

**Curriculum Vitae—January 2022  
Keitha-Gail Martin-Kerr, Ph.D.**

**Academic Preparation:**

- 2016**                      **Ph.D. University of Minnesota - College of Education and Human Development**  
Major: Curriculum and Instruction  
Program Track: Elementary Literacy  
Committee Members: Drs. Lori Helman, Mark Vagle, James Bequette, and Mary Hermes
- 2008-2010**                **M.A. Touro College, N.Y.C.**  
Major: School District Leadership  
School Building Leadership
- 2003-2005**                **M.A. City College of New York**  
Major: Literacy Acquisition and Development
- 1999-2001**                **B.A. Northern Caribbean University, Jamaica**  
Major: Elementary Education
- 1996-1998**                **Jamaican Institute of Management, Jamaica**  
Professional Certification: Management Studies
- 1992-1995**                **College of Agricultural Science and Education, Jamaica**  
Diploma in Education  
Major: Elementary Education

**Licenses**

**New York State License Elementary Education (birth through sixth)**  
Permanent  
**New York State License in Literacy (birth through sixth)**  
Professional  
**Minnesota Principal License expires 2023**  
**Minnesota Superintendent License expires 2023**

**Certificate**

**Online Instruction**

Learning House, Inc.

**Online Instruction**

Quality Matters (QM) Certified Peer Reviewer for Higher Education and K-12

**Employment History:**

**2019 – Present      School Advocate for ESSA-Identified School  
Southeast-Metro Regional Center of Excellence**

Responsibilities include:  
School improvement  
Equity-centered integration  
Building school leader capacity  
Coaching school leaders  
Active implementation  
Professional development

**2018 – 2019      Associate Dean of Faculty and Staff Development: Saint Paul College**

Responsibilities included:  
Provide vision and leadership for a comprehensive model of faculty, staff, and organizational development.  
Organize and lead faculty in-service  
Implement ongoing professional development sessions  
Design, develop, coordinate, and lead New Faculty Academy: Orientation, New Faculty Mentor Program, Monthly Lunch and Learn, Observations  
Implement Faculty Assessment Coach Program  
Coordinate and chair the College Common Read program  
Implement college-wide book clubs  
In charge of the college's Teaching and Learning Center  
In charge of online learning  
Oversee Quality Matters (QM)  
Survey professional development needs  
Evaluate and analyze professional development sessions  
Direct Reports – new faculty members, Faculty Assessment Coaches, Instructional Designer, and Organization Developer  
Chair Board of Trustee Outstanding Teaching Award Committee

**2018-2022      Community Faculty: Minnesota Colleges and Universities: Metropolitan State University, Bemidji State University, and Mankato State University**

Graduate Course taught:  
EDU 688/698: Research Methods in Urban/Cross-Cultural Education (2020 -2022)  
Undergraduate Courses taught:  
EDU 330: Children's Literature in Urban Grades (2021 - 2022)  
EDU 3202 Language Arts II (2021 - 2022)  
ECE 626: Preparing Students to Read (2018)

- 2018 – 2022**                    **Community Faculty: College of St. Scholastica**  
Undergraduate course taught:  
EDU 3270 Reading/Language Art Methods  
Dyslexia Reading Modules
- 2011- 2021**                    **Community Faculty: Hamline University- College of Education, MN**  
Graduate courses 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 – 2022)  
Elementary Clinical Experience Seminar (2014)  
Supervise Teacher-candidates (2014)
- 2016- 2018**                    **Lecturer: University of Minnesota- College of Education and Human Development; Curriculum and Instruction- University of Minnesota**  
Graduate courses taught:  
CI 5426: Language Arts Instruction in Elementary Grades  
CI 5425: Reading Instruction in the Elementary Grades  
CI 5211, CI 5212, CI 5213, CI 5214 and CI 5215: Elementary Content and Pedagogy  
Community Faculty (2021)  
Initial Licensure Program Literacy Team Lead (2018)  
Affiliated Faculty: Minnesota Center for Reading Research – University of Minnesota (2018-2019)  
Affiliated Graduate Faculty: University of Minnesota (2017 -2019)  
CI 8193: Interpretive Research/Phenomenology (instructional team member, 2017)
- Fall 2017**                    **Study Abroad to Cuba: University of Minnesota course**  
EDHD 3100/5100: History and Culture of Education in Cuba
- 2012 – 2016**                    **Teaching Specialist: University of Minnesota- College of Education and Human Development; Curriculum and Instruction, University of Minnesota**  
Graduate courses taught:  
CI 5426: Language Arts Instruction in Elementary Grades  
CI 5425: Reading Instruction in the Elementary Grades  
CI 5211, CI 5212, CI 5213, CI 5214 and CI 5215: Elementary Content and Pedagogy  
Lead instructor -Alternative Licensure Pathways- Teach for America  
Language Arts Instructor- Minneapolis Residency Program (2015)  
Supervised teacher candidates in the Initial Licensure Program  
Coached the University Mentors in the Alternative Licensure Program (2014-2015)

