



Kahdeidra Monét Martin, Ph.D.

Postdoctoral Scholar, Education

 Curriculum Vitae available Online

Bio

BIO

Dr. Kahdeidra Monét Martin is currently a postdoctoral scholar of education at Stanford University, under the mentorship of Dean Anne Charity Hudley. She uses her lived experience, narrative inquiry, interviews, focus groups, and participatory community-based methods to examine linguistic variation, discourses of deviance, and the intersectional experiences of underrepresented groups in education research—namely Black youth in elite, independent schools and Black youth who are members of African diasporic religions. Her research explores strategies for culturally sustaining literacy instruction and interrogates notions of belonging and ethnicity within diasporic Black communities.

Through the lenses of critical race theory, intersectionality, and translanguaging, Dr. Martin examines raciolinguistics and the co-naturalization of language, race, and spirituality in the lives of African descendant people globally. She received her Ph.D. in Urban Education at The Graduate Center of the City University of New York in June 2021. Her dissertation is entitled “Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study.” It received the 2022 Outstanding Dissertation Award from the Qualitative Research SIG of the American Educational Research Association. Dr. Martin holds an M.S.Ed. in Teaching Urban Adolescents with Disabilities, from Long Island University, and a B.A. in African & African American Studies with a minor in Linguistics from Stanford University.

With Dr. Melissa Schieble and Dr. Amy Vetter, Dr. Martin has co-authored a book, *Classroom Talk for Social Change: Critical Conversations in English Language Arts* (Teachers College Press, 2020), which received a 2021 Divergent Book Award for Excellence in 21st Century Literacies Research. In recognition of her commitment to pedagogical excellence, she was one of three graduate student recipients of the 2020 Teaching Award.

Dr. Martin’s scholarship has been supported by numerous grants and fellowships, including a Fellowship by the Community Project to Prevent Discrimination and Violence Against Black and African Religions, Princeton University Crossroads Project Community Stories Fellowship, CUNY Mellon Humanities Alliance Teaching Fellowship, the Edwidge Danticat Society Graduate Research Award, and a two year Scholar in Residence at The Chapin School, her alma mater.

HONORS AND AWARDS

- Community Fellow, Project to Prevent Discrimination and Violence Against Black and African Religions, University of North Carolina, Charlotte (2022-2023)
- Community Stories Fellowship, The Crossroads Project, Princeton University (2022-2023)
- 2022 Qualitative Research SIG Outstanding Dissertation Award, American Educational Research Association (2022)
- 2021 Graduate Student Teaching Award, The Graduate Center, City University of New York (2021)
- Scholar in Residence, The Chapin School (2020-2022)
- 2021 Divergent Book Award for Excellence in 21st Century Literacies Research, Initiative for 21st Century Literacies Research (2020)

- Dean K. Harrison Dissertation Fellowship, The Graduate Center, City University of New York (2020)
- Graduate Student Teaching Award, The Graduate Center, City University of New York (2020)
- Presidential Research Fellowship, The Graduate Center, City University of New York (2019-2021)
- Edwidge Danticat Graduate Student Research Award, Edwidge Danticat Society & UC Santa Barbara Center for Black Studies Research (2018)
- Mellon Humanities Alliance Teaching Fellowship, The Graduate Center, City University of New York (2017-2019)

STANFORD ADVISORS

- Anne Charity Hudley, Postdoctoral Faculty Sponsor

LINKS

- My Personal Website: <https://www.kahdeidramartin.com/>

Research & Scholarship

LAB AFFILIATIONS

- Anne Charity Hudley, Stanford Black Academic Development (BAD) Lab (8/15/2021)

Teaching

COURSES

2021-22

- Writing & Rhetoric 1: Rhetorics of Race, Inequality, Language, and Education: PWR 1KH (Win, Spr)

Publications

PUBLICATIONS

- **Examining silences in an English teacher inquiry group focused on critical conversations: A facilitator's reflexive analysis** *Linguistics and Education*
Vetter, A., Schieble, M., Martin, K. M.
2021; 65
- **Critical talk moves in critical conversations: examining power and privilege in an English Language Arts classroom** *ENGLISH IN EDUCATION*
Vetter, A., Schieble, M., Martin, K.
2020
- **Classroom talk for social change: Critical conversations in English language arts**
Schieble, M., Vetter, A., Martin, K. M.
Teachers College Press.2020
- **Framework for critical conversations as social justice pedagogy in ELA classrooms** *Engaging the critical in English education: Approaches from the commission on social justice in teacher education*
Vetter, A., Schieble, M., Martin, K. M.
Peter Lang.2020
- **Developing translanguaging pedagogical material** *Supporting, teaching and translanguaging with emergent bilingual students: Lessons from the CUNY-NYSIEB project*
Vogel, S., Seltzer, K., Carpenter, K., Ebe, A., Celic, C., Martin, K. M.
Routledge.2020
- **Countering raciolinguistic ideologies: The role of translanguaging in educating bilingual children** *Cahiers internationaux de sociolinguistique*
Martin, K. M., Aponte, G. G., Garcia, O.
2019; 16 (2): 19-41
- **(Materials Review) Translanguaging with Multilingual Students: Learning from Classroom Moments** *New York State TESOL Journal*

Martin, K. M.
2018; 5 (1): 64-65

- **Forever Three** *TRANSITION*

Martin, K.
2018: 104-118

- **Supporting developing multilingual learners in New York state. CUNY New York State Initiative on Emergent Bilinguals**

Martin, K. M., Woodley, H. H., Vogel, S., Ebe, A.
CUNY-New York State Initiative on Emergent Bilinguals.
2016

PRESENTATIONS

- African Diasporic Religious Literacies: Languaging Vodou in the Children's Literature of Langston Hughes and Edwidge Danticat - Haitian Studies Institute, Brooklyn College-City University of New York (May 21, 2022)
- Intersectional Narratives of Race, Gender, and Class Among Black Students of NYC Independent Schools - American Educational Research Association (April 21, 2022)
- Intersectional Counternarratives of Black Students and Belonging in Private Schools - Stanford Graduate School of Education (April 13, 2022)
- Translanguaging Consciousness and Intersectionality in the Languaging of Black Students in Elite NYC Independent Schools - The Graduate Center, City University of New York (November 12, 2021)
- Strategies for Leading Classroom Discussion on Race, Identity, and Social Equity - Hunter College, City University of New York (November 12, 2021)
- The Praxis of Literacy is Justice: Decentering Whiteness with Children's Books - The Graduate Center, City University of New York (May 23, 2022)