

DELPHIA S. SMITH
School of Education
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ACADEMIC APPOINTMENTS

Assistant Professor School of Education Howard University	2023 - present
Assistant Professor School of Education Claflin University	2019 - 2023
Instructor (Assistant Professor) Department of Curriculum and Instruction University of Louisiana at Lafayette	2018 - 2019

RESEARCH INTERESTS

Reading/Literacy, literacy and underestimated (underrepresented) children, educational disparities, educational equity/reform, children's literature, text complexity and complex text, reciprocity of reading and writing and its impact on students' comprehension, summer setback/summer reading loss.

EDUCATION

Doctor of Philosophy University of North Carolina at Charlotte Charlotte, North Carolina Major: Curriculum and Instruction Emphasis: Urban Literacy/Reading Education	2018
Master of Science Florida International University College of Education Miami, Florida Major: Reading Education	2009
Bachelor of Education University of the Bahamas (formerly	2003

The College of the Bahamas)
School of Education
Nassau, Bahamas
Major: Primary Education

AWARDS, FELLOWSHIPS, AND HONORS

- **Associate Cohort Member:** The Educator Collaborative (2025-2027). Queens, New York.
- **Fellow:** The Reading League: Educators of Color Conference Community Cohort 2 (2025). Chicago, Illinois.
- **Fellow:** Scholars Strategy Network 2025 Education Scholars Training Program (2025). Boston, Massachusetts.
- **Faculty Fellow:** 2024 Junior Faculty Writing and Creative Works Summer Academy: (May - September 2024). Howard University, Washington, D.C.
- Fellowship Application Incentive Program (FAIP) Award, 2018
- **Fellow:** 2017 Graduate Life Fellow. UNC Charlotte, Charlotte, NC.
- **National Black Graduate Student Association Appreciation Award**, 2017
- **Award-Winning Finalist** in the “Multicultural: Non-Fiction” category of the
- 2016 USA Best Book: Dreaming of a place called home: *A critical perspective of a Bahamian woman’s educational and teaching experiences both locally and internationally*, 2016.
- **Inductee:** Kappa Delta Pi International Honor Society, 2016
- **Doctoral Fellow:** Urban Education Collaborative Doctoral Fellow, 2015
- Golden Key Scholarship Award, Florida International University, 2009
- **Inductee:** Golden Key International Honor Society, 2008

GRANTS

FUNDED

Smith, D. (**Approved**) Presidential Microgrants: Faculty Travel Awards (\$2000). Office of the Provost. Howard University (2025).

UNFUNDED

Smith, D. Using the TAIPAA Model to Improve DC's Public-School Educator Reading Practices and Reading Levels of its Black and Brown Elementary Students. (\$125,000 to \$500,000.). Funding Source: Spencer Foundation. Role: Principal Investigator (2025-2026).

Johnson, F., Smith, D., Broughton, A., & Smith, D. CU-PRIDES Preparing Resilient Inspiring Diverse Visionary Scholars for Elevating and Transforming Students. (\$250, 000). Funding Source: U.S. Department of Education Office of Special Education & Rehabilitative Services (OSEP). Role: Co-Principal Investigator (2022).

Wiggan, G., & Smith, D. Increasing Diversity in STEM: Recruitment, Retention, and Multicultural and Culturally Responsive Capacity Building in Science and Urban Education. (\$85, 000). Funding Source: National Science Foundation. Role: Investigator (2020).

Research Grant (\$2500). Impact of small group, in-school tutoring on the reading levels of early grade students at risk for reading failure. Pugh Family Foundation (2019).

Research Grant (\$500 to \$1,500), ChLA Hannah Beiter Graduate Student Research Grant, Children's Literature Association (2018).

Hancock, S., Smith, D., Green, S. & Bryant, A. Leveling the playing field: Increasing standardized reading scores through the CRS-QAR Program. (\$250, 000). Funding Source: Brady Education Foundation. Role: Co-Principal Investigator (2017).

