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**Julie Smit, *Ph.D.***  Texas Tech University

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**EDUCATIONAL BACKGROUND**

**Ph.D., 2015** ***University at Albany, State University of New York, Albany, NY***

Doctor of Philosophy in Reading

Dissertation: *Eighth Grade Girls’ Knowledge Building with Narrative Texts*

**M.S., 2004** ***College of Saint Rose, Albany, NY***  Childhood Education, Grades 1-6.

 Reading Specialist Certification

**B.S., 2001** ***Queens University, Kingston, ON, Canada***

 Honors in Chemistry

**ACADEMIC RECOGNITION AND AWARDS**

**2016** UAlbany Presidential Distinguished Dissertation Award

**2014** Graduate Student’s Association Professional Development Grant.

University at Albany, State University of New York.

**2011** The Louise Swire Baldwin & Norman Burton Baldwin Technology Education Scholarship.

 University at Albany, State University of New York.

**PUBLICATIONS**

***Peer Reviewed:***

Deeney, T., Dozier, C., **Smit, J.,** Davis, S., Laster, B., DeKonty Applegate, M., … Milby, T. (2011). Clinic experiences that promote transfer to school contexts: What matters in clinical teacher preparation. In P. J. Dunston, L. B. Gambrell, K. Headley, S. King Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 127–143). Oak Creek, Wisconsin: Literacy Research Association Inc.

Dozier, C., & **Smit, J**. (2013). Building writing communities and partnering with families: Multiple perspectives from a writing practicum. In E. Ortlieb & E. J. Cheek (Eds.), *Advanced Literacy Practices: From the Clinic to the Classroom* (1st ed., Vol. 2, pp. 161-179). Bingley, UK: Emerald Group Publishing Limited.

Johnston, P., Dozier, C. & **Smit, J**. (2016). How language supports adaptive teaching through a responsive learning culture. *Theory Into Practice, 55*(3), 189-196.

**Smit, J.** (2016). The effect of empathy in guiding the knowledge building of eighth grade girls as they reflect upon their experiences with literature. *Scientific Study of Literature, 6*(1), 59-86*.*

***Manuscripts under Review in Refereed Journals:***

**Smit, J.** (submitted). Forming knowledge building communities and developing deep thinkers: Experiences from eighth graders reading literature. *Journal of Adolescent and Adult Literacy.*

Smith, P., **Smit, J**., Lesley, M., Torres, A., Finch, B., & Saldana, R. (submitted). Advocacy through learning: Developing awareness for supporting culturally and linguistically Diverse Learners. *Literacy Research and Instruction.*

***Manuscripts in Progress:***

**Smit, J.** & Millett, S. Following the literacy journey of one JROTC instructor.

**Smit, J.** & Millet, S. How research-based methods inform writing instruction: A collaboration between a Literacy Champion and second grade teachers at an underperforming school.

**GRANTS**

Seed grant for interdisciplinary research (*submitted December 22, 2016*), *Texas Tech University.*

Grant is focused on advancing research activity through interdisciplinary collaboration and diverse team building. $100,000

**SCHOLARLY PRESENTATIONS**

***National Peer Refereed:***

**Smit, J**.,Smith, P., Torres, A., & Lesley, M. (*Accepted).* Learning from the lessons of literacy educators in underperforming schools. Paper accepted to the 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

Smit, J (2016, December). *Personal transformations within a knowledge building community of eighth grade readers*. Paper presented to the 66th annual conference of the Literacy Research Association (LRA), Nashville, TN.

Smit, J (2016, July). *The Role of empathy in guiding the knowledge building of eighth grade girls as they reflect upon their experiences with literature.* Poster session at the International Literacy Association’s Conference, Boston, MA.

Smit, J. (2014, December). *Knowledge building through problem solving.* Paper presented at the 64th annual conference of the Literacy Research Association, Marco Island FL.

Smit, J. (2013, December). *Knowledge building about experiences with narrative texts*. Roundtable presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.

***State and Regional Peer Refereed:***

Smith, P., **Smit, J.** Lesley, M., & Finch, B (*Accepted*). *Advocacy through Learning: Developing Awareness for Supporting Culturally and Linguistically Diverse Learners.* Paper accepted at the 40th annual conference of the Southern Education Research Association, San Antonio, TX.

