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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*

Dissertation Chair: Dr. Peter Johnston.

Committee members: Dr. Jianwei Zhang, and Dr. Margaret Sheehy.

**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**

**2020** President’s Excellence in Engaged Scholarship, Texas Tech University.

 The award recognizes exemplary and sustained engagement with community partners and the resulting impacts that research has had on the community and university.

**2019** Faculty Travel Grant: Office of Research and Innovation, Texas Tech University.

**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**

\* Manuscripts and presentations that include student authors.

***Peer Reviewed Journals:***

Maina, F., **Smit, J**., & Serwadda, A. (2021). Professional development for rural STEM teachers on data science and cybersecurity: A university and school districts’ partnership. *Australian and International Journal of Rural Education*, 31(1), 30-41. <https://journal.spera.asn.au/index.php/AIJRE/article/view/291>

Percentage weight of authorship 50% (involved in all aspects of manuscript development).

**\*****Smit, J.,** & Millett, S (2021). Professional learning for secondary teachers of non academic disciplines: A case study on the experiences of a Junior Reserve Officer’s Training Corps instructor. *The Teacher Educator.* <https://doi.org/10.1080/08878730.2021.1892250>

Impact Factor: 0.67.

Percentage weight of authorship 90% (involved in all aspects of manuscript development).

Kim, J., Cruz, J., Hite, R., Dwyer, J., Gottlieb, J., Greenhalgh-Spencer, H., Park, M., **Smit, J.,** Smith, P., & Zimmerman, A. (2020). Affective writing as a promise of “yet to become”: Unearthing the meaning of writing through the voices of tenure-track assistant professors. *Taboo.*

Acceptance rate: 15% (Correspondence with editor)

Percentage weight of authorship 15% (involved in data collection and providing feedback for manuscript).

\*Lesley, M., Baker-Beach, W., & **Smit, J.** (2020). “You can’t put everything I’ve been through into professional development”: Transformative literacy coaching in an “underperforming” high school. *Literacy Research and Instruction.* <https://www.tandfonline.com/doi/full/10.1080/19388071.2020.1777231>

CiteScore: 88

Percentage weight of authorship 20% (involved in conceptual development, writing and review).

**Smit, J.** (2020). How fantasy speaks to adolescent readers: the development of gender equity, heroism and imperfection, and good and evil from an exploration into Rick Riordan’s Percy Jackson & the Olympians and Heroes of Olympus series. *Study & Scrutiny: Research on Young Adult Literature,* 4(1), 52-76.

<https://journals.shareok.org/studyandscrutiny/article/view/1062>

**Smit, J.** (2019). What matters for eighth-grade female readers: Experiences and consequences of sustained reading engagement. *The* *ALAN Review,* *47(1)*, 41-53.

Acceptance Rate: 23% (correspondence with editor)

\*Smith, P., Varner, J., Nigam, A., Liu, Y., Lesley, M., **Smit, J.,** Burke, D., &. Baker Beach, W. (2019). Teaching writing in the midst of fragile alliances: Insights from literacy teacher educators in a research-practice partnership with ‘underperforming’ schools. *Action in Teacher Education,* <https://www.tandfonline.com/doi/abs/10.1080/01626620.2019.1658657>

Metrics ([Taylor & Francis Online](https://www.tandfonline.com/doi/abs/10.1080/01626620.2019.1658657#metrics-content))

Percentage weight of authorship 30% (involved in data collection, analysis and results)

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

Cited by 4 ([Google Scholar](https://scholar.google.com/scholar?cites=14748551072821634136&as_sdt=5,44&sciodt=0,44&hl=en))

Metrics ([Taylor & Francis Online](https://www.tandfonline.com/doi/citedby/10.1080/00405841.2016.1173992?scroll=top&needAccess=true#metrics-content))

Impact Factor: 1.5 ([ResearchGate](https://www.researchgate.net/journal/1543-0421_Theory_Into_Practice))

Percentage weight of authorship 20% (involved in manuscript development)

**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*.*

Metrics: ([John Benjamins E-platform](https://www.jbe-platform.com/content/journals/10.1075/ssol.6.1.05smi#metrics_content))

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.

Cited by 6 ([Google Scholar](https://scholar.google.com/scholar?cites=7565765271352090064&as_sdt=5,44&sciodt=0,44&hl=en))

Percentage weight of authorship 33% (involved in all aspects of manuscript development)

***Peer Reviewed Book Chapters***

**\*Smit, J.**, Jones, E., Ladick, M., Lesley, M. (2021). Socialization of doctoral students into academic writing: The Llano Estacado Writers’ Alliance. In A. Zimmerman, *Handbook of research on developing students’ scholarly dispositions in higher education*, PA: IGI Global.

Zimmerman, A., **Smit, J.,** Shin, S., Sneed, S., & Eubank, C. (2021). Virtues, character strengths, and graduate student organizations: Reflections from student presidents and faculty advisors In A. Zimmerman (Ed.), *Handbook of research on developing students’ scholarly dispositions in higher education* (pp. 90-108). IGI Global.

Lesley, M., & **Smit, J.** (2020). Teaching as we learn: Mentoring graduate students in engaged scholarship. In A. Zimmerman, *Preparing Students for Community-Engaged Scholarship in Higher Education.* Hershey, PA: IGI Global

Percentage weight 50% (involved in all aspects of manuscript development)

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.

