

Elizabeth Dutro

CURRICULUM VITA

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Education

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

Professional Experience

- 2009-present Associate Professor, School of Education, University of Colorado at Boulder
- 2005-2009 Assistant Professor, School of Education, University of Colorado at Boulder
- 2002-2005 Assistant Professor, Teacher Education, Cleveland State University
- 2000-2002 Assistant Professor, College of Education, University of Washington
- 1995 – 2000 Research and Teaching Assistant, School of Education, University of Michigan
- 1988-1990 Elementary Teacher, San Bernardino Unified School District, California

Awards and Fellowships

- 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 Grant 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

Refereed Articles

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. (2009). Children's Testimony and the Necessity of Critical Witness in Urban Classrooms. *Theory Into Practice, 48*, 231-238.

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

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

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

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

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

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

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

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

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

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

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

Refereed Articles In Press

Dutro, E. (in press). What 'hard times' means: Mandated curricula, middle-class assumptions, and the lives of poor children. *Research in the Teaching of English*

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

Manuscripts under Review in Refereed Journals

Dutro, E. (under review). The Wounded Witness: Attending to Difficult Testimony in Research and Teaching.

Dutro, E., Kantor, J. (under review). Witnessing students' lives and literacies on screen: Reading a pedagogy of Testimony and Witness in *The Wire*.

Dutro, E., Kazemi, E., Balf, R. (under review). Writing lives behind test scores: Children writing for themselves, their teacher and the state in an urban elementary classroom.

Book Chapters

Dutro, E., Kazemi, E., Balf, R. (forthcoming). The shredding of a district survey on race and racism: Following children into relevance in an urban elementary classroom.

Dutro, E., McIver, M. (forthcoming). 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*.

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 Book Reviews

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.

Non-Refereed Articles

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

Published Reports (*peer reviewed)

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

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

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

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

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

Works in Progress

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

Dutro, E. (in preparation). "I like to read, but I know I'm not good at it": Children's perspectives on high-stakes literacy assessment in an urban elementary classroom.

Dutro, E. (in preparation). Toward a pedagogy of critical witness: The entrenchment of deficit perspectives and the need for new metaphors.

Dutro, E. (book prospectus, in preparation). *"Hard times is something that you have": Reconsidering the difficult stories in children's lives and literacies*

Research Projects

- 2008-2010 “Teacher Research for Equity and Opportunity” Funded by University of Colorado at Boulder Outreach (\$5,000.00)
- 2008-2009 “Reconsidering the Difficult Experiences in Students’ Lives and Literacies in High-Poverty Schools: A Teacher-Research Collaborative” Funded by the Center for Research and Creative Work, University of Colorado (\$7,000.00)
- 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 Grants

- 2006 Small Grant, Center for Research and Creative Work, University of Colorado (\$600.00)
- 2004 College of Education Research Support Grant, Cleveland State University (\$500.00)
- 2004 MIMIC technology grant, Cleveland State University (\$800.00)

Professional Papers

Dutro, E., 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*. Symposium to be 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*. Symposium 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*. Symposium 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*. Symposium 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?* Symposium presented at the annual meeting of the National Reading Conference, Austin, Texas.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dutro, E., Collins, K., Collins, J. (2002, April). Teachers' responses to the standards movement: Perspectives from literacy practitioners 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*. Symposium presented at the meeting of the National Reading Conference, Austin, Texas (presented by Karen Wixson).

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

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

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

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

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

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

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

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

Invited Papers and Other Presentations

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

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

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

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

Service

National Editorial Review Boards

2006-present

Language Arts

2006-present *Reading and Writing Quarterly*

2002-present *Journal of Literacy Research*

Committees

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

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

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

Manuscript Reviewing

2005-present *Journal of Teacher Education*

2005—2006 *Language Arts*

2003-2006 *English Education*

2003 *Educational Evaluation and Policy Analysis*

2003 *Equity and Excellence in Education*

2002 *Cognition and Instruction*

2000-2001 *Educational Researcher*

1996—1998; 2008-present *Research in the Teaching of English*

1998—1999 *Reading Research Quarterly* (Guest Reviewer)

1998 Center For Improvement of Early Reading Achievement (CIERA)

Proposal Reviewing

2001, 2002, 2003, 2005, 2007 American Educational Research Association

1999- present National Reading Conference

College and University

2008-2010 Salary Committee, School of Education, University of Colorado

2007-2008 Search Committee, Adolescent Literacy, School of Education, University of Colorado

2006-2007 Search Committee, Special Opportunity Hire, Literacy

2006-2007 Search Committee, Bilingual Education, School of Education, University of Colorado

2006-present Taskforce on Recruitment of Graduate Students of Color, School of Education, University of Colorado

2006 Ad hoc committee on doctoral comprehensive exams

2004-2005 Search Committee Chair, two assistant professor positions, literacy, Cleveland State University

2003-2004; 2004-2005 Literacy Program Coordinator, Cleveland State University

2004	Search Committee Chair, Associate Dean for Student Services and External Relations, Cleveland State University
2003-2005	Graduate Affairs Committee member, Cleveland State University
2002-2003	Guest presenter for America Reads training sessions for tutors, Cleveland State University
2001	Discussion Facilitator (gender and gender equity)—Faculty Retreat, University of Washington
2001	Chair, Committee to draft the mission statement, UW College of Education Strategic Plan
2001-2002	Diversity Committee, College of Education, University of Washington
2000 – 2002	Gender Equity Committee, College of Education, University of Washington
2000 – 2002	Teacher Education Council, College of Education
2000; 2001	Application review for Teacher Education Program, College of Education
2000; 2001	Interviewing of applicants to Teacher Education Program, College of Education
May, 2000	Chair, <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

2008-present	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

Courses Designed and Taught

Perspectives on Teaching, Learning and Classrooms (core course for first year doctoral students)
 Curriculum & Instruction Capstone Course (teacher research course for MA exit requirement)
 Gender & Literacy
 Teacher as Researcher

Integrated Reading and Writing in Elementary Schools
Composition for Teachers
Content Area Literacy
Emergent Literacy
Seminar in Literacy Research
Topics and Issues in Literacy
Teaching, Learning and Assessment in Literacy: Reading
Teaching, Learning and Assessment in Literacy: Writing
Critical Review of Literacy Materials
Qualitative Methods in Educational Research

Research Interests

race, class, gender and literacy; identities and literacy practices in and out of school; emotional dimensions of literacy engagement; trauma studies; feminist theory; gender and education; critical literacy; literary theory and criticism; ethnography; English language arts content standards—content, policy and implementation

Professional Organizations

American Educational Research Association
National Council of Teachers of English
National Reading Conference
International Reading Association