Patriann Smith, Ph.D.

Associate Dean of Faculty Success & Excellence

Curriculum Vitae

Contact Information

University of South Florida, College of Education
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Education

2010-2013	**University of South Florida, Tampa, Florida** Ph.D.: Doctor of Philosophy in Curriculum & Instruction | Program: Literacy Studies Concentration: Multilingual Education *Title: Crossing Cultural Boundaries: Explorations in Multilingual Teaching and Learning*
2009-2010	**University of South Florida, Tampa, Florida** M.Ed.: Reading Education Reading Specialist (K-12) | Elementary Teacher | Professional Educator Certification
2000-2005	**Andrews University, Berrien Springs, Michigan** B.Sc.: Elementary Education Major in English Language Arts, Minor in English
1998-2000	**Andrews University, Berrien Springs, Michigan** A.A.: Elementary Teacher Training Elective in Psychology, with Thesis

Professional Experience

2025-	**Associate Dean of Faculty Success & Excellence** University of South Florida, Tampa, FL
2024-	**Full Professor** University of South Florida, Tampa, FL
2021-2024	**Associate Professor (with tenure)** University of South Florida, Tampa, FL
2019-2021	**Assistant Professor** University of South Florida, Tampa, FL
2015-2019	**Assistant Professor** Texas Tech University, Lubbock, TX
2013-2015	**Clinical Assistant Professor | Coordinator and Program Leader: Reading Education** 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 & 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/	**Elementary School Teacher (Grade 5)**
2005-2008	Port-of-Spain, Micoud, and Tapion Elementary Schools, Trinidad and Tobago/St. Lucia
1999/2000	**Elementary School Teacher Trainee (Grades 2/3)**
	Maracas Elementary and Fatima Boys Elementary Schools, Trinidad and Tobago

Areas of Research Expertise & Interest

- Cross-cultural, cross-racial, and cross-linguistic reading, language, and literacy practices
- Black (Afro-Caribbean) immigrant Englishes and Black (Afro-Caribbean) immigrant literacies
- Standardization, nonstandardization, racialization in English language ideologies
- Transracial, multilingual, and transcultural reading and literacy teacher education
- Raciolinguistics in international literacy assessment (i.e., PISA, think-alouds, verbal reports)
- Technological solutions to advancing equity in reading and literacy teacher education
- Solidarity among Black as well as all populations (i.e., immigrant, African-American, African, Hispanic, White)

Scholar GPS Ranking

	Scholars ranked	Productivity			Impact			Quality			ScholarGPS® Ranks[i]		
		Publications	Rank	Top Percentage Rank	Citations	Rank	Top Percentage Rank	h-index	Rank	Top Percentage Rank	Rank	Z Score[i]	Top Percentage Rank
Overall (All Fields)	29,161,103	20.81	806,055	2.76%	193.29	1,542,847	5.29%	8	979,915	3.82%	990,712	1.73	3.4%
Education	267,844	20.81	7,359	2.75%	193.29	11,524	4.3%	8	6,708	2.88%	7,578	1.74	2.83%
Curriculum and Teaching	88,966	20.81	1,747	1.96%	193.29	2,078	2.34%	8	1,022	1.33%	1,260	1.81	1.42%
Specialties													
Literacy	92,087	11.24	256	0.28%	68.71	2,269	2.46%	4	801	1.26%	604	1.95	0.66%
Justice	105,054	2	9,068	10.67%	18	13,461	12.95%	1	12,472	36.43%	12,933	1.3	12.32%
Teacher education	49,049	1.71	4,751	9.69%	25.29	5,184	10.57%	3	1,145	3.66%	2,701	1.69	5.51%
Black people	13,316	1.33	605	4.66%	21	997	7.54%	1	1,140	33.31%	892	1.52	6.69%
Entanglements	25,326	1	4,396	21.38%	0	21,808	93.05%	0	18,200	85.93%	15,283	-0.33	61.72%
Government	147,242	1	18,675	23.1%	0	101,807	84.57%	0	76,270	75.9%	80,999	-0.28	59.96%
Language development	7,487	1	547	13.2%	1	4,393	61.14%	1	633	35.89%	1,885	0.69	25.86%
African diaspora	2,965	0.58	1,140	38.77%	1.5	1,482	50.84%	1	213	34.72%	1,299	0.24	43.79%

Research Agenda

My transdisciplinary research agenda emerges at the intersection of race, language, and immigration. I describe the cross-linguistic, cross-racial, and cross-cultural experiences of Caribbean peoples transracialized as Black in reading and literacy learning, instruction, and assessment to clarify the culturally, racially, and linguistically responsive literacy and assessment practices for reaching underserved youth. Specifically, I examine how differences in Englishes and specifically, dominant English language ideologies affect the reading and literacy practices of Black Caribbean adolescents and teacher educators in their locales within the Caribbean and as they cross cultures and languages between their home countries and the United States. In doing so, I address how global anti-Blackness has historically and contemporarily been leveraged as a function of languaging and semiotics more broadly, in reading and literacy.

My research program involves three interrelated strands:

- leveraging Black Caribbean Englishes and literacies as a lens for transraciolinguistically just approaches to reading research;
- Examining intersectionally motivated inequities undergirding reading assessment that persist based on transraciolinguicized injustice in international literacy tests; and
- Creating innovative solutions that advance transraciolinguistic justice in reading and literacy practice for teachers and educators of all youth.

Through these strands of my research, I translate insights from this scholarship on standardized Englishes, non-standardized Englishes, and their corresponding raciolinguistic ideologies into practice by creating avenues for anti-racist literacy instruction in and beyond teacher education. An example of this is the sole-authored book, **"Black Immigrant Literacies: Intersections of Race, Language, and Culture in the Classroom,"** published by *Teachers College Press* (2023), winner of the Mina P. Shaughnessy Prize Honorable Mention (2025). Another example is the sole-authored book "**Literacies of Migration: Translanguaging Imaginaries of Innocence**" published by *Cambridge University Press* (2024).

Based on my research of Black Caribbean youth, teachers, and educators, both in and beyond their home countries, I have proposed notions such as "*a transraciolinguistic approach*" (Smith, 2019, 2020) and the framework for "*Black immigrant literacies*" (Smith, 2020) as well as notions such as "*transraciolinguistic justice*" (Smith, 2022), '*translanguaging with Englishes' while Black* (Smith, 2020), "*racialized entanglements of Englishes and peoples*" (Smith, 2022), and "*raciosemiotic architecture*" (Smith, 2022) to explain how standardized English, and the language ideologies that inform the use of these

Englishes, both challenge and create affordances for raciolinguistic justice in reading and literacy teaching and learning.

I am continuing to extend my transdisciplinary research by working to compare insights about Black Caribbean peoples' Englishes and literacies to that of other native Black populations in the United States, Africa, and Britain. I also do so by demonstrating how teaching for racial justice can be used by language, reading, and literacy pre-service and in-service teachers as well as teacher educators to cultivate models of reading that foster solidarity and advance flourishing.

Leadership, Honors, Awards, Fellowship

Leadership

2025 **Appointed: Associate Dean of Faculty Success & Excellence:** College of Education [2025-] USF

2024 **Elected: President** of the Literacy Research Association [2024-2028] LRA

2024 **Elected Chair: LLEEP** Governance Committee [2024-2026] USF

2023 **Appointed:** Faculty Senate Parliamentarian [2023-2024] USF

2023 **Appointed:** NCTE Standing Research Committee [2023-2026] NCTE

2021 **USAID** RISE Caribbean USF Principal Investigator & USF Project Coordinator [2021-2023]

2021 **Elected:** Graduate Council: Graduate Council Policy & Fellowship Committee [2021-2023] USF

2021 Appointed: Faculty Success Teaching/Learning Advisory Panel, Provost's Office [2021-2022] USF

2020 **Elected:** Board of Directors, Literacy Research Association [2020-2023] LRA

2020 Appointed: Review Committee with Task Force for USF's Understanding & Addressing Blackness & Anti-Black Racism in Local, National, International Communities Grant Proposals [2020] USF

2019 **Elected Chair: LLEEP** Governance Committee [2020-2022] USF

2017 Faculty Co-/Advisor: Caribbean Student Association, Division of Diversity, Equity & Inclusion [2016-2019] TTU

2016 **Appointed:** Co-Program Coordinator: Literacy Studies [2016-2017] TTU

2016 Chair: Language and Social Processes SIG Emergent Scholar Awards Committee [2016-2017] AERA

2016 Chair: Ethnicity, Race & Multilingualism Travel Award Committee [2016-2017] LRA

2015 **USDOE** Literacy Champion/Project Manager: East Lubbock Promise Neighborhood Grant [2015/2016-2017] Lubbock Independent School District (LISD) and TTU

2015 **Elected:** TESOL Newsletter Editor: Intercultural Communication Interest Section [2015-2017] TESOL

2013 **Appointed: Program Coordinator: Reading Specialist & Reading Teacher Endorsement [2013-2015]** UIUC

2013 Appointed: Committee Member: Literacy, Diversity, Multiculturalism, [2013-2016] IRA/ILA

2013 Appointed: Program Coordinator: Reading Specialist & Reading Teacher Endorsement Programs [2013-2015] UIUC

2013 **Appointed:** Parliamentarian: Executive Committee [2013-2016] LRA

Research

2025 **Mina P. Shaughnessy Prize Honorable Mention, "Black Immigrant Literacies,"** (MLA)

2024 **Women in Leadership and Philanthropy (WLP) Award**, USF

2023 World Literacy Summit Award Finalist, Oxford University, Oxford UK

2022 **Global Excellence Research Award**, USF World, USF

2021 **Faculty Outstanding Research Achievement Award**, Research and Innovation, USF

2019 **Integrated Scholar Award**, Office of the Provost, TTU

2018 Outstanding Paper Award, Organization of Teacher Educators in Literacy (OTEL), ILA/IRA

2018 **Scholars of color Transitioning into Academic Research (STAR) Institutions Award** [2017-2018] LRA

2017 Texas Tech Alumni Association New Faculty (University Research | Teaching) Award, TTU

2016 Division of Institutional Diversity and Office of Community Engagement Grant, TTU

2016 The President's Gender Equity Council, Women's Studies, and University Writing Center Women's Faculty Writing Program Inaugural Fellow [2016-2017] TTU

2015 **Language and Social Processes Special Interest Group Emerging Scholar Award**, AERA

2014 Founders Emergent Scholars Award (FESA) Finalist, International Society for Language Studies (ISLS) and Language Studies Foundation (LSF)

2013 **Reading Hall of Fame Emerging Fellow Award,** Reading Hall of Fame [2013-2017] IRA/ILA

2012 Literacy Research Association Ethnicity, Race & Multilingualism Travel Scholarship, LRA

2010 **Graduate Student Success Diversity Fellowship** [2010-2013] USF

Teaching

2019 Congratulatory Note, Student Government Association, Senate Resolution 54.116, TTU

2018 Teaching, Learning, and Professional Development Center Teaching Hall of Fame, TTU

2018 **President's Excellence in Teaching Award**, TTU

2017 **Texas Tech Alumni Association New Faculty (University Research and Teaching) Award**, TTU

2017 Certificate, District Recognition, Chief Engineer of Opportunity, Literacy Champion Coordinator, AVID/LISD

2016 **Institute for Inclusive Excellence**, TTU [2015-2016]

2013 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], UIUC

2000 Award for Excellence in Teaching (K-5), School of Education and Human Sciences, University of The Southern Caribbean, Maracas, Trinidad, WI

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, WI

Service

2024 **White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans Certificate,** USDOE, White House

2024 **White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans Panel,** Power Up Chicago, White House

2023 **Award for Dedicated Service, Board Member** [2020-2023] LRA

2019 Raiders Who Rock Unsung Hero, TTU

2018 President's Excellence in Diversity and Equity Award, TTU

2013 **Award for Dedicated Service, Parliamentarian** [2013-2016] LRA

2016 Certificate of Recognition, Mentor and Mentor Cluster Leader, Mentor Tech [2016-2017] TTU

2016 Certificate of (District) Recognition, Literacy Champion for Dunbar College Preparatory Academy, AVID District Family Night, LISD/TTU

Publications

Refereed Authored Books: Published

3. ***Smith, P. (2024*). Literacies of migration: Translanguaging imaginaries of innocence.* Cambridge University Press. (*Forewords: Allison Skerrett & Awad Ibrahim | Afterword: Ramón Martínez*)

2. **Smith, P. (2023*). Black immigrant literacies: Intersections of race, language and immigration in the classroom:* Winner of the Modern Language Association (MLA) Mina P. Shaughnessy Prize Honorable Mention. Teachers College Press. *(Foreword: Shondel Nero | Afterword: S. Joel Warican)*

1. Willis, A., McMillon, G., & Smith, P. (2022*). Affirming Black students' lives and literacies: Bearing witness.* Teachers College Press. ISBN: 9780807766989.

Refereed Co-Edited Books: Published

2. ***Watson, V., Knight-Manuel, M. & Smith, P. *(2024). Educating African immigrant youth: Schooling and civic engagement in K–12 schools.* Teachers College Press.

1. ***Smith, P., & Kumi-Yeboah, A. (2015). *Handbook of research on cross-cultural approaches to language and literacy development.* Hershey, PA: IGI Global. ISBN: 9781466686687.

Refereed (Co-) Guest Edited Special Issues | Yearbooks: Published & and In Press

4. ***Watson, V. & Smith, P. & Brown, A. (*2025*). Diasporic tellings of race, literacies, joys, and geographies in Black African immigrant youth. *Research in the Teaching of English. (Special Issue developed under the guidance of Dr. David Bloome & RTE Editorial Team). (*5 manuscripts).

3. ***Collier, D., Cremin, T., Kucirkova, N. & Smith, P. *(2023).* Literacy for social justice: Charting equitable global and local practices. *United Kingdom Literacy Association (UKLA): Literacy. (*6 manuscripts, 2 interviews invited from Professors Drs. Arlette Willis and Barbara Comber).