Cited by 4 ([Google Scholar)](https://scholar.google.com/scholar?cites=8022222038059934044&as_sdt=5,44&sciodt=0,44&hl=en)

Percentage weight of authorship (50% involved in all aspects of manuscript development)

***Research in Progress:***

*Manuscripts with Decisions:*

Lesley, M., Saldana, R., **Smit, J**., & Jung, J.K. (book proposal accepted). *Deconstructing Notions of Meaningful Writing Within, Beyond and In-Between Academic Contexts for Adolescents and Adults.* Edited. Lexington Books.

\* Lesley, M., Baker-Beach, W., Stewart, E., & **Smit, J.** (Revise and resubmit). "Unprocessed feelings are dangerous in partnerships”: Examining the role of reflexivity in engaged scholarship for novice researchers. *Journal of Community Engagement and Scholarship.*

Percentage Weight 15% (involved in conceptual development, feedback and revision of paper).

**\*****Smit, J.,** Lesley, M., Baker-Beach, W., Stewart, E. (Resubmitted). Investigating meaningful impact in adolescent writing achievement within a high-stakes testing context. *Research in Reading.*

Impact Factor: 1.67

\*Smith, P., **Smit, J**., Finch, B, Nigam, A., & Burke, D. (Accepted). (Critical) multilingual and multicultural awareness in the pedagogical responsiveness of educators. *Berkeley Review of Education.*

Percentage Weight 45% (involved in conceptual development, data analysis, writing of results, and revising)*.*

\*Stewart, E., Cho, J., Lesley, M., & **Smit, J.** (Resubmitted). Home literacy initiatives of middle school families during the 2020 quarantine period. *Current Issues in Middle Level Education.*

Percentage Weight 15% (involved in conceptual development, feedback and revision of paper).

*Manuscript Writing in Progress:*

Le, L. Q.,Maina, F., **Smit, J**., Wairungu, J. M., Shi, Y., and Serwadda, A., (submitted). STEM teachers’ experience in data science and cybersecurity professional development: Peer tutoring as a pedagogical approach. *Journal of STEM Education: Innovations and Research*

**\***Lesley, M., Sobehrad, L, **Smit, J.** & Stewart, E. (in-progress). When a school fails and no one is to blame: how uncoordinated mandates, teacher turnover, and prescriptive curriculum led to failure. *Teachers College Record.*

\*Shi, Y., Maina, F., **Smit, J**., Loi, L., Wairungu, J. M., & Serwadda, A. (Submitted) Transformative learning of in-service STEM teachers in an intensive professional development program. *Journal of Transformative Education.*

**Smit, J.** (Revising). Reconceptualizing reading engagement to account for dispositions of reciprocity within a knowledge-building reading community of eighth-grade readers*.*

**\*Smit, J.**, Nguyen, L., Hadi, N., & Guo, L. (Revising). Middle and high school English Language Arts teachers’ perceptions of professional development concerning writing achievement.

\*Wairungu, J. M., Maina, F., **Smit, J**., Loi, L., Shi, Y., & Serwadda, A. (Submitted). Using attribution theory to analyze STEM teachers experience in data science and cybersecurity professional development. *Computers and Education.*

**GRANT ACTIVITY**

\* Grant proposals that include graduate student Co-Principal Investigators.

***Grant Development: External Funding***

Kelly, D.P., Ernst, J., Clark, A.C., **Smit, J**., & Lertora, I. (2021) DTI: Connecting STEM - Increasing STEM Engagement and Accessibility by Linking Middle School Students with University Student Mentors. (In Review). ITEST Developing and Testing Innovations, National Science Foundation, $1,433,987. Submitted in August 2021.

\*Lesley, M. (Co-Principal), Sobehrad, L. (Co-Principal), Saldana, R. (Co-Principal), **Smit, J.** (Co-Principal), & Stewart, E. (Co-Principal). “Advancing Through the Middle: The *Block 180 Writing Initiative* for Tiered Writing Instruction and Sustained Professional Development,” Institute of Educational Sciences. Funding Amount: $1,000,000 (Submitted August 2020). Did not receive. Submitted in 2021.

Lesley, M. (Co-Principal), Sobehrad, L. (Co-Principal), **Smit, J.** (Co-Principal), Saldana, R. (Co-Principal). “Advancing Culturally Sustainable Pedagogy Together: Using History Labs to Enhance College Readiness.” National Endowment for the Humanities: Humanities Initiatives at Hispanic Serving Institutions. Funding Amount: $100,000. (August 2020 – Present). Granted.

Saldana, R. (Co-Principal), **Smit, J**. (Co-Principal) “My Texas Story: An Afternoon of Dramatic Monologues.” Humanities Texas (January 2020-Present), $5,000 Granted

Dwyer, J. (Principal), Lee, J. (Co-Principal), Smith, P. (Co-Principal), Lesley, M. (Co-Principal), **Smit, J.** (Co-Principal), "College and Career Readiness Standards Review and Revision Project - English/Language Arts and Mathematics (CCRS-ELAM). Texas Higher Education Coordinating Board," Sponsored by Texas Higher Education Coordinating Board, State, $96,000.00. (September 2017 - November 30, 2018). Granted.

***Grant Development: Internal SEED Grants***

Lesley, M. (Principal), **Smit, J.** (Co-Principal). East Lubbock Promise Neighborhood Return Funding Requests. College of Education, Texas Tech University, $5,000 (September 2020-Present). Granted.

