# TEXAS STATE VITA

## I. Academic/Professional Background

**A. Name:** Patrick Henry Smith

**B. Educational Background**

| Degree | Year | University | Major | Thesis/Dissertation |
|---|---|---|---|---|
| Ph.D. | 2000 | University of Arizona | Language, Reading & Culture<br>English Language/Linguistics (Minor) | Community as resource for minority language learning: A case study of Spanish-English dual language schooling |
| M.A.T. | 1990 | School for International Training | Teaching English to Speakers of Other Languages (TESOL) | Developing oral fluency in English as a second language: The case for oral history interviews |
| BA | 1987 | Bowdoin College | History (U.S. and Africa) | |

**C. University Experience**

| Position | University | Dates |
|---|---|---|
| Professor, Department of Curriculum & Instruction | Texas State University | 2017- |
| Associate Professor, Curriculum & Instruction | University of Illinois at Urbana-Champaign | 2014-2017 |
| Associate Professor, Teacher Education | University of Texas at El Paso | 2009-2014 |
| Interim Department Chair, Language, Literacy, and Intercultural Studies | University of Texas at Brownsville | 2009 |
| Associate Professor, Curriculum & Instruction | University of Texas at Brownsville | 2006-2009 |
| Profesor Titular, Lingüística Aplicada | Universidad de las Américas, Puebla | 2002-2006 |
| Profesor Asociado, Lingüística Aplicada | Universidad de las Américas, Puebla | 2000-2002 |
| Coordinator, MA Program in Applied Linguistics | Universidad de las Américas, Puebla | 1995-1996 |
| Coordinator, Technical English Program | Universidad de las Américas, Puebla | 1994-1995 |
| Profesor Asistente, Lenguas | Universidad de las Américas, Puebla | 1991-1996 |

**D. Relevant Professional Experience**

| Position | Institution | Dates |
|---|---|---|
| Research Assistant, Language, Reading & Culture | University of Arizona | 1998-2000 |
| Research Assistant, Applied Anthropology | University of Arizona | 1997-1998 |
| Instructor, English and Spanish (adults) | Bernard Language School, Tucson, AZ | 1997 |
| Writing Instructor | Pima Community College, Tucson, AZ | 1996-1997 |
| Literacy Teacher (Spanish), Grades 2-5 | Centro Educativo Ixtliyollotl, Mexico | 1992 |
| ESL Instructor (adult education) | Cambodian Mutual Assistance Association | 1990 |
| ESL and U.S. History Teacher, Grades 9-12 | Lowell High School, Lowell, MA | 1988-1991 |
| ESL Instructor (young adults) | Experiment in International Living | Summer 1988 |
| EFL Instructor (young adults) | Universidad Autónoma del Estado de México, Mexico | 1987 |
| ESL and Reading Tutor (elementary) | Westbrook Public Schools, ME | 1986 |
| EFL & Social Studies Teacher, Grades 7-8 | Shariani Primary School, Kenya | 1986 |

**E. Other Professional Credentials (licensure, certification, etc.)**

English, Grades K-12, Vermont Board of Education, January 1, 1991-June 30, 1993

English as a Second Language, Grades 9-12, Massachusetts Department of Education, lifetime certification, January 25, 1991

## II. TEACHING

### A. Teaching Honors and Awards:

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| 1. List of Instructors Ranked as Excellent, University of Illinois at Urbana-Champaign | 2014-2016 |
| 2. Kennedy Library Teaching Award, Boston, MA | 1991 |
| 3. Lowell Education Foundation, Lowell, MA | 1991 |
| 4. Horace Mann Award, Massachusetts Department of Education | 1990 |

### B. Courses Taught:

Graduate Courses taught, College of Education, Texas State University
*taught bilingually in Spanish and English

- ESL Teaching Methods and Materials, CI 5336
- *Policy and Practice in Dual Language Immersion Education, BILG 5367
- *Bilingual Education Principles and Practices, CI 5387
- Politics of Language, BILG 5388
- Thesis, CI 5299B, CI 5399B
- Independent Study, CI 5378 Politics of Language; Bilingual Education Principles and Practices;
- *Content Instruction in the Bilingual/ESL Classroom, BILG 5374
- Research Methods and Measurement, CI 7302

Undergraduate Courses taught, College of Education, Texas State University

- Diversity and Equity in Education, CI 2311
- *Reading Assessment for Emergent Bilinguals, RDG 3315
- *Literacy Instruction for EC-6$^{th}$, RDG 3321
- *Foundations of Bilingual & ESL Education, CI 3332
- Teaching for Linguistic Diversity, CI 3400
- *Methods and Materials in Bilingual & ESL Education, CI 4360
- *Psychological Foundations of Bilingual Education, CI 4361
- *Transliterate Communities in Schools, BILG 4361
- Literacy Education for Culturally and Linguistically Diverse Children, RDG 4320
- *Biliteracy Development for Emergent Bilinguals, BILG 4365
- *Biliteracy Development and Assessment, BILG 4665

Graduate Courses taught, College of Education, University of Illinois at Urbana-Champaign:
Ph.D. Program in Language and Literacy

- Introduction to Language (in Globalizing Times), CI 590 IL
- Second Language Literacy I, CI 590 SLL1
- Orientation Seminar in Language and Literacy, CI 590 LLS
- Independent Study, CI 595 ("Translanguaging and Biliteracy in Dual Language Education"; "Language choices of Turkish Heritage Speakers"; Literacies of African American children)

Graduate Courses taught, College of Education, University of Texas at El Paso:
Ph.D. in Teaching, Learning, and Culture

- Biliteracy and Academic Development, TED 6301
- Funds of Knowledge in Immigrant and Transnational Education, Applied Research Seminar in Teaching, Learning & Culture, TED 6306
- Independent Study ("Digital Literacy/Biliteracy"), TED 6395
- Doctoral Proposal Writing Seminar, TED 6397

Masters Programs in Literacy and Bilingual Education

- Survey of Issues in Bilingual/Second Language Education, BED 5331
- Language Study for Literacy Educators, RED 5353
- Psychology of Reading, RED 5343
- Current Topics in Reading, RED 5340

Graduate Courses taught, College of Education, University of Texas at Brownsville:
Ed. D. in Curriculum & Instruction, Specialization in Bilingual Studies

- Literacy and Biliteracy Development, EDCI 8343 (taught in Spanish)

M.Ed. in Bilingual Education
- Literacy Development in Spanish, BILC 6364 (taught in Spanish)
- Action Research in Dual Language Education, BILC 6365
- Introduction to Research, EDCI 6300
- Sociocultural Foundations of Education, EDCI 6388
- Curriculum Development—Processes and Problems, EDCI 6334

Graduate Courses taught, Departamento de Lenguas, Universidad de las Américas, Puebla:
Masters Program in Applied Linguistics (all courses taught in English and Spanish)
- Bilingualism and Languages in Contact
- Linguistics for Language Professionals
- Practicum in Applied Linguistics
- Second Language Teaching Methods
- Sociolinguistics
- Introduction to Research in Applied Linguistics
- Qualitative Research Methods in Literacy
- Research Design (Thesis I)

Undergraduate courses taught, College of Education, University of Illinois at Urbana-Champaign
- Foundations of Bilingual and ESL Education, CI 433
- Bilingual and ESL Methods and Materials, CI 477
- Language Varieties, Culture, and Learning, CI 415

Undergraduate courses taught, College of Education, University of Texas at El Paso
- Principles of Bilingual and ESL Education, BED 4340
- Reading in the Content Areas, RED 3342
- Teaching Critical Reading, RED 4343

Undergraduate courses taught, College of Education, University of Texas at Brownsville
- Emergent Literacy in the Bilingual Classroom, BILS 3310 (taught in Spanish)
- Teaching Reading in the Bilingual Classroom, BILS 3312 (taught in Spanish)
- Introduction to Special Populations, EDUC 2301

Undergraduate courses taught, Departamento de Lenguas, Universidad de las Américas, Puebla
- Bilingual Education
- Literacy
- Introduction to Applied Linguistics
- English as a Second Language, all proficiency levels, Business and Technical English

**C. Graduate Theses/Dissertations or Exit Committees**
*Doctoral Committees*

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| Gabriela Zegarra-Coronado. | Dissertation Committee<br>Post-Secondary Student Success<br>Proposal scheduled for Spring 2026 | *Adult learners' transitions into and through postsecondary education* |
| Jessica Meurer | Dissertation Committee<br>Post-Secondary Student Success<br>Proposal scheduled for Spring 2026 | *Identifying strengths in the neurodiverse population* |
| Dolores Pinion | Dissertation Committee<br>School Improvement Program<br>Proposal defended February 21, 2024 | *Sixth-grade middle school mainstream science teachers: Addressing challenges and strategies for teaching emergent bilinguals in science classes with English-speaking peers* |
| Noerhayati Ika Putri | Dissertation Committee<br>Ph.D. program in Language and Literacy<br>University of Illinois Urbana-Champaign | *"We are Indonesians": Translanguaging and identity construction of Indonesian transnational families in the midwestern U.S* |

