

PHILLIP M. WILDER
Associate Professor-Literacy
Clemson University
pwilder@clemson.edu

EDUCATION

- Ph.D., Curriculum & Instruction** 2009-2013
University of Illinois at Urbana-Champaign, Champaign, IL
Dissertation: *"I Can Only Cognitively Coach So Much": Heavy Coaching Efforts Amidst Disciplinary Complexities in Secondary School Classrooms*
- M.S. Curriculum & Instruction** 2000-2001
University of Illinois at Urbana-Champaign, Champaign, IL
- B.S. Teaching of Social Studies with English Minor** 1991-1995
University of Illinois at Urbana-Champaign, Champaign, IL

ACADEMIC APPOINTMENTS

- Associate Professor of Literacy 2019-Present
Department of Education, Health and Development
Clemson University—Clemson, SC
- Assistant Professor of Literacy 2013-2019
Department of Education, Health and Development
Clemson University—Clemson, SC

PROFESSIONAL EXPERIENCE

- Senior Education Advisor** 2016-Present
Mwangaza Education for Partnership
Arusha, Tanzania
- External Evaluator** 2019-Present
Peace Center Community Literacy Initiative
Greenville, SC
- Consultant** 2017-Present
Regional English Language Office
United States Embassy Dar es Salaam, Tanzania
- Grant Evaluator** 2016-Present
Disciplinary Literacy in High Needs Middle Schools
\$4 Million United Way Social Innovation Fund Award
Public Education Partners & OnTrack Greenville
- Co-Chair School District Strategic Planning** 2017-2018
Greenville County School District, Greenville, SC
- Faculty-in-Residence** 2015-2017
Dr. Fisher STEAM Middle School
Greenville County School District, Greenville, SC

Literacy Consultant 2013-2015
Public Consulting Group, Portsmouth, NH

Secondary Teacher Collaborator 2007- 2013
Center for Education in Small Urban Communities
University of Illinois at Urbana-Champaign

Research Assistant 2005-2006
Online Reading Practices of Adolescent Readers
College of Education, University of Illinois at Urbana-Champaign

Research Assistant 2000-2001
Struggling Adolescent Readers in Alternative School Contexts
College of Education, University of Illinois at Urbana-Champaign

Teaching Assistant 2000-2002
Curriculum & Instruction
College of Education, University of Illinois at Urbana-Champaign

K-12 TEACHING

English & Social Studies Teacher/Literacy Coach 2002-2007
Champaign Central High School, Champaign, IL

English & Social Studies Teacher 1996-2000
Joliet West High School, Joliet, Illinois

LICENSURE

State of Illinois Teaching License 2002-2018
Certification: Middle School & High School Reading Specialist

State of Illinois Teaching License 1995-2013
Certification: English, Social Studies (6-12)

HONORS AND AWARDS

Clemson University College of Education Faculty Award Excellence for Service-Outreach, 2017-2018
International Literacy Association's Supporting Young Scholars Award, 2014-2017
Clemson University College of Education Dean's Leadership Institute, 2019-2020

PUBLICATIONS

International/National Refereed Journal Articles

Schreuder, M. & Wilder, P. (In Press). "I'm stronger than I thought": Mindful practices while reading *Things Fall Apart*. *English Journal*.

Wilder, P. (2019). Conversations with myself: Literacy as conscious tool of healing. *English Journal*. 108 (3), 60-66.

Wilder, P. & Jacques, L. (2019). Designing purpose and engagement for disciplinary reading in secondary schools. *Reading Matters*. 19 (1), 25-29.

Wilder, P. & Msseemmaa, D. (2019). Centering disciplinary literacies on student consciousness: A Tanzanian case study. *Journal of Adolescent & Adult Literacy*, 62 (5), 479-484.

Wilder, P. & Axelrod, Y. (2019). Humanizing disciplinary literacy pedagogy for Dinka refugee children. *Cultural Studies in Science Education*. <https://doi.org/10.1007/s11422-018-9896-7>

Aziz, J., Wilder, P. and Alberto Mora, R. (2019). YAL as a tool for healing and critical consciousness: An international perspective. *Alan Review*, 46 (2), 71-78.

