

## CURRICULUM VITAE

DR. KEITHA-GAIL MARTIN-KERR

**IDENTIFYING INFORMATION****Academic Rank**

Associate Teaching Professor in Curriculum &amp; Instruction

**Education**

<b>Degree</b>	<b>Institution</b>	<b>Date Degree Granted</b>
Ph.D.	University of Minnesota Curriculum & Instruction: Literacy	2016
M.A.	TOURO College School District and School Building Leadership	2010
M.A.	City College of New York Literacy Acquisition and Development	2005
B.A	Northern Caribbean University Elementary Education	2001

**Positions/Employment**

University of Minnesota, Twin Cities 2022 –present  
 (Associate Chair for Racial Justice & Equity) (2023 - present)  
 (Co-Director of Elementary Education) (2023 -present)  
 (Associate Teaching Professor) (2022 - present)

Southeast Service Cooperative, MN 2019 - 2022  
 (School Advocate for ESSA-Identified Schools)

St. Paul College, MN 2018 - 2019  
 (Associate Dean of Faculty and Staff Development)

Minnesota Colleges and Universities, MN 2018 - 2022  
 Mankato State University, 2018  
 Bemidji State University, 2021 - 2022  
 Metropolitan State University 2020 - 2022

(Community Faculty)

College of St. Scholastica, MN 2018 - 2022  
(Community Faculty)

University of Minnesota, Twin Cities 2016 - 2018  
(Lecturer)

University of Minnesota, Twin Cities 2012 – 2016  
(Teaching Specialist)

Hamline University, MN, 2012 - 2022  
(Community Faculty)

University of Minnesota, Twin Cities 2011 – 2012  
(Path to Reading Excellence at School Sites (PRESS) Literacy Coach)

City College of New York, NYC, 2006 - 2011  
(Community Faculty)

The Garvey School, NYC, 2010 - 2011  
(Assistant Director)

New York City Public Schools, NYC, 2002 -2010  
(Elementary Teacher)

Northern Caribbean University, Jamaica, 2000- 2001  
(Lecturer)

Ministry of Education, Jamaica, 1995 - 1999  
(Teacher)

### **Licenses & Certification Held**

#### **Quality Matters**

Master Reviewer of Online Courses Certification, 2023 - 2025

#### ***New York***

Elementary Education (Birth - 6th), Lifetime  
Literacy (Birth - 6th), Lifetime

#### ***Minnesota***

Principal, K-12, (Expires, 2025)  
Superintendent, K-12 (Expires, 2025)

## **HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE**

***Saint Paul College***

Staff Excellence Award, 2019

Academic Effectiveness and Innovation Team Excellence Award, 2019

***University of Minnesota***

Distinguished Teaching Award Nominee, 2018

***TOURO College***

Magna Cum Laude, 2010

***City College of New York***

Sum Cum Laude, 2005

Alice Bayer Memorial Award for Academic Excellence in Literacy, 2005

***Northern Caribbean University***

Magna Cum Laude, 2001

**RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

Collective Memory-Work Research Team: **Keitha-Gail Martin-Kerr**, Amy Lyga, Ngan Nguyen, Leyla Suleiman, and Melissa Surrette (2023- 2024)

Research Question: How might teacher educators capture glimpses of phenomena that shape their practices?

Collective Memory-Work Research Team: **Keitha-Gail Martin-Kerr**, Angelina Momanyi, Alyssa Kasahara, Sophie Kasahara, Peng Nelson, and Leyla Suleiman (2023 - 2024)

Research Topic: Moments of Turmoil in the Silence

IES Proposal submitted and advanced to peer review ( 2024): Distance and Digital Education: Foundational Research Exploring Connections between Implementation and Learner Persistence in Adult Education

Keitha-Gail Martin-Kerr's role: subject matter expert: qualitative methodologist/phenomenologist

**Grants and Contracts**

**External Sources**

Project MOMENTUM

Keitha-Gail Martin-Kerr's role: subject matter expert and advisor board member, 2022 - present

George Washington Fellow: Antisemitism and Jewish Inclusion in Educational Settings  
Summer 2023 - Summer 2024

Academic Engagement Network: Fellow  
Invited: January 2025 - December 2025

### **Internal Sources**

University of Minnesota  
Global Programs & Strategies: International Travel Grant  
Summer 2023

CEHD International Initiative  
Summer 2023

### **Research Methodology, School, and Community-Based Contracts**

Anoka-Hennepin Teachers of Color Mentorship  
Instructor  
January 2023 - May 2024

Jamaica Exchange in Teaching Program  
Lead  
January 2022 - present

Southside Family Charter School  
Education Consultant  
Fall 2023 - Spring 2024

### **Publications**

#### ***Book (in preparation)***

Martin-Kerr, K.G & Clements, H. C. (In Progress). *Critical Game Theory: Interrogating Power Relations of Everyday Games in Education Spaces*. London: Routledge.

#### ***Refereed Journal Articles***

Martin-Kerr, K.-G. (2024). Mentoring: Finding Joy in a Doctoral Program. *About Campus*.  
<https://doi.org/10.1177/10864822241284631>

**Martin-Kerr, K.-G.**, Yoon, S. R., & Miller, J. L. B. (2024). Feminist Perspectives of Time Toward Collective Well-Being in Online Pedagogy. In *Distance learning*, 21 (3), 53–56.

