FELICIA MOORE MENSAH, PH.D.

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CAREER BRIEF

Dr. Felicia Moore Mensah is a distinguished professor of science education at Teachers College, Columbia University, whose extensive career focuses on diversity, equity, and racial literacy within STEM fields. Her academic portfolio showcases a profound commitment to culturally relevant pedagogy and the professional development of science teachers from underrepresented backgrounds. Through her leadership roles, including serving as Department Chair and Associate Dean, she has influenced institutional policy and teacher preparation standards. Her prolific research includes numerous peer-reviewed articles, books, and grants that investigate how race and identity intersect with science learning and teaching. She has received prestigious honors, such as the AERA Scholars of Color Distinguished Career Contribution Award, reflecting her impact on the field. Beyond her research, Dr. Mensah actively mentors doctoral students and consults on national science curricula to foster more inclusive educational environments.

2003	**20+**	**25+**	**30+**	**63+**	**116+**	**146+**	**234+**
Ph.D. Year	Years at Columbia	Grants Funded	Book Chapters	Peer-Reviewed Articles	Invited Talks	Conference Presentation	Dissertation Committees

EDUCATION

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#: 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

Teachers College, Columbia University, New York, NY
Office of the Provost & Dean of the College

- Inaugural Position: Associate Dean (September 2016-August 2019, 3-year appointment)
- Senior Advisor to the Provost (September 2015-September 2016, 1-year appointment)

Department of Mathematics, Science & Technology

- Department Chair (September 2021-September 2025, 4-year appointment)
- Vice Chair (September 2019-September 2021, 2-year appointment)
- Program Director, Teachers College & Columbia University College of Dental Medicine, Dental Education Program (January 2019-currently)
- Program Coordinator/Director, Science Education Program (August 2010-January 2016; Co-Director, September 2021-currently)
- Urban Science Education Center, Co-director, Teachers College, Columbia University (2004-currently)

Director, Doctoral Specialization in Teacher Education (September 2025- currently)

Center for Innovation in Teacher Education and Development (CITED)

- Founding Associate Director for CITED NYC with Kings College, London (January 2019-2022, three-year partnership); Director (2021-2022)

FACULTY EXPERIENCE

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

HERS Institute Alumna, Bryn Mawr (Summer 2018)
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: RESEARCH/ COLLABORATIVE TEAM RESEARCH PROJECTS

Funded

25 Creating Resources Uplifting Nutrition, Culture, and Health at Lunch (CRUNCH Lunch). NIH Science Education Partnership Award. Fall 2023-2028. Co-PI, $1,245, 044 [*Grant Terminated spring 2025, year 2; Reopened fall 2025*]

24 Geeks Rule Foundation. Development of Biology Club Afterschool Curriculum for Grades 6-8. Fall 2021-Summer 2023. PI, $57,000

23 Virtual STEAMnasium Summer Camp. Department of Mathematics, Science and Technology. Teachers College, Columbia University. Summer 2020. PI, $20,000

22 STEAMnasium for Teacher Learning: A Research, Development, and Demonstration Project. Lounsbery Foundation. Research Lead. Fall 2018-Fall 2020. $100,000

21 STEM Teaching Fellowship Program for K-12 STEM Teachers. Regeneron Pharmaceuticals, with Endeavor US Satellite. Summer 2019-Summer 2020. PI, $21,400

20 Geeks Rule Foundation. Development of Urban STEM Curriculum for Grades 6-8. Fall 2017-Fall 2018. PI, $40,000

19 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

18 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

17 National Science Foundation/University of Georgia. Exploring Racial Microaggression in Science Education. Fall 2017-Fall 2019. Co-PI. $229,061

16 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

15 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

14 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

12 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 in the US, Brazil, and Argentina. Spring 2013-Fall 2015; PI, $18,000

11 National Science Foundation (NSF, DRL-1258730). Sisters of the Academy Institute Intensive Grantsmanship Workshop (IGW). October 2012–September 2014; PI, $44,936

10 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

9 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

8 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

7 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

6 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

Not Funded

6 Teaching Residents at Teachers College + (TR@TC+). US Department of Education. Fall 2024-Fall 2029. PI, $9,147,576 (Summer 2024)

5 Racial Equity in STEM Education: Online Learning for Scaling Equitable STEM Practices

in Grow-Your-Own Teaching Programs. National Science Foundation. Co-PI, $2,100,00. (Spring 2022)

4 Pathways to the Professoriate: Leveraging Culture, Community, and Connections for Underrepresented STEM Education Postdoctoral Fellows. National Science Foundation. Co-PI, $1,250,000 (Spring 2022)

3 Creating Resources Uplifting Nutrition, Culture, and Health at Lunch (CRUNCH Lunch). NIH Science Education Partnership Award. Co-PI. $1,245, 044 (Fall 2021)

2 Virtual STEAMnasium: Engaging K-12 Teachers and Students in Online Inquiry-based STEM Learning. Spencer Foundation COVID Grant. PI, $49,594. (Summer 2020)

1 National Science Foundation. Culturally Relevant/Responsive Education (CRRE) in Science and Literacy Curriculum Project. Co-PI, $70,000 (Summer 2018)

Funded Grants: Advisory Board Member

22 CAREER: Identifying, Enabling, and Supporting Racial Justice in Science Teaching. Advisory Board. August 15, 2024-July 31, 2029. $1,331,146

21 A team-based model for co-adapting existing middle-school science curricula for culturally and linguistically diverse learners. Advisory Board Member. July 15, 2023 - June 30, 2027. $1,900,000

20 Collaborative Research: Identifying Systemic Racism in Mathematics Teacher Education: Building a Cross-Site Community with Preservice Teachers of Color (NSF#2314892, #2314893, and #2314894). Advisory Board. October 1, 2023-September 30, 2028. $1,377,708

19 Relevant Experiences in Science Education through Translanguaging (RESET): A Team-Based Model for Co-Adapting Existing Middle-School Science Curricula for Culturally and Linguistically Diverse Learners. NSF. Division of Research on Learning. Advisory Board. July 15, 2023- June 30, 2027. $2,068,306

18 Enhancing Pathways to a STEM Teaching Profession for Students from Minoritized Racial/Ethnic Groups. NSF. Division of Undergraduate Education. Advisory Board. October 1, 2023- September 30, 2026. $581,978

17 Noyce Capacity Building Grant: Promoting Noticing for Equity and Equitable Science Teaching Practice through Video Analysis. Advisory Board. July 1, 2022- June 20, 2023. $31,500

16 COVID Connects Us: Nurturing Novice Teachers' Justice Science Teaching (JuST) Identities. NSF DRK12. Advisory Board. July 1, 2021- June 30, 2024. $1,492,218

15 Maryland Collaborative for Research in Urban STEM Education (MD-CRUSE). Advisory Board. Fall 2020-2023.

14 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

13 Bringing Investigation and Design to the Undergraduate Science Classroom to Prepare Future Teachers. Teaching with Investigation and Design in Science (TIDeS), Advisory Board. NSF DUE Division of Undergraduate Education. Fall 2020-2024. $656,399

12 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

11 Carver Teaching Initiative - Inspiring the Next Generation of STEM Teaching Professionals through Internships, Recruitment, and Engagement (INSPIRE). NOYCE. National Science Foundation. Research Evaluator. August 2018- July 2024; $1,448,247

10 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

9 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

7 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

6 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

5 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

4 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

3 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

2 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

1 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 & External Reviewer

17 McGraw-Hill Education. Elementary Science Textbook Division. Curriculum Writer & Culture Consultant. (September 2021-currently)
- National Textbook Writer, Science K-5
- Texas Textbook Writer, Grades K-5
- Florida Textbook Writer, Grades K-5

16 Five-year External Review Committee, College of Education, University of Queensland, Australia. (May 2023). (Honorarium)

15 WestEd California Preschool Learning Foundations. Standards Reviewer Through the Lens of Equity. (March 2023-August 2023). (Honorarium)

14 Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators. (PDF book) National Academies. Advisory Panel Discussion (Summer 2021).

13 American Institutes for Research. Improving Elementary Science. Consultant/Content Specialist. (Fall 2020-Fall 2021). (Honorarium)

12 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)

11 Educational Testing Service, Invited Outside Item Writer and Reviewer, Elementary Science Education Content and Pedagogy. (October 2015). Stephen Horvath, Assessment Specialist. (Honorarium)

10 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)

9 Educational Testing Service, Invited Outside Item Writer and Reviewer, Elementary Science Education Content and Pedagogy. (February-May 2015). Stephen Horvath, Assessment Specialist. (Honorarium)

8 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)

6 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)

5 Stuart Country Day School, Princeton, NJ, Science Department Review. (May 2012). Jackie O'Gorman, Department Chair. (Honorarium)

4 MISE-Merck/Newark, NJ Public Schools Partnership, Planning Meeting for Science. (2011). Thomas Corcoran, contact. (Honorarium)

3 NASA Endeavor Science Teaching Certificate Project, Selection Committee. (2009; 2010; 2011; 2012). Glen Schuster, contact. (Honorarium)

2 Channel Thirteen/WNET New York City, PBS, Elementary Science Curriculum. Michelle Chen, contact. (Unpaid)

1 Columbia Business School, Technology & Science Curriculum Materials. Sonal Mehta, contact. (Unpaid)

HONORS AND AWARDS

2025 *Urban Education* Annual Kofi Lomotey Outstanding Reviewer Award (2024). This award recognizes a reviewer, outside of the *Urban Education* board, for exemplary service to the journal over the academic year (2024).

2025 2025 NARST Fellow. The NARST (National Association of Research in Science Teaching) Fellows Program honors and recognizes members for their exceptional contribution to, and excellence in, research and service to the NARST community. The goal of the Fellows program is to create cohorts of scholars who will help foster a sense of pride and community within the NARST organization, A Global Organization for Improving Science Education through Research.

2024 Elaine Brantley Memorial Award for Community & Civility, Teachers College, Columbia University: This annual award recognizes Teachers College employees who, by virtue of their daily efforts, go beyond the expectations of their position, promote a sense of community and a culture of civility at the College. The award aims to raise awareness of individual contributions to community and civility at TC, to show appreciation for those who contribute to the realization of these goals, and to recognize those who excel in making Teachers College a better place to work and learn.

2024 Chair of the Diversity, Equity, and Inclusion (DEI) Position Statement Committee, National Science Teachers Association (President Nomination)

2024 AERA Scholars of Color in Education Distinguished Career Contribution Award (competitive): This annual award recognizes scholars in various stages in their careers who have contributed significantly to the understanding of issues that disproportionately affect minority populations, and minority scholars who have made a significant contribution to education research and development. (Link)

2024 Association of Science Teacher Education, Outstanding Mentor Recipient, Award II (nominated by mid-level colleagues in the field, competitive): This annual award recognizes the valuable contributions of mentors to the profession of science teacher education.

2023-24 Visiting Scholar Lecture; Search Committee for Professor of Science Education. Monash University, Australia

2023 Marquis Who's Who in America

2022 Teaching Innovations Award, The Center for Teaching and Learning, Columbia University. (University guide featuring exemplary faculty innovations in teaching and learning during the COVID-19 pandemic)

2021-22 Pedagogical Innovation Fellow, Digital Futures Institute, Teachers College

2021 Official Pulitzer Center Champion, The 1619 Project

2021 Institute for Teachers of Color Committed to Racial Justice, ITOC Teacher Educator Fellow

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 the field (competitive): This award is given annually to the person who most significantly impacted science teacher education nationally.