Wilder, P. (2017). Reframing literacy coaching as collaborative inquiry in secondary school discipline. *English Leadership Quarterly*, 39 (3), 5-9.

Wilder, P. (2017). Supporting adolescent literacy requires a focus on literacy practices in a local context. *Knowledge Quest*, 46 (1), 32-39.

Wilder, P. & Herro, D. (2016). Lessons learned: Collaborative symbiosis and responsive disciplinary literacy teaching. *Journal of Adolescent & Adult Literacy*, 59 (5), 539-549.

Wilder, P. & Cridland-Hughes, S. (2016). Guiding principles for pre-service teacher literacy education in light of Read to Succeed. *Reading Matters*, 16, 75-80.

Wilder, P. (2015). Listening to the third voices of Pangasinan students: Designing and enacting culturally-sensitive curriculum. *Cultural Studies of Science Education*, 10(4), 991-997. DOI: 10.1007/s11422-015-9674-8

Wilder, P. (2014). Coaching heavy as a disciplinary outsider: Negotiating disciplinary literacy for adolescents. *The High School Journal*, 97(3), 159-179.

Gutzmer, C. & Wilder, P. (2012). "Writing so people can hear me": Responsive teaching in a middle school poetry unit. *Voices from the Middle*, 19(3), 37-44.

Yoon, H. & Wilder, P. (2010). Announcing the Alan C. Purves award winner. *Research in the Teaching of English*, 44(3), 338-340.

Dressman, M., Wilder, P. (2007). Wireless technology and the prospect of alternative Education reform. In J. Albright and A. Luke (Eds.), *Pierre Bourdieu and literacy education* (pp. 113-135). Mahwah, NJ: Lawrence Erlbaum Associates.

Wilder, P. (2007) "New Literacies: The Internet Search Practices of Struggling Adolescent Readers." *The International Journal of Learning: Annual Review* 14 (2): 105-118. doi:10.18848/1447-9494/CGP/v14i02/45226.

Dressman, M., O'Brien, D., Rodgers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., & Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In *55th National Reading Conference Yearbook*, pp. 141-154.

Dressman, M., Wilder, P. & Johnson-Connor, J. (2005). Theories of failure and the failure of theories: A cognitive/sociocultural/macro structural study of eight struggling students. *Research in the Teaching of English*, 40(1), 8-61.

Book Chapters

Wilder, P., Howell, E., Jacques, L., Cridland-Hughes, S., and Schreuder, M. (In Press). Professional Development in the Disciplines. In Z. Philippakos (Ed.), *Design-Based Research in Practice*. New York, NY: Guilford.

Wilder, P. (In Press). The literacy Maria deserved in our United States history class. In J. Warner (Ed.), *Failure Before Success: Teachers Describe What They Learned From Mistakes*. Lanham, MD: Rowan and Littlefield.

Wilder, P. & Herro, D. (2015). Supporting inquiry with digital texts in school disciplines. In T. Rasinski, R. Ferdig, & K. Pytash (Eds.), *Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction* (p. 1-21). Bloomington, IN: Solution Tree.

Wilder, P., & Dressman, M. (2006). New literacies, enduring challenges? The influence of capital on adolescent readers' internet practices. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (2nd ed.) (pp. 205-229). Mahwah, NJ: Lawrence Erlbaum Associates.

Digital Publications

Ippolito, J., Wilder, P., & Condie, C. (2017). The key to effective disciplinary literacy instruction: Inquiries, tasks, and texts that matter to students in K-12. *Ed Circuit*. Retrieved from: <http://www.edcircuit.com/the-key-to-effective-disciplinary-literacy-instruction/>

Wilder, P. (2017). Disciplinary Principles Guide a Lesson in History. *S2Tem Centers SC Insights*. Retrieved from: <http://us2.campaign-archive2.com/?u=31231e262496764d2f2a5bb42&id=edf126094d>

Wilder, P. (2016). 3 Principles for Supporting Disciplinary Literacy in the Classroom. *S2Tem Centers SC Insights*. Retrieved from: <http://us2.campaign-archive2.com/?u=31231e262496764d2f2a5bb42&id=adcdbc53f9>

PRESENTATIONS

Keynotes & Legislative Testimonies

Issues Related to Dyslexia and Other Reading Disorders: Hearing before the Subcommittee on K-12 Education, 121st South Carolina General Assembly (March 2017) (testimony of Dr. Lee D'Andrea, Dr. Janie Hodge, Dr. Phillip Wilder, Dr. Heidi Mills, Dr. Kathleen Marshall, Dr. Kavin Ming, Dr. Deb Leach.