**Martin-Kerr, K.G.** (2023). A Post-intentional Phenomenological Study of a Queer Identified Youth in Jamaica. *Global Journal of Human-Social Science*, 23(G3), 39–47

**Martin-Kerr, K.G.** & Pellew, R. (2023). Mentoring Uncertified Teachers in Guyana. *Global Journal of Human-Social Science*, 24(G4), 19–33

**Martin-Kerr, K.G.** Clements, C. H., Stutelburg, E. Momanyi, A; Nelson, E. (submitted January 2024). Confession Surveillance and Objectification of a Mother Scholar. *Women and Gender in Higher Education*.

**Martin-Kerr, K.G.** & Clements, C. H. (submitted January 2024). Let's Not Go "Back to Normal": A Self-Study in Humanizing Visions for Supporting Teacher Candidates of Color. *Journal of Higher Education*.

**Martin-Kerr, K.G.**, Rombalski, A., & Israelson, M. (2022). Examining reflection as a tool to develop equity-mindedness in future educators: One teacher candidate's reflection with a mentor through three theoretical lenses. *Teaching and Teacher Education*, 117,103782.  
<https://doi.org/10.1016/j.tate.2022.103782>.

Babulski, T., Colum, K., Mentan, C., **Martin-Kerr, K.G.**, & Zilmer, C. (2020). Cultivating Activism in the Academy: A Deleuzoguattarian Exploration of Phenomenological Projects. *Qualitative Inquiry*, 26(5), 514-521. <https://doi.org/10.1177/1077800419836692>.

Allen, K., Brodeur, K., Israelson, M., **Martin-Kerr, K.G.**, Ortmann, L., & Peterson, D. (2018). Developing reflective practice in teacher candidates through program coherence. *Teaching and Learning Inquiry*, 6(2), 81-96.  
<https://doi.org/10.20343/teachlearninqu.6.2.7>.

Bauer, R. & **Martin-Kerr, K.G.** (2016). Elementary pre-service teachers' representation of emerging bilinguals through written reflections. *MinneTESOL Journal*. Spring 2016.

Winkelaar, J. & **Martin-Kerr, K. G.** (2015). Bridging economic concepts and literacy skills: Engaging students through integrated read alouds. *Oregon Journal of the Social Studies*. 3(2), 78-82.

### **Refereed Book Chapters**

Vagle, M.D., **Martin-Kerr, K.G.**, LoBello Miller, J., Wald, B., & Fairbanks, H. (2023). Critical Post-Intentional Phenomenological Inquiry (crit-PIP): Why it Matters and What it Can Do. In Denzin, N, A., Lincoln, Y., Giardina, M., & Cannella. G (Eds.), *The Sixth Edition of the Sage Handbook of Qualitative Research*. pp. 223 - 239.

**Martin-Kerr, K.G.**, & Clements, C. H. (2021). Playing games with theory: Collective memory-work and game theory in post qualitative inquiry. In R. Hamm (Ed.). *Reader Collective Memory-Work* (pp. 507 – 523). BeltraBooks.

**Martin-Kerr, K-G.** (2020). Still Searching: My Present Reality. In R, Endo. (Ed.). (2020). *Experiences of Racialization in Predominantly White Institutions: Critical Reflections on Inclusion in US Colleges and Schools of Education* (pp. 120 - 130). Routledge.  
<https://doi.org/10.4324/9780429355639>.

**Martin-Kerr, K-G.** (2019). Fostering Critical Colonial Consciousness through Queer Pedagogy. In S. N.J, Blackman; D. A, Conrad; L. I. Brown. (Eds). *Achieving Inclusive Education in the Caribbean and Beyond: From Philosophy to Praxis.* (pp. 193 - 205). Cham, Switzerland: Springer.

NEtT Teacher Effectiveness Work Group & **Martin-Kerr, K.G.** (2019). Preparing effective teachers: Multiple approaches to ensuring teaching quality and impact. M. Sato & R.M. Lloyd (Eds.). Minneapolis, MN: Network for Excellence in Teaching. Retrieved from: [nextdigitalhandbook.org](http://nextdigitalhandbook.org).

**Martin-Kerr, K. G,** & Mentan, C. F. T. (2018). Black body being-in-weirdness in the academy. In S. Travis, A. M. Kraehe, E. J. Hood, & T. E. Lewis (Eds.), *Pedagogies in the flesh: Case studies on the embodiment of sociocultural differences in education* (pp. 195-198). New York, NY: Palgrave Macmillan.

**Martin-Kerr, K. G.** (2017). Mobilizing Critical Pedagogy to Teach Queerly. In Blackman, S & Conrad, D. (Eds.), *Caribbean Discourses in Inclusive Education.* (pp. 261-276). Charlotte, NC: IAP.

