

Postdoctoral Scholar, Stanford Graduate School of Education

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## EDUCATION

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Ph.D.	2021	Urban Education: Language, Context, and Culture	The Graduate Center, CUNY
M.Phil.	2020	Urban Education	The Graduate Center, CUNY
Certificate	2020	Interactive Technology & Pedagogy	The Graduate Center, CUNY
M.S.Ed.	2016	Teaching Urban Adolescents with Disabilities	Long Island University
Certificate	2012	Developing Leaders Program (Feb. 12-17, 2012)	Columbia Business School
B.A. ( <i>minor</i> )	2006	African & African American Studies ( <i>Linguistics</i> )	Stanford University
Diploma	1999	Advanced Placement and College Prep coursework	The Chapin School

### Online Teaching Credentials

Oct-Nov 2020                      Online Teaching Essential Course, School of Professional Studies-CUNY

Oct 2020                              Camp Review & Improve, Center for Online Learning, Hunter College-CUNY

### New York City and State Teaching Certification

2013-2016                              900B: Special Education/Students with Disabilities (7-12)

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## DISSERTATION & RESEARCH INTERESTS

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**Dissertation Title:** [\*Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study\*](#) Committee: Dr. Wendy Luttrell (Chair), Dr. Melissa Schieble, Dr. Cecelia Cutler, Dr. Carla Shedd

- Winner of the 2022 AERA Qualitative Research SIG Outstanding Dissertation Award

### Research Interests:

- Black/African Descendant (BAD) learners across the lifespan
- Adolescent Literacy: decolonial & culturally sustaining word study, social justice pedagogies
- Urban Education: teacher education, hyperlocal literacies, independent schools
- Language & Literacy: African American language, raciolinguistics, religious literacies, translanguaging
- Critical Theories: critical race theory, Black feminist theory, DisCrit
- Qualitative Methods: narrative inquiry, interviewing, case study, community-based participatory methods

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## UNIVERSITY EMPLOYMENT

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### Research

Jul 2022-present                      **Principal Investigator**, Religious Racism and Resistance Among the Vodou Community in the United States

- Awarded a \$1,000 grant as a participant in the Community Project to Prevent Discrimination and Violence Against Black and African Religions, University of North Carolina, Charlotte
- Design items for an online survey and questions for age-based focus groups
- Facilitate survey distribution, focus groups, and written analysis of data

- Mar 2022-present **Principal Investigator**, Embodied Memories of the Bay: Narratives of African Diasporic Religious Communities
- Awarded a \$10,000 [Community Stories Fellowship](#) from the Crossroads Project
  - Designed and conduct all data collection for an arts-based, relational narrative case study to explore how adult and youth members of African diasporic religions navigate dynamic and hyperlocal understandings of race, nation, religion, gender, and privilege in the Bay area of California.
- Dec 2021-present **Research Collaborator**, Stanford Black Academic Development (BAD) Lab
- Lead author on the interactive *Talking College Study Guide* for students and faculty
  - Researcher on the [NSF](#) “Collaborative Research: Linguistic Production, Perception, and Identity in the Career Mobility of Black Faculty in Linguistics and the Language Sciences” project.
  - Researcher on “The Pre-Doctoral Candidate Experiences of Stanford Graduate Education Students” project.
- July 2022-present **Postdoctoral Scholar of Education**, Stanford Graduate School of Education  
 Aug 2021-Dec 2021 Faculty Sponsor: [Dr. Anne Harper Charity Hudley](#)
- Supporting research and editing on the NSF Talking College and Talking Faculty research projects.
  - Supporting research and editing on the Oxford Collections on Inclusion in Linguistics and Decolonizing Linguistics.
  - Mentor graduate and undergraduate students in the Proseminar, lab, and other courses.
  - Serve as the IRB administrative contact for three research projects and manage all communication and issues related to compliance.
  - Spearheaded the design of the lab website, including a visual design plan, updating old links, editing current content, creating new copy, obtaining and organizing the biographical information of 26 lab members, researching video and audio content, and coordinating with the director of data design and development.
  - Contributed to editing the *Talking College* manuscript.
  - Designing and composing a faculty and student study guide to accompany the *Talking College* text.
  - Co-planning the redesign of the Pro Seminar course.
- Feb 2020-Jun 2021 **Research Assistant**, CUNY-Initiative on Immigration and Education (<https://www.cuny-iie.org/>)  
 PI: Dr. Tatyana Kleyn, Co-PIs: Dr. Ariana Mangual Figueroa, Dr. Nancy Stern
- Collaborate in teams to develop relationships with key stakeholders in the intersections of immigration and education (school leaders, educators, students, families, organizations).
  - As a member of the Educators data gathering group, conduct research to develop stakeholder protocols and a range of qualitative and quantitative mixed methods data collection instruments (interviews, focus groups, surveys)
- Aug 2017-June 2018 **Research Assistant**, Study of Teacher Discursive Talk Moves in Facilitating Critical Conversations, Spencer Foundation Grant #201700139.  
 PIs: Dr. Melissa Schieble, Hunter College-CUNY & Dr. Amy Vetter, UNC-Greensboro
- Collected classroom audio and observational data. Participated in professional learning with 3 DOE teachers. Collaborated on research design.
  - Co-authored academic articles and book *Classroom Talk for Social Change: Critical Conversation in English Language Arts* (Teachers College Press, 2020).
- Aug 2016-June 2017 **Research Assistant**, CUNY-New York State Initiative for Emergent Bilinguals ([www.cuny-nysieb.org](http://www.cuny-nysieb.org)), Research Institute for the Study of Language in Urban Society-CUNY