Wilder, P. (July 2017). Centering Student-Centered Coaching on Student Dignity. Paper presented at the annual meeting of the International Literacy Association, Orlando, FL.

Wilder, P. (October 2017). Leveraging Teacher Learning for Educational Equity: A Vital Resource...Especially When Policy & Politicians Lack Courage & Morality. Presented at the National Urban League and Educational Testing Service Convening "Changing the Dynamic: A Discussion on Rural-Urban Approaches to Advance Equity for All Students" in Princeton, NJ.

Wilder, P. (December 2017). Mirroring Student Dignity: Design-Based Research as Moral Practice in School-Educational Partnerships. Presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.

Refereed International and National Conference Presentations

Pytash, K., Wilder, P., Manderino, M. DiDomenico, P., & Jacques, L. (December, 2019). Disciplinary Literacy Perceptions and Realities: A National Survey of Middle School and Secondary School Teachers. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Savitz, R. & Wilder, P. (December 2019). LRA Disciplinary Literacy Study Group. Study Group at the annual meeting of the Literacy Research Association, Tampa, FL.

Manderino, M., Wilder, P., Pytash, K., & Jacques, L. (April, 2019). Disciplinary Literacy Perceptions and Realities: A National Survey of Middle School and Secondary School Teachers. Presented at the annual meeting of the American Educational Research Association, Toronto, CA.

Wilder, P., Schreuder, M., Schenck, S., & Silva, A. (November, 2018). Responsive Disciplinary Literacy Pedagogy: Teacher Identities and Agency in Disciplinary Classrooms. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Wilder, P. (December, 2017). Responding and Resisting: Using Formative Design to Engage Teachers in Disciplinary Literacy Teaching. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Wilder, P., Howell, E., & Schreuder, M. (December, 2017). Formative Assessment as an Access Point into Disciplinary Literacy Research and Practice. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Wilder, P., Howell, E., Jacques, L. & Cridland-Hughes, S. (December, 2016). Improving Disciplinary Literacy Teaching: A Formative Experiment Exploring Professional Learning. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Wilder, P. (December, 2016). Stretching Conceptions of Text and Disciplinary Value: Preservice Teacher Designing of Disciplinary Literacy Instruction with Disciplinary Texts. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Wilder, P., Howell, E., Jacques, L. & Cridland-Hughes, S. (December, 2016). Implementing Disciplinary Literacy in the Classroom: Immediate and Future Modifications. Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.

Cridland-Hughes, S., Kim, J. & Wilder, P. (November, 2016). Cultivating critical literacy for teachers: Exploring advocacy at curriculum, classroom, local and national levels. Paper presented at the annual meeting of the National Conference of Teachers of English. Atlanta, GA.

Yoon, H. & Wilder, P. (December, 2015). Miscommunication with Literacy Policy: Preservice Teacher Navigation of Literacy Teaching Worlds. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Wilder, P., Della Sala, M. R., Klar, H. W., Lindle, J. C., Reese, K. L., & Knoepfel, R. C., Campbell, M. & Buskey, F. (April, 2015). Lessons Learned: The Evaluation of a University-District Professional Development Program for Rural School Administrators. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Wilder, P. & Haltiwanger, L. (May, 2015). Coach as Disciplinary Outsider: Harnessing the Power of Situated Coaching Practices in a Longitudinal Mathematics Collaboration. Paper presented at Mathematics Specialists/Coaches Research Conference, Milwaukee, WI.

Wilder, P. (December, 2014). Literate Disciplinary Teaching: Preparing Pre-Service Teachers for Disciplinary Literacy Instruction. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.

Wilder, P. (December, 2014). Professors, We Need You! Public Intellectuals, Advocacy and Activism. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.

