

Catherine Compton-Lilly, Ed.D.

**John C. Hungerpiller Professor
University of South Carolina
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Education

- 2005 Reading Recovery Trainer Preparation/Postdoctoral Studies**
The Ohio State University, Columbus Ohio
- 1999 Ed.D. Curriculum and Human Development**
Warner School of Education and Human Development, University of Rochester, Rochester, NY
- 1987 M. Ed. Curriculum and Human Development**
Warner School of Education and Human Development, University of Rochester, Rochester, NY
- 1984 M. Ed. Music Education**
University of Houston at University Park, Houston, TX
- 1982 B.M. Music**
Crane School of Music, State University of New York College, Potsdam, NY

Thesis Title: Children learning to read: The role of contextual factors

Positions Held

- 2017-current John C. Hungerpiller Professor**
Department of Instruction and Teacher Education
University of South Carolina, Columbia, SC
- 2017-current Emerita Professor, Literacy Studies**
Department of Curriculum and Instruction
University of Wisconsin Madison, Madison, WI
- 2015-2017 Professor, Literacy Studies**
Department of Curriculum and Instruction
University of Wisconsin Madison, Madison, WI
- 2011-2015 Associate Professor, Literacy Studies**
Department of Curriculum and Instruction
University of Wisconsin Madison, Madison, WI
- 2004-2011 Assistant Professor, Director of the Reading Recovery Institute**
Department of Curriculum and Instruction
University of Wisconsin Madison, Madison, WI
- 1998 - 2004 Visiting Associate Professor, Literacy Education**
Saint John Fisher College, Rochester, NY
- 1985-2004 Classroom/Music Teacher**
Rochester City School District, Rochester, NY
Webster Central School District, Webster, NY

West Irondequoit School District, Irondequoit, NY

Honors and Awards

2022 College of Education Research Award, University of South Carolina

2022 Fulbright Scholar Award, National Tsing Hua University, Taiwan Fulbright Foundation (Fall 2022).

2022 Honorary Chair Professor, National Tsing Hua University, Taiwan.

2020 Honorary Chair Professor, National Tsing Hua University, Taiwan.

2020 Invited Participant, Inaugural Convening, Southeastern PDS Research Consortium, University of South Carolina and the Spencer Foundation, (May 2021)

2018 Wisconsin State Reading Association, Contribution to Literacy Award, Milwaukee, WI.

2017 Wisconsin State Reading Association, Outstanding Service Award, Milwaukee, Wisconsin.

2016 Invited Member, Center for the Expansion of Language and Thinking (CELT)

2014 Jeanne S. Chall Visiting Researcher Award, Harvard Graduate School of Education, Cambridge, MA

2014 Wisconsin State Reading Association Celebrate Literacy Award, Milwaukee, Wisconsin.

2009 Dina Feitelson Research Award for Empirical Research Article in Reading, International Reading Association, Minneapolis, MN.

2013 Reading Recovery Emerita Trainer, 2013 – present.

2010-2018 Invited Participant, Working Conference on Discourse Analysis. Center for Video Ethnography and Discourse Analysis in Education, The Ohio State University & Indiana University, Columbus, OH/Bloomington, IN.

2013 Invited Participant, Conference on Global Innovations in Early Learning, Literacy, and Assessments (September 24-25, 2013), University of Wisconsin Madison.

2013 Invited Participant, International Conference and Language Education Policy: Global Perspectives and Local Practice. (March 28-29, 2013), Shanghai International Studies University.

2012 Invited Participant, Working Conference on Revisiting Learning Lives: Longitudinal Perspectives on Literacy in Educational Research. Toronto, Ontario, Canada (11/7/12-11/9/12).

Invited Participant, Working Conference on the Sociocultural Contexts of Academic Literacy Development for Adolescent English Learners. Sponsored by WIDA, WestEd, and American Educational Research Association. (10/9/12 – 10/12/12). Madison, Wisconsin.

Invited Participant, Three Deans Meetings. University of Melbourne, Melbourne, Australia (8/1/11 – 8/5/11).

Invited Participant, Three Deans Meetings. Institute of Education, London, England (7/7/10 – 7/9/10).

Social Contexts of Educational Research Fellow. Social Contexts of Educational Research Group, Division G of the American Educational Research Association. (2005-2010).

Prior to Arrival UW Madison

Teacher as Researcher Fellowship. (2002). Rochester Teachers Association.

Teacher as Researcher Fellowship. (2001). Rochester Teachers Association.

Fulbright Memorial Fund Scholar Teacher Program. (Fall 2000). Diversity in Okinawa Schools. Okinawa, Japan. (Three-week tour of Japanese schools).

Toyota Tapestry Award. (2000). Investigating Lead Poisoning in an Inner-City Community. National Science Teachers Association.

Collegial Learning Circle Award. (1999). Rochester Teachers Association.

School to Work Award. (1998). Rochester City School District.

Educational Fellowship Recipient. (1997). Rochester Teachers Association.

Golden Apple Award Recipient. (1995). Rochester Teacher Association.

Publications

Books

Compton-Lilly, C., Shedrow, S., Hagerman, D., Hamman, L., Chi, Y.K., Kim, J., Lee, S.Y., Papoi, K., Quast, E., Ward, B., Zheng, B. (2022). Children in Immigrant Families Becoming Literate. Routledge.

Compton-Lilly, C., Lewis Ellison, T., Perry, K., & Smagorinsky, M. (Eds.) (2022). *Whitewashed Critical Perspectives: Restoring the Edge to Edgy Ideas in Literacy Education*. Routledge.

Compton-Lilly, C., Rogers, R. & Lewis Ellison, T. (2021). *Making Sense of Literacy Scholarship: Approaches to Synthesizing Literacy Research*. Routledge.

Compton-Lilly, C. (2017). *Reading Students' Lives: Literacy Learning across Time*. New York: Routledge.

Compton-Lilly, C. & Halverson, E. (Eds.) (2014). *Time and space in literacy research*. Routledge Publishers.

Compton-Lilly, C. (2012). *Reading time: The literate lives of urban secondary students and their families*. New York: Teachers College Press.

Compton-Lilly, C. & Greene, S. (Eds.) (2011). *Bedtime stories and book reports: Connecting parent involvement and family literacy*. New York: Teachers College Press.

Compton-Lilly, C. (ed.) (2009). *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom*. Newark, Delaware: International Reading Association.

Compton-Lilly, C. (2007). *Re-Reading families: The literate lives of urban children, four years later*. New York: Teachers College Press.

Compton-Lilly, C. (2004). *Confronting racism, poverty and power*. Portsmouth, NH: Heinemann Publishers.

Compton-Lilly, C. (2003). *Reading families: The literate lives of urban children*. New York: Teachers College Press.

Honorary Books

Compton-Lilly, C. (2021). *Diversity Research in Action*. In B. Kabuto, (Ed.) *Great Women Scholars Series*. Garn Press.

Dyson, A.H., Taylor, D. & Compton-Lilly, C. (2021). *Time in education: Intertwined dimensions and theoretical possibilities*. In B. Kabuto, (Ed.) *Great Women Scholars Series*. Garn Press.

Book Series

Cherokee Bilingual Books Series (2023) Seven Titles, written in collaboration with Cherokee leaders and language speakers of the ESCUIT Tribal Community.

Atayal Bilingual Books Series #2 (2022) Twenty-Three Titles, written in collaboration with Atayal Language & Kindergarten Teachers and Faculty at National Tsing Hua University, Taiwan.

Atayal Bilingual Books Series #1 (2020) Eight Titles, written in collaboration with Atayal Tribal Leaders and Faculty at National Tsing Hua University, Taiwan.

Invited Video Interview

Taylor, D. & Compton-Lilly, C. (2020) The Global Cafe: Denny Taylor: Family Literacy, From the Local to the Global. Garn Press Interview Series.

Journal Publications

Compton-Lilly, C., Spence, L., Thomas, P., Decker, S. (invited, in press). Stories Grounded in Decades of Research: What We Truly Know about the Teaching of Reading. *The Reading Teacher*.

Compton-Lilly, C. (invited, in press). Into the Fray: Black English, Reading Politics, and the Legacy of Dr. Ken Goodman. *Journal of Adolescent and Adult Literacy*.

Compton-Lilly, C. & Hawkins, M. (2023). Global Flows and Critical Cosmopolitanism: A Longitudinal Case Study, *Harvard Educational Review*, 93, 26-52.

Compton-Lilly, C., Lewis Ellison, T., & Rogers, R. (invited, in press). Engaging with Family Literacy Scholarship: Bearing Witness to Scholars and Families of Color. *The Reading Teacher*.

Thompson, S.L., Curcio, R., Adgeron, A., Harbour, K.E., Kale, D'Amico, L., West, H.S., Roy, G.J., Baker, M.A., Guest, J., & Compton-Lilly, C. (2023). Virtual summer institutes as a method of rural science teacher development, *Theory and Practice in Rural Education*.

Hsin, C.-T., Compton-Lilly, C., Hsieh, M.-F., & Luu, D. T. (2023). Creating books and sustaining Indigenous languages with two Atayal communities. *Journal of Early Childhood Literacy*. Advance online publication.

D'Amico, L. K., West, H. S., Baker, M. A., Roy, G., Curcio, R., Harbour, K. E., Thompson, S., Guest, J., Compton-Lilly, C. & Adgeron, A. (2022). Using Improvement Science to Implement and Evaluate a Teacher Residency Program in Rural School Districts. *Theory & Practice in Rural Education*, 12(1), 83-104.

Compton-Lilly, C. (2022). Meanings and metaphors: What do they tell us about silence? *Linguistics and Education*, 68, 100974.

Morrison, J., Compton-Lilly, C, & Alonzo, P.J. (eds). (2021). Partnership as a Multi-directional Pipeline. A Special Issue: *PDS Partners: Bridging Research to Practice*, 16(2).

Compton-Lilly, C., Mitra, A., Guay, M., & Spence, L. K. (2020). A confluence of complexity: Intersections among reading theory, neuroscience, and observations of young readers. *Reading Research Quarterly*, 55, 185-195.

Compton-Lilly, C. (2020). Microaggressions and macroaggressions across time: The longitudinal construction of inequality in schools. *Urban Education*, 55(8-9), 1315-1349.

Compton-Lilly, C., Rogers, R, & Ellison Lewis, T. (2020). A meta-ethnography of family literacy scholarship: Ways with metaphors: *Reading Research Quarterly*, 55(2), 271-289.

Compton-Lilly, C., with Kim, J., Quast, E., Tran, S., & Shedrow, S. (invited column; 2019). What We Must learn from Children in Immigrant Families. *The Reading Teacher*, 73(2), 135-140.

Compton-Lilly, C., Liu, S., Padrós Cuxart, M., Pettit, L. and Timm, Y. (2019), "A problematic legacy: diversity in American reading textbooks", *Journal for Multicultural Education*, 13(4), 289-301.

Compton-Lilly, C., Lewis Ellison, T. & Rogers, R. (invited column; 2019). The promise of family literacy: Possibilities and practices for educators. *Language Arts Journal*, 97(1), 25-35.

Compton-Lilly, C., & Delbridge, A. (2019). What can parents tell us about poverty and literacy learning? Listening to parents over time. *Journal of Adolescent & Adult Literacy*, 62(5), 531-539.

Compton-Lilly, C., Kim, J., Quast, E., Tran, S., & Shedrow, S. (2019). The emergence of transnational awareness among children in immigrant families. *Journal of Early Childhood Literacy*, 19(1), 3-33.

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer (2017). Intersectional identity negotiation: The case of young immigrant children, *Journal of Literacy Research*, 49(1), 115-140.

Compton-Lilly, C. (2016). The possibilities of longitudinal research: Lessons from a teacher and a researcher. *The Educational Forum*, 80, 466-478.

Compton-Lilly, C. (2016). A Closer Look at a Summer Reading Program: Listening to Students and Parents. *The Reading Teacher*, 70(1), 59-67.

- Compton-Lilly, C. (2016). Time in Education: Intertwined dimensions and theoretical possibilities, *Time and Society*, 25(3), 575-593.
- Compton-Lilly, C. (2015). Reading lessons from Martin: A case study of one African American student. *Language Arts*, 92(6), p. 401-411.
- Compton-Lilly, C. (2014). The development of writing habitus: A ten-year case study of a young writer. *Written Communication*, 31, 371-403.
- Compton-Lilly, C. (2014). A family case study: How money might matter for academic learning. *Global Education Review* 1(2), 26-40.
- Compton-Lilly, C. (2014). Layered identities and being Gabby: A five-year longitudinal case study. *International Journal of Educational Psychology* 3(1), 1-20.
- Compton-Lilly, C. & Gregory, E. (2013, invited) Conversation currents: Family literacy. *Language Arts*, 90(6), 464-472.
- Compton-Lilly, C. (2013). The Temporal Expectations of Schooling and Literacy Learning Jermaine's Story. *Journal of Adolescent & Adult Literacy*. 56(5), 400-408.
- Compton-Lilly, C. (2013). Building on what children bring: Cognitive and sociocultural approaches to teaching. Premier Issue. *E-Journal of Balanced Reading Instruction*. 1(1), 4-11.
- Compton-Lilly, C., Rogers, R. & Lewis, T. (2012) Analyzing epistemological considerations related to diversity: An integrative critical literature review of family literacy scholarship. *Reading Research Quarterly*, 47(1), 33-60.
- Compton-Lilly, C. (2011). By the book and behind the glass: Teacher self-regulation in one reading intervention. *Language Arts*, 88(6). 429-438.
- Compton-Lilly, C. (2011). Counting the uncounted: African American students in Reading Recovery. *Journal of Early Childhood Literacy*, 11(1), 3-24.
- Compton-Lilly, C. (2011). Time and reading: Negotiations and affiliations of a reader, grades one through eight. *Research in the Teaching of English*, 45(3), 224-252.
- Compton-Lilly, C. (2009). Unpacking artifacts of instruction. *Literacy, Teaching and Learning*. 13(1& 2), 57-79.
- Compton-Lilly, C. (2009). Research directions: Listening to families over time: Seven lessons learned about literacy in families. *Language Arts*, 86(6), 449-457.
- Compton-Lilly, C. (2009). Disparate reading identities of adult students in one GED program. *Adult Basic Education and Literacy Journal*. 3(1), 34-43.

