

# 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

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### EDUCATION

University of Maryland, College Park – College Park, MD 2018  
Doctor of Philosophy, Special Education  
Specializing in Literacy and Reading

Texas Tech University – Lubbock, TX 2013  
Master of Education, Language & Literacy Education

Rutgers University – Camden, NJ 2008  
Bachelor of Arts, Art History; Minor – Museum Studies

### PROFESSIONAL APPOINTMENTS

*Assistant Professor (Tenure-Track) / Multiple Subjects Coordinator* 2023-Present  
Department of Teacher Education and Foundations  
Watson College of Education  
California State University, San Bernardino  
San Bernardino, California

*Lecturer / Multiple Subjects Coordinator* 2021-2023  
Department of Teacher Education and Foundations  
Watson College of Education  
California State University, San Bernardino  
San Bernardino, California

*Assistant Professor (Tenure-Track)* 2018-2021  
Department of Curriculum and Instruction  
College of Education  
Northern Illinois University  
DeKalb, Illinois

*Project Manager* 2016-2017  
Project LEARN  
University of Maryland, College Park

*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 (5<sup>th</sup> 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 54<sup>th</sup> 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 68<sup>th</sup> 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 68<sup>th</sup> 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 68<sup>th</sup> 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 52<sup>nd</sup> 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 52<sup>nd</sup> 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 67<sup>th</sup> 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., Percy, 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