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 the 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

- Edmund W. Gordon Institute for Advanced Study, Teachers College, Columbia University
  - Senior Associate Director of Research (Fall 2024-currently)
  - Affiliate Faculty (Fall 2017- currently)
- Center for Innovation in Teacher Education and Development (CITED)
  - Host, CITED Conversations (January 2022-May 2023)
  - Director (September 2021-2022)
  - Founding Associate Director for CITED NYC with Kings College, London (January 2019- 2021)
- Center for Sustainability Futures, Teachers College, Columbia University, Affiliate Faculty (Fall 2019-currently)
- Black Education Research Collective (BERC), Teachers College, Columbia University, Affiliate Faculty (Fall 2017-currently)
- The Collaborative to Advance Equity through Research (CAETR), Columbia University (Fall 2017-currently)
- Institute for Research in African-American Studies (IRAAS), Columbia University; Faculty Fellow (Fall 2016-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

Peer-Reviewed Journal Articles

(#Invited; ^Current or Former Student, or Postdoctoral Collaborator; ~Mentee)

63 Sadler, T., **Mensah, F.M.**, & Ke, L. (2026). Advancing science education research together (2020-2025): A final JRST editorial. *Journal of Research in Science Teaching*. https://doi.org/10.1002/tea.70051

62 ^Modeste, J., & **Mensah, F.M.** (2026). "Few and far between": Black men science teachers in urban public secondary schools. *Teachers and Teaching: Theory and Practice* https://doi.org/10.1080/13540602.2026.2663463 (Online first)

61 ~Mohorn-Minta, O., & **Mensah, F.M.** (2025). Cultivating Black girls' science identities in middle and secondary science classrooms. *Cultural Studies of Science Education.* https://doi.org/10.1007/s11422-025-10274-2 (Online first)

60 Mensah, F.M. (2025). The power of a picture: Beginning the race dialogue in teacher educator prep with a cartoon. *Curriculum and Teaching Dialogue, 27*(2), 303-321. DOI:10.22488/okstate.25.100626

58 ^Chen, J.L., & **Mensah, F.M.** (*major revisions*). "As science educators, our jobs are to destroy that master narrative": A case study of antiracist science teacher preparation for elementary teachers. *Action in Teacher Education.*

59 ^Riley, A.D., & **Mensah, F. M.** (2025). Conceptualizing and introducing historically relevant science pedagogy as a pedagogical tool for STEM education. *Cultural Studies of Science Education* (2025), 1-14. https://doi.org/10.1007/s11422-025-10254-6 (Online first)

57 **Mensah, F. M.,** & ~Pierre, T. (2025). Troubling the definition of Black resilience in STEM-CS education. *Journal of Research in Science Teaching, 62*(4), 1159-1163. DOI: https://doi.org/10.1002/tea.22027

56 ^Ronan, D. M., & **Mensah, F. M.** (2025). Becoming the science teacher: Constructing identity as an elementary science specialist in urban schools. *Journal of Science Teacher Education*, *36*(7), 873-890. https://doi.org/10.1080/1046560X.2025.2456882

55 **Mensah, F.M.,** Quince, C.L., & James, W. (2024). Program design and exemplary cases for preparing teachers of color and indigenous teachers. *Education Policy Analysis Archives*, *32*(54), 1-15. https://doi.org/10.14507/epaa.32.8468

54 ^Riley, A.D., & **Mensah, F.M.** (2024). "Things your history teacher won't teach you: Science edition": Black women science teachers as anti-racist teachers. *Journal of Research in Science Teaching, 61*(4), 809-840. DOI: 10.1002/tea.21912

- Wiley Gender Equality in Education Multi-journal Special Issue Selection 2023 Collection/STEM Education (December 2023)

53 ^Riley, A.D., & **Mensah, F.M.** (2023). "My curriculum has no soul!": A case study of the experiences of black women science teachers working at charter schools. *Journal of Science Teacher Education, 34*(1), 86-103. DOI: 10.1080/1046560X.2022.2028710

52 Mensah, F.M. (2022). Educating Klaren: Neoliberal ideology in teacher education impacting candidate preparation and the teaching of science to Black students. *Cultural Studies of Science Education,* CADASE Special Issue on African American Students and STEM Education. 10.1007/s11422-022-10111-w

51 Mensah, F.M. (2022). "Now, I see": Multicultural science curriculum as transformation and social action. *The Urban Review*, *54,* 155-181. DOI: 10.1007/s11256-021-00602-5

50 ^Chen, J.L., & **Mensah, F.M.** (2022). Toward socially just science teaching through professional development: The science teacher identity development and agency of two elementary teachers of color. *Science Education*, *106*(2), 385-411. http://doi.org/10.1002/sce.21699

49 Mensah, F.M. (2021). Preparing teachers for racial literacy and anti-racist teaching. *Science Teacher Education*, 90(November), 9-15. [Journal of The Association for Science Education]

48 Gist, C.D., Bristol, T.J., **Mensah, F.M.,** & Philip, T. M. (2021). Committing to racial justice and equity in teacher preparation (pp. 14-17). *Kappan Special Report, Building a More Ethnoracially Diverse Teaching Force: New Directions in Research, Policy, and Practice*.

47 ^Rosa, K., & **Mensah, F.M.** (2021). Decoloniality in STEM research: (Re)framing success. *Cultural Studies of Science Education*, 16, 501-508. https://doi.org/10.1007/s11422-020-10008-6

46 ^Serpagli, L., & **Mensah, F.M.** (2021). Keeping up with the digital natives: Using social media in an all-girls' science classroom. S*chool Science and Mathematics Journal, 121*(5), 28-289. http://doi.org/10.1111/ssm.12471

45 #Mensah, F.M. (2021). Culturally relevant and culturally responsive: Two theories of practice for science teaching. Guest Editorial. NSTA *Science and Children*, March/April, 58(4).

44 ^Levy, A.R., & **Mensah, F.M**. (2021). Learning through the experience of water in elementary school science. *Water*, 13(43), 1-31. https://doi.org/ 10.3390/w13010043

43 ^Ashby, P., & **Mensah, F. M.** (2020). Critical chemistry education in a private, suburban high school. *Research in Science Education*, 50, 303-332. DOI: 10.1007/s11165-018-9690-2

42 ~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

41 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

40 ^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

39 **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

38 **Mensah, F. M.,** & ^Jackson, I. (2018). Whiteness as property in science teacher education. *Teachers College Record*, 120(1), 1-38. http://www.tcrecord.org ID Number: 21958.

37 ~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

36 ^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

35 ^Rosa, K., & **Mensah, F.M.** (2016). Educational pathways of Black women physicists: Stories of life. *Physical Review Physics Education Research, 12*(1), 020113-15.

34 ^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*, Online. DOI: 10.1021/acs.jchemed.5b00549

33 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.

32 ^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.

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Models for engaging communities. Special issue, Designing Environments to Promote Play-based Science Learning. *Children, Youth and Environments, 21*(2), 312-324.

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15 #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.

14 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.

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7 **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. 10.1007/s11165-007-9065-6

6 **Moore, F. M.** (2008). Positional identity and science teacher professional development. *Journal of Research in Science Teaching, 45*(6), 684-710. DOI 10.1002/tea.20258

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4 **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.

3 **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.

2 **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.

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

Manuscripts in Review or Preparation

(#Invited; ^Student Collaborator)

1. ^Hashmonay, J., Farber, B., Levy, N., Revuri, A., & **Mensah, F.M**. (In review). Between the lines: A qualitative exploration of psychological well-being challenges among theatre actors. *Qualitative Psychology*
2. Mensah, F.M. (Major Revisions). "I could, in fact, teach science": A next generation STEM identity as a national priority for elementary science education. *Journal of Research in Science Teaching*
3. Mensah, F.M. (Major Revisions). Systemic racism and the white racial frame in science teacher education. *Science Education*
4. Mensah, F.M. (In preparation). Let's talk race: Using cartoons to engage in conversations and racial literacy development in teacher educator preparation

Books

1 Mensah, F.M. (2020). *Like words falling onto the page: Demystifying the academic writing and publishing process.* 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/Student or Mentee Collaborator)

31 #Mensah, F.M. (forthcoming 2027). Voices at the table: Racial literacy for women of color in science teacher educator preparation. *Oxford Intersections: Racism by Context, Section, The Sciences, Medicine, and Technology*. Digital Oxford University Press.

30 #Mensah, F.M. (forthcoming 2027). Critical race theory and STEM education: Rethinking equity, access, and representation. In E. Tan & J. Y. Ma (Eds.), STEM Research Handbook. Oxford University Press.

29 #Mensah, F.M. (forthcoming 2026). Black feminist epistemologies in mentoring for socialization within educator preparation. In R. Ghosh & P. Kumar (Eds.), *Reimagining traditional, relational and multicultural feminist frameworks.* World Scientific Publishing Co Pte Ltd.

28 #**Mensah, F.M.** (forthcoming 2026). Black Lives Matter in the context of sustainability. In K. Tobin & K. Alexakos (Eds.), *Embracing life and death: Diverse perspectives on living, dying, and beyond, Volume 2*, (pp.102-118). Leiden, The Netherlands: Brill.

27 Varelas, M., #**Mensah, F.M**., & Rivera Malucci, M.S. (2024). Positioning in science education. In M. McVee, L. Van Langenhove, C. Brock, & B.A. Christensen (Eds.), *The Routledge international handbook of positioning theory*. Routledge. DOI: 10.4324/9781003288305-19

26 #**Mensah, F.M.** (in press). Culturally-based pedagogies in elementary science education. In M. T. Winn & L.T. Winn (Eds.), *Bloomsbury encyclopedia of social justice in education.*

25 ^McDonald, L.K., & #**Mensah, F.M.** (2023). Case: Don't drink the water. In S. Jeong, L. A. Bryan, D.J. Tippins, & C.M. Sexton. (Eds.). *Navigating elementary science teaching and learning: Cases of classroom practices and dilemmas* (pp. 363-366). Springer International Publishing AG. https://doi.org/10.1007/978-3-031-33418-4_70

24 ^Riley, A., & **Mensah, F.M**. (2023). Case: Joseph has no money for groceries! In S. Jeong, L. A. Bryan, D.J. Tippins, & C.M. Sexton. (Eds.). *Navigating elementary science teaching and learning: Cases of classroom practices and dilemmas* (pp. 85-88). Springer International Publishing AG. https://doi.org/10.1007/978-3-031-33418-4_16

23 # **Mensah, F.M.** & Bianchini, J. A. (2023). Unpacking and critically synthesizing the literature on race and ethnicity in science education: How far have we come? In N.G. Lederman, D.L. Zeidler, & J.S. Lederman (Eds.), *Handbook of research on science education* (pp. 221-262). Routledge. DOI: 10.4324/9780367855758-11

22 #**Mensah, F.M.** (2022). Educating future teacher educators of color to talk about race in teacher education. In C. Gist & T. Bristol (Eds.), *Handbook of research on teachers of color and indigenous teachers* (pp. 181-202). AERA.

21 #Philip, T., & **Mensah, F.M.** (2022). Section introduction: Program design: Programmatic

views in educating teachers of color and indigenous teachers. In C. Gist & T. Bristol (Eds.), *Handbook of research on teachers of color and indigenous teachers* (pp. 161-164). AERA.

20 #Burgess, T. & **Mensah, F.M.** (2022), "He probably won't go to college": Using storytelling to illustrate how Black boys use their science knowledge to challenge deficit-based teacher dispositions. In A.G. Robins, L. Knibbs, T.N. Ingram, M.N. Weaver, A.A. Hilton (Ed.) *Young, Gifted and Missing* (*Diversity in Higher Education, Vol. 25*), (pp. 37-51). Emerald Publishing Limited, Bingley. https://doi-org.tc.idm.oclc.org/10.1108/S1479-364420220000025004

19 #**Mensah, F.M.**, & Chen, J.L. (2022). Qualitatively doing science teacher education. *The handbook of science teacher education.* Routledge. 10.4324/9781003098478

18 **#Mensah, F.M.,** & Chen, J. L. (2022). Elementary multicultural science teacher education. In M. M. Atwater (Ed.), *International handbook of research on multicultural education (pp.1-39).* Springer, Cham. https://doi.org/10.1007/978-3-030-37743-4_42-1

17 ^Watkins, S., & **Mensah, F. M.** (2022). Black males in US undergraduate and graduate science programs and their persistence in science: Insights for multicultural science educators. In M. M. Atwater (Ed.), *International handbook of research on multicultural education (pp.1-29).* Springer, Cham. https://doi.org/10.1007/978-3-030-37743-4_49-1

16 ^Jammula, D.C., & **#Mensah, F.M.** (2020). Urban college students negotiate their identities to dis/connect with notions of physics. In A. Gonsalves & A. Danielsson (Eds.), *Physics education and gender: Identity as an analytic lens for research* (pp. 81-96). Springer.