**Smit, J.** (Principal),Lesley, M. (Co-Principal), Sobehrad, L. (Co-Principal). Literacy Champions: Effective Reading and Writing Intervention from IHE to ISD. 2020 Proposal Assistance Program. Offices of Research and Innovation, Texas Tech University. $4,000 (October 2019 – August 2020). Granted.

**\*Smit, J.** (Principal),Lesley, M. (Co-Principal), Baker-Beach, W. (Co-Principal). Literacy Champions Partner with Lubbock Independent School District to Improve Academic Writing Achievement of Students. SEED Competitive Edge Grant, College of Education, Texas Tech University, $12, 500 (September 2019-August 2020). Granted

**\*Smit, J.** (Principal), Brendle, J (Co-Principal), Strange, J (Co-Principal), Dent, V., Harris, J., Earp, C., & Stephanie, M. Theatre Project with One Urban Elementary School. Seed grant for interdisciplinary research, Texas Tech University*.* Grant is focused on advancing research activity through interdisciplinary collaboration and diverse team building. $100,000. (December, 2016). Did not receive.

***Grant Management/Support for Community Engagement***

**2019-Present *Senior Personnel*** for the Research Experience for Teachers (RET).  Collaborating with computer science faculty at Texas Tech University to provide summer professional development for rural STEM teachers, grades 5-12 on data science and cybersecurity. Supported by the grant: “*RET Site: Applied Data Science for Cyber Security*," Sponsored by National Science Foundation, Federal, $600,000.00. (October 10, 2017).

*Community Engaged Products*:

2018-2020 Professional development workshops for 5-12 grade STEM teachers (June-July) Teacher Units and lesson plans on 5-12 data science and cybersecurity for

dissemination.

**2018 – 2020 *Literacy Champion*** for *Estacado High School,* Lubbock, TX.

Collaborating with the English instructional coach to conduct research to determine the effectiveness of literacy reform efforts (implementation framework and sustained professional development) on 9-10th grade English teachers’ writing pedagogy and students’ academic writing development. Supported by research grants *East Lubbock Promise Neighborhood* and the *Seed Competitive Edge Grant*, College of Education, Texas Tech University.

*Community Engaged Products:*

August 2018: Research proposal to teachers and leadership.

Jan., May 2019: Research report and update to teachers and leadership.

Sept. 2019-Aug. 2020: $16,500 in internal funding for teacher stipends, writing supplies, mentor texts, and professional development materials.

Jan., May 2020: Research report and update to teachers and leadership at Estacado High School.

**2017 - 2018 *Literacy Champion*** for *Estacado High School,* Lubbock, TX.

Collaborated with the English instructional coach to conduct research investigating the consequences of implementing a year-long professional development with middle school and high school teachers on adolescent writing development.

Collaborated with AVID (college preparatory program) to implement reflective writing for developing emotional competencies to be college and early career ready to 9-10th grade students.

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

*Community Engaged Products:*

August 2017: Research proposal to teachers and administration at Estacado High School.

Jan, May 2018: Research report and update to teachers and leadership at Estacado High School.

May 2018: Published collection of student writing with the theme “I am scholar.”

Unit and lesson plans for a writing intensive curriculum involving emotional management to become college ready.

**2015-2017 *Literacy Champion*** for *Alderson Elementary,* Lubbock, TX.

Provided coaching and professional development on writers’ workshop for first, second and fifth grade students.

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

*Community Engaged Products:*

Oct. 2015: Professional development workshops on writing development and pedagogy to first grade teachers.

Oct. 2015-April 2016: Biweekly updates to federal stakeholders on providing support on writing development to first grade teachers.

April 2016: Published collection of writing of first grade students.

Sept. 2016: Research proposal to federal stakeholders about providing support on writing development to second grade teachers.

Sept. 2016-April 2017: Biweekly research updates to federal stakeholders on providing support on writing development to second grade teachers.

Jan.-April 2017: Professional development workshops on writing pedagogy to second grade teachers.

Jan.-April 2017: Drama workshops for fifth grade students in collaboration with Texas Tech’s School of Theatre and Dance.

March 2017: A day of scientific inquiry for second grade students at the *Lubbock Lake Landmark Museum*

 Meet and greet with Lubbock Animals with the *South Plains Wildlife Rehabilitation Center* for second grade students.

April 2017: Poetry workshops for fifth grade students to participate in Words and Voices Poetry Celebration Recital at Texas Tech Museum.

**2015-2016 *Collaborator*** with National Institute for Excellence in Teaching (NIET), to provide professional learning on content area literacy for K-12 teachers.

Led a team of doctoral students to investigate the consequences of professional development on middle school teachers’ knowledge and practices of content area literacy development.

Supported by *TAP Connect National Project*

*Community Engaged Products:*

Jan – May 2016: Course: Content Area Literacy for K-12 STEM teachers in the NIET network.

May 2016: Case study presented to NIET of the growth of teacher knowledge of content area literacy of two STEM teachers.

Aug.-Dec. 2016: Course: Content Area Literacy for K-12 literacy teachers in the NIET network.

Aug. 2016: Professional development workshop to teachers at *Slaton Jr. High* on promoting discussion and in-depth thinking about informational text.

December 2016 Case study presented to NIET of the growth of teacher knowledge of content area literacy of two literacy teachers.

Dec 2016: Research report to NIET stakeholders, administration and English teachers at Slaton Jr. High about the consequences of sustained professional development.

Case study presented to NIET of the growth of teacher knowledge of content area literacy of two K-12 literacy teachers.

