A. Bien, A. Rosebery, B. Warren (Chairs), *Attending to the Political and Ethical Dimensions of Teacher Learning*. American Educational Research Association, San Francisco, CA.

*Guggenheim, A., Stamatis, K., Garcia, A., Dutro, E. (2020). Toward a Critical Affect Methodology: Mapping Ghosts and Desire Paths. Roundtable presented at American Educational Research Association, San Francisco, CA.

Garcia, A. & Dutro, E. (2020). Toward a Politics of Healing in Classrooms. In M. Gonzalez & G. Rodriguez (Chairs), *Where Do We Go From Here? Reimagining Educational Contexts in the*

Era of '45. Symposium presented at American Educational Research Association, San Francisco, CA.

*Dutro, E., Caasi, E., Yerkes, E. (2019). The Learning that Happens in the Pauses: 'Teacher Time Out' As an Enactment Tool in Collaborative, School-Embedded Professional Development on Literacy Classroom Discussion. Roundtable presented at the Literacy Research Association, Tampa, FL.

Dutro, E. (2019). Discussant. In S. Kavanaugh (chair), Pedagogical Approaches to Wrestling with Race in the Preparation of Literacy Instructors. Literacy Research Association, Tampa, FL.

Dutro, E. (2019). Discussant. In A. Lemieux (chair), Trauma and Affect in Digital and Nondigital Contexts: Findings From Four Classroom-Based Studies. Symposium presented at American Educational Research Association Conference, Toronto, CN.

Dutro, E. (2018). Discussant. In M. Honeyford (chair), Establishing Healing and Transformative Practices in the Classroom and Community. Paper session presented at the annual conference of the Literacy Research Association, Palm Springs, CA.

Dutro, E. (2018). Discussant. In E. Dutro (chair), Towards Humanizing Literacy Teacher Education Through Curriculum, Pedagogy, and Design. Symposium presented at the annual conference of the Literacy Research Association, Palm Springs, CA.

Dutro, E., Cartun, A. (2018). The Affective Archive Project: Engaging affect toward critical pedagogy in a practice-immersed literacy methods course. In K. Zenkov & K. Pytash (chairs), Critical, Project-Based Clinical Experiences in Literacy Contexts. Presented in alternative format session at the annual conference of the Literacy Research Association, Palm Springs, CA.

Dutro, E., Cartun, A. (2018). Pedagogies of Testimony and Critical Witness Toward Anti-Oppressive Practice: Designing for Visceral Literacies in a Writing Methods Course. Paper presented in symposium M. Varghese (chair), "Teacher Educators Creating Critical and Anti-Oppressive Alternative Spaces within University-Based Programs", at American Educational Research Association, New York, New York.

Dutro, E. (2018). Visceral Literacies, Political Intensities: Affect as Critical Potential in Literacy Research and Practice. Paper presented in K. Leander and C. Ehret (Chairs.), *Where did life go?: Recovering affect in literacy research*, American Educational Research Association, New York, New York.

Beucher, B., Dutro, E. (2018). "There's Football Gabriel, and There's Gabriel, Gabriel": Negotiating Double-Consciousness During Digital Personal Storytelling for Public Consumption. In B. Beucher (chair), The Critical Role of Audience in Digital Writing, American Educational Research Association, New York, New York.

Dutro, E., Campano, G., Vagle, M., Ghiso, M.P., Enriquez, G., Torres, F. (2017, December). Literacy Research as Affective Encounter: (Un)framing Data in Response to Brutal Times. Alternative session at the annual conference of the Literacy Research Association, Tampa, Florida.

Dutro, E. (2017, December). Visceral Literacies as Critical Possibility and Praxis. In session, Becoming critical teacher educators: expanding meaningfulness through autoethnography. Paper presented at the annual conference of the Literacy Research Association, Tampa, Florida.