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| | Defended March 10, 2023 | *in their home literacy practices* |
| Viridiana Vidaña | Dissertation Committee<br>Ph.D. program in Teaching, Learning & Culture, University of Texas at El Paso<br>Defended November 16, 2020 | *Language ideologies and identities: Beliefs and practices of college-level Spanish students and instructors in a Spanish heritage language classroom* |
| Jim Sosnowski | Dissertation Committee<br>Ph.D. program in Language and Literacy<br>University of Illinois Urbana-Champaign<br>Defended February 19, 2020 | *Reinscribing and reimagining linguistic and social hierarchies in a prison-based language and literacy program* |
| Vivian Presiado | Dissertation Committee<br>Ph.D. program in Language and Literacy<br>University of Illinois Urbana-Champaign<br>Defended February 19, 2020 | *We about to be real: Documenting and learning from families' language and literacy practices* |
| Dorian Harrison | Dissertation Chair, UIUC<br>Ph.D. program in Language and Literacy<br>University of Illinois Urbana-Champaign<br>Defended October 2018 | *"What are they learning?": Negotiations of language and identity within third space after school programs* |
| Ju-Seong Lee | Dissertation Committee, UIUC<br>Ph.D. program in Language and Literacy<br>University of Illinois Urbana-Champaign<br>Defended March 2017 | *Informal, digital learning of English: The case of Korean university students* |
| Robyn Mosley-Vaughn | Dissertation Committee, UIUC<br>Ph.D. in Education, Policy & Leadership<br>University of Illinois Urbana-Champaign<br>Defended April 2017 | *Minority students' perceptions of marketability in a university Spanish language program* |
| Rebecca Linares | Dissertation Committee, UIUC | *Exploring at-school and out-of-school literacy practices of Central American youth navigating U.S. school and community spaces* |
| Jenn Raskauskas | Dissertation Committee, UIUC | *"We gotta put our name on it": Second and third grade writers' negotiations of authorship and ownership* |
| Lydiah Kiramba | Dissertation Committee, UIUC | *Communicative practices in a bi-/multilingual rural fourth grade classroom in Kenya* |
| Laila Al-Salmi | Dissertation Chair<br>Ph.D. in Teacher Education<br>University of Texas at El Paso<br>Defended October 2017 | *Digital biliteracy: Digital technologies as homes for Arab immigrant children's biliteracy development* |
| Amabilia Valenzuela | Dissertation Committee, UTEP | *Expanding the pipeline for Latino bilingual teachers: A mixed methods study* |
| María Asunción | M.A. Thesis Committee, UTEP | *Experiencias de discriminación lingüística en contra de inmigrantes de primera generación en El Paso, Texas* |

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| María E. Díaz | Dissertation Co-chair,<br>Ed.D. in Curriculum & Instruction<br>University of Texas at Brownsville<br>Defended Fall 2010 | *Spanish language use in a South Texas colonia* |
| Rejane Dias | Dissertation Committee, UIUC | |
| María Lang | Qualifying Exam Committee, UIUC | |
| Ozge Evcen | Early Research Committee, UIUC | |
| Nakyung Yoon | Early Research Committee, UIUC | |
| Ika Putri | Qualifying Exam Committee, UIUC | |

*Thesis Committees, Texas State University*

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| Marcelino Saucedo | Chair, Master of Education<br>Bilingual/Bicultural Education<br>Defended July 2022 | *Spanish home language uses as factors in bilingual children's language preferences* |
| Elisa Serrano Sandoval | Member, MA program in Composition<br>Department of English<br>Defended May 2021 | *The red pen cuts deep: How paper feedback on language affects student identity and classroom relations* |

Masters in *Applied Linguistics, Universidad de las Américas, Puebla*

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| Teresa M. Sullivan | Thesis Chair | *A descriptive analysis of literacy practices in the households of three transnational Mexican families in San Andrés Cholula* |
| María Eugenia de Luna Villalón | Reader | *Prácticas de lectoescritura en el hogar: Estudio de caso de cuatro familias mexicanas inmigrantes en Canadá* |
| Christopher Vance | Thesis Chair | *Literacy practices of Mexican fathers and how these influence the literacy acquisition of their children* |
| Caroline A. Payant | Reader | *Concreteness and translation ambiguity effects: Exploring the lexical organization in the bilingual mental lexicon* |
| Antonio Rico Sulayes | Reader | *El léxico subestándar del español de México en un corpus electrónico* |
| Gerardo Delgado Ortega | Reader | *Acceso fonológico a la Lengua de Señas Mexicana (LSM)* |
| Bradley L. Teague | Thesis Chair | *A comparative study of attitudes toward literacy: Parents, students, and teachers in a Mexican elementary school* |
| Rachel Sills | Reader | *Cross-linguistic influences in a bilingual community: Evidence for the Parasitic Model of the bilingual mental lexicon* |
| Eugolina Vázquez González | Thesis Chair | *Alfabetización académica en el nivel educativo superior: Análisis de procesos y actitudes de un curso de lecto-escritura académica* |

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| Rosa María Ballesteros Pinto | Thesis Chair | *Prácticas de lenguaje y lectoescritura en una escuela pública mexicana* |
| Jane Kimbrough | Thesis Chair | *Literacy learning and instruction in a Mexican bilingual school* |
| Ary E. Ramírez Castillo | Reader | *Prácticas deshonestas en la redacción académica en lengua extranjera: Un estudio réplica en una universidad pública mexicana* |
| Arturo Vega González | Thesis Chair | *Práctica reflexiva y actitudes de profesores de inglés como idioma extranjera en formación inicial: Hacia la superación profesional en México* |
| Tracy T. McLaughlin | Thesis Chair | *Perspectives on learning Spanish as a heritage language in Mexico: Four Chicana case studies* |
| Margarita Hord de Méndez | Thesis Chair | *Language input and output as related to the English sociolinguistic competence of simultaneous bilingual children in Mexico* |
| Elsa Domínguez Betancourt | Thesis Chair | *La efectividad del enfoque comunicativo para la enseñanza del inglés en las escuelas públicas secundarias de México* |
| Julester Bennett | Thesis Chair | *A comparative study of politeness in the use of 'requests' between American and Mexican speakers* |
| Mikah Fleck | Thesis Chair | *Content retention through cooperative learning in the secondary-level ESL classroom* |

**D. Courses Prepared and Curriculum Development:**

Graduate Courses

- Introduction to Language (in Globalizing Times)
- Funds of Knowledge in Immigrant and Transnational Education, Applied Research Seminar
- Doctoral Proposal Writing Seminar
- Literacy and Biliteracy Development (taught in Spanish)
- Literacy Development in Spanish (taught in Spanish)
- Action Research in Dual Language Education
- Bilingualism and Languages in Contact
- Linguistics for Language Professionals
- Practicum in Applied Linguistics
- Second Language Teaching Methods
- Sociolinguistics
- Introduction to Research in Applied Linguistics
- Qualitative Research Methods in Literacy
- Research Design (Thesis I)

Undergraduate Courses

- Foundations of Bilingual and ESL Education
- Language Varieties, Culture, and Learning
- Emergent Literacy in the Bilingual Classroom (taught in Spanish)

- Teaching Reading in the Bilingual Classroom (taught in Spanish)
- Literacy
- Bilingual Education and Bilingualism

**E. Funded External Teaching Grants and Contracts:**

**F. Submitted, but not Funded, External Teaching Grants and Contracts:**

**G. Funded Internal Teaching Grants and Contracts:**

**H. Submitted, but not Funded, Internal Teaching Grants and Contracts:**

**I. Other:**

**III. SCHOLARLY/CREATIVE**

**A. Works in Print**

1. Books

a. Textbooks:

1. Hall, C. J., Smith, P. H., & Wicaksono, R. (2011/2017/2025). *Mapping applied linguistics: A guide for students and practitioners*. London: Routledge/Taylor & Francis. Revised third edition published December 2025
2. Smith, P. H., & Croes, J. (1997). *Key decisions in U.S. History: A participatory approach: Volumes I & II.* Portland, ME: J. Weston Walch.

b. Chapters in Books:

1. Jiménez, R.T., & Smith, P.H. (2025). Mesoamerican literacies: Ancient writing systems and contemporary possibilities. In S. DeJulio & L. Durán (Eds.). *Exploring and expanding literacy histories of the United States: A spotlight on under-recognized histories*. Routledge.
2. Smith, P.H., & Murillo, L.A. (2021). Funds of Linguistic Knowledge en prácticas transnacionales to promote biliteracy development. In D. Schwarzer, M. Petrón, & C. Larrotta (Eds.). *Bilingualism and Bilingual Education: Conceptos Fundamentales* (pp. 51-61). Peter Lang.
3. Smith, P. H., & Murillo, L.A. (2017). Theorizing translanguaging and multilingual literacies through human capital theory. In M. Gort (Ed.). *The complex and dynamic languaging practices of emergent bilinguals.* Routledge. Reprinted from *International Multilingual Research Journal, 9*(1), 59-73.
4. Smith, P. H., & Murillo, L. A. (2015). Biliteracy and human capital in Texas border colonias. In P. Smith, & A. Kumi-Yeboah (Eds.) *Handbook of research on cross-cultural approaches to language and literacy development* (pp. 29-56). Hershey, PA: Information Science Reference.
5. Jiménez, R. T., Eley, C., Leander, K., & Smith, P. H. (2015). Transnational immigrant youth literacies: A selective review of the literature. In P. Smith, & A. Kumi-Yeboah (Eds.) *Handbook of research on cross-cultural approaches to language and literacy development* (pp. 322-344). Hershey, PA: Information Science Reference.
6. Smith, P. H., Murillo, L. A., & Jiménez, R. T. (2009). The social construction of literacy in a Mexican community: Coming soon to your school? In J. Scott, D. Straker, & L. Katz (Eds.), *Affirming students' rights to their own language: Bridging language policies to teaching practices*. (pp. 303-318). New York: Routledge/National Council of Teachers of English.
7. Murillo, L. A. & Smith, P. H. (2008). Cultural diversity: Why it matters in schools and what teachers need to know. In D. Freeman, Y. Freeman, & R. Ramírez (Eds.), *Meeting the needs of diverse learners*. (pp. 3-30). Portsmouth, NH: Heinemann.
8. Smith, P. H. (2007). El desarrollo del bialfabetismo en una niña bilingüe: Ejemplos de un estudio longitudinal. In A.M. Truscott de Mejia & S. Colmenares (Eds.), *Bialfabetismo: Lectura y escritura en dos lenguas en Colombia*. (pp. 137-163). Cali: Universidad del Valle.
9. Smith, P. H. (2006). Transnacionalismo, bilingüismo y la planeación lingüística en contextos educativos mexicanos. In R. Terborg & L. G. Landa (Eds.), *Los retos de la planificación del lenguaje en el siglo XXI, Vol II*. (pp. 419-441). México: Universidad Nacional Autónoma de México.
10. Smith, P. H., & Jiménez, R. T. (2006). Literacy lessons for both sides of the border: Views of reading and writing in a Mexican community. In R. T. Jiménez & V. O. Pang (Eds.), *Race, ethnicity, and education: Language, literacy, and education, vol. 2*. (pp. 75-94). Westport, CT: Praeger.
11. Smith, P. H., Jiménez, R. T., & Martínez-León, N. (2005). Other countries' literacies: What U.S. educators can learn from Mexican schools. In P. Shannon & Edmondson, J. (Eds). *Reading education policy: A*

*collection of articles from the International Reading Association*. (pp. 325-340). Newark, DE: National Reading Association.