- 2011 - 2012**                    **PRESS Literacy Coach: University of Minnesota  
Minnesota Center for Reading Research**  
Member of the school's instructional leadership team  
Engaged staff in ongoing and embedded professional development  
Supervised literacy assistants  
Conducted observations  
Coordinated screening and progress monitoring data collection
- 2006 – 2011**                    **Community Faculty: City College of New York, NY**  
Graduate courses taught:  
0500 Emergent to Fluent Literacy  
0600 Fluent to Experienced Literacy  
0510 Literacy Strategies from Birth through Sixth
- 2010- 05/2011**                **Assistant Director - The Garvey School; Elementary Private School,  
Bronx, NY**  
Responsibilities included:  
Supervised teachers, administrative assistants, custodians and bursar;  
communicated with parents and staff daily; conducted all professional  
development for teachers, planned and organized all school trips; reached out  
to community based organization; planned and implemented fundraisers,  
organized PTA meetings; designed the schedule, assisted in grant writing,  
implemented swimming, karate and horseback riding program as extra  
curricula activities; conducted interviews and hired new staff, implemented  
new policies supporting prompt collection of school fees; oversee the daily  
function of the school as a whole.
- 2008- 2010**                    **PS179 Mentor Teacher**  
Responsibilities included:  
Collaborated with other teachers vertically and horizontally to discuss  
methodologies suitable for individual students; modeled lessons for new  
teachers; analyzed students' data with new teachers, planned lessons with new  
teachers based on data analysis; trained new teachers to use the Columbia  
Teachers' College Reading and Writing Workshop.
- 2002 - 2008**                    **PS 220, Elementary Teacher, NYC Department of Education**  
Taught First, Second, Third, and Fourth Grade
- 2000-2001**                    **Northern Caribbean University, Lecturer**  
Undergraduate course taught:  
English Syntax

- 2000**                      **Special Education tutor, Jamaica**  
Responsibilities included:  
Offered one-on-one sessions to a student with autism  
Taught life skills and academics
- 1996 - 1999**              **Brown's Town Primary School, Elementary Teacher, Jamaica**  
Taught Third Grade
- 1995 - 1996**              **York Castle High School, Mathematics Teacher, Jamaica**  
Responsibilities included:  
Homeroom teacher for eleven grade students  
Taught CXC mathematics to 10<sup>th</sup> and 11<sup>th</sup> graders.

**Position and Membership in Professional Organization**

1. American Education Research Association (AERA)
2. Literacy Research Association (LRA)
  - a. **Field Council Representative Area Representative- Midwest Region (2015- 2019)**
3. International Literacy Association (ILA)
4. National Women Studies Association (NWSA)
5. Minnesota Reading Association (MRA)
  - a. **President- Minnesota Academy of Reading (2016-2018)**
6. National Association of Multicultural Education (N.A.M.E)
7. National Council of Teachers of English (NCTE)

**Research and Scholarly Contributions:**

**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>

**Articles:**

**Martin-Kerr, K.G.**, Israelson, M, & Rombalski, A. (under review). What about Inequities? Reflective Dialogue between a Teacher Candidate, a Mentor, and the Laundry. *Teacher and Teacher Education*.

**Martin-Kerr, K.G.** & Bauer, R. (under review). Our Experience Coaching in an Alternative Licensure Program. *Philosophy of Coaching Journal*.

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 & Learning Inquiry*. 6(2), 81- 96.

