

CURRICULUM VITAE

PEET SMITH

Assistant Professor / Multiple Subjects Coordinator
Department of Teacher Education and Foundations
James R. Watson and Judy Rodriguez Watson College of Education
California State University, San Bernardino

EDUCATION

University of Maryland, College Park – College Park, MD Doctor of Philosophy, Special Education Specializing in Literacy and Reading	2018
Texas Tech University – Lubbock, TX Master of Education, Language & Literacy Education	2013
Rutgers University – Camden, NJ Bachelor of Arts, Art History; Minor – Museum Studies	2008

PROFESSIONAL APPOINTMENTS

<i>Assistant Professor (Tenure-Track) / Multiple Subjects Coordinator</i> Department of Teacher Education and Foundations Watson College of Education California State University, San Bernardino San Bernardino, California	<i>2023-Present</i>
<i>Lecturer / Multiple Subjects Coordinator</i> Department of Teacher Education and Foundations Watson College of Education California State University, San Bernardino San Bernardino, California	2021-2023
<i>Assistant Professor (Tenure-Track)</i> Department of Curriculum and Instruction College of Education Northern Illinois University DeKalb, Illinois	2018-2021
<i>Project Manager</i> Project LEARN University of Maryland, College Park	2016-2017

Graduate Research Assistant 2014-2016
University of Maryland, College Park – College Park, MD

Graduate Research Assistant 2013-2014
George Mason University – Fairfax, VA

AWARDS AND HONORS

Smith, P. (2019). *Nonviolent Compassionate Communication Practices in a PK-12 Environment; STEM Read Presents: The Wild Robot: Examining Teacher and Student Motivation and Engagement Through the Use of High-Interest Fiction and STEAM-Based Activities*, Curriculum and Instruction Chair Research Award (\$1,000).

Smith, P. (2017). *Establishing Reliability and Validity of the Multidimensional Engagement Rubric (MER)*. Support Program for Advancing Research and Collaboration (SPARC) Dissertation Research Support Award (\$1,000).

GRANTS

Funded

Hall, J.L., Yin, X., Sung, Y., Tasova, H., **Smith, P.** (2024). *Exploring PK-5 Science Concepts and the Next Generation Science Standards*. The Center for the Advancement of Instruction in Quantitative Reasoning (CAIQR) at the CSU Office of the Chancellor.
Amount Awarded: \$75,000

Koss, M., **Smith, P.**, Walski, M., King-Cargile, G. & Brynteson, K. (2018-2019). *STEM Read Presents: The Wild Robot: Examining Teacher and Student Motivation and Engagement Through the Use of High-Interest Fiction and STEAM-Based Activities*. Northern Illinois University College of Education Deans Research
Amount Awarded: \$2,500

Unfunded

Cohen, J. A., Nieto, D., **Smith, P.**, & Strid, J. E. (2019). *Nonviolent Compassionate Communication Practices in a PK-12 Environment*. Northern Illinois University's Research and Artistry Grant (\$15,000).

Smith, P. & Walski, M. (2020) *Teaching in a Digital Space*. American Educational Research Association (AERA); Education Research Service Projects (ERSP) Initiative (\$4,149).

Smith, P. & Walski, M. (2020) *Teaching in a Digital Space: Developing Online Modules to Support Virtual Teaching*. Northern Illinois University College of Education Deans Research Grant (\$2,500).

Andzik, N., Nieto, D., Reeves, T., **Smith, P.**, Walski, M. (2021). *Research on the Impact of Teacher Education (RITE)*. Morgridge Office Researcher/Practitioner Partnership Accelerator Grant (\$20,000.00).

Smith, P. & Walski, M. (2021). American Educational Research Association (AERA) *Teaching in a Digital Space: Online Instructional Modules to Support Students' Engagement in Reading* (\$3,399.00).

FELLOWSHIPS

Smith, P. (2017). College of Education Dean's Fellowship. The Graduate School, University of Maryland, College Park (\$2,500).