**2. Articles**

a. Refereed Journal Articles:

1. Smith, P.H. (2022). ~~Struggling~~ learners: Reflections on reclaiming a good word gone bad. *Language Arts*, *100*(2), 144-148.
2. Smith, P.H., & Thompson, B.S. (2020) Building a dual language school library. *Teacher Librarian, 48*(2), 36-42.
3. Kiramba, L., & Smith, P.H. (2019). Her sentence is correct, isn't it?": Regulative discourse in English medium classrooms. *Teaching and Teacher Education, 85*, 105-114. https://doi.org/10.1016/j.tate.2019.06.011
4. Al-Salmi, L.Z., & Smith, P. H. (2015). Arab immigrant mothers parenting their way into digital biliteracy. *Literacy in Composition Studies, Special Issue on the Transnational Movement of People and Information, 3*(3), 48-66.
5. Al-Salmi, L.Z., & Smith, P. H. (2015) The digital biliteracies of Arab immigrant mothers. *Literacy Research: Theory, Method, Practice*. Online First Version of Record, Dec. 1, 2015, pp. 1-17.
6. García, J.H., & Smith, P. H. (2015). Expanding research approaches in underserved communities. *International Journal of Interdisciplinary Social and Community Studies, 10*(4), 19-25.
7. Smith, P. H., & Murillo, L.A. (2015). Mediating deficit views of Mexican-origin learners with pre-service literacy teachers. *Teacher Education and Practice, 28*(1), 27-44.
8. Smith, P. H**.**, & Murillo, L.A. (2015). Theorizing translanguaging and multilingual literacies through human capital theory. *International Multilingual Research Journal, 9*(1), 59-73.
9. Smith, P. H., & Murillo, L.A. (2013). Repositioning biliteracy as capital for learning: Lessons from teacher preparation at the U.S.-Mexico Border. *International Journal of Qualitative Studies in Education, 26*(3), 301-323.
10. Smith, P. H., & Valenzuela, A.V. (2012). Literacies on the margins: Border colonias as sites for the study of language and literacy. *The 61st Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association, pp. 335-346.
11. Smith, P. H., & Murillo, L.A. (2012). Researching transfronterizo literacies in Texas border colonias. *International Journal of Bilingual Education and Bilingualism, 15*(6), 635-651.
12. Murillo, L. A., & Smith, P. H. (2011). "I will never forget that": Lasting effects of language discrimination on language-minority children and families in Colombia and on the U.S.-Mexico border. *Childhood Education, 87*(3), 147-153.
13. Teague, B. L., Smith, P. H., & Jiménez, R. T. (2010). Learning to write in a Mexican school. *Journal of Language and Literacy Education, 6*(1), 1-19. http://www.coa.uga.edu/jolle/2010_1/learningtowrite.pdf
14. Jiménez, R. T., Smith, P. H., & Teague, B. (2009). Transnational and community literacies for teachers. *Journal of Adolescent and Adult Literacy, 53*(1), 16-26. (Featured in "Research News to Use", Reading Today, October/November 2009, p. 28).
15. Jiménez, R. T., & Smith, P. H. (2008). Mesoamerican literacies: Indigenous writing systems and contemporary possibilities. *Reading Research Quarterly, 43*(1), 28-46.
16. Vance, C., Smith, P. H., & Murillo, L. A. (2007). Prácticas de lecto-escritura en padres de familia: Influencias en el desarrollo de la lectoescritura de sus hijos. *Lectura y Vida: Revista Latinoamericana de Lectura, 28*(3), 6-17.
17. Smith, P. H. (2005). Sociocultural processes in two-way immersion education. *Lenguas en Contexto, 2*, 15-21.
18. Smith, P. H., Jiménez, R.T., & Ballesteros Pinto, R. M. (2005). ¿Hay una pedagogía nacional de la lecto-escritura? Una mirada a la construcción social de lectores y escritores en México. *Lectura y Vida: Revista Latinoamericana de Lectura, 26*(1), 14-24.
19. Jiménez, R. T., Smith, P. H., Martínez-León, N. (2003). Freedom and form: The language and literacy practices of two Mexican schools. *Reading Research Quarterly, 38*(4), 488-508.
20. Smith, P. H., Jiménez, R. T.; & Martínez-León, N. (2003). Other countries' literacies. What U.S. educators can learn from Mexican schools. *The Reading Teacher, 56*(8), 772-781.
21. Smith, P. H., & Martínez León, N. (2003). Educating for bilingualism in Mexican transnational communities. *NABE Journal of Research and Practice, 1*(1), 138-148.
22. Smith, P. H. (2002). 'Ni a pocha va a llegar': Minority language loss and dual language schooling in the U.S.-Mexico borderlands. *Southwest Journal of Linguistics, 21*(1), 165-183.
23. Smith, P.H., Arnot-Hopffer, E., Carmichael, C., Murphy, E., Valle, A., González, N., & Poveda, A. (2002). Raise a child, not a test score: Perspectives on bilingual education at Davis Bilingual Magnet School. *Bilingual Research Journal [Special issue highlighting successful bilingual programs], 26*(1), 103-122.

24. Smith, P. H. (2001). Community language resources in dual language schooling. *Bilingual Research Journal [Special issue on recently completed dissertations], 25*(3), 375-404.
25. Smith, P. H. (2001) La inmersión en dos idiomas y los fondos de conocimiento lingüístico. *Estudios en Lingüística Aplicada 34*,37-50.
26. Murillo, L.A., & Smith, P. H. (2000). What you see is not necessarily what you get: English language learning and the importance of listening to students. *Colombian Applied Linguistics, 2* (1), 75-88.
27. Smith, P. H., & Arnot-Hopffer, E. (1998). Éxito Bilingüe: Promoting Spanish literacy in a dual language immersion program. *The Bilingual Research Journal, 22*(2, 3, & 4), 261-277.

b. Non-refereed articles

1. Smith, P.H. (2019). Digital literacies and the construction of the "language barrier". *Proceedings of the 51st Annual Conference of the British Association for Applied Linguistics*. York St. John University, York, UK.
2. Smith, P. H. (2006/2012). What does the research say about the best ways to promote academic language and literacy in a school setting? In R. Freeman & E. Hamayan (Eds.), *Educating English language learners: A guide for administrators*. (pp. 52-53). Philadelphia: Caslon.
3. Hall, C.J, Smith, P. H., & Wicaksono, R. (2012, Spring). Mapping Applied Linguistics from the bottom up: A conversation. *ELT Research: The Newsletter of the IATEFL Research Special Interest Group, 26*, 24-26.
4. Smith, P. H. (2011). What applied linguists can learn from Texas. Mappling.com.http://www.mappling.com/blog/2011/9/30/what-applied-linguists-can-learn-from-texas.html
5. Smith, P. H., & Murillo, L.A. (2011). Mapping multiliteracy on the U.S.-Mexico border. Mappling.com. http://www.mappling.com/blog/2011/7/1/mapping-multiliteracy-on-the-us-mexico-border.html
6. Taylor, S. K., Smith, P. H., Daniel, M.C., & Schwarzer, D. (2009). Is there a need for a language policy and heightened multilingualism in TESOL? Survey results. *Bilingual Basics, 11*(1). http://www.tesol.org/s_tesol/docs/13000/12972.html?nid=3077
7. Smith, P. H., & Murillo, L. A. (2007). Understanding (and challenging) overlapping effects of NCLB and anti-bilingual, anti-immigrant ideologies: Responses from the Rio Grande Valley. *Bilingual Education Interest Section Newsletter, 9*(2), 12-17. Teachers of English English to Speakers of Other Languages.
8. Smith, P. H. (2007). International research report (Mexico and the U.S.-Mexico border). *Reading Research Quarterly, 42*(2), 298-302.
9. Smith, P. H. (2006). International research report on emergent literacy (Mexico). *Reading Research Quarterly, 41*(3), 394-403.
10. Smith, P. H. (2005). Funds of linguistic knowledge in Mextesol: Considering local and transnational language resources. *Mextesol Journal, 29*(1), 11-33.
11. Smith, P. H. (2003). Voices from the field: A researcher's perspective on Funds of Knowledge in dual language immersion settings. Dual Language University, Illinois Resource Center. http://www.dualu.org/pages/level2_pages/from_field/ff_b-08-res.htm.
12. Smith, P. H. (2003). International research report (Mexico and Colombia). *Reading Research Quarterly, 38*(4), 525-526.
13. Smith, P. H., & Martínez León, N. (2003). Transnationalism and language-i in-education planning in Mexico: Response to Robert B. Kaplan's "Language Teaching and Language Policy" *Applied Language Learning, 13*(1), 57-59.
14. Smith, P. H. (2003). An introduction to bilingualism and bilingual education in Mexico. *Mextesol Journal, 26*(3 & 4), 9-12.
15. Arnot-Hopffer, E., & Smith, P. H. (2001). Multiple paths to literacy lead educators to re-think assessment. *NABE News, 24*(6), 16-18.
16. Smith, P. H. (2001). Consideraciones acerca del estatus de bilingüismo para maestros de lenguas extranjeras en México. *Unir, Revista de la Universidad Autónoma de Nayarit*, julio-diciembre 2001, 3-8.
17. Smith, P. H., & Martínez León, N. (2001). Transnacionalismo, bilingüismo y educación: Repercusiones en el sistema educativo mexicano. *Unir, Revista de la Universidad Autónoma de Nayarit*, julio-diciembre 2001, 9-13.
18. Smith, P. H. (2001). Tendencias en el desarrollo de Licenciaturas en Lenguas: Perspectivas desde la planificación lingüística. *Mextesol Journal, 25*(1), 75-86.
19. Smith, P. H. (1995). A selective annotated bibliography of Spanish language works on the topic of language, culture, and world view. *International Journal of Intercultural Relations, 19*(2), 343-362.
20. Smith, P. H. (1994). Review of Linguistic Imperialism. R. Phillipson New York: Routledge, 1992 *Mextesol Journal,18*(1), 45-6.
21. Smith, P. H. (1994). Teacher bilingualism in the ESL classroom: A call for shock language. *Mextesol Journal, 17*(3), 7-16.
22. Smith, P. H. (1994). Improving reading comprehension with student-constructed tests. *English Teaching Forum, 32*(4), 41-43.