PIs: Dr. Ricardo Otheguy, Dr. Ofelia García, Dr. Kate Menken

- Collected interview, observational, and textual data on various sub-populations of emergent bilingual students in New York State.
- Co-authored annotated bibliographies, topic briefs, and interactive web resources on findings.
- Co-authored a book chapter in *Supporting, teaching and translanguaging with emergent bilingual students: Lessons from the CUNY-NYSIEB project* (Routledge, in press).

Aug 2001

**Teaching & Residential Assistant**, Dr. John Rickford

Sophomore College, “Ebonics, Pidgins, and Creoles in Schools and Society,” Stanford University

- Coordinated curricular and residential activities for 15 seminar students in the course.
- Organized field trips and movie screenings. Provided academic and personal counseling.

Sept 2001-June 2002

**Research Assistant & Teacher**, The Urban Minorities Reading Project

University of Pennsylvania Department of Linguistics, PI: Dr. William Labov

- Implemented multicultural and phonics-based reading manual for 2<sup>nd</sup>-4<sup>th</sup> grade readers.
- Conducted exhaustive standardized oral reading assessments (GORT, TOWRE).
- Devised integrated, culturally relevant literacy curricula to a school site in California.

Sept 1999-June 2000

**Research Assistant**, Dr. Clayborne Carson

Martin Luther King, Jr. Papers Project, Stanford University (<https://kinginstitute.stanford.edu/>)

- Edited various King-affiliated documents for a large-scale research project. Organized documents into project database. Transcribed documents and speeches for publication.

## Teaching

Jan-June 2022

**Lecturer**, Program in Writing and Rhetoric, Stanford University

*The Rhetorics of Race, Inequality, Language, and Education*, UNDERGRAD

- Taught two [sections](#) of 25 students/section for required first year writing & rhetoric sequence
- Using an original syllabus, facilitated inclusive, culturally sustaining lessons, assessments, and all individual conferences
- Student ratings of 4.55, 4.69, 4.77, and 4.69 out of 5.0 for quality of instruction

Feb-Dec 2020

**Adjunct Lecturer**, Department of Curriculum & Teaching, Hunter College School of Education  
*Building Foundations of Literacy*, UNDERGRAD and GRAD (Blended; Online)

- Taught one section per semester of ~25 students/section for required disciplinary literacy course for all majors in the school of education
- Facilitated inclusive, culturally sustaining lessons and assessments
- Student ratings of 6.67 and 6.22 out of 7.0 for treating all students in a respectful manner
- Student ratings of 5.67/7.00 for interpreting difficult and abstract ideas

Feb-May 2019

**Adjunct Lecturer**, Department of Special Education, Hunter College School of Education  
*Teaching Reading to Students with Learning Disabilities*, GRAD

- Taught one section of ~25 students for masters level graduate course on reading strategies
- Facilitated all lessons and assessments, providing individual feedback

Aug 2017-Aug 2019

**Mellon Humanities Alliance Graduate Teaching Fellow**, Department of English, LaGuardia Community College-CUNY

Composition II-Writing Through Literature: *Black Lives Matter: Tracing the Literary Roots of Rage & Resistance*, UNDERGRAD (Fall 2018; Spring 2019)

- Taught two sections of ~25 students/section for required first year writing sequence
- Using an original syllabus, facilitated inclusive, culturally sustaining lessons, assessments

Composition II-Writing Through Literature: *Multilingual Voices*, UNDERGRAD (Spring 2018)

- Taught two sections of ~25 students/section for required first year writing sequence
- Using an original syllabus, facilitated inclusive, culturally sustaining lessons, assessments

Sept-Dec 2017

**Adjunct Lecturer**, Department of English, LaGuardia Community College-CUNY  
*Composition I-Introduction to College Writing*: “Apples, Peaches, and Mangoes: Critical Perspectives on African-Descended Identity in New York City,” UNDERGRAD (Fall 2017)