**SCHOLARLY PRESENTATIONS**

\*Involves presentations with graduate students.

***National Peer Refereed:***

\*Loi, L, Maina, F., **Smit, J.,** Wairungu, J. M., Shi, I. Serwadda, A. (April, 2021). *STEM Teachers’ Experience in Data Science and Cybersecurity Professional Development: Peer Tutoring as a Pedagogical Approach.* [Virtual Roundtable]. 2021annual meeting of the American Educational Research Association (AERA).

\*Shi, Y., Maina, F., **Smit, J**., Loi, L., Wairungu, J. M., & Serwadda, A. (April, 2021). *Transformative Learning of In-Service STEM teachers in an Intensive Professional Development Program.* [Virtual Roundtable]. 2021annual meeting of the American Educational Research Association (AERA).

\*Stewart, E., Cho, J., Lesley, M., **Smit, J.** (April, 2021). Home Literacy Initiatives of Middle School Families During the 2020 Quarantine Period. [Virtual Paper Session]. 2021annual meeting of the American Educational Research Association (AERA).

\*Wairungu, J. M., Maina, F., **Smit, J.,** Loi, L., Shi, Y., & Serwadda, A. (February, 2021). *Using Attribution Theory to Analyze Stem Teachers Experiences in Data Science and Cybersecurity Professional Development*. Twenty-eighth International Conference on Learning.

\*Lesley, M., Higgins, A., Baker-Beach, W., Stewart, E., & **Smit, J.** (December, 2020). *Collaboration for teacher transformation: How one “underperforming” high school is using engaged scholarship to support reform of a writing curriculum.* [Virtual Paper Session] 2020 annual meeting of the Literacy Research Association (LRA), Virtual Conference.

Lesley, M., & **Smit, J.,** Baker-Beach, W., Stewart, E.(December, 2020). Learning to Impact the Field of Literacy through Engaged Scholarship [Virtual Roundtable Session]. 2020 annual meeting of the Literacy Research Association (LRA), Virtual Conference.

\*Lesley, M., **Smit, J.,** Baker-Beach, W., Stewart, E., Cirlos, U., & Hidgon, A. (December, 2020). *Writing for research: Perspectives on mentoring doctoral students into academic writing and research in the field of literacy*. [Virtual Symposium Session] 2020 annual meeting of the Literacy Research Association (LRA), Virtual Conference.

\***Smit, J.,** Lesley, M., Baker-Beach, W., & Stewart, E., (December, 2020). *Investigating instructional decision-making in adolescent writing development: Meaningful impact within an educational context focused on high-stakes testing*. [Virtual Roundtable Session] 2020 annual meeting of the Literacy Research Association (LRA), Virtual Conference.

\*Baker-Beach, W., Lesley, M., & **Smit, J.** (April, 2020). *The practice of collaboration for writing proficiency in an “underperforming” high school*. [Roundtable Session] 2020 annual meeting of the American Educational Research Association (AERA), San Francisco, CA, United States <http://tinyurl.com/rd4xe4o>  (Conference Canceled).

Maina, F., **Smit, J.,** Serwadda, A. (non-presenter), Mengel, S. (non-presenter), & Fang, J. (non presenter). (April, 2020). *Professional development for rural STEM on data science and cybersecurity*. [Roundtable Session] 2020 annual meeting of the American Educational Research Association (AERA), San Francisco, CA., United States [http://tinyurl.com/t5pa269](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Ftinyurl.com%2Ft5pa269&data=02%7C01%7Cjulie.smit%40ttu.edu%7C3b5be93d131847c9132508d81933a936%7C178a51bf8b2049ffb65556245d5c173c%7C0%7C0%7C637287056961396402&sdata=XTaKvCtUxYSFA3jqclpwQEUVcTonsQw%2F4B3qaY%2FmD1w%3D&reserved=0) (Conference Canceled)

\*Baker-Beach, W., Lesley, M., & **Smit, J.** (December, 2019). “*You’re not an administrator, you’re not a teacher”: Transformative teacher leadership in an “underperforming high school*” [Paper Session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

\*Millett, S (non-presenter), & **Smit, J.** (December, 2019). *Developing emotional capital in college-bound high school students through writing.* [Roundtable Session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

**\*Smit, J**., Lesley, M., & Baker-Beach, W. (December, 2019). *Finding common ground: Engaged scholarship as key to literacy reform and university partnerships in K-12 settings*. [Paper Session] 2019 annual meeting of the Literacy Research Association (LRA), Tampa, FL., United States.

\*Baker-Beach, W., Lesley, M., & **Smit, J.** (non-presenting role).(October, 2019). *From interloper to partner: The process of cultivating an engaged scholarship study with a high school in crisis*. [Conference Session] Engaged Scholarship Consortium 2019, Denver, CO. United States.

\*Nguyen, L. (non-presenting role), Hadi, N. (non-presenting role), Lu, G., & **Smit, J**. (April, 2019). *Middle and high school English Language Art teachers’ perceptions of professional development concerning writing achievement.* [Roundtable Session] 2019 annual meeting of the American Educational Research Association, Toronto, ON. Canada.

**\*Smit, J.,** & Millett, S. (April, 2018)*. Using intersectionality theory to analyze one JROTC instructor’s context for teaching*. [Roundtable Session] 2018 annual meeting of the American Educational Research Association, New York, New York. United States.