23. Smith, P. H. (1992). Thoughts on making the transition from teacher to professor. *TESOL Matters, 17*, June/July 1992.

**5. Reports:**

**6. Book Reviews:**

1. Smith, P. H. (2016). Review of Bilingual Education and Language Policy in the Global South. J.A. Shoba & F. Chimbutane (Eds). New York: Routledge, 2013. *Language Policy, 15*(3), 331-333.
2. Smith, P. H. (2014). Montrul, Silvina. El Bilingüismo en el Mundo Hispanohablante. Malden, MA: Wiley–Blackwell, 2012. Pp. xxii, 352. $51.95, paper. ISBN 978–0–470–65721–8. *The Modern Language Journal, 98*: 888–890.
3. Smith, P. H., & Valdez, A. (2013). Review of the book Bilingual Youth: Spanish in English-speaking societies, Edited by K. Potowski and J. Rothman. *The Modern Language Journal, 97*, pp. 820-821.
4. Smith, P. H. (2012). Review of the book What English language teachers need to know, Volumes 1 and 2, by D.E. Murray and M.A. Christison. *The Modern Language Journal, 96*, pp. 641-643.
5. Smith, P. H. (2003). Three books about young transnational immigrants. *Mextesol Journal 26* (3 & 4), 136-138.
6. Smith, P. H. (1994). Review of Linguistic Imperialism. R. Phillipson. New York: Routledge, 1992 *Mextesol Journal,18*(1), 45-6.
7. Smith, P. H. (1993). Outside our own back yard: Can Black English studies inform the teaching of English as a foreign language? Review of K. Gilyard. Voices of the Self: A Study in Language Competence. Wayne State University Press, 1991. *Mextesol Journal, 16*(4), 47-49.

B. **Works not in Print**

**1. Papers Presented at Professional Meetings:**
**International and National**

1. Smith, P.H. *"I can't understand a word you are saying": Reflections on the "language barrier" and the role of Applied Linguistics*. Paper presented at the British Association for Applied Linguistics, Glasgow, Scotland, September 4, 2025.
2. Smith, P.H., & Murillo, L.A. *(De)constructing language barriers in bilingual education*. Paper presented at the 15th International Symposium on Bilingualism. Donostia-San Sebastián, Spain. June 2025.
3. Smith, P.H. *Dual language school libraries as sites for promoting Spanish/English biliteracy*. Paper presented at the annual congress of the American Association for Applied Linguistics. Houston, TX, March 18, 2024.
4. Smith, P.H. *Theorizing translanguaging and multilingual literacies through human capital theory*. Plenary address at the Seminario Permanente de Lingüística Aplicada/Congreso en La Resistencia en Lingüística Aplicada, Universidad de Guanajuato, México, October 28-29, 2022.
5. Smith, P.H. *School libraries as biliterate ecologies*. Paper presented at the Annual Meeting of the British Association for Applied Linguistics. Queens University, Belfast, U.K., September 1-3, 2022.
6. Smith, P.H. Developing biliterate ecologies in a dual language school library. *REFORMA National Conference VII*, National Association to Promote Library and Information Services to Latinos and the Spanish Speaking. (virtual), November 6, 2021.
7. Smith, P.H. "*My parents speak another language and it's not English": Hiding Indigenous identities in a Spanish/English dual language immersion program*. Paper accepted for presentation at the 2020-2021 *World Conference of Applied Linguistics*. (virtual).
8. Smith, P.H. *We're specials: Bilingual school libraries as sites of monolingual hegemonies and multiliterate hopes*. Paper accepted for presentation at the *Annual Meeting of the World Education Research Association*. Tokyo, Japan, August 5-8, 2019.
9. Smith, P.H. Digital literacies and the construction of the Language barrier". (2018). Paper presented at the *Annual Meeting of the British Association for Applied Linguistics* York St. John University, York, U.K., September 6-8, 2018.
10. Smith, P.H. "Google no va a Guatemala": Recolonizing messages about Latin America in a dual language school library. Paper presented at the annual conference of the *Literacy Research Association*. Indian Wells, CA, November 28-December 1, 2018.
11. Smith, P. H., & Thompson, B. Expanding (access to) meaningfulness in a new dual language school library. *Literacy Research Association*, Tampa, FL, November 28-December 2, 2017.

12. Smith, P. H. A transdisciplinary study of Mexican-origin children's opportunities to develop Spanish literacy in a dual language school." *American Association for Applied Linguistics*, Portland, OR, March 17-21, 2017.
13. Murillo, L. A., & Smith, P. H. (2016). Common sense or nonsense? The work of emergent bilingual teachers amidst contradictory language ideologies. *American Educational Research Association*, Washington, DC.
14. Smith, P. H. (2016). What impacts will our program have? Stakeholder expectations of impact in a new dual language school. American Association for Applied Linguistics, Orlando, FL.
15. Al-Salmi, L. Z., & Smith, Ph. H. (2016). Teachers using digital technologies to create culturally and linguistically responsive learning experiences for Arab immigrant children. *American Association for Applied Linguistics*, Orlando, FL.
16. Smith, P. H., & Murillo, L. A. (2015). Págame/Pay me: Simbolismo económico de las veladoras transnacionales. *Literacy Research Association*, San Diego, CA.
17. Smith, P. H. (2015). Biliteracy as human capital: Educators' and parents' views of Spanish/English literacy in border colonias. *American Association of Applied Linguists/ Canadian Association of Applied Linguistics*, Toronto, Canada.
18. Al-Salmi, L. Z., & Smith, P. H. (2014). Arab immigrant mothers parenting their way into digital biliteracy. *Literacy Research Association*, Marco Island, FL.
19. Smith, P. H., & Murillo, L. A. (2014). The dialogic construction of border colonia literacies. *Literacy Research Association*, Marco Island, FL.
20. García, J. H., & Smith, P. H. (2014). Expanding research approaches in underserved communities *Interdisciplinary Social Sciences*, Vancouver, Canada.
21. Smith, P. H., & Valdez, A. (2014). The literacy practices of Texas border colonias: What do teachers know and believe? *American Association for Applied Linguistics*, Portland, OR.
22. Smith, P.H., Razfar, A., & Cole, M. (2013). Transnationalism in 21st century schools. Study group of the Multilingual/Transcultural Literacies Innovative Community Group. *Literacy Research Association*, Dallas, TX.
23. Smith, P. H., & Murillo, L. A. (2013). Poverty and financial literacies in Texas Border colonias. *American Educational Research Association*, San Francisco, CA.
24. Smith, P. H. (2013). Sociocultural perspectives and biliteracy research: Repositioning the human capital of Mexican-origin students and communities in Pre-K-12 contexts. Roundtable, *American Educational Research Association*, San Francisco, CA.
25. Smith, P. H., & Murillo, L. A. (2013). Reading and writing the Borderlands: Biliteracy as human capital in a globalizing world. *American Association for Applied Linguistics*, Dallas, TX.
26. Smith, P. H., & Dworin, J. E. (2012). Sociocultural perspectives and biliteracy research: Trends and directions. Roundtable, *Literacy Research Association*, San Diego, CA.
27. Smith, P. H., Razfar, A., & Bauer, E. B. (2012). Talk about texts: Seeing and using language diversity in literacy research. *Literacy Research Association*, San Diego, CA.
28. Smith, P. H., & Valenzuela, A. V. (2011). Border colonias as sites for literacy research. *Literacy Research Association*, Jacksonville, FL.
29. Smith, P. H. (2011). We're all applied linguists now: Mediating literacy educators' deficit perspectives on bilingual students through applied linguistics. *16th World Congress of Applied Linguistics*, Beijing, China.
30. Smith, P. H. (2011). Repositioning biliteracy as capital for learning: Lessons from teacher education at the border. Keynote, *Las Jornadas de Lenguas en Contacto*, Universidad Autónoma de Nayarít, México.
31. Smith, P. H., & Murillo, L. A. (2010). Mapping the linguistic landscape of Mexican transnational communities. *Literacy Research Association*, Fort Worth, TX.
32. Smith, P. H. (2010). Developing biliteracy as social capital within and without schooling. Fort Worth, TX.
33. Murillo, L. A., Smith, P. H., & Schall, J. (2010). Leading and learning literacy in three countries: Colombia, Mexico, and the United States. 23rd World Congress of Reading, Auckland, New Zealand.
34. Smith, P. H. (2010). The complex ecologies of transidiomatic advertisements in a globalizing community. American Educational Research Association, Denver, CO.
35. García, J. H., & Smith, P.H. (2010). Developing children's voice in a marginalized community. American Educational Research Association, Denver, CO.
36. Smith, P. H., García, J.H., & Díaz, M.E. (2009). Developing transgenerational participatory research with immigrant communities. 1st Triennial Conference on Latino Education and Immigrant Integration, University of Georgia.
37. García, J. H., Smith, P. H., & Díaz, M. E., Parson, P., Aguilar-Crandall, M. (2009). Who listens to you: Photovoice as a tool for working with Latino and immigrant children and youth.1st Triennial Conference on Latino Education and Immigrant Integration, University of Georgia.