- Compton-Lilly, C. (2007). What can video games teach us about teaching reading? *The Reading Teacher*, 60(8), 718-727.
- Compton-Lilly, C. (2007). The complexities of reading capital in two Puerto Rican families. *Reading Research Quarterly*, 42(1), 72-98.
- Compton-Lilly, C. (2006). Identity, childhood culture, and literacy learning: A case study. *Journal of Early Childhood Literacy*, 6(1), 57-76.
- Compton-Lilly, C. (2005). Nuances of error: Considerations relevant to African American Vernacular English and learning to read. *Literacy, Teaching, and Learning*, 10(1), 43-58.
- Compton-Lilly, C. (2005). Assessment training: Confronting and constructing discourses. *Journal of Reading Recovery*, 5(1), 5-17.
- Compton-Lilly, C. (2005). "Sounding out:" A pervasive cultural model of reading. *Language Arts*, 82(6), 441-451.
- Novinger, S. & Compton-Lilly, C. (2005). Telling our stories: Speaking truth to power. *Language Arts*, 82(3), 195-203.
- Compton-Lilly, C. (2002). An award-winning approach to lead safety. *Science and Children*, 39(4), 26-30.
- Compton-Lilly, C. (2000). "Staying on children": Challenging stereotypes about urban parents. *Language Arts*, 77(5), 420-427.

Handbook and Encyclopedia Chapters

- Compton-Lilly, C., Dixon, K., Janks, H., & Woods, A. (2019). The problem with summative literacy assessments and how they Imagine children: An international comparison. In Martin, C. (Ed.) *Handbook of Research on Formative Assessment in Pre-K through Elementary Classrooms*. IGI Global.
- Wang, Y., Compton-Lilly, C, & Sanchez, L. (2019). Formative Reading Assessment: Informal Reading Inventories, Running Records and Miscue Analysis: Limits and Possibilities for Literacy Learning. In Martin, C. (Ed.) *Handbook of Research on Formative Assessment in Pre-K through Elementary Classrooms*. IGI Global.
- Braden, E. G., Compton-Lilly, C., Myers, M., & White, B. L. (2019). Becoming literacy educators: Embedded field-based experiences and embedding social justice education. In *Handbook of research on field-based teacher education* (pp. 236-255). IGI Global.

Compton-Lilly, C. (2019). Learning over time: Rethinking development. In A. Woods & B. Exley (Eds.), *Literacies in early childhood: Foundations for equity and quality* (pp. 320-332). Australia & New Zealand: Oxford University Press.

Compton-Lilly, C. (2017, published online). Family and home literacy across time. In G. Noblit (ed.) *Oxford Research Encyclopedia of Education*. Oxford, UK: Oxford University Press.

Compton-Lilly, C. (2016). The development of literacy practices across a decade: Families, friends, and schools. In D. Appleman & K. Hinchman (Eds.) *Adolescent Literacy: A Handbook of Practice-Based Research*. Guilford Publishing.

Compton-Lilly, C. (2015). Longitudinal studies and literacy studies. In J. Rowsell & K. Pahl (Eds.) *Routledge Handbook of Literacy Studies* (pp. 218-230). New York, Routledge.

Compton-Lilly, C. & E.B. Graue, with R. Rogers & T.Y Lewis. (2013). Agency, authority, and action in family literacy scholarship: An analysis of the epistemological assumptions operating in family literacy scholarship. In J. Larson & J. Marsh (Eds.) *Handbook of Early Childhood Literacy, 2nd Ed.* London: Sage Publications.

Compton-Lilly, C. (2013). Temporality, trajectory, and early literacy learning. In K. Hall, T. Cremin, B. Comber and L. Moll (Eds.) *International Handbook of Research on Children's Literacy, Learning and Culture* (pp. 83-95). West Sussex, UK: Wiley-Blackwell.

Book Chapters

Compton-Lilly, C. & Sun, Y. (in press) The significance of difference: Student diversity and literacy learning. In C. Brock, B. Exley, & L.I. Rigney, L.I. (Eds.) *Literacies, Diversities, and Opportunities for Learning: Critical Conversations and International Perspectives*. Routledge.

Compton-Lilly, C. (2022). Trajectories of being and becoming: Connections across time that keep us humble. In C. Burnett & J. Rowsell (Eds.) *Unsettling Literacies: Directions for Literacy Research in Precarious Times*. Springer.

Braden, E., Myers, M., & Compton-Lilly, C. (2023). Culturally relevant, culturally sustaining and anti-racist practices through an embedded literacy methods course. In S. Harmey & B. Kabuto (eds.) *Teaching Literacies in Diverse Contexts*. University College London Press.

Curcio, R., Braden, E., Compton-Lilly, C., Myers, M., White, B. (2022). A Signature Pedagogy: Empowerment Through Embedded Methods Courses. In D. Polly & E. Garin (eds.) *Preparing Quality Teachers: Advances in Clinical Practice*. IAP Publisher.

Curcio, R. & Compton-Lilly, C. (2020). Suggestions for academic success of preservice teachers. In N. Li (ed), *A Research Perspective: Preparing Pre-Service Teachers for Academic Success across South Carolina*, (pp. 335-355). IAP Book Publication.

Compton-Lilly, C. (2020). Turtles, tortoises, ethnographies, and case study: Nuances of Difference and Design. In M. Mallett & N. Duke (eds), *Literacy Research Methodologies*, 3rd edition. Guilford Press.

Compton-Lilly, C., Braden, E., & Wang, Y. (2020). Honoring manifestations of multilingual readers' language. In K. Whitmore & R. Meyer (Eds.) *Reclaiming Literacies as Meaning Making: Manifestations of Values, Identities, Relationships, and Knowledge* (pp. 183-192). Routledge.

Compton-Lilly, C. (2019). Reflexive Layers and Longitudinal Research: The Case of Christy. In M. Grenfell & K. Pahl (Eds.) *Language-Based Ethnographies and Bourdieu*. New York: Routledge.

Compton-Lilly, C. (2017). Exploring literacy and identity at multiple timescales. In P. Albers (Ed.) *Global Conversation in Literacy Research* (54-67). New York: Routledge.

Compton-Lilly, C. (2016). Transnational religious practices: Funds of knowledge for literacy learning. *Association of Literacy Educators and Researchers Yearbook* (pp. 23-36).

Compton-Lilly, C., Porath, S., & Ryan, D. (2016). Following the lamp beside the golden door: Perspectives of immigrant families in life and literature In C. Monroe (Ed.) *Race and Colorism in Education*. New York, Routledge.

Compton-Lilly, C. & Nayan, R. (2015). Literacy Capital in Two Immigrant Families: Longitudinal Case Studies. In Schmidt & Lazar (eds), *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism*, 2nd ed. Information Age Publishing

Compton-Lilly, C. (2015). Teachers' discourses related to literacy and diversity: An international analysis, In F. Tochon (Ed.) *Language Education Policy*. Blue Mounds, WI: Deep University Press.

Compton-Lilly, C. (2015). Academic literacy development: A ten-year case study of an aspiring writer (pp. 166 – 182). In D. Molle (ed.) *Sociocultural contexts of academic literacy development for adolescent English learners*. New York: Routledge.

Compton-Lilly, C. (2015). Revisiting children and families: Temporal discourse analysis and the longitudinal construction of meaning (pp. 61-78). J. Rowsell & J. Sefton-Greene (Ed.) *Learning and literacy over time: Longitudinal perspectives*. New York: Routledge.

Compton-Lilly, C. (2014). Temporal discourse analysis. In P. Albers, T. Holbrook, A. Flint (Eds.). *New Methods in Literacy Research* (pp. 40- 55). New York: Routledge.

Compton-Lilly, C. & Stewart, K. (2013). Common and Core Standards and the diversity of students' lives and experiences. In P. Shannon (Ed.) *Closer Readings of the Common Core: Asking big questions about English/Language Arts Standards* (pp. 62-70). Portsmouth, NH: Heinemann

Compton-Lilly, C. (2013). *Working with Culturally and Linguistically Diverse Students: Lessons Learned from Reading Recovery*. In D. Barone & M. Marlette (EDS.) *Best Practices in Early Literacy Instruction*. Guilford Press.

Compton-Lilly, C. (2013). *Bradford Holt and How Money Matters in Learning to Read*. S. Gandy & N. Nilson (Eds.) In *Struggling readers CAN succeed: Targeted solutions based on complex views of real children in classrooms and communities* (pp. 1 – 19). IAP Publishers.

Compton-Lilly, C. (2013). *Case studies*. In A. Trainor & E. Graue (Eds.) *Reviewing Qualitative Research in the Social Sciences*. New York: Routledge.

Compton-Lilly, C. (2011). *Family literacy across time: The field, families, and Bradford Holt*. P. Dunston, L. Gambrell, K. Headley, S. Fullerton, P. Stecker, V. Gillis, C.C. Bates (Eds.) *Proceedings of the 60th Literacy Research Association Yearbook* (pp. 45-61). Oak Creek, Wisconsin: Literacy Research Association.

Compton-Lilly, C. (2011). *Reading attainment over time: Following urban families*. In C. Compton-Lilly & S. Greene (Eds.) *Bedtime stories and book reports: Connecting parent involvement and family literacy*. (pp. 71-83). New York: Teachers College Press.

Compton-Lilly, C. (2010). *Considering time: In the field of family literacy and in the lives of families*. In K. Dunsmore & D. Fisher (Eds.) *Bringing Literacy Home* (pp. 306-331). Newark, DE: International Reading Association.

Compton-Lilly, C. (2010). *A mother and daughter go to school: A story of strengths and challenges*. In M. Dantas & P. Manyak (Eds.), *Home-school connections in a multicultural society: Learning from and with culturally and linguistically diverse families*, (pp. 59-75). New York: Routledge.

Compton-Lilly, C. (2009). *Literacy practices of African American children: Three case studies*. In G. Li (Ed.), *Multicultural families, home literacies, and mainstream schooling* (pp. 29-49). Charlotte, NC: Information Age Publishing Company.

Compton-Lilly, C. (2009). *Baseball, rap, and smackdown: Popular culture and literacy learning*. In Compton-Lilly, C. (Ed.) (2009). *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 141-150). Newark, Delaware: International Reading Association.

Compton-Lilly, C. (2007). Forms of reading capital: Learning from one GED family. In C. Clark & M. Blackburn (Eds.), *Literacy Research for Political Action*. (pp. 113-129). Mahwah, NJ: Lawrence Erlbaum.

Compton-Lilly, C. (2006). Voices from the field: The literate lives of urban children. In J. Roswell (Ed.), *Family literacy experiences*. (p. 65). Portland, ME: Stenhouse Publishers.

Reprinted Publication

Compton-Lilly, C. (2018). Longitudinal studies and literacy studies. In J. Rowsell & K. Pahl (Eds.) *Routledge Handbook of Literacy Studies* (pp. 218-230). New York, Routledge. (new paperback version)

Compton-Lilly, C. (2016). A family case study: How money might matter for academic learning. *WSRA Journal*, 53(2), 3-15.

Compton-Lilly, C. (2011). Identity, childhood culture, and literacy learning: A case study. Reprinted K. Pahl & J. Rowsell (Eds.) *Early Childhood Literacy*. Sage Publications

Translated Publication

Compton-Lilly, C. (2018). The development of writing habitus: A ten-year case study of a young writer. In M. Dieb (ed.) *A Aprendizagem e o Ensino da Escrita*: Pontes Publisher.

Working Papers

Compton-Lilly, C. (2010). Making sense of time as context: Theoretical affordances of chronotope in the study of schooling and school success. Paper available at http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2010_11.pdf

Compton-Lilly, C. (2009). The development of habitus over time. WCER Working Paper, available at <http://www.wcer.wisc.edu/publications/workingPapers/papers.php#W09>

Compton-Lilly, C. (2008). Learning to read across time: Negotiations and affiliations of a reader, grades 1-8. WCER Working Paper, available at <http://www.wcer.wisc.edu/publications/workingPapers/papers.php#W08>

Minor Publications

Compton-Lilly, C. (2022). Foreword. In J. Kwon, *Understanding the Transnational Lives and Literacies of Immigrant Children*. Teachers College Press.

Compton-Lilly, C., White, B., & Murphy, B. (2020). Embedded model for teacher preparation: Literacy, learning, and social justice in Professional Development

Schools.” In E. Garin, & R.W. Burns (Eds.), *Clinically-Based Teacher Education in Action: Cases from Professional Development Schools* (pp. 256-266). Information Age Publishing.

