2023 CADRE FELLOWS BIOGRAPHIES
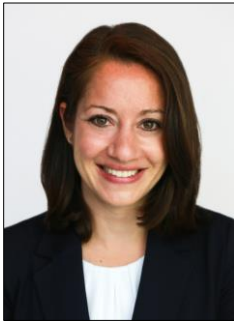
Naomi Blaushild

The Learning Partnership

Dr. Naomi Blaushild is a postdoctoral research fellow at The Learning Partnership, where she works on the DRK-12 project, *Developing a Generalized Storyline that Organizes the Supports for Evidence-based Modeling of Long-Term Impacts of Disturbances*. Naomi began her career as a 6th grade English Language Arts teacher in Baltimore City Public Schools, where she taught for six years and facilitated professional development for teachers. She earned her PhD in Human Development and Social Policy at Northwestern University and was a graduate fellow in the IES-funded Multidisciplinary Program in Education Sciences. Naomi's research focuses on education policy implementation, school leadership, and teacher development and retention. She currently designs and implements professional development for middle school science teachers and conducts research on teachers' professional growth and implementation of NGSS-aligned science curriculum. Naomi holds an MS in Educational Studies from Johns Hopkins University and a BA in Political Science from Kenyon College.
Recommender: Steven McGee

Kyalamboka Brown

Stanford University

Kyalamboka Brown is a doctoral candidate in Mathematics Education, Education Policy and Race, Inequality, and Language in Education (RILE) at Stanford University. She earned an MA in Educational Studies from the University of Michigan and a BS in Pure Mathematics from Michigan State University. During her decade-long career in K-12 education, she served as a high school mathematics teacher, a STEM curriculum developer, a professional development facilitator, and an instructional coach. Her research examines how sociopolitical contexts shape learning experiences and mathematics identities of racially minoritized youth. In addition, she uses the mathematics classroom as a site to explore the lived experiences, agentic acts, and brilliance of Black children. Kyalamboka has published work in the fields of crystallography and education. She is also an editorial board member of Stanford's Public Scholarship Collaborative and a consultant for the Learning Policy Institute.
Recommender: Bryan Brown

Hannah Cooke

University of Connecticut

Hannah Cooke is a doctoral student in Curriculum and Instruction with a focus on Science Education at the University of Connecticut. Currently, she is a research assistant on the DRK-12 project, *COVID Connects Us: Nurturing Novice Teachers' Justice Science Teaching Identities*, which uses design-based research to develop justice-centered ambitious science teaching practices with in-service science teachers. She also works on NSF projects that aim to improve equity in undergraduate STEM education, especially for students with LGBTQ+ identities. In addition, she is working in the Education Leadership department exploring student activism around issues of racial equity. Her former role as a high school science teacher and facilitator of the school's Green Team led her to grapple with the role science educators play in advancing environmental justice. She holds a MA in Curriculum and Instruction and a BS in Biological Sciences from the University of Connecticut.
Recommender: Suzanne Wilson

Arsene Frederic Jr.

Howard University

Arsene Frederic, Jr. is a PhD student in the Howard University Higher Education Leadership and Policy Studies program. His research interests broadly focus on education policy, workforce diversity, education equity, and STEM education. He takes a dynamic approach to study diversity within STEM education, professions, and industry organizations and explores the often-overlooked experiences and identities that may alter the effects of diversity in organizations. He currently serves as a research associate on The Historically Black Colleges and Universities (HBCU) Fellowship Project. In 2020, he was named an Association of Public Policy Analysis and Management Equity and Inclusion Fellow. Before his time in academia, Arsene worked in public sector roles with the U.S. Department of Housing and Urban Development, Prince George County Public Schools, New Orleans Public Schools, and on Capitol Hill as a Congressional Black Caucus Foundation Fellow. He has an MPA from American University and a BA in English from Florida State University.

Recommender: Akailah Jenkins

Kelly-Ann Gesuelli

University of Notre Dame

Dr. Kelly-Ann Gesuelli is a postdoctoral researcher in the Cognition, Learning, and Development (CLAD) Lab at the University of Notre Dame. She currently works on projects examining students' mature number sense and the implementation of a collaborative and community design-based math/literacy tutoring program (TutorND) for underserved elementary students. Prior to the University of Notre Dame, she received her PhD in Education at the University of Delaware where she investigated students' fraction arithmetic development. Her broad research interests focus on mathematical cognition and the design of instructional supports for students with mathematics difficulties. She is also interested in fostering early STEM success among students with disabilities by bridging the fields of mathematics, cognitive science, and special education. Kelly-Ann additionally holds an MA and EdS in School Psychology and has several years of experience in the cognitive and academic assessment of students with varying abilities in the K-12 setting.