Helman, L. & **Martin-Kerr, K. G.** (2015). Elementary education and classroom management. In G. Scarlett (Ed.) *The Sage Encyclopedia of Classroom management: An A-Z guide.* (pp. 287-329). Thousand Oaks, CA: Sage. doi: <https://doi.org/10.4135/9781483346243>

Martin-Kerr, K-G. (submitted). Being In-Class. In Vagle, M., Lietl, T. & Gast, K. (Eds.). *Embodied Production.*

### ***Annotated Bibliography***

Crampton, A., Ortmann, L., Frederick, A., Allen, K., Baker, J., Beach, R., Brodeur, K., Doerr-Stevens, C., Israelson, M., Ittner, A., Jocius, R., Kelley, B., Lambert, C., Liang, L.A., Madison, S.M., **Martin-Kerr, K.G,** Murphy, T., O'Byrne, I., Peterson, D., Thein, A.H. (2021). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 55(3), AB1-AB49. <https://library.ncte.org/journals/RTE/issues/v55-3/31190>

Frederick, A., Crampton, A., Ortmann, L., Allen, K., Baker, J., Beach, R., Cole, M., David, S., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., **Martin-Kerr, K.**, Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2020). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 54(3), AB1-AB44. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>

Frederick, A., Crampton, A., David, S., Allen, K., Baker, J., Beach, R., Cole, M., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., **Martin-Kerr, K.G,** Ortmann, L., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2019). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 53(3), AB1-AB43. Urbana, IL:

National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>

Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Baker, J., Beach, R., Case, A., Cole, M., Crampton, A., David, S., Doerr-Stevens, C., Fogarty, E., Isaacson, K., Israelson, M., Ittner, A., Joubert, E., Liang, L.A., **Martin-Kerr, K.G.**, Madson, M., Ortmann, L., Peterson, D., Rummel, A., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2018). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 52(3), AB1-AB45. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>

Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Beach, R., Bear, D., Caldas, B., Crampton, A., Cushing-Leubner, J., Helman, L., Isaacson, K., Israelson, M., Ittner, A., Janssen, T., Jones, H., Joubert, E., Liang, L.A., **Martin-Kerr, K-G.**, Madson, M., Nielsen-Winkelman, T., Ortmann, L., Peterson, D., Rombalski, A., Rosheim, K., Rummel, A., Struck, M., Sulzer, M., Thein, A.H. (2017). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 51(2), AB1-AB55. Urbana, IL: National Council of Teachers of English.

### ***Podcast***

**Martin-Kerr, K.G, with** Eakins, S. (2020, September 29). Fostering Critical Consciousness through Queer Pedagogy. (audio podcast episode). In *Leading Equity and Inclusion*. <https://www.leadingequitycenter.com/159transcript>

### ***Contributed Papers Presented at Professional Meetings, Conferences, etc.***

#### ***International***

Martin-Kerr, K-G. & Clements, C. (2021, May). Collective Memory Work Panel Discussion: Narrative History and Game Theory. Collective Memory Work Online Symposium, Ireland.

Martin-Kerr, K-G. (2017, January). Elementary pre-service teachers' representation of emerging bilinguals through written reflections. Paper presented at Pedagogia 2017: Uniting Educators Conference. Havana, Cuba.

Pellew, R.A. & Martin-Kerr, K-G. (2016, November). Mentoring Uncertified Classroom Teacher in Guyana. Paper presented at the annual International Conference on Urban Education. San Juan, Puerto Rico.

Pellew, R.A. & Martin-Kerr, K-G. (2016, July). Exploring Issues Facing Uncertified Classroom Teachers in Guyana: A Case Study. Paper presented at the annual International Council on Education for Teaching Conference. University of the West Indies, Kingston, Jamaica.

Rombalski, A. & Martin-Kerr, K-G. (2014, November). Troubling our teaching of culturally relevant pedagogy in teacher education. Paper presented at the biannual International Conference on Urban Education, Montego Bay, Jamaica.

Richards, W., Martin-Kerr, K-G., Lambert, C. (2014, November). Preservice teacher candidates' transactions with multicultural literature: International teleconferencing among three universities. Paper presented at the biannual International Conference on Urban Education, Montego Bay, Jamaica.

Martin-Kerr, K-G. (2013, March). A partnership for ensuring early reading success. Paper presented at the biannual Literacy Symposium; University of the West Indies, Jamaica.

### ***National***

Surette, M., Lyga, A., **Martin-Kerr, K-G.** (2024, November). *And How Are You Defining Partnership?: Combatting Empire Dependency through Critical Connections and Collectivity* Paper presented at the annual meeting of the National Women's Studies Association conference, Detroit, MI.

**Martin-Kerr, K-G. Maloney-Leaf, B.,** Lo Bello Miller, J., Rollag-Yoon, S. (2024, November). *Play-Doh, Poetry, and Pose: Art to Honor Labor Beyond Higher Education*. Paper presented at the annual meeting of the National Women's Studies Association conference, Detroit, MI.

Surette, M., **Martin-Kerr, K-G.** (2024, November). *Metaphors We Teach By: Unpacking "Good Intentions" to Cultivate Thriving*. Paper presented at the annual meeting of the American Educational Studies Association, Greenville, SC.

Nicosia, E. **Martin-Kerr, K-G.** (2024, November). *Exploring Jewish Identities and Combatting Antisemitism with Pre-Service Teachers: A Critical Post-Intentional Phenomenological Study* Paper presented at the annual meeting of the American Educational Studies Association, Greenville, SC.