38. Díaz, M.E., García, J.H., & Smith, P.H. (2009, October). Oral history as a tool to address the needs of a South Texas colonia. Paper presented at the 1st Triennial Conference on Latino Education and Immigrant Integration, University of Georgia.
39. Smith, P. H., & Murillo, L. A. (2009). Through other lenses, darkly: Understanding biliteracies across regional and disciplinary boundaries. Poster, American Educational Research Association San Diego, CA.
40. Sarmiento, M., Murillo, L. A., & Smith, P. H. (2009). Tell me your story: Language and literacy autobiographies as healing pedagogies for Latino educators. National Association of Hispanic and Latino Studies, Baton Rouge, LA.
41. Taylor, S., Smith, P.H., Daniel, M., Schwartzer, D. (2009). From "nice words" to action: TESOL/BEIS, multilingualism and language policy. Teachers of English to Speakers of Other Languages, Denver, CO.
42. Taylor, S., Daniel, M., Schwartzer, D., Smith, P.H. (2009). Where there's a 2nd (language), there's a 1st! Featured talk, Teachers of English to Speakers of Other Languages, Denver, CO.
43. Teague, B. L., Smith, P. H., & Jiménez, R. T. (2008). Learning to write in a Mexican school. National Reading Council, Orlando, FL.
44. (2008). Sushi in Matamoros: Social discourse in and out of the Academy. Poster, American Educational Research Association, New York, NY.
45. (2008). "Would you like your kid coming to a ghetto school like this?" Words and power on the frontera. National Association of Chicano and Chicana Studies, San José, CA.
46. Smith, P. H., (2007). The social construction of literacy in a Mexican community: Coming soon to your school? National Council for Teachers of English, Roundtable on Students' Right to Their Own Language: Multiple Voices Linking Theory, Research, Policy, and Practice, New York, NY.
47. Smith, P. H. (2007). Universal Fine Products, S.A. de C.V.: Transnational literacies and the co-marketization of English and technology in small town Mexico. National Council of Teachers of English Assembly for Research Mid-Winter Conference, Vanderbilt University.
48. Smith, P. H. (2005). Políticas familiares explícitas e implícitas con respecto al lenguaje escrito.
49. Segundo Simposio sobre Política del Lenguaje, Universidad Nacional Autónoma de México.
50. (2005). Examining the literacies of transnational migration in a Mexican community. 37th World Congress of the International Institute of Sociology, Stockholm.
51. Smith, P. H., & Murillo, L. A. (2005). The social construction of literacy: México profundo, México transnacional. 14th World Congress of Applied Linguistics, Madison, WI.
52. (2005). Conexiones entre la migración transnacional y la lectoescritura en México. VIII Congreso Nacional de Lingüística, Asociación Mexicana de Lingüística Aplicada, Puebla.
53. Jiménez, R. T., & Smith, P. H. (2004). The language and literacy practices of a Mexican community. National Reading Conference, San Antonio, TX.
54. Smith, P. H. (2004). Sociocultural processes in two-way immersion programs. Teachers of English to Speakers of Other Languages, Long Beach, CA.
55. Smith, P. H., Jiménez, R. T., & Ballesteros Pinto, R. M. (2003). ¿Hay una pedagogía nacional de la lecto-escritura? Análisis preliminar de la construcción social de lectores y escritores en México. VII Congreso Nacional de Lingüística, Universidad de Guadalajara, México.
56. (Smith, P. H. (2003). Transnacionalismo, bilingüismo y la planificación del lenguaje en contextos educativos mexicanos. Primer Simposio sobre Política del Lenguaje. Universidad Nacional Autónoma de México.
57. Jiménez, R. T., & Smith, P. H. (2003). Freedom and form: The language and literacy practices in two Mexican schools. American Educational Research Association, Chicago, IL.
58. Smith, P. H., & Martínez-León, N. (2003). "Con el inglés ya la hicieron adonde sea": Transnational perspectives on bilingualism in a Mexican community. National Association for Bilingual Education, New Orleans, LA.
59. Smith, P. H. (2002). Perspectivas de los niños acerca del uso de los Fondos de Conocimiento Lingüístico en la enseñanza/aprendizaje de la lectoescritura. VII Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura, Puebla, México.
60. Smith, P. H. (2002). El desarrollo del bialfabetismo en una niña bilingüe: Ejemplos de un estudio longitudinal. III Simposio Nacional de Bilingüismo y Educación Bilingüe, Universidad del Valle, Cali, Colombia.
61. Smith, P. H. (2002). TESOL, teacher training, and tapping Funds of Linguistic Knowledge. Teachers of English to Speakers of Other Languages, Salt Lake City, UT.
62. Smith, P. H. (2002). Poblanos en Nueva York: Transnational migration and implications for bilingualism and bilingual education. National Association for Bilingual Education, Philadelphia, PA.
63. Smith, P. H. (2001). Reflections on the status of bilingualism in Mexico. 28th Annual Conference of the Mexican Association of Teachers of English to Speakers of Other Languages, Benemérita Universidad Autónoma de Puebla, México.

64. Smith, P. H. (2001). Transnacionalismo, bilingüismo y educación. VI Congreso Nacional de Lingüística, Universidad Autónoma de Yucatán, Mérida, México.
65. Smith, P. H. (2001). Planeación, organización, y puntos de diseño:Licenciatura en Lingüística Aplicada. Encuentro Internacional para Licenciaturas en Lenguas Universidad Autónoma de Zacatecas, México.
66. Arnot Hopffer, E., & Smith, P. H. (2001). "Everywhere but the swimming pool": Student perspectives on biliteracy development in a dual language program. National Association for Bilingual Education, Phoenix, AZ.
67. Smith, P. H., & Arnot-Hopffer, E. (2000). Éxito Bilingüe: Las voces de los estudiantes. National Mextesol Convention, Aguascalientes, México.
68. Smith, P. H. (2000). La inmersión en dos idiomas y los fondos de conocimiento lingüístico. National Association for Bilingual Education, San Antonio, TX.
69. Smith, P. H. (1999). Dual language education on contested ground: A report from Tucson, Arizona. Society for Applied Anthropology, Tucson, AZ.
70. Hall, C. J., Spínola, J., & Smith, P. H. (1996). Verbos y preposiciones en el léxico bilingüe: Un estudio experimental preliminar. XI Congreso Internacional de la Asociación de Lingüística y Filología de América Latina", Canary Islands.
71. Hall, C. J., smith, P. H., & Spínola, J. (1995). Subcategorization in the mental lexicon: An experimental study. III National Congress of Linguistics, Puebla, México.
72. Spínola, J., Hall, C. J., & Smith, P. H. (1995). Verbs and prepositions in the bilingual mental lexicon: An experimental study. III National Congress of Linguistics, Puebla, México.
73. Smith, P. H. (1994). Standard vs non-standard Englishes: Which do we teach? 21st National Mextesol Convention, Ixtapa, México.
74. Smith, P. H. (1993). Whole language: Creating stories for second language learning. VIII Foro de Especialistas Universitarios en Lenguas Extranjeras, Universidad Autónoma de Zacatecas, Mexico.
75. Smith, P. H. (1993). Language and gender in the ESL classroom: A sociolinguistic analysis of teacher talk. 20th National Mextesol Convention. Puerto Vallarta, Mexico.
76. Smith, P. H. (1993). Writing tests together. 20th National Mextesol Convention, Puerto Vallarta, Mexico.
77. Smith, P. H. (1992). Developing oral fluency with oral history interviews. 19th National Mextesol Convention, Acapulco, Mexico.