Wilder, P. (October, 2014). "I won't lie to you. Chemistry makes my brain hurt:" The Influence of Disciplinary Expertise in Secondary School Instructional Coaching Collaborations. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.

Wilder, P. (October, 2014). "Why Won't You Just Tell Us How to Teach Literacy?": Redesigning Pre-Service Content Area Literacy Education for Disciplinary Literacy. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.

Wilder, P. (December, 2013). Coaching for Student Impact in Secondary Classrooms: The Relationship of Disciplinary Knowledge, Epistemic Beliefs and Pedagogy on Coaching Stance. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Wilder, P. (December, 2012). Coaching Heavy in Secondary Classrooms: Negotiating Disciplinary Learning for Adolescents. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Wilder, P. & Gutzmer, C. (May, 2011). Responding to the literacy needs of students: Differentiating the writing experience in a 6th grade poetry unit. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.

Wilder, P. & Yoon, H. (February, 2009). Authentic collaboration: A school-university partnership to improve literacy instruction. Paper presented at the annual meeting of the International Reading Association, Phoenix, AZ.

Wilder, P., & Dressman, M. (December, 2005). New Literacies, Enduring Problems?: Comparing Under- and Over Capitalized Adolescent Readers' Internet Practices. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Dressman, M., Wilder, P., & Johnson, J. L. (December, 2002). Theories of failure and the failure of theories: A cognitive/sociocultural/critical study of eight struggling students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Dressman, M., Wilder, P., & Johnson, J. L. (December, 2001). Reading the lives and literacy histories of disaffected, disenfranchised adolescents. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Invited International/National Presentations

Wilder, P. (2019, April 29). Responsive Teaching: Supporting Adolescent Literacy in Disciplines. Presentation given to literacy leaders from the Chicago Area Literacy Leaders annual meeting. Leyden School District, Leyden, IL.

Wilder, P. (2019, April 29). Developing Responsive Disciplinary Literacy Teaching Capacity. Presentation given to academic leaders and coaches in Leyden School District, Leyden, IL.

Wilder, P. (2015, March 24). Assessing Our Student-Centered Coaching Practices: Challenges, Tensions, and Possibilities. Presentation given to Questar III BOCES Region Instructional Coaches. Albany, NY.

Wilder, P. (2014, November 25). *Student-Centered Coaching: The Power of Shared Inquiry*. Presentation given to Questar III BOCES Region Instructional Coaches. Albany, NY.

Wilder, P. (2014, July 10). Coaching for Argumentative Writing: Experiencing and Scaffolding the Cognitive Writing Demands of the CCSS. Presentation given to New York State High School Instructional Coaches at the NYSED Network Team Institute. Albany, NY.

Wilder, P. (2014, July 10). Introduction to Argumentative Writing: Experiencing and Scaffolding the Cognitive Writing Demands of the CCSS. Presentation given to New York State High School English Teachers at the NYSED Network Team Institute. Albany, NY.

Wilder, P. (2014, July 9). Student-Centered Coaching: Planning In-The-Moment Practices. Presentation given to New York State Secondary English Teachers at the NYSED Network Team Institute. Albany, NY.

Wilder, P. (2014, April 21). Connecticut Core Standards for English and Language Arts and Literacy: Supporting All Students in Close Reading, Academic Language, and Text-Based Discussions. Presentation given to Connecticut State Secondary Teachers, New Haven, CT.

Wilder, P. (2014, March 10). Coaching or Collaborative Inquiry? Knowledge in Disciplinary Collaborations. Presentation given to Tennessee Academic Specialists Program Meeting, Nashville, TN.

Wilder, P. (2014, February 3). Apprenticing Adolescents into the Language of Our Discipline: Academic Language and the Common Core. Presentation given to New York State High School Administrators and English Teachers at the NYSED Network Team Institute. Albany, NY.

Wilder, P. (2009, June 17). Differentiating the Literacy Experience for Adolescent Students: Valuing Choice and Multiliteracies. Presentation given to Illinois School Administrators and 6th-12th Grade Teachers at the Center for Education in Small Urban Communities 5th Annual Chancellor's Academy, University of Illinois at Urbana-Champaign, Champaign, IL.

