

# FELICIA MOORE MENSAH, PH.D.

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## EDUCATION

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### Florida State University, Tallahassee, FL

Doctor of Philosophy, Curriculum and Instruction- Science Education (May 2003)

- Dissertation: *Professional Development and Poststructural Analysis: Stories of African American Science Teachers*, Dissertation Abstracts International (UMI Number: 3109518)

### North Carolina Agricultural and Technical State University, Greensboro, NC

Master of Science, Biology and Secondary Education (May 1992)

### University of North Carolina, Chapel Hill, NC

Bachelor of Science, Biology (August 1988)

## LEADERSHIP & ADMINISTRATION EXPERIENCE

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### Teachers College, Columbia University, New York, NY

#### Office of the Provost & Dean of the College

- Inaugural Position: Associate Dean (September 2016-August 2019)
- Senior Advisor to the Provost (September 2015-September 2016)

#### Department of Mathematics, Science & Technology

- Vice Chair (September 2019-currently)
- Program Director, Teachers College & Columbia University College of Dental Medicine, Dental Education Program (January 2019-currently)
- Program Coordinator, Science Education Program (August 2010-January 2016)

#### Center for Innovation in Teacher Education and Development (CITED)

- Founding Associate Director for CITED NYC with Kings College, London (January 2019-currently)

## FACULTY EXPERIENCE

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### Teachers College, Columbia University, New York, NY

#### Department of Mathematics, Science & Technology

- Full Professor of Science Education (May 2015-currently)
- Associate Professor of Science Education (April 2010-2015)
- Assistant Professor of Science Education (August 2004-April 2010)
- Faculty Member-at-Large, Graduate School of Arts and Sciences, Columbia University (Spring 2007-currently)

#### **Michigan State University, East Lansing, MI**

- Postdoctoral Fellow, Center for Curriculum Material in Science (June 2003-July 2007) &
- Visiting Assistant Professor, Department of Teacher Education (June 2003-June 2004)

#### **Florida State University, Tallahassee, FL**

Adjunct Faculty, Department of Middle & Secondary Education (August 2000-May 2003)

#### **Brisbane Preparatory Math and Science Academy, Charlotte, NC**

After School Enrichment Program, Science Tutor, and Science Teacher (1997-1998)

#### **Charlotte-Mecklenburg Public Schools, Charlotte, NC**

Science Teacher, Grades 9-12, Biology, Earth Science, and Physical Science (1994-1997)

### **LEADERSHIP DEVELOPMENT**

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#### **HERS Institute Alumna (Summer 2018), Bryn Mawr**

The HERS Institute is a competitively selected Leadership Development Institute for women in Higher Education. Since 1976, the curriculum covers general leadership principles, higher education trends, change management, budgets and financial statements, career planning, legal issues, inclusive excellence, and fundraising. Sessions are taught by professional practitioners and leaders in their fields, as well as campus administrators. Successful completion of a HERS Institute requires participants to have the support of their Institution administration, to complete a Capstone Leadership Project related to their role at the Institution, and to engage in introspection and skill development surrounding their own leadership roles and identity as a leader. As a HERS Institute Alumna, participants are connected to 5,000 alumnae across Higher Education Administration, Staff, and Faculty roles from across the U.S.

### **GRANTS: FUNDED RESEARCH/ COLLABORATIVE RESEARCH TEAM PROJECTS**

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1. Virtual STEAMnasium Summer Camp. Department of Mathematics, Science and Technology. Teachers College, Columbia University. Summer 2020. PI, \$20,000
2. Virtual STEAMnasium: Engaging K-12 Teachers and Students in Online Inquiry-based STEM Learning. Spencer Foundation COVID Grant. PI, \$49,594. (Not-funded)
3. STEAMnasium for Teacher Learning: A Research, Development, and Demonstration Project. Lounsbery Foundation. Research Lead. Fall 2018-Fall 2020. \$100,000

4. STEM Teaching Fellowship Program for K-12 STEM Teachers. Regeneron Pharmaceuticals, with Endeavor US Satellite. Summer 2019-Summer 2020. PI, \$21,400
5. Geeks Rule Foundation. Development of Urban STEM Curriculum for Grades 6-8. Fall 2017-Fall 2018. PI, \$40,000
6. Provost Investment Fund Grant. Initiating a Program of Research into the Education of Teacher Educators: Part 2: Content Specific Knowledge and Practices. Teachers College, Columbia University. Summer 2017-Summer 2018; Co-PI. \$20,000
7. Provost Investment Fund Grant. Faculty Engagement with Racial Trauma & Creating a More Responsive TC. Teachers College, Columbia University. Fall 2016-Summer 2018. Co-PI. \$20,000
8. National Science Foundation/University of Georgia. Exploring Racial Microaggression in Science Education. Fall 2017-Fall 2019. Co-PI. \$24,160
9. Provost Investment Fund Grant. Initiating a Program of Research into the Education of Teacher Educators. Teachers College, Columbia University. Summer 2015-Summer 2017; Co-PI. \$20,000
10. Dean's Fellowship Program for Teaching and Diversity. Race, Culture and Diversity Grant. Teachers College, Columbia University. Development of a first-year graduate-level seminar course. Fall 2015-Spring 2016. PI. \$15,000
11. Teacher Leadership Quality Program Grant. Teachers College, Columbia University, New York City Public Schools. Teacher professional development in science & mathematics (STEM) with elementary school teachers. Consultant, Researcher. Fall 2014-Spring 2014
12. Provost Investment Fund Grant. Leadership Initiative for Culturally Relevant and Responsive Education (CRRE). Teachers College, Columbia University. Fall 2013-Summer 2015; co-PI, \$20,000
13. Teacher Education Investment Fund Grant. Teachers College, Columbia University. Exploratory Study of the Impact of Teacher Education in the Preparation of Secondary Science and Mathematics Teachers: Starting with JFEW Scholars. Spring 2013-Fall 2014; PI, \$10,750
14. Barnard College, Global Symposium & Teachers College Provost Fund & Departmental Funding, Mathematics, Science & Technology Funds. Women in Science Education Leveraging Knowledge across Global Contexts to Promote Gender Equity in Elementary Science Education: US, Brazil, and Argentina. Spring 2013-Fall 2015; PI, \$18,000
15. National Science Foundation (NSF, DRL-1258730). Sisters of the Academy Institute Intensive Grantsmanship Workshop (IGW). October 2012-September 2014; PI, \$44,936
16. Provost Investment Fund Grant. Teachers College, Columbia University. Enhancing the pedagogical preparation of doctoral students at Teachers College: A "course staff" model for teaching assistants. Spring 2012-Spring 2013; Co-PI, \$21,000
17. FEC Subcommittee on Race, Culture, and Diversity, Dean's Fellowship Program for Teaching and Diversity Research Proposal. Teachers College, Columbia University. After school science and literacy project. Fall 2010-Spring 2011; PI, \$5,000

18. Nurture New York's Nature, Urban Science Education Center. Teachers College, Columbia University. Co-Director of the Urban Science Education Center. Go Wild in NYC, Environmental science curriculum project for elementary and middle school teachers. Using Go Wild curriculum for preservice teacher/researcher projects in urban elementary classrooms. Fall 2006-Fall 2007; Co-PI, \$39,000
19. Race, Culture, and Diversity Teaching Fellowship Grant. Teachers College, Columbia University. "Who am I?": Exploring the development of a science teacher identity with elementary preservice teachers. Fall 2006-Spring 2007; PI, \$7,000
20. Dean's Non-Competitive Grant for Pre-Tenure and Non-Tenure Track Faculty. Teachers College, Columbia University. Draw-a-teacher, not: Preservice teachers' drawings of the ideal teacher. Summer 2005; PI, \$2,500
21. National Science Foundation. Culturally Relevant/Responsive Education (CRRE) in Science and Literacy Curriculum Project. Co-PI, \$70,000 (Not funded)

#### **Funded Grants: Advisory Board Member**

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1. Maryland Collaborative for Research in Urban STEM Education (MD-CRUSE). Advisory Board. Fall 2020-2022.
2. Investigating Effective STEM Teaching Through a Culturally Responsive Lens. NSF Robert Noyce Track 4. DUE Division of Undergraduate Education. Advisory Board. Fall 2020-2025. \$ 999,931
3. Bringing Investigation and Design to the Undergraduate Science classroom to Prepare Future Teachers. Advisory Board. NSF DUE Division of Undergraduate Education. Fall 2020-2024. \$656,399
4. Teaching Science Outdoors: A Next Generation Approach for Advancing Elementary Science Teaching in Urban Communities. Advisory Board. NSF DRK12. Fall 2019-2024. \$1,061,722
5. STEM Stories. Bridging Communities with Student STEM Stories: Culturally-Responsive Strategies for Motivating STEM Engagement in Diversifying Public Schools. Advisory Board. NSF. Division of Research on Learning. Fall 2018-2021. \$1,200,000
6. Carver Teaching Initiative - Inspiring the Next Generation of STEM Teaching Professionals through Internships, Recruitment, and Engagement (INSPIRE). National Science Foundation. Research Evaluator. August 2018- July 2023; \$689,749
7. STEM+C Integrating Computational Making Practices in STEM Teaching Teacher Professional Development. National Science Foundation. Planning and Advisory Board. January 2018-2020.
8. National Science Foundation (NSF, EHR- 490106). Capacity Building Project to Advance Research on Girls' Math Identity: Improving STEM Learning and Broadening Participation. Planning and Advisory Board. March 2014-February 2017; \$299,589
9. U.S. Office of Innovation and Improvement: Teacher Quality Partnership Grants Program.

Teaching Residents at Teachers College, TR@TC2. Consultant, Fall 2014-2017; \$7.5 million

10. Collaborative Inquiry within Curriculum Domains at PS/IS 180: A Cross-grade Discussion. PS 180, Bank Street, and Teachers College. Teacher professional development project for PK-6 cross-grade collaboration in science, math, social studies, and language arts. Consultant, Researcher. Fall 2007-Spring 2009
11. Teacher Leadership Quality Program Grant. Teachers College, Columbia University, Yonkers Public Schools. Teacher professional development in science & mathematics with elementary and middle school teachers. Facilitator. Fall 2007-Summer 2014
12. General Electric Foundation Harlem Schools Partnership. Teacher Professional Development in Science with Elementary School Teachers and Building Elementary School Science Programs. Office of School and Community Partnerships. Facilitator/Researcher. Fall 2008-Summer 2014
13. New York City Department of Education, Office of Equity and Access. Empowering Boys Initiative (EBI) Pilot Program, Black Male and Latino Initiative. Summer-Spring 2013; Consultant, \$200,000
14. TC Spencer Foundation Training Grant. Mental Models and School-based Learning of Science and Mathematics: A Multidisciplinary, Collaborative Approach to the Preparation of Doctoral Students in Education. Spring 2005-Fall 2007; Consultant, \$87,600

### **Consultation**

1. American Institutes for Research. Improving Elementary Science. Consultant/Content Specialist. Fall 2020. (Honorarium)
2. Five-year External Review Committee for the Curriculum and Instruction Department, University of Illinois at Chicago, for the Programs MEd in Science Education & PhD in Mathematics and Science Education. (October 26-27, 2017). (Honorarium)
3. Educational Testing Service, Invited Outside Item Writer and Reviewer, Elementary Science Education Content and Pedagogy. (October 2015). Stephen Horvath, Assessment Specialist. (Honorarium)
4. Five-year External Review Committee for the Development of Early Childhood, Elementary and Literacy Education, Montclair State University. (March 2015). Tina Jacobowitz, Department Chair. (Honorarium)
5. Educational Testing Service, Invited Outside Item Writer and Reviewer, Elementary Science Education Content and Pedagogy. (February-May 2015). Stephen Horvath, Assessment Specialist. (Honorarium)
6. Empowering Boys Initiative (EBI) Pilot Program. New York City Department of Education. Black Male and Latino Initiative, Consultant. (Fee)
7. Albany State University, GA, NCATE Mock Interview Schedule College of Education, Advisory

- Team. (November 2012). Kimberly King-Jupiter, Dean of the College, and Dorene Medlin, Science Coordinator, contacts. (Honorarium)
8. Salish Kootenai Tribal College, Pablo, MT, Bachelor of Science in Secondary Science Education, Developing American Indian Science Educators (DAISE), Advisory Board Meeting. (August 2012, August 2015). Regina Sievert, Project Director, contact. (Honorarium)
  9. Stuart Country Day School, Princeton, NJ, Science Department Review. (May 2012). Jackie O’Gorman, Department Chair. (Honorarium)
  10. MISE-Merck/Newark, NJ Public Schools Partnership, Planning Meeting for Science. (2011). Thomas Corcoran, contact. (Honorarium)
  11. NASA Endeavor Science Teaching Certificate Project, Selection Committee. (2009; 2010; 2011; 2012). Glen Schuster, contact. (Honorarium)
  12. Channel Thirteen/WNET New York City, PBS, Elementary Science Curriculum. Michelle Chen, contact. (Unpaid)
  13. Columbia Business School, Technology & Science Curriculum Materials. Sonal Mehta, contact. (Unpaid)

## **HONORS AND AWARDS**

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- 2020 A Vision for the Next Phase of JRST, Journal of Research in Science Teaching. Most frequently downloaded paper of 2019
- 2017 Mentor Award Nominee, SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science (nominated by former student, competitive)
- 2017 Paul Anderson Award for Exceptional Effort, Text and Academic Authors Association (Presented by Organization’s Council)
- 2017 Outstanding Science Teacher Educator of the Year Award Recipient, Association of Science Teacher Education, Award 1, Level 2 (>10 years) (nominated by senior colleague in field, competitive)
- 2016 A Seat at the Table Award, Black Student Movement (BSN), Annual Black History Gala, Teachers College, Columbia University (Executive Board nomination)
- 2013 Office of Student Organizations Faculty Award, Advisor to the Black Student Network (BSN), Teachers College, Columbia University (Staff nomination)
- 2012 Early Career Award, American Educational Research Association, Division K, Teaching and Teacher Education (nominated by senior scholars in field of science education) (competitive)
- 2011 Outstanding Mentor Award Nominee, Association of Science Teacher Education (nominated by students and department) (competitive)
- 2009 Outstanding Mentor Award Nominee, Association of Science Teacher Education, (nominated

- by students and department) (competitive)
- 2009 National Science Teachers Association Summer Reading List for Science Teachers, Article selected: Teachers' coping strategies for teaching science in a "low performing" school district
- 2009 Journal of Research in Science Teaching, Second most frequently downloaded paper of 2008, Article: *Girls and science: A review of four themes in the science education literature*
- 2009 Early Career Nomination, National Association of Research in Science Teaching (competitive)
- 2008 Research Travel Grant Award, New Connections Research and Coaching Clinic, Robert Wood Johnson Foundation (competitive)
- 2008 National Technology Award Paper Nomination, Science in the city photo albums: Connecting science content standards using digital photography (competitive)
- 2007 Graduate School of Arts and Sciences (GSAS) Status
- 2006 Cambridge Who's Who Executive and Professional Registry
- 2006 Faculty Executive Committee, Race, Culture and Diversity Teaching Award (competitive)
- 2005 Dean's Summer Research Grant (competitive)
- 2005 Equity and Ethics Scholars Awardee, National Association of Research in Science Teaching (competitive)
- 2002 Judge Curtis E. and Marjorie M. Chillingworth Scholarship Awardee, Florida State University (competitive)
- 2002 Delores Auzenne Fellowship Awardee, Florida State University (competitive)

## **CENTER AFFILIATIONS**

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Center for Innovation in Teacher Education and Development (CITED)

- Founding Associate Director for CITED NYC with Kings College, London (January 2019-currently)

Black Education Research Collective (BERC), Teachers College, Columbia University, Affiliate Faculty (Fall 2017-currently)

Institute for Urban and Minority Education (IUME), Teachers College, Columbia University, Affiliate Faculty (Fall 2017-currently)

Institute for Research in African-American Studies (IRAAS) Columbia University; Faculty Fellow (Fall 2016-currently)

The Collaborative to Advance Equity through Research (CAETR); Columbia University; (Fall 2017-currently)

Urban Science Education Center, Co-director, Elementary Science Education Division, Teachers College, Columbia University (2004-currently)

Center for Culturally Relevant and Responsive Education (CRRE) (2013-2016); Co-director, Teachers

College, Columbia University

Center for Technology and School Change (2005-2015); Professional Development Facilitator, Teachers College, Columbia University

Center for Curriculum Materials in Science (2004-2008); Postdoctoral Fellow, Michigan State University

## SCHOLARSHIP

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### **Peer-Reviewed Journal Articles** (#Invited; ^Former/Present Student Collaborator; ~Mentee)