**A Phenomenology Collective (Martin-Kerr, K.-G., Zilmer, C., Babulski, T., Funfe Tatah Mentan, C., Colum, K.).** (2019). Cultivating activism in the academy: A Deleuzoguattarian exploration of phenomenological projects in M. Vagle, J. Johnson Thiel, & B. Hofsess (Eds.) *Unsettling traditions: Reimagining the craft of phenomenological and hermeneutic inquiry* [special issue]. *Qualitative Inquiry*.

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.

## **Book Chapters**

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.(invited).

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> (invited).

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. (Refereed).

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

**NExT 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](https://nextdigitalhandbook.org). (invited).

**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. (Refereed).

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. (Refereed)

### Encyclopedia Entry

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*. (p. 287-329). Thousand Oaks, CA: Sage. doi: <http://dx.doi.org/10.4135/9781483346243.n6>

### 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.

### Dissertation

**Martin-Kerr, K-G.** (2016). *Women Who Love Women in Jamaica*. Retrieved from ProQuest Digital Dissertation. (UMN14586).

### International Presentations

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

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 (Invited).

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

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

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. (Refereed)

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. (Refereed)

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. (Refereed)

### National Presentations

**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. (Refereed).

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. (Refereed).

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

**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. (Refereed).

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. (Refereed).

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. (Refereed).

- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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. (Refereed).
- 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.(Refereed)

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. (Refereed)

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. (Refereed).

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. (Refereed).

### **State/Local Presentations**

**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. (Invited).

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. (Invited).

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. (Invited).

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. (Invited).

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. (Invited).

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. (Invited).

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

### Consultancy

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.

### **Invited Lectures**

Martin-Kerr, K. G. (September 2020). Feminist Philosophy. Invited 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

### **Research Experience:**

Hayward Collective, Exploration of Feminist/Queer Research Methodologies including Collective Memory Work (2013-Spring 2016). University of Minnesota, Department of Curriculum and Instruction, Dr. Mary Hermes, faculty participant/coordinator.

### **Grants**

Martin-Kerr, K.G. (2018, Spring). I received a grant of \$1000.00 from Global Programs & Strategy (GPS) Alliance for Internationalizing Teaching and Learning.

Martin-Kerr, K.G. (2018, Spring). I received a grant of \$1000.00 from the Center of Teaching Innovation to buy diverse children's literature for the courses I teach.

- Martin-Kerr, K. G. (2017, December). I received a grant of \$1550.00US from the College of Professional and Academic Council, University of Minnesota to present at the American Research Association annual conference in New York City, NY.
- Martin-Kerr, K. G. (2017, July). I received a grant of \$2000.00US from the Dean of the College of Education and Human Development, University of Minnesota to attend a Qualitative Inquiry week-long professional development in Chapel Hill, NC.
- Martin-Kerr, K. G. (2016, February). I received a grant of \$750.00US from the College of Professional and Academic Council, University of Minnesota to present at the Literacy Research Association annual conference in Carlsbad, CA.
- Martin-Kerr, K. G. (2015, November) Dissertation Travel Grant. I received a travel award of \$1000US from the Community of Scholars to collect my dissertation data.
- Meiners, E., Hermes, M., Dyke, E.L., Stutleburg, E.B., **Martin-Kerr, K. G.**, Dahmes, S., Coffee, A., Clements, C., Antar, A., Cushing-Leuber, J. (2015, February). *Re-membering methodologies from the margin: Engaging memory work in educational research*. I received a travel award of \$200US from Black Graduate and Professional Students Association to present at the annual meeting of the American Education Research Association, Chicago, IL.
- Martin-Kerr, K. G. (2014, December). *Teaching Writing: Embracing a Culturally Relevant Pedagogy*. I received a travel award of \$400US from Curriculum and Instruction staff travel fund to present my research at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Martin-Kerr, K. G. (January 2014). I received a grant of \$2,000.00US from the College of Professional and Academic Council, University of Minnesota to participate in Advancements in Education Summit 2014: Developing a strategy for engaging the Jamaican diaspora.
- Richards, W., **Martin-Kerr, K. G.**, Lambert, C. (2014, November). *Preservice teacher candidates' transactions with multicultural literature: International teleconferencing between three universities*. I received a travel award of \$1,200.00US from Council of Graduate Studies, University of Minnesota to present my research at the International Conference on Urban Education, Jamaica.
- Rombalski, A. & **Martin-Kerr, K. G.** (2014, November). *Troubling our teaching of culturally relevant pedagogy in teacher education*. I received a travel award of \$800.00US from Curriculum and Instruction Graduate Studies Committee,

University of Minnesota to present my research at the International Conference on Urban Education, Jamaica.