Wilder, P. (2008, June 12). Teaching English as a Third Language in Secondary School Social Studies and English Classes. Presentation given to Tanzanian Secondary School Teachers at Mwangaza Center Summer Seminar. Arusha, Tanzania.

Select State/Local Presentations

Heath, S., Wingate, B., Gelman, L. & Wilder, P. (2019, September 11). Social Impact and the Transformative Power of Arts Education in South Carolina, Peace Center for the Performing Arts, Greenville, SC.

Wilder, P. (2019, October 1). Responsive Teaching: Supporting Adolescent Literacy in Disciplines. Presentation given to secondary teachers from Anderson One School District, Anderson, SC.

Wilder, P. (2017, August 15). The Power of the Local Context: Developing the Scientific Literacy of Adolescents through Science and Engineering Practices in Practice. Presentation given to secondary science teachers from Berkeley County School District, Moncks Corner, SC.

Wilder, P. (2017, August 14). Scaffolding Literate Thinking with Multimodal Texts During Problem-Based Learning. Presentation given to Bates Middle School Teachers in Sumter County School District 17. Sumter, SC.

Wilder, P. (2017, February 1). Designing Opportunities to Learn: The Professional Learning Students Need Teachers to Experience. Presentation given to school district leaders in Lexington One School District. Columbia, SC.

Wilder, P. (2017, January 25). Scaffolding with Intentionality: Improving Middle School Student Engagement and Participation with Disciplinary Texts. Presentation given to W.A. Perry Middle School Teachers in Richland One School District. Columbia, SC.

Wilder, P. (2016, October 6). Supporting Student Thinking with Disciplinary Texts in Middle School Classrooms: A Moral Affair. Presentation given to Hand Middle School Teachers in Richland One School District. Columbia, SC.

Wilder, P. (2016, October 26). Rethinking Literacy in 6-12 Classrooms: Teaching Students to Navigate Texts and Discourses. Presentation given to Middle and High School Teachers in Lexington One School District. Columbia, SC.

Wilder, P. (2016, September 14). Lessons Learned from a Formative Design Experiment on Disciplinary Literacy at One Urban High School: Implications for Building Instructional Capacity. Presentation given to Greenville County Schools District Administrators and Content Specialists. Greenville, SC.

Wilder, P. (2016, September 6). Beyond Coverage: Issues and Texts as Entrance into Meaningful Disciplinary Thinking in High School Social Studies. Presentation given to Pickens County School District Secondary Social Studies Teachers. Pickens, SC.

Wilder, P. (2016, August 12). Disciplinary Literacy: Reading and Writing to Create Disciplinary Knowledge. Presentation given to Richland School District Two Secondary Teachers. Columbia, SC.

Wilder, P. (2016, August 11). Supporting Disciplinary Reading: Design Principles for Apprenticing Adolescents into the Literate Practices of Disciplines. Presentation given to Richland School District One Secondary Teachers. Columbia, SC.

Wilder, P. (2016, June 13). Rethinking Literacy in 6th-12th Grade Disciplines. Presentation given to Lexington County School District One Administrators, School Principals and Instructional Leaders. Lexington, SC.

Wilder, P. (2016, June 9). Scaffolding Student Thinking with Disciplinary Texts in 6th-12th Social Studies. Presentation given to the Rock Hill Schools York County District Three Social Studies Teachers. Rock Hill, SC.

Wilder, P. (2016, May 24). Disciplinary Literacies: Why Content Area Reading Isn't Enough for 4th-12th Grade Students. Presentation given to the Berkeley County School District Administrators and Literacy Coaches, Moncks Corner, SC.

Wilder, P. (2016, April 21). Apprenticing Students into the Thinking of Our Discipline: Literacy in ELA Presentation given to the South Carolina English Language Arts District Administrators, Columbia, SC.

Wilder, P. (2016, February 19). Reconceptualizing Adolescent Literacies Within and Outside of Academic Disciplines. Presentation given to educators at the Center of Excellence for College and Career Readiness at Francis Marion University, Florence, SC.

Wilder, P. (2016, February 19). Decoding our Disciplines: Making Invisible Literate Practices Visible for Undergraduate Students. Presentation given to Francis Marion Faculty, Florence, SC.