1. #Mensah, F.M. Culturally relevant and culturally responsive teaching in the elementary science classroom. *NSTA Science Scope Journal*, Guest Editorial.
2. Mensah, F.M. (Accept with major revisions). Planning and teaching science curriculum as transformation and social action. *The Urban Review*
3. ^Levy, A.R., & **Mensah, F.M.** (Accept with minor revisions). Learning through the experience of water in elementary school science. *Water Journal*
4. ^Serpagli, L., & **Mensah, F.M.** (Accept with minor revisions). Keeping up with the digital natives: Using social media in an all-girls' science classroom. *School Science and Mathematics Journal*
5. ~Watkins, S.E., & **Mensah, F.M.** (2019). Peer support and STEM success for one African American female engineer. *Journal of Negro Education*, 88(2), 181-193. DOI: 10.7709/jnegroeducation.88.2.0181
6. Mensah, F.M. (2019). Finding voice and passion: Critical race theory methodology in science teacher education. *American Educational Research Journal*, 56(4), 1412-1456. DOI: 10.3102/0002831218818093
7. ^Chen, J., & **Mensah, F.M.** (2018). Teaching contexts that influence elementary preservice teachers' teacher and science teacher identity development. *Journal of Science Teacher Education*, 29(5), 420-439. DOI: 10.1080/1046560X.2018.1469187
8. **Mensah, F.M.**, Brown, J., Titu, P., Rozowa, P., Sivaraj, R., & Heydari, R. (2018). Preservice and inservice teachers' ideas of multiculturalism: Explorations across two science methods courses in two different contexts. *Journal of Science Teacher Education*, 29(2), 128-147. DOI: 1046560X.2018.1425820
9. **Mensah, F. M.**, & ^Jackson, I. (2018). Whiteness as property in science teacher education. *Teachers College Record Teachers College Record*, 120(1), 1-38. <http://www.tcrecord.org> ID Number: 21958.
10. ^Ashby, P., & **Mensah, F. M.** (2018). Critical chemistry education in a private, suburban high school. *Research in Science Education*, 1-30. DOI: 10.1007/s11165-018-9690-2
11. ~Underwood, J.B., & **Mensah, F.M.** (2018). An investigation of science teacher educators'



perceptions of culturally relevant pedagogy. *Journal of Science Teacher Education*, 28(1), 46-64.  
<https://doi.org/10.1080/1046560X.2017.1423457>

12. ^Taher, T., **Mensah, F.M.**, & Emdin, C. (2017). Exploring the impact of reality pedagogy: Understanding its implementation on urban immigrant students. *Universal Journal of Educational Research*, 5(11), 1853-1862. DOI: 10.13189/ujer.2017.051101
13. ^Rosa, K., & **Mensah, F.M.** (2016). Educational pathways of Black women physicists: Stories of life. *Physical Review Physics Education Research*, 12(1), 020113-15.
14. ^Hansen, S.J.R., **Mensah, F.M.**, & Gordon, P. (2016). ConfChem Conference on Interactive Visualizations for Chemistry Teaching and Learning: A multimodal examination of visual problem solving. *Journal of Chemical Education*, On-line. DOI: 10.1021/acs.jchemed.5b00549
15. Miles, R.L., Slagter Van Tryon, P., & **Mensah, F.M.** (2015). Mathematics and science teachers' professional development with local businesses to introduce middle and high school students to opportunities in STEM careers. *The Science Educator*, 24(1), 1-11.
16. ^Ado, G., & **Mensah, F.M.** (2015). The influence of cultural factors on HIV/AIDS education in Ivorian Schools. *International Quarterly of Community Health Education*, 35(3), 227-243.
17. Varelas, M., Settlage, J., & **Mensah, F.M.** (2015). Explorations of the structure–agency dialectic as a tool for framing equity in science education. *Journal of Research in Science Teaching*, 52(4), 439-447.
18. Rivera Maulucci, M.S., & **Mensah, F.M.** (2015). Naming ourselves and others. *Journal of Research in Science Teaching*, 52(1), 1-5.
19. ^Berg, A., & **Mensah, F.M.** (2014). De-marginalizing science in the elementary classroom by coaching teachers to address perceived dilemmas. *Education Policy Analysis Archives*, 22(57), 1-35. DOI: <http://dx.doi.org/10.14507/epaa.v22n57.2014> In EPAA/AAPE special issue, S. Woulfin (Ed.), *Politics, policies, and practices of coaching and mentoring programs*.
20. #**Mensah, F.M.** (2014). Creating solidarity across diverse communities: International perspectives in education, C. E. Sleeter, & E. Soriano (Eds.). New York, NY: Teachers College Press, 2012. ISBN:978-0-8077-5337-8. Book Review, *Teachers College Record*. <http://www.tcrecord.org> ID Number: 17531.
21. ^Graham, R., ^Zubiaurre Bitzer, L., **Mensah, F. M.**, & Anderson, O. R. (2014). Dental student perceptions of the educational value of a comprehensive, multidisciplinary OSCE. *Journal of Dental Education*, 78(5), 694-702.
22. ^Brotman, J., & **Mensah, F. M.** (2013). Urban high school students' perspectives about sexual health decision-making: the role of school culture and identity. *Cultural Studies of Science Education*, 8(2), 403-431.

23. #**Mensah, F. M.** (2013). Theoretically and practically speaking, what is needed in diversity and equity in science teaching and learning? *Theory Into Practice*, 52(1), 66-72. DOI: 10.1080/00405841.2013.743781 Special theme issue, Diversity and Equity in Science Education.
24. ^Mallya, A., **Mensah, F. M.**, Contento, I. R., Koch, P. A., & Calabrese Barton, A. (2012). Extending science beyond the classroom door: Learning from students' experiences with the Choice, Control and Change (C3) curriculum. *Journal of Research in Science Teaching*, 49(2), 244-269.
  - Republished in three NSTA journals as current education research and recommended Summer Reading List for teachers, Summer/July 2013 issues of *Journal of College Science Teaching*, *The Science Teacher*, & *Science Scope*
25. Johnston, A., Butler, M. B., **Mensah, F. M.**, & Williams, B. (2011). Playing with science: Models for engaging communities. Special issue, Designing Environments to Promote Play-based Science Learning. *Children, Youth and Environments*, 21(2), 312-324.
26. **Mensah, F. M.** (2011). The DESTIN: Preservice teachers' drawings of the ideal elementary science teacher. *School Science and Mathematics*, 111(8), 379-388.
27. **Mensah, F. M.** (2011). A case for culturally relevant teaching in science education and lessons learned for teacher education. *The Journal of Negro Education*, 80(3), 296-309. Special issue, Teacher Education and the Black Community: Preparing Teachers to Teach Black Students, Preparing Black Students to Become Teachers.
  - Selected for republication in 2014 Annual Editions: Multicultural Education, published by McGraw-Hill
28. **Mensah, F. M.** (2011). On the road to reform: A sociocultural interpretation of reform. *Cultural Studies of Science Education*, 6(3), 671-678.
29. #**Mensah, F. M.** (2011). The hardest questions aren't on the test: Lessons from an innovative urban school, by Linda F. Nathan. Beacon Press, Boston, MA, USA, 2009, 189 pp. ISBN: 978-08-0703-274-9. Invited Book Review, *Science Education*, 95(4), 768-770.
30. ^Brotman, J. S., **Mensah, F. M.**, & Lesko, N. (2011). Urban high school students' learning about HIV/AIDS in different contexts. *Science Education*, 95(1), 87-120.
31. ^Gunning, A. M., & **Mensah, F. M.** (2010). Preservice elementary teachers' development of self-efficacy and confidence to teach science: A case study. *Journal of Science Teacher Education*, 22(2), 171-185.
32. ^Marrero, M., & **Mensah, F. M.** (2010). Socioscientific decision making and the ocean: A case study of 7<sup>th</sup> grade life science students. *Electronic Journal of Science Education*, 14(1), 1-27.
33. #**Mensah, F. M.** (2010). Toward the mark of empowering policies in elementary school science programs and teacher professional development. *Cultural Studies of Science Education*, 5(4), 977-983.

34. **Mensah, F. M.** (2010). Who do I look like? Diversity in self, family, and others. *Science Activities*, 47(4), 125-132. Special issue, Multicultural Science Teaching.
  - Most-downloaded special issue of 2010 on Informaworld, Taylor & Francis Publications
35. ^Brotman, J. S., **Mensah, F. M.**, & Lesko, N. (2010). Exploring identities to deepen understanding of urban high school students' sexual health decision-making. *Journal of Research in Science Teaching*, 47(6), 742-762.
36. #Geelan, D., **Mensah, F. M.**, Rahm, J., & Maulucci, M. R. (2010). Roles, caring and learning to teach science. *Cultural Studies of Science Education*, 5(4), 649-663.
37. **Mensah, F. M.** (2009). A portrait of black teachers in science classrooms. *The Negro Educational Review*, 60(1-4), 39-52.
38. **Mensah, F. M.** (2009). Confronting assumptions, biases, and stereotypes in preservice teachers' conceptualizations of science teaching through the use of book club. *Journal of Research in Science Teaching*, 46(9), 1041-1066.
39. ^Catlin, J. N., & **Mensah, F. M.** (2009, March). Creating an equitable classroom through establishing respect [Electronic Version]. *Beyond Penguins and Polar Bears*, from <http://beyondpenguins.nsd.org/>
40. ^Brotman, J. S., & **Mensah, F. M.** (2008). Girls and science: A review of four themes in the science education literature. *Journal of Research in Science Teaching*, 45(9), 971-1002.
  - Second most-downloaded article in 2010 on Springer Publishers
41. **Moore, F. M.** (2008). Agency, identity, and social justice education: Preservice teachers' thoughts on becoming agents of change in urban elementary science classrooms. *Research in Science Education*, 38(5), 589-610.
42. **Moore, F. M.** (2008). Positional identity and science teacher professional development. *Journal of Research in Science Teaching*, 45(6), 684-710.
43. **Moore, F. M.** (2008). The role of the elementary science teacher and linguistic diversity. *Journal of Elementary Science Education*, 20(3), 49-61.
44. **Moore, F. M.** (2008). Preparing elementary preservice teachers for urban elementary science classrooms: Challenging cultural biases toward diverse students. *Journal of Science Teacher Education*, 19(1), 85-109.
45. **Moore, F. M.** (2007). Language in science education as a gatekeeper to learning, teaching, and professional development. *Journal of Science Teacher Education*, 18(2), 319-343.
46. **Moore, F. M.** (2007). Teachers' coping strategies for teaching science in a "low-performing" school district. *Journal of Science Teacher Education*, 18(5), 773-794.
  - Republished in three NSTA journals as current education research and recommended Summer Reading List for teachers, Summer/June 2009 issues of *Journal of College Science Teaching*, *The Science Teacher*, & *Science Scope*

47. **Moore, F.** (2006). Multicultural preservice teachers' views of diversity and science teaching. *Research and Practice in Social Sciences, 1*(2), 98-131.

### **Books**

1. Mensah, F.M. (2020). *Like words falling onto the page: Demystifying the academic writing and publishing process*. The Scholar Mentor. Kindle Direct Publishing.
  - Amazon #1 Best-Seller in 12 categories (2 days): #1 Adult & Continuing Education, #1 Book Notes, #2 Technical Writing, #3 Education Research, #3 Journal Writing, #5 Academic & Commercial Writing Reference, #5 Authorship, #6 College & University Education, #7 Publishing & Books, #7 Writing Skill Reference, #10 Studying & Workbooks, & #25 Writing, Research and Publishing Guides.

### **Peer-Reviewed Book Chapters** (#Invited; ^Former/Present Student Collaborator)

1. #**Mensah, F.M.**, & Chen, J.L. (In process). Qualitatively doing science teacher education. *The handbook of science teacher education*.
2. #**Mensah, F.M.**, & Chen, J.L. (forthcoming, 2021). Elementary multicultural science teacher education. *The handbook of multicultural science teacher education*. Springer.
3. Phillip, T., & **Mensah, F.M.** (forthcoming, 2021). The design, structure, and culture of programs of teacher education. Section Co-Editor. *The handbook of research on teachers of color*. AERA.
4. #**Mensah, F.M.** (forthcoming, 2021). Planning for discussions of race with teachers of color. *The Handbook of research on teachers of color*. AERA.
5. ^McDonald, L.K., & #**Mensah, F.M.** (forthcoming, 2021). Don't drink the water. In D. Tippins & L. Bryan (Eds.), *Casebook for elementary science education*. Springer.
6. ^Riley, A., & #**Mensah, F.M.** (forthcoming, 2021). Joseph has no money for food. In D. Tippins & L. Bryan (Eds.), *Casebook for elementary science education*. Springer.
7. ^Jammula, D.C., & #**Mensah, F.M.** (2020). Urban college students negotiate their identities to dis/connect with notions of physics (pp. 81-96). In A. Gonsalves & A. Danielsson (Eds.), *Physics education and gender: Identity as an analytic lens for research*. Springer.
8. #**Mensah, F.M.**, & ^Serpagli, L.P. (2020). Investing in science and technology for shaping society's future: Focusing on the girls (pp. 103-124). #*February 11 Women and Girls in Science*. Royal Academy of Science International Trust (RASIT).  
<https://www.tc.columbia.edu/articles/2020/february/teaching-science-and-technology-to-girls/>
9. **Mensah, F.M.**, & Boda, P. (2019). Introduction part 2, narrating ourselves (pp. 11-20). In P. Boda (Ed.), *Essays on inclusion: Our critical, collective journey toward equity in education*. New York, NY: DIO Press, Inc.
10. Mensah, F.M. (2019). Anti-racist curriculum and pedagogies in science teacher education. In

G.M. Prime (Ed.), *Centering race in the STEM education of African-American learners* (pp. 171-188). New York: Peter Lang Publishing.

11. ^Wu, J., **Mensah, F.M.**, & Tang, K. (2018). The content-language tension for English language learners in secondary science. In K. Tang & C. Danielsson (Eds.), *Global developments in literacy research for science education* (pp. 113-130). Springer, Cham.
12. #**Mensah, F. M.**, & ^Fleshman, R. E. (2017). Identity drawing in elementary science teacher education. In P. Katz (Ed.), *Drawing for science education: An international perspective* (pp. 219-226). Netherlands: Sense Publishers.
13. #^Gomes, C., & **Mensah, F. M.** (2016). Sounding out science: Using assistive technology for students with learning differences in middle school science classes. In M. Urban & D. Falvo (Eds.), *Improving K-12 STEM education outcomes through technological integration* (pp. 44-67). Hershey, PA: IGI Global.
14. #**Mensah, F. M.** (2016). Positional identity as a framework to studying science teacher identity: Looking at the experiences of teachers of color (pp. 49-69). In L. Avraamidou (Ed.), *Studying science teacher identity: Theoretical perspectives, methodological approaches and empirical findings*. The Netherlands: Sense Publishers.
15. **Mensah, F. M.** (2014). Using observation prompts in the urban elementary school field placement. In Y. Sealey-Ruiz, C. W. Lewis, & I. Toldson (Eds.), *Teacher education and black communities: Implications for access, equity and achievement* (pp. 273-279). Charlotte, NC: Information Age Publishing.
16. **Mensah, F. M.** (2012). Positional identity as a lens for connecting elementary preservice teachers to science teaching in urban classrooms. In M. Varelas (Ed.), *Identity construction and science education research: Learning, teaching, and being in multiple contexts* (pp. 107-123). Rotterdam, The Netherlands: Sense Publishers.
17. #Rivera Maulucci, M., & **Mensah, F. M.** (2012). NARST Equity and Ethics Committee: Mentoring scholars of color in the organization. In J. A. Bianchini, V. L. Akerson, A. Calabrese Barton, O. Lee, & A. J. Rodriguez (Eds.), *Moving the equity agenda forward: Equity research, practice, and policy in science education* (pp. 295-315). New York, NY: Springer.
18. #**Mensah, F. M.** (2012). Retrospective accounts in the formation of an agenda for diversity, equity and social justice for science education. In J. A. Bianchini, V. L. Akerson, A. Calabrese Barton, O. Lee, & A. J. Rodriguez (Eds.), *Moving the equity agenda forward: Equity research, practice, and policy in science education* (pp. 317-336). New York, NY: Springer.
19. #^Brotman, J. S., Dawson, V., & **Mensah, F. M.** (2011). Metalogue: Critical issues for teaching with socio-scientific issues. In T. D. Sadler (Ed.), *Socio-scientific issues in the classroom: Teaching, learning and research* (pp. 347-353). New York, NY: Springer.
20. #^Yu, Yuqing, & **Mensah, F. M.** (2011). The multiple response model for the “views on science-technology-society” (VOSTS) instrument: An empirical application in the context of the

electronic- waste issue. In I. M. Saleh & M. S. Khine (Eds.), *Attitude research in science: Classic and contemporary measurements* (pp. 137-176). Charlotte, NC: Information Age Publishing.

21. #Parsons, E. C., & **Mensah, F. M.** (2010). Black feminist thought: The lived experiences of two black female science educators. In K. Scantlebury, J. B. Kahle, & S. N. Martin (Eds.), *Re-visioning science education from feminist perspectives: Challenges, choices and careers* (pp. 13-24). Rotterdam, The Netherlands: Sense Publishers.
22. #**Moore, F. M.** (2003). In the midst of it all: A feminist perspective on science and science teaching. In A. L. Green & L. V. Scott (Eds.), *Journey to the Ph.D.: How to navigate the process as African Americans* (pp. 104-121). Sterling, VA: Stylus.

