This list of professional development publications, citations, and other resources was compiled by panelists/consultants for the CADRE Learning Series: Lani Horn, Vanderbilt University (moderator); Ruth Heaton, Teachers Development Group; Lama Jaber, Florida State University; Kari Kokka, University of Pittsburgh; and Jessica Thompson, University of Washington.

Lani Horn
Learn more about Lani's DRK-12 work: https://cadrek12.org/users/ilana-horn

Resources
- National Network of Research Practice Partnerships: https://nnerpp.rice.edu/

Ruth Heaton
Learn more about Ruth’s DRK-12 work: https://cadrek12.org/users/ruth-heaton

Resources


**Lama Jaber**
Learn more about Lama’s DRK-12 work: [https://cadrek12.org/users/lama-jaber](https://cadrek12.org/users/lama-jaber)

**Resources**


**Kari Kokka**
Learn more about Kari’s DRK-12 work: [https://cadrek12.org/users/kari-kokka](https://cadrek12.org/users/kari-kokka)

Website: [www.karikokka.com](http://www.karikokka.com)

**Resources & Citations**


• Comparative case study of two teachers’ classrooms who use social justice mathematics. (Kokka, 2019, 2020, 2022)
  https://www.tandfonline.com/toc/tqse20/33/1?nav=tocList
• Interview studies. (Kokka, 2016, 2018, under review)
  https://doi.org/10.1080/13613324.2019.1664002

Jessica Thompson
Learn more about Jessica’s DRK-12 work: https://cadrek12.org/users/jessica-thompson
Website: https://www.education.uw.edu/nic/

Resources & Citations
• Ambitious Science Teaching & Rigor & Responsiveness. Engaging students’ prior knowledge as an equity move to help learners feel connected & respected for their experiences. (Kang, Windschitl, Stroupe, & Thompson, 2016; Stroupe, 2014; Thompson et al., 2016; Windschitl, Thompson, & Braaten 2018)
• Critical Approaches to Science Teaching. Leveraging science practices to address historicized inequities and injustices. (Calabrese Barton & Tan 2020; Gutiérrez, 2002; Paris & Alim, 2014; Winn, 2018)
• Culturally Responsive Teaching. Building on students’ funds of knowledge with a focus on culturally & linguistically diverse students’ knowledge. (Hammond, 2014; Suárez, 2020; Villegas & Lucas, 2007)
  https://doi.org/10.1002/sce.21704
• Thompson, J., Hagenah, S., McDonald, S., & Barchenger, C. (2019). Toward a practice-based theory for how professional learning communities engage in the improvement of tools and practices for scientific modeling. Science Education. 103(6), 1423-1455.
  https://doi.org/10.1002/sce.21547