Compton-Lilly, C. (2019). Being child-centered and focusing on children: A longitudinal case study. *Michigan Reading Journal*, 51(3), 50-57.

Compton-Lilly, C. (2017). Family literacy. In K. Peppler (Ed.). *The SAGE Encyclopedia of Out-of-School Learning*

Compton-Lilly, C. (2017). Growing up in America. In S. Boquist, D. Cromer, & J. Witter-Easley (Eds.), *Reading Our World(s), Composing Out Lives, Realizing Our Humanity*, WSRA Convention Chapbook (pp. 15-16), Milwaukee, WI: WSRA.

Compton-Lilly, C., Papoi, K., Shedrow, S., & Hamman, L. (2016). Longitudinal Case Study Research: Understanding Literacy and Identity Practices of Children in Immigrant Families, *SAGE Research Methods Case Education*. Accessed at <http://dx.doi.org/10.4135/97814739896558>

Compton-Lilly, C. (Fall, 2015). Transnational Practices in Families. *Wisconsin English Journal*, 57(2), 3-5.

Compton-Lilly, C. (Fall, 2014). Views from the field: Lessons from Martin: The dangers of being colorblind. *Wisconsin English Journal*, 56(2), 4-8.

Compton-Lilly, C. (October 23, 2014). Hidden strengths of emerging bilingual readers. *Reading Today Online*, <http://www.reading.org/literacy-daily/research/post/lrp/2014/10/23/hidden-strengths-of-emerging-bilingual-readers>. International Reading Association.

Compton-Lilly, C. (2014). Money matters, but teachers can help: Supporting children from low-income families. *Heinemann Online Website*. Heinemann Publishers.

Compton-Lilly, C. (2014). Home Environment (Effects on language and literacy development). In Brooks, P.J. & Kempe, V. (eds.) *Encyclopedia of Language Development*. New York: Sage Publications.

Compton-Lilly, C. (Spring, 2014). Thinking about Literacy and Diversity around the world. *Wisconsin English Journal*, 56(1), 4-10.

Compton-Lilly, C. (2013). Research Brief: Bradford Holt and How Money Matters in Learning to Read. *Minnesota Center for Reading Research*, accessed at <http://www.cehd.umn.edu/reading/publications/newsletters.html#>. Winter2013

Compton-Lilly, C. (2013). The common core state standards and student diversity: Closing the gap. *Wisconsin English Journal*, 55(2), 3-6.

- Compton-Lilly, C. (2013). Views from the field: Alicia Rodriguez and how money matters in academic learning. *Wisconsin English Journal*, 55(1), 4- 8.
- Compton-Lilly, C. (2013). The Common Core State Standards and students diversity: Closing the gap. *Wisconsin English Journal*, 55(2), 3-6.
- Compton-Lilly, C. (2013). Parents can teacher educators ‘Lessons about learning and life’’: Classroom Question and Answer Blog, Education Week accessed at http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2013/
- Compton-Lilly, C. (2013). Common Core standards do not account for diversity. WCER newsletter and website. University of Wisconsin Madison.
- Compton-Lilly, C. (2012). Views from the field: Alicia Rodriguez and how money matters in academic learning. *Wisconsin English Journal*, 55(1), 4-8.
- Compton-Lilly, C. (2012). Views from the field: Teaching relationships and time. *Wisconsin English Journal*, 54(1).
- Compton-Lilly, C. (2011). Views from the field: Peter becomes a writer. *Wisconsin English Journal*, 53(2).
- Compton-Lilly, C. (2011). Javon’s story: Time, identity and school policies, *Wisconsin English Journal*, 53(1).
- Compton-Lilly, C. (2010). Alicia’s reading preferences at home and school. *Wisconsin English Journal*. 52(2).
- Compton-Lilly, C. (2010). Following students through school: Timing and schooling, *Wisconsin English Journal*. 52(1), pp. 3-5.
- Compton-Lilly, C. (2010). Learning about Mason: A collaborative lesson with a struggling reader. *Struggling Readers Column, The Reading Teacher*, 63(8), pp. 698-700.
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- Compton-Lilly, C. (2009). Reading time from a struggling student’s perspective. *Wisconsin State Reading Association Journal*, 48(2), pp. 4-7.
- Compton-Lilly, C. (2008). Teaching struggling readers: Capitalizing on diversity for effective learning. *Struggling Reader Column. The Reading Teacher*, 61(8) 668-672.

Compton-Lilly, C. (2005). Research digest: Listening by learning: A longitudinal study of family literacy. FINE Network: Harvard Family Research Project. <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/>.

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Compton, C. (1991). The eyes of the artist. In K. Goodman, Y. Goodman, and L. B. Bird (Eds.). *The whole language catalogue*. (p. 12) Santa Rosa, California: American School Publishers.

Book Reviews

Compton-Lilly, C. (2021). Book review: Researching protest literacies: Literacy as protest in the Favelas of Rio de Janeiro. *Community Literacy Journal*, Spring, pp. 112-115.

Compton-Lilly, C. (2019). A book review: Learning from the children: Childhood, culture, and identity in a changing world. *National Identities*, 21(1), pp. 113–114.

Compton-Lilly, C. (2019). Practitioner research in early childhood: International issues and perspectives: A book review. *Educational Action Research Journal*. 2, pp. 333-334.

Compton-Lilly, C., Asselt, B., & Kim, J. (2017). Book review: Repertoires of communicative possibility: Clues for creating classrooms that support learning and being. *Linguistics and Education*, 37, 87-88.

Compton-Lilly, C. (2016). A book review: *Negotiating Spaces for Literacy Learning: Multimodality and Governmentality*. M. Hamilton, R. Heydon, K. Hibbert, & R. Stooke. *Journal of Early Childhood Literacy*, 16(4), pp. 549-554

Compton-Lilly, C., Zamzow, L., Chen, Y., Yu, M., Duran, A., Goralski-Cumbajin, B., Hagerman, D., & Quast, E. (2015). Book review: *Qualitative research: An*

introduction to methods and design. *Educational Action Research Journal*, 23(1) 116-120.

Compton-Lilly, C. & McClain, G. (December 2014). First Opinion: Who Says Women Can't Be Doctors? *First Opinions, Second Reactions*, 7(3). Available at <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1465&context=fosr>

Compton-Lilly, C. (2012). A book review: Literacy for all students: An instructional framework for closing the gap by R. Powell & E.C. Rightmyer (Eds.), *Teachers College Record: Online book reviews*.

Compton-Lilly, C. (2010) A review of high-stakes testing and the decline of teaching and learning by David Hursh. *Discourse: Studies in the Cultural Politics of Education*, 31(3), pp. 195-198.

Compton-Lilly, C. (2009). Book review: Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools by S. Neuman (Ed.), *Teachers College Record: Online book reviews*. Posted at <http://www.tcrecord.org/content.asp?contentid=15627>

Compton-Lilly, C. (2007). Reading and teaching: A book about learning. *Networks: An On-Line Journal for Teacher Research*, 10(1), <http://journals.library.wisc.edu/index.php/networks/issue/view/24>

Compton-Lilly, C. (2007). A review of Colin Lankshear's and Michele Knobel's Handbook for teacher research: From design to implementation. *Networks: An On-Line Journal for Teacher Research*, 9(1), <http://journals.library.wisc.edu/index.php/networks>

Grant Funding

- 2022 Investigating Cultural and Linguistic Assets of Schools, Families and Communities: One District, Three Elementary Schools, Aspire Grant, University of South Carolina (Awarded, \$14,918)
- 2019 – 2021 The Elementary Education Program at the University of South Carolina: Teacher Preparation, Retention, and Satisfaction, Aspire Grant, University of South Carolina (Awarded, \$14,999)
- 2018-2019 SEC Travel Grant, in collaboration with the University of Georgia (Dr. Peter Smagorinsky & Dr. Tisha Lewis) and the University of Kentucky (Dr. Kristen Perry) (Awarded \$1,988)
- 2018 - 2021 Young Children's Understandings of Scientific Texts, Office of the Provost, University of South Carolina (Awarded, \$20,000)
- 2017 Immigrant Families: Literacy and Identity Development Over Time and Space, UW Madison, CAPX Research Funding (Awarded \$15,000).
- 2014-2015 Discourse Analysis Working Conference Funds, WCER, UW Madison (Awarded \$3,000).

- 2014-2015 International Grant Writing, Global Education Committee & WCER, UW Madison (Awarded \$6,000).
- 2014 Partnership Schools Attending WSRA, Lodewick Grant, UW Madison Partnership Schools. (awarded \$4,000)
- 2014 Nell Duke Visits MMSD, Lodewick Grant, UW Madison Partnership Schools. (awarded \$4,000)
- 2014 Student WSRA Group: Start-up Grant, Lodewick Grant, UW Madison Partnership Schools. (awarded \$4,000)
- 2014 Global Education Interest Circle, UW Global Education Committee, Spring 2014 (awarded \$500)
- 2013 Visiting Scholar Grant, National Science Council of Taiwan (awarded, \$3,000 USD).
- 2012 UW Collaboration with University of Barcelona, University of Wisconsin School of Education International Education Committee, (awarded, \$1,000).
- 2012 Site visit to UW education sites in Uganda, University of Wisconsin School of Education International Education Committee, (awarded, \$2,300).
- 2010 Time, Space, and Timescapes, WUN International Fund Seed Money UW-Madison (awarded \$1,500)
- 2009 International Fund Seed Money, hosted visiting scholar Jennifer Rowsell of Rutgers University at UW Madison (awarded \$1,000)
- 2008 Immigrant Families: Literacy and Identity Development Over Time and Space. UW Madison, Graduate School Research Competition (awarded \$18,312).
- 2007 Exploring the Intersection Between Student Diversity and Learning to Read: Listening to Reading Professionals: New Zealand and Australia. Marie Clay Trust (awarded \$30,000 NZD).
- 2006 Reading and Schooling Across Time and Space: Following Students From First Grade Through High School. Spencer Small Grant Competition (awarded \$39,100).
- 2006 Documenting the Progress of African American Students: Phase Two: Four Case Studies: A Mixed Methods Research Study. Reading Recovery Council of North America (awarded \$3,112).
- 2005 Documenting the Progress of African American Students: Phase One: A Mixed Methods Research Study. Reading Recovery Council of North America (awarded \$5,000).
- 2003 Following Children Through School Grades 7 & 8. International Reading Association, Teacher as Researcher Grant (awarded \$5,000)
- 2002 Examining Literacy in GED Families: When children and parents attend school. Spencer NEA Postdoctoral Fellowship (awarded \$50,000).
- 2000 Following Children Through School Grades 4 & 5. International Reading

Association, Teacher as Researcher Grant (awarded \$5,000).

2000 Following Children Through School Grades 4 & 5. National Council of Teachers of English, Teacher as Researcher Grant (awarded \$5,000)

Presentations

Keynote Presentations

Compton-Lilly, C. (July 8, 2021). The Longitudinal Construction of Inequity: Microaggressions and Macroaggressions across Time. Expanding, Augmenting, and Illustrating, Lifespan Writing Research Conference. (presented online)

Compton-Lilly, C. & Hawkins, M. (December 6, 2020). Invited Keynote Webinar: Center for Transnational and Multilingual Education 2020, Inaugural Webinar Series. Georgia State University, GA.

Compton-Lilly, C. (November 2020). 2020 International Conference. National Tsing Hua University, Taiwan. (Unable to attend/present due to Covid-19)

Compton-Lilly, C. (July 2020). Expanding, Augmenting, and Illustrating Lifespan Writing Research Conference. Writing through the Lifespan Collaboration, Athens, OH. (Rescheduled for July 2021 due to Covid-19)

Compton-Lilly, C. (April 22-23, 2020). Meaning-Making over Time: Methodologies and Possibilities. Research Speakers Series, St. Louis University, St. Louis, Missouri. (Rescheduled for March 2021, online due to Covid-19)

Compton-Lilly, C. (February 8, 2020). Keynote Presentation: Transnational awareness and cosmopolitanism: Funds of knowledge brought by children in immigrant families, 14th Annual Colloquium on Language Teaching. University of Nebraska at Omaha, Nebraska.

Compton-Lilly, C. (October 18, 2019). Transnational Awareness and Cosmopolitanism: Funds of knowledge for children in immigrant families. Association for Constructivist Teaching: University of Michigan, Ann Arbor Michigan.

Compton-Lilly, C. (July 13, 2019). Cosmopolitanism: Exploring funds of knowledge in Immigrant Families. WLU Literacies for All Summer Institute, Columbia, SC.

Compton-Lilly, C. (2018, October). Wisconsin Reach out and Read Conference, Wisconsin Dells, WI.

Compton-Lilly, C. (2018, May). Keynote discussant for presentation by Shirley Brice Heath, Discourse Analysis Working Conference, The Ohio State University, Columbus, Ohio.

Compton-Lilly, C. (2018, March). Adolescent, family, and community literacy: Mobilizing strength-based pedagogies, A conference to celebrate the career of Patricia L. Anders, University of Arizona, Tucson, Arizona.

Compton-Lilly, C. (2015, November). Transnational Funds of Knowledge: What students in immigrant families know and understand about the world. Association of Literacy Educators and Researchers, Costa Mesa, CA.

Compton-Lilly, C. (2015, February). Keynote Panel: A discussion of reading research and practice. Wisconsin State Reading Association, Milwaukee, WI.