15 #**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/

14 **Mensah, F.M**., & Boda, P. (2019). Introduction part 2, narrating ourselves. In P. Boda (Ed.), *Essays on inclusion: Our critical, collective journey toward equity in education* (pp. 11-20). New York, NY: DIO Press, Inc.

13 **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). Peter Lang Publishing.

12 ^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.

11 **#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.

10 #^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.

9 **#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.

8 **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.

7 **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.

6 #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.

5 #**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.

4 #^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.

3 #^Yu, Y., & **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.

2 #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.

1 #**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; ^Student Collaborator)

13 #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]

12 #**Mensah, F.M.,** & ^Larson, K. (2018). A summary of inclusive pedagogies for science education grades 6-12. National Academy of Sciences. [Commissioned]

11 #Mensah, F.M. (2015). *Multiculturalism.* Encyclopedia of Science Education, Online. Springer. https://link.springer.com/referenceworkentry/10.1007/978-94-007-6165-0_311-2

10 Gallard, A., #**Mensah, F.M.**, & Pitts, W. (2015). Supporting the Implementation of NGSS: NARST Researchers' Perspectives on Equity, Webinar for National Science Teachers Association. (see https://narst.org/blog/ngss-equity)

9 Gallard, A., #**Mensah, F.M.**, & Pitts, W. (2014). Supporting the implementation of equity. NARST Policy Papers. Published via NARST, Publications and Policy Committee. https://narst.org/blog/ngss-equity

8 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.

6 #Moore, F.M. (2005). *Integrating reading, language arts, and science: Grade 1 (Reading).* Boston, MA: Houghton Mifflin.

5 #Moore, F.M. (2005). *Integrating reading, language arts, and science: Grade 2 (Reading).* Boston, MA: Houghton Mifflin.

4 #Moore, F. M. (2005). *Integrating mathematics and science: Grade 3 (Mathematics)*. Boston, MA: Houghton Mifflin.

3 #Moore, F. M. (2005). *Integrating mathematics and science: Grade 4 (Mathematics)*. Boston, MA: Houghton Mifflin.

2 #Moore, F. M. (2005). *Integrating reading, language arts, and science: Grade 6 (Reading)*. Boston, MA: Houghton Mifflin.

1 #Moore, F. (2005). *Vocabulario espanol para profesores de biologia*. Professional Resources Project.

Peer-Reviewed Journal Guest Editor

2 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.

1 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.

Editorials, Media/In the News, Non-Peer-Review Publications, Blog Posts, & Podcasts

17 Dr. Gisele Dias, Dr. Zoë Gallant and Dr. Mário Bevilaqua, Voices in Education Podcast, London, England. Inaugural guest, Episode 1, Is Everybody a Teacher? (July 16, 2025)

16 Sadler, T., **Mensah, F.M.,** & Tam, J. (2024). Artificial intelligences and *the Journal of Research in Science Teaching. Journal of Research in Science Teaching, 61*(4), 739-743. DOI: 10.1002/tea.21933 [Editorial]

15 Riley, A.D., & **Mensah, F.M.** (2023). How Black female teachers enrich science with anti-racism. Futurity. [Research study story]

14 Mensah, F.M. (2023). Critical race theory in science teacher education. Meet the Education Research Podcast, hosted by Neil Selwyn. [Guest]

13 Mensah, F.M. (2022). Multiple pathways to recruit and retain a strong, diverse science teaching workforce. Next Gen Navigator [Invited Editorial/Peer Reviewed] https://www.nsta.org/blog/multiple-pathways-recruit-and-retain-strong-diverse-science-teaching-workforce

12 Mensah, F.M. (April 2022). Baby Qual Podcast. This podcast is for emergent young researchers interested in learning and doing qualitative research methods. I share tips, strategies, and insights. [Creative work]

11 Report Analyzes COVID-19 and Racial Violence's Impact on Black Education. (2021). https://diverseeducation.com/article/220959 [Mensah commentary in online story]

10 **Mensah, F.M**., & Sadler, T.D. (2021). A vision that focuses on diversity and broader impact. Editorial. *Journal of Research in Science Teaching, 58*(3), 307-309. DOI: 10.1002/tea.21683

9 #Mensah, F.M. (Fall 2020). Fine-tune your writing productivity with four scholar actions (p. 5). The Academic Author Newsletter. Text & Academic Authors Association.

8 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.]

7 **Mensah, F.M.,** Robinson, R., & Erasme, C. (2020). Regeneron STEM teaching fellowship: A collaborative model research experience for K-12 STEM teachers. Research Report.

6 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.

5 **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

4 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

3 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.

2 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.

1 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.

Peer-Reviewed Conference Presentations & Proceedings

(#Invited; ^Student Collaborator)

2027

151 Mensah, F.M. (submitted, AERA 2027 proposal). A contemporary engagement with the doll test: Racial identity, emotions, and the making of teacher educators

150 Mensah, F.M. (submitted, NEASTE 2027 proposal). Time management for busy academics. Workshop

149 Mensah, F.M. (submitted, ASTE 2027 proposal). Contemporary research perspectives in science education: Asset-based, actionable, critically engaged, and innovative. Roundtable Symposium.

148 Mensah, F.M. (submitted, ASTE 2027 proposal). Picture this: Cartoons as the catalyst for race discussions in teacher education

2025-2026

147 ^Conroy, K., & **Mensah, F.M.** (June 2026). Acknowledging the elephant in the room": Using the course discussion board for race-conscious conversations. International Council of Associations for Science Education (ICASE). University College Cork (UCC), Ireland

146 ^Pelliccio, E., & **Mensah, F. M.** (2026). Becoming a caring mentor: An evolution of one pre-service Teacher's perceptions of science classroom discourse. NARST International Conference. Seattle, WA.

145 Mensah, F. M. (2026). Intersectionality and positioning theory analyses in essays on race. NARST. International Conference. Seattle, WA.

144 ^Jonathan Tam, J., & **Mensah, F. M.** (2026). The quilted lives of career change science teachers of color: A narrative inquiry. NARST International Conference. Seattle, WA.

143 ^Law, N., & Mensah, F.M. (2026). Challenging marginalization: Intersectional counter-narratives of undergraduate minoritized women in engineering. NARST International Conference. Online.

142 ^Sun, R., & **Mensah, F. M.** (April 2026). Youth climate engagement through head, heart, and hands: A qualitative study in New York City. AERA International Conference. Los Angelos, CA.

141 Mensah, F. M. (February 2026). Science education for the rest of us: Wellbeing for collective community. Workshop. EUniWell & Teachers College Transatlantic Conference 2026: Bridging Well-being and (Teacher) Education – A Globalized Perspective to Science Diplomacy. New York, NY.

140 Mensah, F. M. (January 2026). Race essays as voices to be heard and shared in science teacher education. ASTE International Conference. Chicago, IL.

139 Mensah, F.M. (January 2026). New perspectives in science teacher education: Emerging doctoral and postdoctoral researchers showcase. Roundtable Symposium. ASTE International Conference. Chicago, IL.

138 ^Pellicio, E., & **Mensah, F.M.** (January 2026). Shifting the dynamic: How preservice science teachers make sense of their roles in classroom discourse and the implications for student positioning within it. ASTE International Conference. Chicago, IL.

137 ^Tam, J., & **Mensah, F. M.** (January 2026). Changing careers and classrooms: culturally relevant pedagogy in the practices of science career changers of color. ASTE International Conference. Chicago, IL.

136 Mensah, F. M. (March 2025). Women doctoral student educators' racialized essays in science education: Using intersectionality and positioning theory analyses. NARST International Conference. National Harbor, MD

135 ^Modeste, J., & **Mensah, F. M.** (March 2025). "In the minority from the jump": Black men science teachers and their experiences in science education. NARST International Conference. National Harbor, MD

134 ^Whyte, K., Chen, J., & **Mensah, F.M**. (January 2025). Supporting and retaining Asian American elementary school science teachers. ASTE International Conference. Long Beach, CA

133 ^Hammam, A.Y., Martin, L., **Mensah, F.M**., & EL-Deghaidy, H. (January 2025). In-service STEM teachers' perceptions towards integrated STEAM education. ASTE International Conference. Long Beach, CA

132 ^Adelaja, O., & **Mensah, F.M.** (January 2025). Before and after the doctorate: Reflective journeys of immigrant, first-generation, black females in science education. ASTE International Conference. Long Beach, CA

131 ^Conroy, K., & **Mensah, F.M.** (January 2025). "I knew what I did not have": Listening to the ways two black women science teachers navigate their intersectional identities in science education spaces. ASTE International Conference. Long Beach, CA

130 Mensah, F.M. (January 2025). Teaching the doll experiment for racial identity and emotions in teacher educator preparation. ASTE International Conference. Long Beach, CA

2023-2024

129 Varelas, M., **Mensah, F.M**., Rivera Maulucci, M. (April 2024). Positioning in science education. Positioning Theory Virtual Event Series. University of Buffalo, NY.

128 Mensah, F.M. (March 2024). Race in teacher educator preparation: The black doll white doll experiment becomes personal. NARST International Conference. Denver, CO

127 ^Horgan, J., & **Mensah, F.M.** (March 2024). Creating science learning spaces: Lessons learned from a museum science program. NARST International Conference. Denver, CO

126 Mensah, F.M. (January 2024). Voices at the table: Racial literacy for women of color in science teacher educator preparation. ASTE International Conference. New Orleans, LA

125 ^Horowitz, A., & **Mensah, F.M.** (January 2024). Reevaluating priorities during a triple pandemic: Adjusting myself for the students in front of me. ASTE International

Conference. New Orleans, LA

124 ^Gomes, C., & **Mensah, F.M.** (October 2023). Assistive technology, students with learning differences & achieving scientific literacy. NSTA Kansas City National Convention. Kansas City, KS

123 Mensah, F.M. (April 2023). Understanding systemic racism in science teacher educator preparation. NARST International Conference. Chicago, IL

122 ^McDonald, L., & **Mensah, F.M.** (April 2023). The role of children's racial identity and its impact on their science education. NARST International Conference. Chicago, IL

121 ^Pierre, T., & **Mensah, F. M.** (April 2023). Promoting [policy] reform over perseverance: Interrogating the definition of Black resilience in STEM education. NARST International Conference. Chicago, IL

120 #Mensah, F.M. (April 2023). Centering a conversation around approaches to studying and conceptualizing teachers' agency. Symposium Invited Discussant. NARST International Conference. Chicago, IL

119 Mensah, F.M. (April 2023). Division K, Section 3, Teachers' Lives, Identities, and Journeys, Roundtable Session, Discussant. AERA Annual Meeting. Chicago, IL

118 Mensah, F.M. (April 2023). Teacher activism and testimonios: Transformative journeys toward equity. Roundtable Session, Discussant. AERA Annual Meeting. Chicago, IL

117 #Mensah, F.M. (April 2023). Invited Speaker Session: Teachers of Color and Indigenous Teachers. AERA Annual Meeting. Chicago, IL

116 Mensah, F.M. (April 2023). Exemplary cases of teacher education program design and evaluation. Paper presentation in Symposium Charting the landscape of research on teachers of color and indigenous teachers. AERA Annual Meeting. Chicago, IL

115 #Mensah, F.M. (April 2023). "I'm that girl": Affirming black girls and families in informal STEM counter-spaces, Symposium Invited Discussant. AERA Annual Meeting. Chicago, IL

114 Mensah, F.M. (April 2023). Black women science teachers, our pedagogy, and our experiences: It's our time. Symposium Chair & Paper Presenter, Division K. AERA Annual Meeting. Chicago, IL

113 Mensah, F.M. (January 2023). Engaging in difficult discussions on race in teacher educator preparation through visual media. ASTE International Conference. Salt Lake City, UT

2021-2022

112 Mensah, F.M. (September 2022). The black doll white doll experiment becomes personal: Addressing race in science teacher education. NE-ASTE Regional Conference. Tarrytown, NY

111 Mensah, F.M. (April 24, 2022). Whose science? Interrogating the foundations of 'nature of science' and uncovering epistemic injustices in science education. Invited Symposium Discussant. Division C:1d Science Education. AERA Annual Meeting, San Diego. Virtual

110 Mensah, F.M. (March 2022). Teaching science outdoors: Centering place-based education

for teaching science outdoors in urban contexts. Invited Symposium Discussant. NARST International Conference. Vancouver, BC

109 Mensah, F.M. (March 2022). Building an elementary science teacher education community to advance equity and justice: Setbacks, resets, and restarts but action must be your focal point. Invited Symposium Discussant. NARST International Conference. Vancouver, BC

108 Mensah, F. M. (2021). Redressing health inequities in science and mathematics education: Invisible insight. Invited Symposium Discussant. AERA International Conference. Virtual.