**State and Regional Conferences**

1. Smith, P.H. Organizing in higher education. Faculty panel on academic freedom and shared governance. *Second Higher Education Summit*, McAllen, TX, October 25, 2025.
2. Croes, H., & Smith, P.H. Engaging ELLs in U.S. History through key decisions. *Annual Conference of Northern New England Teachers of English to Speakers of Other Languages*. (virtual), November 6, 2021.
3. Smith, P. H., & Murillo, L. A. (2011). We're all applied linguists now: Literacy educators mediating the academic development of emergent bilinguals. Featured talk BEEMS Conference (Bilingual Educators Emphasizing and Mastering Standards), University of Texas at El Paso.
4. Smith, P. H. (2008). What difference does a border make? Educadores de México y Estados Unidos hablan de la lectoescritura. XV Encuentro Binacional de Educación, Matamoros, Tamaulipas, México.
5. Smith, P. H. (2008). El uso de textos comunitarios como recurso en la enseñanza de la lecto-escritura. New Teacher Conference, Kappa Delta Pi International Honor Society in Education, University of Texas-Pan American.
6. Smith, P. H., & Murillo, L. A. (2008). Linguicism and counter-pedagogies for teaching Chicano/a students. Tejas Regional Conference, National Association for Chicano and Chicana Studies, South Texas College, McAllen, TX.
7. Smith, P. H. (2008). Challenging the Standards for teaching history. Tejas Regional Conference, National Association for Chicano and Chicana Studies, South Texas College, McAllen, TX.
8. Smith, P. H., & Murillo, L. A. (2007). Research report on transnational literacies in a Mexican community. 5th Annual Border Literacy Conference. Sabal Palms Writing Project/University of Texas at Brownsville, South Padre Island, TX.
9. Smith, P. H., & Murillo, L. A. (2006). ¡Los mexicanos sí leen y escriben! El uso de textos comunitarios como recurso didáctico en la enseñanza de la lecto-escritura. XVII Binational Education Conference, Matamoros, Tamaulipas, México.
10. Smith, P. H. (2001). Language planning and planning for licenciaturas en Lenguas en México. VI Foro en Lingüística Aplicada. Universidad de las Américas-Puebla.
11. Smith, P. H. (2001). El desarrollo de la lectoescritura en los niños bilingües. Statewide Conference for Teachers of Linguistically & Culturally Diverse Students, Oak Brook, IL.
12. Smith, P. H. (2001). Cultivating linguistic funds of knowledge in dual language programs. Statewide Conference for Teachers of Linguistically 6 Culturally Diverse Students, Oak Brook, IL.

13. Smith, P. H. (2000). Dual language schooling and language planning. Colloquium Series in Applied Linguistics, Universidad de las Américas-Puebla.
14. Smith, P. H. (2000).“Ni a pocha va a llegar”: Minority language loss and dual language schooling in the U.S.-Mexico borderlands. 29th Annual Meeting of the Linguistic Association of the Southwest, Puebla, Mexico.
15. Smith, P. H., & Arnot-Hopffer, E. (1999). Éxito Bilingüe: Promoting Spanish literacy in a dual language immersion program. Arizona Association for Bilingual Education. Phoenix, AZ.
16. Smith, P. H. (1998). Dual-language education and the politics of language planning: A report from Tucson, Arizona. III Foro Regional de Lingüística Aplicada, Universdad de las Américas-Puebla. Cholula, México.
17. Smith, P. H. (1998). Dual-language education: Attitudes, cultures, and the politics of language planning. Graduate Student Colloquy, Departments of Language, Reading & Culture and Teaching and Teacher Education, University of Arizona.
18. Smith, P. H. (1997). The way we weren’t: Treatment and omission of bilinguals and bilingualism in four college-level U.S. history textbooks. Graduate Student Colloquy, Departments of Language, Reading & Culture and Teaching and Teacher Education, University of Arizona.
19. Smith, P. H. (1995). Make up your mind: Using decisions with bilingual students. Fifth Mexico City Metropolitan Area Regional Mextesol Convention, Mexico.
20. Smith, P. H. (1994). Whose language is it, anyway? Keynote address Mextesol Puebla Regional Convention, Mexico.
21. Smith, P. H. (1993). Language, culture and worldview: The nexus. 18th Congress of the Society for Intercultural Education, Training and Research, Washington DC.
22. Smith, P. H. (1993). Bilingual dialogue journals. 20th Mextesol Convention, Puerto Vallarta, Mexico.
23. Smith, P. H. (1992). Using student-written tests to improve reading comprehension. VII Foro de Especialistas Universitarios en Lenguas Extranjeras, Universidad Nacional Autónoma de México,

**2. Invited Talks, Lectures, and Presentations:**

1. Smith, P.H. (2018). Biliteracy, human capital, and Latinx students' rights to their own languages. *Hispanic Policy Network Symposium*, Texas State University, April 27.
2. Smith, P.H. (2018). Bilingual Education Workshop. *Education Justice Project*, University of Illinois at Urbana-Champaign/Illinois State Correctional Department, Danville, IL, January 31-February 1.
3. Smith, P.H. (2017). Migration and education in the Hispanic U.S. Invited paper, *Contexts of in(ex)clusion in math and science education*, Stockholm University, Sweden, September 26-29.
4. Smith, P.H. (2017). Language discrimination and emergent bilinguals. Guest lecture, *Public Education in a Multicultural Society, CI 3310*, Texas State University, November 16.
5. Smith, P.H. (2017). Language discrimination. Guest lecture, *Literacy Instruction for EC-6, CI 3321*, Texas State University, October 11.
6. Smith, P.H. (2017). Multilingualism and education through interdisciplinary collaboration. Invited lecture, Departments of English and Education, Illinois State University, March 31.
7. Smith, P. H. (2016). Mesoamerican Literacies. Invited lecture, Latin American Studies Educators' Workshop on Latin American Populations and Cultures. Center for Latin American and Caribbean Studies, University of Illinois at Urbana-Champaign, June 8.
8. Smith, P. H. (2016). Interdisciplinary Research and the Field of Education. Invited keynote at the “Critical Conversations Forum”, Curriculum & Instruction Doctoral Students Association, University of Illinois at Urbana-Champaign, April 2.
9. Smith, P. H. (2015). Language and literacy for Spanish-speaking families. Workshop for PK-12 educators. Champaign Unit 4 Schools, Champaign, IL, October 15.
10. Smith, P. H. (2015). Apoyando la lectura y la escritura en nuestros hogares. Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1.
11. Smith, P. H. (2015). Teaching against linguicism. Workshop for PK-12 educators. Champaign Unit 4 Schools, Champaign, IL, September 17.
12. Smith, P. H. (2015). Developing language & literacy with young migrant children. Workshop for early childhood educators. Rantoul Multicultural Community Center, Rantoul, IL, June 15.
13. Smith, P. H. (2015). The language and literacy practices of Texas border colonias. Keynote address. Second Language Acquisition and Teacher Education (SLATE) Graduate Research Symposium, University of Illinois at Urbana-Champaign, May 7.
14. Smith, P. H. (2015). Linguistic discrimination and the education of bilingual learners. Faculty Research Talks/James Scholars Program, College of Education, University of Illinois at Urbana-Champaign, March 12.

15. Smith, P. H. (2014). Discussant, Paper Session. Multilingual Literacy Development. Literacy Research Association, Marco Island, FL.
16. Smith, P. H. (2012). Biliteracy development. Guest lecture, Bilingual Education program University of Texas Pan American, October 9.
17. Smith, P. H. (2012). Transnational and community literacies. Guest lecture via videoconference, Graduate Seminar on Literacy, Applied Linguistics, Universidad Distrital José de Caldas, Bogotá, Colombia, May 7.
18. Smith, P. H. (2011). An introduction to oral and written language for reading teachers. Guest lecture READ 3323, Reading Acquisition, University of Texas Pan American, August 29.
19. Smith, P. H. (2011). La escritura de Mesoamérica. Plazas Comunitarias adult education program Montana Vista Community Center, El Paso, TX, June 27.
20. Smith, P. H. (2011). Discussant, Symposium. Literacies Crossing Borders. Literacy Research Association, Jacksonville, FL.
21. Smith, P. H. (2011). Discussant, Symposium. Innovative Adult Literacy Practices within Informal and Non-formal Learning Settings: Implications for Adult Literacy Educators and Schools. Literacy Research Association, Jacksonville, FL.
22. Smith, P. H. (2010). Discussant, Paper Session. Socialization through literacy acts and practices. Literacy Research Association, Fort Worth, TX,
23. Smith, P. H. (2010). Discussant, Paper Session. Biliteracy. Literacy Research Association, Fort Worth, TX.
24. Smith, P. H. (2010). Bilingüismo y biliteracidad: Claves para el éxito académico y el futuro económico de nuestros hijos, Raul Yzaguirre Dual Language School, Brownsville, TX, November 12.
25. Smith, P. H. (2010). Mesoamerican Literacies. Invited public lecture, International Literacy Day El Paso Public Library, El Paso, TX, September 8.
26. Smith, P. H. (2010). Teacher self-development via investigative research based multilingual teaching and learning. Institute workshop, International Reading Association. Chicago, IL,
27. Smith, P. H. (2010). The complex ecologies of transidiomatic advertisements in a globalizing community. Invited talk, EDUCAR Colloquium Series, College of Education, University of Texas at El Paso.
28. Smith, P. H. (2009). Discussant, Panel. Language ideologies: Influences on the development of Latina/o bilingualism and biliteracy in homes, schools, and communities. National Reading Conference, Albuquerque, NM.
29. Smith, P. H. (2009). Language and education: Talking school. Invited videoconference, Programs in Reading, English, and Linguistics, University of Texas Pan American, September 24.
30. Smith, P. H. (2008). Mesoamerican literacies: Histories, continuities, and pedagogies for teaching reading and writing. Professional Development Region One Education Service Center, Edinburg, TX, October 22-23.
31. Smith, P. H. (2008). Teaching writing against linguicism: Developing culturally responsible pedagogies in the Rio Grande Valley. Sabal Palms National Writing Project "Conversations with Authors" series, University of Texas at Brownsville, March 31.
32. Smith, P. H. (2001). Identifying and cultivating linguistic funds of knowledge in dual language instruction. Illinois Resource Center, Dual Language Institute, Oaxaca, Mexico,
33. Smith, P. H. (2000). Language loss, language resources, and bilingual schooling. Presentation to the Barrio Anita Neighborhood Association, Tucson, AZ.
34. Smith, P. H. (2000). Kindergarten Commencement Address/Clausura. Davis Bilingual Magnet School, Tucson, AZ.
35. Smith, P. H. (1998). The power of parents and families. Annual Parents' Conference, Amphitheater and Marana Public Schools, Tucson, AZ.
36. Smith, P. H. (1996). Sociolingüística y la enseñanza de lenguas extranjeras. Seminar for high school teachers of English as an additional language, Universidad de las Américas-Puebla, México.
37. Smith, P. H. (1992). Promoting oral fluency in foreign language teaching. Round Table on Linguistics and the Teaching of Foreign Languages, Benemérita Universidad Autónoma de Puebla, México.
38. Smith, P. H. (1990). Shock language: What does it feel like to be a student in a second language? Lowell Public Schools, Lowell, MA.
39. Smith, P. H. (1989). Tutoring students of English as a Second Language. Learning in Retirement Association, University of Massachusetts, Lowell.