Smith, P., Lesley, M., & **Smit, J**. (*Accepted*). Supporting writing instruction in East Lubbock. Presentation at the Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

***Invited Professional Development Seminars and Workshops:***

Smit, J. (2016, August). *The role of talk in higher cognitive thinking.* Presented to teachers at Slaton Jr. High, Slaton, TX.

***Local Presentations:***

Smit, J. (2015, June). *How to be a doctoral student in LDLS.* Presented at the summer intensive at Texas Tech University, Lubbock, TX.

Smit, J. (2014, November). *Knowledge building through problem solving.* Presented at the Literacy Teaching and Learning Forum, Albany, NY.

Smit, J. (2014, November). *Eighth Grade Girls’ Knowledge Building with Narrative Texts.* Dissertation Defense for the Department of Literacy Teaching and Learning, Albany, NY.

Smit, J. (2013, November). *Knowledge building about experiences with narrative texts*. Presented at the Literacy Teaching and Learning Forum, Albany, NY.

***Other Research Experience:***

**2015 *Research Support Specialist*** for the Department of Literacy Teaching and Learning, *University at Albany, State University of New York.*

I ratedessays created from ninth grade students from an analytic rubric exploring the features of argument writing.

**2013 *Participant*** for the Early Literacy Teacher Education Project*, University at Albany, State University of New York.*

I participated in professional development and completed a survey to determine the effectiveness of the professional development to enhance the preparation of pre-service teachers with their ability to provide effective instruction to early literacy learners.

**2006** ***Research Support Specialist*** for the Department of Literacy Teaching and Learning, *University at Albany, State University of New York.*

I administered standardized assessments to children in grades 1-3 in schools around the Capital District of New York:

**TEACHING EXPERIENCE**

**2015-Present *Assistant Professor*** in the Language, Diversity, & Literacy Studies Program in the Curriculum & Instruction Department, *Texas Tech University.* My primary teaching responsibilities include teaching 1-2 graduate courses a semester in literacy education.

**2013-2015 *Course Instructor*** in the Department of Literacy Teaching and Learning, *University at Albany, State University of New York.* I taught graduate practicum courses in the summer, spring, and fall semesters.

**2010 *Course Instructor*** in the Literacy Department, Thelma P. Lally School of Education, *College of Saint Rose*. I taught “Introduction to Literacy Coaching” to graduate students in the spring semester.

**2009-2013 *Teaching Assistant***in the Department of Literacy Teaching and Learning, *University at Albany, State University of New York.* I assisted in teaching practicum and writing courses for masters students in the spring and fall semesters.

**2006-2008** ***Substitute Teacher*** in *Cohoes, Menands, Green Island City School Districts*, New York. I taught in urban city school districts as a reading support specialist, special education specialist, and classroom teacher in grades K-5.

**LITERACY EDUCATION COURSES TAUGHT – GRADUATE LEVEL**

Trends and Issues in Adolescent Literacy

Content Area Literacy for the TAP Connect National Pilot

Content Area Literacy Methods for Elementary Classrooms

Practicum: Differentiated Instruction and Coaching Birth-6

Practicum: Adolescent Literacies and Multimodalities

Practicum: Writing in the Classroom 1-6

Introduction to Literacy Coaching

**NEW COURSES DEVELOPED – GRADUATE LEVEL**

Design-Based Research in Educational Contexts

Research Practicum in Language, Diversity and Literacy Studies

Research in Language (Bilingual) and Literacy Acquisition

Research Methods in Language, Diversity, and Literacy Studies.

***Professional Development Certificates:***

**2015** Certified TEAM Teacher Evaluation Observer, National Institute for Excellence in Teaching (NIET).

**2006** Certificate of Advanced Study in Literacy for Birth – Grade 6. *College of Saint Rose.*

**2004** Initial New York State Certification: Literacy Birth-Grade 6 and Childhood Education Grades 1-6.

**SERVICE**

***Manuscript Reviewer:***

**2015 *Journal Reviewer***:*Literacy Research: Theory, Method and Practice*

**2015, 2011-2014 *Proposal Reviewer***: *International Literacy Association*

**2010-2013 *Proposal Reviewer:*** *Literacy Research Association*

**2009-2014*****Journal Reviewer***: *Linguistics and Education*

***Community Service:***

**2015 – Present *Literacy Champion*** for Alderson Elementary School, Lubbock, TX.

Provided coaching and professional development about writers’ workshop to first and second grade teachers

Created a collaboration between Texas Tech College of Visual and Performing Arts and specials teachers to develop a fine arts curriculum for 5th grade students.