Dutro, E. (2017, December). Positioning as Affective Potential with/in Critical Trauma Literacies Presentation. In M. McVee (Chair), Positioning Theory and Literacy Research: Methodological and Conceptual Issues. Presentation at the annual conference of the Literacy Research Association, Tampa, Florida.

Dutro, E. (2017, December). Panelist in Study Group (sponsored by LRA Research Committee), "If I knew then. . .what I know now. . ." L. Handsfield (Organizer). Annual conference of the Literacy Research Association, Tampa, Florida.

Dutro, E. (2017, April). Heeding the unbearable in teacher education: Visceral Literacies as Critical Possibility and Praxis. In J. Justice & B. Tenore (chairs), *Grounded in hope, lived through action: Findings from autoethnographic narratives of becoming critical teacher educators*. Paper presented at the annual conference of the American Education Research Association, San Antonio, TX.

*Dutro, E., Cartun, A., Haberl, E., Melnychenko, K., Pacheco Williams, B. (2017, April). Ambitious Writing Instruction as Critical Witnessing: Learning from a Practice-Based Model of Literacy Methods Preparation. In Valencia, S. (chair), *Enacting literacy: Fostering disciplinary-based practices and equity-centered dispositions in preservice teachers*. Paper presented at the annual conference of the American Education Research Association, San Antonio, TX.

*Dominguez, M., Kelly, M., Cartun, A., Dutro, E. (2017, April). The Contrapuntal Nature of Novice Teaching: Exploring Harmonies and Dissonance Across Variations of Pedagogical Rehearsal. In C. Tirrell-Corbin (Chair), *Examining the development of core teaching practices with preservice teachers*. Paper presented at the annual conference of the American Education Research Association, San Antonio, TX.

Dutro, E. (2016, April). Photostory on Teacher Education as Public Scholarship. In J. Stillman, L. Anderson (chairs), , "Talking Back: Public Scholarship, Productive Practice and The Future of Teacher Education." Presidential Session at the annual conference of the American Education Research Association, Washington D.C.

*Dutro, E., Haberl, E. (2016, April). Transnational Lives, Loves, and Longings: Children Writing the Visceral Border Within the Threat of Immigration Policy. Paper presented at the annual conference of the American Education Research Association, Washington D.C.

Alston, C., Danielson, K., Dutro, E., Cartun, A. (2016, April). Does a Discussion By Any Other Name Sound The Same? Teaching Discussion In Three ELA Methods Courses. Paper presented at the annual conference of the American Education Research Association, Washington D.C.

*Dutro, E., Haberl, E. (2015, December). Blurring Borders: Children Writing Transnational Lives and Immigration Policy Across Three Years in a Second Grade Classroom. Paper to be presented 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 to be presented at the annual conference of the Literacy Research Association, Carlsbad, California.

Dutro, E. The Diary (2015, December). In Campano, G., Dutro, E., Ghiso, M.P., Jones, S., Vagle, M. (Chairs). Producing a Literacy Voice-Body without Organs: Continuing to (Un)frame Data. Alternative session to be presented at the annual conference of the Literacy Research Association, Carlsbad, California.

*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.

*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.

Dutro, E. (2014, December). Let's start with heartbreak. In Vagle, M. (chair), Unframing Data. An alternative session presented at the Literacy Research Association, San Marcos, Florida.

*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.

Dutro, E. (2014, April) (chair and organizer). Cruz, C., Jones, S. (discussants). Burns, M., Cartun, A., DiGiacomo, D., Schmidt, K., Wenk, M. (participants). *Visceral Literacies, Embodied Inquiries: The "Affective Turn" in Critical Research for Social Justice*. A Structured Poster Session presented at the annual meeting of the 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.

Dutro, E. (2013, December) (Chair and organizer). Embodied Literacies, Visceral Analysis, and the (Un)framing of Data. Session presented at the Literacy Research Association, Dallas, TX.

Dutro, E. (2013, December). "Big" Theory and/as the smallest huge things in literacy studies. Pechu Kucha presentation in Hruby, G. (chair), *Big Theory in Literacy: Still Transformative After All These Years?* Session presented at the Literacy Research Association, Dallas, TX.