Recommender: Nicole McNeil

Jordan Henley

University of Georgia

Dr. Jordan Henley (she/her) began her career in science education as a high school teacher in Jackson, MS, before earning her PhD in Science Education at the University of Georgia in 2022. She is currently a high school biology teacher. While at the University of Georgia, Jordan collaborated on research projects exploring the cultural awareness of preservice science and math teachers and as a research assistant to Dr. Mary Atwater on the *International Handbook of Multicultural Science Education* and an NSF EAGER grant. Jordan's dissertation research centered on the educational histories, teaching practices, and goals of Black women high school science teachers. Her current research interests expand on her dissertation work to focus on the experiences and histories of Black women and girls with science to imagine a more liberatory science education.

Recommender: Mary Atwater

Eric Kirk
University of North Carolina at Chapel Hill

Eric Kirk is a doctoral student in the Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill. Before arriving at UNC, Eric earned his BS in Biology and MAT in Science Education at the University of Georgia and taught high school biology, environmental science, and physical science in Atlanta. He is interested in how experiences in the science classroom can be used to support democratic dialogue and justice-oriented decision-making in the context of polarizing societal issues. His current work focuses on how students think about and represent complex systems, use models to understand social issues, and engage with new information about these issues as they unfold.

Recommender: Troy D. Sadler

Swati Mehta
California State University, Dominguez Hills

Dr. Swati Mehta is a postdoctoral scholar with Snap Inc. Institute for Technology and Education at California State University, Dominguez Hills. As a postdoctoral scholar, she has been engaged in critically examining and changing the way we engage youth from historically underserved communities with computing and technology at the K-12 and undergraduate level. Through partnerships with local school districts and local cosmetologists in Los Angeles (LA) her work seeks to provide youth equitable CS pathways. She earned her PhD in Educational Psychology and Educational Technology from Michigan State University, where she explored CS faculty's beliefs on using a culturally responsive computing approach in teaching CS courses. Her current research seeks to explore how in-service and pre-service teachers in the LA area engage with culturally situated design tools (CSDTs), particularly exploring how they conceptualize culturally responsive computing and construct an understanding of community partnership in computing education.

Recommender: Aman Yadav

Adjoa Mensah
University of Nevada, Las Vegas

Adjoa Mensah is a doctoral student in the Teaching Education program at the University of Nevada, Las Vegas. She has a BA in Psychology from Western University, an MS in Education from Daemen College, and an MA in French from the University of Kent. Adjoa has previously been a research assistant for elementary astronomy education, culturally sustaining technology integration and secondary geoscience. As a former teacher of fifteen years, her research interest lies in elementary teacher technology integration in math and science. Adjoa's work examines the practical applications that emerge in the classroom from theoretical teacher learning.

Recommender: Tina Vo

Britt Miller

George Mason University

Britt Miller is a doctoral student in the College of Education and Human Development at George Mason University. Britt's primary specializations are in Educational Psychology and Science Education, with a secondary specialization in Teacher Education. She holds an MA in Teaching and a BA in Psychology from the University of South Carolina. Her research interests are broadly focused on supporting elementary teachers in science and STEM education through self-regulated learning. After being in elementary classrooms for ten years, Britt believes the barriers to STEM education begin at the elementary level with inadequate, inequitable, and disproportionate science instruction. Her research focus is in finding ways to prepare and support elementary teachers to be agents of change, seeking to improve the quantity and quality of STEM education for all students. Currently, Britt is involved as a graduate research assistant on two design-based research projects and works with teachers through professional learning opportunities.