Compton-Lilly, C. (2013). Bradford Holt and How Money Matters in Learning to Read. (9/20/2013). Minnesota Center for Reading Research, Minnesota Department of Education & University of Minnesota.

Compton-Lilly, C. (2013, May). Ohio State University Keynote Panelist. Discourse Analysis Conference. Columbus, OH.

Compton-Lilly, C. (2013). Indiana University Keynote Panelist (5/17/2013). Discourse Analysis Conference. University of Indiana.

Compton-Lilly, C. (2013, November). Games, Pop Culture and Literacy. Playful Learning Conference, UW Whitewater, Whitewater, Wisconsin.

Compton-Lilly, C. (2012, February). Longitudinal spaces: Exploring life and literacy spaces across time. National Council of Teachers of English Assembly for Research Conference, Tuscaloosa, Alabama.

Compton-Lilly, C. (2010, December). Family Literacy across Time: The Field, Families, and Bradford Holt. Literacy Research Association Conference, Fort Worth, TX.

Compton-Lilly, C. (2010, May). Critical Lessons: Conducting teacher research with families and in communities. University of New Hampshire, Manchester, NH.

Compton-Lilly, C. (2005, February). Forms of reading capital: Learning from one GED family. National Council of Teachers of English Assembly for Research Conference, Columbus, OH.

Compton-Lilly, C. (2005, May). The power and potential of teacher research: Powerful possibilities. Teaching as a Researching Profession SIG, International Reading Association Annual Conference, San Antonio, TX.

Invited and Featured Presentations

Compton-Lilly, C. (October 27, 2022). Micro/Macroaggression and Student Diversity. University of South Australia, Centre of Educational and Social Inclusion (CESI).

Adelaide, Australia

Compton-Lilly, C. (October 28, 2022). Learning to read and student diversity. University of South Australia, Adelaide, Australia

Compton-Lilly, C. (October 31, 2022). Publishing research in highly ranked venues. Queensland University of Technology, Brisbane, Australia.

Compton-Lilly, C. (October 31, 2022). The Taiwanese Indigenous Bookmaking Project, Queensland University of Technology, Brisbane, Australia.

Compton-Lilly, C. (December 7, 2022). Conversation with Fulbright Visiting Scholar - Model of Teacher Education Programme at the University of Carolina, National Institute of Early Childhood Education, Singapore.

Compton-Lilly, C. & Hsin, C. (December 9, 2022). Supporting Young Children's Language Learning in Indigenous Taiwanese Communities through the Creation of Bilingual Books, National Institute of Early Childhood Education, Singapore.

Compton-Lilly, C. (December 9, 2022). Teaching at the Nexus of Diversity and Literacy – How diversity matters in the teaching of literacy. National Institute of Early Childhood Education, Singapore.

Compton-Lilly, C. (December 14, 2022). Exploring What Kids Know and Love: Using Children's and Families' Strengths to Inform Educational Practice. Undergraduate Student Presentation, National Tsing Hua University, Taiwan.

Compton-Lilly, C. (November 22, 2021). What Reading Recovery Can Teach Us about Working with Culturally and Linguistically Diverse Learners, Canadian Reading Recovery Teacher Leader Institute (presented online).

Compton-Lilly, C. (July 20, 2021). Selected Paper Symposium. Connected Learning Summit, University of California, Irvine (presented online).

Compton-Lilly, C. (July 2, 2021). Children's language and what it tells us about their worlds, featured symposium. UK Literacy Association Conference. (presented online)

Compton-Lilly, C. (March 29, 2021). Producing PDS Scholarship, North American Professional Development Conference. (Presented Online)

Compton-Lilly, C. (March 24, 2021). What Reading Recovery Can Teach Us about Working with Culturally and Linguistically Diverse Learners, North America Trainer's Group for Reading Recovery Center. (Presented Online)

Compton-Lilly, C. (March 18, 2021). Meaning-Making over Time: Methodologies and Possibilities. Research Speakers Series, St. Louis University, St. Louis, Missouri. (presented online)

Compton-Lilly, C. (February 26, 2021). What Reading Recovery Can Teach Us about Working with Culturally and Linguistically Diverse Learners, Toronto Reading Recovery Center, Toronto, Canada. (Presented Online)

Compton-Lilly, C. (February 2, 2021). Trajectories of Being and Becoming: Relationships across Time that Keep us Humble. Jolle Conference, University of Georgia, Athens, GA. (presented online).

Compton-Lilly, C. (July 16, 2020). Case Study Research, Hunter College, NYC. (Presented Online)

Compton-Lilly, C., Perry, K., Smagorinsky, P. & Lewis Ellison, T. (January 31, 2020). Whitewashed critical perspectives: Restoring the edge to edgy ideas in literacy education. Jolle Conference, University of Georgia, Athens, GA.

Compton-Lilly, C. (February 6, 2020). Little things can matter a lot: The construction of inequality over time. Wisconsin State Reading Association, Milwaukee, WI.

Compton-Lilly, C. (February 6, 2020). Making sense of informational texts: The development of understanding Grades K-5. Wisconsin State Reading Association, Milwaukee, WI.

Compton-Lilly, C. (May 2020). Longitudinal Moments of Possibility for Children in an Under-Funded School: Theorizing in Progress. OSU 2020 Conference on the Impact of Linguaging Relations, Columbus, OH. (Tentatively rescheduled for October 2021 due to Covid-19)

Compton-Lilly, C., Lewis-Ellison, T., Perry, K., & Smagorinsky, P. (February 2020). Restoring the edge to edgy ideas: Whitewashing the critical perspective from critical perspectives. Workshop conducted at the Journal of Language and Literacy Education Winter Conference, Athens, GA.

Taylor, D. & Compton-Lilly, C. (2020) The Global Cafe: Denny Taylor: Family Literacy, From the Local to the Global. Garn Press Video Interview Series. (Presented online)

Compton-Lilly, C. (October 16, 2019). Ways with Metaphor: Meta-ethnography of family literacy. Wayne State University, Detroit, Michigan.

Compton-Lilly, C. (June 13, 2019). Becoming Literacy Educators: Embedded Field Experiences and Student Diversity. Center for Teacher Education, National Chi Nan University, Nantou Taiwan.

- Compton-Lilly, C. (June 12, 2019). *Becoming Literacy Educators: Embedded Field Experiences and Student Diversity*. National Tsing Hua University, Hsinchu Taiwan.
- Compton-Lilly, C. (June 10, 2019). *Cosmopolitanism: Exploring Funds of Knowledge in Immigrant Families*. Graduate Institute of Curriculum & Instruction and Communication Technology, National Taipei University of Education, Taiwan.
- Compton-Lilly, C. (April 20, 2019). *Cosmopolitanism: Exploring funds of knowledge in Immigrant Families*. University of Kentucky, Lexington, Kentucky. Funded by SEC Travel Grant
- Compton-Lilly, C. (February 8, 2019). Panel Discussion: *The Elusive Quest for Achieving Excellence*. Wisconsin State Reading Conference, Milwaukee, WI.
- Compton-Lilly, C. (February 8, 2019). *Lessons learned from children: Funds of knowledge and immigrant children*. Wisconsin State Reading Conference, Milwaukee, WI.
- Compton-Lilly, C. (February 1, 2019). *Ways with Metaphor: Meta-ethnography of family literacy*. Jolle Pre-Conference Workshop, Athens, Georgia.
- Compton-Lilly, C. (2018, November). Invited Lunch Session, Critical Race Study Group, Literacy Research Association, Indian Wells, CA.
- Compton-Lilly, C. (2018, November). Invited Lunch Session, Transnational Study Group, Literacy Research Association, Indian Wells, CA.
- Compton-Lilly, C. (2018, March) *Transnationalism, cosmopolitanism and the global awareness of children in immigrant families: A case study*. Chapel Hill University, NC.
- Compton-Lilly, C. (February, 2018). *Implementing retrospective miscue analysis: Challenges and possibilities*. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2017, November). Invited lunch session, *Humanizing Research*. Literacy Research Association, Tampa Florida.
- Compton-Lilly, C. (2017, April). *Retrospective Miscue Analysis*, Texas Woman's University, Denton, TX.
- Compton-Lilly, C. (2017, February). *Capitalizing on diversity: Denying deficit*, panelist. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2017, February). *Supporting diverse readers and writers: Literacy achievement over time*. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2017, February). *Retrospective miscue analysis: Digging in beyond the basics*. Wisconsin State Reading Association, Milwaukee, WI.

- Compton-Lilly, C. (2016, December). Invited Lunch Speaker: Adult literacy study group. Literacy Research Association, Nashville, TN.
- Compton-Lilly, C. (2016, December). Invited Lunch Speaker: Culturally responsive literacy instruction. Literacy Research Association, Nashville, TN.
- Compton-Lilly, C. (2016, November). Center for the Expansion of Language and Thinking (CELT), NCTE Conference, Atlanta Georgia.
- Compton-Lilly, C. (2016, February). What research really says about teaching reading. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2016, February). This is what accountability looks like. ATE Annual Meeting, Chicago, IL
- Compton-Lilly, C. (2016, February). Going from numbers to instruction: Using data to inform instruction. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2015, February). Rethinking text complexity: Untapped possibilities. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2015, February). Academic language, text complexity, student diversity, and the common core. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2015, January). Bilingual readers and what they bring. WEAC Conference, Wisconsin Dells, WI.
- Compton-Lilly, C. (2014, October). The Development of Habitus Over Time: A Ten-Year Case Study of a Young Writer, Michigan State University, Lansing, MI.
- Compton-Lilly, C. (2014, February). Critical Issues or Hot Topics: What Matters Most. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2014, February). Urban literacies: Exploring literacy in urban families. Wisconsin State Reading Association, Milwaukee, WI.
- Compton-Lilly, C. (2013, November). A discussion with Catherine Compton-Lilly, (11/16/2013). Playful Learning Conference, University Wisconsin Whitewater.
- Compton-Lilly, C. (2013). Session Discussant. Games Learning and Society Conference (6/13/2013). Madison, Wisconsin.
- Compton-Lilly, C., Rogers, R. & Lewis, T.Y. (2013, May) Quick Talks on Method: Analyzing Metaphors. Discourse Analysis in Education Conference, Indiana University, Bloomington, IN.

Compton-Lilly, C., Rogers, R. & Lewis, T.Y. (2013, May) Try-It Sessions: Analyzing Metaphors. Discourse Analysis in Education Conference, Indiana University, Bloomington, IN.

Compton-Lilly, C. (2013). Jermaine a Case Study: Addressing diversity and valuing students' knowledge. (4/23/13). University of Missouri St. Louis, MI.

Compton-Lilly, C. (2013). Chair, Global, Local, and Transnational Perspectives on Literacy: Insights from a Qualitative Longitudinal Study with Immigrant Families. (5/1/2013). American Educational Research Conference, San Francisco.

Compton-Lilly, C. (2013). Ways with Metaphors: Exploring the Metaphors Used in Family Literacy Scholarship. (4/29/2013). American Educational Research Conference, San Francisco.

Compton-Lilly, C. (2013). Academic Language, Text Complexity, and Students Diversity: Literacy Development across Time. (4/19/2013). Reading Research Institute: International Reading Association.

Compton-Lilly, C. (2013). Reading Capital in Two Immigrant Families: Longitudinal Case Studies. (4/8/2013). College of Education, University of Iowa.

Compton-Lilly, C. (2013). Listening to Students: Providing, Making, Taking, and Giving Time in Classrooms. (April 1, 2013). Shaanxi Normal University, Xian, China.

Compton-Lilly, C. (2013). Literacy and language policy: A comparative international study. (3/27/2013). Shanghai Seminar on Language Education: Policy and Practice, University of Shanghai, China.

Compton-Lilly, C. (2013). Reading in the Context of Online Games, (3/18/2013) National Taiwan University of Science and Technology, Taiwan.

Compton-Lilly, C. (2013). Home Literacy, Diversity and Epistemological Assumptions. (3/19/2013). National Chengchi University, Taiwan.

Compton-Lilly, C. (2013). Literacy and Schooling in One Family across Time, (3/20/2013). National Central University, Taiwan.

Compton-Lilly, C. (2013). Home Literacy, Diversity and Epistemological Assumptions, (3/21/2013). National Taipei University of Education, Graduate school of curriculum and Instruction, Taiwan.

Compton-Lilly, C. (2013). Listening to Students: Providing, Making, Taking, and Giving Time in Classrooms, (3/22/2013). Taipei Municipal University of Education, department of early childhood education, Taiwan.