### **Peer-Reviewed Textbooks, Professional Development Resources, Position Papers, and Other Scholarship** (#Invited; ^Former/Present Student Collaborator)

1. **Mensah, F.M.** (2019). Teaching culturally and ethnically diverse learners in the science classroom. McGraw Hill. <https://medium.com/inspired-ideas-prek-12/three-culturally-responsive-teaching-strategies-for-the-science-classroom-e810fa7f83be> [Commissioned]
2. #**Mensah, F.M.**, & ^Larson, K. (2018). A summary of inclusive pedagogies for science education grades 6-12. National Academy of Sciences. [Commissioned paper]
3. #**Mensah, F.M.** (2015). *Multiculturalism*. Encyclopedia of Science Education, on-line. Springer. [https://link.springer.com/referenceworkentry/10.1007/978-94-007-6165-0\\_311-2](https://link.springer.com/referenceworkentry/10.1007/978-94-007-6165-0_311-2)
4. #Gallard, A., **Mensah, F.M.**, & Pitts, W. (2015). Supporting the Implementation of NGSS: NARST Researchers' Perspectives on Equity, Webinar for National Science Teachers Association. [http://learningcenter.nsta.org/products/symposia\\_seminars/NARST/webseminar3.aspx](http://learningcenter.nsta.org/products/symposia_seminars/NARST/webseminar3.aspx)
5. #Gallard, A., **Mensah, F.M.**, & Pitts, W. (2014). Supporting the implementation of equity. NARST Policy Papers. Published via NARST, Publications and Policy Committee [http://www.narst.org/NGSSpapers/Equity\\_061914.pdf](http://www.narst.org/NGSSpapers/Equity_061914.pdf)
6. **Moore, F.**, & O'Neill, T. (2006). *Go wild in NYC: A curriculum guide*, Editors. The Urban Science Education Center. Sponsored by Nature and Nurture and National Geographic: New York.
7. #**Moore, F.M.** (2005). *Integrating reading, language arts, and science: Grade K (Reading)*. Boston, MA: Houghton Mifflin.
8. #**Moore, F.M.** (2005). *Integrating reading, language arts, and science: Grade 1 (Reading)*. Boston, MA: Houghton Mifflin.
9. #**Moore, F.M.** (2005). *Integrating reading, language arts, and science: Grade 2 (Reading)*. Boston, MA: Houghton Mifflin.
10. #**Moore, F. M.** (2005). *Integrating mathematics and science: Grade 3 (Mathematics)*. Boston, MA: Houghton Mifflin.

11. #**Moore, F. M.** (2005). *Integrating mathematics and science: Grade 4 (Mathematics)*. Boston, MA: Houghton Mifflin.
12. #**Moore, F. M.** (2005). *Integrating reading, language arts, and science: Grade 6 (Reading)*. Boston, MA: Houghton Mifflin.
13. #**Moore, F.** (2005). *Vocabulario espanol para profesores de biologia*. Professional Resources Project.

### **Peer-Reviewed Journal Guest Editor**

1. Varelas, M., Settlage, J., & **Mensah, F. M.** (2015). *Journal of Research in Science Teaching*, 52(4). Special issue, Explorations of the Structure-Agency Dialectic as a Tool for Framing Equity in Science Education. Co-Editors.
2. Davis-Maye, D., **Mensah, F. M.**, & Davis, D. J. (2009). *Black Women, Gender & Families*, 3(2). Special issue, The Challenges of Black Girlhood and Young Womanhood, Part I. Co-Editors.
  - Recognized in *Feminist Periodicals: A Current Listing of Contents*, published by the Office of the University of Wisconsin System Women's Studies Librarian, Vol 30, Num 4.

### **Non-Peer-Review Publications & Blog Posts**

1. Sung, Ki. (August 11, 2020). How culturally relevant teaching can build relationships while students are home. <https://www.kqed.org/mindshift/56450/how-culturally-relevant-teaching-can-build-relationships-while-students-are-home> [Mensah featured in online story and podcast.]
2. Mensah, F.M., Robinson, R., & Erasme, C. (2020). Regeneron STEM teaching fellowship: A collaborative model research experience for K-12 STEM teachers.
3. Sadler, T.D., & **Mensah, F.M.** (2019). A vision for the next phase of JRST. *Journal of Research in Science Teaching*, 57, 147-153. <https://doi.org/10.1002/tea.21612>
  - Most frequently downloaded paper of 2019, JRST, Wiley
4. **Mensah, F.M.**, White-King, D., & Jones, M. (2018, June). A personal writing team for accountability and productivity. TAA Annual Conference. Santa Fe, NM. Blog Post by Eric Schmieder, <https://blog.taaonline.net/2018/08/how-a-personal-writing-team-can-increase-your-productivity-through-accountability/#more-13514>
5. Mensah, F.M. (2015). Developing girls' mathematics identity through teacher education. *Furthering Girls' Math Identity, Viewpoints*. <http://www.girlsmathidentity.org/v/math-identity-teacher-education>
6. Multiple Authors, Teacher Education Policy Committee (TEPC). Letter to the Editor, Questions for Secretary Arne Duncan: Inviting a "national dialogue" on teacher education. *Education Week*, January 9, 2010.
7. Gunckel, K. & **Moore, F. M.** (2005). *Including students and teachers in the co-design of the enacted curriculum*. NARST Annual Conference. Dallas, TX. ERIC Digest, ED498676.

8. **Moore, F. M.** (2005). *The dissertation and graduation: Not just a black and white process—Mountain climbing, middle passage, and learning as a postdoctoral fellow*. ERIC Digest, ED489985.

#### **Articles in Review** (^Former/Present Student Collaborator)

1. ^Chen, J., & **Mensah, F.M.** (In review). Achieving socially just science teaching through professional development: The science teacher identity development and agency of two elementary teachers of color. *Science Education*
2. ^Macaluso, S., & **Mensah, F.M.** (In review). Examining the impact of classroom group identity development in an urban secondary chemistry classroom. *Science Education*
3. Mensah, F.M. (Accept minor revisions). Educating the elementary preservice teacher in a science methods course: The case of Klaren. *Cultural Studies in Science Education, CADASE Special Issue on African American Students and STEM Education*

#### **Manuscripts in Preparation** (#Invited; ^Former/Present Student Collaborator)

1. Mensah, F.M. Professional learning communities to address NGSS reform, equitable STEM teaching, and identity in science teacher education.
2. #Mensah, F.M. Qualitative research methods in science teacher education. *Handbook of Science Teacher Education*
3. #Bianchini, J., & Mensah, F.M. The next wave of race and ethnicity research in science education. *Handbook of Research in Science Education*
4. Mensah, F.M. Systemic racism in science teacher education: A story of definitions with theoretical and practical implications
5. Mensah, F.M. Elementary preservice teachers' reflections of their changing perceptions of science and science teaching
6. Mensah, F.M. Planning and teaching in culturally responsive ways: Elementary preservice teachers' integration of multicultural curricular frameworks in science education

#### **Peer-Reviewed Conference Presentations & Proceedings** (^Former/Present Student Collaborator)

##### **2021**

1. ^Robinson, R., ^Erasmus, C., & **Mensah, F.M.** (submitted 2021, accepted). Endeavor STEM teaching fellowship & Regeneron: Two programs, one experience. ASTE International Conference. Utah.
2. ^Seol, K., ^Ghurbanyan, A., & **Mensah, F.M.** (submitted 2021, accepted). Exploring positionality of science Teachers through conceptualizations of equity and social justice. ASTE International Conference. Utah.
3. ^Gomez, C.V., & **Mensah, F.M.** (2021, accepted). Assistive technology, students with learning differences & achieving scientific literacy. NSTA National Science Education Conference. Chicago, IL.



**2019-2020**

4. Mensah, F.M. (2020, March, accepted/cancelled due to COVID). Talking about systemic racism in science teacher education. NARST Annual International Conference, Portland, OR.
5. ^Chen, J., & **Mensah, F.M.** (2020, March, accepted/cancelled due to COVID). Complexities in developing a social justice science teacher identity through school-based professional development. NARST Annual International Conference, Portland, OR.
6. ^McDonald, L.M., & **Mensah, F.M.** (2020, March, accepted/cancelled due to COVID). The role of children's racial identity and its impact on their science education. NARST Annual International Conference, Portland, OR.
7. Jacobi, L., & **Mensah, F.M.** (2019, June). We have the code: Using qualitative coding software to enrich data analysis. Textbook & Academic Authoring Conference. Old City, Philadelphia, PA.
8. ^Riley, A., & **Mensah, F.M.** (2019, March). Developing racial literacy in the science classroom: Questions of race, racism & power. Poster presented at the NARST Annual International Conference. Baltimore, MD.
9. **Parkes, K.**, Mensah, F.M., & Hafeli, M. (2019, April). "If we're going to have teacher educators, prepare them to be teacher educators": A collaborative research project on teacher education and specialized content knowledge. Poster presented at the AERA International Conference. Toronto, Canada.
10. ^Chen, J., & **Mensah, F.M.** (2019, March). Supporting the science teacher identities of two elementary teachers of color through science professional development. NARST Annual International Conference. Baltimore, MD.
11. **Mensah, F.M.**, ^Kastel, D., ^Larson, K., Parkes, K., ^Aguirre, R.A., & Hafeli, M., & ^Jones, N. (2019, January). Research into the education of teacher educators. ASTE International Conference. Savannah, GA.

**2017-2018**

12. **Mensah, F.M.**, White-King, D., & Jones, M. (2018, June). A personal writing team for accountability and productivity. TAA Annual Conference. Santa Fe, NM.
13. ^Hoard, A., & **Mensah, F.M.** (2018, March). Using personal histories to develop racial literacy with science teachers of color: A multiple case study. NARST Annual International Conference. Atlanta, GA.
14. ^Fleshman, R., & **Mensah, F.M.** (2018, March). Science and mathematics performance and college readiness in an urban portfolio community high school. NARST Annual International Conference. Atlanta, GA.
15. Mensah, F.M. (2017, June). Critical voices in teacher education course: Preparing for discussions on race and racism in teacher education. Innovations in Teacher Development Symposium, Kings College, London.

16. **Mensah, F.M.**, Brown, J.C., & Roehrig, G.H. (2017, January). Exploring preservice and inservice teachers' ideas of multiculturalism: Explorations across two science methods courses. ASTE Annual International Conference. Des Moines, IA.
17. ^Asamani, G., & **Mensah, F.M.** (2017, January). Exploring west African Muslim immigrant students' experiences in and with science. ASTE Annual Conference. Des Moines, IA.
18. ^Heydari, R, & **Mensah, F.M.** (2017, January). Facing preconceptions in pre-service teachers through book club discussions. ASTE Annual International Conference. Des Moines, IA.

#### 2015-2016

19. ^Ashby, P., & **Mensah, F.M.** (2016, January). "The pill" and organic chemistry: Feminist-framed, critical chemistry education in a high school classroom. ASTE Annual International Conference. Reno, NV.
20. ^Dashoush, N., & **Mensah, F.M.** (2016, January). Emerging practices within a teacher-scientist community. ASTE Annual International Conference. Reno, NV.
21. ^Lee, M., & **Mensah, F.M.** (2016, January). Non-western teachers' understanding nature of science (NOS). ASTE Annual Conference. Reno, NV.
22. ^Li, Y., & **Mensah, F.M.** (2016, January). Discussion, that is kind of hard. ASTE Annual International Conference. Reno, NV.
23. Mensah, F.M. (2016, January). What is socio-political consciousness and what's it doing in a nice field like science teacher education? Invited Workshop of the Equity Committee. ASTE Annual International Conference. Reno, NV.
24. ^Ricchio, J., **Mensah, F.M.**, & ^Neesemann, L. (2016, January). Preparing science teacher educators: Designing and developing a doctorate in teacher education. ASTE Annual International Conference. Reno, NV.
25. ^Rojas-Perilla, D., & **Mensah, F.M.** (2016, January). Factors affecting the use and exploration of everyday experiences in the science classroom. ASTE Annual International Conference. Reno, NV.
26. ^Serpagli, L., & **Mensah, F.M.** (2016, January). Snapshots of science: Implementing Instagram in a science classroom. ASTE Annual International Conference. Reno, NV.
27. ^Springle, T., & **Mensah, F.M.** (2016, January). Attitudes of elementary teachers about teaching science education. ASTE Annual International Conference. Reno, NV.
28. ^Underwood, J., & **Mensah, F.M.** (2016, January). Examining the difference between culturally relevant and culturally responsive teaching: A science education perspective. Experiential Session. ASTE Annual International Conference. Reno, NV.
29. ^Hansen, S., **Mensah, F. M.**, & Gordon, P. (2015, June). A multimodal examination of student misconceptions and multi-representational visual problem solving.
30. Foster, D. P., Jones, T. B., Davis-Maye, D., & **Mensah, F. M.** (2015, May). Sisters of the Academy:

A model of success. The 28th Annual National Conference on Race & Ethnicity in American Higher Education (NCORE 2015). Washington, DC.

31. Mensah, F. M. (2015, April). When race becomes a focus in teacher education. AERA Annual International Conference. Chicago, IL.
32. Mensah, F. M. (2015, April). It's not too early to think about your next proposal, Division K Panel Discussion. AERA Annual International Conference. Chicago, IL.
33. Mensah, F. M. (2015, April). Developing identities of next generation science teachers as a next generation science educator. NARST Annual International Conference. Chicago, IL.
34. Mensah, F. M. (2015, April). De/reconstructing (re)evolutionary and socially just places of learning in formal science classrooms, Discussant. NARST Annual International Conference. Chicago, IL.
35. ^Corvo, A., & **Mensah, F. M.** (2015, April). Using Next Generation Science Standards (NGSS): A self-study in secondary science, engineering, and mathematics classes. NARST Annual International Conference. Chicago, IL.
36. ^Gomes, C., & **Mensah, F. M.** (2015, April). Using technology to overcome fundamental literacy constraints for students with learning differences to achieve scientific literacy. NARST Annual International Conference. Chicago, IL.
37. ^Ronan, D., & **Mensah, F. M.** (2015, April). Mediating hierarchies in a science specialist model: Science culture in urban elementary schools. NARST Annual International Conference. Chicago, IL.
38. ^Ashby, P. D., & **Mensah, F. M.** (2015, January). Critical science education and student interest in a suburban chemistry classroom. ASTE Annual International Conference. Portland, OR.
39. ^Corvo, A., & **Mensah, F. M.** (2015, January). Using the Next Generation Science Standards (NGSS): Some unexpected findings. ASTE Annual Conference. Portland, OR.
40. ^Fleshman, R., & **Mensah, F. M.** (2015, January). Aspects of transformative learning in a college preparatory program. ASTE Annual International Conference. Portland, OR.
41. ^Vaval, L., & **Mensah, F. M.** (2015, January). Science college professors managing multiple identities. ASTE Annual International Conference. Portland, OR.

#### 2013-2014

42. ^**Mensah, F. M.**, & Fleshman, R. E. (2014, October). Common sense in taking the fourth-grade science test. NE-ASTE Regional Conference. New York, NY.
43. **Mensah, F. M.** (2014, July). Innovations in teaching and learning: Using simulations in science teacher education. TAA Annual Conference. Baltimore, MD.
44. **Mensah, F. M.** (2014, April). "How do I see myself?": Using critical race theory to uncover science teacher identity. NARST Annual International Conference. Pittsburgh, PA.
45. ^Benedis-Grab, G., & **Mensah, F. M.** (2014, April). Developing self-efficacy through the use of

- cloud-based collaboration in an elementary science methods course. NARST Annual International Conference. Pittsburgh, PA.
46. ^Taher, T., **Mensah, F. M.**, Emdin, C. (2014, April). Exploring the impact of reality pedagogy: Understanding its implementation on urban immigrant students. NARST Annual Conference. Pittsburgh, PA.
  47. ^M. J. Castaldi, J. Epstein, J. Brauner, **F. Mensah**, C. Emdin, & P. Redden. (2014, April). Enhancing the undergraduate research experience at a small liberal arts chemistry department. American Chemical Society Annual Conference. Dallas, TX.
  48. **Mensah, F. M.**, ^Jackson, I., ^Macaluso, S., ^Mahfood, D., ^Ronan, D., & ^Simpson, R. (2014, January). Implementation of edTPA™ as a community of practice. ASTE Annual International Conference, San Antonio, TX.
  49. ^Daftedar, R., & **Mensah, F. M.** (2014, January). The globalization of science education: A case study of teacher identity dissonance. ASTE Annual International Conference, San Antonio, TX.
  50. ^Robbins, G., & **Mensah, F. M.** (2014, January). “Mees, I no understand”: Using inquiry in a science classroom of diverse cultures, languages, and English proficiencies. ASTE Annual International Conference, San Antonio, TX.
  51. ^Gomes, C., & **Mensah, F. M.** (2013, July). The impact of technology on students with disabilities achieving scientific literacy. Proceedings of the 5<sup>th</sup> Annual International Conference on Education and New Learning Technologies. Barcelona, Spain.
  52. Meier, E. B., Horton, D. M., **Mensah, F. M.**, & Sanchez, R. (2013, April). A model for engaging urban teachers in designing STEM projects in classroom environments. AERA Annual International Conference, San Francisco, CA.
  53. **Mensah, F. M.** (2013, January). Pre-post comments of teacher and science teacher identities from elementary preservice teachers of color. ASTE Annual International Conference, Charleston, SC.
  54. ^Benedis-Grab, G., & **Mensah, F. M.** (2013, January). Using cloud-based collaboration in an elementary science methods course. ASTE Annual International Conference, Charleston, SC.
  55. ^Corvo, A. F., & **Mensah, F. M.** (2013, January). Utilizing the National Research Council's (NRC) conceptual framework for the Next Generation Science Standards (NGSS): A self-study in my science, engineering, and mathematics classroom. ASTE Annual International Conference, Charleston, SC.
  56. ^Lyman, A., & **Mensah, F. M.** (2013, January). Standards-based construction of 9-12 science curricula: A case study approach. ASTE Annual International Conference, Charleston, SC.
  57. ^Ronan, D., & **Mensah, F. M.** (2013, January). Science-teaching identity and motivation:

Ethnography of an urban elementary school implementing a science specialist model in a high-stakes testing environment. ASTE Annual International Conference, Charleston, SC.