JOURNAL ARTICLES

Smith, P., Cohen, J., & Strid, J. E. (2020). Engaging English Learners in the Reading Classroom: New Perspectives on Traditional Strategies, *Illinois Reading Council Journal*, 48(4), 11-24.

Taboada Barber, A. M., Cartwright, K. B., Stapleton, L. M., Klauda, S. L., Archer, C. J., **Smith, P.** (2020). Direct and indirect effects of executive functions, reading engagement, and higher order strategic processes in the reading comprehension of dual language learners and English monolinguals, *Contemporary Educational Psychology*, 61, 1-17.

Taboada Barber, A., Gallagher, M., **Smith, P.**, Buehl, M.M., & Beck, J.S. (2016): Examining students' cognitive and affective engagement and reading instructional activities: Spanish-speaking English Learners' reading profiles, *Literacy Research and Instruction*, 55(3), 209-236.

Parsons, S. A., Gallagher, M. A., . . . **Smith, P.** (2016). A content analysis of nine literacy journals, 2009-2014. *Journal of Literacy Research* 48(4), 476–502.

BOOKS

Walski, M., **Smith, P.**, Johns, J.L., Berglund, R.L. (2020). *Fluency: Questions, Answers, and Evidence-Based Strategies (5th ed.)*. Dubuque, IA: Kendall Hunt.

BOOK CHAPTERS

Taboada Barber, A. & **Smith, P.** (2016). Energizing reading: Engagement in teaching & learning. In C.P. Proctor, A.G. Boardman, & E. Hiebert (Eds.), *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*. New York: Guilford.

REFEREED CONFERENCE PRESENTATIONS

- Smith, P.** (2025, April). *Exploring Elementary Students' Reading Engagement with Science-Integrated Literacy Tasks*. Poster presentation presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- Walski, M. & **Smith, P.** (2021, October). *Fluency: The importance of and strategies to address needs for K-5 learners*. Paper Presentation at International Literacy Association (ILA) Conference.
- Walski, M. & **Smith P.** (2020, April). *Building Fluency for K-5 Students: The How's and the Why's of Fluency in the Age of Common Core*. Presentation at 54th Annual Illinois Reading Council (IRC) Conference, Springfield, IL.
- Walski, M. & **Smith P.** (2019, October). *High Frequency Words*. Paper presented at International Literacy Association Conference (ILA).
- Smith, P.** & Taboada Barber, A. (2019, December). *Establishing Reliability and Validity of the Multidimensional Engagement Rubric (MER)*. Paper presented at the 68th Literacy Research Association (LRA), Tampa, FL.
- Koss, M., Walski, M., **Smith, P.**, King-Cargile, G. & Brynteson, K. (2019, December). *STEAM-based Literacy: Challenging Paradigms to Impact Teacher Efficacy and Student Engagement*. Roundtable presented at the 68th Literacy Research Association (LRA), Tampa, FL.
- Walski, M., Koss, M. & **Smith, P.** (2019, December). *Leveled Texts and Representations of Diversity: A Critical Analysis*. Poster presented at the 68th Literacy Research Association (LRA), Tampa, FL.
- Smith, P.** & Taboada Barber, A. (2019, October). *An Exploration into the Engagement of English Learners During a Dual-Language Intervention in the Science Content Area*. Presentation at 52nd Annual Illinois Reading Council Conference, Peoria, IL.
- Smith, P.**, Walski, M., Koss, M., King-Cargile, G., Brynteson, K., Liu, Y. (2019, October). *The STEM Read Experience: Using High-Interest Fiction to Authentically Teach STEAM Concepts*. Presentation at 52nd Annual Illinois Reading Council Conference, Peoria, IL.
- Taboada Barber, A., Cartwright, K.B., Stapleton, L.M., Lutz Klauda, S., **Smith, P.** & Archer, C. J. (2019, April). *Beyond Traditional Predictors of Reading Comprehension in Spanish English Learners and English Monolingual Students*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, CA.
- Taboada Barber, A., Cartwright, K., **Smith, P.** & Archer, C. J. (2018, December). *Reading Engagement in Spanish-Speaking Dual Language Learners*. Paper presented at the 67th Literacy Research Association (LRA), Indian Wells, CA.