107 ^Heydari, R., & **Mensah, F.M.** (April 2021). The impacts of informal science education on the science identity of students of color. NARST International Conference. Virtual.

106 ^Gomez, C.V., & **Mensah, F.M.** (April 2021). Assistive technology, students with learning differences & achieving scientific literacy. NSTA National Science Education Conference. Virtual.

105 Pelliccio, E., & **Mensah, F.M**. (January 2021). How teachers center race in their view of discourse as a tool to support science identity construction: A preliminary study. ASTE International Conference. Virtual.

104 ^Otero, L., & **Mensah, F.M.** (January 2021). How well-prepared are teachers to teach in a culturally diverse environment?: Exploring initial findings to inform preservice science preparation. ASTE International Conference. Virtual.

103 ^Seol, K., ^Ghurbanyan, A., & **Mensah, F.M.** (January 2021. Exploring positionality of science TAs through conceptualizations of equity and social justice. ASTE International Conference. Virtual

102 ^Robinson, R., **Mensah, F.M.**, & ^Erasme, C. (January 2021). Endeavor STEM teaching fellowship and Regeneron: Two programs, one experience. ASTE International Conference. Virtual

101 ^Larson, K.V., & **Mensah, F.M.** (January 2021). Designing formative assessments that align with science teacher identity: Challenges and successes in preservice and induction. ASTE International Conference. Virtual

2019-2020

100 Mensah, F.M. (2020, March, accepted/cancelled due to COVID). Talking about systemic racism in science teacher education. NARST Annual International Conference, Portland, OR.

99 ^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.

98 ^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.

97 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.

96 ^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.

95 **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.

94 ^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.

93 **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

92 **Mensah, F.M.,** White-King, D., & Jones, M. (2018, June). A personal writing team for accountability and productivity. TAA Annual Conference. Santa Fe, NM.

91 ^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.

90 ^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.

89 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.

88 **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.

87 ^Asamani, G., & **Mensah, F.M.** (2017, January). Exploring West African Muslim immigrant students' experiences in and with science. ASTE Annual Conference. Des Moines, IA.

86 ^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

85 ^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.

84 ^Dashoush, N., & **Mensah, F.M.** (2016, January). Emerging practices within a teacher-scientist community. ASTE Annual International Conference. Reno, NV.

83 ^Lee, M., & **Mensah, F.M.** (2016, January). Non-western teachers' understanding nature of science (NOS). ASTE Annual Conference. Reno, NV.

82 ^Li, Y., & **Mensah, F.M.** (2016, January). Discussion, that is kind of hard. ASTE Annual International Conference. Reno, NV.

81 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.

80 ^Riccio, 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.

79 ^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.

78 ^Serpagli, L., & **Mensah, F.M.** (2016, January). Snapshots of science: Implementing Instagram in a science classroom. ASTE Annual International Conference. Reno, NV.

77 ^Springle, T., & **Mensah, F.M.** (2016, January). Attitudes of elementary teachers about teaching science education. ASTE Annual International Conference. Reno, NV.

76 ^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.

75 ^Hansen, S., **Mensah, F. M.,** & Gordon, P. (2015, June). A multimodal examination of student misconceptions and multi-representational visual problem solving.

74 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.

73 Mensah, F. M. (2015, April). When race becomes a focus in teacher education. AERA Annual International Conference. Chicago, IL.

72 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.

71 Mensah, F. M. (2015, April). Developing identities of next generation science teachers as a next generation science educator. NARST Annual International Conference. Chicago, IL.

70 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.

69 ^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.

68 ^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.

67 ^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.

66 ^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.

65 ^Corvo, A., & **Mensah, F. M.** (2015, January). Using the Next Generation Science Standards (NGSS): Some unexpected findings. ASTE Annual Conference. Portland, OR.

64 ^Fleshman, R., & **Mensah, F. M.** (2015, January). Aspects of transformative learning in a college preparatory program. ASTE Annual International Conference. Portland, OR.

63 ^Vaval, L., & **Mensah, F. M.** (2015, January). Science college professors managing multiple identities. ASTE Annual International Conference. Portland, OR.

2013-2014

62 ^Mensah, F. M., & Fleshman, R. E. (2014, October). Common sense in taking the fourth-grade science test. NE-ASTE Regional Conference. New York, NY.

61 Mensah, F. M. (2014, July). Innovations in teaching and learning: Using simulations in science teacher education. TAA Annual Conference. Baltimore, MD.

60 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.

59 ^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.

58 ^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.

57 ^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.

56 **Mensah, F. M.**, ^Jackson, I., ^Macaluso, S., ^Mahfood, D., ^Ronan, D., & ^Simpson, R. (2014, January). Implementation of edTPA^{TM} as a community of practice. ASTE Annual International Conference, San Antonio, TX.

55 ^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.

54 ^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.

53 ^Gomes, C., & **Mensah, F. M.** (2013, July). The impact of technology on students with disabilities achieving scientific literacy. Proceedings of the 5th 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.

51 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.

50 ^Benedis-Grab, G., & **Mensah, F. M.** (2013, January). Using cloud-based collaboration in an elementary science methods course. ASTE Annual International Conference, Charleston, SC.

49 ^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.

48 ^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.

47 ^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

46 **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.

45 ^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.

44 **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.

43 ^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.

42 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.

41 **Mensah, F. M.**, & Lang, L. (January 2012). Inservice teachers learning inquiry and teaching preservice teachers about inquiry. ASTE Annual International Conference, Clearwater, FL.

40 **Mensah, F. M.**, & O'Neill, T. (April 2011). Who has control over the science curriculum? NARST Annual International Conference, Orlando, FL.

39 ^Rosa, K., & **Mensah, F. M.** (April 2011). Science teachers' views on cultural diversity: Contributions from anthropology. NARST Annual International Conference, Orlando, FL.

38 ^Gunning, A., & **Mensah, F. M.** (January 2011). Microteaching: The value of mastery experience in a science methods course. ASTE Annual International Conference, Minneapolis, MN.

37 **Mensah, F. M.** & O'Neill, T. (January 2011). In partnership for diversity goals: Developing elementary teachers of science. ASTE Annual International Conference, Minneapolis, MN.

36 **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.

35 **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

34 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.

33 ^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.

32 ^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.

31 ^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.

30 **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.

29 ^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.

28 ^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.

27 ^Benedis-Grab, G., & **Moore Mensah, F.** (January 2009). A collaborative model for elementary science. Paper presented at the ASTE Annual International Conference. Hartford, CT.

26 Moore, F. M. (March 2008). Using multicultural curricular frameworks in elementary science lesson plans. Paper presented at the NARST Annual International Conference. Baltimore, MD.

25 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.

24 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.

23 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.

22 ^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.

21 **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.

20 ^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.

19 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

18 Moore, F. M. (October 2006). Drawings of the ideal elementary science teacher. Paper presented at the SASTE Annual International Conference. Mercer University, Macon, GA.

17 Moore, F. (September 2006). Mapping the diversity and social justice landscape. Paper presented at the Science Education at the Crossroads Conference. Ogden, UT. Online proceedings, http://www.sciedxroads.org

16 **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.

15 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.

14 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.

13 Moore, F. (September 2005). Is this just too diverse to handle? Paper presented at the Science Education at the Crossroads Conference. Storrs, CT. Online proceedings, http://www.sciedxroads.org

12 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.

11 Moore, F. M. (April 2005). The advantages of a postdoctoral study: Negotiating your position. Paper presented at the AERA Annual International Conference. Montreal, Canada.

10 **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.

9 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.

8 ^Paterna, R. L., & **Moore, F. M.** (October 2004). Preservice teachers' familiarity and use of technology in science teaching. SAETS Annual International Conference, Gainesville, FL.

7 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

6 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.

5 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.

4 Moore, F. (January 2002). On the other side of the tracks. Paper presented at the AETS Annual International Conference, Charlotte, NC.

3 Hancock, E., **Moore, F.**, & Sowell, S. (October 2001). Practicing teachers' reflections about completing a portfolio for a distance learning graduate program. Paper presented at the SAETS Annual International Conference, Tampa, FL.

2 Moore, F. M. (April 2001). Re-designing curriculum that covers students' personal interests, attitudes, and multiple inabilities. Proceedings of the 41st International World Education Fellowship Conference. Sun City, South Africa.

1 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/Webinars

3 Mensah, F. M. (October 27, 2025). Centering Equity & Justice in Science Teacher Education and Teacher Professional Development. Next Generation Science Standards: Critical Components for Implementation at Scale. NSTA Webinar. [Other presenters for webinar: Kenneth Huff, Kate McNeill, Erin Furtak, Ohkee Lee].

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.

1 Moore, F. M. (February 2004). Projects and Activities. Postdoctoral 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

31 Mensah, F.M. (accepted, January 2026).Symposium: New Perspectives in Science Teacher Education: Emerging Doctoral and Postdoctoral Researchers Showcase. ASTE International Conference. Chicago, IL. (Doctoral students and postdocs present research studies. Organizer: Felicia Moore Mensah. Presenters: Elisa Velez, Tasnim Aziz, Muhajir Lesure, Joyce Chen, Juliette Berg, Susan McGregor, Miechie Leowardy, Josh Modeste, Katie Conroy, Raquel Fleming, Lurdez Berrios, Denise Mahfood)

30 Mensah, F.M. (January 2022). Symposium, Part 1 & Part 2. Qualitative Research Studies Pre and During a Global Pandemic: Methods, Research, and Products. ASTE Annual International Conference. Charleston, SC. (Doctoral students and postdocs present research studies. Organizer: Felicia Moore Mensah).

29 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).

28 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 students 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)

27 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)

26 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, critical race theory in science education research, and 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)

25 **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)

24 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.)

23 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.)

22 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.)

21 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 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.)

20 **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 interested in learning about new and exciting frameworks and

methodologies in science education research, particularly sociocultural frameworks and critical race theory.)

19 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.)

18 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.)

17 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 the edited volume grew out of an ad hoc committee of NARST's Equity and Ethics 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.)

16 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.)

14 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.)

13 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.)

12 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.)

11 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.)

10 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.)

9 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 3rd 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.)

8 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.)

7 **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 utilize their frameworks.)

6 **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.)

5 **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.)

4 **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 issues in science education.)

3 **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.)

2 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.)

1 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, Panel, Classroom, Community, Moderator

127 Mensah, F.M. (upcoming, August 28, 2026). NARST's Career Steps Webinar Series. Guest Speaker. Online Panel Member.

126 Mensah, F.M. (July 22, 2026). A Broader View of Culture in STEM: Race-Visible and Inclusive Pedagogy. Online Talk and Workshop. RESET Program. University of Houston.

125 Mensah, F.M. (June 10, 2026). "The Publishing Process Workshop." Presenter. Teachers College Record Writing for Publication Workshop for Recent Graduates. Teachers College, Columbia University.