- Compton-Lilly, C. (2013). Listening to Students: Providing, Making, Taking, and Giving Time in Classrooms, (2/21/2013). Universitat Autònoma de Barcelona, Barcelona, Spain.
- Compton-Lilly, C. (2013). Literacy and Identity Construction across Time and Space: The Case of Jermaine. 2/22/2013. University of Barcelona, CREA Research Center, Barcelona, Spain.
- Compton-Lilly, C. (2013). Literacy Lessons Learned: What Reading Recovery Can Teach Us about Working with Culturally and Linguistically Diverse Learners. (February 8, 2013). Wisconsin State Reading Conference, Milwaukee, WI.
- Compton-Lilly, C. (2013). This is What Responsibility Looks Like: Moving beyond Teacher Bashing. (February 8, 2013). Wisconsin State Reading Conference, Milwaukee, WI.
- Compton-Lilly, C. (2013). Invited Conference Call: Family literacy and community literacies. (February 5, 2013). Georgia State University.
- Compton-Lilly, C. (2012, October). Podcast: Literacy and Identity Construction across Time and Space: The Case of Jermaine. *Journal of Adolescent and Adult Literacy*.
- Compton-Lilly, C. (2012, September). Supporting Readers in Science Classrooms: An introduction to the Common Core Standards. Wisconsin Science Festival, UW Madison, Madison Wisconsin.
- Compton-Lilly, C. (2012, March). Home School and Community Literacies Symposium, TESOL International Convention, Philadelphia, Pennsylvania.
- Compton-Lilly, C. (2012, March). Podcast: Analyzing epistemological considerations relative to diversity. *Reading Research Quarterly*, 47(1), pp. 33-60.
- Compton-Lilly, C. (2012, February). Reading Families. Wisconsin State Reading Association Conference. Milwaukee, WI.
- Compton-Lilly, C. (2012, February). Retrospective miscue analysis: Helping older students who struggle with reading. Wisconsin State Reading Association Conference. Milwaukee, WI.
- Compton-Lilly, C. (2011, November). Working with students from diverse backgrounds. A Legacy of Literacy Conference, Troy, Michigan.
- Compton-Lilly, C. (2011, November). Talking about literacy with colleagues from around the world. A Legacy of Literacy Conference, Troy, Michigan.

- Compton-Lilly, C. (2011, November). *Exploring literacy and identity at multiple timescales.* Online presentation for Global Conversations in Literacy Research at <http://www.globalconversationsinliteracy.wordpress.com>. November 13, 2011.
- Compton-Lilly, C. (2011, August). Literacy and schooling in one family across time. Queensland University of Technology, Brisbane, Australia.
- Anderson N., Compton-Lilly, C. & Rodriguez, Y. (2011, June). Student diversity as opportunities for accelerative learning. Reading Recovery Teacher Leader Institute, Dallas, Texas.
- Compton-Lilly, C., Rogers, R., & Lewis, T. (2011, May). An integrative critical literature review related to diversity in family literacy scholarship. Centre for the Study of New Literacies: Research seminar. University of Sheffield, Sheffield, England.
- Compton-Lilly, C. (2011, May). Chronotopes of schooling and student identities: Time space and student success. Sheffield Hallam University, Sheffield, England.
- Compton-Lilly, C. (2011, May). Literacy and schooling in one family across time. University of Leeds, Leeds, England.
- Compton-Lilly, C. (2011, February). Acceleration: What is it and how does it happen? Wisconsin State Reading Association Conference. Milwaukee, WI.
- Compton-Lilly, C. (2011, February). Reading Time: Changing Literacy Practices of Urban Students and Families in Secondary School. Wisconsin State Reading Association Conference. Milwaukee, WI.
- Compton-Lilly, C. & UMBER, R. (2011, February). The Reading Turn-Around: A Book Conversation Wisconsin State Reading Association Conference. Milwaukee, WI.
- Compton-Lilly, C. (2010, November). Students' rights to their own language: Diverse voices in action—Are we doing our jobs? National Council of Teachers of English Conference. Orlando, Florida.
- Compton-Lilly, C., Steinkuehler, C. & King, B. (2010, July). Massively multiplayer online games and *reading*. Identity and Digital Texts: Sites of Possibility Conference, Center for the Study of New Literacies International Conference, University of Sheffield: Sheffield, UK.
- Compton-Lilly, C. (2010, June). Working Conference on Discourse Analysis. Center for Video Ethnography and Discourse Analysis in Education, The Ohio State University, Columbus, OH.
- Compton-Lilly, C. (2010, April). *Research and families: Learning possibilities*, Teaching as a Researching Profession SIG, International Reading Association Conference, Chicago, IL.

- Compton-Lilly, C. (2010, March). Literacy studies in early education. Wisconsin Charter Schools Conference, Madison, WI.
- Compton-Lilly, C. (2010, February). *Qualitative methods and Reading Recovery research*. Wisconsin State Reading Association Convention, Milwaukee, WI.
- Compton-Lilly, C. (2010, February). *Children, language and literacy: A book conversation*. Wisconsin State Reading Association Convention, Milwaukee, WI.
- Compton-Lilly, C. (2010, February). *Learning to look at words in Reading Recovery lessons*. Wisconsin State Reading Association Convention, Milwaukee, WI.
- Compton-Lilly, C. (2010, February). *An overview of Reading Recovery: Teaching children and supporting programs*. Wisconsin State Reading Association Convention, Milwaukee, WI.
- Compton-Lilly, C. (2010, February). *Reading research roundtable*. Wisconsin State Reading Association Convention, Milwaukee, WI.
- Compton-Lilly, C. (2010, January). *Qualitative Research in Reading Recovery Settings*. Myrtle Beach Reading Recovery Conference, Myrtle Beach. South Carolina.
- Compton-Lilly, C. (2010, January). *Literacy and schooling across time: Following students through school*. TERC, Cambridge, MA.
- Compton-Lilly, C. (2009, October). Reading Recovery Professional Development, St. Mary's College, Ravenswood, CA.
- Compton-Lilly, C. (2009, July). Presentation for Spencerport School District Administrators, Spencerport, NY.
- Compton-Lilly, C. (2009, June). *Qualitative Research in Reading Recovery Settings*. Reading Recovery Teacher Leader Institute, Washington, DC.
- Steinkuehler, C., Compton-Lilly, C., & King, E. (2009, June). Reading performance and literacy practice in the context of MMO games, Games Learning and Society Conference, Madison, Wisconsin.
- Compton-Lilly, C. (2009, May). Challenges in supporting teacher research: Difficult decisions. Special Interest Group Session, International Reading Association Conference, Minneapolis, MI.
- Compton-Lilly, C. (2009, May). Listening to parents in urban communities: Turning their words into possibilities. Special Session, International Reading Association Conference, Minneapolis, MI (5/5/09).
- Compton-Lilly, C. (2009, May). Reading Recovery Professional Development, University of South Dakota, Vermillion, SD.

- Compton-Lilly, C. (2009, March). Multiple perspectives – Responding effectively to diverse student populations, Rochester Area Literacy Council, Rochester, NY.
- Compton-Lilly, C. (2009, March). A Conversation with Cathy Compton-Lilly. TLQP Program: Reading and Writing the Community, Rochester, NY.
- Compton-Lilly, C. (2009, March). Thinking about diversity and learning to read: Four case studies. 12th Annual Xerox Center Conference, Xerox Multicultural Center at SUNY Geneseo, Geneseo, New York.
- Compton-Lilly, C. (2009, February). Talking about diversity with colleagues in New Zealand. Reading Recovery Early Literacy Conference, Toronto, Canada.
- Compton-Lilly, C. (2009, February). Literacy lessons about diversity. Reading Recovery Early Literacy Conference, Toronto, Canada.
- Compton-Lilly, C. (2009, February). Talking about diversity with colleagues in New Zealand. Reading Recovery Early Literacy Conference, Toronto, Canada.
- Compton-Lilly, C. (2009, February). Serving African American Students: Considerations and Concerns. Wisconsin State Reading Association Conference, Milwaukee, WI.
- Compton-Lilly, C. (2009, February). A Overview of Reading Recovery. Wisconsin State Reading Association Conference, Milwaukee, WI.
- Compton-Lilly, C. (2009, February). Taking Words Apart in Reading and Writing in Reading Recovery Lessons. Wisconsin State Reading Association Conference, Milwaukee, WI.
- Compton-Lilly, C. (2009, January). Talking about diversity with colleagues in New Zealand. Iowa Reading Recovery and Early Intervention Conference, Altoona, IA.
- Compton-Lilly, C. (2009, January). Serving African American students: Considerations and concerns. Iowa Reading Recovery and Early Intervention Conference, Altoona, IA.
- Compton-Lilly, C. (2008, November). Raising avid readers: Following urban families over time. Paper presented at the National Council of Teachers of English Conference, San Antonio, TX.
- Compton-Lilly, C. (2008, November). Teaching diverse learners: Considerations and complexities. Presentation for the Ohio Resource Center, Columbus, OH.
- Compton-Lilly, C. (2008, October). Family Literacy Symposium Participant. Ball Foundation, International Reading Association, Chicago Illinois.

Compton-Lilly, C. (2008, July). *The development of habitus over time: A ten-year case study of a young writer*. Presentation at the University of Sheffield, Sheffield, England.

Compton-Lilly, C. (2008, July). Time and literacy research. Presentation for the Timescapes Project, University of Leeds, Leeds, England.

Compton-Lilly, C. (2008, June). *Literacy learning over time: Following students from first grade through high school*. University of Wisconsin Reading Research Symposium, Madison, Wisconsin.

Thornton, F. & Compton-Lilly, C. (2008, June). Language variation and learning to read: Do differences really matter? Presentation for the Reading Recovery Teacher Leader Institute, Jacksonville, FL.

Compton-Lilly, C. (2008, May). The possibilities of teacher research: A ten-year study. Preconference presentation, International Reading Association, Atlanta, GA.

Compton-Lilly, C. with the Division G Social Context Group. (2008, March). Social context in education. Presentation for the American Educational Research Association, New York City, NY.

Compton-Lilly, C. (2008, February). Serving African American students: Considerations and concerns. Presentation for the National Reading Recovery Conference, Columbus, OH.

Compton-Lilly, C. (2008, February). Talking About Diversity with Reading Recovery colleagues In New Zealand. Presentation for the National Reading Recovery Conference, Columbus, OH.

Compton-Lilly, C. & Sturino, N. (2008, February). Working with words in Reading Recovery. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI .

Compton-Lilly, C. & Shavlik, S. (2008, February). Teaching to address sequencing problems in reading. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C. (2008, February). An overview of Reading Recovery. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C. (2008, February). What does student diversity have to do with teaching reading? Voices from Australia and New Zealand. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

- Compton-Lilly, C. (2008, January). Serving African American students: Considerations and concerns. Presentation for the Illinois Reading Recovery Conference, Chicago IL.
- Compton-Lilly, C. (2008, January). Talking about diversity with Reading Recovery colleagues In New Zealand. Presentation for the Illinois Reading Recovery Conference, Chicago IL.
- Compton-Lilly, C. (2007, November). Building on what children bring: Cognitive and sociocultural complexities. Paper presented at the National Council of Teachers of English Conference, New York City, NY.
- Compton-Lilly, C. (2007, August). Complexities of reading capital. Paper presented at Hawke Research Institute for Sustainable Societies, University of South Australia, Adelaide, Australia.
- Compton-Lilly, C. (2007, August). Complexities of reading capital. Paper presented at School of Education, Queensland University of Technology, Brisbane, Australia.
- Compton-Lilly, C. (2007, July). Silences of method: Counting the uncounted. Paper presented at Woolf-Fisher Research Center, Manukau Insitute of Technology, Manukau, New Zealand.
- Compton-Lilly, C. (2007, July). Literacy lessons about diversity. Paper presented at School of Languages, Literacies, and Communication Research, University of Auckland, Auckland, New Zealand.
- Compton-Lilly, C. (2007, May). Teacher research: Unimagined possibilities. Presentation for the Teacher as Research SIG Group, International Reading Association Conference, Toronto, Canada.
- Rodriguez, Y. & Compton-Lilly, C. (2007, October). Reading Recovery, language variations and reading instruction. Presentation for the Arkansas Reading Recovery and Comprehensive Literacy k-8 Conference, Little Rock, AK.
- Compton-Lilly, C. (2007, October). Serving African American students: Considerations and concerns. Presentation for the Arkansas Reading Recovery and Comprehensive Literacy K-8 Conference, Little Rock, AK.
- Compton-Lilly, C. (2007, October). Serving African American students: Considerations and concerns. Presentation for the Reading Recovery/Early Literacy Institute, Texas Woman's University, Dallas, TX.
- Compton-Lilly, C. (2007, October). Talking about diversity with colleagues in New Zealand. Presentation for the Reading Recovery/Early Literacy Institute, Texas Woman's University, Dallas, TX.

Compton-Lilly, C. (2007, February). An overview of Reading Recovery: Teaching children and supporting programs. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C., Sturino, N. & Pempek, M. (2007, February). Literacy lessons: Marie Clay's latest thinking. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C. (2007, February). Reading Recovery and teaching diverse students. Presentation for the Wisconsin Reading Association Conference, Milwaukee, WI.

Gómez-Bellengé, F., Compton-Lilly, C., Rodgers, E., & Schwartz, R. (2007, February). Closing the gap, AYP, and current research related to Reading Recovery. Presentation for the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Compton-Lilly, C. (2007, February). Working with diverse students in Reading Recovery lessons. Presentation for the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Compton-Lilly, C. (2007, January). Working with African American students: A case study. Presentation for the Southeastern Reading Recovery and Early Literacy Conference, Savannah, GA.

Compton-Lilly, C. (2007, January). Literacy lessons about diversity. Presentation for the Southeastern Reading Recovery and Early Literacy Conference, Savannah, GA.

Compton-Lilly, C. (2006, November). Computers and families: Discourses of the future. Paper presented at Critical Discourse Analysis SIG, National Reading Conference, Los Angeles, CA.

Compton-Lilly, C. (2006, November). What can video games teach us about teaching reading? Presentation for the Literacy for All, Northeast K-6 Literacy Conference and Reading Recovery Institute, Providence, RI.

Compton-Lilly, C. (2006, November). Dealing with diversity: Devon's story. Presentation for the Literacy for All, Northeast K-6 Literacy Conference and Reading Recovery Institute, Providence Rhode Island, MI.