**Martin-Kerr, K-G.** (2024, April). *Invited Yet Unwelcomed*. Paper presented at the annual meeting of the American Education Research Association conference, Philadelphia, PA.

**Martin-Kerr, K-G,** Lo Bello Miller, J, Nicosia, E. (2024, April). *Changes and Challenges: Jewish Inclusion and Antisemitism in Elementary Teacher Education*. Paper presented at the annual meeting of the American Education Research Association conference, Philadelphia, PA.

Rollag-Yoon, S., **Martin-Kerr, K-G,** Lo Bello Miller, Gilpin, S. S. (2024, April). *Diverse Online Students' Sociocultural Experiences Related to Time*. Paper presented at the annual meeting of the American Education Research Association conference, Philadelphia, PA.

Vasquez, R., **Martin-Kerr, K-G.,** Momanyi, A., Carlson, D., Wald, B. (2023, November). *Voicing Truth: BIPOC Faculty and Students Visualizing and Naming What "Should Be" in the Academy*. Paper presented at the annual meeting of the American Educational Studies Association, Louisville, KY.

**Martin-Kerr, K-G.,** Lo Bello Miller, J., Rollag Yoon, S. (2023, November). A Framework for



Supporting Mentors as Truth-tellers, Networkers, and Leaders in Online Contexts. Paper presented at the annual meeting of the Quality Matters conference, Bloomington, MN.

**Martin-Kerr, K.G.** & Clements, C. H. (2023, October). *Let's Not Go "Back to Normal": A Humanizing Vision for Supporting Teacher Candidates of Color*. Paper presented at the annual meeting of the National Women's Studies Association conference, Baltimore, MD.

Vagle, M., **Martin-Kerr, K-G.**, LoBello J., Wald B., Fairbanks H. (2023, April ). *Critical Post-Intentional Phenomenology (crit-PIP)*. Paper presented at the annual meeting of the American Education Research Association conference, Chicago, IL.

**Martin-Kerr, K-G.** & Smrikarov, J (2019, April). *Overcoming the Roadblocks to QM Adoption*. Paper presented at the regional meeting of the Quality Matters Conference, NYC, N.Y.

LoBello, J., Sterner, S., **Martin-Kerr, K-G.**, Mogush Mason, A. (2018, April). *Social Justice as Conceptual and Practical Thread: Problems of Practice in Elementary Teacher Education*. Paper presented at the annual meeting of the American Education Research Association conference, NYC, NY.

Balbulski, T. Zilmer, C. **Martin-Kerr, K-G.**, Funfe TatahMentah, C. Colum, K. (2018, April). *Cultivating Activism in the Academy: A Deluezoquattarian Exploration of Phenomenological Projects*. Paper presented at the annual meeting of the American Education Research Association conference, NYC, NY.

**Martin-Kerr, K. G.** Bauer, R., Brennan, M. (2017, November). *Getting It Done! Completing the Dissertation on Time*. Paper presented at the annual meeting of the Literacy Research Association conference, Tampa, FL.

Mogush Mason, A., LoBello, J., **Martin-Kerr, K. G.**, Sterner, S. (2017, November). *Social Justice as a Conceptual and Practical Thread in Literacy and Social Foundations Courses: Engaging Problems of Practice in Elementary Teacher Education*. Paper presented at the annual meeting of the Literacy Research Association conference, Tampa, FL.

Balbulski, T. Zilmer, C. **Martin-Kerr, K.G.**, Funfe TatahMentah, C. Colum, K. (2017). *How Might Deleuze and Guattari Concepts Help Us in These Times?* Paper presented at annual meeting of the International Congress of Qualitative Inquiry conference. Champaign, IL.

Martin-Kerr, K. G. (2016, December). *A Post-Intentional Phenomenology Study: Exploring the Lived Experiences of Women-Who-Love-Women in Jamaica*. Paper presented at the annual meeting of the Literacy Research Association conference, Nashville, Tennessee.

Endo, R., Chhoun, V., **Martin-Kerr, K.G.**, Joubert, E., Neal, R. (2016, October). *Re/Living Racialized Traumas in Spaces of Whiteness: Narratives from Scholars of Color in Teacher Education*. Paper presented at the annual meeting of the National Association of Multi-Cultural Education conference, Cleveland, Ohio.

Vagle, M., Bergeron, K., Bauer, R., Brennan, M., Christensen, O., Gast, K., Hicks, S., Mentan,

C.T., **Martin-Kerr, K.G.**, Rombalski. (2015, December). *Putting Theories to Work on "Equity-Mindedness" as a Phenomenon in Post intentional Phenomenological Literacy Research*. Paper presented at the annual meeting of the Literacy Research Association conference, Carlsbad, CA.

Bauer, R., **Martin-Kerr, K. G.** (2015, December). *Emerging Bilinguals Representations through Preservice Teachers' Written Reflections*. Paper presented at the annual meeting of the Literacy Research Association conference, Carlsbad, CA.

Allen, K., Brodeur, K., Israelson, M., Ortmann, L., **Martin-Kerr, K. G.**, Peterson, D. (2015, November). *Fostering Reflective Practice in Preservice Teachers*. Paper presented at the annual meeting of the National Council of Teachers of English annual conference, Minneapolis, MN.