## 2010-2012

58. **Mensah, F. M.**, & Jackson, I. (May, 2012). (Re)visions of science and science teaching: Students of color transforming their ideas of teaching science in urban schools. Critical Race Studies in Education Association Conference, New York, NY.
59. Berg, A., & **Mensah, F. M.** (April, 2012). De-marginalizing science in the early elementary classroom: Supporting teachers to teach science in reform-oriented ways. AERA Annual International Conference, Vancouver Canada.
60. **Mensah, F. M.**, & Jackson, I. (March, 2012). (Re)visions of science and science teaching: Students of color transforming their ideas of teaching science in urban schools. Poster presentation. NARST Annual International Conference, Indianapolis, IN.
61. Gomes, C., & **Mensah, F. M.** (January, 2012). Science education and the use of assistive technology for students with learning differences. ASTE Annual International Conference, Clearwater, FL.
62. Marrero, M., Riccio, J., Dashoush, N., & **Mensah, F. M.** (January, 2012). STEM professional development in an online fellowship program: Impacts on teacher beliefs and practices. Themed-paper set. ASTE Annual International Conference, Clearwater, FL.
63. **Mensah, F. M.**, & Lang, L. (January, 2012). Inservice teachers learning inquiry and teaching preservice teachers about inquiry. ASTE Annual International Conference, Clearwater, FL.
64. **Mensah, F. M.**, & O'Neill, T. (April, 2011). Who has control over the science curriculum? NARST Annual International Conference, Orlando, FL.
65. Rosa, K., & **Mensah, F. M.** (April, 2011). Science teachers' views on cultural diversity: Contributions from anthropology. NARST Annual International Conference, Orlando, FL.
66. Gunning, A., & **Mensah, F. M.** (January, 2011). Microteaching: The value of mastery experience in a science methods course. ASTE Annual International Conference, Minneapolis, MN.
67. **Mensah, F. M.** & O'Neill, T. (January, 2011). In partnership for diversity goals: Developing elementary teachers of science. ASTE Annual International Conference, Minneapolis, MN.
68. **Mensah, F. M.** (March, 2010). Using observation prompts in the elementary field placement as a means to inform practice. NARST Annual International Conference, Philadelphia, PA.
69. **Mensah, F. M.** (January, 2010). "Making progress and figuring things out": Engaging elementary preservice teachers in inquiry learning. ASTE Annual International Conference, Denver, CO.

## 2007-2009

70. **Moore Mensah, F.** (May, 2009). Student presentations on science education. Paper presented at the Annual Sharing Our Success in Urban Science and Math Teaching Conference, New York University, New York, NY.
71. ^Brotman, J. S., & **Moore Mensah, F. M.** (April, 2009). Exploring identities to deepen understanding of urban high school students' decision-making about HIV/AIDS. Paper presented at the NARST Annual International Conference, Orange County, CA.
72. ^Mallya, A., & **Moore Mensah, F. M.** (April, 2009). A case of critical science agency: Urban youth use C3 science to navigate their food and activity environments. Paper presented at the NARST Annual International Conference, Orange County, CA.
73. ^Marrero, M., & **Moore Mensah, F. M.** (April, 2009). Socioscientific decision making and the ocean: A case study of 7th grade life science students. Paper presented at the NARST Annual International Conference, Orange County, CA.
74. **Moore Mensah, F.**, Catlin, J., O'Neill, T., & Johnson, V. (January, 2009). Initiating school-university science partnerships for the preparation of elementary teachers in an urban middle school. Interactive Paper-Poster presented at the ASTE Annual International Conference. Hartford, C T.
75. ^Gunning, A., & **Moore Mensah, F.** (January, 2009). One preservice elementary teacher's development of self-efficacy and confidence to teach science: A case study. Paper presented at the ASTE Annual International Conference. Hartford, CT.
76. ^Cooke, N. & **Moore Mensah, F.** (January, 2009). The emergent teacher voice: Identity development of preservice elementary teachers. Paper presented at the ASTE Annual International Conference. Hartford, CT.
77. ^Benedis-Grab, G., & **Moore Mensah, F.** (January, 2009). A collaborative model for elementary science. Paper presented at the ASTE Annual International Conference. Hartford, CT.
78. **Moore, F. M.** (March, 2008). Using multicultural curricular frameworks in elementary science lesson plans. Paper presented at the NARST Annual International Conference. Baltimore, MD.
79. **Moore, F. M.** (2008, March). A pedagogy of multiple theoretical perspectives: Building a foundation to stand on: Using course readings in an elementary science methods course. Paper presented at the NARST Annual International Conference. Baltimore, MD.
80. **Moore, F. M.** (March, 2008). Planning and teaching in culturally responsive ways: Elementary preservice teachers' integration of multicultural themes and goals in science curriculum. Paper presented at the AERA Annual International Conference. New York, NY.
81. **Moore, F. M.** (January, 2008). Science in the city photo albums: Connecting science content standards using digital photography. Paper presented at the ASTE Annual International Conference. St. Louis, MO.
82. ^Catlin, J. N., & **Moore, F. M.** (April, 2007). RESPECT: What urban middle school science students really want. Paper presented at the NARST Annual International Conference. New Orleans, LA.

83. **Moore, F. M.**, George, M. A. (April, 2007). Science teacher education about diversity: Using multiple theoretical perspectives. Paper presented at the NARST Annual International Conference. New Orleans, LA.
84. ^Catlin, J. N., & **Moore, F. M.** (January, 2007). I want to, because I can! Urban middle school students' quest for knowledge in an after school science program. Paper presented at the ASTE Annual International Conference. Clearwater, FL.
85. **Moore, F. M.** (January, 2007). Presentation of dialogue: Preservice elementary teachers' views of their science teacher identity. Paper presented at the ASTE Annual International Conference. Clearwater, FL.

#### 2004-2006

86. **Moore, F. M.** (October, 2006). Drawings of the ideal elementary science teacher. Paper presented at the SASTE Annual International Conference. Mercer University, Macon, GA.
87. **Moore, F.** (September, 2006). Mapping the diversity and social justice landscape. Paper presented at the Science Education at the Crossroads Conference. Ogden, UT. On-line proceedings, <http://www.sciedxroads.org>
88. **Moore, F. M.**, & ^Mallya, A. (July, 2006). Diversity and social justice in curriculum materials: Student agency and teacher learning. Presentation presented at the CCMS Knowledge Sharing Institute, Ann Arbor, MI.
89. **Moore, F.** (April, 2006). Identity, agency, and preservice teachers' construction of both in becoming agents of change. Paper presented at the NARST Annual International Conference. San Francisco, CA.
90. **Moore, F.** (April, 2006). Using book clubs to introduce elementary preservice teachers to issues of diversity in science teaching and learning. Paper presented at the NARST Annual International Conference. San Francisco, CA.
91. **Moore, F.** (September, 2005). Is this just too diverse to handle? Paper presented at the Science Education at the Crossroads Conference. Storrs, CT. On-line proceedings, <http://www.sciedxroads.org>
92. **Moore, F. M.** (July, 2005). A curriculum design project for preservice elementary teachers: Using the Project 2061 criteria for curriculum development. Paper presented at the CCMS Summer Knowledge Sharing Institute. East Lansing, MI.
93. **Moore, F. M.** (April, 2005). The advantages of a postdoctoral study: Negotiating your position. Paper presented at the AERA Annual International Conference. Montreal, Canada.
94. **Moore, F.**, Sowell, S., Letts, W., & Brandt, C. (April, 2005). Poststructuralist possibilities: Using feminist poststructuralist theories for making sense in science education research. Paper presented at the NARST Annual International Conference. Dallas, TX.
95. **Moore, F. M.** (April, 2004). Stories, experiences and lessons: Relations of power in science

teaching, leaning, and professional development. Paper presented at the NARST Annual International Conference. Vancouver, British Columbia.

96. ^Paterna, R. L., & **Moore, F. M.** (October, 2004). Preservice teachers' familiarity and use of technology in science teaching. SAETS Annual International Conference, Gainesville, FL.
97. **Moore, F.** (January, 2004). "Teaching is more ... than I first imagined": A preservice teacher's experiences in the field. Paper presented at the AETS Annual International Conference. Nashville, TN.

### **2001-2003**

98. Settlage, J., Southerland, S. A., **Moore, F.**, Schadman, A. (January, 2003). The rise (and fall) of teacher efficacy: The role of the methods course and classroom context. Paper presented at the AETS Annual International Conference, St. Louis, MO.
99. **Moore, F. M.** (October, 2002). Ways of knowing in the context of home, school, and teaching: Implications for science teaching. Paper presented at the SAETS Annual International Conference, Kennesaw, GA.
100. **Moore, F.** (January, 2002). On the other side of the tracks. Paper presented at the AETS Annual International Conference, Charlotte, NC.
101. Hancock, E., **Moore, F.**, & Sowell, S. (October, 2001). Practicing teacher's reflections about completing a portfolio for a distance learning graduate program. Paper presented at the SAETS Annual International Conference, Tampa, FL.
102. **Moore, F. M.** (April, 2001). Re-designing curriculum that covers students' personal interests, attitudes, and multiple inabilities. Proceedings of the 41<sup>st</sup> International World Education Fellowship Conference. Sun City, South Africa.
103. **Moore, F. M.** (March 2001). Science laboratories that meet students' multiple abilities. Linkages 2001 Symposium, Florida State University, Tallahassee, FL.

### **Non-Peer-Reviewed Conference Presentations**

1. **Moore, F. M.** (July 2007). Planning and Teaching in Culturally Responsive Ways: Elementary Preservice Teachers' Integration of Multicultural Themes and Goals in Science Lessons. Paper presented at the CCMS Summer Knowledge Sharing Institute. Washington, DC.
2. **Moore, F. M.** (July 2005). Beliefs and Attitudes of Elementary Preservice Teacher Education Students Toward Diversity in Science Teaching and Learning. PowerPoint presentation presented at the CCMS Summer Knowledge Sharing Institute. East Lansing, MI.
3. **Moore, F. M.** (February 2004). Projects and Activities. Post-doctoral fellow poster presentation at the National Science Foundation Centers for Learning and Teaching Principal Investigators Conference. Washington, DC.



**Peer-Reviewed Symposium Organizer and/or Presenter**

1. Mensah, F.M. (January 2020). Symposium: The work and process of graduate student preparation in qualitative research: Methods, research, and products. ASTE Annual International Conference. San Antonio, TX. (Doctoral students present research studies. Presenters: Felicia Moore Mensah, Alexis Riley, Andrea Horowitz, Leana Peltier, Jacquie Horgan).
2. Mensah, F.M. (January 2019). Symposium: Developing emergent teacher education scholars. ASTE Annual International Conference. Savannah, GA. (Doctoral students and junior faculty share results from pilot studies completed in the Critical Voices in Teacher Education course and the Introduction to Qualitative Research Methods course. Presenters: Felicia Moore Mensah; Ava Javid, Dora Kastel, Kristen Larson, Alexis Riley, Shellina Shidnia, Rashida Robinson, Gabor Salopk, Gregory Benoit. Organizer/Moderator: Felicia Moore Mensah)
3. Mensah, F.M. (January 2018). Symposium: The Work and Process of Doctoral Student Preparation for Research in Teacher Education. ASTE Annual International Conference. Baltimore, MD. (Doctoral students share pilot studies completed in courses, Critical Voices in Teacher Education and Introduction to Qualitative Research Methods. Presenters: Felicia Moore Mensah, Anna Beck, Allison K. Bookbinder, William Davis, Alyssa Getzel, Kristina Hopkins, Xiaoxin Lyu, Jessica Weedon. Organizer/Moderator: Felicia Moore Mensah)
4. Mensah, F.M. (April 2016). Symposium: A Mini-Course on Race/Racism and Critical Race Theory for Application in Science Education Research. NARST Annual International Conference, Baltimore, MD. (Scholars discuss race/racism, and critical race theory in science education research and including teacher education research. Presenters: Felicia Moore Mensah, Jomo W. Mutegi, Eileen C. Parsons, Leon Walls, Konstantinos Alexakos, Leah D. Pride, Discussant: Alejandro J. Gallard. Organizer: Felicia Moore Mensah)
5. **Mensah, F. M., & Shaw, J.** (March 2014). Symposium: A Panel Discussion. NARST Annual International Conference, Pittsburgh, PA. (Presenters: Floyd Cephas, Director of Project H.O.P.E. Healthy Opportunities to Pursue Excellence mentoring program and Ana M. Bercerra, Just Communities/Cumunidades Justas. Scholars discuss community-based efforts to support student learning. Organizer: Felicia Moore Mensah & Jerome Shaw)
6. Mensah, F. M. (April 2013). NARST Leadership Team Task Force Response to the NGSS. Presidential Sponsored Session. NARST Annual International Conference, Rio Grande, Puerto Rico. Panel Presenter. (Organizers/Presiders: Sharon Lynch, George Washington University & Lynn Bryan, Purdue University; Presenters: Eric Banilower, Janet Carlson, Betsy Davis, Julie Gess-Newsome, Felicia Moore Mensah, Tamara Moore, Maria Ruiz Primo, Senay Purzer, Sherry Southerland, Mark Windschitl, John Falk.)
7. **Mensah, F. M.** (April 2013). Symposium: The Next Generation of Science Education Research: The Importance of Collaboration and Interdisciplinary Research Agendas. NARST Annual International Conference, Rio Grande, Puerto Rico. (Presenters: Julie A. Luft, Takumi Sato, Felicia M. Mensah, Amelia W. Gotwals, Hui Jin, Edna Tan; Discussant: Angela Calabrese-Barton. Organizer: Takumi Sato, Michigan State University.)

8. Mensah, F. M. (April 2013). Symposium: Attending to the intellectual repertoires of diverse teachers and students in teacher learning. NARST Annual International Conference, Rio Grande, Puerto Rico. (Presenters: Gale A. Seiler, McGill University, Eli Tucker-Raymond, Ann S. Rosebery, Beth Warren, Christopher G. Wright, Folashade Cromwell Solomon, Justine M. Kane, and Discussant: Maria Varelas. Organizer: Eli Tucker-Raymond, TERC.)
9. Mensah, F. M. (April 2012). A case for culturally relevant teaching in science education and lessons learned for teacher education. AERA Annual International Conference, Vancouver Canada. (JNE @ AERA Panel Discussion/Symposium. The five presenters in this session discuss their research papers that were published in a special issue of *The Journal of Negro Education*, *Teacher Education and the Black Community: Preparing Teachers to Teach Black Students*, *Preparing Black Students to Become Teachers*. Organizers: Chance W. Lewis, JNE; Ivory Toldson, UNC- Charlotte, and Yolanda Sealey-Ruiz, Teachers College.)
10. **Mensah, F. M., & Bianchini, J. A.** (March 2012). Research Symposium: Re-imagining our research by using new theoretical frameworks in science education. NARST Annual International Conference, Indianapolis, IN. (The Equity and Ethics Committee sponsors this session for individuals who are interested in learning about new and exciting frameworks and methodologies in science education research, particularly sociocultural frameworks and critical race theory.)
11. Mensah, F. M. (January 2012). Pre-conference Workshop. Using video to help teachers learn to teach science to special needs and culturally diverse students. ASTE Annual International Conference, Clearwater, FL. (Organizers: Rita Hagevik, University of North Carolina at Pembroke; Tiffany Wild, Ohio State University; Maria Rivera Maulucci, Barnard College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University; Lynn Woolsey, University of the Cumberlands.)
12. O'Neill, T., & **Mensah, F. M.** (April 2011). Paper symposium: Cultural, social, and gender issues: Ecosystems of science across borders. NARST Annual International Conference, Orlando, FL. (The symposium examines collaborations between members of the school and community ecosystems to conserve science in policy and practice and enable learners to be actively engaged in the global scientific community. This symposium will present five initiatives that aim to ensure sustainable school practices to enhance and support science teaching and learning through collaborative efforts across geographic and socially constructed borders. Presider, Sumi Hagiwara, Montclair State University.)
13. Mensah, F. M. (April 2011). Poster symposium: Moving the Equity Agenda Forward: Equity Research, Practice, and Policy in Science Education. International, Orlando, FL. (This symposium highlights current equity-related research, practice, and policy in science education and suggests important directions for future work. Presiders, presenters, and discussants in this symposium are contributors to an edited volume by the same name to be published later this year. Both the symposium and edited volume grew out of a NARST Equity and Ethics' ad hoc committee convened three years ago. Presiders, Julie A. Bianchini, University of California, Santa

Barbara; Valarie L. Akerson, Indiana University; Angela M. Calabrese-Barton, Michigan State University; Okhee Lee, University of Miami; and Alberto J. Rodriguez, San Diego State University.)