Wilder, P. (2016, January 13). Apprenticing Students into the Literacies within Disciplines. Presentation given to the Greenville County School District Administrators, Greenville, SC.

Wilder, P. (2015, December 16). Building Disciplinary Literacy Instructional Capacity. Presentation given to the Greenville County School District Administrators, Greenville, SC.

GRANTS

Funded

Gelman, L. (PI) & Wilder, P. Supporting Teacher Integration of Arts and Literacy. SC Commission on Higher Education, Arts Curricular Innovation Grants—Distinguished Arts Program. Funded, December 2019. \$45,000.

Bannister, N. (PI), Wilder, P. & Williams, C. L. (Co-PI). Exploring the Mathematics of Genetics. SC Commission on Higher Education, Improving Teacher Quality Higher Education Grant Program (External). Funded, December 2016. \$172,257.50.

Bannister, N. (PI), Wilder, P. & Williams, C. L. (Co-PI). Understanding Geometry by Design. SC Commission on Higher Education, Improving Teacher Quality Higher Education Grant Program (External). Funded, January 2016. \$142,200.

Bannister, N. (PI) & Wilder, P. (Co-PI). Inquiring minds: Motivating Early Adolescent Learning in Mathematics and Science. Greenwood County Community Foundation Grant Program (External). Funded, November 2015. \$4,200.

Unfunded

Wilder, P. (PI), Herro, D., Rappa, L., & Zinzow, H. Bega Kwa Bega: Supporting Tanzanian Safe Schools through Global Service Learning, Schwehr Family Global Service-Learning Endowment Program Development Grant. Not Funded, Submitted October 6, 2019. \$100,000.

Dobbs, C. (PI), Ippolito, J. (Co-PI), Wilder, P. (Co-PI), & Charner-Laird, M. (Co-PI). Shifting Toward Disciplinary Literacy Instruction: A Study of Teacher Thinking and Practice as They Support Student Induction into Disciplinary Communities of Practice, James S. McDonnell Foundation (External). Not Funded, Submitted April 2017. \$2,095, 920.

Bannister, N. (PI), Williams, C. L., (Co-PI), Wilder, P. (Co-PI), Deaton, C. (Co-PI), & Linder, S. (Co-PI). Leveraging mathematics and science teacher communities for equitable praxis. *National Science Foundation, Discovery Research PreK-12 Program* (External). Not Funded, Submitted December 2015. \$2,993,065.

Wilder, P. Building School Capacity for Responsive Disciplinary Literacy Instruction. School of Education ADR 2015-2016 Research Award Program (Internal). Not Funded. Submitted October 2015. \$4,500

Wilder, P. (PI). Analyzing Efforts to Improve Adolescent Literacy: The Influence of Disciplinary Knowledge in Secondary School Literacy Coaching. *University Research Grants Program, Project Completion Grant Program* (Internal). Not Funded, Submitted January 2015. \$3,000.

Wilder, P. (PI). Building School Capacity for Responsive Disciplinary Literacy Instruction. *University Research Grants Program, ADR Research Award Program* (Internal). Not Funded, Submitted October 2015. \$4,000.

Williams, C. L. (PI), Bannister, N. (Co-PI), & Wilder, P. Understanding mathematics by design. *SC Commission on Higher Education, Improving Teacher Quality Higher Education Grant Program* (External). Not Funded, Submitted 2014-2015. \$150,000.

TEACHING

Department of Education & Human Development, Clemson University 2013-Present

EDF 3010	Principles of American Education (Online)
EDF 8080	Middle School Assessment for Teachers
EDLT 4800	Foundations in Literacy (Online)
EDLT 4980-002	Disciplinary Literacies for Secondary English Education
EDLT 4980-003	Disciplinary Literacies for Secondary Social Studies Education
EDLT 8100	Foundations of Reading and Writing-MAT Middle Level
EDLT 8100	Foundations of Reading and Writing-MAT Secondary Level
EDLT 8290	Reflective Instructional Coaching (Online)
EDLT 8270	