Martin-Kerr, K.G. (2015 November). *Collective Memory Work: Re-examining the Story Told*. Paper presented at the annual meeting of the National Women Studies Association conference, Milwaukee, WI.

Endo, R., Chhoun, V., **Martin-Kerr, K.G.**, Joubert, E., Marrun, N. (2015, October). *Responding to Rage and Resistance in the Classroom: Lessons Learned from Critical Multicultural Educators*. Paper presented at the annual meeting of the National Association of Multicultural Education Conference, New Orleans, LA.

Stutleburg, E.B., **Martin-Kerr, K. G.**, Clements, C. (2015, April). *Re-membering methodologies from the margin: Engaging memory work in educational research*. Paper presented at the annual meeting of the American Education Research Association conference, Chicago, IL.

Dahmes, S., **Martin-Kerr, K.G.**, Stutelberg, E. (2015). *Scholars of Glass: How Three Scholars Constitute Themselves through "The Literature" (An "Ethnographic" Study)*. *(Re)membering Methodologies from the Margins: Engaging Memory Work in Educational Research*. Symposium Panel, American Educational Research Association (AERA) annual conference, Chicago, IL.

Martin-Kerr, K. G. (2014, December). *Teaching Writing: Embracing a Culturally Relevant Pedagogy*. Paper presented at the annual meeting of the Literacy Research Association conference, Marco Island, FL.

Peterson, D., Allen, K., Brodeur, K, **Martin-Kerr, K. G.** Israelson, M. & Ortmann, L. (2014, December). *Reflective practice as a window into teaching as inquiry*. Paper presented at the annual meeting of the Literacy Research Association conference, Marco Island, FL.

Helman, L., Boardman, A., & **Martin-Kerr, K. G.** (2012, November). *A partnership for ensuring early reading success in an urban district*. Paper presented at the annual meeting of the Literacy Research Association conference, San Diego, CA.

### ***State & Local***

**Martin-Kerr, K.G. & Rombalski, A. (2020).** *Culturally Responsive Literacy Teaching: Towards Student Success through Agency and Belonging*. Paper presented at Minnesota Center for Reading Research.

**Martin-Kerr, K.G., Winkelaar, J. (2017).** *Integrating Social Studies in the Literacy Block*. Workshop presented at Hamline University Summer Literacy Institute.

Bauer, R., **Martin-Kerr, K. G.**, M. Brennan (2016, July). *Diverse Children's Literature in K-5 Classrooms*. Workshop presented at Hamline University Summer Literacy Institute.

Bauer, R., **Martin-Kerr, K. G.** (2015, March). *Preservice teachers representations of emerging bilinguals through written reflections*. Poster presented at College of Education and Human Development Research Day conference, University of Minnesota.

Peterson, D., Allen, K., Brodeur, K, **Martin-Kerr, K. G.** Israelson, M. & Ortmann, L. (2015, March). *Reflective practice as a window into teaching as inquiry*. Poster presented at College of Education and Human Development Research Day conference, University of Minnesota.

Martin-Kerr, K. G. (March 2014). *Teaching Writing: Embracing a Culturally Relevant Pedagogy*. Poster presented at College of Education and Human Development Research Day conference, University of Minnesota.

Martin-Kerr, K. G. (March 2014). *Teaching Writing using a Culture-based Curriculum*. Paper presented at Curriculum and Instruction Research Day conference, University of Minnesota.

Martin-Kerr, K. G. (November 2013). *The elementary classroom library: What level is this book?* Workshop for Hamline University School of Education, Professional conference.

Peterson, D. & **Martin-Kerr, K. G.** (August 2013). *Integrating Writing and Technology in the Elementary Reading Block*. Workshop presented at Minnesota Center for Reading Research Summer Literacy Institute.

Martin-Kerr, K. G. (April 2013). *A Partnership for Ensuring Early Reading Success in an Urban District*. Paper presented at Curriculum and Instruction Graduate Student Research Day, University of Minnesota.

Martin-Kerr, K. G. (December 2012). *Teaching Reading Comprehension in the Elementary Grades*. Workshop for Hamline University School of Education, Professional conference.

Peterson, D. & **Martin-Kerr, K. G.** (November 2012). *Integrating Writing and Technology in the Elementary Reading Block* Minnesota Center for Reading Research Brown Bag Presentation, Rosedale, MN.

Martin-Kerr, K. G. (November 2012). *The Gift of Literacy. Workshop for Immaculate Conception Community Night, Columbia Heights, MN.*

### ***Special Invited Meetings and Lectures***

Martin-Kerr, K. G.; Lo Bello Miller, J; Muller, M; Randolph, D; Nare, J (December 2023). Pedagogical Approaches to Addressing Antisemitism and Supporting Jewish Inclusion in Educational Settings. Expanding the DEI Conversation, Academic Engagement Network Webinar (AEN), December 5.

Martin-Kerr, K. G. (September 2020). Feminist Philosophy. Guest speaker to Department of Liberal Arts at Saint Paul Community College, MN, September 23.