124 Mensah, F.M. (June 4, 2026). Black Studies, STEM Emancipation, and You. BERC Conference. Workshop.

123 Mensah, F.M. (June 4, 2026). BERC Conference. Plenary Faculty Panel Member.

122 GIAS Scholar Showcase 2 (April 30). Host and moderator.

121 GIAS Scholar Showcase 1 (April 28). Host and moderator.

120 Mensah, F.M. (April 10, 2026). Confused and Dazed No More: Theoretical and Conceptual Frameworks. University of Colorado. Online Workshop.

119 Mensah, F.M. (March 19, 2026). Self-efficacy and STEM Teaching. Barbados Online Workshop.

118 Mensah, F.M. (March 10, 2026). From Persistence to Resistance: Black Feminist Approaches to Education Research and Pedagogy. Community Circle CUNY Graduate School, NYC. Dr. Terri Watson's Course.

117 Mensah, F.M. (December 9, 2025). Gordon Lecture Moderator. Dr. Eduardo Bonilla-Silva.

116 Mensah, F.M. (September 30, 2025). Imposter Syndrome & Self-Validation: Owning Your Expertise in STEM. Panel Speaker. The Global Women in STEM Leadership Summit. Atlanta, GA.

115 Mensah, F.M. (September 22, 2025). Publishing and Junior Faculty Mentoring: Manuscript Writing and Establishing a Publication Pipeline. NARST-CADASE Sponsored Virtual Session.

114 Mensah, F.M. (July 18, 2025). "Do You See What I See: Equity Pedagogy from Asset-Focused Lenses." Reimagining Summer Institute. Plenary Speaker. Teachers College, Columbia University.

113 Mensah, F.M. (June 18, 2025). "The Publishing Process Workshop." Presenter. Teachers College Record Writing for Publication Workshop for Recent Graduates. Teachers College, Columbia University.

112 Mensah, F. M. (June 25, 2024). Publishing Your Work. Early Career Institute Guest Speaker. Virtual Event. NARST.

111 Mensah, F.M. (May 21, 2024). What Is Academic Writing? Guest Speaker, ASTE Mini-In-May Virtual Event, Graduate Student Forum.

110 Mensah, F.M. (May 21, 2024). "The Publishing Process Workshop." Presenter. Teachers College Record Writing for Publication Workshop for Recent Graduates. Teachers College, Columbia University.

109 Mensah, F.M. (April 14, 2024). Black Women Centering Equity as Justice in STEM Teaching and Learning: Considerations for the Field. Symposium Discussant. AERA Conference. Philadelphia, PA.

108 Mensah, F.M. (March 19, 2024). Intersectionality and Where's Your Race Card? Working with Equity Intersectionally in Science Teacher Education Symposium Speaker. NARST International Conference. Denver, CO.

107 Mensah, F.M. (March 18, 2024). Science Education for the Rest of Us: Unifying Our Community for Our Well-Being and For the Rest of Us. Keynote, CADASE RIG. NARST International Conference. Denver, CO.

106 Mensah, F.M. (March 7, 2024). Power and Identity in STEM Graduate Seminar (Dr. Luis Leyva, Mathematics Education). Guest Scholar Talk. Vanderbilt University. Virtual

105 Mensah, F.M. (March 3, 2024). Speaking Science: Unleashing the Power of Student Voices. Keynote. Elementary Science Teacher Conference. Tarrytown, NJ.

104 Mensah, F.M. (October 17, 2023). "Inclusive & Interdisciplinary Teaching for Mathematics and Science Education." Plenary Speaker, Teacher Preparation in the 21st Century: Developing Mathematical Knowledge Through Mathematics Teaching Online Conference. University of KwaZulu-Natal, US-South Africa Network. Virtual

103 Mensah, F.M. (September 13, 2023). "Engaging in Difficult Discussions on Race in Teacher Educator Preparation Through Visual Media & Critical Reflection." Keynote Speaker, Lunch and Learn Series, Rutgers University Graduate School of Education, New Brunswick, NJ.

102 Mensah, F.M. (June 29, 2023). "The Publishing Process Workshop." Presenter and Faculty Mentor. Teachers College Record Writing for Publication Workshop for Recent Graduates. Teachers College, Columbia University.

101 Mensah, F.M. (June 26, 2023). DEIJ [Diversity, Equity, Inclusion, Justice] Center Stage Organizational Level Thinking Science Education. Keynote Speaker, National Science Teachers Association National Congress on Science Education Planning Committee. (Virtual)

100 Mensah, F.M. (June 2, 2023). Culturally Relevant, Responsive, Sustaining, and Critical Race Theory: What Do They All Mean for STEM Education? Keynote Speaker, Regional Robert Noyce Southeast Conference, Mobile, AL.

99 Mensah, F.M. (June 2, 2023). What Is Critical Race Theory and Why Should We Know About It for Science/STEM Education? Workshop, Regional Robert Noyce Southeast Conference, Mobile, AL.

98 Mahfood, D., & **Mensah, F.M.** (June 2, 2023). Culturally Based Approaches to Teaching Diverse Learners in Science/STEM Classrooms. Workshop, Regional Robert Noyce Southeast Conference, Mobile, AL.

97 Mensah, F.M. (May 23, 2023). Theoretical and Methodological Discussions for Science Teacher Education Research. Guest Speaker, Dr. Sarah Robert's Equity and STEM Course. University of California, Santa Barbara. Virtual.

96 Mensah, F.M. (May 18, 2023). Time Management & Writing Schedule. Guest Speaker, ASTE Mini-In-May Virtual Event, Graduate Student Forum.

95 Mensah, F.M. (May 16, 2023). Publishing After 2023 NARST International Conference. Guest Speaker for the NARST Virtual Event, Graduate Student Committee and Publication Advisory Committee

94 Mensah, F.M. (May 5, 2023). Course Design and Development: Engaging in Difficult Discussions on Race in Teacher Education Preparation Through Visual Media & Critical Reflection. Visiting Scholar Event Guest Lecture, College of Education, Monash University, Melbourne, Australia [In Australia, virtual presentation]

93 Mensah, F.M. (March 18, 2023). Building Our Paths: Strategies and Resources to Navigate Graduate School Life and Beyond, Keynote presentation, Graduate Research Symposium. Penn State University

92 Mensah, F.M. (March 18, 2023). Writing and Publishing as a Graduate Student. Workshop facilitator, Graduate Research Symposium. Penn State University

91 Mensah, F.M. (February 28, 2023). Identity and STEM discussion. Dr. Amal Ibourk's Doctoral Seminar Class. Florida State University, FL (Virtual)

90 Mensah, F.M. (February 7, 2023). Expert Scientist Discussion. Bellarmine School Science Club, San Jose, CA. Virtual

89 Mensah, F.M. (July 21, 2022). PreK Elementary Science Panel: Discussing the NASEM Report, The Brilliance of Children, The Strength of Teachers Impact on Teacher Education, Washington, DC. Virtual

88 Mensah, F. M. (June 15, 2022). The Science of Improving Lives through STEM Education for All. DEI in STEM Speaker Series. Panel. FHI360, Washington, DC. Virtual

87 Mensah, F.M. (June 4, 2022). "I Didn't Know Inclusion Was for Science and Mathematics, Too." Third Nebraska Summit on Math and Science Education. Keynote presentation and workshop facilitator. Lincoln, NE. Virtual.

86 Mensah, F.M. (April 19, 2022). Preconference Mentor, Division K, Teaching and Teacher Education. AERA Annual International Meeting, San Diego, CA.

85 Mensah, F.M. (March 28, 2022). National Academies of Sciences, Engineering, and Medicine (NASEM) Report. Moderator. NARST International Conference. Vancouver, BC.

84 Mensah, F.M. (May 16, 2022). COVID Connects Us: Nurturing Novice Teachers' Justice Science Teaching (JuST) Identities. Advisory Board Member PD Guest. (Virtual)

83 Mensah, F.M. (April 21, 2022). Like Words Falling Onto The Page Workshop. Doctoral Seminar Science Education Program, University of Georgia, GA (Virtual)

82 Mensah, F.M. (April 14, 2022). Like Words Falling Onto The Page Workshop. Doctoral Colloquium, MSTU 6000, CMLTD Program, Teachers College. (Virtual)

81 Mensah, F.M., Mahfood, D., & Riley, A. (February 27, 2022). Hidden Figures Panel Discussion. Black History Month Program, Hastings-on-Hudson Public Library and Parenting Children of Color. Westchester Library System, NY. (Virtual)

80 Mensah, F.M. (February 10, 2022). Black Feminist Frameworks for the Study of Identity. Center for Gender Research, Uppsala University, Sweden. (Virtual)

79 Mensah, F.M. (September 27, 2021). The Centrality of Research in Science Education in Times of Anti-scientific Movements: Where Is Your Activist Spirit? XIII Encontro Nacional De Pesquisa Em Educacao Em Ciencias (XIII ENPEC) [13th National Research Meeting in Science Education]. Keynote Presentation. Brazil. (Virtual)

78 Mensah, F.M. (August 2021). European Science Education Research Association (ESERA), SIG5 Science Identity, Pre-Conference Mentor.

77 Mensah, F.M. (June 25, 2021). Critical Race Theory, Preparing teachers for Racial Literacy and Anti-racist Teaching. Association of Science Education Conference. Keynote Research Presentation. London. (Virtual)

76 Mensah, F.M. (May 28, 2021). Writing for Conference Papers and Journals; and Writing for Your Dissertation. ASTE Mini in May Conference. Presentation & Panel. (Virtual)

75 Mensah, F.M. (May 8, 2021). Implementing Anti-Racist Education in K-12 Settings. Education and Civil Rights for the New Decade Spring Conference. University of Kentucky, College of Education. Presentation & Panel. (Virtual)

74 Mensah, F.M., & Mahfood, D. (April 28, 2021). Culturally Relevant Sustainability Teaching. Workshop. Center for Sustainable Futures. Teachers College, Columbia University. (Virtual)

73 Mensah, F.M. (April 15, 2021). Show Courage, Be Bold, Be Color Brave: Teachers Reflecting and Discussing Issues of Race. English Education Program, A&HE 5206 Fieldwork/Workshop Course, Teachers College, NY (Virtual)

72 Mensah, F.M. (April 2, 2021). Conversation Starters: The Importance of Professional Development during Graduate Studies. Black PhD Network. Panel. (Facebook Live)

71 Mensah, F.M. (March 11, 2021). Science Expert: Science and Education. Expert Sciences Club, Bellarmine Preparatory School, San Jose, CA. (Virtual)

70 Mensah, F.M. (March 10, 2021). Foundations of Intersectionality: From Feminist to Racial Orientations of Intersectionality. Presenter/Panel. ESERA Identity SIG. (Virtual)

69 Mensah, F.M. (March 9, 2021). Current Issues in Teacher Education: Race, Diversity, and Preparing Teachers for Racial Literacy. Dean's Lecture Series, Drexel University. (Virtual)

68 Mensah, F.M. (February 24, 2021). Critical Race Theory in Teacher Education. CITED Conversation. Teachers College, Columbia University. (Virtual)

67 Mensah, F.M. (February 24, 2021). Culturally Responsive Teaching Q&A. NYCDOE APforAll. (Virtual)

66 Mensah, F.M. (February 4, 2021). Culturally Relevant Education. Women of Impact Speaker/Panelist for Black History Month. Notre Dame High School, San Jose, CA. (Virtual)

65 Mensah, F.M. (January 15, 2021). Teaching and Methods and Reading, Oh, My!: Trajectories in Science Education Research. Stanford University. (Virtual)

64 Mensah, F.M. (December 3, 2020). "Inclusion, Curriculum, and Racism." II International Seminar on Inequities in Education, Nucleo de Tecnologia Educaccional para Saude, Universidade Federal do Rio de Janeiro, Brazil. (Virtual)

63 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.

62 Mensah, F.M. (October 5, 2020). "Inclusive Teaching." Virtual Panel/Q&A. Department of Psychology, Columbia University. New York, NY.

61 Mensah, F.M. (October 1, 2020). Virtual Guest speaker/Q&A. MSTC 6402 Seminar Class (Ann Rivet). New York, NY.

60 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. https://vimeo.com/showcase/7458732

59 Mensah, F.M. (August 4, 2020). "Discussions of Culturally Relevant & Culturally Responsive Science Teaching." Virtual Workshop. McGraw-Hill.