- Taught two sections of 23 students/section for required first year writing sequence
- Using an original syllabus, facilitated inclusive, culturally sustaining lessons, assessments
- Student ratings of 5/5 for respect for students and 4.6/5.0 for overall instruction
- Rated  $\geq 90^{\text{th}}$  percentile in Assignments, Exams, and Grading (4.79/5.00) and Student Effort and Involvement (4.45/5.00)

Sept 2016-May 2017

**Adjunct Lecturer**, Developmental Studies Department, Passaic County Community College  
*Academic English II: Developmental English 20* UNDERGRAD (Fall 2016; Spring 2017)

### Administrative

Aug 2019-Aug 2021

**Presidential Research & Provost’s Fellow**, Registrar’s Office, The Graduate Center-CUNY

- Facilitated excellent student service support to adult learners in academic and financial matters.
- Navigated and updated databases to service student needs, including the processing of transcript requests, enrollment verifications, course enrollment, FERPA-regulated external degree verifications, degree conferrals, student identification cards, and more.
- Conferred with staff on policy matters and implemented referrals to the offices of financial aid, international student services, bursar’s and the Provost.

## K-12 EMPLOYMENT

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Oct 2020-July 2022

**Inaugural Scholar in Residence**  
The Chapin School

New York, NY

- Selected as one of three inaugural scholars to co-design a professional development and student internship program at a rigorous, highly ranked independent school for girls.
- Collaborate with faculty from a range of disciplines to provide lesson and unit planning support in humanizing, culturally sustaining, and universally designed pedagogies, applying feminist and critical race frameworks.
- Teach guest lectures in the American Experience, Gender and Sexuality, and Pan-Africanism courses.
- Observe classes, attend faculty meetings, student club meetings, and parent group meetings.
- Advise seniors in semester-long independent study projects.

Aug 2013-Jan 2016

**NYC Teaching Fellow, Special Education Teacher**  
New York City Department of Education (MS 246 Walt Whitman)

Brooklyn, NY

- Taught 7<sup>th</sup> and 8<sup>th</sup> grade ICT classes in English Language Arts, Social Studies, Technology, Tiered Intervention, and Spanish Lab.
- Managed an annual caseload of 25 students with disabilities, developing and implementing all individualized educational plans (IEPs) in academic, psychological, and emotional support.

- Designed and taught curriculum for 7<sup>th</sup> grade Home & Career and Technology Courses.
- ESL Teacher of Beginning Haitian Creole Speakers in the MyPACE afterschool enrichment program.
- Service: Initiated a Language and Culture Club, IEP Quality Reviewer for the School Implementation Team

Oct 2010-June 2013

**Dean of Students; Secondary School Placement Coordinator**  
Harlem Academy

New York, NY

- Co-taught an 8<sup>th</sup> grade humanities course called Reason and Rhetoric.
- Supervised lower school advisory, athletics, and a reading buddies service-learning program.
- Managed secondary school placement and graduate support, coordinating applications for the two inaugural graduating classes, who were awarded more than \$300,000 in annual scholarships to top secondary schools—including Chapin, Riverdale, Grace Church School, Trevor Day, York Prep, Hotchkiss, Peddie, and Holderness.
- Coordinated counseling and behavior management services for families in need.
- Initiated a new group interview admissions component for middle school applicants.
- Developed and implemented a school-wide character education initiative, selecting curricula, and training staff.

Aug 2008-Aug 2010

**After School Site Coordinator**  
CAMBA Kids Succeed @ Beginning with Children Charter School

Brooklyn, NY

- Managed the day-to-day operations of a DYCD funded OST program serving 150 children in K- 5<sup>th</sup> grades.
- Supervised 20 group leaders, assistants and activity specialists with participant and family interactions.
- Supervised program curricula in literacy, math, science, conflict resolution, cooking, visual and performing arts.
- Conceptualized the “Story Buddies” literacy and service-learning project for 5<sup>th</sup> graders and coordinated the implementation of several AmeriCorps service-learning projects, exceeding yearly target of 500 volunteer hours.

Mar 2007-Aug 2008

**Assistant Beacon Director; Test Prep Instructor**  
CAMBA’s Beacon Center @ P.S. 269 (CAMBA, Inc.)

Brooklyn, NY

- Ensured the smooth day-to-day running and coordination of all program-related staff and services for a New York City funded Beacon program with an operating budget of \$400,000, serving 4,000 clients yearly.
- Instructor of Saturday Test Prep Academy for middle school and high school youth.
- Developed and supervised all aspects of middle school programming. Conceptualized “Beacon Club” model and incentive system for 60 middle school participants. Developed curricula for all Clubs (Spoken Word Poetry; Career Me; My Eyes, My Community Photography) and Behavioral Intervention for special needs youth.
- Conceptualized and coordinated all aspects of Alumni Summerscape 2008, including daily activity schedules, curricula and all field trips. Created “Get Set!” morning warm-ups and curricula for World Cultures club theme for the summer.
- Facilitated weekly staff meetings and monthly supervisions with 8 direct reporting staff.
- Organized onsite and offsite training opportunities for professional development of staff.
- Assisted the Program Manager in providing oversight for all aspects of the program in his absence. Conferred with the Program Manager, Deputy Executive Director and other CAMBA management staff as needed regarding programmatic and personnel issues.
- Attended all funder and outside agency meetings as requested.

