

PATRIANN SMITH

Curriculum Vitae

CONTACT INFORMATION

Department of Curriculum and Instruction
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EDUCATION

- Ph.D., 2013** *University of South Florida, Tampa, FL*
Doctor of Philosophy in Curriculum & Instruction: Literacy Studies
Cognate/Specialization: Multilingual Education
Dissertation: *Crossing Cultural Boundaries: Explorations in Multilingual Teaching and Learning*
- M.A., 2010** *University of South Florida, Tampa, FL*
Reading Education: Reading Specialist Certification
- B.Sc., 2005** *Andrews University, Berrien Springs, MI*
Elementary Education: English Language Arts, English
- A.A., 2000** *Andrews University, Berrien Springs, MI*
Elementary Teacher Training: Psychology

PROFESSIONAL EXPERIENCE

- 2015 -** *Assistant Professor*
Texas Tech University, Lubbock, TX
- 2013-2015** *Clinical Assistant Professor*
University of Illinois at Urbana-Champaign, Champaign, IL
- 2010-2013** *Graduate Research Assistant and Graduate Teaching Assistant/Associate*
University of South Florida, Tampa, FL
- 2009-2011** *Graduate Tutor (Grades K-12)*
University of South Florida/Joshua House, Tampa/Lutz, FL
- 2009-2010** *Proctor and Student Assistant*
Students with Disabilities Services, University of South Florida, Tampa, FL
- 2003-2005** *Reading Clinician's Assistant to Dr. Hyacinth E. McDowall*
The Reading Clinic, St. James, Trinidad
- 2001-2002/
2005-2008** *Elementary School Teacher (Grade 5)*
Port-of-Spain, Micoud, and Tapion Elementary Schools, Trinidad and Tobago/St. Lucia
- 2000-2001** *Teaching Assistant to the Dean, English as a Second Language (ESL) Writing Tutor*
School of Education and Human Sciences, University of the Southern Caribbean, Maracas, Trinidad
- 1999/2000** *Elementary School Teacher (Grades 2/3)*
Maracas Elementary and Fatima Boys Elementary Schools, Trinidad and Tobago

AREAS OF INTEREST

- Cross-cultural and cross-linguistic considerations in literacy and language learning for non-standardized/bidialectal, multilingual [Black/Caribbean immigrant] learners
- Cross-cultural and cross-linguistic considerations in [online] language and literacy teaching, learning and assessment
- Cross-cultural and cross-linguistic challenges in multicultural teacher education for [Black/Caribbean immigrant] literacy teachers and learners
- Standardized and non-standardized language ideologies in cross-cultural and cross-linguistic contexts
- Cross-cultural and cross-linguistic concerns in methodological approaches to literacy research

HONORS AND AWARDS

Research

- Integrated Scholar Award, Office of the Provost, Texas Tech University (2019)
- Congratulatory Note, Student Government Association, Senate Resolution 54.116, Texas Tech University (2019)
- Outstanding Paper Award, Organization of Teacher Educators in Literacy, International Literacy Association (2018)
- Emerging Scholar Nomination, Diverse Issues in Higher Education (2018)
- President's Excellence in Academic Achievement Nomination, Texas Tech University (TTU) (2018)
- Scholars of color Transitioning into Academic Research (STAR) Institutions Award, Literacy Research Association (LRA) (2017-2018) [*Assistant Professor Dr. Ramon Martinez*]
- Texas Tech Alumni Association New Faculty (University Research | Teaching) Award, Texas Tech University (2017)
- Greater Texas Foundation Faculty Fellows Program Nomination and Finalist, Greater Texas Foundation (2016)
- Division of Institutional Diversity and Office of Community Engagement Grant, Texas Tech University (2016)
- The President's Gender Equity Council, Women's Studies, and University Writing Center Women's Faculty Writing Program (WFWP) Inaugural Fellow, Texas Tech University (TTU) (2016)
- Language and Social Processes (LSP) Special Interest Group (SIG) Emerging Scholar Award, American Educational Research Association (AERA) (2015)
- Founders Emergent Scholars Award (FESA) Finalist, International Society for Language Studies (ISLS) and Language Studies Foundation (LSF) (2014)
- International Reading Association (IRA) Reading Hall of Fame (RHOF) Emerging Fellow, Reading Hall of Fame (2013-2017) [*Professor Emerita Dr. Victoria J. Risko*]
- Ethnicity, Race & Multilingualism Travel Scholarship, Literacy Research Association (LRA) (2012)
- Diversity Graduate Student Success Diversity Fellowship, University of South Florida, Tampa, Florida (2010-2013)
- Kappa Delta Phi Scholarship, International Honor Society in Education (2010-2012)
- Summer Program Scholarship, University of South Florida (USF), Tampa, Florida (2010)
- Michelin Scholarship, Suncoast Area Teacher Training (SCATT) Honors, USF, Tampa, Florida (2010-2011)

Teaching

- President's Excellence in Teaching Award, Texas Tech University (2018)
- Texas Tech Alumni Association New Faculty (University Research and Teaching) Award, TTU (2017)
- Hemphill-Wells New Professor Excellence in Teaching Award Peer-Nomination, Texas Tech University (2016)
- Institute for Inclusive Excellence, Texas Tech University (TTU) (2015-2016)
- List of Teachers Ranked Excellent by their Students, University of Illinois at Urbana-Champaign for Fall (2013), Spring (2014), Summer (2014), Fall (2014), Spring (2015)
- Award for Excellence in Teaching (K-5), School of Education and Human Sciences, University of the Southern Caribbean, Maracas, Trinidad (2000)
- Award of Distinction for Six Distinctions received in Teacher Training Final Examinations, Ministry of Education, Board of Teacher Training of Trinidad and Tobago, Maracas, Trinidad (2000)

Service

- Raiders Who Rock Unsung Hero Award, Texas Tech University (2019)
- President's Excellence in Diversity and Equity Award, Texas Tech University (2018)
- Certificate of Recognition, Mentor and Mentor Cluster Leader, Mentor Tech, Texas Tech University (2016-2017)
- Certificate of (District) Recognition, Chief Engineer of Opportunity, Literacy Champion Coordinator, Lubbock Independent School District (LISD), AVID, Lubbock Independent School District (LISD) (2017)
- Certificate of (District) Recognition, Literacy Champion for Dunbar College Preparatory Academy (DCPA), AVID District FamilyNight, LISD (2016)

- Award for Dedicated Service, Parliamentarian, Literacy Research Association (2013-2016)

RESEARCH AGENDA

My research agenda as a literacy scholar has focused on the cross-cultural and cross-linguistic challenges faced by Black immigrant adolescents and educators in literacy instruction, assessment, and teacher education. More specifically, I examine how differences in Englishes and English language ideologies affect the literacies of Black Caribbean immigrant adolescents and teacher educators as they cross cultures from their home countries to the United States. Through my emerging scholarship, I explain how standardized Englishes, non-standardized Englishes, and the language ideologies that inform the use of these Englishes both challenge and create affordances for cross-cultural and cross-linguistic literacy instruction and assessment. I continue to extend my research by comparing insights from Black Caribbean immigrants in this regard to the Englishes and literacies of Black student populations from Africa and from the United States.

PUBLICATIONS

Refereed Special Issue

1. **Smith, P.** (Ed.) (*Forthcoming, 2020*). Clarifying the role of race in the literacies of Black immigrant youth. Yearbook/Special Issue | Volume 122, Number 13. *Teachers College Record*.

Refereed Journal Articles

23. **Smith, P.** (*Forthcoming, 2020*). Black immigrant literacies in the United States: Where is race? In P. Smith (Ed.), Yearbook/Special Issue | Volume 122, Number 13. *Teachers College Record*.