14. Bertrand Jones, T., **Mensah, F. M.**, & Rich-Rice, K. (June, 2011). Soaring to new heights: Sisters of the Academy Institute writing programs. TAA Annual Conference, Albuquerque, NM. (This symposium highlighted the mission and work of Sisters of the Academy Institute and programs for supporting member writing.)
15. **Mensah, F. M.**, & Davis, D. J. (October, 2010). Dissertation to manuscript & manuscript to book (& in between). Auburn University, Montgomery, AL. (Women of Color in the Academy Workshop; Sisters of the Academy Institute interactive sessions on navigating the academy and Q&A session on success of Black women in the academy. Denise Davis-Maye, organizer.)
16. Moore Mensah, F. (April, 2010). Positional identity as a lens for connecting elementary teachers to science teaching in urban classrooms. AERA Annual Conference, Denver, CO. (Interactive poster session, Identity construction in learning and teaching science in- and out-of-school K-12 contexts: Multiple perspectives; Maria Varelas, organizer.)
17. Moore Mensah, F. (March, 2010). Research into practice: Practice informing research for equity scholarship and teaching. Equity & Ethics Committee Pre-Conference Workshop, NARST Annual Conference, Philadelphia, PA. (Interactive workshop with guest speakers, break-out sessions, and Q&A session with emphasis on conducting equity research, networking and establishing oneself as a researcher.)
18. Moore Mensah, F. (April, 2009). Elementary preservice teachers' microteaching in an urban classroom: A case for culturally relevant teaching and lessons learned. AERA Annual Conference, San Diego, CA. (Culturally relevant science teaching and learning, interactive poster session of AERA, Science Education in Urban Contexts, Division K Teaching and Teacher Education, Heidi Carlone, Mark Enfield, & Angela Johnson, organizers.)
19. Moore Mensah, F., & Brown, K. (April, 2009). Supporting science teaching and learning in multiple ways. NARST Annual Conference. Orange County, CA. (Engaging *with* teachers around science education research, interactive poster session. Committee Co-sponsored session of the publications committee, research committee, and external policy and relations committee of NARST. Presenters: Carla Zembal-Saul, Julie Luft, Scott McDonald, Felicia Moore Mensah, Barbara Crawford, April Luehmann, Tamara Nelson, & Celestine Pea.)
20. Rivera Maulucci, M., & **Moore Mensah, F.** (April, 2009). Grand challenges and great opportunities in science education for scholars of color, Equity & Ethics Committee Pre-Conference Workshop, NARST Annual Conference. Orange County, CA. (Interactive workshop with guest speakers, break-out sessions, and Q&A session on the opportunities and challenges of being scholars of color in science education.)
21. Dashoush, N., Gohel, M., & **Moore Mensah, F.** (November, 2008). Teaching science in the elementary science classroom. Teachers College, Columbia University, New York, NY. (Former

MSTC 4040 students, now 3<sup>rd</sup> grade science teachers, share their experiences as elementary science teachers with current preservice teachers in the fall 2008 science methods course; the teachers conduct a science activity on measurement.)

22. **Moore, F. M.** (May, 2008). Promoting a scholarly and professional science education community: Post-conference intellectual share and learn seminar. Teachers College, Columbia University. (Students and faculty share their research presentations from attending AERA and/or NARST conferences.)
23. **Moore, F. M.**, Williams, B.; George, M. A., Carlton Parsons, E., & Mutegi, J. (March, 2008). New directions in science education research, Part 2. NARST Annual Conference, Baltimore, MD. (Five African American scholars in science education discuss the theoretical/conceptual frameworks that guide their research related to issues in teacher education, student learning, language and race, and present strategies for student learning, and present strategies that utilized their frameworks.)
24. **Moore, F. M.**, Catlin, J. N., & Riccio, J. (January, 2008). Strategies for learning and enhancing scientific literacy in science education. ASTE Annual Conference, St. Louis, MO. (This interactive symposium highlights use of digital photos and content-based literacy approaches to enhance science learning experiences for urban preservice teachers and middle school students.)
25. **Moore, F. M.** (August, 2007). Data collection methods in research. SOTA Boot Camp. Auburn, AL. (This interactive workshop for doctoral students in broad fields of interest highlights the use of data collection methods in conducting qualitative and quantitative social science research.)
26. **Moore, F. M.**, George, M. A., Brown, B., Carlton Parsons, E., & Lewis, B. (April, 2007). New directions in science education research. NARST Annual Conference, New Orleans, LA. (In this interactive session, six African American scholars in science education discuss new approaches and theoretical perspectives for preparing preservice teachers, using language to promote science learning, and focusing on race issue in science education.)
27. **Moore, F. M.**, & Melear, C. (April, 2007). NARST Annual Conference, New Orleans, LA. (Representatives from two New Orleans school districts discuss rebuilding efforts in science education; NARST members donate resources—money, books, and time to paint—to a local high school destroyed by Hurricane Katrina.)
28. Boley, M., Dashoush, N., Handelman, J., Murga, Y., Murley, T., & **Moore, F.** (April, 2007). Elementary science teaching: Hopes, dreams and realities. Teachers College, Columbia University, New York, NY. (Former MSTC 4040 students share their experiences as elementary science teachers with current preservice teachers in the spring 2007 science methods course.)
29. Garcia, O., **Moore, F.**, Trubek, J., & Traugh, C. (February, 2007). Privilege and difference in teaching for social justice: The role of the teacher educator. Paper presented at the AACTE Annual Conference. New York, NY. (Three teacher educators – a Latina, an African American, and a White teacher educator – two of whom teach mostly privileged white students explore what we – a group of teacher educators with different lenses, interests, disciplines, backgrounds

and teaching contexts – do to prepare our very different students to teach for social justice in urban classrooms.)

**Invited Speaker: Keynote, Conference, Symposium, Workshop, Panel, Classroom, Moderator**

1. Mensah, F.M. (November 20, 2020). “Retooling Research During the Time of COVID-19.” Virtual Panel/Roundtable. Inaugural Faculty Development Series. Teachers College, New York, NY.
2. Mensah, F.M. (October 5, 2020). “Inclusive Teaching.” Virtual Panel/Q&A. Department of Psychology, Columbia University. New York, NY.
3. Mensah, F.M. (October 1, 2020). Virtual Guest speaker/Q&A. MSTC 6402 Seminar Class (Ann Rivet). New York, NY.
4. Mensah, F.M. (September 14, 2020). “Getting Published Workshop.” Virtual Presentation and Q&A for international scholars. The Netherlands.
5. Mensah, F.M. (August 26, 2020). “Inclusion, Curriculum, and Anti-racism.” Virtual Presentation and Panel/Q&A Session. National Academies of Science, Engineering, and Medicine: Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade. Washington, DC.
6. Mensah, F.M. (August 13, 2020). “Science and Anti-racism.” Virtual Talk and Workshop. National Educator Anti-Racism Conference, Boston, MA.
7. Mensah, F.M. (August 11, 2020). “How Culturally Relevant Teaching Can Build Relationships While Students Are Home.” MindShift Podcast. <https://www.kqed.org/mindshift/56450/how-culturally-relevant-teaching-can-build-relationships-while-students-are-home>
8. Mensah, F.M. (August 4, 2020). “Discussions of Culturally Relevant & Culturally Responsive Science Teaching.” Virtual Workshop. McGraw-Hill.
9. Mensah, F.M. (July 18, 2020). “Are you being inclusive? Culturally Sensitive-Culturally Relevant Pedagogies in the STEM College Classroom.” Virtual Workshop. Mercy College HHMI Program, Mercy College, NY.
10. Mensah, F.M. (February 24, 2020). “Culturally Relevant Teaching via Curriculum Reform in STEM Teaching: Examples from Preservice Teachers.” Equity and STEM Course Guest Speaker, University of California, Santa Barbara.
11. Mensah, F.M. (September 28, 2019). “Educating Black Girls & Women in STEM Fields.” Panelist. Inaugural Black Matters Community Conversation. Department of African American and African Studies Community Extension Center, Ohio State University, Columbus, OH.
12. Mensah, F.M. (June 27-28, 2019). “Designing a Research Agenda & Developing Your Writing Process: They Are Connected.” Workshop. CITED Professional Development Series, Kings College, London.

13. Mensah, F.M. (April 24, 2019). "Are you being inclusive? Strategies to Rethink STEM Curriculum & Teaching for Inclusivity." Workshop & Talk. Department of Mathematics & Statistics, Haverford College, Haverford, PA.
14. Mensah, F.M. (March 2019). "Anti-racist Curriculum and Pedagogies in Science Teacher Education." Symposium, Using Race-Visible Pedagogy to Disrupt Persistent Inequities in the STEM Education of African American Learners. NARST Annual International Conference.
15. Mensah, F.M. (March 14, 2019). Culturally Responsive/Relevant Teaching: Transforming Science (STEM) Teaching and Curriculum." Workshop session, STEM Professional Development Offerings Series. Mercy College, Tarrytown, NY.
16. Mensah, F.M. (March 8, 2019). "Re-Telling Stories & Experiences and Creating New Ones in the Contexts of Physics & STEM." Physics Department, Rutgers University-Newark, NJ.
17. Mensah, F.M. (January 10, 2019). "Culturally Relevant Pedagogy: Approaches to Good Teaching." Workshop session, Faculty Development Series. Borough of Manhattan Community College, New York, NY.
18. Mensah, F.M. (May 3, 2018). "A New Look at Mentorship." Keynote. Summer Intern Mentor Training. Lamont-Doherty Earth Observatory, Columbia University. New York, NY.
19. Mensah, F.M. (March 23, 2018). "How Did I Get Here?" Keynote. STEM Day. Mercy College, Dobbs Ferry, NY.
20. Mensah, F.M. (April 2018). "Reimagining Education for the Changing Public: From Research to Promising Pedagogy in Racially Diverse Schools." Faculty Panel Presentation. AERA International Conference. New York, NY.
21. "Equity Problems of Practice Addressed through Professional Learning Communities in an Elementary Science Methods Course." (March 2018). DOI: 10.13140/RG.2.2.27427.30245 Symposium, Re-framing Problems of Practice in Preparing New Science Teachers for Equity in the NGSS Era. NARST Annual International Conference.
22. Mensah, F.M. (January 9, 2018). "Culturally Relevant Pedagogy: Developing Your Competencies and Working with Others." Workshop session, Faculty Development Series. Borough of Manhattan Community College, New York, NY.
23. Using STEM to Promote Youth Citizenship to Prepare for the Global Economy (November 18, 2017 Moderator. Panel presentation at "Cracking the Code: Teaching STEM for Citizenship in the 21st Century," a conference at Teachers College, Columbia University. New York, NY. <http://www.tc.columbia.edu/articles/2017/november/tc-symposium-on-stem-and-citizenship-will-honor-the-late-jhumki-basu/>
24. Mensah, F.M. (November 29, 2017). "Curriculum Reform for STEM College Teaching via Culturally Relevant Teaching." Seton Hall University, South Orange, NJ.

25. Mensah, F.M. (March 15, 2017). Re-telling Educational Pathways of Black Women Physicists: Stories of Experiencing and Overcoming Obstacles in Life. American Physical Society (APS) March Meeting. New Orleans, LA.  
<https://www.aps.org/publications/apsnews/201704/women.cfm>
26. Mensah, F.M. (February 9-11, 2017). “Advancing in the Academy-Publish or Perish.” Positioning Black Female Faculty for Prominence, Power, and Presence in the Academy. Black Women Faculty NSF Symposium. Atlanta, GA.
27. Mensah, F.M. (January 26-27, 2017). “Preparing Your Tenure Binder: Securing Your Future for Promotion”, “Strategic Planning: How to Plan and Execute, Publish and Produce”, “Preparing Your Tenure Binder & Strategic Planning”, & “A Leadership Discussion.” 4 Workshop sessions presented. Diversity Lecture Series, University of South Florida, Tampa, FL.
28. Mensah, F.M. (November 2016). “Bridging Research and Practice in K-12 STEM Education for African American Learners.” Morgan State Symposium. Presenter and Facilitator.
29. Mensah, F.M. (October, 2016). “Navigating the Academic Pipeline: Preparing the Tenure Binder” and “Strategic Planning for Junior and Senior Faculty” and “Associate to Full Brunch Workshop.” 3 Workshop sessions. The Chancellor's Diversity Challenge Fund Grant Program and the Sociology Department, University of North Carolina, Charlotte, NC.
30. Mensah, F.M. (April, 2016). The Role of Peer Review and Critique in Strengthening Science Education. Presenter and panelist, Research Committee Administrative Sponsored Symposium. NARST Annual Conference, Baltimore, MD.
31. Mensah, F.M. (April, 2016). The Intersection between Social and Emotional Learning and STEAM: When Teacher Education Meets STEAM. Presenter and panelist. Teachers College, Columbia University.
32. Mensah, F.M. (March, 2016). What Is Socio-political Consciousness and What's It Doing in a Nice Field Like Science Education? Professor Michelle Knight-Manuel’s Culturally Relevant Teaching course, Teachers College, Columbia University, NY.
33. Mensah, F.M. (January, 2016). “What Is Socio-political Consciousness and What's It Doing in a Nice Field Like Science Teacher Education?” Workshop Presenter. Reno, NV.
34. Mensah, F.M. (March, 2015). “Furthering Girls’ Math Identity: An Expert Convening.” (June, 2015). Panel Moderator. Washington, DC.
35. Mensah, F.M. (February, 2015). “Supporting Strategies for Success in STEM Careers: A Talk with Parents, Principals, Teachers, and Guidance Counselors.” Women of Tomorrow Conference, NYC.
36. Mensah, F.M. (December, 2014). “An Interview with the Scientist.” Hamilton Heights Elementary School, Harlem, NY.
37. Mensah, F.M. (April, 2015). “Culturally Responsive Preparation of Teachers in Urban and

- International Contexts,” Discussant, Division K, Teaching and Teacher Education. AERA Annual Meeting, Chicago, IL.
38. Mensah, F.M. (May, 2014). “The Scientist Comes to Our First-Grade Class via Skype.” Heketi Community Charter School, Brooklyn, NY.
  39. Mensah, F.M. (March 15, 2014). “Developing Scholars for the Next Generation: The Role for Mathematics and Science Education.” Morgan State University, Baltimore, MD.
  40. Mensah, F.M. (January, 2013). “The Scientist Comes to Our First-Grade Class.” Heketi Community Charter School, Brooklyn, NY.
  41. Mensah, F.M. (August 17, 2013). “Science Is More Than Just a Special”: Innovations in Science Teaching and Learning. Keynote Presentation. First Annual Math and Science Partnership Conference on Science Teaching and Learning, Conference Theme: Innovations in Science Teaching and Learning. Tuskegee University, Montgomery, AL.
  42. Mensah, F.M. (November 3, 2012). “Racial Uplift in the 21st Century: Black Organizations and the Black Community” Afternoon Round Table Discussion. Northeast Regional National Black Graduate Student Association Conference. Bowie State University, Bowie, MD.
  43. Mensah, F.M. (October 1, 2012). “Organizing for Change: African Americans & the Academy” Panel Discussion. The Center for African American Research and Policy (CAARP) Conference. Atlantic City, NJ.
  44. Mensah, F.M. (March 16-17, 2012). “Discussions of Race in Science Teacher Education” Keynote Presentation; and “Integrating Multicultural Understandings in Science Teaching” Teacher Workshop. Middlebury College, Middlebury, VT.
  45. Mensah, F.M. (December 12-14, 2011). Albany “Research BootCamp® at Albany State University College of Education.” State University, Albany, Georgia.
  46. Mensah, F.M. (October 27, 2011). “Empowering Teachers, Empowering Students through Curriculum Reform: Some Examples.” Arizona State University, Tempe, AZ.
  47. Mensah, F.M. (July, 2011). “Inquiry-based Practices in Biology Education.” Passaic County Community College STEM Professional Development Workshop. Paterson, NJ.
  48. Mensah, F.M. (June, 2011). “Brainstorming: Academic Publishing.” 24<sup>th</sup> Annual Text and Academic Authors Conference. Albuquerque, NM.
  49. Mensah, F.M. (June, 2011). “Writing and Publishing Your Scholarly Journal Article: Preconference Workshop.” 24<sup>th</sup> Annual Text and Academic Authors Conference. Albuquerque, NM.
  50. Mensah, F.M. (March, 2011). “Challenges and Opportunities...How Can We Make More Progress Super-Panel Participant.” The STEM Diversity Summit. Farmingdale State College, SUNY.
  51. Mensah, F.M. (February, 2011). “Speaker Series: Getting Published.” Sponsored by the Teachers College Black Student Network. Teachers College, Columbia University, NY.