**3. Consultancies:**

**4. Workshops:**

1. Smith, P.H. *What's on the walls? Creating equitable linguistic landscapes in dual language classrooms and schools*. Workshop for Pre-K-6 educators, Language Matters: Fomentando Nuestra Identidad Bilingüe.

**5. Other Works not in Print:**

a. Works "submitted" or "under review"

1. Smith, P.H. Developing biliterate ecologies in a dual language school library. *Bilingual Research Journal*.

2. Smith, P.H. A systematic review of literature on dual language school libraries as sites for promoting Spanish/English biliteracy. *School Library Journal*.

b. Works "in progress"
   1. Smith, P.H., & Murillo, L.A. *Págame/Pay Me: Simbolismo económico de las veladoras transnacionales*.
   2. Croes, J.D., & Smith, P.H. *Key decisions in U.S. history: A participatory approach*. 2nd edition.
   3. Smith, P.H., & Murillo, L.A. *(De)constructing Language Barriers in Bilingual Education*

**C. Grants and Contracts**

1. Funded External Donations, Grants and Contracts:

*Serving Emerging Bilingual Elementary Students in a Small Urban Community: An Evaluation of a Literacy-Based After-School Program*. 2015-2016. American Educational Research Association. ($5,000). Co-Principal Investigator. (With Victor H. Pérez, PI, William Trent, Co-PI, & Luz A. Murillo, Co-PI)

*Transnational Literacy Researchers Working Group.* 2005-2008. Center for the Americas, Vanderbilt University ($65,000). Researcher. (With Robert T. Jiménez, PI, Kevin Leander, Researcher, Luz Murillo, Researcher.)

*La construcción social de lectores y escritores en México: Estudio etnográfico del uso de la lengua escrita en escuelas primarias y su entorno comunitario*. 2003-2005. Consejo Nacional de Ciencia y Tecnología, México. (US$ 65,000). Principal Investigator. (With Luz A. Murillo, Co-PI)

*Spanish literacy development in Mexican primary schools*. 2002-2003. University of Illinois, Urbana-Champaign, Fulbright-Garcia Robles Foundation, and the Instituto de Investigación y Posgrado, Universidad de las Américas, Puebla ($22,000). Co-Principal Investigator. (With Robert T. Jiménez, PI)

*Language ideology and biliteracy development: A longitudinal analysis of learning through dual language schooling*. 1998-2000. Spencer Foundation, University of Arizona ($300,000). Researcher. (With Luis C. Moll, & Norma González, Principal Investigators)

*Environmental justice through pollution prevention*. 1997. Environmental Protection Agency; City of Nogales, Arizona; and the Bureau of Applied Research in Anthropology, University of Arizona ($5,000). Researcher. (With Diane Austin, PI)

*Syntactic information in the monolingual and monolingual lexicon: An experimental study of English and Spanish bilingual complements*. 1995-1996. Consejo Nacional de Ciencia y Tecnología Mexico ($7,000). Co-Principal Investigator. (With Christopher J. Hall, PI)

**F. Submitted, but not Funded, External Teaching Grants and Contracts:**

*Biliteracy for Academic Success Touches All: Enhancing the Biliteracy Lives of Teachers, Learners, and Families (Project BASTA)*. National Professional Development Program, Office of English Language Acquisition, U.S. Department of Education. PI: Murillo, L.A.; Co-PI: Smith, P.H. $1,660,010. 2019

Texas Higher Education Incentive Fund. *Engaging Families and Schools: A Two-Way Funds of Knowledge Project in a Texas-border Colonia*. $59,150. 2009

National Science Foundation. *A Study of Families and Youth Engaged in Transnationalizing Literacy Practices*. $450,000. 2009

**G. Funded Internal Teaching Grants and Contracts:**

*Connecting Families and Schools Through Reading and Math: A Two-Way Funds of Knowledge Project in a Texas Border Colonia*. University of Texas Pan American, Summer Research Initiative ($8,000). Co-Principal Investigator. (With Luz A. Murillo, PI)

*Documenting diversity in local schools: Transforming field experience into professional knowledge.* 2006-2007. Center for Civic Engagement, University of Texas at Brownsville ($650). Principal Investigator. (With Luz A. Murillo, Co-PI)

*Transnacionalismo, bilingüismo y educación: Puebla y Nueva York.* 2002. Instituto de Investigación y Posgrado, Universidad de las Américas, Puebla (US$ 2,000). Principal Investigator.

*Los fondos de conocimiento lingüístico: Un estudio de la inmersión bilingüe en un barrio mexicoamericano*. 2000-2002. Instituto de Investigación y Posgrado, Universidad de las Américas, Puebla (US$ 2,000). Principal Investigator.

*Design of a literacy program for children at the Centro Educativo Ixtliyollotl in San Andrés, Cholula*. 1992-1993 Institute for Advanced Studies, Universidad de las Américas, Puebla (US$ 600). Principal Investigator.

**H. Submitted, but not Funded, Internal Teaching Grants and Contracts:**

*Proposal to Establish an Interdisciplinary Research Team on Languages, Literacies, and Learning (L3) in the Americas*. Interdisciplinary Research Team Grant, University of Texas at El Paso. $20,000. 2013.

*Lecture series in Language, Education & Diversity*. Center for Civic Engagement, University of Texas at Brownsville. $600. 2006.

**I. Other:**

*Communicative Practices in Bi-/Multilingual Rural Fourth Grade Classroom in Kenya.* 2016-2019
PI: Smith, P.H.; Co-PI: Lydiah Kiramba, University of Nebraska-Lincoln, IRB Protocol Approval # 14620.

*Stakeholder Expectations of Impact and Opportunities to Develop Spanish Literacy in A New Dual Language School*. 2016-2019. Principal Investigator. (With Luz A. Murillo, Co-PI). University of Illinois at Urbana-Champaign, IRB Protocol Approval # 17176.

*Engaging Families and Schools: A Two-Way Funds of Knowledge Project in Central Illinois*. 2014-2015. Co-Principal Investigator. (With Luz A. Murillo, PI). University of Illinois at Urbana-Champaign, IRB Protocol Approval # 15392.

*The Literacy Practices of Texas Border Colonias: What Do Teachers Know and Believe?* 2013-2015. Principal Investigator. (With Luz A. Murillo & Albertina Valdez, Co-PIs. University of Texas at El Paso, IRB Protocol Approval # 506443-1.

*Parents' Perspectives on Literacy and Education in Texas Border Colonias*. 2011-2012. Principal Investigator. Amabilia V. Valenzuela & Luz A. Murillo, Co-PIs).

**D. Fellowships, Awards, Honors:**

| | | |
|---|---|---|
| 1. | Pending | Fulbright Scholar Award (applied September 14, 2025 for Spring 2027) |
| 2. | 2024 | Honorary Professor Research Award, Center for International Studies, Texas State |
| 3. | 2015-2016 | List of Instructors Ranked as Excellent, University of Illinois at Urbana-Champaign |
| 4. | 2016 | Hardie Conference Travel Award, College of Education, University of Illinois at Urbana-Champaign |

5. 2015 Scholars Travel Award, Office of the Vice Chancellor for Research, University of Illinois at Urbana-Champaign
6. 2010 Joyce Morris Article Award, History of Reading Special Interest Group, International Reading Association, "Mesoamerican literacies: Indigenous writing systems and contemporary possibilities" *Reading Research Quarterly, 43*(1), 28-46, with R. T. Jiménez
7. 2005-2009 Fellow, Center for the Americas, Vanderbilt University
8. 2004-2006 Level 1 Researcher, Sistema Nacional de Investigadores (National System of Researchers) Consejo Nacional de Tecnología y Ciéncia, México
9. 2001-2004 Candidato, Sistema Nacional de Investigadores (National System of Researchers) Consejo Nacional de Tecnología y Ciéncia, México
10. 2002 Estímulo de Excelencia Académica (Academic Excellence Award, Universidad de las Américas, Puebla, México
11. 2001 First place, Outstanding Dissertations Competition, National Association for Bilingual Education
12. 1999 Graduate Student Final Project Award. Graduate College, University of Arizona
13. 1996-2000 Programa de Superación Académica. Universidad de las Américas, Puebla, Mexico. Doctoral Scholarship to attend the University of Arizona

## IV. SERVICE

### A. Institutional

**1. University:**

- Member, Academic Governance Committee, Faculty Senate representative, TXST, 2024-2027
- Member, Academic Freedom Committee, Faculty Senate representative, Texas State University, 2018-2020
- Reviewer, Campus Research Board, UIUC, 2016-2017
- Focal Point Research Grants Review Committee, Graduate College, UIUC, 2015
- Senator for the College of Education, Faculty Senate, UT El Paso, 2009-2011
- Member, Institutional Review Board, UTB, 2007-2009
- Senator, College of Education, Academic Senate, UTB, 2007-2009
- Chair, Ad-hoc Senate Committee on Gender Equity, UTB, 2008-2009
- Research and Graduate Studies Committee; Translation Committee, Southern Association of Colleges and Schools Re-accreditation process, UDLAP, 2004-2005