- Reviewed and signed timesheets. Prepared performance appraisals for direct reporting staff.
- Developed effective marketing material and outreach strategies for various activities.
- Networked both within and outside CAMBA to expand client recruitment and opportunities for client success, such as coordinating joint events with CAMBA's foster-care prevention program, Families for Kids.

Aug 2005-Mar 2007

**Spanish Instructor; Student Advocate**

New York, NY

Promise Academy Charter School (Harlem Children's Zone, Inc.)

- Provided project-based Spanish language instruction to students in 7<sup>th</sup> and 8<sup>th</sup> grades.
- Designed and implemented all curricula, assessments and materials. Taught 6<sup>th</sup> grade math prep classes. Conceptualized and facilitated an "Urban Voices Film and Book Club" for 6<sup>th</sup>-8<sup>th</sup> graders.
- Collaborated with ELA and Math Specialists for curriculum design, projects and field trips.
- Supervised 2 Student Advocate Assistants who assist with behavior management and homework help.

**OTHER PROFESSIONAL EXPERIENCE**

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2014-present

**Publisher & Editor**

Dimonet Connect Publishing ([www.dimonetconnectpublishing.com](http://www.dimonetconnectpublishing.com))

- Direct the operations and marketing strategies of a niche publishing and educational consulting company with specialties in multicultural and multilingual literature, inclusive education, and universal design for learning.
- Provide copyediting and writing process assistance to businesses and authors.
- Provide student presentations and professional learning workshops to schools.

**PUBLICATIONS**

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**Peer-Reviewed Journal Articles**

- In progress      **Martin, K.M.** African diasporic religious literacies: Linguaging Vodou in the children's literature of Arna Bontemps, Langston Hughes, and Edwidge Danticat.
- In progress      **Martin, K.M.** Countering anti-Blackness and Afrophobia with African diasporic religious literacies.
- In progress      **Martin, K.M.** Elite literacies: Critical race socialization of Black students in NYC independent schools.
- In progress      **Martin, K.M.** Highlighting counterstories and hyperlocal literacies: A relational narrative case study design.
- Under review      **Martin, K.M.** Speaking the pain, dressing the wounds: Developing racial and raciolinguistic literacies in the composition classroom. *Journal of Multimodal Rhetorics*.
- Forthcoming      Schieble, M., Vetter, A., & **Martin, K.M.** Using reconstructive discourse analysis with teacher inquiry groups to examine languaging practices during critical conversations. *English Teaching: Practice and Critique*.
- In press          **Martin, K.M.** (2022). "I don't know if the plane has really landed": Flanbwayan members on the

challenges, omissions, and potential of culturally responsive and sustaining education in NYC public schools. *Voices in Urban Education*.

- 2021 Schieble, M., Vetter, A., & **Martin, K.M.** (2021). Critical listening for critical conversations. *English Journal*. Available [here](#).
- 2021 Vetter, A., Schieble, M., & **Martin, K.M.** (2021). Examining silences in an English teacher inquiry group focused on critical conversations: A facilitator's reflexive analysis. *Linguistics and Education*. doi:10.1016/j.linged.2021.100951. Available [here](#).
- 2020 Vetter, A., Schieble, M., & **Martin, K.M.** (2020). Critical talk moves in critical conversations: Examining power and privilege in an English language arts classroom. *English in Education*. doi:10.1080/04250494.2020.1848351. Available [here](#).
- 2019 **Martin, K.M.**, Aponte, G., & García, O. (2019). Countering raciolinguistic ideologies: The role of translanguaging in educating bilingual children. *Cahiers internationaux de sociolinguistique*, 16(2), 19-41. doi:10.3917/cisl.1902.0019. Available [here](#).

### Peer-Reviewed Literature

- 2018 **Martin, K.M.** (2018). Forever three. *Transition*, 125, 104-118. Available [here](#).