22. Hotchkins, B. & **Smith, P.** (*Forthcoming, 2020*). Literacies for leadership in the lives of Black immigrant youth. In P. Smith (Ed.), Yearbook/Special Issue. *Teachers College Record*.

21. **Smith, P.**, Lee, J., & Chang, R. (*Forthcoming, 2020*). Characterizing competing tensions in the racialized literacies of Black immigrant youth. In P. Smith (Ed.), Yearbook/Special Issue]. *Teachers College Record*.

20. **Smith, P.** (*Accepted*). "How does a Black person speak English?": Beyond American language norms. *American Educational Research Journal*.

19. Kumi-Yeboah, Dogbey, J., **Smith, P.**, & Yuan, G. (*In press*). Cultural diversity in online education: An exploration of instructors' perceptions and challenges. *Teachers College Record*. **[with Doctoral Student]**

18. Kumi-Yeboah, A., Brobbey, G., & **Smith, P.** (*In press*). Exploring factors that facilitate acculturation strategies and academic success of West African immigrant youth in urban schools. *Education & Urban Society*.

17. **Smith, P.** (2019). (Re)Positioning in the Englishes and (English) literacies of a Black immigrant youth: Towards a transraciolinguistic approach. In E.B. Bauer & R.T. Jimenez (Eds.), (*Re*)positioning language and literacy within culturally and linguistically diverse schooling communities. *Theory into Practice*. DOI:10.1080/00405841.2019.1599227 **[Invited]**

16. Warrican, S.J., Alleyne, M.L., **Smith, P.**, Cheema, J., & King, J. (2019). Peer effect in the individual and group literacy achievement of bidialectal high-school students. *Reading Psychology*. DOI:10.1080/02702711.2019.1571545 **[with Doctoral Student]**

15. **Smith, P.** (2018). Finding (radical) hope in literacy: Pedagogical literacy insights from culturally and linguistically diverse students. *Literacy Practice and Research*, 43(3), 5-15.

14. **Smith, P.** (2018). Learning to know, be, do, and live together with, in the cross-cultural experiences of immigrant teacher educators. *Teaching and Teacher Education*, 69, 263-274.

13. **Smith, P.**, Warrican, S. J., Kumi-Yeboah, A., & Richards, J. (2018). Understanding Afro-Caribbean educators' experiences with Englishes across Caribbean and U.S. contexts and classrooms: Recursivity, (re)positionality, bidirectionality. *Teaching and Teacher Education*, 69, 210-222.
12. **Smith, P.**, Kumi-Yeboah, A., Cheema, J., Warrican, S. J., & Alleyne, M. L. (2018). Language-based literacy differences in the literacy performance of bidialectal youth. *Teachers College Record*, 120(1), 1-36. **[with Doctoral Student]**
11. **Smith, P.**, Frazier, P., Lee, J., & Chang, R. (2018). Incongruence between native and test administration languages: Towards equal opportunity in international literacy assessment. *International Journal of Testing*, 1-21.
10. Louis, D., Thompson, K. V., **Smith, P.**, Williams, H. M. A., & Watson, J. (2017). Afro-Caribbean immigrant faculty experiences in the American Academy: Voices of an invisible black population. *The Urban Review*, 49(4), 1-24.
9. **Smith, P.**, & Richards, J., Gutierrez, S., Schaffer-Rose, J., & Kumi-Yeboah, A. (2017). Shifting from diversity in multicultural populations to teacher/student interactions within transcultural spaces in an online literacy teacher education course. *Literacy Practice and Research*, 42(3), 7-15. **[Invited] [with Doctoral Students] [Outstanding Paper Award]**
8. Kumi-Yeboah, A., & **Smith, P.** (2016). Relationships between minority students' online learning experiences and academic performance. *OLC Online Learning Journal* (formerly the *Journal of Asynchronous Online Learning Networks*), 20(4).
7. **Smith, P.** (2016). A distinctly American opportunity: Crossing linguistic boundaries by exploring non-standardized Englishes in policy and practice. *Policy Insights from the Behavioral and Brain Sciences* (Sage Publications Special Volume), 3(2), 194-202. **[Invited]**
6. Kumi-Yeboah, A., & **Smith, P.** (2016). Cross-cultural educational experiences and academic achievement of Ghanaian immigrant youth in urban public schools. *Education and Urban Society*, 49(4), 434-455.
5. **Smith, P.**, Warrican, S. J., & Kumi-Yeboah, A. (2016). Linguistic and cultural appropriations of a multilingual literacy teacher educator: An autoethnographic self-study. *Studying Teacher Education*, 12(1), 88-112.
4. Kumi-Yeboah, A. & **Smith, P.** (2016). Factors that promote enhancement of critical multicultural citizenship education among Black immigrant youth. *International Journal of Multicultural Education*, 18(1), 158-182.
3. Anderson, A., **Smith, P.**, Schneider, J. J., & Frier, A. D. (2015). Live! From Mount Olympus: Theatricizing two analyses of a multimodal, multimedia composition. *Creative Approaches to Research*, 8(1), 75-96.
2. **Smith, P.** (2013). Accomplishing the goals of multicultural teacher education: How about transdisciplinarity? *Curriculum and Teaching Dialogue*, 15(1), 27-40.
1. **Smith, P.**, & King, J. (2013). An examination of veridicality in verbal protocols of language learners. *Theory and Practice in Language Studies*, 3(5), 709-720.

Refereed Book Chapters

9. Warrican, S.J., Kumi-Yeboah, A., **Smith, P.**, & Alleyne, M.L. (Accepted). Fostering Senegalese immigrant students' language and literacy learning: Experiences and academic achievement. In A. Cooper & A. Ibrahim (Eds.), *Black voices matter: Black immigrants in the United States and the politics of race, language, and multiculturalism*. Peter Lang Publishing. **[Invited]**
8. **Smith, P.**, Warrican, S. J., & Williams, G. (2017). Towards transculturalism in tackling diversity for literacy teacher education. In J. Roswell & R. Zaidi (Eds.), *Literacy lives in transcultural times* (pp. 191-214). New York: Routledge.

7. Kumi-Yeboah, A., Tsevi, L., Brobbey, G., & **Smith, P.** (2017). Understanding the educational and social experiences of African-born immigrant students in an urban school environment. In *Erasing invisibility, inequity and social injustice of Africans in the diaspora and continent* (pp. 76-101). United Kingdom: Cambridge Scholars Publishing.
6. **Smith, P.**, & Marfo, K. (2015). Toward cross-sector integration of early childhood services in St. Lucia: Using historical, policy and linguistic factors to inform future progress. In M. Berson & I. Berson (Eds.), *Global child advocacy series (Volume 6): Child advocacy and early childhood education policies in the Caribbean*. Charlotte, NC: Information Age Publishing.
5. Kumi-Yeboah, A., **Smith, P.**, Yuan, G., & Nash, C. (2015). Deepening understanding of multicultural online education: Teaching presence for English language learners. In L. Kyei-Blankson, J. Blankson, E. Ntuli, & C. Aygeman (Eds.), *Strategic management of interaction, presence, and participation in online courses* (pp. 472-493). Hershey, PA: IGI Global. **[with Doctoral Student]**
4. **Smith, P.**, & Kumi-Yeboah, A. (2015). Exploring the interstices of literate, linguistic and cultural diversity. In P. Smith & A. Kumi-Yeboah (Eds.), *Handbook of research on cross-cultural approaches to language and literacy development* (pp. 237-260). Hershey, PA: IGI Global.
3. **Smith, P.**, & Kumi-Yeboah, A. (2015). Consolidating commonalities in language and literacy to inform policy: Bridging research cultures in the multilingual English-speaking Caribbean. In P. Smith & A. Kumi-Yeboah (Eds.), *Handbook of research on cross-cultural approaches to language and literacy development* (pp. 392-419). Hershey, PA: IGI Global.
2. **Smith, P.**, Frier, A. D., & Schneider, J. J. (2014). Negotiating American history: Bilingual learners collaboratively compose information texts. In J. S. Schneider (Ed.), *Casework in K-6 writing instruction: Connecting composing strategies, digital literacies, and disciplinary content to the Common Core* (pp. 193-204). New York, NY: Peter Lang.
1. Kumi-Yeboah, A., & **Smith, P.** (2014). Blended learning in K-12 schools: Challenges and possibilities. In L. Kyei-Blankson & E. Ntuli (Eds.), *Practical applications in blended learning environments: Experiences in K-20 education* (pp. 1-17). Hershey, PA: IGI Global.