Alexander, N., **Martin-Kerr, K. G.**, Hyland, E. (December 2013). *Internationalization triangle: Open proposal to build partnerships with Jamaica*. Grant of \$9,000.00US submitted to College of Education and Human Development, University of Minnesota. [not funded]

Martin-Kerr, K. G. (2013, March). *A partnership for ensuring early reading success* I received an International travel award of \$800.00US from Curriculum and Instruction Graduate Studies, University of Minnesota, to present a paper at the biannual Literacy Symposium at the University of the West Indies, Jamaica.

Martin-Kerr, K. G. (2013, January). *A partnership for ensuring early reading success* I received an International travel award of \$1,000.00US from Global Programs and Strategy Alliance, University of Minnesota, to present a paper at the biannual Literacy Symposium at the University of the West Indies, Jamaica.

Martin-Kerr, K. G. (2012, October). I received a grant of \$375.00US from College of Professional and Academic Council, University of Minnesota to purchase professional development books.

Martin-Kerr, K. G. (2012, November). *A partnership for ensuring early reading success in an urban district*. I received a travel award of \$400.00 from Department of Curriculum and Instruction, University of Minnesota, to present a paper at Literacy Research Association Conference.

### **Service to the University of Minnesota:**

#### **University Level Service – University of Minnesota**

**2017-2018**                      Multicultural Center for Academic Excellence Mentor

#### **College Level Service – University of Minnesota**

**2018**                              Minding the Gap (discussion leader)

**2018**                              Youth Studies Program Mentor

**2016-2017**                      CEHD Consultative Committee

**2016-2017**                      **Co-chair** CEHD Consultative Committee

<b>2014-2017</b>	College of Education and Human Development Professional and Academic Council representative for Curriculum and Instruction (CPAC)
<b>2016- 2017</b>	<b>Co-chair</b> CPAC
<b>2013-2014</b>	Licensed School Professional Steering Council for Advanced Licensure Programs
<b>2011-2014</b>	Licensed School Professional Assembly

### **Department Level Service – University of Minnesota**

<b>2017- 2019</b>	Curriculum and Instruction Professional and Academic Faculty Merit Committee (Chair)
<b>2016- 2018</b>	Curriculum and Instruction Chair Advisory Council (member)
<b>2017-2019</b>	Professional and Academic Faculty Ad Hoc Committee (member)
<b>2017- 2018</b>	Instructional Team Lead for the Initial License Program (Lead)
<b>2017</b>	Discussant- Curriculum and Instruction Emerging Scholars Conference
<b>2016-2018</b>	Teachers of Color (TOC) Advisory Council (member)
<b>2016-2018</b>	Teachers Scholars of Color (TSoC) Mentor (member)
<b>2015-2016</b>	Recruiting Teacher Candidates of Color (member)
<b>2014-2015</b>	Curriculum and Instruction Branding Committee (member)
<b>2013- Spring 2016</b>	Elementary Education Core Group (member)
<b>2013- 2018</b>	College of Education and Human Development <i>Treks Transform</i> (participant)
<b>2013- Spring 2016</b>	Instructional Team Lead for the Initial License Program and the Teach for America Program (Lead)

### **Service to State and National Organizations**

<b>2018 - present</b>	Caribbean Journal of Education (editorial board member)
<b>2018</b>	International Journal of Mentoring and Coaching in Education (reviewer)
<b>2018 - present</b>	Reflections: Narratives of Professional Helping Journal (reviewer)
<b>2017 - present</b>	Phenomenology of Practice Journal (technical editorial team member)



