



Kristin Snoddon, Ph.D is a deaf scholar and Associate Professor with the School of Early Childhood Studies, Toronto Metropolitan University, Canada. Her research and professional experience include collaborative work with deaf communities in developing sign language and early literacy programming for young deaf children and their parents. From 2001-2005, she worked as American Sign Language and Literacy Training Co-ordinator for the Ontario Cultural Society of the Deaf. This experience with developing sign language and early literacy programming for young deaf children and their parents or caregivers motivated her Ph.D. studies in Second Language Education at the Ontario Institute for Studies in Education, University of Toronto.

Her longstanding program of research has focused on developing a parent American Sign Language curriculum that is aligned with the Common European Framework of Reference for Languages. Additionally, she analyzes policy issues related to inclusive education, sign language rights, and acquisition planning for ASL. Her current research focuses on sign language ideologies and ideologies of understanding. She is principal investigator for the Social Sciences and Humanities Research Council of Canada Insight Grant-funded project, "The Institutionalization of Deaf Interpreters in Canada."

She is lead editor of the book *Critical Perspectives on Plurilingualism in Deaf Education* (Multilingual Matters, 2021). She has served as Associate Partner for the Promoting Excellence in Sign Language Instruction project under the European Centre for Modern Languages, Council of Europe. Since 2016, she has served as Co-ordinator for the World Federation of the Deaf's Expert Group in Deaf Education.