Refereed Encyclopedia Chapter

1. **Smith, P.** (2017). Non-Standardized Englishes in mainstream literacy practice. In G. Noblit (Ed.), *Oxford Research Encyclopedia of Education*. New York, NY: Oxford University Press. **[Invited]**

Refereed Edited Book

1. **Smith, P.**, & Kumi-Yeboah, A. (2015). *Handbook of research on cross-cultural approaches to language and literacy development*. Hershey, PA: IGI Global.

Refereed Book Review

1. **Smith, P.** (2019). *Caribbean discourse in inclusive education: Historical and contemporary issues*. *Teachers College Record*. **[Invited]**

Foreword

1. **Smith, P.** (2019). *Handbook of research on critical thinking and teacher pedagogy*. **[Invited]**

Edited Newsletters

3. Balyasnikova, N., & **Smith, P.** (2017, February, June, October). *TESOL ICIS Newsletter*. **[with Doctoral Student]**
2. **Smith, P.**, & Balyasnikova, N. (2016, March, June, November). *TESOL ICIS Newsletter*. **[with Doctoral Student]**
1. **Smith, P.**, & Balyasnikova, N. (2015, July, September). *TESOL ICIS Newsletter*. **[with Doctoral Student]**

Creative Work

1. Anderson, A., **Smith, P.**, Schneider, J. J., & Frier, A. D. (2015, March). *Live! From Mount Olympus*. Retrieved from https://www.youtube.com/watch?v=ywzjAZqwBS8&feature=em-upload_owner.

Non-Refereed Publications

3. **Smith, P.** & King, J. (*Accepted*). Cognitive interviewing in cross-cultural survey-item validation: Considerations for culturally and linguistically diverse populations. In L. Persohn & A. Frier (Eds.), *Jim's Festschrift*.

2. **Smith, P.** (2018, January/February). Renewing hope with Englishes: Insights from middle schoolers. *Literacy Today*, 34-35. **[Invited]**

1. **Smith, P.** (2016, March). Re (Positioning) non-standardized Englishes in literacy: Cross-cultural and cross-linguistic insights. *Language and Social Processes Special Interest Group Newsletter*. American Educational Research Association. **[Invited]**

PAPERS AND PRESENTATIONS

Refereed Conference Presentations

International

23. **Smith, P.**, Lee, J., Chang, R., & Thompson, T. (2019, April). *Language self-identification in the international reading literacy of Black American and immigrant youth*. Paper presented at the 2019 annual meeting of the American Educational Research Association (AERA) conference, Toronto, Canada.

22. **Smith, P.** (2019, April). (*Re*)*Positioning the Englishes of a Black immigrant youth*. Paper presented at the 2019 annual meeting of the American Educational Research Association (AERA) conference, Toronto, Canada.

21. Rose, C, Karkar, T., & **Smith, P.** (2019, April). *Englishes as a site of colonial conflict: (In)Congruence between former teachers' ideologies and literacy practices*. Paper presented at the 2019 annual meeting of the American Educational Research Association (AERA) conference, Toronto, Canada.

20. **Smith, P.**, Naqvi, R., Lee, J., & Chang, R. (2018, April). *Contextualized and comparative language differences in the literacy assessment of U.S. and Canadian youth*. Paper presented at the 2018 annual meeting of the American Educational Research Association (AERA), New York, NY.

19. Varner, J., Nigam, A., **Smith, P.**, Karkar, T., Rodriguez, N., Thompson, T., Gutierrez, S., Kumi-Yeboah, A., & Frazier, P. (2018, April). *Literacy teacher educators' development of multilingual and multicultural awareness through a research-practice partnership*. Paper presented at the 2018 annual meeting of the American Educational Research Association (AERA), New York, NY. **[with Doctoral Students]**

18. Kumi-Yeboah, A., **Smith, P.**, & Acquah, A.O. (2018, April). *Cross-cultural educational experiences and challenges: Voices of Black African-born adolescent immigrants in United States schools*. Paper presented at the 2018 annual meeting of the American Educational Research Association (AERA), New York, NY.

17. **Smith, P.**, Willis, A., Lee, J., & Chang, R. (2018, April). *Language self-identification and difference in the reading literacy achievement of African-American and Afro-Immigrant students*. Paper presented at the 2018 annual meeting of the American Educational Research Association (AERA), New York, NY.

16. Kumi-Yeboah, A., & **Smith, P.** (2017, May). *The multiple worlds of Ghanaian-born immigrant students and academic success*. Paper presented at the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

15. Gutierrez, S., Gonzalez, A., & **Smith, P.** (2017, May). *Hablas social media? A review of research regarding adolescent Latino/a social media usage*. Paper presented at the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX. **[with Doctoral Students]**

14. **Smith, P.**, Lee, J., Chang, R., & Kumi-Yeboah A. (2017, April). *Incongruence between native and test administration languages: Towards equal opportunity in international literacy assessment*. Paper presented at the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
13. Smit, J., **Smith, P.**, Torres, A., & Lesley, M. (2017, April). *Learning from the lessons of literacy educators in underperforming schools*. Paper presented at the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
12. **Smith, P.**, Cheema, J., & Kumi-Yeboah A. (2016, April). *Language-based differences in the international literacy assessment of bidialectal youth*. Paper presented at the 2016 annual meeting of the American Educational Research Association (AERA), Washington, DC.
11. **Smith, P.**, Cheema, J., & Kumi-Yeboah A. (2016, April). *Marginalization in international literacy assessment: The incongruence between native and test administration languages*. Paper presented at the 2016 annual meeting of the American Educational Research Association (AERA), Washington, DC.
10. Kumi-Yeboah, A., & **Smith, P.** (2015, April). *Voices on educational experience and challenges: Young adolescent girls in Ghana*. Paper presented at the 2015 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
9. Kumi-Yeboah, A., & **Smith, P.** (2015, April). *Educational experiences of African-born immigrant students in U.S. K-12 schools*. Paper presented at the 2015 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
8. **Smith, P.** (2014, April). *Re-envisioning language and literacy in early childhood education: A Caribbean perspective*. Paper presented at the 2014 annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
7. **Smith, P.**, Schneider, J. & Frier, A. (2013, April). *Leveraging linguistic “privation” into semiotic sufficiency: Examining multilingual learners’ process of collaborative media composition*. Paper presented at the 2013 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
6. **Smith, P.**, Yendol-Hoppey, D., Franco, Y., Krause, M.B., Hagge, J., Persohn, L., Branscombe, M., & Jacobs, J.L. (2013, April). *Scaffolding the next generation of doctoral students’ engagement in clinically-rich and inquiry-driven teacher education coursework: Doctoral students’ insights*. Paper presented at the 2013 annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
5. Bennett, S., **Smith, P.**, King, J.R. & Dedrick, R. (2012, April). *Proposition density and readability: A CPIDR in the web of text difficulty*. Paper presented at the 2012 annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
4. **Smith, P.** (2012, April). *An Anglophone multilingual educator’s path across multicultural societies: A case study*. Paper presented at the 2012 annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
3. **Smith, P.**, & King, J. (2012, April). *An examination of veridicality in verbal protocols of language learners*. Paper presented at the 2012 annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
2. **Smith, P.** (2012, February). *Language policy for St. Lucia and Dominica: A white paper*. Paper accepted for the 2012 annual meeting of the Institute of Latin American Studies Student Association (ILASSA), Austin, TX.
1. Richards, J.C., Bennett, S.M., Bennett, S.V. & **Smith, P.** (2011, May). *Devising a cohesive approach to promote education majors’ understanding of culturally responsive literacy teaching*. Paper presented at the 2011 annual meeting of the International Reading Association (IRA), Orlando, FL.