Supported by the research grant *East Lubbock Promise Neighborhood.*

**2015-2016 *Instructor and Collaborator*** for the *Tap Connect National Project.* I taught courses in content area literacy for teachers involved in the project. I also participated in a joint collaboration between NIET, Texas Tech, and Slaton Jr. High (Cohort 3) that provides professional development on developing teachers’ ability to implement high cognitive demand tasks and promote deep reflection of teacher practice.

**2016 *College of Education* *Coordinator*** for *Creative Learners Reading Fair*.

I developed a booth for the fair to bring awareness to the community about learning differences in young students who struggle in reading and writing.

**2013-2015 *Graduate Assistant Coordinator*** for *Teacher and Leader Quality Partnership Program.*

I coordinated professional development between teacher educators from the School of Education (SOE) and the College of Arts and Sciences (CAS), and teachers and administrators from the Albany City School District (ACSD). I also collected data on teacher leadership and student achievement in three Albany city schools and aided in writing progress reports for New York State Education Department.

***University Service:***

**2015-Present *Interim Program Coordinator*** forLanguage, Diversity and Literacy Studies for the Department of Curriculum and Instruction’s reform of the doctoral program at the College of Education at Texas Tech University.

**2015-Present *Member*** of the masters’ reform committee for the Department of Curriculum and Instruction at the College of Education at Texas Tech University.

**2013-2015 *Graduate Representative*** for *C-TEN Teacher and Leadership Network* at the University at Albany, State University of New York*.*

I engaged with higher education faculty and educational partners in the renewal of teacher and school leader preparation. I attended regional workshops on Common Core, clinically rich practices and edTPA.

**2011-2014 *Graduate Assistant*** for the Department of Literacy Teaching and Learning, School of Education, University at Albany, State University of New York.

I Interviewed candidatesfor *MS in Special Education and* *Literacy.*

***Service to Doctoral Students:***

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student | Title of Project | Role | Date |
| Melinda Hammerschmidt | Teacher Perceptions Regarding the Teaching of Gifted Students in the Traditional Classroom Setting | Graduate Dean’s Representative | September, 2016 |
| Clint Havins | Community Service and Postsecondary Student Completion Rates: A Quantitative Analysis | Graduate Dean’s Representative | August, 2016 |
| Cari Robin Hart | Women in Stem: Identifying and Lowering the Barriers | Dissertation Committee | May, 2016 |
| Tala KarkarCharity Embly | A case study: the effects of a university-district partnership on the development of eight in-service teachers’ knowledge of best reading and writing practices. Application experience pilot project for LDLS. | Faculty Co-Researcher | Present. |

**Advisement**

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| --- | --- |
| Name of Student | Dates of Advisement |
| Brandi Jones | Spring 2016 - Present |
| Mary J. Glover | Fall 2016 - Present |
| Stephanie Millet | Fall 2016 - Present |
| Elizabeth Jones | Fall 2016 - Present |
| Stephanie Rincon | Fall 2016 - Present |
| Kristene Smith | Spring 2017 - Present |

***Service to Masters Students:***

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student | Title of Project | Role | Date |
| Keelee Burkholder | Qualifying Exam | Created questions for qualifying exam | June, 2016 |
| Chelsea Whitby | A Chinese Multicultural Literature Study | Non thesis project committee member | March, 2016 |

**Advisement**

|  |  |
| --- | --- |
| Keelee Burkholder | Fall 2015-Spring 2016 |
| Taelor Loftis | Spring 2016 - Present |
| Dolores Leal | Spring 2016 - Present |
| Michele Burch | Spring 2017 - Present |
| Kristene Smith | Spring 2017 - Present |

**PROFESSIONAL AFFILIATIONS**

Literacy Research Association

International Literacy Association

National Council of Teachers of English

Southwest Educational Research Association