\*Esperat, T.K., Embley, C., & **Smit, J.** (December, 2017). *Investigating the consequences of a partnership between a university, a non-profit organization, and a school on the development of seven in-service teachers’ knowledge and implementation of best reading and writing practices*. [Roundtable Session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J.**, & Millett, S. (December, 2017). *Following the literacy journey of one JROTC instructor.* [Roundtable Session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J**., Nigam, A., Burke, D., Smith, P., & Lesley, M. (December, 2017). *Overcoming challenges in university-school partnerships: The role of Literacy Champions in diverse, underperforming schools.* [Paper Session] 2018 annual meeting of the Literacy Research Association (LRA), Tampa, FL. United States.

**\*Smit, J**.,Smith, P., & Lesley, M. (April, 2017). *Learning from the lessons of literacy educators in underperforming schools*. [Paper Session] 2017 annual meeting of the American Educational Research Association (AERA), San Antonio, TX. United States.

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

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

**Smit, J**. (December, 2014). *Knowledge building through problem solving.* [Paper Session] 64th annual conference of the Literacy Research Association, Marco Island FL. United States.

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

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

\***Smit, J**., Jones, E., Lesley, M. (February, 2021). Socialization of doctoral students into academic writing: Perceptions of a week-long online writing intensive. [Virtual Paper Session]. Southwest Educational Research Association (SERA).

 \*Baker-Beach, W. Stewart, E., Higgins, A. **Smit, J.,** & Lesley, M. (April, 2020). *Literacy Champions partner with local high school to increase writing achievement.* [Conference Session] 3rd Annual Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX (Conference canceled).

**Smit, J.** (February, 2020*). Re-conceptualizing reading engagement to account for dispositions of reciprocity within a community of eighth-grade readers*. [Paper Session]. Southwest Educational Research Association (SERA), Arlington, TX. United States.

**\*Smit, J.** (non-presenting role)**,** Millett, S., Zeng, Y., Liu, Y., Ghasemi, E., Duru, H., Baker Beach, W. & Lesley, M., (April, 2019). *Graduate students’ experiences and lessons learned in a four-year engaged scholarship partnership focused on the improvement of K 12 students’ writing achievement with an area school district.* [Conference Session] 2nd Annual Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

\*Peters, K. & **Smit, J**. (non-presenting role). (February, 2019). *College professors’ reflections on working in a school district: A discourse analysis.* [Paper Session] 42nd annual conference of the Southern Education Research Association, San Antonio, TX.

\*Nguyen, L., Hadi, N., Lu, G., & **Smit, J**. (February, 2019). The effects of professional development on student’s writing achievement of one secondary teacher. [Paper Session] 42nd annual conference of the Southern Education Research Association, San Antonio, TX.

Smith, P., Lesley, M., **Smit, J**., Nigam, A., Finch, B., & Davis, L (February, 2017). *Supporting writing instruction in East Lubbock*. [Conference Session] 1st Annual Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

Smith, P. (non-presenting role), **Smit, J.** Lesley, M., & Finch, B (non-presenting role) (February, 2017). *Learning through advocacy: developing awareness for supporting culturally and linguistically diverse learners.* [Paper Session] 40th annual conference of the Southern Education Research Association, San Antonio, TX.

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

**Smit, J.** Zimmerman, A., & Matteson, S. (February, 2021). *Expectations in Your First two Chapters of the Dissertation: A Guide for Doctoral Students.* [Virtual Workshop Session] 43rd Annual Southwest Educational Research Association (SERA).

**Smit, J.,** Lesley, M., Baker-Beach, W., Stewart, E. (November, 2020). *Literacy Champions.* Webinar for the Excellence in Engaged Scholarship Award. <https://www.youtube.com/watch?v=hFBReiHIs_g&t=2> s

Smit, J. (October, 2020). *Immersion in new worlds and broadening worldviews: The dreams and realities of literacy research in schools.* Carpe Diem. Department of Curriculum and Instruction. Texas Tech University.

**Smit, J.** & Saldana, R. (July, 2020). *Deconstructing mentor texts.* Presented at the Llano Estacado Writer’s retreat, Texas Tech University.

**Smit, J.,** Zimmerman, A., & Matteson, S.(February, 2020). *Guiding doctoral students through the dissertation writing process.* [Workshop Session] 42nd Annual Southwest Educational Research Association (SERA), Arlington, TX.

Smit, J. (July, 2019). *How to develop writing goals.* Presented at the Llano Estacado Writer’s retreat (formerly known as the annual summer intensive for doctoral students) at Texas Tech University, Lubbock, TX

Smit, J. (July, 2018). *Conference proposals: What you need to know.* Presented at the annual summer intensive for doctoral students at Texas Tech University, Lubbock, TX.

**Smit, J.,** & Lesley, M. (April, 2018). *Keeping a Research Journal*. Presented at the first annual EGSO conference at Texas Tech University, Lubbock, Tx.

Smit, J. (February, 2018). *How gender is reflected in a knowledge-building community of avid readers.* Presented to students in Dr. Saldana’s EDLL 5353 class.

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

Smit, J. (June, 2017). *How to be a doctoral student in LDLS.* Presented at the summer intensive at Texas Tech University, Lubbock, TX

Smit, J. (June, 2016). *How to be a doctoral student in LDLS.* Presented at the summer intensive at Texas Tech University, Lubbock, TX.

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

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

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

**TEACHING EXPERIENCE**

**2015 - Present *Assistant Professor*** in the Language, Diversity, & Literacy Studies Track in the Department of Curriculum and Instruction, College of Education, *Texas Tech University.* My primary teaching responsibilities include teaching 1-2 graduate courses a semester in qualitative research and literacy education and serving public schools through federally funded grants.