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, Vancouver, BC.

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, Albuquerque, 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., 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, Colorado.

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 Addresses

Dutro, E. (December, 2022). The Vulnerable Heart of Literacy: Complexities of Trauma in Critical, Responsive Pedagogies in Elementary Writing. Invited session at the conference Reclaiming Student Agency to Develop Creative and Critical Readers and Writers (sponsored by The University of CA Irvine Writing Project, the WRITE Center, and the National Writing Project), Irvine, CA.

Dutro, E. (April, 2022). The Vulnerable Heart of Literacy: Complexities of Trauma in Critical, Responsive Pedagogies in English Language Arts. Invited talk, Queen's College, State University of New York.

Dutro, E. (March, 2022). The Vulnerable Heart of Literacy: Considering Trauma in Critical, Responsive Pedagogies in English Language Arts. Invited talk, Michigan State University.

Dutro, E. (October, 2021). The Vulnerable Heart of Writing in K-12 Classrooms. Keynote to organization; author Q&A with invited teachers; podcast interview. Toronto Writing Project Invited Speaker Series. University of Toronto.

Dutro, E. (March, 2021). The Vulnerable Heart of Writing in K-12 Classrooms. Invited talk, teacher education students and faculty. Georgia Gwinnet College.

Dutro, E. (March, 2021). The Vulnerable Heart of Writing in K-12 Classrooms. Keynote and teacher and faculty workshops. Rhode Island Writing Project Annual Conference. Rhode Island College.

Dutro, E. (January, 2021). Attuning to poetics as humanizing pedagogy in writing classrooms. Invited address to the annual conference of the Capitol District Writing Project, New York.

Dutro, E. (September, 2019). “It’s like my heart exploded. I think I’ll write a poem.” Trauma, Testimony, and Critical Witness in the Literacy Classroom. Keynote address, Annual Literacy Conference, University of Wyoming.

Dutro, E. (October, 2019). Keynote speaker, University of North Carolina Wilmington. Writing Conference for K-12 Educators. (rescheduled due to hurricane)

Dutro, E. (April, 2018). Crafting a Writerly Life. Presentation and workshop, STAR Fellows, Literacy Research Association.

Dutro, E. (January, 2018). Crafting a Writerly Life. Presentation and workshop, education faculty, University of Wyoming.

Dutro, E., Bien, A., Henning, M. (2017, December). Trauma as Critical, Humanizing Practice in Literacy Research, Theory, Policy, and Pedagogy. Invited session for Area 3: Literacy Instruction and Literacy Learning at the annual conference of the Literacy Research Association, Tampa, Florida.

Dutro, E. (May, 2017). The Perilous Potential of Trauma in Classroom Practice and Pedagogy. Invited presentation and panelist for *Psychological Trauma and Schools: How Systems Respond to the Traumas of Young Lives*. The Rutgers School of Law, Center on Law, Inequality and Metropolitan Equity (CLiME).

Dutro, E. (November, 2013). The joy of teaching with a broken heart: Visceral literacies in theory and practice. Invited presentation, University of Wisconsin, Madison, WI.

Dutro, E. (February, 2013). Invited panelist, “K–12 Public Education Today: The Legacy of *Keyes* and the promise of *Lobato* in 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. (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.

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, Vancouver, BC.

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. (2010, December). Response: "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. (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. (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. (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.

Selected Recent Workshops, Panels, and Presentations for CU Boulder

Dutro, E. (November, 2023). Panelist, Associate Deans of Faculty Insights and Advice, Faculty Leadership Institute.

Dutro, E. (September, 2023). Writing Practice Tips & Tricks. Presentation to the Faculty Writing Circles community, Office of Faculty Affairs.

Dutro, E. (May, 2023). Building partnership and responsive literacy instruction with rural elementary teachers. Presentation to WISE, School of Education.