Martin-Kerr, K. G. (November 2018). Post-intentional Phenomenology: Applying the Five Components. Invited as one in a series of seminars held in Curriculum and Instruction Methodology: Interpretive Research at The University of Minnesota, MN, November 20.

Martin-Kerr, K. G. (October 2015). Collective Memory Work Research. Invited as one in a series of seminars held in Curriculum and Instruction Core: Teaching Theory and Research at The University of Minnesota, MN, October 21.

Stutleburg, E.B., **Martin-Kerr, K. G.**, Coffee, A. Cushing-Leubner (October 2014) Collective Memory Work Research and Practice. Invited as one in a series of seminars held in Curriculum and Instruction Core: Teaching Theory and Research at The University of Minnesota, MN, October 29

## **TEACHING AND CURRICULUM DEVELOPMENT**

### **University of Minnesota**

Courses, seminars, and instructional units taught

CI 4121: Culture, Power, and Education (2024)

CI 8165: Queer and Feminist Theories: Collective Memory Work (2024)

CI 5286: Student Teaching Seminar (2023)

CI 8147: Critical Discourse Analysis (2023)

CI 3211: Introduction to Elementary Classrooms (2023 - 2024, Anchor)

CI 3212: Field Placement (2023 - 2024, Anchor)

CI 1001: Introduction to Elementary Education (2023)

CI 8201: Critical Theories of Growth and Change in Elementary Education (2022)

CI 5283/CI 5285: Applying Instructional Methods in the Classroom (2022, 2023)

CI 5426: Language Arts Instruction in Elementary Grades (2012 - 2018)

CI 5425: Reading Instruction in the Elementary Grades (2012 - 2018)

CI 5211, CI 5212, CI 5213, CI 5214, and CI 5215: Elementary Content and Pedagogy (2016 - 2018)

EDHD 3100/5100: History and Culture of Education in Cuba (2017)  
CI 8193: Interpretive Research/Phenomenology (instructional team with Mark Vagle as the lead)  
(2017)  
Lead instructor -Alternative Licensure Pathways- Teach for America (2014 - 2016)  
Language Arts Instructor- Minneapolis Residency Program (2015)  
Coached the University Mentors in the Alternative Licensure Program (2014- 2015)

### **Minnesota Colleges and Universities**

Courses, seminars, and instructional units taught

#### ***Mankato State University***

ECE 626: Preparing Students to Read (2018)

#### ***Bemidji State University***

EDU 3202 Language Arts II (2021 - 2022)

#### ***Metropolitan State University***

EDU 688/698: Research Methods in Urban/Cross-Cultural Education (2020 -2022)

EDU 330: Children's Literature in Urban Grades (2021 - 2022)

### **College of St. Scholastica**

Courses, seminars, and instructional units taught

EDU 3270 Reading/Language Art Methods (2018 -2021)

Dyslexia Reading Modules (2020 - 2021)

### **Hamline University**

Courses, seminars, and instructional units taught

GED 7847: Teaching Literacy in Elementary School (2018 - 2019)

GED 7862: Education and Cultural Diversity (2015, 2017, 2020, 2021, 2022)

GED 7840: Teaching Social Studies in Elementary Schools (2014)

GED 7825: Educational Psychology (2016 – 2021)

Elementary Clinical Experience Seminar (2014)

Supervise Teacher-candidates (2014)

### **City College of New York**

Courses, seminars, and instructional units taught

0500 Emergent to Fluent Literacy (2006 - 2010)

0600 Fluent to Experienced Literacy (2006 - 2010)

0510 Literacy Strategies from Birth through Sixth (2010)

## **ADVISING AND MENTORING**

### **Graduate Student Activities**

#### **University of Minnesota**

Master's Thesis Completed

Jacquelyn James, Commodification and racialization of Spanish in white teachers' narratives: A critical analysis. Spring 2024 [committee member]

Jalen Giles, Social Studies as the Key to Civic Freedom or Oppression. Spring 2024 [committee member]

### **University of Minnesota**

Doctoral Committees Completed

**Anne Floyd**, Educational Psychology: School Psychology (Fall, 2024, Dissertation Defense)

**Julio Vega Cedeno**, Curriculum and Instruction: Social Studies (Fall, 2024, Dissertation Defense)

**Jessie Smorodin Sarber**, Curriculum and Instruction: Culture and Teaching (Spring, 2024, Dissertation Defense)

**Scott Sundstrom**, Curriculum and Instruction: Social Studies. *Queering Pedagogy: How Disruptive Tinkering Leads to Safer and More Inclusive Schools for LGBTQ+ Youth*. (2023).