Recommender: Erin Peters-Burton

Laura Peña-Telfer

Georgia State University

Laura Peña-Telfer is a doctoral candidate at Georgia State University majoring in Teaching and Learning with a concentration in Science Education. Her scholarly work focuses on advancing Black and Latina girls in STEM education, community-based STEM programs, and the role of curriculum in fostering equity in science teaching and learning. With over 12 years of experience, Laura has served as a middle school science teacher, instructional coach, curriculum support specialist, and STEM program specialist in urban public schools. Laura is a graduate research assistant under the advisement of Dr. Natalie King, where she supports education and research initiatives for *CAREER: Black Girl Brilliance and STEM Identity Development* (NSF Award #1943285) exploring how Black girls exude brilliance in STEM learning spaces and develop STEM identities. Laura holds a BS from the University of Florida and an MS in Education and Social Change from the University of Miami.

Recommender: Natalie King

Holly M. Plank

University of Pittsburgh

Holly M. Plank is a doctoral candidate in the Learning Sciences and Policy program in the Department of Teaching, Learning, and Leading at the University of Pittsburgh. She earned her MEd in Educational Administration, Curriculum and Supervision from the University of Oklahoma and a BSEd in Earth and Space Science Secondary Education from Shippensburg University. Her research interests include Critical Environmental Justice, culturally relevant science teacher education, computational thinking, transdisciplinary practice, and research-practice partnerships. Holly's dissertation research focuses on how teachers can empower historically underrepresented youth in STEM by integrating Environmental Justice and data science in relevant and agentic lessons. She is a graduate researcher on the NSF-funded project, *Strength Across Schools Partnership: A Multi-District Collaboration to Develop Justice-Focused Computational Thinking and Computer Science Curricular Materials for Middle School English Language Arts.* Holly was a middle school and physical science teacher, outdoor educator, and instructional coach in Tulsa, Oklahoma.

Recommender: Cassie Quigley

Anita Sundrani

University of Houston

Anita Sundrani is a doctoral candidate in the Department of Curriculum and Instruction in the College of Education at the University of Houston. Prior to beginning her doctoral studies, Anita was a high school mathematics teacher for seven years and a project-based learning coach. Her research interests include critical mathematics education, mathematics teachers' decision-making in online spaces, and embedding anti-racist and anti-oppressive practices in mathematics methods courses. She is currently a research assistant on Dr. Travis Weiland's DRK-12 project, *Designing Meaningful Learning Experiences for Statistical Literacy in Secondary Mathematics*, aimed at developing high school mathematics teachers' critical statistical literacy. Her dissertation research takes a participatory and asset-based approach to exploring critical mathematics educators' decision-making processes in online spaces when planning social justice-oriented mathematics lessons. Anita holds a BS in Secondary Mathematics Education from New York University and an MEd in Curriculum and Instruction from University of Houston.

Recommender: Travis Weiland

Ananí M. Vasquez

Arizona State University

Ananí M. Vasquez is a doctoral candidate in the Learning, Literacies, and Technologies program at Arizona State University (ASU). She is a former elementary teacher and teacher coach who combines her experiences in general, bilingual, gifted, and special education(s) to envision an inclusive education. Her research specialization is neurodiversity and creativity in education and research methods. Ananí is working with ASU's Mary Lou Fulton Teachers College, ASU's School of Art, Media and Engineering and the Neurodiversity Educational Research Center on Telematic Embodied Learning for autistic students/students with autism, an NSF-funded project. Anani hopes to expand her neurodiversity and creativity research within STEM education, especially for computational thinking instruction across the curriculum, arts integration, and inclusive elementary mathematics. Her work draws on creativity theory, disability studies in education, the neurodiversity paradigm, process philosophy, and arts-based inquiry and she works with others towards post-oppositional educational transformation.

Recommender: Mirka Koro

Elizabeth Wrightsman

Texas State University

Elizabeth Wrightsman is a doctoral student in Mathematics Education in the Department of Mathematics at Texas State University. Her research interests focus on the equity implications of standards-based instruction and active learning approaches in K-12 and post-secondary mathematics classrooms. She is a graduate research assistant on two DRK-12 projects, *Reasoning Language for Teaching Secondary Algebra (ReLaTe-SA)* with Dr. Cody Patterson and *Using Technology to Capture Classroom Interactions (UTCCI)* with Dr. Kathleen Melhuish. Elizabeth is a graduate representative on the AMTE Equity Committee. She is also active in her university's government serving on the Academic Freedom Committee and Graduate House of Representatives. Elizabeth holds a BS in Mathematics from Texas State University.

Recommender: Kathleen Melhuish