**2. College:**

- External Member, College of Health Professions College Review Group, 2025-2026
- Faculty Advisory Council, member 2020-21; co-chair 2021-2023
- Member, College Review Group, College of Education, Texas State University, 2020-2023
- Member, Outstanding Graduate Student Award Committee, 2018-present
- College Scholars Committee, College of Education, Texas State University, 2017-2018
- College of Education Grievance Committee, UIUC, 2016-2017
- Education Dean's Evaluation Committee, UIUC, 2016
- Reader, Doctoral Candidates, College of Education Commencement, UIUC, 2016
- College Research Committee, UIUC, 2014-2016
- Ad-hoc Committee for Strategic Planning, College of Education, UT El Paso, 2010
- Faculty Personnel Committee, College of Education, UT El Paso, 2009-2012
- U.S.-Mexico Ad-hoc Committee/International Initiatives Committee, UT El Paso, 2009-2011
- Chair, School of Education Distinguished Lecture Series, UTB, 2007-2008

**3. Department**

- Faculty Mentor for Dr. Mitch Ingram (2022-present)
- Chair, Faculty Search Committee for Assistant/Associate Professor in Bilingual/Biliteracy Education, Curriculum & Instruction, Texas State University, 2021-2022
- Search Committee, Open-Rank-Graduate Program in Developmental Education, Curriculum & Instruction, Texas State University, Fall 2017
- Selection Committee for the Foreign Language and Areas Studies (FLAS) Fellowship, Center for Latin American and Caribbean Studies, UIUC, 2017
- Chair, Faculty and Staff Awards Committee, Curriculum & Instruction, UIUC, 2015-2016
- Faculty Advisory Committee, Department of Curriculum & Instruction, UIUC, 2015

- Search Committee, Open Rank Professor, Curriculum Studies, UTEP, 2013-2014
- Ethnography of Languages, Literacies, and Learning Laboratory, UTEP, 2013
- Doctoral Committee, Ph.D. Program in Teaching, Learning, and Culture, UTEP, 2009-2014
- Chair, ad-hoc Committee on Language Policy, UTEP, 2012-2013
- Faculty Workload and Resources Committee, UTEP, 2010-2012
- Chair, Search Committee, Associate/Full Professor of Bilingual Education/Biliteracy/ESL, UTEP, 2009-2010
- Faculty Search Committee, Curriculum & Instruction Generalist, UTB, 2008-2009
- Doctoral Committee in Curriculum & Instruction, Bilingual Studies, UTB, 2007-2009
- Bilingual Education & English as a Second Language Committee, UTB, 2006-2009
- Team Leader, Graduate Programs, UTB, 2007-2008
- Ad-hoc Committee, Introduction to Research in Education, UTB, 2006-2007
- Faculty Search Committee: Research Methods, UTB, 2006-2008
- Faculty Search Committee: Bilingual Education, EC-4, UTB, 2006-2007
- Graduate Committee on Applied Linguistics, UDLAP, 2000-2006
- Founding Member, Undergraduate Committee on Languages and Applied Linguistics, UDLAP, 2002-2006
- Academic Committee, Annual Regional Conference on Applied Linguistics, UDLAP, 2000-2005

**B. Professional**

- Elected delegate, House of Delegates, Texas Faculty Association Annual Meeting (2023, 2024, 2025)
- Vice-president, Texas Faculty Association (2023-present)
- Founding member and convener, Texas State University chapter, American Association of University Professors. April 2024.
- Discussant, Paper Session. Tres estudios in raciolinguistics and literacy education. *Literacy Research Association*, Tampa, FL, 2017
- P. David Pearson Scholarly Impact Award Committee, Literacy Research Association, 2016
- Mentor, Doctoral Student Innovative Community Group, Literacy Research Association, 2015-2017
- Co-chair/Chair, Multilingual/Transcultural Literacies Innovative Community Group, Literacy Research Association, 2011-2013
- Distinguished Dissertation Award Committee, Division G Social Context of Education, American Educational Research Association, 2012
- Discussant, Symposium. *Literacies Crossing Borders*. Literacy Research Association, Jacksonville, FL, 2011
- Discussant, Symposium. *Innovative Adult Literacy Practices within Informal and Non-formal Learning Settings: Implications for Adult Literacy Educators and Schools*. Literacy Research Association, Jacksonville, FL, 2011
- Discussant, Paper Session. *Socialization through literacy acts and practices*. National Reading Conference/Literacy Research Association, Fort Worth, TX, 2010
- Discussant, Paper Session. *Biliteracy*. National Reading Conference/Literacy Research Association, Fort Worth. TX, 2010
- External Reviewer for Promotion and Tenure, College of Education, University of Texas at Brownsville, 2010
- Area Chair, Area 8, Literacy Learning and Practice in Multilingual and Multicultural Settings, Literacy Research Association, 2010-2012
- Discussant, Panel presentation *Language ideologies: Influences on the development of Latino/a bilingualism and biliteracy in homes, schools, and communities*. National Reading Conference, Albuquerque, NM, 2009
- Member at Large, Bilingual Education Interest Section, Teachers of English to Speakers of Other Languages, 2007-2009
- International Research Correspondent (Mexico), Reading Research Quarterly, 2003-2007
- Co-Editor with A. Holzrichter, Cuadernos de Trabajo en Lingüística Aplicada/Working Papers in Applied Linguistics, Universidad de las Américas, Puebla, 2005
- Co-Editor with Natalia Martínez León & Katherine Singh. Mextesol Journal, Themed Issue on Bilingualism and Bilingual Education in Mexico, 26(3 & 4), 2003
- Member, Editorial Advisory Board GIST Journal, 2013-present
- Member, Editorial Advisory Board, Language Arts, 2008-present
- Member, Editorial Advisory Board Colombian Journal of Applied Linguistics, 2003-present
- Member, Editorial Advisory Board Mextesol Journal, 2000-2005; Book Review Editor, 1993-1995

Reviewer

American Educational Research Journal: Teaching, Learning, and Human Development, 2012
Bilingual Research Journal, 2014-present
Reading Research Quarterly, 2019-present
Estudios de Lingüística Aplicada, 2001-2006
Estudios en Política del Lenguaje y Sociolingüística, 2003
International Multilingual Research Journal, 2014-present
Journal of Community Literacy, 2023
Journal of Early Childhood Literacy, 2006
Journal of Experimental Education, 2015
Journal of International Migration, 2005
Journal of Language, Identity & Education (2024)
Journal of Literacy Research 2012-present
Journal of Research & Practice in Bilingual Education, 2001
Language Arts, 2010-present
Memorias Segundo y Tercero Simposios sobre Política del Lenguaje, 2005, 2006
Mextesol Journal, 1992-2005
Southern Illinois University Press, book manuscript, 2013
Southwest Journal of Linguistics, 2002
University of Arizona Press, book manuscript, 2016
Yearbook of the National Reading Conference, 2007-2010; 2013-2017
Research in the Teaching of English, 2005

Conference Proposal Reviewer

American Association for Applied Linguistics, 2012-2020
American Educational Research Association
Bilingual Education Research, 2011
Hispanic Research Special Interest Group, 2009-2010
Division G, Social Context of Education, 2011-2020
National Reading Conference/Literacy Research Association, 2010-present
Texas Association for Bilingual Education, 2010
CIRCLE Conference, University of Texas at El Paso, 2010
Asociación Mexicana de Lingüística Aplicada, 2005
MEXTESOL, 1994-96; 2000-2002

**C. Community**

- Presenter, Career Day. Clear Spring Elementary School, Comal CISD May 7, 2025; November 5, 2025
- Presenter, Family literacy workshop on children's biliteracy development. Dual Language program, Clear Spring Elementary School, COMAL ISD. September 30, 2025
- Guest Speaker, Questions and conversations with bilingual parents about biliteracy development. Ms. Cano's first grade class, Alma Brewer Strawn Elementary, Lockhart ISD, September 20, 2022
- Guest Speaker, Information session for parents of children in dual language programs. Bonham Elementary, San Marcos Consolidated Independent School District. February 2, 2019
- Panel Member, *The English Language Learner Experience*. First Annual Unit 4 Staff Retreat for Minority Recruitment and Retention, Champaign, IL, 2016
- Volunteer, International Prep Academy, Champaign Unit 4 Schools, Champaign, IL. Library, Lit Library, and 2nd/5th grade dual language classrooms, 2015-present
- Community Representative, Principal Interview Committee, Garden Hills Elementary School, Champaign Unit 4 Schools, Champaign, IL, 2015
- Spanish Literacy Tutor, Garden Hills Elementary School After-School Program, Champaign Unit 4 Schools, Champaign, IL, 2014
- Judge, 3rd Annual Graduate Research Expo, Panel on "Collaboration and Critical Thinking in Education" University of Texas at El Paso, 2013
- El Paso Literacy Summit Planning Group, El Paso, TX Public Library, 2010
- Judge, Distinguished Lecture Series Student Essay Competition, Brownsville Independent School Department, Brownsville, TX, 2008
- Voter Registration Drive, UTB/TSC Campus, Cameron County, TX, 2008

- Analysis of the Texas Essential Knowledge and Skills for 6th Grade World History. Press conference organized by Texas State Board of Education member Mary Helen Berlanga, University of Texas at Brownsville, 2007
- Analysis of the Texas Essential Knowledge and Skills for 6th Grade World History. Presentation to Texas State Board of Education, Corpus Christi, TX, 2007
- Co-organized public forum on the effects of standardized testing on local schools Center for Civic Engagement, University of Texas at Brownsville, 2007

**D. Services Honors and Awards:**

**E. Organizations (current)**

- American Association for Applied Linguistics (AAAL)
- American Association of University Professors (AAUP)
- American Federation of Teachers (AFT)
- British Association for Applied Linguistics (BAAL)
- National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA)
- Texas Faculty Association/National Education Association (TFA/NEA)