JOURNAL PUBLICATIONS

Refereed Journal Publication

Smith, D. (2024), "Loving the skin, you're in: a deconstruction of children's literature that focus on body (size) issues", *English Teaching: Practice & Critique*, Vol. 23 No. 2, pp. 245-260. <https://doi.org/10.1108/ETPC-09-2023-0120>

Wiggan, G., **Smith, D.** & Watson-Vandiver, M. (2020). The National Teacher Shortage, Urban Education and the Cognitive Sociology of Labor. *The Urban Review*, 43-75.

IN PROGRESS

Smith, D. (Forthcoming, 2025). Mirror, windows, & sliding glass door: Exploring the historical significance of underrepresented Black & Brown Characters in Children's Literature.

BOOK CHAPTERS

Refereed Peer-Reviewed Book Chapter

Smith, D. & Wiggan, G. (**Accepted**). Unbleaching the curriculum: Enhancing reading excellence for African American students. In S. Tettegah (Eds.) *In the long road to parity for African American education*.

Smith, D. (2025). Examining COVID-19's Impact on the Reading Levels of America's Black and Brown [Latinx] Children through a Critical Race Structuralism Lens. In: Wiggan, G., Teasdel, A., Watson-Vandiver, M.J. (eds) *Critical Race Structuralism, Equity, and Inclusion in Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-83615-2_5

Smith, D. (2023). Smith, D. D. S. (2023). COVID-19, Education Disparities, and the Implication for Minority Students. *The Foundations of Urban Education: Key Issues*, 1. ISBN-10: 1527594092

Pittman, A., Kelly, D., **Smith, D.** & Smith, D. (2022). Culturally Relevant Pedagogy: Decolonizing the Curriculum and Promoting Educational Equity. In I. Toldson (Ed), *Black College Leadership in PK-12 Education*. Brill.

Smith, D., & Wiggan, G. (2015). James, C.L.R. *The Encyclopedia of Social Theory*.

Smith, D. (2016). Dreaming of a place called home: *A critical perspective of a Bahamian woman's educational and teaching experiences both locally and internationally* In G. Wiggan (Ed.), *Dreaming of a place called home: Local and international perspectives on teacher education and school diversity*. Rotterdam, The Netherlands: Sense Publishers B. V.

Children's Books

Non-Refereed Books

Wiggan, G., & **Smith, D.** (2017). *Norma's Journey from an Island to the United States*. Middletown, DE: Amazon Books.

Wiggan, G., & **Smith, D.** (2017). *One Love: All of God's Children*. Middletown, DE: Amazon Books.

Wiggan, G., & **Smith, D.** (2017). *We Can All Achieve!* Middletown, DE: Amazon Books

Wiggan, G., & **Smith, D.** (2017). *The Day Racism Died*. Middletown, DE: Amazon Books

Wiggan, G., & **Smith, D.** (2017). *Rise Like the Sun*. Middletown, DE: Amazon Books.

TECHNICAL REPORTS, RESEARCH/POLICY BRIEFS, AND BOOK REVIEWS

Public Comment

Smith, D. (2025, October). Public Comment on U.S. Department of Education. Proposed Priority and Definitions Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities. Scholars Strategy Network [SSN Website].
<https://scholars.org/sites/scholars/files/2025-10/US%20DOE%20Comment%20FINAL%20DSMITH%20OCTOBER%2030TH.pdf>

Refereed Research & Policy Briefs

Smith, D. (2019). Think Aloud: The Importance of Helping Young Readers Understand What They Read. (Council for Exceptional Children -Division for Early Childhood-Louisiana, Spring 2019 Newsletter) Lafayette, LA: University of Louisiana at Lafayette.

Smith, D. (2016). Summer Reading Setback: An examination of its relation to the reading achievement gap. (EDCI Research Brief, May 2016) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.

Refereed Book Review

Smith, D. (December, 2015). *Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form a New Nation*. [Review of the book Thomas Paine: Crusader for Liberty.] First Opinions-Second Reactions, 8(3), 28-30. Can be accessed at <http://docs.lib.purdue.edu/fosr/vol8/iss3/12/>

Reports

Lewis, C., Bryant, A., Creech, T., & **Smith, D.** (2016). *Dedication to community survey, Adult sexual misconduct: Prevention and management*. Charlotte, NC: The Urban Education Collaborative.