Dutro, E. (February, 2023). Responding to trauma as critical, humanizing pedagogy. Presentation to Elementary Teacher Education instructors, School of Education.

Dutro, E. (April, 2022). Panelist, Thriving at CU series, “Thriving in the Classroom: Handling Challenges”, Office of Faculty Affairs.

Dutro, E. (February, 2022). Responding to trauma as critical, humanizing pedagogy. Presentation to CU Boulder Libraries Community of Practice.

Dutro, E. (August, 2021). Responsive pedagogy within the complexity of trauma. Talk for SASC instructors, University of Colorado Boulder.

Dutro, E. (May, 2019). Trauma as peril and potential in schools. Ed Talks, Dairy Center for the Performing Arts, Boulder, CO.

Dutro, E. (September, 2020). Responding to the complexity of trauma in classrooms. Invited presentation to CU Boulder Center for Teaching and Learning, Inclusive Communities of Practice.

Media and Public Scholarship

Dutro, E. (March, 2023). On Trauma and Loss. *Thinking in the Midst* podcast. Philosophy of Education Society.

Dutro, E. (November 2021). Toronto Writing Project podcast. Speaker interview series.

Dutro, E. (November, 2020). Literacy, Lived Knowledge, and the Ubiquity and Specificity of Trauma. NCTE *Council Chronicle*, 28-29.

Dutro, E. (October, 2020). The Complexities of Trauma and Education in the Time of COVID-19. Webinar presented as part of the CU Boulder webinar series on Covid-19.

Trauma-informed teaching in action (Kaitlin Smith, interviewer/writer) (2020, August). *Facing History and Ourselves*. <https://facingtoday.facinghistory.org/trauma-informed-teaching-in-action-an-expert-interview>

National Education Policy Center (2020, July). Teaching in Troubled Times: A Q&A With a Trauma Expert.

Reposted by:

Washington Post, July 16, 2020 (Valeri Strauss), [*How to Teach in These Troubled Times: A Trauma Expert's Advice for Educators*](#)

Diane Ravitch, July 24, 2020, <https://dianeravitch.net/2020/07/24/teaching-in-troubled-times-a-qa-with-a-trauma-expert/>

Ryan Warner (2020, May). The New Normal Under Coronavirus Is Hard For Parents And Kids. Here Are Some Tips To Make It Easier. Appearance on the Radio Show, *Colorado Matters*, Colorado Public Radio.

Fulcher, M., Lill, A., London, N. Print story and link to show:

https://www.cpr.org/2020/05/20/the-new-normal-under-coronavirus-is-hard-for-parents-and-kids-here-are-some-tips-to-make-it-easier/?utm_medium=email&utm_source=alert&utm_campaign=alert20200520

Dutro, E. (May 8, 2020). Beyond Teachers as Healers: Teachers, Students, and Reciprocal Care in Traumatic Times. Invited blog post to *Literacy in the Disciplines* (<https://literacy6-12.org/beyond-teachers-as-healers>)

Trauma Informed Literacy Instruction (Tanya Baker, interviewer)(March 26, 2020) Feature interview on The National Writing Project Radio podcast.

Dutro, E. (2019). The vulnerable heart. *Fringes*, 1(1), 27.

Haggard, L. (November 19, 2019). CU Boulder professor pens book about making coping with trauma a classroom experience. Boulder Daily Camera (<https://www.dailycamera.com/2019/11/09/cu-boulder-professor-pens-book-about-making-coping-with-trauma-a-classroom-experience/>)

National Education Policy Center (October 31, 2019). Trauma Belongs in Schools. This New Book Explains Why. Newsletter story.

Dutro, E. (September 2019). Centering Trauma as Powerful Pedagogy in ELA Classrooms. Invited blog post for *Ethical ELA* (founder, Sarah Donovan).