### Book Chapters

- Forthcoming Hankerson, S., **Martin, K.M.**, Charity Hudley, A.H., & Mallinson, C. "Critical Metalinguistic Awareness and Writing Instruction for Black Language Users." In Renata Love Jones, & C. Patrick Proctor (Eds.), *Pursuing Language and Metalinguistic Awareness in K-12 Classrooms: A Framework for Critical Engagement*. New York, NY: Routledge.
- 2020 Vogel, S., Seltzer, K., Carpenter, K., Ebe, A., Celic, C., & **Martin, K.M.** "Developing Translanguaging Pedagogical Material." In *Supporting, teaching and translanguaging with emergent bilingual students: Lessons from the CUNY-NYSIEB project*. New York, NY: Routledge.
- 2020 Vetter, A., Schieble, M., **Martin, K.M.**, & Rodriguez, T. Framework for critical conversations as social justice pedagogy in ELA classrooms. In B. Asmus, & C. Gonzalez (Eds.), *Engaging the critical in English education: Approaches from the commission on social justice in teacher education*. New York, NY: Peter Lang.

### Book Reviews (\*indicates graduate student co-author)

- 2022 **Martin, K.M.**, & Almash, F.\* (2022). Review of DisCrit Expanded: Reverberations, Ruptures, and Inquiries. *Teachers College Record*. Available [here](#).
- 2018 **Martin, K.M.** (2018). Materials Review: Translanguaging with multilingual students: Learning from classroom moments. *New York State TESOL Journal*, 5(1), 64-65. Available [here](#).

### Academic Books

- 2020 City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). (2020). *Supporting, teaching and translanguaging with emergent bilingual students: Lessons from the CUNY-NYSIEB project*. New York, NY: Routledge. Available [here](#).
- 2020 Schieble, M., Vetter, A., & **Martin, K.M.** (2020). *Classroom talk for social change: Critical conversations in English language arts*. New York, NY: Teachers College Press. Available [here](#).

- Winner of the 2021 Divergent Book Award for Excellence in 21st Century Literacies Research, by the Initiative for 21st Century Literacies Research

### Literary Books

- 2016 Martin, K. M. (2016). *Saltwater rivers*. Brooklyn, NY: Dimonet Connect Publishing. Available [here](#).
- 2014 Martin-Thelusca, K. (2014). *I love myself, do you?/Mwen renmen tèt mwen, e wou menm?* Brooklyn, NY: Dimonet Connect Publishing. Available [here](#).
- 2014 Martin-Thelusca, K. (2014). *Saturday is my favorite day/ Samdi se jou mwen pi pito*. Brooklyn, NY: Dimonet Connect Publishing. Available [here](#).

### Research Reports

- 2019 **Martin, K.M.**, Woodley, H.H., Vogel, S., & Ebe, A. Supporting developing multilingual learners in New York state. CUNY New York State Initiative on Emergent Bilinguals. Available on the New York State Education website [here](#).
- 2018 Carpenter, K.F., **Martin, K.M.**, & Oleander, L. Supporting emergent bilinguals with individualized education plans: Tips from CUNY-NYSIEB. CUNY New York State Initiative on Emergent Bilinguals. Available [here](#).

### Public Scholarship

- Forthcoming **Martin, K.M.**, Stovall, J., Muwwakkil, J., Calhoun, K., Mendoza, D., & Charity Hudley, A.H. *Talking College Study Guide*
- 2022 **Martin, K.M.** (2022, January). How Dr. Martin Luther King, Jr. used Black preaching traditions to deliver powerful speeches. *Duo Lingo*. Available [here](#).
- 2021 Vetter, A., Schieble, M., & **Martin, K.M.** (2021, August 4). Critical Conversations in Secondary Classrooms. *National Council of Teachers of English Blog*. Available [here](#).
- 2018 **Martin, K.M.** (2018, January). Ph.D. Program in Urban Education: Professional Learning and Mentoring Resources for Students and Faculty. <https://phdurbaned.commons.gc.cuny.edu/>
- Martin, K.M.** (2018, May 23). Legbatatics: A Theory of African-Descended Hermeneutics. Available [here](#).
- 2017 **Martin, K.M.** (2017, November 22). Commentary on Tatyana Kleyn’s “Transborder Children and Youth (Back) in Mexico.” Available [here](#).
- Martin, K.M.** (2017, October 27). Apples, Peaches, and Mangoes: Showing Care & Being Aware for DACA. Available [here](#).
- Martin, K.M.** (2017, September 30). Apples, Peaches, and Mangoes: Unpacking Language and Identity in Composition I. Available [here](#).
- 2016 **Martin-Thelusca, K.** (2016, January 31). Savannah creole. Cornbread and Cremasse: Where Haitian and American Cultures Meet. Available [here](#).
- 2015 **Martin-Thelusca, K.** (2015, November 13). From Cabaret to Malpasse: My Haitian literacy trip. Dimonet Connect Publishing. Available [here](#).