Lewis, C., Allen, J., Creech, T., Dangerfield-Persky, F., Moore, T., Rhyne, K. & **Smith, D.**, (2016). *Charles E. Gorton high school*. Charlotte, NC: The Urban Education Collaborative.

Lewis, C., Allen, J., Creech, T., Dangerfield-Persky, F., Moore, T., Rhyne, K. & **Smith, D.**, (2016). *Dedication to community survey: B.U.I.L.D. constructing kings male youth*

summit. Charlotte, NC: The Urban Education Collaborative.

Lewis, C., Allen, J., Creech, T., Dangerfield-Persky, F., Moore, T., Rhyne, K. & **Smith, D.**, (2016). *Dedication to community survey - New Haven police department cadet training*. Charlotte, NC: The Urban Education Collaborative.

Lewis, C., Allen, J., Creech, T., Dangerfield-Persky, F., Moore, T., Rhyne, K. & **Smith, D.**, (2016). *Dedication to community survey - Palisades high school*. Charlotte, NC: The Urban Education Collaborative.

Lewis, C., Allen, J., Creech, T., Dangerfield-Persky, F., Moore, T., Rhyne, K. & **Smith, D.**, (2016). *U.S. Attorney's office launch*. Charlotte, NC: The Urban Education Collaborative.

INVITED SPEAKER

Smith, D. (2025). *"So, What Are You Working On?"* Invited Speaker for the Junior Faculty forum, Office of Faculty Development, Howard University, Washington, DC.

Smith, D. (2024). *Beyond the PhD program, my current research, and tips to getting to the Phinished line*. Invited presenter for Globalization, Urbanization and Urban Schools Course, UNC Charlotte, Charlotte, NC.

Smith, D. (2017). *Keys to Academic Success*. Invited presenter for Fall New Graduate Student Orientation, Center for Graduate Life, UNC Charlotte, Charlotte, NC.

Smith, D. (2016). *Motivating students to read*. Invited as a presenter for Rising Readers, International House, Charlotte, NC.

Smith, D. (2015). *Interviewing in criminal justice*. Invited panelist for the International Student Panel sponsored by the Cultural Ambassador Program, UNC Charlotte. Charlotte, NC.

CONFERENCE PRESENTATIONS

Smith, D. (June 13th, 2025). Loving the Skin, You're In: A Deconstruction of Children's Literature That Focus on Body (Size) Issues. Children's Literature Association 2025 Virtual Conference. June 9th – 14th, 2025, Virtual.

Smith, D. (March 19th, 2025). Unbleaching the Curriculum: Enhancing Reading Excellence for America's Black Students. 2025 National Black Literacy Matters Conference. March 19th – 21st, 2025, Omaha, Nebraska.

Smith, D. (November 6th – 9th, 2024). COVID-19, Education Disparities, and the Implications for Black and Brown Students. 2024 International Conference on Urban Education. Cancun, Mexico.

Smith, D. (November 6th – 9th, 2024). Mirror, Windows, Sliding Glass Door: The Importance of Black and Brown Representation in Children's Literature. 2024 International Conference on Urban Education. Cancun, Mexico.

James, J., & Smith, D. (November 6th – 9th, 2024). Voices of confinement: Perspectives on how zero- tolerance disciplinary policies impact the phenomenon known as the school-to-prison pipeline. 2024 International Conference on Urban Education. Cancun, Mexico.

Smith, D. (April 22, 2023). Essential Strategies for Teaching Complex Texts. 2023 Charlotte Literacy Summit. UNC Charlotte's Cato College of Education. Charlotte, North Carolina.

Smith, D., Ford, K., Lafleur, G., Taste, A., & Wildgoose, A. (October 26-27, 2022). Changes in Teaching Methods Since 2020 and Their Impact on Student Learning (K-12 Educators) [Round Table]. 21st Annual Claflin University Conference on English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, South Carolina.

Smith, D. (2021). COVID-19, Education Disparities, and the Implications for Minority Students. 20th annual Claflin University Conference on English and Language Arts Pedagogy in Secondary and Postsecondary Institutions. Orangeburg, South Carolina.