National

22. Lee, J., **Smith, P.**, Chang, R., & Karkar, T. (Submitted). *Language self-identification and reading literacy performance among 'First World' and 'Third World' youth*. Paper submitted to the 2019 annual meeting of the Literacy Research Association (LRA) conference.
21. **Smith, P.** (2018, November). Centralizing place as past(s), present(s), future(s): Towards a hybridity of literate identities and place in the life of a Black immigrant scholar. In M. Gort (Chair), *"Place, space, race": Examining how STAR Fellows' home and community literacy and language traditions shape their scholarly and educator identities*. Paper presented as part of the Scholars of color Transitioning into Academic Research institutions (STAR) Fellows Research Showcase at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.
20. Gutierrez, S. & **Smith, P.** (2018, November). *Prisms of promise: Mapping public school teachers' cultural and linguistic pedagogically responsive practices using frequency analyses*. Paper presented at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.
19. **Smith, P.** (2018, December). *STAR Program cross-cohort showcase and mentoring session*. Paper presented as part of the Scholars of color Transitioning into Academic Research institutions (STAR) Cross-Cohort Showcase and Mentoring Session at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.
18. **Smith, P.** (2018, November). "Some people just make everything about race!": Culturally relevant literacy pedagogy and my Black daughter. In J. Schneider (Chair), *Twelve angry women: Observing against ourselves as parents and literacy educators*. Paper presented at the Literacy Research Association (LRA), Indian Wells, CA.
17. **Smith, P.**, Lee, J., & Chang, R. (2018, November). Characterizing competing tensions in the literacies of Black immigrant youth. Paper presented at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.
16. **Smith, P.** [Symposium Organizer and Presenter]. (2018, November). 'Invisible no longer': Centralizing race for conceptualizing the English literacies of Black immigrant bidialectal youth. In A. Razfar (Chair), *Love through advocacy: Clarifying the invisible literacies of immigrant youth*. Symposium presented in conjunction with V. Watson, K. Bryan, L. Kiramba, E. Braden, & R. Zaidi at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.
15. Varner, J., **Smith, P.**, Liu, Y., Beach, W., Burke, D., Nigam, A., Smit, J., & Lesley, M. (Submitted). *Teaching writing in the midst of fragile alliances: The essence of being a literacy educator*. Submitted to the Literacy Research Association (LRA), Indian Wells, CA.
14. **Smith, P.**, (2017, December). *Characterizing the English(es) of non-standardized English-speaking literacy teacher educators*. Paper presented in the Scholars of color Transitioning into Academic Research institutions (STAR) Ethnicity, Race, and Minority session at the 2017 annual meeting of the Literacy Research Association (LRA), Tampa, FL.
13. **Smith, P.** (2017, November). *Beyond standard American norms in education: Insights from Black immigrants' Englishes*. Paper presented at the 2017 annual meeting of the Literacy Research Association (LRA), Tampa, FL.
12. Smit, J., Nigam, A., Burke, D., **Smith, P.**, & Lesley, M. (2017, December). *Overcoming challenges in university-school partnerships: The role of Literacy Champions in diverse, underperforming schools*. Paper presented at the 2017 annual meeting of the Literacy Research Association (LRA), Tampa, FL. [with Doctoral Student]
11. **Smith, P.**, & Williams, G. (2016, November). *A distinctly American opportunity: Crossing linguistic boundaries by exploring non-standardized Englishes in policy and practice*. Proposal accepted for the 2016 annual meeting of the National Council of Teachers of English (NCTE), Atlanta, GA.
10. Kumi-Yeboah, A., & **Smith, P.** (2015, December). *Cross-cultural literacy and language learning experiences: Narrating the counter-stories of successful first and second-generation African-born adolescent female immigrant learners*. Paper presented in the Ethnicity, Race, and Multilingual (ERM) symposium at the 2015 annual meeting of the Literacy Research Association (LRA), Carlsbad, CA.

9. **Smith, P.** (2015, December). *Cross-cultural intra-linguistic discrimination in the literacy and language practices of immigrant youth*. Paper accepted in the Scholars of color Transitioning into Academic Research Institutions (STAR) Fellows Roundtable Session at the 2015 annual meeting of the Literacy Research Association (LRA), Carlsbad, CA.
8. Kumi-Yeboah, A., & **Smith, P.** (2015, November). *Relationships between minority adult online learning experiences and academic performance*. Paper presented at the 2015 annual meeting of the American Association for Adult and Continuing Education (AAACE), Oklahoma City, OK.
7. **Smith, P.** (2014, December). *Exploring linguistic diversity: Negotiating multimodal and multicultural social worlds*. Paper presented in the Ethnicity, Race, and Multilingual (ERM) symposium at the 2014 annual meeting of the Literacy Research Association (LRA), Fort Myers, FL.
6. Anderson, A., **Smith, P.**, & Schneider, J. J. (2013, November). *Busting open waterbusters: Finding meaning within the visual, aural, and choreographical layers of an imagined world*. Paper presented at the 2013 annual meeting of the Literacy Research Association (LRA), Dallas, TX.
5. Frier, A. D., **Smith, P.**, & Schneider, J. J. (2013, November). *Pre-service teachers' approximations of literacy instruction during a multilingual, multimodal field experience*. Paper presented at the 2013 annual meeting of the Literacy Research Association (LRA), Dallas, TX.
4. **Smith, P.**, & Kim, D. (2013, November). *Examining six multilingual educators' linguistic and intercultural experiences: A phenomenological interview study*. Paper presented at the 2013 annual meeting of the National Council of Teachers of English (NCTE), Boston, MA.
3. **Smith, P.** (2012, October). *Accomplishing the goals of multicultural teacher education: How about transdisciplinarity?* Paper presented at the 2012 annual meeting of the American Association of Teaching and Curriculum (AATC), San Antonio, TX.
2. **Smith, P.**, Kim, D. & Lypka, A. (2012, November). *Verbal reports as a methodological tool for understanding the reading processes of language learners: Implications for new literacies and future research*. Paper presented at the 2012 annual meeting of the Literacy Research Association (LRA), San Diego, CA.
1. Richards, J.C., Bennett, S.M., & **Smith, P.** (2011, November). *Exploring two interventions to promote graduate education majors' dispositions towards culturally responsive teaching in a summer literacy camp*. Paper presented at the 2011 annual meeting of the Literacy Research Association (LRA), Jacksonville, FL.

Regional

14. **Smith, P.** (2019, March). *Immigrant adolescents' negotiation of standardized and non-standardized Englishes across contexts: Positioning for literate success*. Paper presented at the 2019 Inaugural Bilingualism Matters conference at the University of South Carolina, Columbia, SC. **[Invited]**
13. **Smith, P.**, Smit, J., Lesley, M., & Finch, B. (2017, February). *Learning through advocacy: Developing awareness for culturally and linguistically diverse learners*. Paper presented at the 2017 annual meeting of the Southwest Educational Research Association (SERA), San Antonio, TX. **[with School District Partner]**
12. Anderson, A., Branscombe, M., Persohn, L., **Smith, P.**, & Frier, A. (2013, February). *Literacy: Beyond the here, beyond the now, beyond the new*. Paper presented at the 2013 annual meeting of the Journal of Language and Literacy Education (JoLLE), Athens, GA.
11. **Smith, P.** (2013, February). *An investigation into multilingual and multicultural awareness in teacher education*. Poster presented at the 2013 annual meeting of the Association of Teacher Educators (ATE), Atlanta, GA.
10. **Smith, P.** (2013, February). *Inviting "TIM" to class: A teacher educator's reflection on technology use*. Poster presented at the 2013 annual meeting of the Association of Teacher Educators (ATE), Atlanta, GA.