2. ***Razfar, A. & Smith, P. (*2022). *Algorithm of love: Insights from immigrant literacies and narratives. *International Journal of Qualitative Studies in Education, 35(6), 565-568.* https://doi.org/10.1080/09518398.2022.2025497

1. Smith, P. (2020). *Clarifying the role of race in the literacies of Black immigrant youth. Teachers College Record.* Volume 122, Number 13 | 12 articles https://journals.sagepub.com/toc/tcza/122/13

Refereed Journal Articles: Published, Accepted

54. **Smith, P.** (*Invited, Accepted, 2025*). Critical language education and the politics of race: Conversational insights from Dr. Allan Luke. In C. Liu & A. Lin (Eds.), *A special festschrift issue in honor of Dr. Allan Luke. Journal of Education, Language and Ideology.*

53. *****Smith, P.** (*Invited,* Accepted, 2025). This is where we go: The quantum healing possibilities in languaging Black humanity. *Journal of Multicultural Education.*

52. *****Smith, P.** (*Invited,* 2025). Black Englishes. In X.L. Curdt-Christiansen & C. Weninger (Eds.), *Linguistics* volume of the second edition of the *Encyclopedia of Applied Linguistics* (Carol Chapelle, Ed., 2nd edition). Section: *Literacy and Linguistic Diversity. Wiley Blackwell.* https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431

51. *****Smith, P.** (*Invited,* 2025). Translanguaging in Black immigrant literacies. In W.S.E. Lam & R. Darvin (Eds.), *Literacy* volume of the second edition of the *Encyclopedia of Applied Linguistics* (Carol Chapelle, Ed., 2nd edition). Section: *Literacy and Linguistic Diversity. Wiley Blackwell.* https://onlinelibrary.wiley.com/doi/book/10.1002/9781405198431

50. **Smith, P.** (*Invited, 2025*). B*lack Englishes and the global Multilingual Imperative: Towards a transnational ethos in urban education. Urban Education* [Impact Factor: 1.7 | 5-Year Impact Factor: 2.8]

49. Edwards, P., & **Smith, P.** (*Invited,* 2023). From illiterate assumption to literate potentiality: Harnessing the possibility of Parent of Color stories. *Contemporary Issues in Early Childhood.* [5 Year Impact Factor: 1.4 Impact Factor: 1.2]

48. ****Smith, P.** (*Invited,* 2023). Black immigrant literacies and the promise of unbroken Englishes: Five things every teacher should know and can do. *The Reading Teacher, 77*(1), 81-93. [2021 Impact Factor: 1.783 | 5-Year Impact Factor: 1.281]

47. ***Waldron, C., Willis, A., Tatum, A., Salas, R.G., Cole, J.J., Croom, M., Deroo, M.R., Hikida M., Machado, E., **Smith, P.,** & Zaidi, R. *(Invited, 2023).* Reimagining LRA in the spirit of a transcendent approach to literacy. Invited based on panel response to Dr. Arlette Willis's Oscar S. Causey Award Address at the Literacy Research Association. *Literacy Research: Theory, Method and Practice.* Advance online publication. DOI: https://doi.org/10.1177/2381336920937264 [Acceptance Rate: 12% | H5-Index: 9 | H5-Median: 10]

46. **Smith, P.** (*2023*). "I want them to see the real us not just what they what they want us to be...": Cultivating a 'Literate Language of the Soul' for radical hope." *Literacy Practice and Research.* DOI: 10.25148/lpr.009638 [Acceptance Rate: 50%] [with International Partner]

45. *****Smith, P.** (*Invited, 2023*). A call for raciolinguistic epistemologies: Transnational languaging of immigrant literacy teacher educators. In S. Lau (Ed.), *Critical race approaches to language education* (*20th Anniversary Volume*). *Critical Inquiry in Language Studies. Advance online publication.* DOI: https://doi.org/10.1080/15427587.2023.2218618

44. **Smith, P.** (*Invited, 2023*). Centralizing place as past(s), present(s), future(s): Hybridities of literate identities and place in the life of a Black immigrant scholar. *Alliance for African Partnership Perspectives: Michigan State University Press Journals, 25-40.* OPEN ACCESS: DOI: 10.14321/aapp.02.01.0040.

43. Edwards, P., ****Smith, P.**, & McNair, J. (*Invited,* 2023). Toward culturally relevant literacies with children and families of color. In R. Tierney, Fazal Rizvi, Kadriye Ercikan (Eds.): *Literacies & Languages Volume (In* D. Yaden & T. Rogers, *Eds.) International Encyclopedia of Education (4ᵗʰ Edition). Elsevier.* https://dx.doi.org/10.1016/B978-0-12-818630-5.07033-0.

42. ****Smith, P.** (*Invited,* 2022). Black immigrants in the United States: Transraciolinguistic justice for imagined futures in a global metaverse. (In A. Mackey, Ed., *Themed Issue: Social Justice*). *Annual Review of Applied Linguistics, 42,* 109-118. DOI: https://www.doi.org/10.1017/S0267190522000046. [OPEN ACCESS: 2019 5 Year Impact Factor: 4.032| 2019 Scopus CiteScore: 16/830 in Language and Linguistics | 2019 SJR: 15/938 in Linguistics and Languages | 13/884 in Language and Linguistics | H5-Index: 27]

41. *****Warrican, S.J.**, Alleyne, M., **Smith, P.**, Karkar-Esperat, T., Zaidi, R., Chen, Y., & Yin, Y. (*2022*). Cultural alloys and heterogeneous mixes: Contextualized and comparative language differences in the literacy assessment of U.S. and Canadian youth. *Research in Comparative and International Education, 17*(1), 3-28. https://doi.org/10.1177/17454999211057449 [Impact Factor: 1.50]

40. **Smith, P.,** Smit, J., Finch, B., Nigam, A., & Burke, D. (2022). (Critical) multilingual and multicultural awareness in the pedagogical responsiveness of educators. *Berkeley Review of Education*, 11(1), 5-40. DOI: http://dx.doi.org/10.5070/B811145763 Retrieved from https://escholarship.org/uc/item/85k213fn. [with District Partner]

39. **Smith, P.**, Lee, J., & Chang, R. (2022). Characterizing competing tensions in Black immigrant literacies: Beyond partial representations of *success*. *Reading Research Quarterly, 57*(1), 59-90. DOI: https://doi.org/10.1002/rrq.375 [5 Year Impact Factor: 3.896 | 2019 Impact Factor: 4.340 | H-Index: 86 | Q1 | SJR: 2.06]

38. **Smith, P.** (2022). A transraciolinguistic approach for literacy classrooms. *The Reading Teacher, 75*(5), 545-554. DOI: https://doi.org/10.1002/trtr.2073 [2021 Impact Factor: 1.783 | 5-Year Impact Factor: 1.281]

37. **Smith, P.** & Warrican, S.J. (2021). Critical awareness for literacy teachers and educators in troubling times. *Literacy Practice and Research,* 46(2), 1-20. DOI: 10.25148/lpr.009638 [Acceptance Rate: 50%] [with International Partner]

36. Willis, A. & ****Smith, P.** (*Commissioned, 2021).* Advancing antiracism in literacy research. *Literacy Research: Theory, Method and Practice,* 70(1), 152-169. DOI: https://doi.org/10.1177/23813377211027554

35. Kumi-Yeboah, A., Onyewuenyi, A., & **Smith, P.** (2021). Teaching Black immigrant students in urban schools: Teacher and peer relationships and academic performances. *The Urban Review, 53,* 218-242. DOI: https://doi.org/10.1007/s11256-020-00570-2 [2018 Impact Factor: 1.41 | H-Index: 34 | Q1 | SJR: 0.945]

34. Kiramba, L.K., Kumi-Yeboah, A., & **Smith, P.** (2021). Cultural and linguistic experiences of immigrant youth: Voices of African immigrant youth in United States urban schools. *Multicultural Education Review, 13*(1), 43-63. DOI: https://doi.org/10.1080/2005615X.2021.1890312

33. *****Smith, P.** & Warrican. S.J. (*Invited*, 2020). Rac(e)ing with Black immigrant literacies in COVID-19. *International Journal of Multidisciplinary Perspectives in Higher Education, Fall Edition, 5*(1), *141-149*. DOI: https://doi.org/10.32674/jimphe.v5i1.2546 [Invited]

32. **Smith, P.** (2020). Silencing invisibility: Towards a framework for *Black immigrant literacies. Teachers College Record, 122*(13), 1-42. DOI: https://doi.org/10.1177/016146812012201301 [5 Year Impact Factor: 1.727 | 2018 Impact Factor: 1.072]

31. Hotchkins, B. & **Smith, P.** (2020). Translanguaging as a gateway to Black immigrant collegians' leadership literacies. *Teachers College Record, 122*(13), 1-29. DOI: https://doi.org/10.1177/016146812012201312 [5 Year Impact Factor: 1.727 | 2018 Impact Factor: 1.072]

30. 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: The Journal of Culture and Education, 19*(5), 103-119. Retrieved from https://digitalscholarship.unlv.edu/taboo/vol19/iss5/7.

29. **Smith, P.** (2020). The case for translanguaging in Black immigrant literacies. *Literacy Research: Theory Method, and Practice, 69*(1), 192-210. DOI: https://doi.org/10.1177/2381336920937264 [Acceptance Rate: 12% | H5-Index: 9 | H5-Median: 10]

28. Kumi-Yeboah, A., Dogbey, J., *Yuan, G., & **Smith, P.** (2020). Cultural diversity in online education: An exploration of instructors' perceptions and challenges. *Teachers College Record, 122(7),* 1-46. DOI: https://doi.org/10.1177/016146812012200708 [5 Year Impact Factor: 1.727 | 2018 Impact Factor: 1.072]

27. **Smith, P.,** Warrican, S.J., Kumi-Yeboah, A., Cheema, J., & *Alleyne, M.L. (2020). Disrupting (mis)representation in the literacy achievement of "(under)performing" youth. *Journal of Education and Development in the Caribbean, 18*(2), 111-165. DOI: https://doi.org/10.46425/j518021775 [with International Partner]

26**. Smith, P.** (2020). "How does a Black person speak English?": Beyond American language norms. *American Educational Research Journal, 57*(1), 106-147. DOI: https://doi.org/10.3102/0002831219850760 [5 Year Impact Factor: 4.811 | 2019 Impact Factor: 6.896 | 5/263 | 8/1222]

25. *****Smith, P.,** Warrican, S.J., & *Alleyne, M.L. (2020). "You hear my funny accent?!": Problematizing assumptions about Afro-Caribbean 'teachers turned educators'. *International Multilingual Research Journal, 14*(3), 248-269. DOI: 10.1080/19313152.2019.1710042 [2018 Impact Factor: 1.60 | H Index 18] [with International Partner]

24. **Smith, P.,** *Karkar, T., *Varner, J., Nigam, A., & Finch, B. (2020). Making visible awareness in practice: Literacy educators in diverse classrooms. *Review of Education, 8*(2), 380-415. [Pseudo IF: 2.115 | Acceptance Rate: 40%] DOI: https://doi.org/10.1002/rev3.3190 [with District Partner]

23. ***Smith, P.**, Kim, D., Vorobel, O., & King, J. (2020). Verbal reports in the reading processes of language learners: A methodological review. *Review of Education, 8*(1), 37-114. DOI: https://doi.org/10.1002/rev3.3170 [Pseudo IF: 2.115 | Acceptance Rate: 40%]

22. **Smith, P.** (2020). "Mr. Wang doesn't really care how we speak!": Responsiveness in the practice of an exemplary Asian-American teacher. *The Urban Review, 52*, 351-275. DOI: https://doi.org/10.1007/s11256-019-00531-4 [2018 Impact Factor: 1.41]

21. **Smith, P.**, *Varner, J., Nigam, A., *Liu, Y., Lesley, M., Smit, J., *Burke, D., & *Beach, W. (2019). Teaching writing in the midst of fragile alliances: What does it mean to be a literacy teacher educator in a research-practice partnership with four underperforming schools? *Action in Teacher Education, 42*(4), *328-353*. DOI: https://doi.org/10.1080/01626620.2019.1658657 [Acceptance Rate: 15-20% | H-Index: 24]

20. **Smith, P.** (2019). (Re)Positioning in the Englishes and (English) literacies of a Black immigrant youth: Towards a 'transraciolinguistic' approach. *Theory into Practice*, *58*(3), 292-303. DOI:10.1080/00405841.2019.1599227 [5 Year Impact Factor: 2.199 | 2019 Impact Factor: 1.432]

19. **Smith, P.**, Kumi-Yeboah, A., Chang, R., Lee, J., & Frazier, P. (2019). Rethinking '(under)performance' for Black English speakers: Beyond achievement to opportunity. *Journal of Black Studies, 50*(6), 528-554. DOI: https://doi.org/10.1177/0021934719851870 [with University Partner] [5 Year Impact Factor: 0.70 | 2018 Impact factor: 0.621]

18. Warrican, S.J., *Alleyne, M.L., **Smith, P.**, Cheema, J., & King, J. (2019). Peer effects in the individual and group literacy achievement of bidialectal high-school students. *Reading Psychology, 40*(2), 117-148. DOI:10.1080/02702711.2019.1571545 [with International Partner] [2018 Impact factor: 1.04 | H-Index: 35 | Acceptance Rate: 20%]

17. Kumi-Yeboah, A., Brobbey, G., & **Smith, P.** (2019). Exploring factors that facilitate acculturation strategies and academic success of West African immigrant youth in urban schools. *Education & Urban Society, 52*(1), 21-50. DOI: https://doi.org/10.1177/0013124519846279 [5 Year Impact Factor: 1.226 | 2019 Impact factor: 1.014 | H-Index: 35]

16. **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. https://digitalcommons.usf.edu/tal_facpub/524 [Acceptance Rate: 50%]

15. ***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. DOI: https://doi.org/10.1016/j.tate.2017.10.018 [5 Year Impact Factor: 3.591 | 2019 Impact factor: 2.686]

14. **Smith, P.**, Cheema, J., Kumi-Yeboah, A., 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. DOI: https://doi.org/10.1177/016146811812000105 [with International Partner] [5 Year Impact Factor: 1.727 | 2018 Impact Factor: 1.072]

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. DOI: https://doi.org/10.1016/j.tate.2017.10.009 [with International Partner] [5 Year Impact Factor: 3.591 | 2019 Impact factor: 2.686]

12. ***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, 18*(3), 276-296. DOI: https://doi.org/10.1080/15305058.2017.1407767 [with University Partner] [2018 Impact factor: 0.970 | H-Index: 17]

11. ***Smith, P.** (*Invited*, 2017). Non-Standardized Englishes in mainstream literacy practice. *Oxford Research Encyclopedia of Education.* New York, NY: Oxford University Press. DOI: 10.1093/acrefore/9780190264093.013.18

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), 668-691. DOI: 10.1007/s11256-017-0414-0. [2018 Impact Factor: 1.41 | H-Index: 34]

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. [Acceptance Rate: 50%]

8. **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. DOI: https://doi.org/10.1177/2372732216644451

7. 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), 1-16. [2018 Impact Factor: 1.10]

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. DOI: 10.1177/0013124516643764. [5 Year Impact Factor: 1.018 | 2018 Impact factor: 0.972]

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. DOI: 10.1080/17425964.2016.1143811. [with International Partner] [2018 Impact factor: 1.14 | H-Index: 14]

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. DOI: http://dx.doi.org/10.18251/ijme.v18i1.1079 [2018 Impact factor: 0.88 | H-Index: 12]

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. DOI: 10.4304/tpls.3.5.709-720. [H-Index: 12]

Professional Articles: Published, Accepted

25. **Smith, P.** (*Invited, Submitted*). *Harnessing transnational nativity for just futures.* UNESCO Futures Literacy & Foresight.

