CURRICULUM VITAE

PEET SMITH
Multiple Subjects Coordinator / Lecturer
Department of Teacher Education and Foundations
California State University, San Bernardino

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 and Literacy Education

Rutgers University – Camden, NJ	2008

Bachelor of Arts, Art History; Minor – Museum Studies

PROFESSIONAL APPOINTMENTS

Multiple Subjects Coordinator / Lecturer	2021

Department of Teacher Education and Foundations
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
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 Grant ($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 ($15,000.00).

Smith, P. & Walski, M. (2020) *Teaching in a Digital Space.* American Educational Research Association (AERA); Education Research Service Projects (ERSP) Initiative ($4,149.00).

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 ($2,500.00).

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).

Under Review
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

Tabaoda 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

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 – Credential Program
EDMS 4101A – Language Arts Teaching and Learning

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
International Literacy Association
Literacy Research Association
National Council of Teachers of English
American Educational Research Association
European Association for Research on Learning and Instruction