Smith, D. (2020). Are Early Grade Teachers Prepared to Teach with Complex Text? International Literacy Association 2020 Conference. Columbus, Ohio. (Cancelled)

Smith, D., & Williams, D. (2019). Let's Build: Using Reading Activities and Strategies to Build Student Comprehension. Reading Recovery & Early Literacy Conference. Winnipeg, Canada.

Wagner, K., Dymes, L., **Smith, D.**, & Wiggan, G. (**March, 2017**). Tracking students through life:

Global and local perspective on academic tracking of Mexican immigrant students in the United States, Korean immigrant students in Japan, and academic success of Bahamian immigrants in the U.S. Doctoral Symposium, UNCC. Regional

Smith, D. (2017). What now? Getting through graduate school. Talk presented at the 29th annual National Black Graduate Student Association Conference. Charlotte, NC.

Smith, D., & Farrow, J. (March, 2016). What's new in reading? Paper presented at the annual meeting of the North Carolina Reading Association Conference. Raleigh, NC.

Smith, D., & Farrow, J. (November, 2015). Growing vocabulary through wordplay. Paper presented at the annual meeting of Pursuing Extraordinary Outcomes in Public Education Conference, University of North Carolina at Charlotte. Charlotte, NC.

UNIVERSITY TEACHING

Howard University School of Education

Spring 2025, '24 **EDUC 321: Literature & Writing in Urban Elementary Schools:** This course provides elementary educator candidates with the theoretical foundations and practical skills necessary to analyze and select high quality and developmentally appropriate literature for children. Teacher education candidates will develop skills needed to guide children's selection of books, understand how to use literature with children, design age-appropriate lessons and activities to stimulate and extend children's literary experiences and reading enjoyment throughout the elementary curriculum for economically, academically, culturally, racially and linguistically diverse children.

EDUC 323: Literacy Assessment & Instructional Frameworks in Urban Elementary Schools: This course provides elementary educator candidates with theoretical foundations and practical approaches to literacy assessment along with diagnosing, preventing, and remediating literacy difficulties using a range of formal and informal reading instruments.

Fall 2023, '24 **EDUC 218: Foundations & Processes of Reading Acquisition:** This course emphasizes theoretical and evidence-based foundations of developmentally

appropriate reading and writing processes, theories and instructional knowledge for teaching reading and writing development and their components including word recognition, language comprehension, strategic knowledge, and reading –writing connections. There is a major emphasis on past and current research that has an impact on the understanding of the reading process and reading instruction. In addition, candidates will learn how to teach the writing process. Also, included for discussion are methodologies and pragmatic techniques, with consideration given to individual, small group and whole class settings.

EDUC 410: Pedagogy & Content Literacy: This course is designed to give strategies for teaching reading and writing in the content areas and information on how to use these strategies to help students to become better readers and writers. Also, this course will provide candidates with research-based strategies for helping readers comprehend text in content area textbooks and materials. Learning environments that promote effective reading and writing, while exploring literacy engagement, diversity, and special needs, will focus on skills and knowledge that students need in order to read content material effectively. Candidates will also plan learning experiences to encourage their students to access prior knowledge, set a purpose for reading and writing, organize ideas, select appropriate strategies to make meaningful connections, summarize and take notes and reflect on what they discovered through their reading.

Clafin University School of Education

Fall 2019, '20, '21, '22
Spring 2020, '21, '22, '23

EDUC 104: Introduction to Education: The course is designed to study the American school system with emphasis on current trends/issues, the development of teaching as a profession, its organization, governance, financial structure, and history. The course represents the beginning course in the program of study for teacher education majors. Field experience required.

EDUC 304: Foundations in Reading and Writing: This course emphasizes theoretical and evidence-based foundations of developmentally appropriate reading and writing processes, theories, and instructional knowledge for teaching reading and writing development and their components including word recognition, language comprehension, strategic knowledge, and reading –writing connections. There is a major emphasis on past and current research that has an impact on the understanding of the reading process and reading instruction. In addition, candidates will learn how to teach the writing process. Also, included for discussion are methodologies and pragmatic techniques, with consideration given to individual, small group, and whole class settings. Candidates will apply their learning by completing field-based assignments in the appropriate setting under the supervision of a mentor teacher. Field experience required.