24. **Smith, P.** (*Invited, 2025*). Sans white gaze: From the transgressive multilingual radiance of a French star to the innocent transnational Englishes of Caribbean youth. *Cambridge University Press Blog.*

23. **Smith, P.** (*Invited, 2024*). Why is most scholastic research never read by those it most benefits — and can we change it? *Global Voices.* [Translated into **Malagasy**, **Español**, **Ελληνικά**, **Français**, **українська**]

22. **Smith, P.** (*Invited, 2024*). *Revolutionising literacy research, practice, and policy.* Scientia. [Produced by Dr. Catherine Deeprose]

21. **Smith, P.** (*Invited, 2024*). *Transnational raciosemiolingual normalization and the schizophrenic exoticism of literacies.* Journal of Language and Literacy Education.

20. **Smith, P.** (*Invited, 2024*). *A transdisciplinary approach to literacy research, practice, and policy.* Open Access Government.

19. **Smith, P.** (*Invited, 2023*). *How Caribbean 'Black Cake' can help the region transcend its traumatic past.* Global Voices. [Translated into **Español**, **русский**]

18. **Smith, P.** (*Invited, 2023*). *Beyond dichotomies in the quest for raciosemiotic architecture: Black immigrants in the United States.* Teachers College Press (TCP) Blog.

17. **Smith, P.** (*Invited, 2023*). *Why Cardi B's undoing of appropriateness liberates us all.* Global Voices. [Translated into **Português**, **Español**]

16. **Smith, P.** (2023). *How Black immigrant literacies can reinstate Black language and transcend the global myth of invented illiteracy and Black brokenness.* LSE USAPP Blog.

15. Willis, A., **Smith, P.,** Kim, J., & Hsieh, B. (*Commissioned, Press Release,* 2021). *Racial justice in literacy research.* Literacy Research Association. Press Release**.** **[Commissioned]**

14. **Smith, P.** (2021). *Five steps to address anti-Blackness: Black immigrant literacies.* International Literacy Research Association Literacy Now Blog.

13. **Smith, P.** (2021). *Beyond anti-Blackness in bilingual education: Looking through the lens of the Black immigrant subject.* American Educational Research Association *Bilingual Education Research Special Interest Group Newsletter,* Spring Edition. **[Invited]**

12. **Smith, P.** (2020). *Why for Black speakers, despite what they are told, using 'Standard English' will not lead to acceptance.* London School of Economics and Political Science United States American Politics and Policy (LSE USAPP) Blog. **[Invited]**

11. **Smith, P.,** Kumi-Yeboah, A., Chang, R., Lee, J., & Frazier, P. (2020). *Why Eurocentric literacy measures may be creating the illusion that Black students are underperforming.* London School of Economics and Political Science United States American Politics and Policy (LSE USAPP) Blog. **[Invited]**

10. Warrican, S.J., Leacock, C.J., Thompson, B., *Alleyne, M., **Smith, P.,** Burnette, A., Thomas, K. & Collins, D. (2020). *Factors that influence academic performance of students in the Caribbean: An empirical study. Technical Report.* University of the West Indies Cave Hill.

9. Schneider, J., Hadley, E., Panos, A., **Smith, P.,** & Richards, J., Bennett, S., Gunn, A., Persohn, L., Frier, A., & Krause, M. (2020). *Literacy studies at USF statement on anti-racism.* Tampa, FL: *University of South Florida.*

8. **Smith, P.** & King, J. (2019). Cognitive interviewing in cross-cultural survey-item validation: Considerations for culturally and linguistically diverse populations. In L. Persohn & A. Frier (Eds.), *A festschrift in honor of James R. King* (pp. 149-212). Tampa, FL: University of South Florida.

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

6. **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]**

5. Haddix, M., Cole, M., & **Smith, P.** et al. (2016). *The role of literacy research in racism and racial violence. Statement endorsed by the Literacy Research Association.*

4. *Balyasnikova, N., & **Smith, P.** (2016, November). *TESOL Convention Issue.* TESOL ICIS Newsletter. **[with Doctoral Student]**

3. *Balyasnikova, N., & **Smith, P.** (2016, November). *Cultural Synergy.* TESOL ICIS Newsletter. **[with Doctoral Student]**

2. **Smith, P.,** & *Balyasnikova, N. (2016, April). *TESOL Convention Issue.* TESOL ICIS Newsletter. **[with Doctoral Student]**

1. **Smith, P.,** & *Balyasnikova, N. (2015, November). *Intercultural Communication: A Critical Perspective.* TESOL ICIS Newsletter. **[with Doctoral Student]**

Book Chapters: In Preparation

6. **Smith, P.** (*Invited, Accepted*). AfroLatinx bilingual teachers: Architects of awareness and of sustaining pedagogies. In Deb Palmer, Blanca Caldas, Luz Herrera & Chris Faltis *(Eds.), Handbook of bilingual teacher education.*

5. **Smith, P.** (*Invited, In preparation*). *The multilingual foundations of Englishes: Implications for TESOL and Applied Linguistics.* In Paul Meighan, Leonardo Veliz, & Waqar Shah (Eds.), *Confronting racial and epistemic inequities in TESOL and Applied Linguistics.*

4. **Smith, P.** (*Invited, Accepted*). Transraciolinguistics for the reimagination of postcolonial logics. In Paul Meighan & Leonardo Veliz (Eds.), *Countering colonialingualism: practices and voices from the Global South.*

3. ***Smith, P.** (*Invited, In press*). Toward a dual-level intersectionality theory for critical multilingual teacher education: Excavating identity through cross-circle Englishes. In S. Melo-Pfeifer & V. Tavares, *The Routledge Handbook of Language Teacher Identity*, Section 3: *Language teacher identity development and ideologies.* Routledge.

2. ***Smith, P.** (*Invited, 2025*). *Inosans jan nwè:* Unmasking the decolonizing tensions of translingualism**.** In Zhongfeng Tian, Sidury Christiansen, & Suresh Canagarajah (Eds.), *Decolonizing academic writing through translingualism: ¡Manos a la obra! 我一起行吧!* Routledge.

1. ** **Smith, P. &** Warrican, S.J. (*Invited, Accepted,* 2024**)**. Reconciling raciolinguistic ideological tensions across nation states: Insights from educators' Caribbean Englishes for anti-racist language education. In R. Figuera (Ed.), *World Englishes and the politics of internationalisation: Critical perspectives from the Anglophone Caribbean.* Routledge.

Book Chapters: Published, In Press, Accepted

20. **Smith, P.,** Patterson, D. & Willis, A. (*Invited, 2025*). Complicating postcolonial logics: Towards transraciolinguistic justice in literacy instruction. In Misty Sailors, Idalia Nuñez, Vaughn W. M. Watson, James V. Hoffman, & Donna Alvermann, *Theories, Models, and Practices of Literacy (8th Ed.)* for Section *Disrupting colonial boundaries through theories of languaging.* Routledge.

19. ***Smith, P.** (*Invited, 2025*). Re-/Imagining racialized entanglements of Englishes and peoples: A call for a quantum ethos. In J.L. Won & S. Rüdiger (Eds.), *Entangled Englishes.* Routledge.

18. ***Smith, P.** (*Invited, 2025).* Racialized entanglements of Englishes, literacies, and peoples across transnational contexts: An autoethnographic account. In A. Sherris (Ed.), *Untold autoethnographic stories of (in)justice, teaching, and scholarship: Textu(r)alities in and beyond applied linguistics.* Multilingual Matters.

17. **Smith, P.**, Karkar-Esperat, T. (*Invited, In press*). Cultivating critical awareness: Affordances of a transraciolinguistic approach. In C. Finkbeiner & R. Zaidi, Z. Roy-Campbell & D. Pallais, C. Ikpeze & B. Buch (Eds.), *Redirecting the flow of knowledge: From the individual to the local to the national to the international perspective.* Information Age Publishing.

16. *****Smith, P.** (*Invited, 2024*). Unbroken Englishes and the promise of raciolinguistic redemption: Insights from Caribbean teacher preparation. In C. Dobbs (Ed.), *Anti-racist teacher in and beyond the US* (pp. 141-164). Routledge.

15. *****Smith, P.** (*Invited, 2024*). Contested inheritances of racialized entanglements: Cultivating liberatory Caribbean imaginaries. In T. Esnard (Ed.), *Pursuing social justice agendas in Caribbean higher education: Perspectives and prospects for small island developing states* (pp. 187-201). Taylor & Francis.

14. **Smith, P.**, Rose, C., & Karkar-Esperat, T. (*Invited, 2024*). Englishes as a site of colonial conflict: Re-envisioning institutional norms through a transraciolinguistic approach (pp. 199-225). In S. Melo-Pfeifer & V. Tavares (Eds.), *Language teacher identity.* Wiley-Blackwell.

13. **Smith, P.** *(Invited, 2024).* Transraciolinguistics for transculturally just futures: An international perspective. In R. Zaidi (Ed.), *Transcultural pedagogies for multilingual classrooms: Responding to changing realities in theory and practice* (pp. 200-217). Bristol, UK: Multilingual Matters.

12. **Smith, P.**, Warrican, S.J., Kumi-Yeboah, A., & Karkar-Esperat, T. *(Invited, 2023).* Rethinking race in research on migration: Transnational literacies as tool. In E. Shizha & E. Makwarimba (Ed.), *Intersectionality, transnationality and immigrant lives: Critical issues and approaches to international migration* (pp. 37-57). Oxford, England: Oxford University Press.

11. **Smith, P.** & Warrican, S.J. (*Invited, 2021*). Migrating while multilingual and Black: Beyond the '(bi)dialectal' burden. In E. Bauer, L. Sánchez, Y. Wang, & A. Vaughan (Eds.), *A transdisciplinary lens for bilingual education: Bridging translanguaging, sociocultural research, cognitive approaches, and student learning* (pp. 102-128). New York, NY: Routledge. ISBN: 9781003152194.

10. **Smith, P.**, & *Hajek, S. (*Invited, 2021*). Prism of promise: Towards responsive tools for diverse classrooms. In G. Li, J. Hare, & J. Anderson, (Eds.), *Superdiversity and teacher education* (pp. 139-186). New York, NY: Routledge. ISBN: 9781003038887.

9. Warrican, S.J., Kumi-Yeboah, A., **Smith, P.**, & *Alleyne, M.L. (*Invited,* 2020). Fostering Senegalese immigrant students' language and literacy learning: Experiences and academic achievement. In A. Cooper & A. Ibrahim (Eds.), *Black immigrants in the United States: Essays on the politics of race, language, and voice* (pp. 59-72). New York, NY: Peter Lang Publishing. ISBN: 9781433173974.

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, NY: Routledge. ISBN: 9781315400860.

7. Kumi-Yeboah, A., Tsevi, L., Brobbey, G., & **Smith, P.** (*Invited*, 2017). Understanding the educational and social experiences of African-born immigrant students in an urban school environment. In (Eds.), *Erasing invisibility, inequity and social injustice of Africans in the diaspora and continent* (pp. 76-101). United Kingdom: Cambridge Scholars Publishing. ISBN: 1443894974.

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* (pp. 17-48). Charlotte, NC: Information Age Publishing. ISBN: 978168123-2553.

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.), *Handbook on strategic management of interaction, presence, and participation in online courses* (pp. 472-493). Hershey, PA: IGI Global. ISBN: 10.4018/978-1-4666-9582-5. DOI: 10.4018/978-1-4666-9582-5.ch019.

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. ISBN: 9781466686687. DOI: 10.4018/978-1-5225-7305-0.ch087.

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. ISBN: 9781466686687. DOI: DOI: 10.4018/978-1-4666-8668-7.ch016.

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. ISBN: 9781453913956.

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. 25-42). Hershey, PA: IGI Global.

Public Commentary

2. **Smith, P.** (*Invited, 2025*). Classroom Q & A. *Education Week Blog.*

1. **Smith, P.** (2024). Classroom Q & A. *Education Week Blog.*

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). *Foreword.* In S. Robinson & V. Knight (Eds.), *Handbook of research on critical thinking and teacher education pedagogy* (pp. xix-xxi). *Hershey, PA: IGI Global.* **[Invited]**

Creative Works

12. **Smith, P.** (*Invited, 2024, June*). *The Ballpark: "Black immigrant literacies: Intersections of race, language and culture in the classroom".* **[Podcast]** London Society for Economics United States of America Politics and Policy (LSE USAPP). *London School of Economics (LSE) Phelan United States Centre. Available via Apple Podcasts, Buzz Sprout, Amazon Music, Spotify, Listen Notes...* Retrieved from https://blogs.lse.ac.uk/usappblog/2024/08/19/black-immigrant-literacies-with-professor-patriann-smith-the-ballpark-podcast/

11. **Smith, P.** (*Invited, 2024, April*). *Dr. Patriann Smith: Inspiring system-level change through thoughtful keynote reflections.* **[Magazine].** *Education View.*

10. **Smith, P.** (*Invited, 2024*, February). *Translanguaging across literacies.* AERA Writing & Literacies SIG Video. **[Podcast].** Invited by Victoria "Tori" Pennington. Retrieved from https://www.youtube.com/watch?v=fZNewaQ4qZo

9. **Smith, P.** (*Invited, 2024*, January). *Transraciolinguistics: Uplifting intersectionalities in students' and scholars' lives.* AERA Writing & Literacies SIG. **[Twitter Chat].** Invited by Caroline Rabalais. Retrieved from https://x.com/writinglit/status/1752123207845384315

8. **Smith, P.** (*Invited, 2024*, January). Black Immigrant Literacies. *Multicultural Classroom.* **[Vodcast & Podcast].** Invited by Roberto Germán. Retrieved from https://www.youtube.com/watch?v=_SOxTxIBXJ0

7. **Smith, P.** (*Invited, 2023*). *Black immigrant literacies: A prism of promise.* Teachers College Press Book Launch. Teachers College Press. https://www.youtube.com/watch?v=xooe9Cz-rJ8

6. **Smith, P.** (2023). *Black immigrant literacies: Intersections of race, language, and culture in the classroom.* David C. Anchin Center and Institute for Black Life Book Launch. University of South Florida.