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

**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 master students in the 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.

**2008-2010** ***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.

**EDUCATION COURSES TAUGHT – GRADUATE LEVEL**

***Masters Level***

Classroom-Based Literacy Assessment for Differentiated Instruction

Content Area Literacy/Disciplinary Methods for Elementary Classrooms

Emergent and Early Literacy Development and Pedagogy

Internship in Literacy (Literacy coaching and Leadership)

Introduction to Literacy Coaching

Literacy Acquisition Processes and Pedagogy

Literacy Practicum

Practicum: Adolescent Literacies and Multimodalities

Practicum: Differentiated Instruction and Coaching, Birth-6

Practicum: Writing in the Classroom, 1-6

Trends and Issues in Adolescent Literacy: Invisible Literacies

***Doctoral Level***

Constructivist Inquiry Methods in Curriculum and Instruction

Content Area/Disciplinary Literacy Methods for Elementary Classrooms

Research in Language (Bilingual) and Literacy Acquisition

***Independent Studies:***

Culturally Relevant Teaching (Ellen Morgan; June, 2017- July 2017).

Developing an Autoethnographic Proposal (Mary Glover; August – December, 2017).

Developing a Book Review (Alison Cope; August – December 2018)

Design-Based Research in Educational Contexts (Melinda Lucko; August - December 2018)

Dissertation Progress: 7000 and 8000 levels (multiple doctoral students January 2017– Present).

Motivation and Adolescent Reading Development, a Research Proposal (Taelor Loftis; August – December, 2017).

Opening Dialogue for the Mathematics Classroom (Amy Lavigne July – December, 2019)

***Professional Development Certificates:***

**2019** Certified Supervisor Training for Teacher Candidates (T-TESS Training), Region 17. Completed for Certification for the Professional Reading Specialist (TEA).

**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.*

**2006** Initial New York State Certification: Literacy Birth-Grade 6 and Childhood Education Grades 1-6.

***Advisement to Doctoral Students:***

*Faculty Co-Researcher: Application Experience research projects*

|  |  |  |
| --- | --- | --- |
| Name of Student(s) | Title of Project | Dates of Service |
| Beach, WhitneyElizabeth StewartCo-investigator: Lesley, Mellinee | Determining the Effectiveness of a Balanced Literacy Framework at a Local High School. | September 2019 – August 2020 |
| Hadi, NargesGuo, LuNguyen, Lien | Investigating the Consequences of Professional Development on the Writing Achievement of Adolescents. | January 2018- August 2019 |
| Embley, Charity Esperat, Tala Karkar | The Effects of a University-District Partnership on the Development of Eight In-Service Teachers’ Knowledge of Best Reading and Writing Practices.  | September 2016 – September 2018. |

*Dissertation Chair:*

|  |  |  |
| --- | --- | --- |
| Name of Student[Stage of dissertation] | Title of Project | Dates of Service |
| Brown, Brenda[Dissertation] | An Autobiographical Narrative Inquiry through the Lens of Critical Race Theory. | December 2019 - Present |
| Jones, Elizabeth [Proposal Development] | Cosmopolitan Critical Literacy as a Theoretical Framework to Encourage Voice and Agency in Adolescent Students who Struggle with Reading | August 2018 – Present |
| Lucko, Melinda[Dissertation] | Using Design-Based Research Framework to Determine the Implementation of a Socio-Emotional Reading Intervention | December 2018 – Present |
| Millett, Stephanie[Dissertation] | Understanding the Role of Learned Resourcefulness in Overcoming Writing Apprehension in an Online Undergraduate Intermediate Writing Course | December 2018 – Present |
| Morris, Chloe[Dissertation] | Examination of Gender Stereotypes in Pre-Service Teachers’ Use of Picture Books about Community Helpers. | January 2018 – Present |
| Perez, Mary[Proposal Development] | Building Literacy Through Experience: Adult English as a Second Language Learning | September 2020-Present |
| Wanki, Eveline[Proposal Development] | Writing and Adolescent Agency | June 2020 – Present |
| **Graduated Students** |
| Stewart, Danielle | Educator Growth in Immigrant Education through Reality Pedagogy’s Cogenerative Dialogue in an Ever-Changing World | September 2019 – May 2021 |
| Riojas, Cesar | Middle School English Language Learners living along the United States/Mexico Border | January 2018 – December 2020 |
| Cuevas, Julia | Consequences of Practiced-Based Coaching in Providing Professional Development in Emergent Biliteracy Instruction to Teachers in Early Head Start | August 2018 – May 2020 |