Strain, D. (September 3, 2019). Turning trauma into learning in the classroom. CU Boulder Today. <https://www.colorado.edu/today/2019/09/03/turning-trauma-learning-classroom>

KOA NewsRadio (August 20, 2019). Live Interview. Trauma in schools.

Service

National Offices Held

President, elected position (2022-2024)	National Council of Research on Language and Literacy
Vice President, elected position (2020-2021)	National Council of Research on Language and Literacy
Section Co-Chair, Division K (2016-2018)	American Educational Research Association
Board of Directors, elected position (2015-2018)	Literacy Research Association
Chair, Nominating Committee	Division G, Social Context of Education, American Educational Research Association
Secretary, elected position (2012-2014)	Division G, Social Context of Education, American Educational Research Association
Co-Chair, Membership Committee (2012-2014)	National Council of Research on Language and Literacy (NCRL)
Director (2008-2009)	Commission on Composition, National Council of Teachers of English
Program Co-Chair (2006-2008)	Literacy Research Association, Area 1: Preservice Teacher Education in Literacy

Editorial Positions

2021-2023	Section Co-Editor (with Erica Caasi), “Responsive Teaching in Action”, <i>Language Arts</i>
2017-2019	Section Editor, “Language Arts Lessons”, <i>Language Arts</i>

Editorial Review Boards

2018-present	<i>Research in the Teaching of English</i>
2017-present	<i>Reading Research Quarterly</i>
2015-present	<i>Journal of Adolescent and Adult Literacy</i>
2006-present	<i>Language Arts</i>
2006-2020	<i>Reading and Writing Quarterly</i>
2002-present	<i>Journal of Literacy Research</i>

Additional Committees and Roles

2021-2022	Mentor, ELATE Mentoring Program, NCTE
2017-2019	Arthur Applebee Award for Outstanding Article in Literacy Studies, Literacy Research Association
2015-2017	Senior Scholar Mentor, Gender and Sexualities ICG, Literacy Research Association

Senior Scholar Mentor	Gender and Sexualities Standing Committee, Literacy Research Association
2013-2016	Field Council Representative, Literacy Research Association
2010-2014	Committee on Teacher Research, International Reading Association
2012	Outstanding New Scholar Award Committee, NCRL
2004-2007	Member, Commission on Composition, National Council of Teachers of English

Manuscript Reviewing

Teachers College Record

American Educational Research Journal

Pedagogies

Journal of Teacher Education

Language Arts (subsequently on editorial review board)

English Education

Journal of Qualitative Research

Educational Evaluation and Policy Analysis

Equity and Excellence in Education

Teaching and Teacher Education

English Teaching: Practice and Critique

Cognition and Instruction

Educational Researcher

Research in the Teaching of English

Reading Research Quarterly

Reading Psychology

Reading Teacher

Review of Research in Education

Review of Educational Research

Routledge

Sage Publishing

Harvard Educational Press

University of Chicago Press

Teachers College Press

Center For Improvement of Early Reading Achievement (CIERA)

Proposal Reviewing

American Educational Research Association

Literacy Research Association

National Council of Teachers of English

Selected External Reviewer Roles for Tenure and Promotion

Arizona State University

California State University Fresno

Columbia University Teachers College

Florida Atlantic University

George Mason University

Michigan State University

North Carolina State University
 Pennsylvania State University
 Rutgers University
 Syracuse University
 The Ohio State University
 University of California Santa Cruz
 University of Connecticut
 University of Georgia
 University of Georgia
 University of Illinois Chicago
 University of Indiana Bloomington
 University of Iowa
 University of Michigan
 University of Minnesota
 University of New Mexico
 University of North Carolina Wilmington
 University of Pennsylvania Harrisburg
 University of South Carolina
 University of Texas Austin
 University of Washington
 University of Wisconsin Madison
 Virginia Commonwealth University
 Washington State University