5. **Smith, P.** (*Invited, 2022*, February). *On Black lives and literacies.* AERA Writing & Literacies SIG. **[Twitter Chat].** Invited by Dianne Wellington. Indiana University https://www.youtube.com/watch?v=IiDB97ZlvuY

4. **Smith, P.** (*Invited, 2022*, February). *On de-essentializing linguistic Blackness and "Black diasporic possibilities".* Critical Conversations NJTESOL-NJBE Critical Conversations (Expert Guest for Season 2). **[Vodcast]** Invited by Dr. Tasha Austin, NJBE Teacher Education SIG: Rutgers. https://www.youtube.com/watch?v=IiDB97ZlvuY

3. **Smith, P.** (*Invited, 2021*, November). A conversation with Patriann Smith. *Classroom Caffeine.* **[Podcast].** Available via Classroom Caffeine, Apple Podcasts, Buzz Sprout, Amazon Music, Spotify, Listen Notes. Retrieved from https://www.classroomcaffeine.com/guests/patriann-smith

2. **Smith, P.** (*Invited, 2021*, March). A transraciolinguistic approach for literacy classrooms. *voiceD Radio.* Available on Spreaker. **[Podcast].** Retrieved from https://voiced.ca/podcast_episode_post/a-transraciolinguistic-approach-for-literacy-classrooms-ft-dr-patriann-smith/

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.

Scholarly Presentations

Invited Presentations

^^ = *Practitioner*

86. **Smith, P.** (*Invited, 2025*). **Keynote:** *Imperialist Blackness, immigrant Whiteness, and the reinscribing of semiolingual innocence.* University of Georgia.

85. **Smith, P.** (*Invited, 2025*). **Keynote & Presentation:** *Transcendent imaginaries for a raced language of immigration & Cultivating translanguaging imaginaries through transnational nativity.* NJTESOL/NJBE.

84. **Smith, P.** (*Invited, 2025*). **Invited Speaker:** *Black History Month.* Palm Beach County Library System. Virtual.

83. **Smith, P.** (*Invited, 2025*). **Invited Participant:** *White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans: Final event of the Biden-Harris Administration. Black Excellence Kaleidoscope: Celebrating Black Innovation, Inspiration and Information.* U.S. Department of Education. Washington, DC.

82. **Smith, P.** (*Invited, 2025*). **Awardee:** Modern Language Association (MLA) Award Ceremony. *Mina P. Shaughnessy Prize Honorable Mention* award for the book "Black Immigrant Literacies: Intersections of Race, Language, and Culture in the Classroom" presented at the annual convention of the Modern Language Association, New Orleans, LA.

81. Afolalu, L., **Smith, P.**, Nero, S., Austin, T. (Organizer), & Clemons, A. (Organizer). (*Invited, 2025*). **Invited Colloquium Speaker:** "*Contesting culturalessness: Developing hemispheric Black Language Pedagogies in World Language Education.*" **Discussant:** L.J. Randolph Jr. To be presented at the annual meeting of the American Association for Applied Linguistics, Denver, CO.

80. **Smith, P.** (*Invited, 2024*). **Keynote:** *Leveraging a language of forgiveness for flourishing: Black immigrant literacies.* University of the Southern Caribbean, Trinidad & Tobago, West Indies.

79. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** "*Silencing invisibility: Toward a framework for Black Immigrant Literacies*" *and* "*Characterizing Competing Tensions in Black Immigrant Libraries: Beyond Partial Representation of Success.*" Doctoral Seminar taught by Professor Dr. Patricia Edwards, Michigan State University, Lansing MI, Virtual.

78. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Black immigrant literacies: A book discussion.* Indiana University Bloomington, Bloomington, IA. Virtual.

77. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Rac(e)ing toward language for children & youth in a 'post-colonial' Caribbean.* University of the West Indies, St. Augustine. Virtual.

76. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Black immigrant literacies: A book discussion.* Broward County Libraries: Virtual.

75. **Smith, P.** (*Invited, 2024*). **Keynote:** *Positioning literate precarity as transraciolinguistic possibility.* University of Montreal, Canada.

74. **Smith, P.** (*Invited, 2024*). **Invited Panelist:** *Supporting Caribbean students in the classroom. Caribbean Community in Philadelphia.* Virtual.

73. **Smith, P.** (*Invited, 2024*). **Invited Participant:** *Taskforce Meeting of the 79th United Nations General Assembly advancing literacy outcomes related to the UN Sustainable Development Goal 4 (Education).* World Literacy Foundation. Yale Club of New York, NY.

72. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Black immigrant literacies: Intersections of race, language, and culture in the classroom.* NJTESOL/NJBE. Virtual.

71. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Transraciolinguistics for the reimagination of postcolonial logics.* Host: Paul Meighan, Chair of the TESOL International Bilingual-Multilingual Interest Section (B-MEIS) Panel, *Decolonizing multilingualism.* Virtual.

70. **Smith, P.** (Invited, 2024). **Invited Panelist:** Global pathways. [White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans](#) and [Discovery Education](#), USDOE & Secretary Cordona Raise the Bar and Power Up Initiatives. **Moderator:** Monique Toussaint | **Panel Speakers:** Siani Brown-Carr, Track and Field Student Athlete, Marquette University, Dr. Brandon Nichols, Senior Vice President for Academic Affairs, Olive-Harvey College, City Colleges of Chicago, Dr. Kourtney Ross, Assistant Dean of Students, Crown Family School of Social Work, Policy, and Practice, University of Chicago, Jacqueline Smalls, Senior Vice President, Corporate and Community Engagement, Transfr, **Dr. Patriann Smith, Professor, Literacy Studies**, University of South Florida, Jerome "JYD" Williams, Retired NBA Player and Chairman of JYD Project Inc. Chicago, IL.

69. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** *Quantum entanglements of Englishes and peoples: Translanguaging imaginaries of innocence.* Presented at the annual meeting of the Teaching English to Speakers of Other Languages (TESOL) conference, Tampa, FL.

68. **Smith, P.** (*Invited, 2024*). **Invited Speaker:** Legitimizing migratory Englishes in the raciolinguicized subjectivities of multilingual educators. In M. Souto-Manning (Chair), *Race, language, and nationality as geopolitical, occupational, and pedagogical borders in teaching and teacher education.* Division K Vice-Presidential Session. American Educational Research Association, Philadelphia, PA.

67. **Smith, P.** (*Invited, 2024*). **Keynote:** *The prism of Black immigrant literacies for transraciolinguistic justice.* Virginia Commonwealth University, VA.

66. **Smith, P.** (2023). **Graduation Ceremony Conferral Address:** *[Flourishing through failure](#).* University of the Southern Caribbean, Trinidad & Tobago. Virtual.

65. **Smith, P.** (*Invited, In Preparation, 2023*). **Invited Speaker:** *Languaging transnationality: Complicating (anti-)Blackness.* In Themed Webinar Series (Sue Kasun, Renata Love Jones, Jessica Scott, Ana Solano-Campos, Eds.), 2022-2023 Webinar Series with the Center for Transnational and Multilingual Education, University, Virtual.

64. **Smith, P.** (Invited, 2023). **Guest Speaker:** *Black immigrant literacies: Liberatory Caribbean imaginaries for flourishing.* State University of New York (SUNY), Cortland. Virtual.

63. **Smith, P.** (Invited, 2023). ***Keynote:*** "*[Bridging the chasm in languaging and literacies: The flourishing imperative](.)*" University of Miami. Miami, FL.

62. **Smith, P.** (Invited, 2023). ***Invited Participant:*** *Task Force Meeting.* World Literacy Foundation. New York, NY.

61. **Smith, P.** (Invited, 2023). ***Keynote:*** "*Rac(e)ing language and immigration: Affirming the lives and literacies of international students.*" Southern Illinois University, Edwardsville, IL.

60. **Smith, P.** (Invited, 2023). ***Keynote:*** "*Channeling the change agent in you: Claiming Caribbean.*" Organization of Eastern Caribbean States. Virtual.

59. **Smith, P.** (Invited, 2023). ***Invited Speaker:*** *"But I'm not Black, I'm West-Indian": Afro-Caribbean literacies of language, color and migration.* To be presented in Honor of Caribbean Heritage Month by the Broward County Florida Library. Virtual.

58. **Smith, P.** (Invited, 2023). ***Keynote:*** *Racialized Englishes: A call for translanguaging research in multilingual 'English-Speaking' classrooms. Honoring of the Life of Dr. Benji Chang.* University of North Carolina Greensboro (UNCG). Virtual.

57. Willis, A., McMillon, G., & **Smith, P.** (Invited, 2023). *Featured Speaker: Affirming Black Students' Lives & Literacies: Bearing Witness.* University of Northern Iowa (UNI). Virtual.

56. **Smith, P.** (2022). ***Invited Speaker:*** *[De-essentializing linguistic Blackness and Black diasporic possibilities](.)* Critical Conversation (Host: Tasha Austin). NJBE/NJTESOL. Virtual.

55. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *COEDU GSC Writing for Publication Workshop, with Bill Black and John Ferron.* USF College of Education. Virtual.

54. **Smith, P.** (Invited, 2022). ***Invited Panelist:*** *Writing for Publication Panel.* Panel organized by COE Graduate Student Council.

53. **Smith, P.** (Invited, 2022). ***Invited Panelist:*** *USF Network Caribbean Launch. Panel presented virtually by USF World.*

52. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *[(Dis)Entanglements of racialized Englishes and peoples across "Black" and "white" worlds.](.)* TESOL BELPAF-Global Education Summer Symposium, Virtual.

51. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *Characterizing competing tensions in Black immigrant literacies.* Doctoral Seminar taught by Dr. Eurydice Bauer, University of South Carolina, Virtual.

50. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *Migrating while multilingual and Black: Beyond the "(bi)dialectal" burden.* Bilingualism Matters, (hosted by Dr. Eurydice Bauer & Lenny Sanchez), University of South Carolina, Virtual.

49. **Smith, P**. (Invited, 2022). ***Invited Speaker:*** *A transraciolinguistic approach.* Howard School of Education Psychology Program, Course taught by Dr. Shanter Alexander, Washington, DC, Virtual.

48. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *Racialized entanglements for transraciolinguistically just methodological research.* Ethnicity, Race and Multilingualism Committee, International ICG, and Multilingual and Transnational ICG, Literacy Research Association on (hosted by Kristen Pratt, Lina Trigos & Matt Deroo), AZ.

47. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** American Educational Research Association (AERA) Writing and Literacies Twitter Chat (hosted by Dianne Wellington & Team), Indiana University, IA, Virtual.

46. **Smith, P.** (Invited, 2022). ***Invited Speaker:*** *"Silencing invisibility: Toward a framework for Black Immigrant Literacies" and "Characterizing Competing Tensions in Black Immigrant Libraries: Beyond Partial Representation of Success."* Doctoral Seminar taught by Professor Dr. Patricia Edwards, Michigan State University, Lansing MI, Virtual.

45. ˜˜ᴧᴧ**Smith, P.** (Invited, 2022). ***Invited Speaker:*** *Contributions of Caribbean immigrants to literacy in America.* To be presented at the Broward County Libraries Division: Caribbean American Heritage Month.

44. ˜˜**Smith, P.** (Invited, 2022). ***Invited Speaker:*** *Black immigrant literacies: Racialized languaging across borders. Presented* at the Center for Language Education Research at Queen's University, Belfast, United Kingdom. Virtual.

43. **Smith, P.** (Invited, 2021, October). ***Speaker:*** *Preparing anti-racist language teachers for diverse classrooms: A transraciolinguistic approach.* University of Pennsylvania Graduate School of Education, Philadelphia, PA.

42. Lee, C., McMillon, G., Yaden, D., Walker-Dalhouse, D., Brock, C., & **Smith, P.** (Invited, 2021, December). ***Invited Moderator:*** *NAEd /LRA Civic reasoning and discourse.* To be presented at the 2021 Literacy Research Association, Atlanta, GA.

41. **Smith, P.** (Invited, 2021, December). ***Invited Discussant:*** *Report on research methodologies in LRA.* To be presented at the 2021 Literacy Research Association's (LRA's) Research Committee Symposium, Atlanta, GA.

40. **Smith, P.** (Invited, 2021, December). ***Invited Speaker:*** *Translanguaging while Black: An imperative for racio(linguistic) justice in Englishes across the diaspora.* To be presented at the 2021 Literacy Research Association's (LRA) Multilingual and Transnational Innovative Community Group (ICG) Study Session, Atlanta, GA.

39. **Smith P**. (Invited, 2021, November). ***Invited Panelist:*** *USF World: Global engagement panel.* Presented online at the University of South Florida, Tampa, FL.

38. **Smith P**. (Invited, 2021, September). ***Invited Session Panelist:*** *Ethical and socially responsible literacy research: "Terminology" & "Racelessness".* Presented at the LRA Virtual Event on Ethical and Socially Responsible Literacy Research. Research Committee, Literacy Research Association, Virtual Series.

37. **Smith, P. (Webinar Organizer and Coordinator).** (2021, August). ***Panelist:*** *Racial justice in literacy research.* Webinar organized, coordinated and presented by Literacy Studies in collaboration with David Anchin Center and the Literacy Research Association *(100+ participants).* Tampa, FL.

36. **Smith, P.** (2021, May). ***Invited Speaker:*** *The case for translanguaging in Black immigrant literacies.* Presented at the Oakland University Doctoral Class on Linguistics, Oakland, MI.

35. **Smith, P.** (2021, May). ***Invited Speaker:*** *Harnessing the power of the research agenda.* Presented at the School of Education, North Carolina Central University, Raleigh, NC.

34. ^^˜ ˜**Smith, P.** (2021, April). *Keynote: "Rac(e)ing toward language for children in a 'post-colonial' Caribbean.* Presented at the Shortwood College, Jamaica, WI.

33. **Smith, P.** (2021, April). *Invited Speaker: 'How (not) to sell a lie': Beyond (mis)classification of (Black immigrant) speakers of Englishes.* In Maneka Brooks & Nelson Flores (Coordinators), *Complexity of classification and reclassification of ELs.* Presented at the 2021 American Educational Research Association conference, Orlando, FL.

32. ^^˜ ˜**Smith, P.** (2021, April). *Invited Speaker: A transraciolinguistic approach for literacy classrooms.* Presented at the 2021 institute titled "Shifting linguistic landscapes: A new terrain for multilingual and transcultural pedagogies" coordinated by R. Zaidi, Umit Boz, and Eve Moreau, University of Calgary and the Calgary Board of Education funded by the Social Sciences and Humanities Research Council of Canada, Calgary, Canada: https://www.youtube.com/watch?v=2RCycjPIR70&t=2s DOI: 10.13140/RG.2.2.15205.68324

31. ^^˜ ˜**Smith, P.** (2021, March). *Invited Session Panelist: Challenging anti-Blackness in language education.* In Nelson Flores (Coordinator) in conjunction with Anya Uju, Aris Clemons, *Language and race education panel.* Presented at the
2021 Teaching English to speakers of other Languages (TESOL) Association conference, Houston, TX.

30. ^^˜ ˜**Smith, P.** (2021, March). *Invited Speaker: Transformational leadership for social impact.* Presented at the University of the Southern Caribbean Leadership Workshop, Transformational Leadership: Social Impact and Civic Engagement, Trinidad, WI.