58 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.

57 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.

56 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.

55 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.

54 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.

53 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.

52 Mensah, F.M. (March 23, 2018). "How Did I Get Here?" Keynote. STEM Day. Mercy College, Dobbs Ferry, NY.

51 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.

50 "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.

49 Using STEM to Promote Youth Citizenship to Prepare for the Global Economy (November 18, 2017) Moderator for 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/

48 Mensah, F.M. (November 29, 2017). "Curriculum Reform for STEM College Teaching via Culturally Relevant Teaching." Seton Hall University, South Orange, NJ.

47 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

46 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.

45 Mensah, F.M. (November 2016). "Bridging Research and Practice in K-12 STEM Education for African American Learners." Morgan State Symposium. Presenter and Facilitator.

44 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.

43 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.

42 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.

41 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.

40 Mensah, F.M. (March 2015). "Furthering Girls' Math Identity: An Expert Convening." (June 2015). Panel Moderator. Washington, DC.

39 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.

38 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.

36 Mensah, F.M. (May 2014). "The Scientist Comes to Our First-Grade Class via Skype." Heketi Community Charter School, Brooklyn, NY.

35 Mensah, F.M. (March 15, 2014). "Developing Scholars for the Next Generation: The Role for Mathematics and Science Education." Morgan State University, Baltimore, MD.

34 Mensah, F.M. (January 2013). "The Scientist Comes to Our First-Grade Class." Heketi Community Charter School, Brooklyn, NY.

33 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.

32 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.

31 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.

30 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.

29 Mensah, F.M. (December 12-14, 2011). Albany "Research BootCamp® at Albany State University College of Education." State University, Albany, GA.

28 Mensah, F.M. (October 27, 2011). "Empowering Teachers, Empowering Students through Curriculum Reform: Some Examples." Arizona State University, Tempe, AZ.

27 Mensah, F.M. (July 2011). "Inquiry-based Practices in Biology Education." Passaic County Community College STEM Professional Development Workshop. Paterson, NJ.

26 Mensah, F.M. (June 2011). "Brainstorming: Academic Publishing." 24th Annual Text and Academic Authors Conference. Albuquerque, NM.

25 Mensah, F.M. (June 2011). "Writing and Publishing Your Scholarly Journal Article: Preconference Workshop." 24th Annual Text and Academic Authors Conference. Albuquerque, NM.

24 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.

23 Mensah, F.M. (February 2011). "Speaker Series: Getting Published." Sponsored by the Teachers College Black Student Network. Teachers College, Columbia University, NY.

22 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.

21 Mensah, F.M. (October 2010). "Casual Conversations." Sponsored by Student Activities and Programs. Teachers College, Columbia University, NY.

20 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.

19 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.

18 Mensah, F.M. (April 2009). NARST's Grand Challenges and Great Opportunities: Presidential Speech Reaction Panel. NARST Annual Conference, Garden Grove, CA.

17 Moore, F.M. (March 2008). "Good Beginnings" Keynote speaker, Equity and Ethics Pre-

conference, NARST Annual Conference, Baltimore, MD.

16 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.

15 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.

14 Moore, F.M. (July 2007). "Teachers and Curriculum Materials Plenary" CCMS Summer Knowledge Sharing Institute. Washington, DC.

13 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.

12 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.

11 Moore, F.M. (April 2007). "Making Babies: A Genetics Lab for Elementary Teachers. PS 87 & PS 165, NYC. Teachers College, Columbia University, NY.

10 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.

9 Moore, F.M. (February 2006). "Surviving the Dissertation Process." Professor Angela Calabrese Barton's Professional Seminar course, Teachers College, Columbia University, NY.

8 Moore, F.M. (October 2005). "Stakeholder Perspectives about Science Education." Science at the Crossroads Conference. Storrs, CT.

7 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.

6 Moore, F.M. (August 2005). "Introduction to Feminist Poststructuralism." Professor Nancy Lesko's Professional Seminar course, Teachers College, Columbia University.

5 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.

4 Moore, F.M. (November 2005). "Scientists of Color." Miss Wright's 4th grade science class, PS 154 Harriet Tubman Learning Center, Harlem, New York City.

3 Moore, F.M. (November 2003). "The Emotional Side of Graduate Education." College of Education Recruitment Weekend, Keynote Speaker, Florida State University, Tallahassee, FL.

2 Moore, F.M. (September 2003). "Finding Patterns & Making It Fit". Science Education Seminar Presentation, Michigan State University, East Lansing, MI.

1 Moore, F.M. (March 2002). "Female Friendly Science Education." Women Extinguishing

Barriers Conference, Workshop Presentation. Women's Center, Florida State University, Tallahassee, FL.

Invited Facilitator: College Faculty Development & Graduate Student Workshops

15 Mensah, F.M. (January 30-February 2, 2025). Faculty Development 3-Day Writing Retreat. University of Illinois, Urbana-Champaign.

14 Mensah, F.M. (March 3, 2023). "I Didn't Know Inclusion Was for Science and Mathematics, Too." Faculty Development Seminar. Northern Arizona State University. Virtual Faculty Development Workshop.

13 Mensah, F.M. (March 21, 2022). "A Path to Successful Writing: Mapping Graduate Study Progression by Focusing on Organization." Prairie View A & M University. Virtual Student Development Workshop.

12 Mensah, F.M. (March 10, 2022). "A Path to Successful Writing: Writing and Publishing as Grad Students." Prairie View A & M University. Virtual Student Development Workshop.

11 Mensah, F.M. (April 22, 2021). Strategic Planning: How to Plan and Execute, Publish and Produce in a Pandemic." University of Houston. Virtual Faculty Development Workshop.

10 Mensah, F.M. (February 25, 2021). "Designing a Research Agenda & Developing Your Writing Process: They Are Connected." University of Houston. Virtual Faculty Development Workshop.

9 Mensah, F.M. (August 13, 2020). "Science and Anti-racism." National Educator Anti-Racism Conference, Boston, MA. Virtual Talk and Workshop.

8 Mensah, F.M. (July 18, 2020). "Are you being inclusive?" Culturally Sensitive-Culturally Relevant Pedagogies in the STEM College Classroom. Mercy College HHMI Program, Mercy College, NY. (Virtual Workshop.)

7 Mensah, F.M. (September 14, 2020). "Getting Published Workshop." The Netherlands. Virtual Presentation and Q&A for international scholars.

6 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.

5 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.

4 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 Diversity Workshop sessions. Diversity Lecture Series, University of South Florida, Tampa, FL.

3 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.

2 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.

1 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.

COURSES TAUGHT

Undergraduate and Graduate, Preservice and Inservice

- Inclusive & Race-Visible Pedagogies for Classroom Curriculum and Instruction, RESI PD 5-day Course (Current students, Inservice teachers, Administrators)
- Researchable Questions for Research (Masters, Doctoral)
- Anti-Racist Curriculum, Pedagogy, Leadership and Policy: Modules 1&2 (Masters, Doctoral)
- Reading, Writing, and Academic Success (Masters, Doctoral)
- 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)
- Professional Seminar Course: Writing, Publishing, and Retreating (New course development; Doctoral, Advanced masters, and postdoctoral students; open to other

departments/programs)

Courses Redesigned due to COVID-19 for Online/Remote Instruction

(Synchronous/Asynchronous) March 2020-September 2023; courses remain online*

- Dissertation Seminar Course (Doctoral, hybrid)
- Professional Seminar in Science Education Course (Masters & Doctoral)
- 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)

International Teaching/Courses

ASC Research Programs, Instructor, Fujen International Education, Shanghai, China

- Practicing Qualitative Methods in Education (High school, College), Summer 2020, Summer 2021, Summer 2022
- Introduction to Higher Education in the United States (High school, College), Summer 2021

SERVICE

Professional Memberships

- Education Deans for Justice and Equity (EDJE), Membership, 2018-currently
- Student Affairs Administrators in Higher Education (NASPA), 2016-2020
- School Science and Mathematics Association (SSM), 2009-2025
- Text and Academic Authors (TAA), Membership 2010-currently
    - Annual Conference Presenter and Mentor, 2011, 2017, 2019, 2021, 2022
- American Educational Research Association (AERA), Membership, 2005-currently
    - 2021, 2022, 2023 Annual Conference Discussant
    - 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), Membership, 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), Membership, 2003-currently
    - Journal of Research in Science Teaching, JRST Editor's Advisory Board, 2025-2026
    - Journal of Research in Science Teaching, JRST Co-Editor, 2020-2025
    - Ex officio Member, Executive Board, 2020-2024
    - Editorial Review Board, JRST Associate Editor, 2015-2020
    - 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; 2015-2020
- Sisters of the Academy (SOTA), Membership, 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, 2021, 2022
- 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)
    - Early Career Faculty (Virtual) Mentor, 2022
    - 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; 2025
  - 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; 2024; 2025
  - Thread Coordinator, 2018

Journals (Co-Editor, Boards, Reviewer, Guest Reviewer)

- *Urban Education,* 2023-currently
  - Editorial Board Member, 2025-currently
  - Reviewer, 2023-2025
- *Journal of Research in Science Teaching*
  - Co-Editor (2020-2025)
  - Associate Editor (2015-2020; 2020-2025)
  - Guest Co-Editor, Fall 2014
  - Reviewer, 2005-2006, 2010- 2015-currently
- *Cultural Studies of Science Education*
  - Lead Editor, Editorial Review Board, 2010-currently
  - Reviewer, 2009, 2010
- *The Teacher Educator,* 2021, 2022-currently
- *International Journal of Qualitative Studies in Education,* 2026
- *Paedagogica Historica: International Journal of the History of Education,* 2026
  - Guest Reviewer, Special Issue "(Re)membering" (Dillard, 2021)
- *Cogent Education,* 2024, 2025
- *Teachers and Teaching, 2025*
- *AERA Open,* 2024, 2025
- *School Science and Mathematics,* 2024
- *The Journal of Black Psychology,* 2024
- *Sociology Compass,* 2023
- *Education Sciences,* 2023
- *American Journal of Education,* 2023- 2024, 2026
- *Research in Science Education,* 2022-2023
- *Science Education,* 2023, 2024, 2025
  - Guest Reviewer, Special Issue on Emotionality
- *Action in Teacher Education*, 2018, 2021, 2023-2024
- *Academic Letters,* 2021
- *American Educational Research Journal*, 2017, 2026
- *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, 2022
    - Editorial Review Board, 2006-2011
- *Educational Review*, 2021
- *Physical Review Journal,* Guest Reviewer, 2017
- *Teaching and Teacher Education,* 2020
- *Teachers College Record*
    - Special Issue on Doctoral Mentorship and Belonging, 2025
    - Special Issue on A Dream Deferred: A 20-year Retrospective on Culturally Relevant Pedagogy, 2015
- *Elementary School Journal*, 2011, 2012
- *Journal of Teacher Education*, 2010, 2015, 2018
- *Equity & Excellence*, 2009, 2022
- *Journal of Women and Minorities in Science and Engineering*, 2009
- *Science Education*, 2007, 2017, 2018; Invited Guest Reviewer for Special Issue on Centering Affect and Emotion Toward Justice and Dignity in Science Education, 2023
- *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

- Harvard Education Press (October 2024): *Teacher Learning for Abolitionist Education*
- 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*, *5th 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

- NSF (2026): Panel Review
- 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 & MST & Science Education Program