Compton-Lilly, C. (2006, November). Literacy lessons about diversity. Presentation for the Reading Recovery Council of Michigan, Dearborn, MI.

Compton-Lilly, C. (2006, October). Parents and possibilities: Listening and learning from parents. Presentation for the Preschool-Kindergarten Consortium Fall Conference, Albany NY.

Compton-Lilly, C. (2006, September). Critical literacy: Integrating literacy and community into the reading and writing classroom. Otterbein College, Westerville, OH.

Compton-Lilly, C. (2006, July). Writing workshop. Ohio State Teachers Writing Project, Ohio State University, Columbus, OH.

Compton-Lilly, C. (2006, June). Introduction to Literacy Lessons. Presentation for the Reading Recovery Teacher Leader Institute, Denver, CO.

Compton-Lilly, C. (2006, May). Critical perspectives on classroom literacies. Presentation for the International Reading Association, Chicago, IL.

Compton-Lilly, C. (2006, May). Making friends with classroom research. Presentation for the Teacher Research SIG, Presentation for the International Reading Association, Chicago, IL.

Compton-Lilly, C. (2006, February). Considering differences and constructing learning for African American students. Pre-conference workshop for the National Council of Teachers of English Assembly for Research Conference, Chicago, IL.

Compton-Lilly, C. (2006, February). A panel on diversity. Presentation for the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Compton Lilly, C. (2006, February). Considering diversity: African American Reading Recovery students. Poster Session for the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Compton-Lilly, C. (2006, September). The cultural knowledge of children: Devon's story. Presentation for the Illinois Reading Recovery Conference, Chicago, IL.

Compton-Lilly, C. (2006, September). Documenting the experiences of African American Reading Recovery students. Presentation for the Illinois Reading Recovery Conference, Chicago, IL.

Compton-Lilly, C. (2005, December). Ethnographic and case studies. Paper presented for Research Methodologies Series, National Reading Conference, Miami, FL.

Compton-Lilly, C. (2005, December). Workshop on research design panel. Paper presented for Research Methodologies Series, National Reading Conference, Miami, FL.

Compton-Lilly, C. (2005, May). Creating networks for support and collaboration. Paper presented for a symposium for the Teacher as Researcher Committee Symposium, International Reading Association Conference, San Antonio, TX.

Compton-Lilly, C., Graue, E. & Rogers, R. (November 2005). Building on what children bring: Respecting urban families. Day-long workshop for the National Council of Teachers of English Assembly for Research presented at the National Council of Teachers of English Conference, Chicago, IL.

Compton-Lilly, C. (2005, February). Alisa: A case study. Otterbein College, Westerville, OH.

Conference Sessions

Compton-Lilly, C., Howard, A., Demir, A., Hsin, C.-T., & Luu, D. T. (2022, November 17-20). Working with and learning from Indigenous communities: A book-making project to counter language extinction. [Paper presentation]. 2022 National Council of Teachers of English (NCTE) Annual Convention, Anaheim, CA, USA

Compton-Lilly, C., Rogers, R., & Ellison, T.L. (April 8, 2021). Approaches to Synthesizing Research in Literacy Education, AERA Conference (presented online)

Compton-Lilly, C. (March 18, 2021). Meaning-Making over Time: Methodologies and Possibilities. St. Louis University, St. Louis Missouri.

Compton-Lilly, C. (February 26, 2021). What Reading Recovery Can Teach Us about Working with Culturally and Linguistically Diverse Learners, Toronto Reading Recovery Center, Toronto, Canada. (Presented Online)

Compton-Lilly, C. (February 6, 2021). Changing Schools, Growing Teachers, Creating Spaces for Equitable Learning: Contextualizing a Signature Pedagogy. Jolle Conference, University of Georgia, Athens, GA. (presented online)

Compton-Lilly, C. (February 2, 2021). Trajectories of Being and Becoming: Relationships across Time that Keep us Humble. Jolle Conference, University of Georgia, Athens, GA. (presented online)

Compton-Lilly, C. (December 3, 2020). Turtles, tortoises, ethnographies and case studies, Literacy research methodology online symposium, Literacy Research Association, Online Symposium.

Compton-Lilly, C. (December 3, 2020). Discussant: Reading assessment: A Trifecta approach, Online Symposium, Literacy Research Association, Online Conference.

Compton-Lilly, C., Guay, M., Mitra, A., & Spence, L. (December 2, 2020). A confluence of complexity. Literacy Research Association, Online Symposium.

Compton-Lilly, C. (December 2, 2020). Discussant: Diverse children and youth becoming readers: Toward an understanding of reading identities across childhood and adolescence, Online Symposium, Literacy Research Association, Online Conference.

Compton-Lilly, C. (November 2020). Downloadable Roundtable Presentation. Understanding manifestations of students literacies: Reclaiming literacies as meaning making. National Council of Teachers of English. (Presented online due to Covid-19)

Compton-Lilly, C. (August 23-28, 2020). Panelist: Early Childhood literacies: Thinking about the quality and equity in current times across three international contexts. European Research Association, Glasglow, Scotland UK. (Canceled due to Covid-19)

Compton-Lilly, C. (July 2020). Children's Transnational literacies: Immigrant Children and Their Views of the World. United Kingdom Literacy Association, Oxford, UK. (Rescheduled for Online in July 2021 due to Covid-19)

Compton-Lilly, C. (April 2020). Transnational Funds of Knowledge: Building on Strengths of Children from Immigrant Families. American Educational Research Association. (Canceled due to Covid-19)

Compton-Lilly, C. (March, 2020). Bilingual readers: Lessons learned from children. Bilingualism Matters @UofSC, Columbia, SC. (Canceled due to Covid-19)

Curcio, R. & Compton-Lilly, C. (February 15, 2020). The University of South Carolina Signature pedagogy: Empowerment through embedded methods courses. Association of Teacher Educators, Atlantic City, NJ. (session presented by Shelly Curcio)

Compton-Lilly, C. (February 14, 2020). Learning with students: A close look at three readers and a few solutions. Palmetto State Literacy Association, Hilton Head, SC.

Compton-Lilly, C. & Adger, T. (February 14, 2020). Lunch Panel: Hot Topics in Higher Education. Palmetto State Literacy Association, Hilton Head, SC.

Compton-Lilly, C. (February 13, 2020). Preconference Presentation: Helping older students who struggle with reading. Palmetto State Literacy Association, Hilton Head, SC.

Compton-Lilly, C. (February 6, 2020). Little things can matter a lot: The construction of inequality over time. Wisconsin State Reading Association, Milwaukee, WI.

Compton-Lilly, C. (February 2, 2020). The longitudinal construction of inequality in schools: Micro/Macroaggressions over time. Jolle Conference, University of Georgia, Athens, GA.

Mitra, A., Spence, L., Compton-Lilly, C., & Guay, M. (February 1, 2020). Theorizing the reading brain: An integrative approach to reading and neuroscience. Jolle Conference, University of Georgia, Athens, GA.

Compton-Lilly, C. (January 16, 2020). Microaggressions and Macroaggressions: The longitudinal construction of inequality in schools. CEEAAS Conference, University of South Carolina, Columbia, SC.

Compton-Lilly, C., Sanchez, L., Wang, Y. (November 22, 2019). Running Records and Miscue Analysis: Limits and Possibilities for Literacy Assessment. National Council of Teachers of English. Baltimore, MD.

Braden, E., Compton-Lilly, C., Curcio, S., Myers, M. & White, E. (November 22, 2019). What really matters? The contribution of embedded literacy methods courses to becoming a teacher. National Council of Teachers of English. Baltimore, MD.

Compton-Lilly, C. (September 12, 2019). The Emergence of Meaning-Making across Time: Metaethnography as Method. British Educational Research Association Conference, Manchester, UK.

Woods, A., Pahl, K., & Compton-Lilly, C. (September 11, 2019). Sustained Research: The Affordances of Longitudinal Commitment to People, Communities, and Spaces. British Educational Research Association Conference, Manchester, UK.

Compton-Lilly, C. (September 6, 2019) The Emergence of Meaning-Making across Time: Metaethnography as Method European Conference for Educational Research, Hamburg, Germany.

Compton-Lilly, C. (September 6, 2019) Freire's Theories and Cosmopolitanism: Exploring Funds of Knowledge in Immigrant Families. European Conference for Educational Research, Hamburg, Germany.

Compton-Lilly, C. (September 6, 2019). Images of Family Literacy: Scholarship and practice. European Conference for Educational Research, Hamburg, Germany.

Compton-Lilly, C. (September 5, 2019) Transnational Awareness and Cosmopolitanism: Funds of Knowledge for Children in Immigrant Families European Conference for Educational Research, Hamburg, Germany.

Compton-Lilly, C., (September 4, 2019). Images of Family Literacy: Scholarship and practice. Literacy Research Association, Tampa, FL.

Compton-Lilly, C., (September 4, 2019). One Child's Counternarrative as Cosmopolitan Post-Truth: Introducing Adam's World. Literacy Research Association, Tampa, FL.

Compton-Lilly, C. (July 15, 2019). The synthesis of qualitative research: Possibilities and potential for making claims. 2019 CELT Rejuvenation Conference, Aiken, SC.

Compton-Lilly, C. (July 12, 2019). Becoming literacy educators: Embedded field experiences and student diversity. WLU Literacies for All Summer Institute, Columbia, SC.

Compton-Lilly, C. (March 30, 2019). Learning about the world from children in immigrant families. Bilingualism Matters, Columbia, SC.

Compton-Lilly, C. (March 28, 2019). Transnational awareness and cosmopolitanism: Funds of knowledge for children in immigrant families. CoE Faculty Spark Talks, University of South Carolina Columbia, SC.

Curcio, S. & Compton-Lilly, C. (February, 2019). Supporting the Complexities of 21st Century Classrooms through a Clinically-Rich Generative Teacher Preparation Model. Association of Teacher Educators, Atlanta Georgia.

Compton-Lilly, C. (February, 2019). Panelist: What's Hot in Literacy? SCIRA, Hilton Head, South Carolina.

Compton-Lilly, C. (February, 2019). Helping Kids become Readers: Formative assessments and Instructional Strategies. SCIRA, Hilton Head, South Carolina.

Compton-Lilly, C. (February 8, 2019). Lessons Learned from Children: Funds of Knowledge and Immigrant Families. Wisconsin State Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C. (February 8, 2019). Lunch Table Facilitator. Wisconsin State Reading Association Conference, Milwaukee, WI.

Compton-Lilly, C. (February, 2019). Ways with Metaphors Workshop. Jolle Pre-Conference, Athens Georgia.

Compton-Lilly, C. (February, 2019). Transnational Literacies and Cosmopolitanism: Exploring Funds of Knowledge in Immigrant Families. Jolle Conference, Athens Georgia.

Compton-Lilly, C. (2018, December). Transnational Awareness and Cosmopolitanism: Funds of Knowledge for Children in Immigrant Families. Australian Association for Research in Education, Sydney, Australia.

Compton-Lilly, C. (2018, November-December). Revisiting Development as Being/Becoming: A Longitudinal Case Study, Literacy Research Association, Indian Wells, CA.

Compton-Lilly, C. (2018, November-December). Reflexive Layers and Longitudinal Research: The Case of Christy. Literacy Research Association, Indian Wells, CA.

Compton-Lilly, C. (2018, November-December). Discussant: Instantiations of silence in discourse within and across communities of learning and practice, Literacy Research Association, Indian Wells, CA.

- Compton-Lilly, C., Braden, E., & Wang, Y. (2018, November). Exploring the Reading Processes of Linguistically Diverse Readers. NCTE, Houston, Texas.
- Compton-Lilly, C. (2018, November). Immigrant Children: Empowering Students and Their Families through Literacy. NCTE, Houston, Texas.
- Braden, E., Compton-Lilly, C., Myers, M., & White, E. (2018, November). Becoming Literacy Educators: Embedded Field Experiences and Embedding Social Justice in Education. NCTE, Houston, Texas
- Compton-Lilly, C. (2018, October). Transnational Awareness and Cosmopolitanism: Funds of Knowledge for Children in Immigrant Families. Association for Constructivist Teaching, Columbia, SC.
- Compton-Lilly, C. (2018, October). Freire's Theories and Cosmopolitanism: Exploring Funds of Knowledge in Immigrant Families. Conference on Critical Pedagogy and Paulo Freire, Columbia, SC.
- Compton-Lilly, C. (2018, September). Panelist: Growing and sustaining a PDS Network, Pontiac Elementary, PDS Network Workshop, Columbia, SC.
- Compton-Lilly, C., Braden, E. & Wang, Y. (2018, September). Exploring the reading processes of linguistically diverse readers. PDS Serve Conference, Columbia, SC.
- Compton-Lilly, C., García-Carrión, R. & Tellado, I. (2018, September). Making Schools Inclusive Spaces through Embedded Teacher Education Experiences. European Educational Research Association, Bolzano, Italy.
- Compton-Lilly, C. (2018, September). Reflexive Layers and Revisiting Research: Revisiting with Christy over Time. European Educational Research Association, Bolzano, Italy.
- Compton-Lilly, C., Braden, E., Myers, M., & White, E. (2018, September). Making Schools Inclusive Spaces through Embedded Teacher Education Experiences. European Educational Research Association, Bolzano, Italy.
- Compton-Lilly, C. (2018, April). Discussant, Taking the long view: Learning from longitudinal studies of writing, AERA Conference, New York City
- Compton-Lilly, C. (2018, April). Family literacy beyond early childhood and the early years, AERA Conference, New York City.
- Compton-Lilly, C. (2018, January). Transnationalism, cosmopolitanism and the global awareness of children in immigrant families: A case study. SCEPUR Conference, Columbia, SC.
- Compton-Lilly, C. (2017, December). Understanding Complexity in Longitudinal Data. Literacy Research Association, Tampa Florida.