School of Education

2022-present	Associate Dean of Faculty
2009-present	Dean's Advisory Council
2021-present	Faculty Governance Committee
2023	Member, Primary Unit Evaluation Committee, Cortez
2022	Member, Search Committee, Literacy Studies Assistant Teaching Professor
2022	Chair, Primary Unit Evaluation Committee, Rodriguez
2022	Discover Teaching Conference, Workshop session, Poetry in the Classroom: Literacy, Identity, Creativity (with Bre Pacheco), School of Education Recruitment Event
2009-2021	Program Chair, Literacy Studies
2021	Member, Primary Unit Evaluation Committee, Leonardi
2020-2021	Chair, Search Committee, TLRP Asst Prof, FDAP position
2020	Chair, Primary Unit Evaluation Committee, Nogueron-Liu
2020	Member, Primary Unit Evaluation Committee, Wilson
2020-2023	Mentor, Doctoral Pathways Mentoring Program
2019-2020	Search Committee, Asst. Professor, Literacy/English Education

2019-2020	Chair, Primary Unit Evaluation Committee, Comp Review, Silvia Nogueron-Liu
2019	Internal Reviewer, Promotion to Assistant Research Professor, Bethy Leonardi
2018	Member, Primary Unit Evaluation Committee, Tenure, Sue Hopewell
2017	Chair, Primary Unit Evaluation Committee, Full Professor, Wendy Glenn
2017-2020	Taskforce on interdisciplinary degree (BAIS)
2016-2017	Elementary Education Major Application Review Committee
2014-present	Leadership Minor Advisory Committee
2010-2019	Education Minor Committee
2016-2017	Search Committee, Secondary Literacy
2016	Search Committee, Director of Assessment
2016	Search Committee, Director of Field Services
2012-2016	Chair, Elementary Teacher Education Program
2016	Member, Primary Unit Evaluation Committee, Full Professor, Dean Katherine Schultz
2016	Member, Primary Unit Evaluation Committee, Full Professor, Mileidis Gort
2015-2016	Search Committee, Dean School of Education
2015-2016	Chair, Primary Unit Evaluation Committee, Tenure, Lucinda Soltero-Gonzalez
2015	Search Committee, Associate Dean for Teacher Education
2015	Member, Primary Unit Evaluation Committee, Tenure, Elizabeth J. Meyer
2014-2015	Member, Pre-Dean Search Committee
2014-2015	Chair, Primary Unit Evaluation Committee, Reappointment, Sue Hopewell
2014-2015	Member, Search Committee, Elementary Literacy
2013-2014	Chair, Search Committee, Secondary Literacy
2012-16	Member, Climate Committee
2009-2013	Co-Chair, Recruitment and Retention Committee
2008-2010	Dean's Salary Advisory Committee (elected position)
2009-2014	Faculty Advisor, Racial Initiatives for Students and Educators (RISE)
2012-2013	Faculty supervisor, Research Study, "Student Experience in a Teacher Education Program"
2013	Faculty advisor, Breaking the Silence: Perspectives of LGBTQ Youth
2009-2012	RISE Symposium, panel moderator
2009-2010	Search Committee, Bilingual Education
2007-2008	Search Committee, Adolescent Literacy
2006-2007	Search Committee, Special Opportunity Hire, Literacy

2006-2007	Search Committee, Bilingual Education
2006-2009	Taskforce on Recruitment of Graduate Students of Color
2011-2013	School of Education Climate Committee
2005-2008	Mentor, Education Diversity Scholars
2006	Ad hoc committee on doctoral comprehensive exams
University	CU Boulder
2024	Office of Faculty Affairs, Panelist, “Perspectives on Teaching and Research on the Tenure-Track: Ask the Veterans”
2023	Faculty Leadership Institute, Panelist, Associate Deans of Faculty
2023-2025	Provost’s Advisory Committee on Faculty Grievance
2022	Office of Faculty Affairs, Panelist, “Thriving in the Classroom: Handling Challenges”
2020-2021	Mentor, CU Faculty Mentoring Program
2018-2020	Vice Chancellor’s Advisory Committee (university-level reappointment, tenure, and promotion)
2016-2020	Advisory Board, Undergraduate Research Opportunity Program
2017-2018	Best Should Teach Gold Award Selection Committee
2015	Admitted Students Day, Faculty Sample Class presentation
2015-2016	Search Committee, School of Education Dean
2012-2013	SOE diversity representative to Boulder Faculty Assembly
2008-2013	Member, university-level faculty committee, Graduate Student Instructor teaching awards
2012, 2013	Norlin Scholars, Application Reviewer
2012	IMPART Grant Reviewer, ODECE
2012	Invited Talk, Boetcher Scholars
2011-2014	Norlin Scholars application reviewer
	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, UW
2000; 2001	Interviewing of applicants to Teacher Education Program, College of Education, UW
May, 2000	Chair, <i>Nikkei Educational Issues</i> . 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