- Faculty & Staff Search Committees
  - Vice Dean for Teacher Education and Community Partnerships, Fall 2023-Fall 2024; Search Chair (myself)
  - Adult Learning & Leadership, Department of Organization & Leadership, Fall 2022-Spring 2023; Search Chair, Victoria Marsick
  - Office of Global Engagement (formerly, Office of International Relations), Fall 2022; Search Chair, Portia Williams
  - STEM Assistant/Associate Visiting Professor, Spring 2022; Search Chair (myself)
  - 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
- Faculty Advisor Committee
  - Chair, 2026-currently
- Gordon Institute for Advanced Study
  - Transformative Initiative, Scholar Showcase Research Presentations, Spring 2026
- Department of Mathematics, Science and Technology STEM Advanced Certificate Development Committee, Fall 2025-Spring 2026
  - Chair, Nick Wasserman, MST Dept Chair
- Standard IV Middle States (Support for the Student Experience) Committee, Summer 2023-2026
  - Chair, Thomas Rock
- Financial Aid Change Committee, 2022-Summer 2025
  - Chair, Tani Castañeda
- College's Student Affairs Conduct Committee (2018-Summer 2025)
- Abby O'Neill Fellowship Review Committee, 2012- currently
- TC Fulbright Student Selection Committee, Reviewer, Fall 2020-currently

    - Chair, Portia Williams
- Admissions and Scholarship Committee, Spring 2007-currently
- Science Education Travel Scholarship Committee, Spring 2006-currently
- Reimagining Summer Institute, Planning and Faculty Instructor, and Faculty Lead for Teacher Leadership Strand, Summer 2015-currently
- Black Student Network Faculty Sponsor, Spring 2009-currently
- Student Senate Secondary Advisor in Associate Dean Role, 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, Celia Oyler (2023-currently); Co-Chairs, Dirck Roosevelt & Jessica Riccio (2021-2022); Chair, Kelly Parkes (2017-2022); Chair, Lin Goodwin (2006-2017)
- Faculty Development Advisor Committee (FDAC), Fall 2007-2019; Fall 2025-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, 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 Committee (2011-2012)
- Program Coordinator, Science Education Program, Fall 2010-Fall 2016
- American Association of Colleges of Teacher Education, Teachers College Representative, Spring 2009-2010; membership 2009-currently
- 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-Summer 2025
    - Faculty Moderator & Panel for What is Doctoral Education Session, 2013-Summer 2025

    - 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
    - Inaugural Faculty Doctoral Hooder, 2023 Ceremony
    - Convocation Committee, Spring 2015-currently
    - Student Speaker Selection Committee, 2017, 2018, 2019
    - First Generation Celebration/Students of Color Annual Graduation Ceremony, Speaker, Spring 2016, Spring 2017, Spring 2024
    - 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

External & Internal Reviewer

- Tenure and Full Review Letters Written to Date (TC and abroad): 84
- Pre-tenure/Re-appointment Letters Written to Date (TC and abroad): 34
- College Promotion Review Committee Member (Ad-hoc representative) to Date: 1 Associate; 3 Full

SCHOOL PARTNERSHIPS

- 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-Spring 2022
- 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 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 2012-2017.
- 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. 92nd 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. 120th Street, NY, 10027. Principal: Dr. Peter MacFarland. Fall 2007-2012.
- River East Elementary School, 508 E. 120th 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, 115th and 3rd 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 25th Street, Brooklyn, NY. Assistant Principal: Arthur Registre. Fall 2006.
- Future Leaders Institute, 134 W 122nd Street. Harlem, NY. Science Teacher: Julia Handelman. Fall 2006.
- PS 165, 234 W. 109th 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. 78th Street, Manhattan, NY Science Teacher: Michele Owen. Fall 2004, Spring 2005.

OTHER PROFESSIONAL EXPERIENCES

1. Postdoctoral Fellow, Center for Curriculum Materials in Science (CCMS) (Michigan State University). A partnership of the 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 were 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 districts 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 technology teachers 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). Microbiochemist, 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

Doctoral Research Collective for the Study of Race and Ethnicity, Faculty Advisor

- Doctoral Student Program Leaders: Diana Cordova-Cobo & Juontel White (2020-2021); Cohort 1, six doctoral students

Sponsor: Current Students (Post-certification): PhD: Yvonne Thevenot; Irina Onefactor; Fernanda Albuquerque de Araujo; Lorna Otero; William (Billy) Green; Cora Neville, Candyce Johnson, Danielle Butler, Katherine (Katie) Conroy, Kelly Whyte; **and** EdD: Helen Park; Brendon Richbourgh (Applied Physiology); Hanyu Lu (Interdisciplinary)

Second Member: Current Students (Post-certification): PhD: Anna Beck, Christian Morehouse; and EdD: Sophia Li

Committee Member: Yeonghwi Ryu; Sekou Cox; JiSung Rhyu; Shellina Shadnia; Joytrese George (American University), Jason Foster (University of Illinois), Monyae Kerney, Katie Caster, Nina Kite (University of Illinois)

PhD & EdD Science Education: (Sponsor-Advisor)

75 Asia Jackson (PhD, anticipated Fall 2027), Alternative expressions of learning and the impact on Black girls' science identity

74 Victor Ashiara (PhD, Mathematics Education, Spring 2026), Mathematical identities of black STEM majors

73 Joshua Modeste (PhD, Spring 2026), Bringing black male science teachers to life: A narrative study using biological metaphors to humanize black men in urban secondary science education

72 Nagity Deng (EdD, Spring 2026), An ode to liberation: A narrative study of dark-skinned women science teachers' lived experiences with and against colorism

71 Jude Julien (PhD, Fall 2025), Bridging the gap: Science teachers' sensemaking of culturally responsive-sustaining education in curriculum design

70 Anansa Fraser (EdD, Fall 2025), Culturally responsive project-based science for 4th grade elementary school girls of color

69 Jonathan Tam (PhD, Spring 2025), The quilted lives of career change science teachers of color: A narrative inquiry on identity, race, and community cultural wealth

68 Raquel Fleming (PhD, Spring 2025), African American male students' engagement with science: Insights from general and special education participants

67 Fareya Khalid (PhD, Spring 2025), Implementing culturally sustaining pedagogies in chemistry using linguistic tools

66 Emelia Pellicio (EdD, Spring 2025), Developing a discourse: How pre-service science teachers make sense of student discourse and their role as teachers within it.

65 Shane Coleman (PhD, Spring 2025), Black science teachers' attrition as political struggle in the United States during the Post-Obama Era of 2017-2022

64 Lurdez Berrios (EdD, Spring 2025), Building science teachers' empathy and perspective taking through continuous professional development to improve support for multilingual learners.

63 Oluwaseun O. Adelaja (EdD, Fall 2024), Before and after the doctorate: Reflective journeys of immigrant, first-generation Black females in science education

62 Daniel A. Yaverbaum (PhD, Spring 2024), Transforming reference frames: How mental models for velocity evolved through a physics curriculum framed by the principle of relativity

61 Alexander Brosseau (EdD, Interdisciplinary, Spring 2024), A pedagogy of absence

60 John Lee (PhD, Spring 2024), Developing cultural competence: Exploring students' understanding of cultural competence in an entry-level physical therapy program.

59 Jessica Fagan Weedon (PhD, Fall 2023), An exploratory research study: Investigating the experiences of high school physical science teachers in the United States during the COVID-19 pandemic

58 Daria Vasilyeva (PhD, Fall 2023), Clinical teacher identity as told by early mid-career clinical dental instructors

57 Leana Peltier (PhD, Spring 2023), "I found a science family!" Elementary teachers' structure and agency in vertical science professional learning community moving beyond silos

56 Andrea Horowitz (EdD, Spring 2023), Teaching during the triple pandemic: It's so deeply personal

55 Allison Bookbinder (PhD, Spring 2022), Teacher leadership and science instructional practice: Teaching elementary science in a time of crisis

54 Cole Entress (PhD, Spring 2022), You can't do everything: In search of better, more equitable secondary science methods courses

53 Alexis Riley (PhD, Fall 2021), From whence we came: Womanist pedagogy and anti-racist teaching as discussed by Black women science teachers [Assistant Professor, New York University; Assistant Professor, California State University, Los Angeles]

52 Julia Sable (PhD, Science Education, Fall 2021), The frontiers of science: A case study for understanding multi-disciplinary inquiry-based college science

51 Jacqueline Horgan (PhD, Spring 2021), "I'm ready for scientificial duty": Young museum program alumnus' orientations towards science

50 Colette Cecile Young (EdD, Fall 2020), Exploring the foundations of creating, implementing, evaluating, and revising science, technology, engineering, the arts, and mathematics (STEAM) curricula in the classroom [Assistant Director, Summer Principals Academy, NYC]

49 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

48 Ava Javid (EdD, Spring 2020), Beginning science teachers' agency: An exploratory study of choice and the role of technology for continued learning

47 Megan Dansby Russell (EdD, Spring 2020), Understanding the academic help-seeking strategies and experiences of black first-generation engineering undergrads [Inaugural Dean of DEI, Brown University]

46 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]

45 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

44 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

43 Roya Heydari (PhD, Spring 2020), The impacts of informal science education on students' science identity and understanding of science inquiry [Associate Director of Faculty Assessment, Columbia University]

42 Lisa McDonald (EdD, Fall 2019), The role of children's racial identity and its impact on their science education

41 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

40 Lauren Mangione (EdD, Fall 2018), Experiences of science education graduate students in the critical voices classroom [Teacher, The Equity Project Charter School]

39 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 [Assistant Faculty, Stonybrook]

38 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]

37 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]

36 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]

35 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]

34 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]

33 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]

32 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

31 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]

30 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]

29 Patrick Ashby (PhD, Fall 2015), Critical science education in a suburban high school chemistry class [Adjunct Faculty- Teachers College, & Secondary Teacher]

28 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]

27 Sarah Hansen (PhD, Spring 2014), Multimodal study of visual problem solving in chemistry with multiple representation through eye-tracking [Associate Professor, Columbia

University]

26 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]

24 Darcy Ronan (PhD, Spring 2014), Science specialists in urban elementary schools: An ethnography examining science-teaching identity and motivation [Sacred Heart University]

23 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]

22 Clement Gomes (PhD, Spring 2014), Sounding out science: Incorporating audio technology to assist students with learning differences in science education [Assistant Professor of Biology, CUNY Guttman Community College]

21 Gregory Benedis-Grab (EdD, Fall 2014), Exploring cloud-based collaboration in science teacher education [The Packer Collegiate Institute]

20 Gustave Ado (EdD, Spring 2014), Exploring Ivoirian perspectives on the effectiveness of the current Ivorian science curriculum in addressing issues related to HIV/AIDS

19 Jane Marincic Lewinter (EdD, Spring 2013), Factors that support women in being successful in engineering professions: Identity as a lens

18 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]

17 Gita Bhirman-Raza (PhD, Spring 2012), Using forensic science as a context to enhance scientific literacy

16 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]

15 Catherine Quinlan (EdD, Spring 2012), A schema theory analysis of students' think-aloud protocols in an STS biology context [Assistant Professor, Howard University]

14 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]

13 Megan Roberts (EdD, Spring 2010), Lesson study: Professional development and its impact on science teacher self-efficacy [Executive Director, Math for America, NY)

12 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

11 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

10 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]

9 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]
8 Lisa Kozlowski (PhD, Spring 2009), Influence of project-based science practices in teaching for diversity [Secondary Science Education]
7 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]
6 Lisa M. Currie (EdD, Spring 2009), Removing the veil: Science performance assessment practices in a regional technical Delaware high school
5 Dorothy Patterson-Strange (EdD, Spring 2009), A case study of the implementation of a customized multicultural program in an urban high school
4 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]
3 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]
2 Shannon Halpin-Brunt (EdD, Spring 2007), Differentiated instructional practices: A case study of science teachers in a suburban middle school setting
1 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)