29. ˜ ˜**Smith, P.** (2021, February). *Invited Speaker:* Silencing invisibility: A framework for Black immigrant literacies: *How does the Black immigrant literacies framework apply to the Canadian context?* Presented at the University of Calgary Doctoral Class on Linguistics, Calgary, Canada.

28. ˜ ˜**Smith, P.** (2021, February). *Invited Speaker: Qualitative research methods.* Presented at the University of Trinidad and Tobago Qualitative Research Class, Trinidad, WI.

27. **Smith, P.** (2021). *Speaker:* Preparing teachers for linguistically diverse classrooms: A transraciolinguistic approach. University of Washington, Seattle, WA.

26. Willis, A. & **Smith, P.** (2020, December). *Invited Speaker: Advancing anti-racism in literacy research.* Presented at the 2020 annual meeting of the Literacy Research Association (LRA) Virtual Conference.

25 ^^**Smith, P.** (2020, December). *Invited Speaker:* In M. Brooks (Session Organizer). LRA Research Committee Study Group: Exploring the Grant World. Presented at the 2020 annual meeting of the Literacy Research Association (LRA) Virtual Conference.

24. **Smith, P.** (*Invited, Pending*). *Invited Speaker: Crossing boundaries with racialized literacies.* Institute for the Study of Latin America and the Caribbean (ISLAC). Paper planned for the 2020 ISLAC institute coordinated by B. Reiter, University of South Florida, Tampa, FL.

23. Kumi-Yeboah, A. & **Smith, P.** (*Accepted*). *Invited Speaker:* Perspectives of African-born immigrant students' socio-cultural and academic experiences in United States public schools. Paper accepted for the 2021 American Educational Research Association conference, Orlando, FL.

22. Kumi-Yeboah, A. & **Smith, P.** *(Accepted)*. ***Invited Speaker:*** Cultural diversity in online education: An exploration of instructors' perceptions and challenges. Paper accepted for the 2021 American Educational Research Association conference, Orlando, FL.

21. **Smith, P.** *(Invited, Accepted)*. ***Invited Speaker:*** Towards a bridge for clarifying challenges with the conceptualization of translanguaging: Insights from Black immigrant literacies. Paper planned for presentation at the 2020 annual meeting of the Bilingualism Matters conference, Columbia, SC.

20. **Smith, P.** (2019, December). ***Invited Speaker:*** Applying for higher education careers: Navigating the high-stakes job market. In A. Gunn (Chair), Alternative session presented at the 2019 annual meeting of the Literacy Research Association (LRA) conference, Tampa, FL.

19. **Smith, P.** (2019, December). ***Invited Speaker:*** STAR Program cross-cohort research showcase. In M. Gort (Chair), Special event session presented at the 2019 annual meeting of the Literacy Research Association (LRA) conference, Tampa, FL.

18. **Smith, P.** (2019, March). ***Invited Speaker:*** 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.

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

16. ^^**Smith, P.** (2018, August). ***Invited Speaker:*** Lessons learned. New Faculty Orientation, Texas Tech University, Lubbock, TX.

15. **Smith, P.** (2018, November). ***Invited Speaker:*** 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.

14. **Smith, P.** (2018, December). ***Invited Speaker:*** 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.

13. **Smith, P.** (2018, November). ***Invited Speaker:*** "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.

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

11. ^^**Smith, P.** (2018, March). ***Invited Speaker:*** 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.

10. ^^**Smith, P.**, Lesley, M., & Carpenter, D. (2017, August). *Invited Speaker:* 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.

9. ^^**Smith, P.** (2017). *Invited Speaker:* 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.

8. ^^**Smith, P.**, Lesley, M., Smit., J., *Burke, D., Nigam, A., Finch, B., & Davis, L. (2017, February). *Invited Speaker:* Supporting writing Instruction in East Lubbock. Paper presented at the Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

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

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

5. ^^**Smith, P.** (2015, January). *Invited Speaker:* 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.

4. ^^**Smith, P.** (2015, January). *Invited Speaker:* 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.

3. ^^**Smith, P.** (2015, August). *Invited Speaker:* 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.

2. ^^**Smith, P.** (2015, April). *Invited Speaker:* 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.

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

Refereed Presentations

*= Student Co-author

80. **Smith, P.** (2025). *[Div G Fireside Chat: Strategic silence & bold resistance: Navigating educational renewal in an era of oppression.](#)* **Chairs:** Ronald Cunningham & Kristina Johnson-Yates. Panelist for the Graduate Student Council invited Speaker Session at the annual meeting of the American Educational Research Association, Denver, CO.

79. **Smith, P.** (2025). *[Advancing a multilingual and transnational ethos for Black linguistic reparations in urban education](#).* Paper to be presented at the annual meeting of the American Educational Research Association, Denver, CO.

78. **Smith, P.** (Panelist) (Invited, 2025). *Language and Social Processes SIG. 11th Annual Language and Social Processes Mentoring Session.* **Chairs:** Emily Machado, Jungmin Kwon, Tairan Qui. Denver, Colorado. Workshop organized for the annual meeting of the American Educational Research Association, Denver, CO.

77. **Smith, P.** (Invited, 2025). *[Inosans jan nwè: Unmasking the decolonizing tensions of translingualism](#).* In Sidury Christiansen & Zhongfeng Tian (Chairs), Decolonizing academic writing: A translingual approach. **Discussant:** Suresh Canagarajah. Paper submitted to the American Association for Applied Linguistics, Denver, CO.

76. **Smith, P.** (Invited, 2024). Theory ↔ Practice: Perspectives on literacy that drive educational and social change.

75. Skerrett, A., Bauer, E., & **Smith, P.** (2024). *[In bed with the colonizer: Raciolinguistic seduction, marriage, divorce](#).* In Symposium "*Leveraging the multilingual repertoires of Caribbean and Afro-Diasporic peoples for literacy development.*" Caribbean Studies Association, Castries, Saint Lucia.

74. **Smith, P.** (Accepted). *Black Englishes and the global multilingual imperative.* In Huseyin Uysal & Pramod Sah (Chair & Discussant). Paper accepted by the 2024 annual meeting of the American Educational Research Association, Chicago, IL.

73. Omogun (Afolalu), L., Nalubega-Booker, K., Frieson, B. Presiado, V. In Chair (L Omogun/Afolalu) & Discussant (**P. Smith**). (2023, December). *(Re)defining multilingualism: A collective conversation about Black youth multilinguistic experiences across spaces.* Symposium presented at the 2024 annual meeting of the Literacy Research Association, Atlanta, GA.

72. Skerrett, A., Bauer, E. & **Smith, P.** (2023, June). "*Parsing raciolinguistic ideologies: The case of the English-speaking Caribbean.*" In Symposium "*Decolonizing literacies in Caribbean literacy pedagogies.*" Presented at the annual meeting of the Caribbean Studies Association, St. Croix.

71. **Smith, P.** (2023, March). *Opening literacy doors through translanguaging: Transraciolinguistics for a global world.* Paper presented at the World Literacy Summit. Oxford University, UK.

70. **Smith, P.** (2023, March). *Transraciolinguistics for (re)imagining entanglements of racialized languages and peoples.* Paper presented at the American Association for Applied Linguistics, Portland, OR.

69. **Smith, P.** (2023, March). *Colloquium: Shifting raciolinguistic ideologies.* Paper presented at the American Association for Applied Linguistics, Portland, OR.

68. Laxmi, O., Li, G., Chen, E., Deroo, M., Cardenas, L., Axelrod, A., & Sun, Z. (2023, April). *Leveraging transnational funds of knowledge for more equitable education for multilingual learners.* In V. Watson (Chair & Session Organizer) and **Smith, P.** (Invited Discussant), Symposium presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.

67. Watson, V., Knight-Manuel, M., & Berends, M. (2023, April*). Vice Presidential Session: African immigrant youth: schooling, education, and civic engagement in the African diaspora.* In V. Watson (Chair & Session Organizer) and **Smith, P.** (Invited Discussant). Symposium presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.

66. Warrican, S.J., **Smith, P.,** Leacock, C.J., Hines, C., King, J., Dedrick, D., Cobb-Roberts, D., Kim, E., Walker, C., Mahon, E., Roberts, J., Hyatt, T., & Auld, J. (2023, April). In Chairs (S.J. Warrican & **P. Smith**) & Discussants (T. Esnard & A. Hunte), *Transforming the future of educational research: RISE Caribbean.* Symposium presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.

65. **Smith, P.,** Chen, Y., Yin, Y., Michels, J., Leacock, C.J., Hunte, A., & Kumi-Yeboah, A. (2023, April). *Beyond dichotomized representations of 'language at home' on PISA: Insights from Black immigrant literacies.* Paper presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.

64. Kumi-Yeboah, A. & **Smith, P.** (2023, April). *Perspectives of West African-born immigrant students' socio-cultural and academic experiences in United Stated public schools.* Paper presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.

63. Ibrahim, A., Chang, B., Willis, A., & **P. Smith (Symposium Organizer)**, Watson, W., Zaidi, R. (Symposium Co-Organizer) & McMillon, G. (*2022, April). Critical literacy for racial justice: Cultivating equity through intersectionality.* Symposium presented at the 2022 annual meeting of the American Educational Research Association, San Diego, CA.

62. **Smith, P.** (2022, April). Race(in)g critical literacy: An Afro-Caribbean immigrant perspective. In A. Ibrahim, B. Chang, A. Willis, **P. Smith (Symposium Organizer)**, V. Watson, R. Zaidi (Symposium Co-Organizer) & McMillon, G., *Critical literacy for racial justice: Cultivating equity through intersectionality.* Symposium and included paper prepared for presentation at the 2022 annual meeting of the American Educational Research Association, San Francisco, CA.

61. **Smith, P.** (2020, December). Ideological tensions across Englishes: Implications for literacy education. Presented at the 2020 annual meeting of the Literacy Research Association (LRA) Virtual Conference.

60. ****Smith, P.** (2020, December). Nuances in teacher enactment of a transraciolinguistic approach. In M. Metz, Symposium Organizer and Presenter; D. Martinez, Chair and Discussant; K. Seltzer, Presenter, Melinda Orzulak, Presenter, *Disrupting a Standard Language Ideology: Exploring tensions in teachers' evolving metalinguistic & raciolinguistic awareness.* Presented at the 2020 annual meeting of the Literacy Research Association (LRA) Virtual Conference.

59. **Smith, P.** (*Accepted Symposium). [Session Organizer and Presenter]. Clarifying the role of race in the literacies and Englishes of 'Black immigrant' youth. In A. Razfar (Discussant). In conjunction with E. Braden, K. Bryan, A. Butler, B. Hotchkins, L. Kiramba, M. Knight-Manuel, V. Watson. Symposium and

included paper prepared for presentation at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA.

58. Schneider, J.J., Jones, M., & **Smith, P**. (2020, February). On deficits, dominance, and the eradication of culture: Toward imaginative, access-promoting pedagogies. Paper to be presented at the 2020 annual meeting of the JoLLE conference, Athens, GA.

57. Kiramba, L.K., Kumi-Yeboah, **Smith, P**. *(Accepted).* "Marginalized by their culture": Cross-cultural educational experiences of African immigrant youth in United States schools. Paper accepted for presentation at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA.

56. Bauer, E. Sanchez, L. & ****Smith, P.** (2020, January). "I have magic in my mouf!" Racialized translanguaging practices of emergent multilinguals. Symposium presented at the annual meeting of the International Conference for School Effectiveness and Improvement. Morocco.

55. **Smith, P.** (2019, December). The case for translanguaging in Black immigrant literacies. Paper presented at the 2019 annual meeting of the Literacy Research Association (LRA) conference, Tampa, FL.

54. **Smith, P.,** Lee, J., Chang, R., & *Karkar, T. (2019, December). Language self-identification and reading literacy performance among 'First World' and 'Third World' youth. Paper presented at the 2019 annual meeting of the Literacy Research Association (LRA) conference, Tampa, FL.

53. **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.

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

51. *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.

50. *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.

49. **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.

48. Watson, V., Bryan, K., **Smith, P. [Symposium Organizer]**, Kiramba, L., Braden, E., & Naqvi, R. (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 at the 2018 annual meeting of the Literacy Research Association (LRA), Indian Wells, CA.

47. **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.

46. *Varner, J., Nigam, A., **Smith, P.**, **Karkar, T., *Rodriguez, N., *Thompson, T., *Gutierrez, S., & Kumi-Yeboah, A. (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.

45. 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.

44. **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.

43**. 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.

42. **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.

41. 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.

40. 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.

39. *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.

38. **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.

37. **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.

36. 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.

35. **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.

34. **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.

33. **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.

32. 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.

31. **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.

30. 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.

29. 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.

28. 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.

27. **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.

26. **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.

25. 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.

24. 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.

23. **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.

22. **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.

21. 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.

20. **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.

19. **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.

18. **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.

17. **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.

16. 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.

15. **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.

14. **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.

13. **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.

12. **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.

11. **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.

10. **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 2012annual meeting of the Florida Educational Research Association (FERA), Gainesville, FL.

9. **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.

8. **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.

7. 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.

6. 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.

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.

Media & Other Mentions

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21. University of South Florida. (2021). USF Newsroom: USF College of Education assistant professor to establish Caribbean educational research center through $3.6 million grant. Retrieved from https://www.usf.edu/news/2021/usf-college-of-education-assistant-professor-to-establish-caribbean-educational-research-center-through-3-6-million-grant.aspx

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13. Texas Tech University. (2019). Senate Resolution 54.116. Stating the sentiments of the Student Senate regarding Dr. Patriann Smith's initiatives for providing excellent teaching, mentorship, and advising to doctoral students. Retrieved from *https://ttu.campuslabs.com/engage/organization/student-government-association/documents/view/1079740.*

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Faculty, Service, and Institutional Grants
Total Funding: $5,127,656

Grants Funded

9. Warrican, S.J. (UWI Principal Investigator), **Smith, P. (USF Principal Investigator)**, Leacock, C.J. (co-Investigator). (2021-2024). *RISE Caribbean: Caribbean Educational Research Initiative: Higher education partnership between the University of the West Indies and the University of South Florida.* United States Agency for International Development (USAID). **($3,687,918.96) (funded)**. [Interdisciplinary | International | Community Engaged] [Role on Proposal: USF Project Coordinator, Literacy Researcher, Qualitative Researcher] More information can be found at the RISE Caribbean 2023 Conference Website: *https://risecaribbean.org*

The Caribbean Educational Research Initiative (CERI), officially referred to as "The Research Initiative for Supporting Education in the Caribbean" or RISE Caribbean is a partnership between the United States Agency for International Development (USAID), The University of the West Indies (UWI), Cave Hill Campus, The University of South Florida (USF), the Eastern Caribbean Joint Board of Teacher Education (ECJBTE) and Ministries of Education (MOEs) in Barbados and the Eastern Caribbean. Leading this dynamic international partnership are *Dr. S. Joel Warrican* who serves as Principal Investigator of the initiative at The University of the West Indies and *Dr. Patriann Smith* who serves as Principal Investigator at the *University of South Florida.*

The *Caribbean Educational Research Center (CERC),* launched as part of the initiative in 2021, is designed to serve the Eastern Caribbean islands which consist of six independent countries – Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines– and also, three British Overseas Territories — The Virgin Islands, Montserrat and Anguilla. This Center is housed at The University of the West Indies Cave Hill campus in Barbados, with the capability to generate and utilize robust data for improved decision making in basic education throughout the region. The Caribbean Educational Research Center draws on research expertise from the UWI School of Education, UWI's other campuses, the University of South Florida, Ministries of Education, and the teacher education divisions of the national colleges in the Eastern Caribbean and the teachers' college in Barbados. In harmony with the aim of building research capacity in the region, the Center provides assistantships and internships for graduate students pursuing research degrees in education and related fields, and staff from the Ministries of Education, and the national colleges, who work with classroom teachers to investigate classroom phenomena.