EDLT 8280	Disciplinary Literacies for 6-12 Classroom Teachers
EDLT 8670	Critical Issues in Instructional Coaching (Online)
EDLT 9130	Middle School Reading
EDLT 9170	Critical Issues in Literacy, Language and Culture
EDLT 9230	Disciplinary Literacies
EDLT 9310	Doctoral Seminar for Literacy, Language and Culture Students-Year Two
	Academic Writing

***Department of Curriculum & Instruction,
University of Illinois at Urbana-Champaign***

2000-2006

C&I 473	Content Area Literacy
C&I 472	Teaching Reading in Grades Four Through Twelve
C&I 401E	Introduction to Teaching in a Diverse Society-English Ed
C&I 402E	Teaching Diverse Middle School Students-English Ed
C&I 403E	Teaching Diverse High School Students-English Ed
C&I 404E	Teaching and Assessing High School Students-English Ed
ED Psych 201	Introduction to Educational Psychology

Independent Studies

- EDHD 9310: Literacy and Identity of Adolescents (Summer 2017)
- EDHD 9310: Literacy Coaching in 6-12 Schools (Fall 2016)
- EDHD 9310: Supporting English Language Learners in Secondary School Contexts (Fall 2015)

Invited Guest Teaching Presentations

Literacy Coaching: Partnerships for Improving Our Teaching and Student Learning. Content Area Literacy for Secondary Students (C&I 404), University of Illinois at Urbana-Champaign, Instructor: Dr. Scott Filkins, 2018.

Design-Based Research as a Tool for Improving Disciplinary Literacies. Seminar I in the Learning Sciences (EDF 9010), Clemson University, Instructor: Dr. Dani Herro, 2017.

Disciplinary Literacy as a Lens for Supporting Academic Thinking in Secondary Schools. Seminar I in the Learning Sciences (EDF 9010), Clemson University, Instructor: Dr. Matthew Boyer, 2015.

Disciplinary Literacy Teaching: Apprenticing Students into Disciplinary Literacy Practices. Literacy in America (ENGL2173), University of Arkansas, Instructor: Dr. Sean Connors, 2015.

A Case for Case Study Methodology: The Relationship Between Researcher Beliefs, Research Design, and Data Analysis. Case Study and Ethnographic Research Methods and Design (EDF 9710), Clemson University, Instructor: Dr. Ysaaca Axelrod, 2014.

The Right to Literacy in Secondary Schools: Providing Adolescents with Opportunities for Disciplinary Thinking. Theoretical Models of Reading and Writing (EDLT 9390), Clemson University, Instructor: Dr. Linda Gambrel, 2014.

Engaged Disciplinary Reading in Secondary School Disciplines. Integrating Reading and Writing with Adolescents (EENGED-UE 1600), New York University, Instructor: Dr. Anna Smith, 2014.

ADVISING

Chair of Dissertation Committee

- Daniel Stockman, Literacy, Language and Culture, Status: Admitted 2019
- Aamena Saleh, Learning Sciences, Status: Defended 2018

Arsenio Silva, Literacy, Language and Culture, Status: Admitted 2016
Stephanie Harbulak-Barron, Literacy, Language and Culture, Status: Former Student, 2016-2017
Stephanie Schenck, Literacy, Language and Culture, Status: Status: Admitted 2015

Doctoral Committee Member

Leslie Roberts, Literacy, Language and Culture, Status: Defended 2019
Johnathan Lashley, Learning Sciences, Defended 2019
John McElroy, Literacy, Language and Culture, Status: Defended 2016
Leigh Haltiwanger, Curriculum and Instruction, Status: Defended 2016

Wesley Smith, Learning Sciences, Former Student, 2016-2017
DeOnte Brown, Learning Sciences, 2016-2017
Guyong Wu, Literacy, Language and Culture, Status: Admitted 2016
Leslie Salley, Literacy, Language and Culture, Status: Admitted 2015

SERVICE

Service to Field of Scholarship

Editorship

- Co-Producer, Literacy Research Association's Research to Practice Webinar (2013 to 2016)
- Co-Editor, Literacy Research Association Yearbook (2013-2014)

Professional Association Leadership

- Co-Chair, Literacy Research Association Area 6, Adolescent, College & Adult Literacy Processes (2019-2021)