- Compton-Lilly, C. (2017, December). Counternarratives over time. Literacy Research Association, Tampa Florida.
- Compton-Lilly, C. (2017, November). Linked events and literacy learning. Literacy Research Association, Tampa Florida.
- Compton-Lilly, C. (2017, December). Understanding Complexity in Longitudinal Data. Literacy Research Association, Tampa Florida.
- Compton-Lilly, C. (2017, December). Counternarratives over time. Literacy Research Association, Tampa Florida.
- Compton-Lilly, C. (2017, April). Staying in touch: Transglobal language and literacy practices. American Educational Research Association, San Antonio TX.
- Compton-Lilly, C., Hamman, L., & Shedrow, S. (2017, April). Timescales and timewarps: Three cases of children in immigrant families. American Educational Research Association, San Antonio TX.
- Compton-Lilly, C. (2017, April). Temporal conclusions: Educational equity across time. American Educational Research Association, San Antonio TX.
- Compton-Lilly, C. (2016, December). The development of literacy practices across a decade: Families, friends, and schools. Literacy Research Association, Nashville, TN.
- Compton-Lilly, C. (2016, December). Discussant: Mobilizing family literacy for supporting young children: Transforming the early childhood years. Literacy Research Association, Nashville, TN.
- Compton-Lilly, C. (2016, December). Equity over time: Critical incidents, schooling, and literacy learning over a decade. Literacy Research Association, Nashville, TN.
- Compton-Lilly, C. (2016, November). Advocating for African American children. National Council of Teachers of English, Atlanta Georgia.
- Compton-Lilly, C. (2016, November). This is what accountability looks like: Listening to parents and communities. National Council of Teachers of English, Atlanta Georgia
- Compton-Lilly, C. (2016, April). Discussant: Emergent methods for studying adolescent writing across space and over time. American Educational Research Association, Washington, DC.
- Compton-Lilly, C. (2016, April). Discussant: Dialogic literacy gatherings. American Educational Research Association, Washington, DC.
- Compton-Lilly, C. (2016, April). A narrative under construction: The scare is scared. American Educational Research Association, Washington, DC.
- Compton-Lilly, C. (2016, April). Chair: The elementary years: A longitudinal look at literacy and language practices of immigrant children. American Educational Research Association, Washington, DC.

- Compton-Lilly, C. (2016, February). Representing Research: Telling Anna's Story, National Council of Teachers of English Assembly for Research, Eastern Michigan University, MI.
- Compton-Lilly, C. (2015, December). Panelist: Negotiating (and Surviving) the IRB Process. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C. (2015, December). Discussant: "But I am not allowed to do that": Examining challenges to student and teacher agency in implementing culturally responsive literacy instruction. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C., Quast, E., Caloia, R. & McCann, K. (2015, December). Qualitative Insights into the "Effectiveness" of a Summer Reading Program. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C. (2015, December). The Longitudinal Experience: A Hands-on look at a Ten-Year Qualitative Study of Immigrant Children's Literacy and Identity Practices. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C. (2015, December). Presenter: Culturally Responsive Literacy Study Group. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C. (2015, December). Presenter: Graduate Student Study Group. Literacy Research Association, Carlsbad, CA.
- Compton-Lilly, C. (2015, November). Language and Learning across Transnational Contexts. National Council of Teachers of English, Minneapolis, MN.
- Compton-Lilly, C. (2015, September). Panelist: Annual National Literacy Assessment Tests and How They Imagine Childhood. Pan-Africa Literacy for All Conference, Capetown, South Africa.
- Compton-Lilly, C. (2015, September). The Development of Habitus over Time. Pan-Africa Literacy for All Conference, Capetown, South Africa.
- Compton-Lilly, C. (2015, April). Discussant: Productions of time-space in literacy studies. American Association for Educational Research, Chicago, IL.
- Compton-Lilly, C. (2015, April). Revisiting Longitudinal Language Ethnographies: The case of Bourdieu and Reflexivity. American Educational Research Association, Chicago, IL.
- Compton-Lilly, C. (2015, April). Text, Religion, and Transnational childhoods. American Educational Research Association, Chicago, IL.
- Compton-Lilly, C. (2015, April). The Emergence of Transnational Literacy and Language Practices. American Educational Research Association, Chicago, IL.
- Compton-Lilly, C. (2015, February). Fictionalizing Research: Telling Anna's Story. National Council of English Assembly for Research, New Orleans, LA.

- Compton-Lilly, C., Quast, E., Kim, J., & Tran, S. (2014, December). Globalized literacy practices in immigrant families. Literacy Research Association, Marco Island, FL.
- Compton-Lilly, C. & Edwards, N.A. (2014, December). Preparing and submitting a paper for the Student Outstanding Research Award. Literacy Research Association, Marco Island, FL.
- Compton-Lilly, C. (2014, November). Counting the Dis-Counted Stories of ELLs: The impact of students' language in the classroom. National Council of Teachers of English, Washington, DC.
- Compton-Lilly, C., Venegas, P., Schwabenbauer, B., Papoi, K., & Hamman, L. (2014, November). Literacy and Identity Construction across Time and Space for Immigrant Children. National Council of Teachers of English, Washington, DC.
- Compton-Lilly, C. (2014, September). Teachers Discourses Related to Literacy and Diversity. ECER/EERA Conference, Porto, Portugal.
- Compton-Lilly, C. & Nayan, R. (2014, April). Considering reading capital in two low-income families. American Educational Research Association, Philadelphia, PA.
- Compton-Lilly, C., Rogers, R., & Lewis, T. (2014, April). Ways with Metaphors: A metaethnography of family literacy. American Educational Research Association, Philadelphia, PA.
- Compton-Lilly, C. (2014, March). Keeping in Touch: Transglobal language and literacy practices. 58th Annual Conference Comparative and International Education Society, Toronto, Canada.
- Compton-Lilly, C., Quast, E., & Stewart, K. (2014, January). Rigorous Reading? Complicating the Common Core's Notion of Text Complexity. National Council of English Assembly for Research, Elmhurst College, IL.
- Compton-Lilly, C., Rogers, R. & Lewis, T.Y. (2014, January). Exploring ways with metaphor. National Council of English Assembly for Research, Elmhurst College, IL.
- Compton-Lilly, C., Rogers, R. & Lewis, T.Y. (2013, April). Ways With Metaphors: Exploring the Metaphors Used in Family Literacy Scholarship. 2013 Annual Meeting American Educational Research Association, San Francisco, CA, USA.
- Compton-Lilly, C. (2013). Session Discussant. Games Learning and Society Conference (6/13/2013). Madison, Wisconsin.
- Compton-Lilly, C. (2013). A critique of the Common Core: Addressing diversity and valuing students' knowledge. (11/23/2013). National Council of Teachers of English Conference.
- Compton-Lilly, C. (2013). Considering diversity in two low-income families. (11/22/2013). National Council of Teachers of English Conference.

Compton-Lilly, C. (2013). The development of writing habitus over time: A ten-year case study of a young writer. (12/7/2013). Literacy Research Association.

Compton-Lilly, C. (2013). A connected learning approach to transformative literacy. Discussant, (12/6/2013). Literacy Research Association.

Compton-Lilly, C. (2013). Preparing and submitting a paper for the student outstanding research award. Chair & organizer, (12/6/2013). Literacy Research Association.

Compton-Lilly, C., Caughlin, S., Paugh, P., Lewis, C., & Meacham, M.R. (2013). Examining literacy learning and instruction through various methods of discourse analysis. (12/5/2013). Literacy Research Association.

Compton-Lilly, C. (2012, December). Temporal Discourse Analysis. Literacy Research Association Conference, San Diego, CA.

Compton-Lilly, C. (2012, November). Reading Capital in Two Immigrant Families: Longitudinal case studies. Literacy Research Association Conference, San Diego, CA.

Compton-Lilly, C. (2012, November). Speaking Spanish in Uruguay and America. Literacy Research Association Conference, San Diego, CA.

Compton-Lilly, C. (2012, October). Retrospective Miscue Analysis: Helping older students who struggle with reading. Wisconsin Council of Teachers of English, Madison, Wisconsin.

Compton-Lilly, C. (2012, April 14). Discussant: Bridging New Literacy Studies, Classroom Language Ethnography, and Bourdieu's Social Philosophy, 2012 Annual Meeting American Educational Research Association, Vancouver, Canada.

Compton-Lilly, C. (2012, April 14). Listening to Students: Providing, Making, Taking, and Giving Time. 2012 Annual Meeting American Educational Research Association, Vancouver, Canada.

Compton-Lilly, C. (2012, April 15). An Introduction to the Symposium: Literacy, Identity, and Learning: A Three-Year Longitudinal Study With Immigrant Families. 2012 Annual Meeting American Educational Research Association, Vancouver, Canada.

Compton-Lilly, C. (2012, April 15). Home Literacy, Diversity, and Epistemological Assumptions. 2012 Annual Meeting American Educational Research Association, Vancouver, Canada.

Compton-Lilly, C. (2011, December). Community-Based Experiences in Literacy Teacher Education. Literacy Research Association Conference, Fort Worth Texas.

Compton-Lilly, C. (2011, September). Reading time: Modernist thinking in a postmodern world. European Educational Research Association, Berlin, Germany.

Compton-Lilly, C. (2011, April). Literacy and Virtual Worlds. American Educational Research Association, New Orleans, Louisiana.

Compton-Lilly, C. (2011, April). Supporting Family Literacy: Possibilities for Educators Across Time, American Educational Research Association, New Orleans, Louisiana.

Compton-Lilly, C. (2011, March). Literacy and schooling in one family across time. UW Milwaukee, Annual Research Conference. Milwaukee, Wisconsin.

Compton-Lilly, C. (2010, December). A comparison of terms: Discourse, text, reading, and literacy in four discourse analysis methodologies, session discussant. Literacy Research Association Conference, Fort Worth Texas.

Compton-Lilly, C. (2010, December). Chronotopes of schooling and student identities: Time space and student success. Literacy Research Association Conference, Fort Worth Texas.

Compton-Lilly, C. (2010, July). *Documenting discourses across time*. United Kingdom Literacy Association, International Conference: Winchester, UK.

Compton-Lilly, C. (2010, July). *Talking About Diversity with Colleagues from Around the World*. *Changing Lives*: International Reading Recovery Institute: London, UK.

Steinkuehler, C., Compton-Lilly, C., & King, E. (2010, June). Massively multiplayer online games and reading. GLS Conference 2010. Madison, WI.

Steinkuehler, C., Compton-Lilly, C., & King, E. (2010, June). Reading in the Context of Online Games. ICLS Conference 2010. Chicago, IL.

Compton-Lilly, C. (2010, May). Exploring successful reading: Following urban parents across time. American Educational Research Association, Denver, CO.

Steinkuehler, C., Compton-Lilly, C., & King, E. (2010, May). Literacy practice and reading performance in the context of massively multiplayer online games. Poster session. American Educational Research Association, Denver, CO.

Compton-Lilly, C. (2010, May). Documenting discourses across time: Negotiating literacy and schooling in one family. American Educational Research Association, Denver, CO.

Compton-Lilly, C. (2010, May). A Critical integrative review of the field of family literacy. Paper session. American Educational Research Association, Denver, CO.

Compton-Lilly, C. (2009, February). Exploring literacy and identity at multiple timescales: Possibilities for longitudinal qualitative research. National Council of Teachers of English Assembly for Research, Los Angeles, CA.

Compton-Lilly, C. (2010, February). Teacher research in Reading Recovery settings. National Reading Recovery & K-6 Classroom Literacy Conference. Columbus, OH.

- Compton-Lilly, C. (2009, December). Exploring literacy and identity at multiple timescales: Possibilities for longitudinal qualitative research. National Reading Conference, Albuquerque, NM.
- Compton-Lilly, C. (2009, December). Family literacy: An integrative critical literature review. National Reading Conference, Albuquerque, NM.
- Compton-Lilly, C. (2009, October). Ten years of reading preferences: Following readers over time. Wisconsin Teachers of English Conference, Milwaukee, Wisconsin.
- Compton-Lilly, C. (2009, September). Chronotopes of schooling and student identities: Time, space and student success. European Conference on Educational Research, Vienna, Austria.
- Compton-Lilly, C., Rowsell, J., Pahl, K., & Marsh, J. (2009, April). Space and time: Critical Contexts for Educational Research in Schools and Communities. Symposium, American Educational Research Association, San Diego.
- Compton-Lilly, C. (2009, April). Developing habitus as a writer: A 10-year case study. Roundtable, American Educational Research Association, San Diego.
- Compton-Lilly, C. (2009, February). Serving diverse students. National Reading Recovery & K-6 Classroom Literacy Conference. Columbus, OH.
- Compton-Lilly, C. (March 2008). Building a mandate for literacy: Educators' aims for social and community action. Session chair for American Educational Research Association, New York City, NY.
- Compton-Lilly, C. (March 2008). Forms of reading capital in a local literacy context: Learning from one GED family. Paper presented at American Educational Research Association, New York City, NY.
- Compton-Lilly, C. (March 2008). Exploring literacy and identity at multiple timescales: Possibilities for longitudinal qualitative research. Paper presented at American Educational Research Association, New York City, NY.
- Compton-Lilly, C. (2008, February). Learning to read: Complexities of difference. Paper presented at National Council of Teachers of English Conference Assembly for Research, Bloomington, IN.
- Compton-Lilly, C. (2007, November). Working with the local: New directions in literacy research for political action. Symposium paper for National Council of Teachers of English Conference Annual Convention, New York, NY.
- Compton-Lilly, C. (2007, November). Building on what children bring: Complexities of responsiveness. National Council of Teachers of English Conference Annual Convention, New York, NY.