<b>2017</b>	Early Childhood Development and Care Journal (reviewer)
<b>2016 - 2017</b>	Borderless Press (book reviewer)
<b>2016</b>	Routledge (book proposal reviewer)
<b>2016 - 2018</b>	President- Minnesota Academy of Reading
<b>2016- 2017</b>	Proposal Reviewer- National Association of Multicultural Education
<b>2015</b>	Moderator- National Women Studies Association Conference
<b>2015</b>	Program Reviewer- New Licensure Programs for the Minnesota Board of Teaching
<b>2014 - 2016</b>	Proposal Reviewer- American Education Research Association (AERA)
<b>2014 – Present</b>	Field Council Area Representative- Literacy Research Association (LRA)
<b>2014 – 2016</b>	Session Chair - Literacy Research Association (LRA)
<b>2013 - 2016</b>	Proposal Reviewer- Literacy Research Association (LRA)
<b>2013 - Present</b>	Member of the Jamaica Diaspora Advancement in Education
<b>2013</b>	Group Facilitator- Minnesota Center for Reading Research Conference Achievement Gap: Moving forward together
<b>2009 - 2010</b>	Community Education Council, School District 11, Bronx, New York; member Supervise school zoning plans; supervise school building utilization, interview new principals to the district; liaison with the community and the district administrators.
<b>2009 - 2011</b>	District Leadership Team, School District 11, Bronx, New York; member Supervised all School Leadership Teams in the school district; collaboratively design and write the school district comprehensive education plan for the year.

### **Service to Area Teachers, Schools, and Institutions**

<b>2020 – present</b>	<b>Twin Cities Public Television/ PBS, Learn Advisory Board Member</b>
<b>2019 - present</b>	Thrive Ed, Board Member
<b>2018 - present</b>	Bemidji State University: Distributed Learning in Teacher Education – Advisory Board member (invited)
<b>2016-present</b>	Hamline Summer Literacy Institute Planning Committee Member (invited)

- 2013-2017** I participated in Wells Fargo Reading Program at Immaculate Conception School
- 2012-2016** I work with the leadership team at Immaculate Conception School to plan the Book Fair
- 2007-2008** Inquiry Team, PS 220, Bronx, N.Y., secretary  
Analyzed school wide data to see areas or strength and needed growth. Collaboratively plan lessons with administration and staff; Model lessons for teachers.
- 2004-2008** Literacy Curriculum Development Committee, PS220, Bronx, NY, member  
Collaboratively mapped out the curriculum for the school year for all grade level; met with teachers mapped-out weekly common planning in literacy
- 2005-2008** Professional Development Committee, PS220, Bronx, NY, member  
Attended monthly training seminars in Reading and Writing Workshops at Columbia Teachers College University; Turn-keyed information to administration and staff.

### **Nominations/Awards**

- 2019** Staff Excellence Award, Saint Paul College
- 2019** Academic Effectiveness and Innovation Team Excellence Award, Saint Paul College
- 2018 Nominee** College of Education and Human Development, Professional and Academic Distinguished Teaching Award

### **Doctoral Committee Members**

Julia Bartlett (PhD Candidate/Organization Leadership Policy and Development)  
Kelly Gast (PhD Candidate/ Curriculum and Instruction, Elementary Education) Graduated, 2018  
Tracy Leittl (PhD Candidate/ Curriculum and Instruction, Elementary Education) Graduated, 2019

### **Scholarships**

- 2010** Magna cum Laude, Master of Science in School District Leadership

<b>2005</b>	Sum cum Laude, Master of Science in Literacy Studies, Alice Bayer Memorial Award for Academic Excellence in Literacy
<b>2001</b>	Magna Cum Laude, Bachelor of Arts in Primary Education
<b>2000-2001</b>	Northern Caribbean University Scholarship
<b>1993-1994</b>	College of Agricultural Science and Education Scholarship

### **Selected Professional Development**

<b>November 2019</b>	Professional Educator Licensing and Standards Board Train the Trainer Cultural Competency
<b>June, 2019</b>	Antiracist Pedagogy Across the Curriculum, Crossroads Training
<b>January 2019</b>	The Art of Supervision, MinnState System Office
<b>January 2019</b>	Train the Trainer Diversity Series – Being an Ally, Race Equity, Socio-economic/Class, Ability, Sexual Orientation, Spirituality, Gender,
<b>November 2018</b>	Quality Matters (QM) – Quality Matters Coordinator
<b>November 2018</b>	Quality Matters (QM) – Peer Reviewer Certification
<b>November 2018</b>	Quality Matters (QM) – Improving Your Online Course
<b>October 2018</b>	Quality Matters (QM) – Applying the QM Rubric
<b>2017- 2018</b>	CEHD <i>Leads</i> Leadership in Higher Education
<b>2017-2018</b>	Teacher Education Technology Integration
<b>Summer 2012- 2018</b>	Treks: Academic Technology Workshop
<b>Summer 2017</b>	Qualitative Research: Auto ethnography