9. **Smith, P.** (2013, February). *Multilingual and multicultural awareness in teacher education*. Paper presented at the 2013 annual meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

8. **Smith, P.**, Branscombe, M., Franco, Y., Hagge, J., Krause, M., Persohn, L., & Yendol-Hoppey, D. (2012, April). *Preparing the next generation of doctoral students to support clinically rich and inquiry driven teacher education: Doctoral student insights*. Paper presented at the 2012 annual meeting of the Florida Association of Teacher Educators (FATE), Gainesville, FL.

7. **Smith, P.** (2012, April). *Multilingual and multicultural awareness: A teacher educator in action*. Poster presented at the 2012 annual meeting of the University of South Florida (USF) Research ONE Graduate Student Research Symposium, Tampa, FL.

6. **Smith, P.** (2012, November). *Verbal reports as a methodological tool in language learners' (LLs') writing processes: A critical review*. Paper accepted for presentation at the 2012 annual meeting of the Florida Educational Research Association (FERA), Gainesville, FL.

5. **Smith, P.** (2011, November). *A multilingual educator's path across multicultural societies*. Poster presented at the 2011 annual meeting of the Florida Educational Research Association (FERA), Orlando, FL.

4. **Smith, P.** (2011, February). *Towards a definition of literacy for St. Lucia: A systematic review of the literature*. Paper presented at the 2011 annual meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

3. Richards, J.C., Bennett, S.M., & **Smith, P.** (2010, December). *Positive transformation in children's self-efficacy and beliefs about their reading and writing achievements in a community of practice summer literacy camp*. Paper presented at the 2010 annual meeting of the American Reading Forum (ARF), Sanibel Island, FL.

2. Richards, J.C., Bennett, S.M., & **Smith, P.** (2010, October). *Two interventions to expand graduate education majors' expertise offering culturally responsive literacy instruction to children from non-mainstream families*. Poster presented at the 2010 annual meeting of the USF Graduate Student Research Symposium, University of South Florida (USF), Tampa, FL.

1. Richards, J.C., Bennett, S.M., & **Smith, P.** (2010, February). *Two interventions to expand graduate education majors' expertise offering culturally relevant literacy instruction to children from non-mainstream families*. Paper presented at the 2010 annual meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

Non-Refereed Conference Presentations

4. **Smith, P.** (2018, Invited, Accepted). *Cross-cultural intra-linguistic discrimination in the literacy practices of immigrant youth*. Poster accepted by the 2018 annual meeting of the International Literacy Association, Austin, TX.

3. **Smith, P.**, Lesley, M., & Carpenter, D. (2017, August). *Leveraging Professional Learning Communities (PLCs) for improving writing instruction in middle and high-schools*. Paper presented at the 2017 8th Annual Summer Leadership Institute, Lubbock, TX.

2. **Smith, P.** (2017). *Cross-cultural intra-linguistic discrimination in the literacy practices of immigrant youth*. Poster accepted for the 2017 annual meeting of the International Literacy Association, Orlando, FL. **[Invited]**

1. **Smith, P.**, Lesley, M., Smit, J., Burke, D., Nigam, A., Finch, B., & Davis, L. (2017, February). *Supporting writing instruction in East Lubbock*. Paper presented at the Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX. **[with Doctoral Student and School District Partners]**

Invited Talks

5. **Smith, P.** (Accepted). Panel on "Positioning, Immigrants, and Literacies" chaired by Min Wang. American Educational Research Association, San Francisco, CA.

4. Alvermann, D., Medina, C., **Smith, P.**, Brooks, M., Nyachae, T., & Brownell, C. (2018, November). *Re-envisioning literacy research. Re-envisioning LRA: An intergenerational panel*. Literacy Research Association, Indian Wells, CA.

3. Willis, A., Wetzel, M., Garcia, G.E., & **Smith, P.** (2018, November). *Culturally responsive literacy instruction study group*. Literacy Research Association, Indian Wells, CA.

2. **Smith, P.** (2015, August). *The central role of culture to advancing literacy and language across nations*. Presentation at the high-level summit: A new era - embracing Sustainable Development Goals (SDGs): Culture as an Imperative for Transformative Post-2015 Development Agenda. The UNESCO Center for Global Education, New York, NY.

1. **Smith, P.** (2015, April). *Cross-cultural approaches to language and literacy practice: Future directions for the field*. Paper presented at the Invited Panel of the Language and Social Processes (LSP) Special Interest Group at the 2015 annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Professional Development Workshops/Presentations

7. **Smith, P.** (2018, August). *Lessons learned*. New Faculty Orientation, Texas Tech University, Lubbock, TX. **[Invited]**

6. **Smith, P.** (2018, March). *Language in the classroom: Addressing power and privilege*. Presentation at the Institute for Inclusive Excellence, Teaching, Learning, and Professional Development Center, Texas Tech University, Lubbock, TX. **[Invited]**

5. **Smith, P.** (2016, November). *Developing the research agenda*. Presentation at the Doctoral Support Center, College of Education, Texas Tech University, Lubbock, TX.

4. **Smith, P.** (2016, March). *Harnessing the power of the research agenda: Writing for publication*. Presentation to the School of Education at East Carolina State University, Elizabeth City, NC.

3. **Smith, P.** (2015, January). *Adapting content area literacy instruction for K-2 English learners: Integrating literacy goals to maximize time*. Presentation in collaboration with content area instructional coaches for math and science for the Urbana Winter Institute, Urbana District #116, Urbana, IL.

2. **Smith, P.** (2015, January). *Rethinking running records for English learners: What are we missing?* Presentation for the Urbana Winter Institute, Urbana District #116, Urbana, Illinois and Millikin University in fulfillment for the course, ESL Methods and Materials at the Parkland College, Champaign, IL.

1. Anderson, A., Bennett, S., Blankenship, M., Gelfuso, A., & **Smith, P.** (2011, November). *Transdisciplinarity: Theory and educational practice*. Presentation at USF College of Education's Celebration of Transdisciplinarity Symposium, University of South Florida (USF), Tampa, FL.

FACULTY AND INSTITUTIONAL GRANT WORK

19. **Smith, P. (Principal Investigator)**, Lee, J. (co-Principal Investigator). *(In Progress). Disentangling and clarifying literacy achievement of Black American and immigrant youth*. In preparation for the William T. Grant Foundation Scholars Program. (\$100,000). *(in preparation). (to be submitted in 2019)*

18. Hetherington, C. (Principal Investigator), Dwyer, J. (co-Principal Investigator), Borst, S. (co-Principal Investigator), **Smith, P. (Co-Principal Investigator)**, Zak, J. (co-Principal Investigator). *S-STEM Track II: Future scientists and mathematicians from rural and underserved regions*. National Science Foundation (\$999,999.00). *(under review) (02/01/20-02/01/2025) [Interdisciplinary]*

17. Dwyer, J. (Principal Investigator), Moskal, B. (co-Principal Investigator), Davis, T. (co-Principal Investigator), **Smith, P. (Co-Principal Investigator)**. *Research experience for pre-service teachers (REPT): A new component for the instruction of future mathematics teachers*. National Science Foundation (\$999,999). *(02/01/20-02/01/2025) (under review) [Interdisciplinary]*