The RISE Caribbean initiative was designed to ultimately establish a repository for education data for the countries in the Eastern Caribbean and Barbados, conduct demand-driven research and analysis to inform policy and planning for Ministries of Education and other stakeholders in education, build capacity for research and training with students and educational stakeholders, conduct and support comparative and collaborative research with Higher Education Institutions in and outside of the region, and strengthen research culture through publications, public lectures, and other means of sharing research findings.

One of the major activities of the RISE Caribbean initiative is an annual research conference designed to support the Center's Research Fellows and Research Assistants as part of the RISE Caribbean initiative's Cross-Cultural Research Mentorship Network (CCRMN). Over fifteen (15) Research Fellows and Research Assistants function and seven (7) USF faculty worked together in the CCRMN for on research showcased at the RISE Caribbean conference. Each Research Fellow and Research Assistant received year-round support, mentorship and training from designated University of South Florida Research faculty who serve as Faculty Coordinator, Research Mentors and Research Instructors to the Fellows and Assistants every year. The USF Faculty Coordinator, Research Mentors and Instructors who have been attached to the RISE Caribbean initiative are Drs. Patriann Smith, Constance Hines, James King, Robert Dedrick, Deirdre Cobb-Roberts, Eunsook Kim, Jennifer Wolgemuth, and Jolyn Blank.

To this end, the RISE Caribbean 2023 conference, "Building Solidarity Across Educational Communities: Cultivating Spaces Where Students Thrive" aimed to harness the power of community, interconnectedness, and inclusivity in our collective efforts to create and sustain educational spaces for students to succeed. The conference included sessions that imagine possibilities around which to collectively improve the experiences, well-being, and educational outcomes for all children, especially those for whom achievement, equity, and justice have long been withheld. The conference also highlighted scholars who are integral to the work of the RISE Caribbean initiative. The RISE Caribbean Conference was hosted at the University of South Florida Tampa from May 30 through June 1, 2023.

Grant Management Progress and Milestones (2021-2024):

- *The Caribbean Educational Research Center (CERC) was officially launched in September 2021.*
- *The RISE Caribbean Cross-Cultural Mentorship Network (CCMN) Moodle site was launched to house all course and research material and resources engaged with by various faculty and stakeholders as part of the project.*
- *The RISE Caribbean Cross-Cultural Mentorship Network (CCMN) Guide was developed to be used by all RISE USF faculty, fellows and assistants.*
- *Five (5) USF Research Mentors (Professors Drs. Robert Dedrick, James King, Deirdre Cobb-Roberts, Eunsook Kim) were assigned to 2 Research Fellows and 3 Research Assistants in Barbados as of 2021.*
- *Two (2) USF Instructional Faculty (Professors Drs. Robert Dedrick & Jolyn Blank) were assigned to and taught summer qualitative and quantitative courses in Summer Year 1, 2021.*
- *Beyond this, USF faculty and a doctoral student (Drs. Constance Hines, Connie Walker, Jim Hatten, Jennifer Wolgemuth, Maria Valcarlos, Eunsook Kim) worked to prepare four asynchronous courses on program evaluation, quantitative research, and qualitative research in Summer Year 1, 2021. These four training courses, all of which have been completed, completed to provide forthcoming training to emerging researchers and practitioners at the CERC in Barbados.*
- *Cross-Cultural Research Mentorship Network (CCMN) monthly meetings began in earnest in 2021 and continued throughout each academic year. These meetings included attendance by all USF faculty, UWI Research Fellows and UWI Research Assistants and continued for the duration of the grant.*
- *Two (2) USF Instructional Faculty (Professors Drs. Robert Dedrick and Jennifer Wolgemuth) were assigned to and taught summer qualitative and quantitative courses in Summer Year 2, 2022.*
- *The USF faculty traveled with me and with Dr. Constance Hines to Barbados for the RISE Summer Institute coordinated there in 2022. RISE Caribbean USF faculty and I travelled to deliver summer*

coursework and research mentorship in Summer Year 2, 2022. The Cross-Cultural Mentorship Network Summer Institute involved research mentorship and instruction of Research Fellows, Research Assistants, and practitioners from Barbados and the Eastern Caribbean. Three faculty served as USF Research Mentors and 2 faculty served as Instructors for two quantitative and qualitative classes.

- *Ten (10) Research Assistants enlisted in 2022 in addition to the 3 original scholars in 2021 and one (1) Research Fellow was added to the team.*
- *Research Fellows and Assistants submitted manuscripts to journals, presented at conferences, submitted CVs for feedback, supplied research narratives for review, and presented numerous other artifacts for feedback post-summer institute held in 2022.*
- *The CERC institutional repository for research and the RISE Caribbean website were both developed and launched in 2023.*
- *A USF Project Facilitator and Technology Specialist as well as a Research Assistant were enlisted to support preparation for the 2023 RISE Caribbean Conference and the 2023 RISE Summer Institute.*
- *RISE UWI traveled to AERA where they presented with USF faculty.*
- *RISE UWI traveled to USF where they presented with USF faculty.*
- *RISE UWI colleagues prepared podcasts in advance of the conference in collaboration with the podcast, Classroom Caffeine. Keynote for the conference was Dr. Allison Skerrett.*
- *RISE UWI Research Fellows and Research Assistants traveled to AERA 2023 and successfully presented the RISE Caribbean symposium with USF Research Mentors and Instructors.*
- *RISE Caribbean Research Fellows and Research Assistants were provided with practice sessions for the AERA conference and for the RISE Caribbean conference.*
- *RISE Caribbean Research Fellows and Research Assistants submitted multiple manuscripts for review to refereed journals.*
- *RISE Caribbean USF PI invited to submit a book to Palgrave Macmillan based on the 2023 AERA RISE Caribbean symposium.*
- *Expert-led sessions were provided for RISE Fellows and Research Assistants to learn and to practice the art of translating research to practice and disseminating research to diverse publics via social media (e.g., blogs, Twitter, Facebook, Instagram).*
- *The RISE Caribbean conference coordinated by Dr. Patriann Smith hosted by USF in spring of Year 3, 2023.*
- *RISE UWI Research Fellows and Research Assistants traveled to RISE Caribbean 2023 conference at USF and successfully presented individual and group presentations with USF Research Mentors and Instructors.*
- *The RISE Caribbean Cross-Cultural Research Mentorship Network (CCRMN) Summer Institute was held at The UWI Cave Hill in Barbados in Year 3, 2023.*
- *RISE Caribbean Research Fellows and Research Assistants received additional supports towards supporting publication for the 2023-2024 academic year.*
- *They again presented research from the initiative at the AERA 2024 conference.*

8. Smith, G. (Principal Investigator), **Smith, P. (co-Investigator)**, Sherry, M. (co- Investigator), & Drobitz, J. (co-Investigator). (2020). *Collaborative responsive writing in web-based eBooks to improve literacy.* Prepared for the COEDU Creative Research Grant. **($10,000.00) (funded)** [Interdisciplinary | [Role on Proposal: Literacy Researcher]

7. Smith, G. (Principal Investigator), **Smith, P. (co-Investigator)**, Sherry, M. (co-Principal Investigator), & Drobitz, J. (co-Principal Investigator). (2020). *Interactive eBooks for online learning, with games and social interaction.* Prepared for the COEDU Mini Grant. **($5000.00) (funded)** [Interdisciplinary | [Role on Proposal: Literacy Researcher]

6. Hetherington, C. (Principal Investigator), Zak, J. (co-Principal Investigator), Dwyer, J. (co-Principal Investigator), **Smith, P. (co-Principal Investigator)**, Borst, S. (co-Principal Investigator). *S-STEM Track II: Educating future scientists and mathematicians from rural and underserved regions.* (2019). National Science Foundation **($999,999.00). (funded)** (02/01/20-02/01/2025) [Ceased: The Principal Investigator requested that I step off the grant when I transitioned to a faculty position at USF because he believed that I needed to be present at TTU to efficiently complete my research tasks on the grant.]. [Interdisciplinary] [Role on Proposal: Theorist/Qualitative Educational Researcher]

5. McEachron, B., Larmond, E., Johnson Austin, S., **Smith, P.** *Passport 2 Literacy.* (2019). The Caribbean Community Association's receipt of the 2020 Dr. Martin Luther King, Jr. Day of Service, administered by the Hillsborough Community College Equity, Diversity and Special Programs, Tampa, FL. **($3870.00). (funded)** (09/2019-01/20/2020) [Community Engaged Service Grant] [Role: Event Coordinator]

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

3. **Smith, P. (Principal Investigator)**. (2018). *Problematizing (Il)legitimacy of Englishes across the diaspora.* (2018). Scholarship Catalyst Program. Offices of the President, Provost, and Vice President for Research & Innovation, Texas Tech University. **($4000.00) (funded)** (06/01/18-08/31/19)

2. 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] [Role: Instructional Support]

1. **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).**

Unfunded Grant Proposals

25. Zpolski, T., Strakowski, S., Hulvershorn, L., Adams, L., Wilcox, H., **Smith, P.**, Metzger, I., Price, N.M. *Suicide risk and resilience among Black youth of diverse backgrounds: A mixed methods approach.* ($1,000,000). (*not funded*). [Community Engaged] [Transdisciplinary] [Role on Proposal: Immigration, Literacy, & Diversity Expert | Qualitative Researcher]

24. **Smith, P.** (Principal Investigator) & Yeter, I. *Computational thinking through transraciolinguistics for entrepreneurial success.* Florida High Tech Corridor. ($25,000.00). (*not funded).* [Community Engaged] [Transdisciplinary] [Role on Proposal: Literacy & Diversity Expert | Qualitative Researcher]

23. Warrican, S.J. (Principal Investigator), Leacock, C.J. (co-Principal Investigator), Edwards, P.E. (co-Principal Investigator), & **Smith, P.** (co-Principal Investigator). *Empowerment through family literacies: Asset-based approaches to address ecological, health, and transnational challenges in the Caribbean.* Spencer Foundation. ($500,000) (*not funded*) [Community Engaged] [Transdisciplinary] [International] [Role on Proposal: Immigrant Literacy Expert and Qualitative Researcher]

22. Smith, G. (Principal Investigator), Licato, J. (co-Principal Investigator), **Smith, P. (co-Principal Investigator)**, Kiefer, S. (co-Principal Investigator), Zitnik, S. (co-Principal Investigator), Warrican, S.J. (co-Principal Investigator), & Pizorn, K. (2020). *Responsive writing in eBooks for immigrant English learners' social adjustment: Insights from Natural Language Processing.* Prepared for the Spencer Foundation ($500,000.00) (*not funded*) [Interdisciplinary | [Role on Proposal: Literacy and Qualitative Researcher]

21. Smith, G. (Principal Investigator), Licato, J. (co-Principal Investigator), **Smith, P. (co-Principal Investigator)**. (2020). *Responsive writing in eBooks for immigrant English learners' social adjustment: Insights from Natural Language Processing.* Prepared for the Spencer Foundation ($50,000.00) (*not funded*) [Interdisciplinary | [Role on Proposal: Literacy and Qualitative Researcher]

20. Schneider, J.J. (Principal Investigator), **Smith, P. (co-Principal Investigator)**, Panos, A. (co-Principal Investigator). (2020). Anti-racist teacher preparation: Evaluating literacy programs to improve Black student achievement. Prepared for the USF *Understanding and Addressing Blackness and Anti-Black Racism in our Local, National, and International Communities* ($30,000.00) (*not funded*) [Interdisciplinary | [Role on Proposal: Literacy and Qualitative Researcher]

19. Smith, G. (Principal Investigator), Licato, J. (co-Principal Investigator), & **Smith, P. (co-Principal Investigator)** (2020). *Interactive eBooks with Natural Language Processing to investigate minority youth experience during Covid-19 social isolation.* Prepared for the Spencer Foundation ($50,000.00) (*not funded)* [Interdisciplinary | [Role on Proposal: Literacy and Qualitative Researcher]

18. Smith, G. (Principal Investigator), **Smith, P. (co-Principal Investigator)**, Sherry, M. (co-Principal Investigator), & Drobitz, J. (co-Principal Investigator). (2020). *Interactive eBooks for online learning, with games and social interaction.* Prepared for the COVID-19 Rapid Response. ($25,000.00) (*not funded*) [Interdisciplinary | [Role on Proposal: Researcher]

17. Schneider, J.J. (Principal Investigator), Hadley, L. (co-Principal Investigator), **Smith, P. (co-Principal Investigator)**, & Panos, A. (co-Principal Investigator), Mowatt. E. (co-Principal Investigator). (2019). *Collaborative approaches to the decoding and dyslexia dilemma: Supporting equitable, high quality literacy learning and instruction.* Prepared for the Spencer Foundation Research-Practice Partnerships. ($400,000.00) (*not funded)* [Interdisciplinary | Community Engaged] [Role on Proposal: Researcher]

16. Schneider, J.J. (Principal Investigator), **Smith, P. (co-Principal Investigator)**, Hadley, L. (co-Principal Investigator), & Panos, A. (co-Principal Investigator). (2019). *Enhancing teacher responsiveness through simulations of literacy instruction.* Prepared for the University of South Florida Strategic Investment Pool Initiative. ($99,505.00) (*not funded*) [Interdisciplinary | Community Engaged] [Role on Proposal: Researcher]

15. Smith, G. (Principal Investigator), **Smith, P. (co-Principal Investigator)**, Sherry, M. (co-Principal Investigator), Drobits, J. (2019). *Teen, text, and talk: Games with CREW.* Prepared for the University of South Florida Strategic Investment Pool Initiative. ($100,000.00) (*not funded*) [Interdisciplinary] [Role on Proposal: Researcher]