52. Mensah, F.M. (December, 2010). "Scholarship Panel: The Impact of Doctoral Student Funding." Full Board Meeting of the Trustees of Teachers College, Columbia University, NY.
53. Mensah, F.M. (October, 2010). "Casual Conversations." Sponsored by Student Activities and Programs. Teachers College, Columbia University, NY.
54. Mensah, F.M. (March, 2010). "Write the Vision: Make It Clear" Conference: The Role of the Faith-based Community in Closing the Education Achievement Gap. Moderator, Closing Keynote Panel: Leaders Unite to Address the Education Achievement Gap. Cowin Center, Teachers College, Columbia University, NY.
55. Mensah, F.M. (April, 2010). "Diversity focus in the preparation of science teachers for diverse urban classrooms." School of Education, Roger Williams University, Bristol, RI.
56. Mensah, F.M. (April, 2009). NARST's Grand Challenges and Great Opportunities: Presidential Speech Reaction Panel. NARST Annual Conference, Garden Grove, CA.
57. Moore, F.M. (March, 2008). "Good Beginnings" Keynote speaker, Equity and Ethics Pre-conference, NARST Annual Conference, Baltimore, MD.
58. Moore, F.M. (December, 2007). "Novel Approaches in the Preparation of Teachers for Diverse Classrooms" College of Education, Mathematics and Science Colloquium Series. University of Illinois, Chicago, IL.
59. Moore, F.M. (November, 2007). "Making Connections: Using Inquiry-based Methods to Teach Science" Uniondale Public Schools, K-12 Science Teachers, Hempstead, Long Island, NY.
60. Moore, F.M. (July, 2007). "Teachers and Curriculum Materials Plenary" CCMS Summer Knowledge Sharing Institute. Washington, DC.
61. Moore, F.M. (March, 2007). "Science in the Urban Elementary Classroom: An Introduction to Go Wild in NYC science curriculum." Teachers' Meeting, River East Elementary School, New York City.
62. Moore F.M. (April, 2007). NARST Equity and Ethics Pre-Conference Workshop: Scholars from underrepresented groups and the academy, Facilitator. NARST Annual Conference, New Orleans, LA.
63. Moore, F.M. (April, 2007). "Making Babies: A Genetics Lab for Elementary Teachers. PS 87 & PS 165, NYC. Teachers College, Columbia University, NY.
64. Moore, F.M. (April, 2006). "Crafting a Scholarly Voice in Science Education across the Career Trajectory" Panel discussion at the NARST Equity and Ethics Special Colloquium, NARST Annual Conference, San Francisco, CA.
65. Moore, F.M. (February, 2006). "Surviving the Dissertation Process." Professor Angela Calabrese Barton's Professional Seminar course, Teachers College, Columbia University, NY.
66. Moore, F.M. (October, 2005). "Stakeholder Perspectives about Science Education." Science at the Crossroads Conference. Storrs, CT.

67. Moore, F.M. (December, 2005). "Diversity: Is this TOO Diverse to Handle?" Diversity and Equity Lecture Presentation at the Winter Symposium of the Faculty Executive Committee on Race, Culture and Diversity Subcommittee. Teachers College, Columbia University, NY.
68. Moore, F.M. (August, 2005). "Introduction to Feminist Poststructuralism." Professor Nancy Lesko's Professional Seminar course, Teachers College, Columbia University.
69. Moore, F.M. (March, 2005). "From Where You Are to Where I Am." Professor Ann Rivet's Professional Seminar course, Teachers College, Columbia University, NY.
70. Moore, F.M. (November, 2005). "Scientists of Color." Miss Wright's 4<sup>th</sup> grade science class, PS 154 Harriet Tubman Learning Center, Harlem, New York City.
71. Moore, F.M. (November, 2003). "The Emotional Side of Graduate Education." College of Education Recruitment Weekend, Keynote Speaker, Florida State University, Tallahassee, FL.
72. Moore, F.M. (September, 2003). "Finding Patterns & Making It Fit". Science Education Seminar Presentation, Michigan State University, East Lansing, MI.
73. Moore, F.M. (March, 2002). "Female Friendly Science Education." Women Extinguishing Barriers Conference, Workshop Presentation. Women's Center, Florida State University, Tallahassee, FL.

## **COURSES TAUGHT**

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### **Undergraduate and Graduate, Preservice and Inservice**

- Student Teaching Practicum & Internship (Undergraduate Secondary)
- Teaching and Learning Science in Secondary Schools (Undergraduate Secondary)
- Professional Roles and Teaching Practice (Undergraduate Secondary)
- Crafting Teacher Practice (Undergraduate, Masters)
- Portfolio Master's Thesis Advisor (Masters Inservice)
- Science in Childhood Education (Masters Preservice Elementary)
- Science Curriculum Improvement (Masters Inservice Elementary)
- Multicultural Education (Masters Preservice, Inservice Secondary, Doctoral)
- Concepts in Biology (Masters Preservice Secondary)
- Professional Seminar in Science Education (Masters, Doctoral)
- Teaching Science in Urban Settings: Urban & Multicultural Education (Masters, Doctoral)
- Introduction to the Field of Science Education Seminar (New course development; Doctoral and Advanced masters)
- Online Advanced Certificate Program in Reimagining Education (New course development in collaboration with TC faculty; Doctoral, Advanced Masters, Teachers)
- Qualitative Research Methods in Science Education (New course development; course open to Masters and Doctoral students in MST; opened to other departments/programs, 2012)
- Independent Study/Guided Study (Masters, Doctoral)
- Critical Voices in Teacher Education (New course development; Doctoral, Advanced masters;

open to other departments/programs)

***Courses Redesigned due to COVID-19 for Online Instruction*** (Synchronous/Asynchronous) March 2020-currently

- *Practicing Qualitative Methods in Science Education* (Masters)
- *Qualitative Research Methods in Science Education* (Doctoral)
- *Independent Study/Guided Study* (Masters & Doctoral)
- *Critical Voices in Teacher Education* (Doctoral)

## **SERVICE**

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### **Professional Memberships**

- Education Deans for Justice and Equity (EDJE), 2018-currently
- Student Affairs Administrators in Higher Education (NASPA), 2016-2020
- School Science and Mathematics Association (SSM), 2009-currently
- Text and Academic Authors (TAA), 2010-currently
  - Annual Conference Presenter and Mentor, 2011, 2017, 2019
- American Educational Research Association (AERA), 2005-currently
  - 2020 Annual Conference, Division K, Early Career Award Committee
  - 2014 Annual Conference Program Co-chair, Division K, Section 6
  - 2014 Annual Conference Discussant
  - 2014 Annual Conference Reviewer
  - 2011 Annual Conference Presider
  - 2011 Annual Conference Program Co-chair, Division C
  - SIG Memberships: Teaching and Teacher Education; Critical Issues in Curriculum and Cultural Studies; & Science Teaching and Learning
- Association of Science Teacher Education (ASTE), 2003-currently
  - Editorial Review Board, Journal of Science Teacher Education, December 2006-December 2011
  - Editorial Review Board, Journal of Elementary Science Education, 2009-2012
  - Equity Committee Member at Large, 2007-2010
  - Long-Range Standing Committee Member, 2007-2010
  - Inclusive Science Education Sub-Committee Member, 2002-2006
  - Northeastern Association Science Teacher Education (NASTE), 2014-currently
  - Southeastern Association Science Teacher Education (SASTE), 2000-2010
- National Association of Research in Science Teaching (NARST), 2003- currently
  - Committee Member, Membership, 2017-2020
  - NARST Executive Board, Chair, Ethics and Equity, 2011-2014
  - Committee Member, Ethics and Equity, 2007-2010

- Program Committee Member, Strand 11 Coordinator, Cultural, Social and Gender, 2006- 2008
- CADASE Member, Newsletter Editor; 2015-currently
- Sisters of the Academy (SOTA), 2001-currently
  - Leadership Team; 2016-currently
  - Past President, 2014-2016; President, 2012-2014; President-Elect, 2010-2011
  - Executive Board Member, Secretary and Newsletter Editor, 2004-2010
  - Intensive Grantsmanship Workshop Committee (Chair), 2012, 2013
  - Writing Retreat Planning Committee, 2008, 2010
  - SOTA Signature Research BootCamp®
    - Planning Committee, 2005, 2007, 2009, 2011, 2013
    - RBC© Senior Scholar Mentor, 2009, 2011, 2013, 2015, 2017, 2019
- Pi Lambda Theta International (PLT) Honor Society & Professional Association in Education, 2001-2010
- National Biology Teachers Association (NBTA), 1996-2009
- National Alliance of Black School Educators (NABSE), 2008-2009

### **Service to Education Profession: Review Experience**

#### **Conferences**

- AERA, Division C (Learning and Instruction)
  - Section 4 (Science Program Committee), 2011
- AERA, Division K (Teaching and Teacher Education)
  - Graduate Student Faculty (Virtual) Mentor, 2020
  - Program Section Co-Chair, Section 6 (Field Experiences), 2014-2016
  - Program Section Co-Chair, Section 1 (Math and Science), 2007
- NARST, Strand Coordinator, Cultural, Social and Gender Issues, 2006-2008
- NARST, Program Reviewer
  - Strand 11 Social, Cultural, and Gender, 2006; 2007; 2009; 2010
  - Strand 4a Pre-service Science Teacher Education; 2005; 2006; 2009
  - Strand 6 Cultural, Social, and Gender Issues; 2004
- ASTE, Program Reviewer, 2009; 2011; 2015; 2019
  - Thread Coordinator, 2018

#### **Journals (Boards & Guest Reviewer)**

- *Journal of Research in Science Teaching*
  - Co-Editor, 2020-2025
  - Associate Editor (2015-currently)
  - Guest Co-Editor, Fall 2014
  - Reviewer, 2005, 2006, 2010, 2011, 2012, 2013, 2014, 2015

- *Cultural Studies of Science Education*
  - Lead Editor, Editorial Review Board, 2010-currently
  - Reviewer, 2009, 2010
- *American Educational Research Journal*, 2017
- *Journal of Science Teacher Education*
  - Guest Reviewer, Special Issue Instructional Materials Aligned to *A Framework for K-12 Science Education* and the Next Generation Science Standards, 2020
  - Guest Reviewer, 2012-2016, 2018
  - Editorial Review Board, 2006-2011
- *Physical Review Journal*, Guest Reviewer, 2017
- *Teaching and Teacher Education*, 2020
- *Teachers College Record: Special Issue on A Dream Deferred: A 20-year Retrospective on Culturally Relevant Pedagogy*, 2015
- *Action in Teacher Education*, 2018
- *Elementary School Journal*, 2011, 2012
- *Journal of Teacher Education*, 2010, 2015, 2018
- *Equity & Excellence*, 2009
- *Journal of Women and Minorities in Science and Engineering*, 2009
- *Science Education*, 2007, 2017, 2018
- *School Science and Mathematics Journal: Special Edition on Urban Education*, 2005; 2010, 2011, 2017
- *International Journal of Science Education*, 2005, 2014
- *Negro Educational Review Journal: Special Edition on The Mathematics and Science Education of African Americans*, 2005

### Books

- Teachers College Press, Editorial Advisory Board (September 2017-June 2018)
- Routledge & AERA (August 2015): *2016 World Education Research (WERA) Yearbook*
- AERA (April 2013): *Handbook of Research on Teaching, 5<sup>th</sup> Edition*
- Corwin Press (January 2008): *Formative Assessment Strategies for Enhanced Learning in Science, K-8*
- Routledge, (May 2006): *Teaching Science to Every Child: Using Culture as a Starting Point*
- Corwin Press, (July 2005): *Integrating Mathematics across the Curriculum*
- Corwin Press, (May 2005): *Teaching Children through Science*

### Grants

- Spencer Foundation (2020): Reviewer Large Grant
- NSF (2015): Full Panel Review
- NSF (2014): Full Panel Review

- NSF (2012): Full Panel Review
- NSF (2010): Full Panel Review

### **Service to Teachers College, Columbia University & the Science Education Program**

- TC Fulbright Student Selection Committee, Reviewer (Fall 2020)
  - Chair, Portia Williams
- Admissions and Scholarship Committee, Spring 2007-currently
- Science Education Travel Scholarship Committee, Spring 2006-currently
- Reimaging Summer Institute, Planning and Faculty Instructor, and the Faculty Lead the Teacher Leadership Strand, Summer 2015-currently
- Black Student Network Faculty Sponsor, Spring 2009-currently
- Student Senate Secondary Advisor, 2016-2019
- Department of External Affairs Faculty Liaison Committee Member (Fall 2010-2019)
  - Chair, Suzanne Murphy
- Teacher Education Policy Committee (TEPC), Spring 2006-currently
  - Chair, Kelly Parkes (2017-currently); Chair, Lin Goodwin (2006-2017)
- Faculty Development Advisor Committee (FDAC), Fall 2007-currently
  - Chair, Victoria Marsick; Chair, Ana Newmann; Chair, William Gaudelli; Chair, Kristine Roome
- Faculty Executive Committee
  - FEC & Academic Personnel (January 2019-2020)
  - Race, Culture & Diversity Sub-Committee (2017-2018)
  - Personnel Sub-Committee (2013-2016, Chair, 2015-2016)
- TC's Race, Ethnicity, and Intercultural Understanding Faculty Curriculum Mapping Steering Committee, Summer 2014-2015; Chair, Amy Stewart Wells
- Walter Sindlinger Writing Award Selection Committee, Spring 2016
- Teachers College Community School, TCCS, Planning Committee, Spring 2009-2011, 2015-2016  
Chair, Nancy Streim
  - Professional Development support for science teachers, Summer 2012-2016
  - Teachers College Community School Opened, August 2011
- Board of Trustees, Panel Discussion Student Scholarships, 2011; Science at TCCS, 2012
- Barnard College-Teachers College Bridge Collaboration, Spring 2009-2013
  - Chairpersons, LeAnn Bell (Barnard College) & Lin Goodwin (TC)
- Barnard College Tenure Review Process (2011-2012)
- Program Coordinator, Science Education Program, Fall 2010-Fall 2016
- American Association of Colleges of Teacher Education, Teachers College Representative, Spring 2009-2010
- Teacher Education Advisory Board, Co-chair, 2013-2017

- Teacher Education Council Member, Fall 2014-2016
- Provost Office and The Office of the Vice President for Diversity and Community Affairs
  - The Doctoral Initiative (formerly, Black and Latino Male Doctoral Initiative), Faculty Committee Member, Fall 2012-currently
  - Panelist, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Fall 2015, 2016, 2017
  - Mini-Research Boot Camp, Chair of Planning Committee, Summer 2014
- President's Office, Development and External Affairs Committee Member, 2017, 2019
- Teachers College Faculty Panel, CICU/College Board NYGEAR UP PD Workshop, Spring 2009
- Teachers College and MST Department Recruitment Initiative, Fall 2008; Spring 2011 (Atlanta Consortium)
- Admissions Open House and/or Admitted Student Weekend
  - Faculty Speaker, Spring 2008, Spring 2009; Fall 2013 (October & November); Fall 2014; Spring 2016; Virtual Open House Faculty Panel Fall 2020
  - HBCU Diversity Scholarship Committee, Spring 2015, Spring 2016
- Teachers College Career Services Panel, Fall 2007, Spring 2008, Spring 2009
- Commencement Speaker & Escort
  - Convocation Committee, Spring 2015-currently
  - Student Speaker Selection Committee, 2017, 2018, 2019
  - First Generation/Students of Color Annual Graduation Ceremony, Speaker, Spring 2016, 2017
  - Dr. Carl Wieman, Escort Spring 2014
  - Dr. Freeman Hrabowski, Escort Spring 2006
- Elementary Inclusive Preservice Portfolio Reviewer, Fall 2006, Fall 2007
- The U.S. Department of State's Bureau of Educational and Cultural Affairs, International Visitors Leadership Program
  - Faculty Panel (Brazil), Spring 2014
  - Pontificia Universidad de Catolica (Chile), Faculty Panel, Fall 2013
  - United States Department of State Office of International Visitors, United Arab Emirates, Faculty Panel, Fall 2006
- Faculty & Staff Search Committees
  - Educating Teacher Educators, Department of Curriculum and Teaching, Fall 2017; Search Chair, Mariana Soto-Manning
  - Director of Career Education & Professional Development, Summer 2017; Search Chair, Tom Rock
  - Teacher Education, Department of Curriculum and Teaching, Fall 2015-Spring 2016; Search Chair, Celia Oyler
  - Music Education, Department of Arts and Humanities, Fall 2014-; Search Chair, Hal Abeles
  - Bilingual/Bicultural Education, Department of Arts and Humanities, Fall 2013-Spring

- 2014; Search Chair, Carmen Martínez-Roldán
- Inclusive Education, Department of Curriculum and Teaching, Fall 2012-Spring 2013, Search Chair, Celia Oyler
- Curriculum Studies, Department of Curriculum and Teaching, Fall 2009-Spring 2010, Search Chair, Nancy Lesko
- Science Education, Department of Mathematics, Science and Technology, Fall 2006, Search Chair, Robbie McClintock

### **External & Internal Reviewer**

- Tenure and Full Review Letters Written to Date (TC and abroad): 34
- Pre-tenure/Re-appointment Letters Written to Date (TC and abroad): 15

### **SCHOOL PARTNERSHIPS**

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- PS 75, The School of Research and Discovery, PreK-5, PS 75, 984 Faile Street Bronx, NY 10459, Principal: Mrs. Marines Arretia-Cruz & Teacher: Althea Benthos. Summer 2016-currently
- MS 368, Hamilton Heights School, PreK-5, 1750 Amsterdam Ave, New York, NY 10031. Asst Principal: Shaniqua Johnson & Teacher: Jason Doell, Summer 2017-currently. Principal: Michelle Herbowy & Teacher: Lisa McDonald, Summer 2014-Summer 2016.
- PS 75, School of Research and Discovery, 984 Faile Street, Bronx, NY 10459. Principal: Marines Arrieta Cruz. Teacher: Althea Benthos. Spring 2017-currently.
- PS 048, Michael J. Buczek, PreK-5, 4360-78 Broadway, New York, NY 10033. Principal: Fatimah Ali. Teacher: Jing-Ting Poon. Fall 2016.
- Teachers College Community School (TCCS), 168 Morningside Drive, NY 10027. Principal: Jeannine Worrell-Breedin. Summer 2012-Spring 2017.
- PS 154 Harriet Tubman School, PreK-5, 125 West 127th Street, NY. Principal: Elizabeth Jarritt. Summer 2013-2015.
- PS 36, The Margaret Douglas School, PreK-5, 123 Morningside Drive, NY 10027. Principal: Cynthia Mullins-Simmons. Fall 2009-Summer 2012; Principal: Heather Baptiste. Fall 2012-currently
- PS 015, Jackie Robinson School, PreK-5, 12115 Lucas Street, New York, NY 11413. Principal: Antonio K'Tori. Summer 2012-Fall 2013.
- PS 84, The Lillian Weber School, 32 W. 92<sup>nd</sup> Street, NY 10025. Principal: Ms. Robin Sundick; Assistant Principal: Ms. Mary Acosta. Summer 2009-2012.
- PS/IS 180, Hugo Newman College Preparatory School, 370 W. 120<sup>th</sup> Street, NY, 10027. Principal: Dr. Peter MacFarland. Fall 2007-2012.
- River East Elementary School, 508 E. 120<sup>th</sup> Street, East Harlem, NY. Principal: Alison Mackenzie; Science Teacher: Carol Stringari. Fall 2006; Science Teacher: Kassandra Brown. Spring 2007-2011.