EDUC 306: Reading and Writing in the Content Area: This course is designed to give strategies for teaching reading and writing in the content areas and information on how to use these strategies to help students in K-5 to become better readers and writers. Also, this course will provide candidates with research-based strategies for helping readers comprehend text in content area textbooks and materials. Learning environments that promote effective reading and writing, while exploring literacy engagement, diversity, and special needs, will focus on skills and knowledge that students need to read content material effectively. Candidates will also plan learning experiences to encourage their students to access prior knowledge, set a purpose for reading and writing, organize ideas, select appropriate strategies to make meaningful connections, summarize and take notes and reflect on what they discovered through their reading. Students will enhance their knowledge between reading and writing through practicum experiences. Field Experiences required.

EDUC 328: The Teaching of Reading: Prerequisite: Admission into Teacher Education. Curriculum and methods in the teaching of reading in the elementary, middle, and secondary schools are emphasized in this course. The course is designed to provide teacher candidates with a basic understanding of how students learn to read; how to develop strategies and materials for diagnosing students' content reading needs; and how to offer instructional suggestions for teaching the skills and habits essential to understanding content materials. A major focus will be the preparation of reading lessons for classroom settings. Field experience required.

Fall 2019,
Spring 2020

EDEC 431: Language and Literacy in Early Childhood Prerequisite: Admission into Teacher Education. This course is designed to prepare students for teaching of developmental processes of beginning literacy, including word recognition, language comprehension, reading and writing connections, and concepts of linguistic and literacy development. Emphasis is placed on providing methods and techniques of beginning literacy to candidates and groups on how children develop basic reading skills to develop a comprehensive literacy classroom. Additionally, students will be provided theories relating to language and literacy and the connections between those theories to enable them to create supportive environments and practices for diverse communities of language users in the PK through third grades classes. Field experience required.

Summer
2020

EDUC 201: Praxis Core Preparation – Reading and Writing
Prerequisite: One or more unsuccessful attempts on Praxis Core reading and/or writing tests with score reports sent to Claflin University by Educational Testing Service (ETS). This course will assist the student who has attempted but not met minimum criteria on Praxis Core reading and/or writing tests. Individual score reports will be used to identify deficiencies in students' reading and/or writing skills. Students will receive individualized instruction and

practice to strengthen areas of need. This course is recommended for students seeking admission to a teacher education program.

University of Louisiana at Lafayette School of Education

Fall 2018 **LTCY 301: Foundations of Language and Literacy:** This course focuses on
Spring 2019 Language and literacy development in the early childhood and elementary grades.
Emphasis on oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

LTCY 310: Literacy in the Elementary Classroom: This course focuses on methods, techniques, strategies, and materials for planning and organizing literacy instruction for diverse learners in elementary classroom. Topics include the five components of reading plus writing, language arts, children's literature, official literacies, and creating classroom literacy communities.

LTCY 311: Literacy Practicum: Elementary: This course focuses on a literacy Practicum experience in 1-5 grade classrooms and is aligned with course content from LTCY 310.

PROFESSIONAL SERVICE

Howard University Service

Advisor, (2024-Present). Kappa Delta Pi (KDP) Honor Society.

Academic Advisor, (2024-Present). Curriculum and Instruction, School of Education.

Committee Member, (2023- Present). Evaluation of Instruction Committee

Committee Member, (2024- Present). Curriculum Committee

Committee Member, (2023- Present). Recruitment & Retention Committee

Committee Member, (2024- Present). Global Education Committee

Committee Member, (2024- Present). Scholarship Committee

Committee Member, (2025- Present). Executive Committee

*Subcommittee Member, (2024-Present). Howard University Food Pantry Fall 2024 - Present
Harris Teeter Grocery Card Initiative Subcommittee*

Co-Developer, (2023 and 2024). Reading Rocks Literacy Event, Howard University.

Volunteer, (April, 2024). 2nd Annual Bison Wellness Day, Howard University.

National Service

Reviewer, (2024-Present). English Teaching: Practice and Critique

Reviewer, (2024). SIG: Research in Reading and Literacy, AERA

Professional Membership

American Educational Research Association (AERA)

International Literacy Association (ILA)

The National Association for the Education of Young Children (NAEYC)

The National Writing Project (NWP)

Children's Literature (ChLA)