2004 **Martin, K.** (2004, September 19). Multilingualism in South Africa: The role of mother tongues in achieving social equity. *Global Perspectives on Human Language: The South African Context*. Available [here](#).

## **FELLOWSHIPS & GRANTS**

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Applied Spencer Small Grant (\$49,984), *OMNI Spiritual School: Exploring Faith and African Diasporic Religious Literacies with Black Middle School Boys*, The Spencer Foundation

Alternate 2022-2024 Cultivating New Voices Among Scholars of Color, National Council for Teachers of English

2022-2023 Community Fellow (**\$1,000**), Project to Prevent Discrimination and Violence Against Black and African Religions, University of North Carolina, Charlotte

2022-2023 Community Stories Fellowship (**\$10,000**), The Crossroads Project, Princeton University

2021 Summer Curriculum Grant (**\$500**), The Chapin School

2021-2022 Scholar in Residence (**\$27,500**), The Chapin School

2020 SPS Online Teaching Essential Course Faculty Grant (**\$500**), The Graduate Center, CUNY

2020-2021 Inaugural Scholar in Residence (**\$25,000**), The Chapin School

2020 Dean K. Harrison Dissertation Fellowship (**\$10,000**), The Graduate Center, CUNY

2020 AERA Division K Graduate Student Travel Grant (**\$200**), The Graduate Center, CUNY

2020 Doctoral Student Research Grant (**\$700**), Ph.D. Program in Urban Education, The Graduate Center, CUNY

2019-2021 Presidential Research Fellowship (**\$51,704 total**), The Graduate Center, CUNY

2018 Doctoral Student Council Grant (**\$700**) for “Remembrance as Resistance” Open Mic event, The Graduate Center, CUNY

2017-2019 Mellon Humanities Alliance Teaching Fellowship (**\$52,256 total**), The Graduate Center, CUNY

2017 Advanced Research Collaborative Graduate Fellowship (**\$4,000**), The Graduate Center, CUNY

2016-2022 Tuition Fellow (**100% Tuition Remission**), The Graduate Center, CUNY

2015 Raised **\$950** in crowd funding for a literacy program in the border town of Malpasse, Haiti (<https://www.gofundme.com/HaitianLiteracy>)

2013 Chancellors Fellowship (**95% Tuition Remission as a NYCTF**), Long Island University

2004-2005 Stanford Humanities Center Undergraduate Fellowship

2003 Comparative Studies in Race and Ethnicity Summer Fellowship (**\$3,000**) to partner with CAMBA, Inc. to facilitate the “Urban Voices Youth Book Club” for youth ages 11-14yrs, Stanford University

## **HONORS & AWARDS**

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2022	2022 Qualitative Research SIG Outstanding Dissertation Award ( <b>\$1,000</b> ), American Educational Research Association
2021	2021 Divergent Book Award for Excellence in 21st Century Literacies Research, the Initiative for 21st Century Literacies Research
2020	Graduate Student Teaching Award ( <b>\$1,000</b> ), The Graduate Center, CUNY
2018	Edwidge Danticat Graduate Student Research Award ( <b>\$200</b> ), Edwidge Danticat Society and UC Santa Barbara Center for Black Studies Research
2014	Segal AmeriCorps Education Award ( <b>\$5,550</b> )
2001	Stanford University Women's Community Center Award

## **PRESENTATIONS**

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### **Refereed Conferences**

Submitted	“Highlighting Counterstories and Hyperlocal Literacies: A Relational Narrative Case Study Design,” Paper submitted to the Narrative Research SIG for the American Educational Research Association annual convention, Chicago, IL.
Submitted	“Countering Anti-Blackness and Afrophobia with African Diasporic Religious Literacies,” Paper submitted for the American Educational Research Association annual convention, Chicago, IL.
Upcoming	“Intersectional Counternarratives of Black Students and Pedagogies of Belonging in Private Schools,” (2022, November 30) Full Day Equity Seminar presented at National Association of Independent Schools People of Color Conference, San Antonio, TX.
May 2022	“African Diasporic Religious Literacies: Languaging Vodou in the Children’s Literature of Langston Hughes and Edwidge Danticat,” Paper presented at Relighting the Crossroads: Historical and Cultural Encounters between Haitians and African Americans, the inaugural annual conference of the Haitian Studies Institute, Brooklyn College-City University of New York. Video of the talk available <a href="#">here</a> .
April 2022	“Intersectional Narratives of Race, Gender, and Class Among Black Students of NYC Independent Schools,” Paper presented at the American Educational Research Association annual convention, San Diego, CA.
November 2020	“‘Saltwater Rivers’: Strategies for Teaching Racial and Raciolinguistic Literacies in the Composition Classroom,” Panel accepted at the National Council for Teachers of English Annual Convention, Denver, CO. (Panel changed format; subsequently declined attendance)
November 2020	“‘Silent for Too Long’: Testimonios of Black/African-Descended (BAD) Students in ‘Good’ Schools,” Roundtable accepted at the National Council for Teachers of English Annual Convention, Denver, CO. (Roundtable canceled due to COVID)
April 2020	“Teaching as Inquiry: Using Discourse Analysis to Facilitate Critical Conversations with Multilingual Students,” Paper co-presented at the American Educational Research Association annual convention, San Francisco, CA. (Conference canceled due to COVID)