14. **Smith, P. (Principal Investigator)**, Lee, J. (co-Principal Investigator), Moskal, B. (Senior Personnel). (2019). *Towards a rationale for rethinking Black student achievement in United States schools.* Prepared for the Spencer Foundation. ($50,000.00). *(not funded)* [Interdisciplinary]

13. **Smith, P. (Principal Investigator)**, & Zaidi, R. (co-Principal Investigator). (2019). *Leveraging language difference as an asset: Exploring insights from Canada and the United States.* ($19,989.00) (*not funded)* [Role on Proposal: Teacher Trainer and Researcher]

12. Dwyer, J. (Principal Investigator), **Smith, P. (co-Principal Investigator)**, Shin, S. (co-Principal Investigator), Moskal, B. (co-Principal Investigator), Lim, S. (co-Principal Investigator), Spott, J. (co-Principal Investigator), & Brock, W. (co-Principal Investigator). (2019). *Digitizing agriculture on the West Texas prairie: STEM computing in rural high schools.* National Science Foundation ($999,999). (02/01/20-02/01/2025) (*not funded*) [Interdisciplinary] [Role on Proposal: Theorist and Educational Researcher]

11. Dwyer, J. (Principal Investigator), Moskal, B. (co-Principal Investigator), Davis, T. (co-Principal Investigator), **Smith, P. (Co-Principal Investigator).** (2019). *Research experience for pre-service teachers (REPT): A new component for the instruction of future mathematics teachers.* National Science Foundation ($999,999). (*not funded*) (02/01/20-02/01/2025) (not funded) [Interdisciplinary] [Role on Proposal: Theorist and Educational Researcher]

10. **Smith, P. (Principal Investigator)**, Lee, J. (co-Principal Investigator), Moskal, B. (Senior Personnel), Dwyer, J. (Senior Personnel), & Kumi-Yeboah, A. (Senior Personnel). (2018). *Towards a rationale for rethinking Black student achievement in United States schools.* Prepared for the Russell Sage Foundation. ($50,000.00). (*not funded*)

9. **Smith, P. (Principal Investigator)**, Lee, J. (co-Principal Investigator), Moskal, B. (Senior Personnel), Dwyer, J. (Senior Personnel), & Kumi-Yeboah, A. (Senior Personnel). (2018). *Towards a rationale for rethinking Black student achievement in United States Schools.* Prepared for the Spencer Foundation. ($50,000.00). (*not funded*) [Interdisciplinary]

8. 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] [Role on Proposal: Theorist and Educational Researcher]

7. **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]

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

5. **Smith, P**. (2016). *The <u>CH</u> Foundation peer-to-peer mentoring scholarships.* Texas Tech University. ($40,000.00). (*not funded*).

4. 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] [Role on Proposal: Instructional Support]

3. **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*).

2. **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*).

1. **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]

Professional Leadership

President-Elect

2024-2028   **Elected to Four-Year Term:** Vice-President, President-Elect, President, Past President: Literacy Research Association (LRA)

Conference Chair

2023   **Coordinator of the RISE Caribbean Conference:** USAID, UWI, USF

Board of Directors

2020-2023   **Elected: Board of Directors:** Literacy Research Association (LRA)
2013-2016   **Appointed: Executive Board of Directors:** Parliamentarian: Literacy Research Association

2014-2015   **Caribbean Regional Representative:** LRAs International ICG

Committee on Research
2023-2026   **Appointed:** National Council of Teachers of English (NCTE)

Board of Directors Liaison
2020-2023   LRA Field Council
             LRA Ethnicity, Race and Multilingualism Committee/STAR
             LRA International Innovative Community Group (ICG)

Program Area Co-Chair
2019-2020   Literacy Research Association, Literacy Assessment and Policy (2019) **[Invited]**

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

Committee Chair
2016-2017   American Educational Research Association (AERA) Language and Social Processes SIG Emergent Scholar Awards Committee (2016-2017) **[Invited]**
2016-2017   Ethnicity, Race and Multilingualism Travel Award Committee (2016-2017) **[Invited]**

Awards Reviewer
2019-   American Educational Research Association (AERA) Language and Social Processes SIG John Gumperz Lifetime Award Committee **[Invited]**
2016-2018   American Educational Research Association (AERA) Language and Social Processes SIG Emerging Scholar Awards Committee **[Invited]**
2016-2017   Literacy Research Association Ethnicity, Race and Multilingualism Travel Awards Committee
2015   American Educational Research Association (AERA) Bilingual Education Research SIG Outstanding Dissertation Award Committee **[Invited]**
2014   American Educational Research Association (AERA) Bilingual Education Research SIG Early Career and Lifetime Achievement Awards Committee **[Invited]**

Committee Member
2020-2021   Media Compliance Committee, Literacy Research Association (LRA)
2017-2018   Secretary/Treasurer Nomination: American Educational Research Association (AERA) Language and Social Processes SIG Secretary/Treasurer
2015-2018   Literacy Research Association Ethnicity, Race and Multilingualism **[Invited]**
2013-2016   International Reading Association (IRA) Literacy, Diversity, and Multiculturalism **[Invited]**

Grant Advisory Board Member

2020-2021   United States Department of Education: LLI: Leadership in Literacy Intervention **[Invited]**

2019-2021   National Science Foundation: RIEL: Responsive Education in Biology for English Learners **[Invited]**

Grant Reviewer

2018-   Spencer Foundation

Program Reviewer

2019   National Council of Teachers of English/Council of Accreditation for Educator Preparation **[Invited]**

Convention Session Chair | Discussant

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

Research Mentor

2022-2023   Literacy Research Association (LRA): STAR Mentor: Dr. Lakeya Omogun (Afolalu), University of Washington.

Early Scholar Mentor

2020   American Educational Research Association (AERA) Language and Social Processes (LSP) SIG. *Reimagining Research of LSP: Community-Driven Methods & Mentoring for a New Decade.*

Programmatic, Departmental, College & University Leadership

University of South Florida

University

2023-2024   **Parliamentarian:** Faculty Senate [Invited]
2020-2023   **Member:** Graduate Council Policy and Fellowship Committee, Faculty Council
2020-2021   **Member:** Faculty Success Teaching and Learning Advisory Panel, Office of the Provost
2019-2020   **Member:** Black Faculty and Staff Association Kente Awards Committee
2019-2020   **Member:** Review Committee with Task Force for USF's *Understanding and Addressing Blackness and Anti-Black Racism in our Local, National, and International Communities* Grant Proposals
2019-   **Member:** Black Faculty and Staff Association

College

2025-	**Associate Dean for Faculty Success & Excellence:** College of Education
2022-2023	**Search Committee Member:** David Anchin Center Director & Endowed Professor Search Committee
2022-2024	**Alternate:** Graduate Policy Council (GPC)
	Alternate: Undergraduate Policy Council (UPC)
2021-2025	**Research Advisory Board:** College of Education
2021	**Committee Member:** Ad-Hoc International Exchange Strategic Planning Committee
2020-2021	**Committee Member:** David Anchin Center Conference Planning Committee
2020-2022	**Elected Member:** Faculty and Student Success Affairs Committee
2019-2020	**Member:** Elementary Education Program Revision Committee
2019-2020	**Member**: Diversity Committee Action Group

Department

2024-2026	**Elected Chair:** Governance Committee, Language, Literacy, Ed.D., Exceptional Education, Physical Education (LLEEP)
2022	**Member:** Instructor Promotion Committee
2019-/2020-22	**Elected Chair:** Governance Committee, Language, Literacy, Ed.D., Exceptional Education, Physical Education (LLEEP)

Program

2022-2023	**Search Committee Chair:** Literacy Studies Search Committee: Assistant Professor
	Search Committee Chair: Literacy Studies Search Committee: Assistant Professor of Instruction
2021	**Search Committee:** Literacy Studies Visiting Instructor
2020	**Program Webinar Coordination:** Racial Justice in Literacy Research
2020-2021	**Program Certificate Development:** Global Literacies
2020-2021	**Program Revision:** Literacy Studies Doctoral Program
2020-2021	**Program Representative/Liaison:** Elementary Education Program Meetings
2019-	**Recruitment:** Literacy Studies Doctoral Program

Texas Tech University

University

2018-2019	**Faculty Advisor:** Caribbean Student Association, Division of Diversity, Equity & Inclusion
	Member: President's Excellence in Diversity & Equity Awards Committee, Division of Diversity, Equity & Inclusion
	Reviewer: Graduate Scholarship | Fellowship, Texas Tech University (TTU) Graduate School
2017-2018	**Faculty Co-Advisor:** Caribbean Student Association, Division of Diversity, Equity & Inclusion
2017	**Mentor Tech Cluster Leader (MCL) and Mentor**: Laura Cavazos & Ophelia Powell-Malone Mentoring Program, Division of Diversity, Equity & Inclusion

	Member: Black Studies Working Group, Division of Diversity, Equity & Inclusion
2015-2019	**Mentor Tech Mentor:** Laura Cavazos & Ophelia Powell-Malone Mentoring Program, Division of Diversity, Equity & Inclusion (2016-2017 | 2018-2019)
2015-2020	**Member:** Black Faculty and Staff Association (BFSA)

College

2018-2019	**Committee Member:** Merit Pay Committee
2016-2019	**Graduate Dean's Representative:** Dissertations
	Committee Member: Graduate Academic Affairs Committee
2016-2017	**Committee Member:** Quality Online Education (QOE) Ad-hoc Committee

Department

2019	**Committee Member:** Admissions Committee, Department of Curriculum and Instruction
	Chair: Diversity Core Faculty Group Committee
2016	**Committee Member:** Master's Program Review Committee

Program

2016	**Co-Coordinator:** Language, Diversity and Literacy Studies
2015-2016	**Committee Member:** Ad-hoc Recruitment Committee
2015-2021	**Admissions:** Language, Diversity and Literacy Studies

University of Illinois at Urbana-Champaign

University

2014-2015	**Member:** Campus Conversation for Undergraduate Education: Working Group – An International Campus in a Global World

College

2014-2015	**Committee Member:** Online Programs Steering Committee
	Member: Social/Demographic Workgroup

Department

2013-2015	**Unit Leader:** Campus Charitable Fund Drive (Unit Leader), University of Illinois at Urbana-Champaign, Champaign, IL

Program

2013-2015	**Program Coordinator**: Reading Specialist and Reading Teacher Endorsement Master's Programs
	Admissions: Language and Literacy Studies

Editorial Leadership

Editor

2022-2024   **Co-Guest Editor,** *Research in the Teaching of English, 5 manuscripts co-adjudicated* **[Invited]**
2021-2023   **Co-Guest Editor,** *Literacy, 6 manuscripts, 2 interviews* | Published **[Invited]**
2020-2021   **Section Editor**, *Literacy Practice and Research* **[Invited]**
2020-2021   **Consulting Editor**, SAAP **[Invited]**
2019-2022   **Co-Guest Editor** *International Journal of Qualitative Studies in Education*, 6 manuscripts | Published **[Invited]**
2019-2020   **Guest Editor**, *Teachers College Record* | Special Issue: *Clarifying the role of race in the literacies of Black immigrant youth* (2020) | Yearbook Volume 122, #13 | 12 Manuscripts Adjudicated | Published
2019-2025   **Associate Editor**, *Linguistics and Education*: 100+ Manuscripts Adjudicated **[Invited]**
2018-/2022- **Co-Editor/Associate Editor**, *Caribbean Educational Research Journal*: 51 Manuscripts Adjudicated **[Invited]**

Editorial Boards

2023-   *English Teaching, Practice and Critique (ETPC)* **[Invited]**
2022-   *International Multilingual Research Journal* **[Invited]**
2021-   *Caribbean Journal of Multidisciplinary Studies* **[Invited]**
2021-   *The Reading Teacher* **[Invited]**
2020-   *Literacy Research: Theory, Method and Practice* **[Invited]**
2017-   *Reading Research Quarterly* **[Invited]**
2016-   *Journal of Literacy Research* **[Invited]**
2015-2017   Newsletter Editor: Intercultural Communication Interest Section: Teaching English to Speakers of other Languages (TESOL) **[Elected]**
2013-2016   *National Association for Bilingual Education (NABE) Journal of Research and Practice* **[Invited]**
2013-2018   *Reading Horizons* **[Invited]**
2010-2012   *Literacy Research Association Yearbook* | *Literacy Research, Theory, Methods and Practice* **[Invited]**
2010-2012   *Journal of Reading Education* **[Appointed]**

Editorial Advisory Board

2018-2019   Edited Book, *Teacher Education Pedagogy and the Importance of Critical Thinking and Conceptualization*, by Sandra Robinson and Verna Knight **[Invited]**

Book and Book Proposal Reviewer

2020   **Book Reviewer** *Media and Information Literacy and Intercultural Dialogue Education: Essential Competencies for Schools in the Commonwealth Caribbean* (University of the West Indies) **[Invited]**
2019   **Book Proposal Reviewer** *Equity in Education: What Caribbean Students Say* (Routledge) **[Invited]**
2019   **Book Proposal Reviewer** *First Language Bidialectalism in Second Language Acquisition: Theoretical and Clinical Considerations* (Palgrave) **[Invited]**

2018	**Book Proposal Reviewer** *Transcultural Literacies for Teaching & Learning*, Canada (Routledge) **[Invited]**
2018	**Book Reviewer** Edited Book, *Transcultural Literacies for Teaching and Learning* (Canadian Scholars, Canada) **[Invited]**

Convention Proposal Reviewer

2016-2018	International Literacy Association (ILA)
2010-	American Educational Research Association (AERA)

- 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
- Research in Reading and Literacy SIG
- Bilingual Education Research Special Interest Group (SIG)

2012- Literacy Research Association (LRA)

- Social, Cultural, and Political Issues of Literacy Practice in and Out of School
- Literacy Learning and Practice in Multilingual and Multicultural Setting
- In-Service Teacher Education

Journal Reviewer

- *Urban Education (5/23)*
- *Educational Evaluation and Policy Analysis (8/23)*
- *International Journal of Testing (4/23)*
- *TESOL Quarterly (11/22, 11/24)*
- *Teaching Education (1/23)*
- *Foundation in Law (12/22)*
- *The Urban Review (11/22, 1/23)*
- *Cogent Education (1/23)*
- *Review of Education (10/22)*
- *AERA Open (11/22)*
- *Literacy (10/22)*
- *Urban Education (3/22, 3/24)*
- *Oxford Review of Education (11/21)*
- *BMC Public Health (4/21)*
- *International Journal of Multidisciplinary Perspectives in Higher Education (7/20)*
- *Applied Neuropsychology (3/20, 8/20)*
- *Educational Review (3/20)*
- *American Journal of Education (10/19, 2/20)*
- *English Teaching, Practice, and Critique (10/19)*
- *Globalization, Societies, and Education (10/19, 9/20)*
- *Journal of Language, Identity, and Education (10/19, 6/20)*
- *Action in Teacher Education (2/19, 3/19, 6/19)*
- *Youth and Society (2/19)*
- *Literacy Research and Instruction (1/19, 2/19, 3/19, 7/19)*