16. **Smith, P. (Principal Investigator)**. (2018). *Problematizing (Il)legitimacy of Englishes across the diaspora*. Scholarship Catalyst Program. Offices of the President, Provost, and Vice President for Research & Innovation, Texas Tech University. (\$4000.00) *(06/01/18-05/31/20) (funded)*

15. Smith, P. (Principal Investigator), Lee, J. (co-Principal Investigator), Moskal, B. (Senior Personnel), Dwyer, J. (Senior Personnel), & Kumi-Yeboah, A. (Senior Personnel). *Towards a rationale for rethinking Black student achievement in United States schools*. Prepared for the Russell Sage Foundation. (\$50,000.00). (not funded) **[Interdisciplinary]**

14. Smith, P. (Principal Investigator), Lee, J. (co-Principal Investigator), Moskal, B. (Senior Personnel), Dwyer, J. (Senior Personnel), & Kumi-Yeboah, A. (Senior Personnel). *Towards a rationale for rethinking Black student achievement in United States Schools*. Prepared for the Spencer Foundation. (\$50,000.00). (not funded) **[Interdisciplinary]**

13. Afuh, A. (Principal Investigator), Germo, J. (co-Principal Investigator), Jackson, K. (co-Principal Investigator), Barba, I. (co-Principal Investigator), **Smith, P. (Co-Principal Investigator)**, & Whitehead, M. (co-Principal Investigator). Scholarly Communications Institute. (07/2018-07/2019) (\$20,000.00). (not funded.) **[Interdisciplinary]**

12. Serwadda, A. (Principal Investigator), Dwyer, J. (co-Principal Investigator). Maina, F. (Senior Personnel), Hewett, R. (Senior Personnel), Jin, F. (Senior Personnel), **Smith, P. (Senior Personnel)**, Moskal, B. (Senior Personnel). (2017). *Applied data science for cyber security*. National Science Foundation (\$600,000). (06/01/18-05/31/21) **(funded)**. **[Interdisciplinary]**

11. Smith, P. (Principal Investigator), Lee, J. (co-Principal Investigator), Barbara Moskal (Senior Personnel), Dwyer, J. (Senior Personnel), & Kumi-Yeboah (Senior Personnel). (2017). *Towards a rationale for rethinking Black student achievement in United States Schools*. Prepared for the American Educational Research Association Research Grants Program. (\$35,000). (01/01/18-12/31/19) (not funded). **[Interdisciplinary]**

10. Dwyer, J. (Principal Investigator), Lesley, M. (co-Principal Investigator), **Smith, P. (Co-Principal Investigator)**, & Lee, J. (co-Principal Investigator). (2017-2018). *College and Career Readiness standards review and revision project - English/Language Arts and Mathematics (CCRS-ELAM)*. Texas Higher Education Coordinating Board. (\$96,000.00). **(funded)**. **[Interdisciplinary]**

9. Smith, P., & Frazier, P. (2016). *The Helen Jones Foundation peer-to-peer mentoring scholarships*. Texas Tech University. (\$40,000.00). (not funded).

8. Smith, P., & Frazier, P. (2016). *The CH Foundation peer-to-peer mentoring scholarships*. Texas Tech University. (\$40,000.00). (not funded).

7. Ekwaro-Osire, S. (Principal Investigator), Wilkinson, K.T. (Co-Principal Investigator), **Smith, P. (Co-Principal Investigator)** & Heuman, A. (Co-Principal Investigator). (2016). *Promoting global communication for undergraduate (international) students through multimodal communication*. Texas Tech University Global Communication Grant Application. (\$90,000.00). (not funded). **[Interdisciplinary]**

6. Smith, P. (Principal Investigator). (2016). *Mitigating against linguistic and cultural barriers to high-school and college completion*. Greater Texas Foundation Faculty Fellows Program. (\$83,500). **(finalist: not funded)**.

5. Smith, P. (Principal Investigator). *Understanding the English(es) of foreign-born teacher educators*. (2016-2019). Texas Tech University's Division of Institutional Diversity, Outreach and Community Engagement. (\$1000.00). **(funded)**.

4. Smith, P. (Principal Investigator). *"I does never get 'A'": A sociological approach for understanding multilingual learners' language and literacy*. (2014). Submitted to the International Literacy Association (\$8000.00). (not funded).

3. Smith, P. (Principal Investigator), Kim, D. (Co-Principal Investigator), Wortham, S. (Co-Principal Investigator), & Devonish, H. (Co-Principal Investigator). (2013). *Linguistically diverse teachers' pedagogical skills across multilingual and monolingual contexts: Using transdisciplinarity to facilitate a sociocultural approach*. Submitted to the Spencer Foundation (\$50,000.00). (not funded). **[Interdisciplinary]**

2. Berson, I. (Principal Investigator), Schneider, J.J. (Co-Principal Investigator), Berson, M. (Co-Principal Investigator) (2011). *Read, engage, and discover with e-readers (READeRS) in the Caribbean*. United States Agency for International Development (USAID) Bureau for Latin America and the Caribbean (LAC), Office of Regional Sustainable Development (RSD) Latin America and Caribbean Promising Early-Grade Reading Improvement Interventions. **Role:** Graduate Research Assistant. \$3,988,114.00. (*not funded*).

1. Richards, J. (Principal Investigator). (2010). USF College of Education Institute for Instructional Research and Practice and the Institute for At-Risk Infants, Children and Youth, and their Families, University of South Florida. *An arts-based community of practice summer literacy camp*. **Role:** Graduate Research Assistant. \$5000.00. (**funded**).

UNIVERSITY TEACHING AND ADVISING

Teaching

Texas Tech University

- EDLL 5356: Trends and Issues in Adolescent Literature (2018)
- LDLS 6343: Global Literacy (Doctoral/Online) (2018)
- EDCI 6333: Diversity Ideologies (Doctoral/Online) (2017 | 2018 | 2019)
- EDLL 5346: Increasing Reading Proficiency for all Readers (Doctoral/Masters/Online) (2016 | 2017 | 2019)
- EDLL 5341: Developing Academic Literacy in the Disciplines for Adolescents (Masters/Online) (2017)
- EDLL 5342: Classroom-Based Literacy Assessment for Differentiated Instruction (Doctoral/Masters/Online) (2016 | 2017 | 2018 | 2019)
- EDLL 6341 | EDCI 6345: Trends and Issues in New Literacies: New Literacies for the 21st Century (Doctoral/Masters/Online) (2016 | 2017 | 2018)
- EDLL 5351: Children's Literature in the School Curriculum Doctoral/Masters/Online) (2016)

University of Illinois at Urbana-Champaign

- CI 475: Teaching Elementary Reading and Language Arts I (Undergraduate/Blended) (2015)
- CI 502: Introduction to Reading (Graduate/Online) (2014)
- CI 576: Assessment-Based Reading Instruction (Graduate and Online) (2014 | 2015)
- CI 577: Clinical Practicum in Reading (Graduate/Blended) (2014)
- CI 446: Culture in the Classroom (Graduate and Undergraduate/Online) (2014)
- CI 575: Assessment in Reading (Graduate/Online and Blended) (2013 | 2014)

University of South Florida

- RED 6514: Reading Process in the Elementary Grades (Graduate/Blended) (2013)
- LAE 6314: Writing and Writers: Trends and Issues (Graduate/Online) (2013)
- RED 6545: Issues in Vocabulary and Word Study (Graduate/Online) (2012)
- LAE 4314: Teaching Writing in Elementary Schools (Undergraduate/Blended) (2012)
- LAE 4414: Literature in Childhood Education (Undergraduate/Blended) (2012)
- RED 4310: Reading and Learning to Read (Undergraduate/Blended) (2011)
- RED 4511: Linking Literacy Assessment to Instruction (Undergraduate/Blended) (2011)