*Dissertation Committee Member:*

|  |  |  |
| --- | --- | --- |
| Name of Student | Title of Project  | Dates of Service |
| Baker-Beach, Whitney | How High School Teachers Promote Underperforming Adolescents’ Authorial Identity Development Through Classroom Writing: A Cross Comparative Case Study | July 2019 – Present |
| Burke, Dawn | Pre-Service Teachers’ Literacy Development | July 2019 – Present |
| Gonzalez, Anna | The Under Education of Mexican-American Women in a South Texas Border Region: Testimonios of Academic Disparities | August 2018 – Present |
| Neff, Jory | Classifying the Dispositions of Teachers toward English Language Learners | August 2018 – Present |
| Smith, Melanie | Qualifying Exam Process | September 2020-Present |
| Varnier, Jessica | Relationship Between Professional Learning Community and Development of Balanced Reading Instruction Practices at Middle Grade Level | April, 2020 - Present |
| **Graduated Students** |
| Carter, Cari | The Journey from Student to Teacher: A Narrative Look at Mobile Device Use of Teacher Candidates in K-12 Literacy Classrooms. | January 2019 – May 2021 |
| Fujiwara, Yujiro | Students’ Perceptions of Scientists through GIFS | July 2019 – May 2021 |
| Costa, Patricia | Attention to Affect and Literacy in Elementary School Pedagogy | October 2019 – December 2020 |
| Nguyen, Bangtam | Teachers’ Perspectives on Professional Learning Communities in Teaching Writing. | September 2017 – December 2020 |
| Schaffer-Rose, Judy | African American Heroes During the American Revolution: Documenting Growth of Historical Knowledge and Self-Efficacy to Serve as Change Agents in Fifth Grade Students. | January 2018 – December 2020 |
| Thompson, Jane | Coding and its Effect on the Storytelling Abilities of Young Children.  | April, 2020 – December 2020 |
| Besselman, Shona | Sustainable and Transferrable Change in Writing Performances: Feedback Heuristics in the Student Directed Writing Conference. | January 2017 - August 2020 |
| Haberny-Colicchio, Margaret | Teacher Change in Collective Efficacy in Response to Implementation of a District Instructional Coaching Program. | August 2018 – May 2020 |
|  Jones, Lee | Students’ Perceptions of Scientists in Career Aspirations | July 2019 – May 2020 |
| Ladick, Michael | Financial Literacy as a Social Justice Initiative for Marginalized Youth  | January 2017 –May 2019. |
| Renkin, Laura | The Efficacy of Accelerated Reader as a Reading Comprehension Intervention: A Meta-Analytic Review | January 2017 – May 2018. |
| Robin Hart, Cari | Women in STEM: Identifying and Lowering the Barriers | January 2016 – May 2016. |

***Advisement to Masters Students:***

*Portfolio: Committee Member: All Students have Graduated.*

|  |  |
| --- | --- |
| Name of Student | Date of Exam |
| Garton, Emily | November 2020 |
| Spencer, Heather | November 2020 |
| Womack, Holly | November 2020 |
| Bell, Sarah | April 2020 |
| Walls, Melissa | April 2020 |

*Thesis and Non-Thesis Project Committee Member: All Students have Graduated*

|  |  |  |
| --- | --- | --- |
| Name of Student | Title of Project | Date(s) of Service |
| Beare, Desiree | Sociocultural Identities in Mathematics Education | July 2019 |
| Compton, Andrea | A Case Study: Narrative of a Student | January 2017– April 2017 |
| Estes, Kelsey | Literacy Intervention Plan for a Struggling Reader | January 2018- May 2018 |
| Garcia, Sarah | [Chair] Internship Committee for Interdisciplinary Studies | August 2018-December 2018 |
| Popejoy, Samantha | Internship Committee for Museum Science | August 2017-December 2017 |
| Stanley, Staci | Literacy Intervention plan for a Struggling Reader | January 2018- May 2018 |
| Whitby, Chelsea | A Chinese Multicultural Literature Study | January 2016 – April 2016 |

*Comprehensive Exam Evaluator: All Students Graduated*

|  |  |
| --- | --- |
| Name of Student | Date of Exam |
| Okosun, Kendal | July 2020 |
| Ramirez, Crystal | July 2020 |
| Boatwright, Kelsey | May 2020 |
| Negen, Katie | May 2020 |
| Ashby, Lucas | December 2019 |
| Bellingham, Devery | December 2019 |
| Burch, Michele | December 2019 |
| Spencer, Elizabeth | December 2019 |
| Varela, Carla | December 2019 |
| Yeary, Donna-Kriste | December 2019 |
| Brown, Allison | May 2019 |
| Young, Lindsey | May 2019 |
| Castillo, Valerie | May 2019 |
| Carrillo, Emilia | July 2018 |
| Webb, Ashley | May 2018 |
| Bullock, Teresa | December 2017 |
| Chandler, Sara | December 2017 |
| Loftis, Taelor | December 2017 |
| Unruh, Jayme | December 2017 |
| Heath, Tracy | June 2017 |
| Keim, Marissa | June 2017 |
| Morgan, Ellen | June 2017 |
| Robinson, Hollie | May 2017 |
| Ryan, Michelle | May 2017 |
| Torres, Daniela | May 2017 |
| Burkholder, Keelee | May 2016 |

*Initial Advisor to Master Students:*

|  |  |
| --- | --- |
| Name of Student | Date  |
| Barry, Susan | August 2017 – Present |
| Fulgham, Susan | August 2017 – Present |
| Ramirez, Crystal | January 2017 – July 2020 |
| Womack, Holly | August 2017 – December 2020 |
| Burch, Michele | January 2017 – December 2019 |
| Bellingham, Devery | August 2017 – December 2019 |
| Castillo, Valerie | January 2017 – May 2019 |
| Varela, Carla | August 2017 – December 2019 |
| Morgan, Ellen | January 2017 – July 2017 |
| Brown, Allison  | January 2016 – May 2019 |
| Young, Lindsey | January 2016 – May 2019 |
| Loftis, Taelor | January 2016 – December 2017 |
| Burkholder, Keelee | Fall 2015-Spring 2016 |

**SERVICE**

***To Professional Academic Organizations:***

***2020 Member:*** of Editorial board of *Reading Horizons.* Journal. Western Michigan University.

***2020 PDS Roundtable Chair:*** Session “Exploring and Expanding the Scope of Professional Development Schools” for the annual conference of the American Educational Research Association [Conference cancelled].