**Tracy Hamel**, Curriculum and Instruction: Elementary Education. *The Body Talks Back: An Embodied Expansion of Critical Consciousness*. (2019)

**Kelly Gast**, Curriculum and Instruction: Elementary Education. *The Caring Police Wear Cardigans: Reading Embodied Emotions Towards Anti-Oppressive Education*. (2018)

*In Process*

**Melissa Surette**, Curriculum and Instruction: Culture and Teaching & Elementary Education (Fall, 2024, Oral Exam & Proposal)

**Peng Nelson**, Curriculum and Instruction: Culture and Teaching (Fall, 2024, Oral Exam & Proposal)

**Jurana Aziz**, Curriculum and Instruction: Elementary (Fall, 2024, Oral Exam & Proposal)

**Nyleta Belgarde**, Curriculum and Instruction: Culture and Teaching (Fall, 2024, Oral Exam)

**Sophie Kasahara**, Curriculum and Instruction: STEM (Spring, 2024, Oral Exam)

**Enet Mukurazita**, Organizational Leadership, and Policy Development: Comparative International and Development Education (Spring, 2024, Oral Exam & Proposal)

**Vanessa Hoff**, Curriculum and Instruction: Arts in Education (Spring, 2024, Oral Exam & Proposal)

**Peter Hoks**, Curriculum and Instruction: Arts in Education

**Hazen Fairbanks**, Curriculum and Instruction: Culture and Teaching

**Mariam Adam**, Curriculum and Instruction: Elementary (Fall, 2023, Oral Exam)

**Emma Nicosia**, Curriculum and Instruction: Social Studies

**Cameron Yang**, Organizational Leadership and Policy Development (Spring, 2024, Oral Exam)

**Julia Bartlett**, Organizational Leadership and Policy Development: Higher Education

#### **Hamline University**

Doctoral Committee Served on

**Jennifer Bordonaro**, Educational Leadership (Spring 2024, Dissertation Defense)

#### **Metropolitan State University**

Master's Theses Directed

**Amira Hussein**. Honoring Urban Student Identities in the Classroom. Fall 2022 [committee member]

**Sabra Heimerl**. Deterring misbehaviors within the classroom: An autoethnography on positive relationships. Fall 2022 [committee member]

**Julia Gartzke**. Using a flipped classroom approach to support culturally relevant pedagogy in middle school science. Fall 2022 [committee member]

**Courtney Antone**. Give MeTeaming or Get Me Out of Here: An Extensive Review of Literature on the Benefits of Interdisciplinary Teaming for Students and Teachers. Fall 2021 [committee member]

**Unis Boye-Weah**. Parent Involvement in the Eyes of Liberian Parents. Fall 2021 [committee member]

**Donelle Harvey**. The Toxicity of it All: A Review of Literature about Microaggressions and Problematic Leadership Experienced by Educators of Color. Fall 2021 [committee member]

**Megan Soosai.** Taking Anti-Racist Classrooms Beyond Wishful Thinking: Pedagogical & Classroom Reflections to Empower the Systematically Disenfranchised and Disillusioned, Fall 2021 [committee member]

**Lynnea Waydula.** An Impossible Hurdle: An Extensive Review on Educational Barriers for Multilingual Learners with Disabilities Fall 2021 [committee member]

**Samantha Hedden.** The Mental Health and Well-Being of Educators: A Review of Literature. Summer 2021 [committee member]

**Kiera Kisic.** Building Dialogic Classrooms in Urban Middle Schools and High Schools. Summer 2021 [committee member]

**Jackelyn Doyle.** No Longer an Absent Narrative: Implementing Culturally Sustaining Practices in Literacy and Social Studies Integration Through the use of Critical Literacy and Counter Storytelling in the Urban Classroom. Spring 2021 [committee member]

**Jessica Franklin.** Teaching Language Arts for Linguistic Justice: An Extensive Review of the Literature. Spring 2021 [committee member]

**Lisa Fralish.** Centering Critical and Multiple Perspectives to Transform Social Studies: Inclusive Narratives in Minnesota's Elementary Social Studies Standard. Fall 2020 [committee member]

**Blair Hanson.** Supporting Emergent Bilinguals in a Secondary Mathematics Classroom: An Extensive Review of the Literature. Fall 2020 [committee member]

**Anna Lehn.** Toward a Liberatory Classroom Raciolinguistics: An Extensive Literature Review on Translanguaging in Middle School English Language Arts Classrooms. Fall 2020 [committee member]

**Therese O'Meara.** School-based Mental Health Supports for Students of Color: A Review Literature, Fall, 2020 [committee member]

**Sonja Muus.** What Impact Does the Implementation of Cogenerative Dialogues Have on the Educational Experience of Secondary Students? A Review of Literature. Fall 2020 [committee member]

**Michael McCartan.** A Review of Research on the Effectiveness of a Flipped Learning Structure in Secondary Mathematics Classrooms. Fall 2020 [committee member]



**Samantha Pendragon.** Queering History: How LGBTQ Representation Can Be Integrated in Minnesota High School Social Studies Classrooms. Fall 2020 [committee member]

**Sheila Takanen.** A Critical Race Pedagogy for a Privileged Audience. Fall 2020 [committee member]

## **SERVICE AND PUBLIC OUTREACH**

### ***Editorship Experience***

Editorial Board Member, 2018- 2023: Caribbean Journal of Education

Technical editorial team member, 2017-present: Phenomenology of Practice Journal

### ***Reviewer experience (Journals & Conferences)***

Professing Education (1 review, 2023)

Caribbean Journal of Education

International Journal of Mentoring and Coaching in Education

Reflections: Narratives of Professional Helping

Early Childhood Development and Care

National Association of Multicultural Education Conference

National Women Studies Association Conference

American Education Research Association Conference (16 reviews, 2023)

- Section 3: Qualitative Research Methods
- Committee of Scholars of Color in Education
- SIG: Research on Women and Education
- SIG: Critical Examination of Race, Ethnicity, Class, and Gender in Education

Literacy Research Association Conference

### ***Reviewer experience (Books/Handbooks)***

Gender Education and Development: A History of Girls in Kenya. Borderless Press, 2017.