- November 2019 “Race, Whiteness, and Teaching English Language Arts,” Workshop co-facilitated at the National Council for Teachers of English Annual Convention, Baltimore, MD
- November 2018 “CUNY GC's ITP Certificate Program, From the Student Perspective,” Panel presented at CUNY’s 17<sup>th</sup> Annual IT Conference, John Jay College of Criminal Justice, NY
- October 2018 “Featuring Community College Student Work,” Panel presented at Community Colleges and the Future of the Humanities, The Graduate Center, CUNY, NY
- April 2018 “AERA Presidential Session: Ocean Hill–Brownsville and Its Relevance Today: The 50th Anniversary of New York City’s Movement for Community Control,” Actress in staged reading of the play “Ocean Hill Brownsville. 1968.” at the American Educational Research Association annual convention, New York, NY
- November 2017 “Marasa Leve: Sympathetic Depictions of Haitian Vodou in the Children’s Literature of Langston Hughes and Edwidge Danticat,” Paper presented at the Congress of Santa Barbara (KOSANBA) Conference 2017, New Orleans, LA
- July 2016 “Marasa Leve,” Roundtable presented at Daughters of the African Atlantic 2016 Consultation, Spelman College, GA

### **Invited Presentations**

- May 2022 “The Praxis of Literacy is Justice: Decentering Whiteness with Children’s Books.” Invited co-panelist on The Praxis of UE2022! A Conversation Among Radical Friends monthly series. Video of talk available [here](#).
- April 2022 “Intersectional Counternarratives of Black Students and Belonging in Private Schools.” Invited keynote given virtually at the Race, Inequality, Language, and Education Speaker Series, Stanford Graduate School of Education. Video of talk available [here](#). Lecture slides available [here](#). Google drive resource folder available [here](#).
- March 2022 “Translanguaging and Transvariant Priming Among Black Students in Elite NYC Independent Schools.” Guest lecture presented in EDUC 103B: Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices, taught by Dr. Alfredo Artiles, Stanford Graduate School of Education.
- Nov 2021 “Translanguaging Consciousness and Intersectionality in the Language of Black Students in Elite NYC Independent Schools.” Talk presented virtually at the Sociolinguistics Lunch Series at the Graduate Center, City University of New York, New York, NY. Video of talk available [here](#). Abstract available [here](#). Closed captioned transcript available [here](#).
- Nov 2021 Panel Moderator, “Diversity and Belonging @ Grace: The Student Perspective,” Grace Church School, NY, NY.
- July 2021 “Belonging and Teaching Students of Color/Minoritized Students in Independent Schools,” Workshop presented at the 2021 Jumpstart Virtual Conference, Initiative for Race Research and Justice, Vanderbilt University, Nashville, TN. Resources shared include the [Relational Student Identity Model](#), [Families of Critical Talk Moves](#), and [Zami](#) student narrative.
- May 2021 “Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study,” Scholar in Residence Lecture presented for The Chapin School, NY, NY. Article on the lecture available [here](#).

- April 2021 “Strategies for Leading Classroom Discussion on Race, Identity, and Social Equity.” Joint workshop presented at the ACERT Lunchtime Seminar, Hunter College, NY, NY. Link to video presentation available [here](#). Resources shared include [Families of Critical Talk Moves](#) and a [Critical Listening Exercise](#).
- February 2021 Panelist, Professional learning workshop organized by the Division of Multilingual Learners and The Borough/Citywide Office of ELLs, NYC Department of Education.
- November 2020 “Youth Leaders for Black Lives: Local Organizing in Private School and Non-Profit Programs,” co-organized and served on a panel presented at the Ph.D. Program in Urban Education Fall 2020 Colloquium, The Graduate Center, NY, NY. Video available [here](#).
- November 2020 Student speaker, “The Ph.D. Program in Urban Education Open House Fall 2020,” The Graduate Center, NY, NY. Video available [here](#).
- November 2019 “Multimodal & Game-Based Pedagogy,” workshop presented as part of the Interactive Technology & Pedagogy Skills Labs, ITP Certificate Program, The Graduate Center, NY, NY. Participant blog post and workshop reflection available [here](#).
- March 2019 “Multimodal & Game-Based Pedagogy,” workshop presented as part of the Interactive Technology & Pedagogy Skills Labs, ITP Certificate Program, The Graduate Center, NY, NY
- October 2018 “Participatory Pedagogy and Connecting Classrooms to Student Backgrounds,” Joint workshop presented at the ACERT Lunchtime Seminar, Hunter College, NY, NY. Video recap and materials available [here](#).
- June 2018 “Critical Language and Linguistic Diversity,” Workshop presented for pre-service teachers in the English Education graduate program, Queens College, Queens, NY
- May 2018 “Teaching and Learning with New Majority Students: Lessons Learned from the CUNY Humanities Alliance,” Roundtable presented at The Futures Initiative Thursday Dialogues, The Graduate Center, NY, NY
- April 2018 “Student-Centered Leadership and Pedagogy in Higher Education,” Workshop presented at “Publics, Politics & Pedagogy: Remaking Higher Education for Turbulent Times, The Futures Initiative,” The Graduate Center, NY, NY