- PS 57, NCREST- Say Yes to Education, 115<sup>th</sup> and 3<sup>rd</sup> Avenue, Harlem, NY 10027. Contact: Marta Morales. Spring 2008.
- Isaac Newton Middle School for Math and Science, 260 Pleasant Avenue, East Harlem, NY 10027. Principal: Lisa Nelson. Teachers: Tara O'Neill, Verneda Johnson. Summer 2007-Summer 2008.
- Far Rockaway High School, 821 Bay 25<sup>th</sup> Street, Brooklyn, NY. Assistant Principal: Arthur Registre. Fall 2006.
- Future Leaders Institute, 134 W 122<sup>nd</sup> Street. Harlem, NY. Science Teacher: Julia Handelman. Fall 2006.
- PS 165, 234 W. 109<sup>th</sup> Street, Manhattan, NY. Assistant Principals: Victor Villegas & Ivonne Torres; Science Teachers: Christina Delatola (lower grades) & Luisa Maysonet (upper grades). Fall 2005, Spring 2006.
- PS 87, 160 W. 78<sup>th</sup> Street, Manhattan, NY Science Teacher: Michele Owen. Fall 2004, Spring 2005.

#### **OTHER PROFESSIONAL EXPERIENCES**

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1. Postdoctoral Fellow, Center for Curriculum Materials in Science (CCMS) (Michigan State University). A partnership of American Association for the Advancement of Science, Michigan State University, Northwestern University, and the University of Michigan that focused on the analysis, design, and use of science curriculum materials. The Center was funded under the National Science Foundation's Centers for Learning and Teaching (CLT) program. The five core principles of CCMS was attending to diverse learners, providing pedagogical supports, focusing on science learning goals, fostering inservice professional development, and enhancing student investigations and learning technologies. Development of a high school Water Unit, development of Environmental Literacy standards, and participation in Diversity strand. (Summer 2003- Summer 2006); <http://ed-web2.educ.msu.edu/CCMS/index.htm>
2. Graduate Research Assistant, Scientific Thinking & Internet Learning Technologies (STiLT) (University of Utah & Florida State University). A curriculum development project that blended the study of the nature of science with instructional technologies made available via the Internet. The STiLT project consisted of three, six-day units for use in high school biology classrooms. (Fall 2002-Spring 2003)
3. Graduate Research Assistant, The Gadsden County Electronic Teacher (ET) Project (Gadsden County Public School System & Florida State University). A vision for rural underserved school district to have ongoing professional development with the use of technology in the classroom. A specific aim of the project was to produce caring, competent, and qualified teachers of technology for every student. The teachers were assigned a preservice teacher from one of two local universities to mentor and use technology as a tool. (Fall 2001-Spring 2002)
4. Graduate Research Assistant & Instructor, Miami-Dade Public Schools/Florida State University Master's Distance Program in Science Education (Florida State University). A Master's degree and

professional development program with an emphasis on inquiry and science content knowledge. The program consisted of 98 elementary and middle school teachers in the Miami-Dade school system. (Summer 2001)

5. Graduate Research Assistant, Creating Professional Teaching Communities (Florida State University). A project to support preservice and practicing teachers in becoming actively involved in preparing, developing, and teaching inquiry-based science lessons. (Fall 2000)
6. Johnson C. Smith University (Charlotte, NC). Biology course/lab instructor for summer science enrichment program for middle and high school students. (Summer 1997)
7. Norrell/Proctor and Gamble (Brown Summit, NC). Micro-biochemist, Analytical laboratory technician, solids division. (March 1993-December 1993)
8. Moses H. Cone Memorial Hospital (Greensboro, NC). Phlebotomist II, Laboratory. (August 1990- December 1992)
9. North Carolina A & T State University (Greensboro, NC). Laboratory research assistant, Psychology department. Research on duration of day and night on behavior of nocturnal animals (Albino rats) for hypertension studies; and adjunct instructor and laboratory instructor, Biology Department, (August 1989-August 1992)

## **STUDENT ADVISING**

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**Current Students (Post-certification):** PhD: Jessica Weedon; Allison Bookbinder; Karen Cole-Onaifo; Dora Kastel; Jacqueline Horgan; Leana Peltier; Victoria Hypolyte; Julia Sable; Sabrina Hussein Avila; Alexis Riley; Shane Coleman; and EdD: Colette Young; Andrea Horowitz; Michael Simpson; Silvia Sarhardian

### **PhD & EdD Science Education: (Sponsor-Advisor) [49 completed]**

1. Samir Biswas (PhD, Spring 2020), Exploration of differences in the beliefs and attitudes of biology, chemistry, earth science, and physics teachers on multiculturalism in secondary science classrooms
2. Ava Javid (EdD, Spring 2020), Beginning science teachers' agency: An exploratory study of choice and the role of technology for continued learning
3. Megan Dansby Russell (EdD, Spring 2020), Understanding the academic help-seeking strategies and experiences of black first-generation engineering undergrads
4. Kristen Larson (EdD, Spring 2020), Forming science teacher identity: The role that identity plays in designing learning goals and classroom-based formative assessments [Postdoctoral Fellow, Mercy College]
5. Jite Lark (EdD, Spring 2020), Culturally relevant teaching and multicultural education in pre-service teachers STEM courses and in-service teachers advanced placement STEM courses

6. Erika Gillette (EdD, Spring 2020), The teaching of science to refugees in Greece: A multi-site case study of volunteer educators in non-formal education setting
7. Roya Heydari (PhD, Spring 2020), The impacts of informal science education on students' science identity and understanding of science inquiry
8. Lisa McDonald (EdD, Fall 2019), The role of children's racial identity and its impact on their science education
9. Luz V. Garcia- Felix (PhD, Fall 2019), Assessing bilingual Latino students' understanding in acquiring knowledge and their motivation in learning science with a computer-based simulation
10. Lauren Mangione (EdD, Fall 2018), Experiences of science education graduate students in the critical voices classroom [Teacher, The Equity Project Charter School]
11. Jessica Chen (EdD, Fall 2018), Activating resources for science and developing the social justice science teacher identities of elementary teachers through school-based professional development [Post-doctoral Fellow, Teachers College]
12. Diego Roja-Perilla (PhD, Spring 2018), Influence of preservice science teachers' beliefs and goals in the cognitive demand of learning tasks they design: A multiple case study [Bogota D.C. Department, Colombia]
13. Peter Hillman (EdD, Spring 2018), Vertically aligned professional learning communities as a keystone for elementary science teacher professional development, growth, and support [Assistant Professor, Concordia College]
14. Amanda Levy (EdD, Spring 2018), Investigating the experience of water: A case study of teaching and learning in elementary school science [Water Scientist, NYC Department of Health]
15. Lisa Edstrom (EdD, Curriculum and Teaching, Urban Education, Fall 2017), Taking action: African American mother activists working for change in city schools [Lecturer, Barnard University]
16. Robin E. Fleshman (PhD, Spring 2017), Not driven by high-stakes tests: Exploring science assessment and college readiness of students from an urban portfolio community high school [Principal]
17. Althea Lyman Hoard (PhD, Spring 2017), A black feminist book club as a multicultural professional development model for inservice secondary science teachers [Assistant Professor, Relay Graduate School of Education, Adjunct Faculty-Barnard College]
18. Philip Adornato (PhD, Spring 2017), Uncovering the lived experiences of female science majors within a program designed for the retention and success of women science majors
19. Lisa Neesemann (EdD, Spring 2017), An added layer of support: Introducing a heterarchical peer mentoring intervention to a preservice science teacher education cohort [Adjunct Faculty-Teachers College, & Secondary Teacher]
20. Lauren Serpagli (EdD, Spring 2017), Social media in the science classroom: Using Instagram

with young women to incorporate visual literacy and youth culture [Department Chair, Secondary Teacher]

21. Patrick Ashby (PhD, Fall 2015), Critical science education in a suburban high school chemistry class [Adjunct Faculty- Teachers College, & Secondary Teacher]
22. Nermeen Dashoush (PhD, Spring 2015), Establishing a community of practice between an elementary educator and a scientist as a means of professional development [Clinical Assistant Professor, Boston University]
23. Sarah Hansen (PhD, Spring 2014), Multimodal study of visual problem solving in chemistry with multiple representation through eye-tracking [Associate Professor, Columbia University]
24. Arthur Corvo (PhD, Spring 2014), Utilizing the National Research Council's (NRC) conceptual framework for the Next Generation Science Standards (NGSS): A self-study in my science, engineering, and mathematics classroom [Adjunct-Professor, Brookdale Community College, NJ]
25. Denise Mahfood (PhD, Spring 2014), Uncovering Black/African American and Latina/o students' motivation to learn science: Affordances to science identity development [Instructor, Teachers College]
26. Darcy Ronan (PhD, Spring 2014), Science specialists in urban elementary schools: An ethnography examining science-teaching identity and motivation [Sacred Heart University]
27. Stefania Macaluso (PhD, Spring 2014), Exploring the development of classroom group identities in an urban high school chemistry class [Adjunct Faculty, Teachers College, & Center for the Professional Education of Teachers]
28. Clement Gomes (PhD, Spring 2014), Sounding out science: Incorporating audio technology to assist students with learning differences in science education [Department Coordinator and Head Teacher, The Churchill School]
29. Gregory Benedis-Grab (EdD, Fall 2014), Exploring cloud-based collaboration in science teacher education [The Packer Collegiate Institute]
30. Gustave Ado (EdD, Spring 2014), Exploring Ivoirian perspectives on the effectiveness of the current Ivorian science curriculum in addressing issues related to HIV/AIDS
31. Jane Marincic Lewinter (EdD, Spring 2013), Factors that support women in being successful in engineering professions: Identity as a lens
32. Katemari da Rosa (PhD, Spring 2013), Gender, ethnicity, and physics education: Understanding how black women build their identities as scientists; Fulbright Student, Brazil [Universidade Federal da Bahia, Brazil]
33. Gita Bhirman-Raza (PhD, Spring 2012), Using forensic science as a context to enhance scientific literacy
34. Alissa Berg (PhD, Spring 2012), De-marginalizing science in the early elementary classroom: Fostering reform-based teacher change through professional development, accountability, and

- addressing teachers' dilemmas [Associate Director, Science Curriculum and Instruction, Chicago]
35. Catherine Quinlan (EdD, Spring 2012), A schema theory analysis of students' think-aloud protocols in an STS biology context [Assistant Professor, Howard University]
  36. Natasha Cooke-Nieves (EdD, Spring 2011), A collaborative "diagonal" learning network: The role of formal and informal professional development in elementary science reform [Senior Specialist in Science and Teacher Education, American Museum of Natural History]
  37. Megan Roberts (EdD, Spring 2010), Lesson study: Professional development and its impact on science teacher self-efficacy [Executive Director, Math for America, NY]
  38. Kathie Moskovitz (EdD, Spring 2010), One eye on the curriculum, one ear on the kids: Elementary teachers' efforts to incorporate student ideas into inquiry science lessons
  39. Yuqing Yu (PhD, Spring 2010), Adults' decision-making about the electronic waste issue: The role of the nature of science conceptualizations and moral concerns in socio-scientific decision-making
  40. Amanda Gunning (PhD, Spring 2010), Exploring the development of science self-efficacy in preservice elementary school teachers participating in a science education methods course [Department Chair, STEM Center Co-Director, Mercy College]
  41. Jennie Suzanne Brotman (PhD, Spring 2009), Urban high school students' talk about HIV/AIDS decision-making: Learning, identities, and the influence of school [Director of Service Design, Teaching Matters]
  42. Lisa Kozlowski (PhD, Spring 2009), Influence of project-based science practices in teaching for diversity [Secondary Science Education]
  43. Aarti Mallya (PhD, Spring 2009), Extending science beyond the classroom Door: Learning from students' experiences with the *Choice, Control and Change (C3)* curriculum [Founder, The Mind & Body Route]
  44. Lisa M. Currie (EdD, Spring 2009), Removing the veil: Science performance assessment practices in a regional technical Delaware high school
  45. Dorothy Patterson-Strange (EdD, Spring 2009), A case study of the implementation of a customized multicultural program in an urban high school
  46. Meghan E. Marrero (EdD, Spring 2009), Uncovering student conceptions of the ocean: A critical first step to improving ocean literacy [Professor, STEM Center Co-Director, Mercy College]
  47. Janell Catlin (PhD, Spring 2007), An opportunity for success: Understanding motivation and learning from urban youth participation in an after-school science program [Director, STEM Coalition Partnerships at Discovery Education, NYC]
  48. Shannon Halpin-Brunt (EdD, Spring 2007), Differentiated instructional practices: A case study of science teachers in a suburban middle school setting
  49. Janice Kelly, Computing (EdD, Fall 2006), A comparison of prime-time situation comedy fathers

and real fathers on involvement, communication and affection [Chair and Professor of Communications and Certified Family Life Educator, Molloy College]

**PhD/EdD Science Education: (Second Reader & Third Reader-Chair) [40 completed]**

1. Jamie Parker (PhD, Spring 2020), The use of battle rap as a way to engage students in STEM
2. Min Jung Lee (PhD, Spring, 2020, chair), Chemistry teachers' pedagogical content knowledge and belief on integrating proportional reasoning in teaching stoichiometry
3. Xioaxin Lyu (PhD, Spring 2019), Assessing in-service secondary science teachers' views of nature of science and competence in understanding scientific argumentation about socio-scientific issues
4. Rachel Connolly (PhD, Spring 2019), Teachers' understanding and usage of scientific data visualizations for teaching topics in earth and space science
5. Gary Weiser (PhD, Spring 2019, chair), Developing NGSS-aligned assessments to measure crosscutting concepts in student reasoning of earth structures and systems
6. John Russell (EdD, Spring 2018), Professional learning communities and their facilitation for advancing ambitious teaching practices
7. Gifty Asanami (PhD, Spring 2018), "Science ain't the enemy" – Exploring the experiences of black and brown girls in a hip-hop based science program
8. Melodie Mirth G. Ting (PhD, Spring 2018), Mobile technology in science classrooms: Using iPad-enabled constructivist learning to promote collaborative problem solving and chemistry learning
9. Kristina Hopkins (PhD, Spring 2018), Applications of the nature of science to teacher pedagogy through the situation of neuroscience within the context of daily classroom practice
10. Jason Wu (PhD, Spring 2017), Assessing bilingual knowledge organization in secondary science classrooms
11. Yuna Lyons (PhD, Spring 2017), The effects of pre-reading instructions on the comprehension of science texts
12. Lauren Zubiaurre Bitzer (PhD, Spring 2017), The development of reflective thinking and its influence on patient care skills in third year dental students
13. Phillip Boda (PhD, Spring 2017), Disability studies, multiculturalism and urban science education: A mixed-methods phenomenography of graduate student learning
14. Cyntra Bernardo (PhD, Spring 2017), Integration of culturally relevant pedagogy into the science learning progression framework
15. Edmund S. Adjapong (PhD, Spring 2017), Bridging theory and practice: Using hip-hop pedagogy as a culturally relevant approach in the urban science classroom