### ***Committee memberships***

Literacy Research Association (Field Council Area Representative) 2014 -2018

### ***Organization of conferences, workshops, panels, symposia***

Literacy Research Association (Session Chair) 2014 - 2016

National Women Studies Association Conference (Moderator) 2015

Minnesota Center for Reading Research Conference Achievement Gap: Moving Forward Together (Facilitator) 2013

## **Service To The University/College/Department**

***University of Minnesota***

### **University Level**

The Graduate School, Research Travel Grants (reviewer) (2023- 2024)  
Faculty Development for Online Teaching (FDOT) (Faculty Co-Chair) 2022 - 2024  
Multicultural Center for Academic Excellence Mentor 2017-2018

### **College Level**

CEHD Contract Faculty Promotion Committee (2022 - 2025)  
C&I and Ed Science Contract Teaching Faculty Committee (2023- 2024)  
Minding the Gap (discussion leader) 2018  
Youth Studies Program Mentor 2018  
CEHD Consultative Committee (Co-Chair) 2016 - 2017  
College of Education and Human Development Professional and Academic Council representative for Curriculum and Instruction (CPAC) 2014 - 2017  
College of Education and Human Development Professional and Academic Council representative for Curriculum and Instruction (CPAC) (Co-Chair) 2016 - 2017  
Licensed School Professional Steering Council for Advanced Licensure Programs 2013 - 2014  
Licensed School Professional Assembly 2012 -2014

### **Department Level**

Invited international scholar to present to PhD students on Collective Memory-Work (Spring 2024)  
Invited national scholar to present to PhD students on Collective Memory-Work (Spring 2024)  
Graduate Funding Reviewer (Fall, 2023)  
Arts in Education, Licensure Program Area Search Committee ( 2024)  
Social Studies Assistant Professor Search Committee (2023 - 2024)  
Qualitative Certification Taskforce (2023- 2024)  
Course Anchor CI 3211, CI 3212, CI 4121 (2023 - 2024)  
Critical Discourse Analysis Guest Lecture in CI 8134: Foundations of Research (March 2023)  
Collective Memory-Work Research Methodology Guest Lecture in CI 8134: Foundations of Research (March 2023)  
Racial Equity and Justice Council Talk Series (Chair) 2022 - 2024  
Elementary Education Core Group (2022- 2024)  
Curriculum and Instruction Professional and Academic Faculty Merit Committee (Chair) 2017 - 2019  
Curriculum and Instruction Chair Advisory Council (member) 2016 - 2018  
Professional and Academic Faculty Ad Hoc Committee (member) 2017 - 2019  
Instructional Team Lead for the Initial License Program (2017 -2018)  
Curriculum and Instruction Emerging Scholars Conference (Discussant) 2017  
Teachers of Color (TOC) Advisory Council (member) 2016 -2018  
Teachers Scholars of Color (TSoC) Mentor (member) 2016 -2018  
Recruiting Teacher Candidates of Color (member) 2015 -2016  
Curriculum and Instruction Branding Committee (member) 2014- 2015  
Elementary Education Core Group (member) 2013 - 2016

### **Public and Other Service**

## **Service to Outside Agencies and School Districts**

PEASE High School graduation keynote speaker 2023

Twin Cities Public Television/ PBS, Learn Advisory Board Member 2020 - 2024

Jamaican Exchange in Teaching Program, Co-lead, 2020 - 2024

Thrive Ed Board Member, 2019 - 2022

Bemidji State University: Distributed Learning in Teacher Education – Advisory Board member 2018 - present

Hamline Summer Literacy Institute Planning Committee Member 2016 - 2020

Minnesota Academy of Reading (President) 2016 - 2018

New Licensure Programs for the Minnesota Board of Teaching (2015)

Rombalski, A. & Martin-Kerr, K. G. (2018, March). Culturally Responsive

Teaching. Mankato State Teacher Education.

Rombalski, A. & Martin-Kerr, K. G. (2017, February). Culturally Responsive Teaching. Mankato State Teacher Education.

Minneapolis Public School Pre K- 5 Literacy Adoption Community Expert

Curriculum Review (April 2017)

Minneapolis Public School Pre K- 5 Summer Literacy and Language Professional Development Planning (May 2017)

Minneapolis Public School Pre K- 5 Summer Literacy and Language Professional Development Institute Facilitator (June and August 2017)

Minneapolis Public School Pre K- 5 Summer Culturally Relevant Pedagogy

Professional Development Planning (May 2017)

Minneapolis Public School Pre K- 5 Summer Culturally Relevant Pedagogy

Professional Development Institute Facilitator (May 2017)

Minnesota Historical Society Culturally Relevant Pedagogy Teacher Training Video Feedback (May 2017- Present)

Rombalski, A. & Martin-Kerr, K. G. (2016, October). Coaching Toward Equity. Mankato State Teacher Education.