Advising

Texas Tech University

- Doctoral Student Chair (7) | Co-Chair (1)
 - Crystal Rose (2017-)
 - Kimberly Peters (2016-)
 - Amber Kelly (2017-: Candidate)
 - Jessica Varner (2018-: Candidate)
 - Cari Carter (2016-: Candidate)
 - Tala Karkar (2016-: Candidate)
 - Sara Gutierrez (2015-: Candidate)
 - Denise Lara (2017: Completed)
- Doctoral Student Advisor (4)
 - Annie Schroeder/Allen (2017-)
 - Melanie Smith (2017-)
 - Paula (Manuel) Richard (2016-)

- Tressia Thompson (2016-)
- Doctoral Student Committee Member (4)
 - Margaret Haberny (2017-)
 - Brenda Bartlett (2017-)
 - Alisa Slavens (2016-)
 - Teha Cooks (2015-)
- Master's Student Advisor (6)
 - Heather Spencer (2018-)
 - Emily Hobbs (2017)
 - Jeanye Wester (2015-2017)
 - Staci Stanley (Oglesby) (2017: Completed)
 - Andrea Compton (2016-2017: Completed)
 - Johanna Quillin (2015-2016: Completed)
- Master's Student Project Chair and/or Committee Member (4)
 - Kelsey Estes (2017: Completed)
 - Staci Stanley (Oglesby) (2017: Completed)
 - Andrea Compton (2017: Completed)
 - Sarah Limas (2016-2017: Completed)
- Independent Studies (1)
 - Sara Gutierrez (2017)

University of Illinois at Urbana-Champaign

- Doctoral Student Director or Committee Member (3)
 - Saturnino Rodriguez (2017-: Candidate)
 - Mi-Yun Suh (2014-: Candidate)
 - Dominic Combs (2014/2018-: Candidate)
- Master's Student Advisor (3)
 - Melanie Kirkwood (2015)
 - Julie Thompson (2013-2015: Completed)
 - Laura Giffin (2014-2015: Completed)
- Independent Studies (3)
 - Dominic Combs (2014-2015)
 - Saturnino Rodriguez (2014-2015)
 - Sarah Walsh (2014)

The University of the West Indies

- Doctoral Student External Examiner (2)
 - Cynthia Polius-Prescott (2015-2016: Completed)
 - Pauline Millar (2014-2016: Completed)

SERVICE

Service to the Profession

Editor

- Associate Editor, *Linguistics and Education* (2019-) **[Invited]**
- Co-Editor, *Caribbean Educational Research Journal* (2018-) **[Invited]**

Editorial Boards

- *Reading Research Quarterly* (2017-) **[Invited]**
- *Journal of Literacy Research* (2016-) **[Invited]**
- Newsletter Editor: Intercultural Communication Interest Section: Teaching English to Speakers of Other Languages (TESOL) (2015-2017)
- National Association for Bilingual Education (NABE) Journal of Research and Practice (2013-) **[Invited]**
- *Reading Horizons* (2013-) **[Invited]**
- *Literacy Research Association Yearbook (now) Literacy Research, Theory, Methods and Practice* (2012-2016)

[Invited]

- *Journal of Reading Education* (2010-2012)

Editorial Advisory Board

- “*Teacher Education Pedagogy and the Importance of Critical Thinking and Conceptualization*” by Sandra Robinson and Verna Knight **[Invited]**
- “*Cross-Cultural Poetry and Stories: A Study Guide for Global Literacy*” by George Thatcher **[Invited]**

Organizational Boards

- Caribbean Regional Representative: Literacy Research Association (LRA) International ICG (2014-2015)
- Appointed Executive Board Member: Parliamentarian: Literacy Research Association (LRA) (2013-2016) **[Invited]**
- Committee Chair: Ethnicity, Race and Multilingualism Travel Award Committee (2016-) **[Invited]**
- Committee Member: Literacy Research Association Ethnicity, Race and Multilingualism Committee (2015-2018) **[Invited]**

Awards Reviewer

- American Educational Research Association (AERA) Language and Social Processes SIG Emerging Scholar Awards (2016) **[Invited]**
- Literacy Research Association Ethnicity, Race and Multilingualism Travel Awards (2016-)
- American Educational Research Association (AERA) Bilingual Education Research SIG Early Career and Lifetime Achievement Awards (2014)
- American Educational Research Association (AERA) Bilingual Education Research SIG Outstanding Dissertation Award (2015)

Committee Member | Chair

- American Educational Research Association (AERA) Language and Social Processes SIG Secretary/Treasurer Nomination (2017-2018)
- Committee Chair: American Educational Research Association (AERA) Language and Social Processes SIG Emergent Scholar Awards Committee (2016-2017) **[Invited]**
- Committee Member: International Reading Association (IRA) Literacy, Diversity, and Multiculturalism Committee (2013-2016) **[Invited]**

Book | Book Proposal Reviewer

- *Transcultural Literacies for Teaching and Learning*, Canadian Scholars, Canada (2018) **[Invited]**

Journal Reviewer

- *Action in Teacher Education* (2/19, 3/19)
- *Youth and Society* (2/19)
- *Literacy Research and Instruction* (1/19, 2/19, 3/10)
- *Diaspora, Indigenous, and Minority Education* (2/19)
- *Reading Psychology* (10/18)
- *Teachers College Record* (8/18)
- *Reading Research Quarterly* (5/18, 9/18)
- *Equality, Diversity, and Inclusion* (11/17, 5/18, 6/18)
- *Journal of Bilingual Education Research and Instruction* (10/17)
- *Education and Urban Society* (9/16)
- *The Reading Teacher* (10/16, 11/16, 2/17, 9/17, 11/17, 5/18, 1/19)
- *Journal of Literacy Research* (1/17, 3/17, 4/17, 11/17, 2/18, 5/18, 6/18, 7/18, 1/19, 3/19)
- *Journal of School Connections* (8/16)
- *National Association of Bilingual Education NJRP* (3/14, 4/14, 12/14, 2/15)
- *Journal of Research in Reading* (2/15, 4/15, 1/17, 3/17, 11/17)
- *Mid-Western Educational Researcher* (4/14)
- *Literacy Research, Theory, Methods and Practice* (12/14)
- *Review of Educational Research* (9/13, 9/14, 9/15, 3/1, 3/16)
- *Research in the Teaching of English* (11/13)
- *SAGE Open* (11/13)
- *Literacy Research Association Yearbook* (3/13, 3/14)
- *Curriculum and Teaching Dialogue* (1/13, 1/14, 1/15)
- *Journal of Interdisciplinary Studies in Education* (10/12)

- *Teaching and Teacher Education* (3/16, 3/16, 7/16, 9/16, 9/16, 11/16, 3/17, 4/17, 3/18, 8/18, 10/18, 12/18, 2/19, 2/23, 3/10)

Conference Chair/Discussant

- Literacy Research Association (LRA) (2012-)
- American Educational Research Association (AERA) (2012-)

Conference Proposal Reviewer

- International Literacy Association (ILA) (2016-)
- American Educational Research Association (AERA) (2010-)
Bilingual Education Research Special Interest Group (SIG); Division C - Literacy; Division G – Social Context of Multiple Languages and Literacies; Division G – Social Context of Education Policy, Politics, and Praxis; Division K – Teaching and Teacher Education; Language and Social Processes SIG; Lives of Teachers SIG; Research in Reading and Literacy; Second Language Research SIG; Social Context of Education SIG
- Literacy Research Association (LRA) (2012-)
Social, Cultural, and Political Issues of Literacy Practice in and Out of School; Literacy Learning and Practice in Multilingual and Multicultural Settings

Conference Session Organizer

- Literacy Research Association (LRA) International Innovative Community Group Poster Session (2015)