Patrick, B., **Smith, P.**, Taboada Barber, A. (2018, February). *English Learners' Science Text Comprehension: Relationship Between Engagement & Effective Instruction*. Poster presented at Council for Exceptional Children (CEC), Tampa, FL.

Taboada Barber, A., Cartwright, K., **Smith, P.** & Archer, C. J. (2017, December). *The multifaceted nature of reading comprehension: Traditional and novel predictors in linguistically diverse learners*. Paper presented at the 66th Literacy Research Association (LRA), Tampa, FL

Patrick, B. J., Taboada Barber, A., **Smith, P.** (2017, October). *English learners' science text comprehension: Benefits of cross language instruction*. Paper presented at the meeting of University of Maryland Language Science Center, College Park, MD.

Parsons, S., Doheney, K.S., King, L., Groundwater, S.V., Gallagher, M., Ramirez, E.M., & **Smith, P.** (2015, December). *A Content Analysis of Seven Influential Literacy Research Journals, 2009 -2015*. Paper presented at the Literacy Research Association (LRA), Carlsbad, CA.

Parsons, S., Doheney, K.S., King, L., Groundwater, S.V., Gallagher, M., Ramirez, E.M., & **Smith, P.** (2015, May). *A Content Analysis of Seven Influential Literacy Research Journals, 2009 -2014*. Paper presented at the American Education Research Association Conference (AERA), Chicago, IL.

Taboada Barber, A., Gallagher, M.A., **Smith, P.**, Buehl, M.M., Beck, J. (2014, December). *Examining Student Engagement and Reading Instructional Activities: English Learners' Profiles*. Symposium presented at the Literacy Research Association Conference (LRA), San Marco Island, FL.

NON-REFEREED CONFERENCE PRESENTATIONS

Smith, P., Kidwell, T., Taboada Barber, A., Peercy, M. (2015, September). *Language and Literacy Research Center (LLRC), University of Maryland, College Park*. Poster presented at Language Science Day (LSD), College Park, MD.

WORKSHOPS

Smith, P. & Walski, M. (2019, October). *High-Frequency Words: More Than 20 Ways to Help Students Learn and Practice Them*. ILA Past President Workshop to be presented at the International Literacy Association Conference (ILA), New Orleans, LA.

INVITED TALKS

“The Three-Paper Dissertation: Overview and Experience”
Virtual Guest Lecture in Course TLCI 803
Old Dominion University, Norfolk, VA., April 22, 2019

COURSES TAUGHT

California State University, San Bernardino – Multiple Subjects Credential Program

EDMS 4101A – Language Arts Teaching and Learning

EDMS 4107A – Student Teaching Supervision

Northern Illinois University - Undergraduate

LTRE 300 – Elementary School Developmental Reading Programs

LTRE 309 - Emerging Literacy and Beginning Reading Instruction

LTRE 350 – Content Area Literacy for Elementary Education

Northern Illinois University - Graduate

LTRE 500 – Improvement of Reading in the Elementary School

LTRE 516 – Emerging Literacy Development

LTRE 531 – Practicum in Problems of Teaching Reading

LTRE 536 – Literacy Research

LTRE 711 – Seminar in Research Studies in the Field of Reading

University of Maryland, College Park – Undergraduate/Graduate

EDSP 484/684 – Reading and Writing II

PROFESSIONAL AFFILIATIONS

California Council on Teacher Education

International Literacy Association

Literacy Research Association

National Council of Teachers of English

American Educational Research Association

European Association for Research on Learning and Instruction