### **Community Events**

- April 2018 Alumna Representative for The Chapin School, Dalton Diversity Conference, NY, NY
- February 2017 Invited Speaker at Upper School Assembly for International Week, The Chapin School, NY, NY
- November 2016 Invited bilingual children’s author, “Festival an Koulé,” St. Albans and Jamaica branches, Queens Public Library, Queens, NY
- May 2015 Author’s Pavilion member at the Stanford National Black Alumni Association Conference, Atlanta, GA
- April 2015 Featured bilingual author, Flatbush Branch, Brooklyn Public Library’s El día de los niños/El día de los libros (Children's Day/Book Day) celebration, Brooklyn, NY
- March 2015 MC and bilingual readings of children’s books, La Troupe Zetwal Haitian Folklore Women’s History Month program at the Caribbean Literary and Cultural Center, Brooklyn, NY

## **UNIVERSITY SERVICE**

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Nov 2021-present	Founding Member, Black Faith Initiative, Stanford University
Aug 2020-May 2021	Graduate Council Student Representative, Ph. D. Program in Urban Education, CUNY
Nov 2018-May 2020	Student Representative, Interactive Technology & Pedagogy Program Advisory Council, CUNY
May 2017-May 2020	Member, Curriculum Committee, Ph. D. Program in Urban Education, CUNY

## **PROFESSIONAL SERVICE**

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Aug 2022-present	Reviewer, <i>Departures in Critical Qualitative Research</i>
Mar 2022-present	Reviewer, <i>Teachers College Record</i>
Dec 2018-June 2021	Inaugural Graduate Student Editorial Board Member, <i>Voices in Urban Education</i>
Nov 2018-June 2021	Reviewer, <i>Journal of Interactive Technology &amp; Pedagogy</i>
May 2018-May 2021	Division G Campus Liaison, American Educational Research Association
Dec 2020-present	Reviewer, Teachers College Press
Nov 2020-Nov 2022	Member, Oxford English Dictionary Advisory Group: African-American English Project
Oct 2020-present	Reviewer, <i>Review of Education, Pedagogy, and Cultural Studies</i>

## **COMMUNITY SERVICE**

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2021-present	Education Committee Member, Board of Trustees, Grace Church School, NY, NY
2018-present	Alumnae Back to School Night committee, The Chapin School, NY, NY
July 2017-July 2019	Member, Citywide Council on English Language Learners, NYC Department of Education
2017-present	Invited Alumni Expert, Sophomore Independent Studies, Grace Church School, NY, NY

## **LANGUAGE COMPETENCE**

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African American Language	Home language and professional reading, writing, speaking and analytical competence
Kreyòl Ayisyen	Professional speaking and reading competence; intermediate writing competence
Español	Conversational speaking and reading competence

## **SCHOLARLY ASSOCIATIONS**

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- 2021-present African and Diasporic Religious Studies Association
- 2020-present Society of Black Language and Culture (SOBLAC)
- 2019-present National Council of Teachers of English (NCTE)
- ELATE Social Justice Commission
  - Alternate, CNV Mentorship Program 2022-2024 Cohort
- 2019-present NCTE Assembly for Research (NCTEAR)
- Early Career Cohort 2020-2021
- 2018-present Edwidge Danticat Society
- 2017-present Congress of Santa Barbara (KOSANBA)
- 2017-present American Educational Research Association (AERA)
- Division G – Social Context of Education
    - Campus Liaison (2018-2021)
  - Division K – Teaching and Teacher Education
    - 2020 Graduate Student Travel Grant
    - Preconference Attendee
  - Qualitative Research SIG
    - 2022 Outstanding Dissertation
    - Preconference Mentee
  - Narrative Research SIG
  - Writing and Literacies SIG
  - Language and Social Processes SIG
  - Religion and Education SIG