***2019-Present*** *Division 6 Chair:* of the annual conference of the *Southwest Educational Research Association (SERA)*

**2018 *Journal Reviewer:*** *English Teaching Practice and Critique*

**2017 *Proposal Reviewer:*** *American Educational Research Association*

**2019-2016; *Proposal Reviewer:*** *Literacy Research Association*

**2013 -2010**

**2019-2018, *Proposal Reviewer***: *International Literacy Association*

**2015 -2011**

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

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

***Additional Community Service:***

[See Grant Management/Support for Community Engagement]

**2016 - 2020 *Member*** of the Elementary School for Education Innovation. I have been involved in the establishment of an open-enrolled school for K-2 grade children with specialized language and literacy needs. In May of 2018 I testified in front of Texas Education Agency to apply for a charter in which we received in June of 2018. Lubbock, TX.

**2016 – 2019 *Co-coordinator*** of the *Creative Learner’s Fair*, an annual community event to promote awareness of children with special needs in language and literacy. Lubbock, TX.

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

I coordinated professional development between teacher educators from the School of Education and the College of Arts and Sciences at the University at Albany, and teachers and administrators from the Albany City School District. 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:***

**2018, 2020 *Judge*** for Annual Graduate Research Poster Competition.

**2019 *Judge***for the 9th annual Arts & Humanities Research Conference Competition, Texas Tech University.

**2016-Present *Graduate Student Representative*** on the following dissertation defenses:

|  |  |  |
| --- | --- | --- |
| Name of Student | Title of Project  | Date |
| Lucas, Lyndsay | Using Conceptual Blending through Action Research to Create New Meaning | October 2020 |
| MacLeod, Brittni | Women Persisting in STEM: A Learning-Partnership Narrative of First-Generation Students’ Experiences with Academic Advising through Academic Probation | October 2020 |
| Herridge, Andrew | Impact of Institutional Diversity Initiatives and Support: Experiences of Queer Latinx Men at Hispanic Serving Institutions | June 2020 |
| Parker, Jessica | Improving teaching and learning: A case study of a rural Texas elementary school’s implementation of professional learning communities and culturally responsive pedagogical practices  | October 2019 |
| Ruiz-Parker, Nancy | Using Professional Learning Communities to Effectively Implement Response to Intervention | June, 2019 |
| Gomez, Farah | An Investigation of a Professional Learning Program for Campus Based Instructional Leaders to Increase Student Engagement and Teacher Capacity | February, 2019 |
| Jones, Tashemia | Community College Peer Leaders: A Collective Case Study Exploration of their Development in Leadership Self-Efficacy, Social Integration, and College Success | March, 2018 |
| Hammerschmidt, Melinda | Teacher perceptions regarding the teaching of gifted students in the traditional classroom setting | September, 2016 |
| Havins, Clint | Community service and postsecondary student completion rates:A quantitative analysis | August, 2016 |

***Service to the College of Education***

**2020 – Present *Member*** of Doctoral Advisory Student Hub. This committee is tasked to determine ways to improve the academic development of doctoral students.

**2018 – Present *Chair*** for the College of Education’s Grade Appeals committee.

**2018 - Present *Faculty Advisor*** for the Education Graduate Student Organization (EGSO) at the College of Education, Texas Tech University. Co-Faculty organizer of the annual EGSO conference

**2018 – 2021 *Member*** of the Competitive Edge Grant Competition and Research committee. The purpose of the Competitive Edge project is to support the College of Education’s researchers’ completion of existing projects or piloting of new projects. This committee also promotes a research culture in the College of Education through workshops.

***Service to the Department of Curriculum and Instruction***

**2020-Present *Member of the Department of Curriculum and Instruction’s Research Committee.***

Overseeing the distribution of graduate scholarships. Leading "Carpe Diem" a monthly faculty seminar for faculty to share their research. Ensuring research opportunities for doctoral students.

**2018 – Present Cofounder of the Llano Estacado Writer’s Alliance (LEWA).** Founded in response to doctoral students struggling with the mores of academic writing. Its mission is to sustain and transform novice researcher’s identities as agentive writers. LEWA held the first writers’ retreat for doctoral students in July of 2019.

**2018 - 2019 *Member of the Ph.D. Reform Committee*** for the department of Curriculum and Instruction at the College of Education at Texas Tech University.

**2017 - 2019 *Member of the Executive Council*** for the department of Curriculum and Instruction. This council advises the chair on matters important to faculty and oversees program reform of the doctoral and master’s program.

**2017 - 2019 *Organizer*** for the summer intensive for doctoral students in the Language, Diversity, and Literacy Studies (LDLS), Department of Curriculum and Instruction.

**2016-2017 *Program Coordinator*** forLanguage, Diversity and Literacy Studies (LDLS). My primary duties were leading the recruitment and admission process of masters and doctoral students, developing a two-year course rotation for graduate students, and leading the coordinating efforts of the Department of Curriculum and Instruction’s reform of the doctoral program for LDLS.

**2015-2016 *Member of the Master 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 Representative for Recruitment*** 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.*

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association

International Literacy Association

Literacy Research Association

National Council of Teachers of English

Southwest Educational Research Association