- *Diaspora, Indigenous, and Minority Education (2/19)*
- *Reading Psychology (10/18)*
- *Teachers College Record (8/18, 5/19)*
- *Reading Research Quarterly (5/18, 9/18, 8/19, 11/20, 3/21, 4/21, 2/23, 5/23)*
- *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, 6/19, 10/20, 2/1/21, 2/21)*
- *Journal of Literacy Research (1/17, 3/17, 4/17, 11/17, 2/18, 5/18, 6/18, 7/18, 1/19, 3/19, 4/19, 2/20, 6/20, 1/22, 11/22)*
- *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, 7/20)*
- *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, 2/19, 3/19, 4/19, 7/19, 8/19)*

Teaching Experience

2024-2025   Professor: University of South Florida
1. RED 6846: Practicum in Reading (Undergraduate/MAT/Masters/Online) (2024)
2. LAE 4314: Children's & Young Adult Literature (Undergraduate/Online) (2024)
3. RED 6749: History and Foundations of Reading (Masters/Online) [8-week] (2024)

2021-2024   Associate Professor: University of South Florida
1. LAE 4314: Children's & Young Adult Literature (Undergraduate/Online) (2023)
2. RED 4943: Practicum in Reading (Undergraduate/MAT/Face-to-Face/Online) (2023)
3. RED 6649: Critical Literacies for Racial Justice (Doctoral/Masters/Online) [8-week] (2023-projected)
4. LAE 6317: Teaching Composition in Elementary Classrooms (Masters/Online) [8-week] (2022)
5. RED 6749: History and Foundations of Reading (Masters/Online) [8-week] (2021 | 2022)
6. RED 6846: Practicum in Reading (Masters/Online) (2020 | 2021 | 2022 | 2024)

2019-2021   Assistant Professor: University of South Florida
1. LAE 4414: Diverse Children's Literature (Undergraduate/Online) (2021)
2. LAE 7718: Linguistics in Literacy (Doctoral/Online/Hybrid) (2020 | 2023)
3. RED 6846: Practicum in Reading (Masters/Online) (2020)
4. RED 6247: Curriculum and Supervision Problems in Reading (Masters/Online) (2020 | 2021)
5. RED 6544: Cognition, Comprehension, and Content Area (Masters/Online) (2020)
6. RED 6749: History and Foundations of Reading (Masters/Online) (2019|2020-)

2015-19   Assistant Professor: Texas Tech University
1. LDLS 6350: Research Methods, Language, Diversity & Literacy (Doctoral/Online) (2019)
2. EDBL 5337: Teaching Strategies for ESL and Content-Area Teachers of Limited-English Proficient Students (2019)
3. EDLL 5356: Trends and Issues in Adolescent Literature (2018)
4. LDLS 6343: Global Literacy (Doctoral/Online) (2018)
5. EDCI 6333: Diversity Ideologies (Doctoral/Online) (2017 | 2018 | 2019)
6. EDLL 5346: Increasing Reading Proficiency for all Readers (Doctoral/Masters/Online) (2015|2017|2019)
7. EDLL 5341: Developing Academic Literacy in the Disciplines for Adolescents (Masters/Online) (2017|2019)
8. EDLL 5342: Classroom-Based Literacy Assessment for Differentiated Instruction (Doctoral/Masters/Online) (2016 | 2017 | 2018 | 2019)
9. EDLL 6341 | EDCI 6345: Trends and Issues in New Literacies: New Literacies for the 21st Century (Doctoral/Masters/Online) (2016|2017|2018)
10. EDLL 5351: Children's Literature in the School Curriculum (Doctoral/Masters/Online) (2016)

2013-15   Clinical Assistant Professor: University of Illinois at Urbana-Champaign
1. CI 475: Teaching Elementary Reading and Language Arts I (Undergraduate/Blended) (2015)
2. CI 502: Introduction to Reading (Graduate/Online) (2014)
3. CI 576: Assessment-Based Reading Instruction (Graduate and Online) (2014 | 2015)
4. CI 577: Clinical Practicum in Reading (Graduate/Blended) (2014)
5. CI 446: Culture in the Classroom (Graduate and Undergraduate/Online) (2014)
6. CI 575: Assessment in Reading (Graduate/Online and Blended) (2013 | 2014)

2012-13   Graduate Teaching Assistant and Associate: University of South Florida
1. RED 6514: Reading Process in the Elementary Grades (Graduate/Blended) (2013)
2. LAE 6314: Writing and Writers: Trends and Issues (Graduate/Online) (2013)
3. RED 6545: Issues in Vocabulary and Word Study (Graduate/Online) (2012)
4. LAE 4314: Teaching Writing in Elementary Schools (Undergraduate/Blended) (2012)
5. LAE 4414: Literature in Childhood Education (Undergraduate/Blended) (2012)
6. RED 4310: Reading and Learning to Read (Undergraduate/Blended) (2011)
7. RED 4511: Linking Literacy Assessment to Instruction (Undergraduate/Blended) (2011)

Innovative Research & Teaching Initiatives

2023   **Conference Chair & Project Coordinator:** RISE Caribbean Conference, USAID, UWI, USF

2021-2023 Coordinator: RISE Caribbean Summer Institutes & RISE Caribbean Cross-Cultural Research Mentorship Network (CCRMN), The University of the West Indies Cave Hill, Barbados, WI

2021-2023 Founder: RISE Caribbean Cross-Cultural Research Mentorship Network (CCRMN), USF-UWI, Barbados/U.S.

2022   **Curriculum Implementation:** Curriculum & Assessment Training Programme (C&ATP), The Organization of Eastern Caribbean States (OECS) Commission & The University of the West Indies Cave Hill, Barbados, WI

2021-   **Conversations with Doctoral Students:** Co-Led Presentation on Research Conferences, USF

2019-2020 Critical Global Literacies Certificate: Developed and Approved with 2 new courses: Critical Global Literacy and Racial Justice in Literacy, USF

Research Supervision and Academic Advising

2019-   **Assistant/Associate/Full Professor: University of South Florida**

Doctoral Student Chair
1. Darlshawn Patterson (2022-: Passed Qualifying Exam | Advancing to Dissertation Proposal | Research Assistant]

Doctoral Student Committee Member
1. Chantal Oscar (2022-: Coursework – Passed Qualifying Exam | Advancing to Dissertation Proposal)s
2. Lesley Cooper (2021-: Passed Qualifying Exam | Advancing to Dissertation Proposal)
3. Sanora White (2020-: Passed Qualifying Exam | Advancing to Dissertation Proposal)
4. Kristin Valle (2020-: Advanced through Coursework- Passed Qualifying Exam— Passed Dissertation Proposal Defense)
5. Lesley Noel (2019-2022: Advanced to Qualifying Examination and to Dissertation) **[Graduated: PhD | Assistant Professor | On Tenure-Track)**

External Doctoral Student Committees
1. Curtis Lawrence (Arizona State University: 2023- Completed Qualifying Exam)
2. Neisha Young (Drexel University: 2023-2024) **[Graduated: PhD | Assistant Professor | On Tenure-Track)**
3. Kendra Nalubega-Booker (University of Illinois at Urbana-Champaign: 2021-2024) **[Graduated: PhD | Educational Expert | Apple)**
4. Kumail Zaidi (Georgetown University: 2021-2022: Undergraduate Student Researcher)

External Examiner Doctoral Student
1. *University of the West Indies*
   a. Sunita Colai (2025-2026) **[External Examiner: Completed]**
   b. Gerna George (2022-2023) **[External Examiner: Completed]**

External Examiner Emerging Scholar
1. *University of Miami*
   a. Jason Mizell (2023) **[External Examiner: Completed]**

2015-19   Assistant Professor: Texas Tech University
Doctoral Student Chair (7) | Co-Chair (1)
1. Crystal Rose (2017-2019: Admission to Research Practicum) **(Former Chair: Graduated | PhD | Assistant Professor | On Tenure-Track)**
2. Kimberly Peters (2016-2019: Admission to Research Practicum) **(Former Chair: Graduated: PhD)**
3. Amber Kelly (2017-2019: Admission to Candidacy) **(Former Chair: Graduated: PhD)**
4. Jessica Varner (2018-2019: Admission to Candidacy) **(Former Chair: Graduated: PhD)**
5. Cari Carter (2016-2019: Admission to Dissertation Proposal Preparation)
6. Sara Gutierrez (2015-2019: Admission to Candidacy) **(Former Chair: Graduated: PhD)**
7. Tala Karkar (2016-2019: Completion of Coursework to Graduation **(Chair: Graduated: PhD | Assistant Professor | On Tenure-Track)**
8. Denise Lara (2017: Dissertation Completion to Defense **(Co-Chair: Graduated: PhD | Assistant Professor | On Tenure-Track)**

Doctoral Student Advisor (4)
1. Annie Schroeder/Allen (2017-2019: Admission to Selection of Research Focus)
2. Melanie Smith (2017-2019: Admission to Selection of Research Focus)
3. Paula (Manuel) Richard (2016-2019: Admission to Selection of Research Focus)
4. Tressia Thompson (2016-2019: Admission to Selection of Research Focus)

Doctoral Student Committee Member (4)
1. Margaret Haberny (2017-2019)
2. Brenda Bartlett (2017-2019: Qualifying Exam to Candidacy)
3. Alisa Slavens (2016-2019)
4. Teha Cooks (2015-2019: Admission to Qualifying Exam)

Master's Student Advisor (6)
1. Heather Spencer (2018-2019)
2. Emily Hobbs (2017)
3. Jeanye Wester (2015-2017)
4. Staci Stanley (Oglesby) (2017: Coursework to Completion)
5. Andrea Compton (2016-2017: Coursework to Completion)
6. Johanna Quillin (2015-2016: Coursework to Completion **(Advisor: Graduated)**

Master's Student Project Advisor and/or Committee Member (4)
1. Kelsey Estes (2017: Comprehensive Exam Completion)
2. Staci Stanley (Oglesby) (2017: Comprehensive Exam Completion **(Advisor: Graduated)**
3. Andrea Compton (2017: Comprehensive Exam Completion **(Advisor: Graduated)**
4. Sarah Limas (2016-2017: Comprehensive Exam Completion **(Advisor: Graduated)**

2013-15   Clinical Assistant Professor: University of Illinois at Urbana-Champaign
Dissertation Director or Committee Member (3)
1. Mi-Yun Suh (2014-2015: Admission to Candidacy: Committee Member)

2. Dominic Combs (2014/2018-: Admission to Graduation: Committee Member)
(Dissertation Director: Graduated: PhD | Committee Member | Director)
3. Saturnino Rodriguez (2017-2019: Coursework to Graduation) **(Dissertation Director: Graduated: PhD | Director/Administrator)**

Master's Student Advisor (3)
1. Melanie Kirkwood (2015)
2. Julie Thompson (2013-2015: **Advisor: Graduated)**
3. Laura Giffin (2014-2015: **Advisor: Graduated)**

Independent Studies (3)
1. Dominic Combs (2014-2015)
2. Saturnino Rodriguez (2014-2015)
3. Sarah Walsh (2014)

Doctoral Student External Examiner for the University of the West Indies (2)
1. Cynthia Polius-Prescott (2015-2016 **(External Examiner: Graduated)**
2. Pauline Millar (2014-2016 **(External Examiner: Graduated)**

Local Community Outreach

Leadership

2019-2021	**Executive Board Member:** CCA of Tampa Bay, Tampa, FL
2016-2017	**Literacy Champion Project Manager:** Balanced Literacy Action Research Writing Workshop Partnership, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District, Lubbock, TX
2015-2017	**Literacy Champion:** Balanced Literacy, East Lubbock Promise Neighborhood Grant, Lubbock Independent School District, Lubbock, TX
2013-2015	**Summer Reading Clinic Coordinator:** University of Illinois at Urbana-Champaign, Champaign, IL

Other

2014	**Consultant:** Operation Hope, Champaign District #116, Champaign, IL
2014	**Instructional Support:** Individualized literacy instructor for 1st-grade African American student and faculty support for 1st-grade teacher at King Elementary School, Urbana, IL
2014-2015	**Committee Member:** Park Avenue's Vacation Bible School, Champaign, IL
2013-2014	**Committee Member:** Park Avenue's Pathfinders, Champaign, IL
2013-2014	**Coordinator:** World Book Night, Champaign, IL
	Sponsor: St. Thomas Paine Girl Scouts Program, Champaign, IL
	Sponsor: Angel Tree Program, Champaign, IL
	Sponsor: University of South Florida's College of Education's Annual Children's Festival, Tampa, Fl
2012-2013	**Coordinator:** World Book Night, Tampa, FL
2010-2011	**Co-coordinator:** USF's COEDU's Annual Children's Festival, Tampa, FL
	Instructional Literacy Support: University Area Community Center, Tampa, FL

Professional Development Activities

2025	Howie in the Hills Educational Leadership Retreat (2025)
2025	University of South Florida College of Education Leadership Retreat (2025)
2024	University of South Florida Leadership Enrichment Certificate (2024)
2022	University of the West Indies Biennial Conference (2022)
2021	USAID Annual Implementing Partners Meeting (2021)
2019	Florida Educational Research Association Conference Institutional Review Board Session (2019)
2019	Bilingualism Matters Conference, University of South Carolina (2019)
2018	Literacy Research Association Scholars of color Transitioning into Academic Research Institutions (STAR) Mentoring Session (2018)
2016	American Educational Research Association (AERA) Bilingual Education SIG Language & Social Processes SIG (2016), and Division K New Preconference (2016) Mentoring Sessions
2016	President's Gender Equity Council, Women's Studies Program and Texas Tech University Writing Center Women Faculty Writing Program (Spring, 2016)
2015-2016	Texas Tech University Institute for Inclusive Excellence (2015-2016)
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
2014	American Educational Research Association (AERA) Committee on Scholars of Color in Education (CSCE)'s Mentoring Roundtable Session and Reception (2014)
2014	Global Conversations in Literacy Research (GCLR) with: Dr. Catherine Beavis: "Living in a Digital World: Literacy, Learning and Videogames" (2014)
2013	A Closer Reading of the Common Core: Reading Wide Awake (2013)
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)
2013	The Aspen Institute's CAO and ULLN "Aligning CCSS Demands to Student and Teacher Supports in Curriculum, Assessments and English Language Development" (2013)
2012	Georgia State GCLR Web Seminar with Yvonne and David Freeman "Academic Language for English Language Learners"
	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"
2011	Clinical Education Training

Professional Memberships

- American Educational Research Association (AERA)
  - Divisions and Special Interest Groups:
    - Bilingual Education Research Special Interest Group (SIG)
    - Division G – Social Context of Multiple Languages and Literacies | 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
- 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