16. Sheila Borges (PhD, Spring 2016), A longitudinal study of implementing reality pedagogy in an urban classroom: The effects, challenges, and recommendations for science teaching and learning
17. Cynthia Hamen Farrar (PhD, Spring 2016, chair), Teachers' instructional goals for science practices: Identifying knowledge gaps using cultural-historical activity theory (CHAT)
18. Jeremy Heyman (PhD, Spring 2016), Pathways into STEM among urban, low-income immigrant English language learners: Opportunity, access, and persistence
19. Spyridon Varthis (PhD, Spring 2016), Students' perceptions of blended learning and its effectiveness as a part of second year dental curriculum
20. Raghda Daftedar (EdD, Spring 2016), What matters? Developing inquiry and multivariable reasoning skills in high school chemistry
21. Roopnarain Roopnarine (EdD, Spring 2015), Cultural border crossing in three urban laboratory classrooms: A mixed methods study
22. Alison Riley Miller (PhD, Spring 2015), Examining the relationship between physical models and students' science practices
23. Diane Crenshaw Jammula (PhD, Spring 2015), Feminist physics education: Deconstructed physics and students' multiple subjectivities
24. Anna Karina Monteiro (PhD, Spring 2015), Facilitating cultural border crossing in urban secondary science classrooms: A study of inservice teachers
25. Jessica Meizi (PhD, Spring 2015, chair), Science teachers' perceptions of the relationship between game play and inquiry learning
26. Christopher Lazzaro (PhD, Spring 2015, chair), Evaluation and assessment in the use of the Next Generation Science Standards
27. Christi L. Browne (PhD, Spring 2014, chair), Professional learning communities (PLCs) as a means for school-based science curriculum change
28. Cheryl Lyons (PhD, Spring 2014, chair), Relationships between conceptual knowledge and reasoning about Systems: Implications for fostering systems thinking in secondary science
29. Phillip Stewart (PhD, Spring 2013, chair), Learning the rules of the game: The nature of game and classroom supports when using a concept-integrated digital physics game in the middle school science classroom
30. Tanzina Taher (PhD, Spring 2012), Exploring the impact of the implementation of reality pedagogy: Self-efficacy, social capital, and distributed cognition
31. Robert Douglas Mirchin (EdD, Spring 2012), An analysis of high school students' perceptions and academic performance in laboratory experiences
32. Roseanna Graham (PhD, Spring 2010), The reliability, validity, and usefulness of the Objective

Structured Clinical Examination (OSCE) in dental education

33. Gou-Li Chiou (PhD, Spring 2009), Exploring beyond mental models: An interview-based study of students' in-depth understanding of heat conduction from a multi-dimensional cognitive perspective
34. Mary Elizabeth T. Murray-Wilson (EdD, Spring 2009), Using data to inform curriculum, instruction, and professional development in science education
35. Jessica F. Riccio (EdD, Spring 2008), Content area literacy and preservice teacher education: Preparing preservice science teachers to view literacy in service of science teaching
36. Chiara Brandoni (PhD, Spring 2007), Merging divergent thinking with neuropsychology: Implications for research and practice in science education
37. Kathleen St. Louis (PhD, Fall 2010), Parental engagement: Beyond parental involvement in science education
38. Edna Tan (PhD, Spring 2007), Latina girls' identities-in-practice in 6<sup>th</sup> grade science
39. Melina Furman (PhD, Spring 2007), Becoming urban science education teachers by transforming middle-school classrooms: A study of the urban science education fellows program
40. Miyoum Lin (PhD, Spring 2006), Exploring urban children's sense of place  
Current Students (post-certification): PhD: Sonam Tobgye; Luronne Vaval; Anna Beck; Rashida Robinson; and EdD: Tyrone Dash II; Jude Julien

**PhD/EdD Second Reader (Within and Outside Department) [16 completed]**

1. Sofia Li, (PhD Neuroscience, anticipated Fall 2021), Physical activity in early childhood classrooms: A case study
2. George Nicholson (EdD Music Education, Spring 2020), (Open Market + Deregulation)/Competition = Innovation + Excellence: The experiences of music teachers in the age of neoliberal reform
3. Hyeyoung Kim (EdD Early Childhood Education, Spring 2020), Mapping the identities and experiences of transitional international teachers in early childhood education: Moving from firstspace toward thirdspace
4. Julius R. Donisan (EdD Mathematics Education, Spring 2020), An algebraic opportunity to develop proving ability
5. Rosiane Lesperance (PhD Developmental Psychology, Fall 2019), What impact does context have on the acquisition of science practices?
6. Hong Yuan (PhD Mathematics Education, Spring 2018), Modes of acquisition of Shanghai mathematics teachers' pedagogical content knowledge within communities of practice
7. Dale Dawes (PhD Mathematics Education, Fall 2017), Effectively implementing an online



homework and testing management system to increase student achievement: A student-tailored pedagogical approach

8. Nicholas R. McBride (EdD Music Education, Spring 2017), Onstage, off and in-between: Negotiating gay identity and teacher identity in the choral classroom
9. Hannah Kye (EdD Curriculum and Teaching, Spring 2017), Using a multicultural social justice framework to analyze elementary teachers' meanings of multicultural science education
10. Kiran Purohit (EdD Curriculum and Teaching, Spring 2017), Science teacher Decision-making in a climate of heightened accountability: A rhizomatic case study analysis of two science departments in New York City
11. Matthew Scott Rotjan (EdD Music Education, Spring 2017), Exploring the complexity of repertoire selection with school orchestra teachers and their students
12. Tina Stinson-DaCruz (EdD Adult Education, Spring 2017), "Only qualified applicants need apply": Exploring the learning perceptions of African American millennial professionals successful at acquiring professional employment
13. Robin Walker (EdD Interdisciplinary Studies, Spring 2017), Visualizing science dissections in 3D: Contextualizing student responses to multidimensional learning materials in science dissections
14. Blanca Vega (EdD Higher Education, Spring 2015), Beyond racial incidents and apologies: Toward a new understanding of campus racial conflict in higher education
15. Anahu Guzman (PhD Mathematics Education, Spring 2015), Mathematics identities of Non-STEM major female students
16. Simone S. Salmon-Nembhard (EdD Mathematics Education, Fall 2014), Conceptualizing the mathematics success of African American middle school students
17. Mark Causapin, (PhD Mathematics Education, Spring 2012), Mathematics self-efficacy and its relation to proficiency-promoting behavior and performance

**PhD & EdD Third Reader-Chair, and Fourth Outside Reader (Outside Program or Outside Department) [48 completed]**

1. Eun Jeong (E.J.) Jun (EdD, Urban Education, Spring 2020), Teaching and learning in a multicultural teacher education course: Critically analyzing preservice teachers' reflections and actions
2. Katie Nagrotsky (PhD, English Education, Spring 2020), "I'm not teaching writing, I'm just assessing it": Exploring assimilationist writing pedagogies in a new graduate school of education
3. Soha Abdelsattar (PhD, Mathematics Education, Spring 2020), Mathematics education in Qatar from 1995 to 2018
4. Hanadi Shatara (PhD, Social Studies Education, Spring 2020), The influence of globally oriented

teachers' positionalities in world history classrooms

5. Jeremy K. Grant (PhD Psychology, Spring 2020), Stereotype threat and undergraduate writing performance
6. Rebecca L. Johnson (PhD Mathematics Education, Spring 2020, chair), Listening to the voices that sing a different song: Mathematically successful and socially conscious students of color
7. Alyssa SooHoo (EdD Intellectual Disability/Autism, Fall 2019, chair), Respite and well-being among families with children with autism spectrum disorder
8. Lauren Fox (PhD Educational Policy and Social Analysis, Spring 2019, chair), Whiteness and power in a previously all-white suburban school district
9. Lucretia Glover (EdD Mathematics Education, Spring 2019, chair), Teaching mathematics for social justice: How students in an all-girls independent school setting use mathematics to read and write the world
10. O'Rita Johnson (PhD Mathematics Education, Spring 2019), The impact of parent involvement on high-achieving females' mathematics performance and decision to major in science, technology, engineering and mathematics
11. Elsy Mecklembourg-Guibert, Health Education (Spring 2019), African American breast cancer survivors' online study of factors related to quality of life: Health status, posttraumatic growth, religiosity/spirituality, social support, partner support, stress, depression, anxiety, and coping self-efficacy
12. Theresa Guerriere (Fall 2018), Results of health assessments of disabled students to determine readiness to participate in driver's Education: Implications for providing access to driver education for disabled students
13. Gregory Benoit, Mathematics Education (Spring 2018, chair), Mathematics in popular culture: An investigation through internet memes
14. Gábor Salopek, Mathematics Education (Spring 2018, chair), Mathematics in popular culture: An investigation through videos
15. Tammy Yi, Music Education (Spring 2018), Back of the orchestra: High school students' experiences in alternative seating practices
16. William McGuffey (PhD Mathematics Education, Spring 2018), Insights from college algebra students' reinvention of limit at infinity
17. Keosha Bond, Health Education (Spring 2015, chair), Diffusing the innovation of e-health on post-exposure (PEP) and pre-exposure prophylaxis (PrEP) using an avatar video targeting African American women: Identifying predictors of uptake
18. Lennon Lenny Safe, Mathematics Education (Spring 2015, chair), An investigation of misconceptions in non-stochastic statistics with subjects who completed a first course in statistics
19. Keisha McIntosh Allen, Curriculum and Teaching (Spring 2015, chair), (In)visible sons:

Exploring the enactment of culturally relevant pedagogy with black adolescent males

20. Iesha Jackson, Curriculum and Teaching (Spring 2015, chair), Voicing a need for radical praxis: How race, gender, and age influence the schooling of overage, under-credited African American students
21. Minosca Alcantara, Bilingual Education (Spring 2015, chair), Latina's figured world of math and science positionality and identity formation in formal and informal community of practice
22. Lori-Anne S. Brogdon, Science Education (Spring 2015, chair), An exploration of administrators' perceptions of elementary science: A case study of the role of science in two elementary schools based on the interactions of administrators with colleagues, science content and state standards
23. Dino Sossi, Computing and Technology (Spring 2015, chair), Moving pictures: An exploratory study of the potential role visual media play in promoting affective student response concerning immigration in a multicultural urban classroom
24. Andrew Sanfratello (PhD Mathematics Education, Spring 2015, chair), Middle school teachers' perspectives on professional development in mathematical modeling
25. Hazel Brown Reid, Anthropology and Education (Spring 2015), Jamaica on a mission: Policies and outcomes in a "post-colonial" attempt to use education reform to advance natural development
26. Nathan Alexander (PhD Mathematics Education (Fall 2014, chair), Self-efficacy, identity, and algebra proficiency among high school students
27. Anthony Miele (PhD Mathematics Education, Spring 2014), The effects of number theory study on high school students' metacognition and mathematics attitudes
28. Nicole C. Taylor-Buckner (PhD Mathematics Education, Spring 2014), The effects of elementary departmentalization on mathematics proficiency
29. Terri Lynne Germain-Williams (PhD Mathematics Education, Spring 2014), Mathematical modeling in textbooks at the onset of the Common Core State Standards
30. Solymar Ferreras Garriga, Adult Education (Spring 2014), Experience conceptualizing interdisciplinary social and behavioral science based doctoral programs in two US universities and the faculty's and students' perception about the relevance and quality of their programs.
31. Richard S. Hyland, Adult Education (Spring 2014), Award winning community college teaching
32. Melanie Waynik, Curriculum and Teaching (Spring 2013), Expert teaching practice and the influence of school culture: Three expert teachers, in three different settings, in one city
33. Monica Wood, Mathematics Education (Spring 2013, chair), Mathematics education in a Catholic academy during the latter twentieth century
34. Andrea C. Hernandez (PhD Mathematics Education, Fall 2013), Exploring algebra based problem solving methods and strategies of Spanish-speaking high school students

35. Hasan Shafiq (PhD Mathematics Education, Spring 2013), Examining the effects of gender, poverty and ethnicity on learning algebra, geometry and trigonometry performance in a public high school
36. Inbar Aricha-Metzer (EdD Mathematics Education, Spring 2013), The history of Hebrew secondary mathematics education in Palestine during the first half of the twentieth century
37. Jennifer R. Shloming (PhD Mathematics Education, Fall 2012), Analysis of mathematical fiction with geometric themes
38. Hartono H. Tjoe (PhD Mathematics Education, Spring 2011). Which approaches do students prefer? Analyzing the mathematical problem-solving behavior of mathematically gifted students
39. Jenna Van Sickle, Mathematics Education (Spring 2011), A history of trigonometry education in the United States: 1776-1900
40. Ifeoma Uzoka-Walker, Mathematics Education (Spring 2009), Nigerian students' perceptions of mathematics in secondary education
41. Melissa N. Abramo, Music Education (Spring 2009), The construction of instrumental music teacher identity
42. Anayo Ikeme, Health Education (Spring 2008), An internet survey of diabetes
43. Natasha Davis, Health Education (Spring 2008), HIV/AIDS and the black church: A qualitative investigation
44. Katherine M. Kovarik (PhD Mathematics Education, Spring 2008), Pedagogical content knowledge: Teacher beliefs, teacher self-assessment, and teacher acquisition of pedagogical content knowledge
45. Sooyoung Lee, Music Education (Spring 2007), A study of Korean students' adjustment to life in the United States
46. Marilyn A. Thompson, Music Education (Spring 2007), W.C. Handy's contribution to African American solo concert vocal music
47. Anuradha Patil, Curriculum and Teaching (Fall 2006), The development and implementation of a teacher education model in environmental science education for Indian certificate of secondary education (ICSE) schools
48. Elizabeth J. Craig (EdD Curriculum and Teaching, Spring 2006), The construction of the resistant student in teacher education: A genealogical case study

**PhD & EdD Committee Member (Outside Teachers College, Outside USA) [7 completed]**

1. Jennifer Tripp (PhD, anticipated Spring 2021). Towards a liberatory framework of science teaching and learning opportunities for racially, ethnically, and linguistically diverse students at an inclusive STEM-focused high school. Syracuse University, NY
2. Demetrice Smith-Mutegi (EdD, Fall 2020), Factors influencing Black preservice teachers to

- pursue careers in science teaching: A mixed methods approach. Morgan State University, MD
3. Judith Gouraige (PhD, Spring 2020), Urban STEM successes in the Bronx: Moving away from the deficit model. Stony Brook University, NY
  4. Terrance Burgess (PhD, Spring 2020), “Because I did what she told me to do”: Understanding the identity work of elementary students of color in the science classroom and how a teacher’s positionality impacts student learning. Syracuse University, NY
  5. Julieta Soledad de los Santos (PhD, Spring 2018), The relationship between biology teachers’ identities and their integration of the outdoors. University of Alberta, Canada
  6. Janice Bell Underwood, Science Education (PhD, Spring 2015), A phenomenological case study concerning science teacher educators’ beliefs and teaching practices about culturally relevant pedagogy and preparing K-12 science teachers to engage African American students in K-12 science. Old Dominion University, VA
  7. Edith Blackwell, Science Education (PhD, Spring 2012), Exploring the positional identity of school science teachers. Morgan State University, MD
  8. Mr. Waheeb Gasant, Science Education (PhD, Spring 2012), Gender equity in science education. University of the Western Cape, South Africa. (Reader)

**South Africa Doctoral Mentorship (SADM) Program/University of KwaZulu Natal, Durban University of Technology, and University of Zululand** (Faculty Mentor)

1. First Cohort, 20 students; mentoring across different programs

**Teachers College Inaugural Faculty Mentoring Committee** (Faculty Mentor)

1. Prof. Carolyn Benson, Associate Professor, International and Comparative Education (Spring 2020)

**EdM & MS Advisor Research Paper Written (6)**

1. Tandra Birkett (EdM, Co-sponsor, Spring 2019), I too sing, America
2. Adnan Ali (MS, Spring 2016), Science teacher’s perception about teaching science to English language learners
3. Genna Robbins (EdM, Spring 2014), “Mees, I no understand”: Using inquiry in a science classroom of diverse cultures, languages, and English proficiencies
4. John Fargo (EdM, Spring 2014), Flipped classrooms & technology: In what ways can students be engaged in the study of science?
5. Erin Murphy (EdM, Spring 2012), Concrete experiences and constructivist learning theory: The role of experience and its effect on learning
6. Gregory Benedis-Grab (EdM, Spring 2010), Herbert Spencer: Getting it right the first time around

**MA Advisor (3)**

Selina Glaros (Spring 2010); Deepa Rani (2006-2009); Marissa McDonald (2006-2008)

**MA Columbia University (1)**

Department of Ecology, Evolution, and Environmental Biology, Education Track, Thesis Committee Member, Research Paper Written

Laura Dickinson (Spring 2009), Learning and experiencing 6<sup>th</sup> grade science on a green roof

**MA Columbia University (4)**

Department of Ecology, Evolution, and Environmental Biology, Education Track, Enrolled in Elementary Science Methods Course; Kaitlin Marie Baird (2007-08); Susan Hua (2007-08); Jessica Pownall (2007-08); Laura Dickinson (2008)

**HOSTING VISITING SCHOLARS**

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Nam-Hwa Kang, Ph. D. (September 2019-September [March] 2020)

Professor of Physics/Science Education

Korea National University of Education

Eunjeong Ju, PhD (Fall 2017-Fall 2018)

Assistant Professor of Elementary Education

Republic of North Korea

Mary Atwater, PhD (Spring 2017)

2016-2017 Teachers College Sachs Distinguished Lecturer

Professor, Department of Mathematics and Science Education, University of Georgia

Vanashri Nargund-Joshi, PhD (Fall 2014)

Assistant Professor, Department of Elementary and Secondary Education/Department of Biology,  
New Jersey City University

**POSTDOCTORAL FELLOWS**

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Dr. Kristen Larson (Fall 2020-Fall 2022)

Dr. Jessica Chen (Spring 2019-Spring 2021)

Dr. Patrick Ashby (Fall 2016-Fall 2018)

Dr. Sheila Borges (Fall 2016-Fall 2017)

Dr. Denise Mahfood (Fall 2014-Fall 2016)

Dr. Stefania Macaluso (Fall 2014-Spring 2016)

Dr. Clement Gomes (Fall 2014-Fall 2015)

Dr. Tanzina Taher (Fall 2012-Spring 2014)

Dr. Amanda Gunning (Fall 2010-Fall 2012)

Dr. Janell Catlin (Fall 2007-Fall 2008)