Ongoing	Service to partnership schools through professional development and teacher-research collaboration is embedded in research partnerships.
2017	Writing Assessment Feedback/Support (Elementary), Boulder Valley School District
2012-2014	National History Day judge, Boulder High School
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 <i>Educational Resource Guide</i> for Seattle Children’s Theatre

Doctoral Committees

Committee Chair and Advisor

Seindee Konieczky (graduated)
 Karla Scornavacco (graduated)
 Julia Kantor (graduated)
 Andrea Bien (graduated)
 Sara Staley (graduated)
 Rebecca Beucher (graduated)
 Michael Dominguez (co-advisor) (graduated)
 Ashley Cartun (graduated)

Monica Gonzalez (graduated)
 Mary Kelly (co-chair) (graduated)
 Cecilia Valenzuela (co-chair) (graduated)
 Ellie Haberl (graduated)
 Francisco Torres (graduated)
 Aaron Guggenheim (graduated)
 Christine Zabala (graduated)
 Erica Caasi (graduated)
 Emily Yerkes (in progress)
 Oliva Cox (in progress)
 Jackie Smilack (in progress)
 Hannah Kim (in progress)

Dissertation Committee Member (other than chair)

Subini Annamma
 Krista Gauthier
 Mark Lewis
 Sarah Zerwin
 Makenzie Selland
 Michael Wenk
 Alaina Feltenberger-Beaver
 Kristen Pozzoboni
 Joanna Weidler-Lewis
 Michael Ross
 Suzanne Eyerman
 Emily Love
 Erin Allaman
 Darrell Jackson
 Bethy Leonardi
 Daisy Pierce
 Kimberly Schmidt
 Melia Repko-Irwin
 Ofelia Scheppers
 Patricia Abrilgon Holt
 Kristina Stamatis
 Cassie Lo (University of Pennsylvania)
 Gemma Cooper-Novak (Syracuse University)
 Daniel Moore
 Kristen Driscoll
 Andrea Glaws
 Lydia Sollenberger
 Chelsea DeSalvo
 Emily Johns-O'Leary

Courses Designed* and Taught

Perspectives on Teaching, Learning and Classrooms (core course for first year doctoral students)*
 Ways of Knowing in Educational Research (core course for first year doctoral students)

Prospectus and Dissertation Writing (new advanced qualitative methods course launched Fall 2017)*
 Step Up to Social Justice Teaching (introductory course for Elementary Education major) (School Partnership)*
 Introduction to Teaching and Learning (asynchronous online undergraduate course*)
 Theories of Literacy Research (Advanced Doctoral Seminar)*
 Special Topics in Literacy Research (Advanced Doctoral Seminar)
 Writing in Elementary Schools (Elementary Teacher Education; School Partnership-based)*
 Literacy 2 (Elementary teacher education literacy methods course)
 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*
 Doctoral 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; affective dimensions of literacies; critical trauma studies; affect theory; critical pedagogies; subjectivities and literacy; teacher learning; teacher education practices and pedagogies; accountability policy; teacher research; critical literacy; literary theory and criticism; feminist theory; research practice partnerships

Professional Organizations

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