Compton-Lilly, C. (2007, November). Writing about reading and schooling: A ten-year study. Paper presented at WCTE State Convention, Middleton, WI.

Compton-Lilly, C. (2007, May). Conceptions of “help” expressed by adult students and their children. Paper presented at the Third International Congress of Inquiry, University of Illinois at Urbana-Champaign, IL.

Compton-Lilly, C. (2007, April). Exploring methodological possibilities: A ten-year study of reading in an urban community. Paper presented at the American Educational Research Association. Chicago, IL.

Compton-Lilly, C. (2007, April). Exploring success and failure: The construct of reading capital. Paper presented at the American Educational Research Association. Chicago, IL.

Compton-Lilly, C. (2007, February). Silences of method: Counting the uncounted. Paper presented at the National Council of Teachers of English Conference Assembly for Research, Vanderbilt University, Nashville, TN.

Compton-Lilly, C. (2006, November). Reading identities over time and space: A longitudinal case study. Paper presented at National Reading Conference, 56th Annual Meeting, Los Angeles, CA.

Compton-Lilly, C. (2006, May). A decade of following former students: A qualitative longitudinal case study. Paper presented at Second International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana-Champaign, IL.

Compton-Lilly, C. (2006, February). Unpacking artifacts of instruction: The contents of GED students’ and their children’s book bags. Paper presented at National Council of Teachers of English Assembly for Research Conference, Chicago, IL.

Compton-Lilly, C. (2006, February). The cultural knowledge of children: Devon’s story. Presentation for the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Compton-Lilly, C. (2005, October). Bringing stories home: Parents reading with children in GED families. Reconceptualizing Early Childhood Education Conference. Madison, WI.

Compton-Lilly, C. (2005, June). Building on the cultural knowledge that children bring: The case of Devon. Presentation for the Reading Recovery Teacher Leader Institute, Washington, D.C.

Compton-Lilly, C. (2005, February). Reading and video games: How is the processing similar? Presentation for the National Reading Recovery and Classroom Literacy Conference, Columbus, OH.

Schulz, M. & Compton-Lilly, C. (2005, February). *The importance of oral language to second-language learners*. Presentation for the National Reading Recovery and Classroom Literacy Conference, Columbus, OH

Teaching

Graduate Courses & Seminars

University of South Carolina

EDRD 430 Reading Methods I
EDRD 431 Reading Assessment
EDRD 824 Local and Global Literacies
EDRD 803: Pedagogical Perspectives on Reader Response Theory
EDRD 824: Discourse Analysis
EDRD 824: Identity, Literacy and Learning
EDRD 824: Local and Global Literacies

University of Wisconsin, Madison

C&I 675 Building on What Children Bring
C&I 675 Challenges in Learning to Read
C&I 675 Doctoral Research Program Pro-Seminar
C&I 500 Literacy and Language
C&I 504 Literacy assessment and intervention
C&I 752 Teaching Children: Reading Recovery Practicum I
C&I 753 Teaching Teachers: Reading Recovery Leadership I
C&I 754 Reading Theory II: Meeting the Various Needs of Children
C&I 755 Meeting the Needs of Diverse Learners: Reading Recovery Practices
C&I 756 Teaching Teachers: Reading Recovery Leadership II
C&I 975 Global and Local Literacies
C&I 675 History and Theories of Literacy Education
C&I 975 Identity and Learning
C&I 789 Field Methods II
C&I 719 Intro to Qualitative Methods

Undergraduate UW Courses

C&I 314 Becoming Literate In and Out of Schools
C&I 318 Reading and Writing across the Curriculum
C&I 675 Doctoral Research Program Pro-Seminar

SERVICE

National

Editorial

- 2018-2021 Editor, Literacy Research Journal with Eurydice Bauer, Guofang Li, and Aria Razfar
- 2017-2018 Co-Editor, Literacy Research: Theory, Methods, and Practice. Literacy Research Association (with Eurydice Bauer, Carol Gillis, Amy Lannin, Lenny Sanchez)
- 2005 – 2015 Editor, Networks: An Online Journal of Teacher Research
<http://journals.library.wisc.edu/index.php/networks>
- 2007 - 2011 Co-editor, “Struggling Readers” column, The Reading Teacher, (with Connie Briggs)

Offices Held

- 2017-2018 Chair, Committee on International Collaboration. Literacy Research Association (LRA) [Appointed]
- 2017-2019 President of National Council for Research on Literacy and Language (NCRL) [Elected]
- 2015-2017 Vice President of National Council for Research on Literacy and Language (NCRL) [Elected]
- 2014 – 2015 Chair, Language Collaborative, National Council of Teachers of English (NCTE) [Elected]
- 2014 Literacy Research Association Nominating Committee (LRA), [Appointed]
- 2013 National Council of Teachers of English Nominating Committee (NCTE) [Elected]
- 2013 – 2016 Area 3 Conference Co-Chair, Literacy Research Association (LRA) [Appointed]
- 2013 – 2016 Chair, Student Outstanding Research Award, Literacy Research Association (LRA) [Appointed]
- 2011-2012 Co-President, National Council of Teachers of English Research Assembly (NTEAR), [Elected]
- 2010-2011 Conference Co-Chair, National Council of Teachers of English Research Assembly (NCTEAR), [Elected]

Committees

- 2017-2018 Book Publication Advisory Board, National Council of Teachers of English (NCTE), [Appointed]
- 2011 – 2012 IRA Albert J. Harris Award Committee, Award selection committee member [Appointed]
- 2005 – 2011 Trainers Group, Reading Recovery Council of North American (RRCNA)
- 2004-2006 Critical Literacy SIG, International Reading Association (IRA)[Appointed]

Conference Program Reviewing

2014-2017 Annual Conference, American Educational Research Association (AERA)
2013 Proposal Reviewer Social Sciences and Humanities Research Council (SSHRC), Canada

Book Manuscript Reviewing

Routledge, Teachers College Press, Bloomsbury Publishing Company, International Reading Association Book Publications, Heinemann Publishers, Stenhouse Publishers

Journal Review Boards

Editorial Advisory Group Member, Literacy UKLA

Journal of Adolescent and Adult Literacy (2012+), Education Action Research Journal (2012+), Reading Research Quarterly (2011+), Language Arts (2011+), Reading and Writing Quarterly (2001+), Wisconsin English Journal (2009+), Journal of Early Childhood Literacy (2007+), The Journal of Literacy Research (2006+), Reading Recovery Journal (2006-2011), The Reading Teacher (2006+)

Sampling of Guest Reviews

Linguistics and Education, Educational Researcher, American Educational Research Journal – SIA, Linguistics and Education, Urban Education, International Journal of Qualitative Studies, Anthropology and Education Quarterly, Urban Education, Literacy, Research in the Teaching of English

Dissertations Reviews

University of Sydney, University of Wollongong, Queensland University of Technology

Sampling of Tenure Letters

University of Pennsylvania, Ohio State University, University of Rochester, Texas Woman's University, University of Nebraska-Lincoln, University of Massachusetts Lowell, University of Texas at Arlington, University of Iowa, West Virginia University

State & Local

Offices Held

2020-Current Chair, PSLA Literacy Leaders Committee (Palmetto State Reading Association) [Appointed]

Consultant

2013 • Expert Testimony on Text Complexity, Murder Trial, Office of the Public Defender, Milwaukee, Wisconsin
2010 • Consultant, Dayton Public School District
• Consultant, Wisconsin Charter Schools
2006 - 2009 • Consultant, Madinah Academy, Madison
2006 • Consultant, Reading Recovery Center, Denver Colorado

Program Reviewer

- 2015 External Review, Education and Youth Studies Department,
Beloit College, Beloit, WI
- 2014 Program Evaluation, English Language Arts, Wanakee
Community School District, WI

Presentations/Workshops

- 2015
- Milwaukee Area Reading Council, (MARC)
 - Webinar, Wisconsin State Reading Association (WSRA)
 - South Kettle Moraine Reading Council (SKMRC)
 - Central Wisconsin Reading Council (CWRC)
 - Kenosha Reading Council (KRC)
 - Wolf River Reading Council (WRRC)
 - Headwaters Reading Association (HWRA)
 - Southern Lakes Reading Association (SLRA)
- 2014
- Webinar, Wisconsin Department of Public Instruction (WDPI)
 - Reading Specialist Institute, Wisconsin Reading Association (WSRA)
 - Madison Area Reading Council (MARC)
 - Student Education Association, UW-Whitewater
 - Evaluator, Summer Reading Project, Research Project, Thoreau Elementary School (2014)
- 2013
- Keynote Presentation, Wisconsin Department of Public Instruction (WDPI)
 - Rock River Reading Council (RRRC)
 - Headwaters Reading Council (HWRC)
 - Waukesha Reading Council (WRC)
 - Wisconsin Public Radio Interview (WPR)
 - WI Cooperative Education Agency (CESA)
- 2011
- Madison Area Reading Council (MARC)

Sampling of Local Presentations/Workshops

Midvale Elementary School (2014-2015), Big Foot School District (2015), Tomahawk Elementary School (2015), Lincoln Elementary School (2014), Cherokee Middle School (2014), Vera Court Community Center (2014), Verona School District (2013), Thoreau Elementary (2013-2017), O'Keefe Middle School (2014), Schenk Elementary (2014)

University & College

Leadership

- 2020 – Current Chair of ITE Tenure and Promotion Committee, ITE, CoE,
University of South Carolina

2016 - 2017 Chair, Elementary Education Program, Curriculum and Instruction, UW Madison

2014 – 2017 Cohort Leader, EC/ESL Undergraduate Cohort, Curriculum and Instruction, UW Madison

2014 – 2017 Advisor, WSRA Student Group, Department of Curriculum and Instruction

2011 – 2017 Faculty Representative, Partner School Network, School of Education, UW Madison

2010 – 2017 Faculty Liaison, Classroom Action Research, School of Education, UW Madison

2011 – 2015 C&I Faculty Liaison, Educational Outreach Programs, School of Education, UW Madison

2012 - 2014 Cohort Leader for MC/EA Undergraduate Cohort, Curriculum and Instruction, UW Madison

2012-2013 Chair of the Literacies Cultures and Languages Institute (Fall 2012 - Spring 2013)

2011 - 2012 Co-Chair of the Morgridge Chair Search Committee

2004 – 2012 Director, Reading Recovery Research and Learning Institute, Department of Curriculum and Instruction

2004 - 2005 Design and implementation, Reading Recovery Research and Learning Center, University of Wisconsin Madison.

Committees

2004 – 2017 Elementary Education Committee Member, Department of Curriculum and Instruction

2009 - 2017 Advisory board member, Madison National Writing Project

2013 - 2017 Tenure Case Committee Member, Andrea Ruppap (Rehabilitation and Special Education)

2013 - 2017 Qualitative Research Committee, School of Education

2013 - 2016 Social Sciences IRB Committee, UW Madison

2013 - 2016 Research Review Committee, Madison Metropolitan School District

2015 Organizing Committee, Celebrating 25 Years of Classroom Action Research, School of Education, UW Madison

2014 Graduate Programs Committee Member, Curriculum and Instruction

2010 – 2013 Graduate Programs Committee, Department of Curriculum and Instruction

2012 Conference Chair; Literacies, Cultures, and Languages Institute Conference

2008 - 2010 Graduate Awards Committee Member, Department of Curriculum and Instruction

2004 – 2009 Committee member, Graduate Programs Committee,

2005 Department of Curriculum and Instruction
Program and course design, TASI Summer Retreat, Teaching and Learning Excellence

Consultant

2014 Product Review, WCEPS, Depth of Knowledge Reading Materials

2010 Judge, 7th Annual OMAU Wisconsin Teen Poetry Slam Finals, Wisconsin Union Theatre (2/10)

Guest Speaker

2016 & 2017 • Qualitative Methods Course, Curriculum and Instruction, UW School of Education

2014 • Qualitative Methods Course, UW School of Social Work

• Speaker, MC/EA Student Teaching Seminar, Curriculum and Instruction, School of Education

• Panelist, Evening with Chris Lehman, author of Pathways to the Common Core

• Presenter, Teaching Great World Texts in Wisconsin, UW Center for the Humanities

• Presenter, Introduction to Curriculum and Instruction

2012 • Presenter, What does cognitive neuroscience say about reading? UW School of Education,

2011 Guest speaker, Introduction to Curriculum and Instruction – Qualitative Data Analysis

2010 Panelist, Putting Wisconsin Online, Memorial Library

2007 Presenter, WCER Literacy and Academic Achievement Conference

Organizer

2013 - 2014 MMSD Literacy/iPad Classroom Action Research, Education Outreach Programs