Service to the College/University

- Awards Reviewer, Texas Tech University (TTU) President's Excellence in Diversity & Equity Awards Faculty Nominations Review Subcommittee (2019)
- Graduate Scholarship | Fellowship Reviewer, Texas Tech University (TTU) Graduate School (2019)
- Faculty Advisor, Caribbean Student Association, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2018-)
- Mentor Tech Mentor, Lauro Cavazos & Ophelia Powell-Malone Mentoring Program, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2018-)
- Faculty Co-Advisor, Caribbean Student Association, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2017-2018)
- Mentor Tech Cluster Leader (MCL) and Mentor, Lauro Cavazos & Ophelia Powell-Malone Mentoring Program, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2017)
- Black Studies Working Group, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2017)
- Graduate Academic Affairs Committee (GAAC), Texas Tech University, Lubbock, TX (2016-2019)
- Quality Online Education (QOE) Ad-hoc Committee, Texas Tech University, Lubbock, TX (2016-2017)
- Mentor Tech Mentor, Lauro Cavazos & Ophelia Powell-Malone Mentoring Program, Division of Diversity, Equity & Inclusion, Texas Tech University, Lubbock, TX (2016-2017)
- Graduate Dean's Representative, Texas Tech University, Lubbock, TX (2016-)
- Literacy Champion Project Manager, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District (LISD), Texas Tech University, Lubbock, TX (2016-2017)
- Black Faculty and Staff Association (BFSA) (2015-)
- Literacy Champion, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District (LISD), Texas Tech University, Lubbock, TX (2015-2017)
- Committee Member: Campus Conversation for Undergraduate Education: Working Group – An International Campus in a Global World, University of Illinois at Urbana-Champaign, Champaign, IL (2014-2015)
- Committee Member: Online Programs Steering Committee, University of Illinois at Urbana-Champaign, Champaign, IL (2014-2015)
- Committee Member: Social/Demographic Workgroup, University of Illinois at Urbana-Champaign, Champaign, IL (2014-2015)
- Unit Leader: Campus Charitable Fund Drive (Unit Leader), University of Illinois at Urbana-Champaign, Champaign, IL (2013-2015) Service to the Department
- Diversity Core Faculty Group Committee Chair, Lubbock, TX (2017)
- Committee Member: Master's Program Review Committee, Texas Tech University, Lubbock, TX (2016)
- Committee Member: Language, Diversity and Literacy Studies Ad-hoc Recruitment Committee, Texas Tech University, Lubbock, TX (2015-2016)
- Coordinator: University of Illinois' Summer Reading Clinic, University of Illinois at Urbana-Champaign, Champaign, IL (2013-2015)

- Coordinator and Program Leader: Reading Education, University of Illinois at Urbana-Champaign, Champaign, IL (2013-2015)
- Initiator and Coordinator: Childhood Education and Literacy Studies (CELS) iTeam, University of South Florida, Tampa, FL (2012-2013)

LOCAL COMMUNITY OUTREACH

- Literacy Champion, Balanced Literacy, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District (LISD), Lubbock, TX (2015-2017)
- Literacy Champion Project Manager, Balanced Literacy Action Research Writing Workshop Partnership, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District (LISD), Lubbock, TX (2016-2017)
- Reading Clinic Coordinator, University of Illinois at Urbana-Champaign, Champaign, IL (2013-2015)
- Consultant for Operation Hope, Champaign District #116, Champaign, IL (2014)
- Individualized literacy instructor for first-grade African-American underperforming student and Faculty support for first grade teacher at King Elementary School, Urbana, IL (2014)
- Committee Member, Park Avenue's Vacation Bible School, Champaign, IL (2014-2015)
- Committee Member, Park Avenue's Pathfinders, Champaign, IL (2013-2014)
- Coordinator, World Book Night, Champaign, IL (2013-2014)
- Sponsor, St. Thomas Paine Girl Scouts Program, Champaign, IL (2013-2014)
- Sponsor, Angel Tree Program, Champaign, IL (2013-2014)
- Sponsor, University of South Florida's College of Education's Annual Children's Festival, Tampa, Florida (2012-2013)
- Coordinator, World Book Night, Tampa, Florida (2012-2013)
- Co-coordinator, University of South Florida's College of Education's Annual Children's Festival, Tampa, Florida (2010-2011)
- Support Staff, University Area Community Center, Tampa, Florida (2010-2011)

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Bilingual Conference, University of South Carolina (2019)
- Literacy Research Association Scholars of color Transitioning into Academic Research Institutions (STAR) Mentoring Session (2018)
- American Educational Research Association (AERA) Bilingual Education SIG (2016), Language and Social Processes SIG (2016), and Division K New Preconference (2016) Mentoring Sessions
- President's Gender Equity Council, Women's Studies Program and Texas Tech University Writing Center Women Faculty Writing Program (Spring, 2016)
- Texas Tech University Institute for Inclusive Excellence (2015-2016)
- American Educational Research Association (AERA) Bilingual Education SIG (2015, Accepted for 2016), Language and Social Processes SIG (2015, Accepted for 2016), Division K New Preconference (2015, Accepted for 2016), and Early Career Scholars in Bilingual Education (2014) Mentoring Sessions
- American Educational Research Association (AERA) Committee on Scholars of Color in Education (CSCE)'s Mentoring Roundtable Session and Reception (2014)
- Global Conversations in Literacy Research (GCLR) with:
 - Dr. Catherine Beavis: "Living in a Digital World: Literacy, Learning and Videogames" (2014)
- A Closer Reading of the Common Core: Reading Wide Awake (2013)
- Center for Innovation in Teaching and Learning (CITL) Consultations for Instruction (2013)
- Global Conversations in Literacy Research (GCLR) with:
 - Dr. Hilary Janks: "Doing Critical Literacy: Text and Activities for Students and Teachers" (2013)
 - Dr. Joyce E. King: "Staying Human: Critical Literacy Interventions for the New Millennium" (2013)
- Identity, Investment, and Multilingual Literacy in a Digital World (2013)
- Summit on Race and Education in the U.S. and the U.K. (2013)
- The *Aspen* Institute's CAO and ULLN "Aligning CCSS Demands to Student and Teacher Supports in Curriculum, Assessments and English Language Development" (2013)
- Georgia State GCLR Web Seminar with Yvonne and David Freeman "Academic Language for English

- Language Learners” (2012)
- University of South Florida Summer Research and Writing Institute “The Realities of Getting Published, Parts I, II, and III”, “Demystifying the Writing Process,” “From Manuscript to Publication: An Introduction to Scholarly Publishing,” “Teaching and Publishing: How to Survive and Excel in Academia” (2012)
- Clinical Education Training (2011)

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS

Professional Memberships

- American Educational Research Association (AERA)
 - *Divisions and Special Interest Groups:*
 - Bilingual Education Research Special Interest Group (SIG)
 - Division C – Literacy
 - Division G – Social Context of Multiple Languages and Literacies
 - Division G – Social Context of Education Policy, Politics, and Praxis
 - Division K – Teaching and Teacher Education
 - Language and Social Processes SIG
 - International Studies SIG
 - Research in Reading and Literacy SIG
 - Social Context of Education SIG
- Caribbean Studies Association (CSA)
- International Literacy Association (ILA)
- Literacy Research Association (LRA)
 - *Areas:*
 - Social, Cultural, and Political Issues of Literacy Practice in and out of School
 - Literacy Learning and Practice in Multilingual and Multicultural Settings
 - Teacher Education
- National Council of Teachers of English (NCTE)
- Teachers of English to Speakers of Other Languages (TESOL) International Association

Professional Certifications

- Elementary Teacher, Florida Department of Education (FLDOE)
- Professional Educator, Florida Department of Education (FLDOE)
- Reading Specialist (K-12), Florida Department of Education (FLDOE)