Invited Reviewer of Journal Manuscripts

- Journal of Adolescent and Adult Literacy (2014 to present)
- Literacy, Research & Instruction (2018 to present)
- English Journal (2016 to Present)
- Reading Horizons (2018 to Present)
- Journal of Research on Leadership Education (Fall 2015)
- Elementary School Journal (2018 to Present)
- Tapestry Journal (Fall 2014)
- Journal of Literacy Research, Alan Purves Award (2009)

Conference Proposal Reviewer

- American Educational Research Association, Division K (2013 to present)
- American Educational Research Association, Division C (2013 to 2016)
- Literacy Research Association (2006-Present)
- International Reading Association (2013-2017)
- National Conference of Teachers of English (2012-2014)

Service to State, National, and International Organizations

- Senior Education Advisor, Mwangaza Education for Partnership, Arusha, Tanzania (2015 to present)
- Board Member, Friends of Mwangaza, Arusha, Tanzania (2010 to 2016)
- Board Member, McCarthy-Dressman Foundation (2016 to present)
- South Carolina Association of Middle Level Literacy Teacher Educators (2014 to present)
- South Carolina Association of Secondary Level Literacy Teachers Educators (2014 to present)

Service to University

University, School, and Departmental Service

- Coordinator-Master Teacher Summer Institute, Department of Teaching and Learning (2017 to present)
- Clemson University Graduate Academic Integrity Committee (2019 to present)
- Chair, Department of Education & Human Development Elections (2017-2018)
- Faculty Member, Literacy, Language, and Culture Ph.D. Program (2014 to present)
- Affiliated Faculty Member, Learning Sciences Ph.D. Program (2014 to 2018)
- Read to Succeed Coordinator, Department of Education and Human Development (2015 to present)
- Faculty Member, Teaching & Learning M.Ed. Clinical Faculty Search Committee (2017-2018)
- Faculty Member, Teaching & Learning M.Ed. Lecturer Search Committee (2017-2018)
- Faculty Member, Adolescent Development Faculty Search Committee (2016)
- Faculty Member, Adolescent Literacy Faculty Search Committee (2016)
- Faculty Member, Faculty in Residence Program, Greenville County School District (2015 to 2017)
- Faculty Member, 2020 Forward Committee on Global Engagement (2015)
- Faculty Member, Committee on Teacher Supervision (2014)

Service to Schools and Communities

School Districts

- Member, Greenville County School District Teacher of the Year Committee (2017-present)
- Literacy Consultant, Greenville Country School District (2015 to present)
- Literacy Consultant, Berkeley County School District (2016 to present)
- Literacy Consultant, Hand Middle School, Richland County School District One, Columbia, SC (2016 to present)
- Literacy Consultant, WA Perry Middle School, Richland County School District One, Columbia, SC (2016 to present)
- Literacy Consultant, Pickens County School District (2013 to 2015)
- Literacy Consultant, Rock Hill County School District (2016 to 2017)
- Literacy Consultant, Lexington County School District One (2015 to 2017)
- Literacy Consultant, Spartanburg County School District Six (2016 to 2017)
- Literacy Consultant, Richland County School District (2015 to 2016)

Community Engagement

- Co-Facilitator, Student Dreamer Alliance, Hispanic Alliance of Greenville, SC (2019 to present)
- Author, Greenville County School District Literacy Plan, Greenville, SC (2015)
- Participant, Big Brother/Big Sister of the Upstate, Greenville, SC (2013 to present)
- Co-Director, Dr. Martin Luther King Jr. Writing Contest, Office of Public Engagement University of Illinois at Urbana-Champaign (2010-2013)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA), member (2006 to present)
- International Literacy Association (ILA), member (2009 to present)
- National Council of Teachers of English (NCTE), member (1995 to present)
- National Council for the Social Studies (NCSS), member (1995-2005; 2012-present)
- Literacy Research Association (LRA), member (2000 to present)
- American Reading Forum (ARF), member (2016 to present)
- Association of Literacy Educators and Researchers (ALER), member (2014 to present)
- National Staff Development Council (NSDC), member (2008-2011)