50 Christina Ann Torres (PhD, Spring 2026, second sponsor), Bridging science and activism: Investigating the intersection of science education and the youth-led climate movement
49 Caroline Darin (PhD, Spring 2025), Beyond binary: Understanding gender-diverse students' experiences in science education
48 Tasnim Aziz (PhD, Spring 2025, second sponsor), Youth reclaiming environmental narratives and identities through postcolonial intersectional environmentalist digital activism for environmental justice
47 Feyza Dumanoglu (PhD, Spring 2024, chair), Lived experiences of gifted professionals in science
46 Sonam Tobgye (PhD, Fall 2023), Multi-compartment network model of science teacher education based on social constructivist principles: Proposing an analytic model for understanding science teacher education practices
45 Raaghav Pandya (PhD, Fall 2023), Exploring the impact of Indian contemplative philosophy on learning scientific inquiry in a physics classroom
44 Rabi Whitaker (PhD, Science Education, Summer 2022, Chair), Examining validity and coherence in a cognitively-based science performance assessment
43 Tyrone Dash II (PhD, Science Education, Spring 2022), Reconceptualizing what it looks like to enact project-based science in urban and multicultural settings: A case study
42 Luronne Vaval (PhD, Science Education, Spring 2021, chair), Is it as straightforward as it seems? Examining STEM persistence through the career aspiration histories of high school students

41 Rashida Robinson (PhD, Spring 2021), How gender inclusive curriculum affects girls' confidence and interest in science

40 Jamie Parker (PhD, Spring 2020), The use of battle rap as a way to engage students in STEM

39 Min Jung Lee (PhD, Spring 2020, Chair), Chemistry teachers' pedagogical content knowledge and belief on integrating proportional reasoning in teaching stoichiometry

38 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

37 Rachel Connolly (PhD, Spring 2019), Teachers' understanding and usage of scientific data visualizations for teaching topics in earth and space science

36 Gary Weiser (PhD, Spring 2019, Chair), Developing NGSS-aligned assessments to measure crosscutting concepts in student reasoning of earth structures and systems

35 John Russell (EdD, Spring 2018), Professional learning communities and their facilitation for advancing ambitious teaching practices. Associate Director of Quantitative Analysis at EL Education

34 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

33 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

32 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

31 Jason Wu (PhD, Spring 2017), Assessing bilingual knowledge organization in secondary science classrooms

30 Yuna Lyons (PhD, Spring 2017), The effects of pre-reading instructions on the comprehension of science texts

29 Laureen Zubiaurre Bitzer (PhD, Spring 2017), The development of reflective thinking and its influence on patient care skills in third year dental students

28 Phillip Boda (PhD, Spring 2017), Disability studies, multiculturalism and urban science education: A mixed-methods phenomenography of graduate student learning

27 Cyntra Bernardo (PhD, Spring 2017), Integration of culturally relevant pedagogy into the science learning progression framework

26 Edmund S. Adjapong (PhD, Spring 2017), Bridging theory and practice: Using hip-hop pedagogy as a culturally relevant approach in the urban science classroom

25 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

24 Cynthia Hamen Farrar (PhD, Spring 2016, Chair), Teachers' instructional goals for science practices: Identifying knowledge gaps using cultural-historical activity theory (CHAT)

23 Jeremy Heyman (PhD, Spring 2016), Pathways into STEM among urban, low-income immigrant English language learners: Opportunity, access, and persistence

22 Spyridon Varthis (PhD, Spring 2016), Students' perceptions of blended learning and its effectiveness as a part of second year dental curriculum

21 Raghda Daftedar (EdD, Spring 2016), What matters? Developing inquiry and multivariable reasoning skills in high school chemistry

20 Roopnarain Roopnarine (EdD, Spring 2015), Cultural border crossing in three urban laboratory classrooms: A mixed methods study
19 Alison Riley Miller (PhD, Spring 2015), Examining the relationship between physical models and students' science practices
18 Diane Crenshaw Jammula (PhD, Spring 2015), Feminist physics education: Deconstructed physics and students' multiple subjectivities
17 Anna Karina Monteiro (PhD, Spring 2015), Facilitating cultural border crossing in urban secondary science classrooms: A study of inservice teachers
16 Jessica Meizi (PhD, Spring 2015, Chair), Science teachers' perceptions of the relationship between game play and inquiry learning
15 Christopher Lazzaro (PhD, Spring 2015, Chair), Evaluation and assessment in the use of the Next Generation Science Standards
14 Christi L. Browne (PhD, Spring 2014, Chair), Professional learning communities (PLCs) as a means for school-based science curriculum change
13 Cheryl Lyons (PhD, Spring 2014, Chair), Relationships between conceptual knowledge and reasoning about Systems: Implications for fostering systems thinking in secondary science
12 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
11 Tanzina Taher (PhD, Spring 2012), Exploring the impact of the implementation of reality pedagogy: Self-efficacy, social capital, and distributed cognition
10 Robert Douglas Mirchin (EdD, Spring 2012), An analysis of high school students' perceptions and academic performance in laboratory experiences
9 Roseanna Graham (PhD, Spring 2010), The reliability, validity, and usefulness of the Objective Structured Clinical Examination (OSCE) in dental education
8 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
7 Mary Elizabeth T. Murray-Wilson (EdD, Spring 2009), Using data to inform curriculum, instruction, and professional development in science education
6 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
5 Chiara Brandoni (PhD, Spring 2007), Merging divergent thinking with neuropsychology: Implications for research and practice in science education
4 Kathleen St. Louis (PhD, Fall 2010), Parental engagement: Beyond parental involvement in science education
3 Edna Tan (PhD, Spring 2007), Latina girls' identities-in-practice in 6th grade science
2 Melina Furman (PhD, Spring 2007), Becoming urban science education teachers by transforming middle-school classrooms: A study of the urban science education fellows program
1 Miyoum Lin (PhD, Spring 2006), Exploring urban children's sense of place

PhD/EdD Second Sponsor/Co-Advisor- Second Reader (Within and Outside Department)

29 Lama Alharbi (PhD, English Education, Spring 2026), The politics of "Happy Diversity": A critical narrative analysis of DEIB sense-making in English teacher education at predominantly white institutions

28 Ishrat Ahmed (PhD, Mathematics Education, Spring 2026, second advisor), Exploring Black mathematics teachers' perceptions of the relationship between teacher leadership identity and retention

27 Katherine Dahee Seol (PhD, Science Education, Spring 2026, second advisor), Becoming the doctorate: Voices of six EdD graduates reflecting on their journeys

26 Jessica Martell (EdD, Curriculum & Teaching, Spring 2026, second sponsor, defense chair), What keeps Latina teachers in urban-intensive public schools? Counter-storying crisis narratives and pathologizing portrayals

25 Rozena Raja (EdD, Curriculum & Teaching, Summer 2025, second sponsor), Fugitive pedagogies: A multiple case study of global majority teacher educators of color navigating justice, resistance, and sustainability in higher ed

24 Nicola Law (EdD, Spring 2025, second sponsor), The power of visualizing one's engineering journey: An intersectional exploration of undergraduate women's self-efficacy

23 Soo Jin Jeon (EdD, Spring 2025, Interdisciplinary, second sponsor), In partnership: Becoming trilingual/tricultural in a dual Language bilingual program

22 Emma LaPlace (PhD, Spring 2025, Mathematics Education), Mathdramatics: Mathematicians in plays

21 Alyssa Getzel (EdD, Curriculum & Teaching, Spring 2025, second sponsor), Reframing beginning teacher experiences: Pedagogical agents negotiating contextual elements

20 Zahra Ahmed (EdD, Adult Education, Spring 2025, second sponsor & chair), Race equity assessment for leaders (REAL) 360 tool to develop self-awareness

19 Honey Walrond (PhD, English Education, Fall 2024, second sponsor), Leading for equity: Black superintendents cultivating literacy excellence for black students

18 Tara Kirton (EdD, Early Childhood Education, Fall 2024, second sponsor & chair), In their own words: Black children and families share their experiences in early childhood programs

- *2026 AERA Dissertation Award for the Critical Perspectives in ECE SIG*

17 Nasriah Morrison (PhD, Mathematics Education, Spring 2024), Proof and possibility: Emerging mathematics conceptions, self-efficacy, and identity in the stories of contemporary Black mathematicians

16 Lakisha Howell (EdD, Curriculum and Teaching, Spring 2022), Go back and get it: An excavation of conceptions of teacher education and Black education in the Mississippi freedom schools of 1964

15 George Nicholson (EdD, Music Education, Spring 2020), (Open Market + Deregulation) /Competition = Innovation + Excellence: The experiences of music teachers in the age of neoliberal reform

14 Hyeyoung Ghim (EdD, Early Childhood Education, Spring 2020), Mapping the identities and experiences of transitional international teachers in early childhood education: Moving from firstspace toward thirdspace

13 Julius R. Donisan (EdD, Mathematics Education, Spring 2020), An algebraic opportunity to develop proving ability

12 Hong Yuan (PhD, Mathematics Education, Spring 2018), Modes of acquisition of Shanghai mathematics teachers' pedagogical content knowledge within communities of practice

11 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

10 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
8 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
7 Matthew Scott Rotjan (EdD, Music Education, Spring 2017), Exploring the complexity of repertoire selection with school orchestra teachers and their students
6 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
5 Robin Walker (EdD, Interdisciplinary Studies, Spring 2017), Visualizing science dissections in 3D: Contextualizing student responses to multidimensional learning materials in science dissections
4 Blanca Vega (EdD, Higher Education, Spring 2015), Beyond racial incidents and apologies: Toward a new understanding of campus racial conflict in higher education
3 Anahu Guzman (PhD, Mathematics Education, Spring 2015), Mathematics identities of non-STEM major female students
2 Simone S. Salmon-Nembhard (EdD, Mathematics Education, Fall 2014), Conceptualizing the mathematics success of African American middle school students
1 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 Reader (Outside Program, within Department or Outside Department)

66 Brian Allen (EdD, Postsecondary Education, Spring 2026), Reclaiming a 'Black Gaze': Dialogic countervisuality and the political act of looking through dialogue among black college students
65 Yanjun (Andrew) Wang (EdD, Instructional Technology and Media, Spring 2026, chair), Professional Learning Communities in Non-Public Tri-State Area Schools: A Mixed Methods Investigation
64 Syntia Sultana Hadis (PhD, Cognitive Science in Education, Spring 2026), Persistence and decision-making in goal pursuit
63 Soo Hyoung Joo (EdD, Applied Linguistics, Spring 2026), Investigating situated specific purpose writing ability in a scenario-based language assessment of science: With focus on the role of domain knowledge
62 Michelle Verdiner (EdD, Urban Education Leaders Program, Spring 2026), Black studies as the study of the world: A case study of the conceptualization, design, and pre-implementation of a PK-12 Black studies curriculum for New York City
61 Ariel Fleurimond (EdD, Technology, Media and Learning, Fall 2025, chair), On the fence but bridging the gap: A mixed methods study of stakeholder perceptions of faculty hesitancy toward online learning and its diffusion in a post-pandemic era

60 Tyner Gordon (PhD, Counseling and Clinical Psychology, Spring 2025, chair), A Seat at whose table? Black excellence definitions, experiences, and mental health outcomes for Black American women in graduate school

59 Olivia Snow (PhD, Counseling Psychology, Spring 2025, chair), Black obstetric providers' perspectives on the maternal mortality crisis and their approach to the patient-provider relationship: A qualitative exploration

58 Terika Harris (PhD, Mathematics Education, Spring 2025), Dudley Weldon Woodard and the graduate program in mathematics at Howard University

57 Suzanne Pratt (EdD, Curriculum & Teaching, Spring 2025), "It was a really amazing sandbox": The collaborative creation of an intergenerational teacher education community

56 Darius Phelps (PhD, English Education, Spring 2025, Chair), Embracing every hue: Using our narratives to cultivate healing

55 Katie Harlan Eller (PhD, English Education, Spring 2024), (Re)positioning the compass: White anti-racist literacy and ELA teachers

54 L. Patrick Dail (EdD, Adult Education, Spring 2024), Performance feedback: Understanding how supervisors in two mid-west prisons develop their personal practices

53 Dyanne Baptiste (EdD, Mathematics Education, Spring 2022, Chair), Analyzing the depth of mathematics within interdisciplinary and traditional mathematics teaching: A phenomenological study

52 Jennifer Adele De Cerff (PhD, English Education, Summer 2022), The bodies we write in: Reentry women narrate embodied experiences of writing in graduate education

51 Nsenga Magnus Farrell (EdD, Health Education, Summer 2022), 'Separate and somewhat equal': Racial disparity in breast cancer pain treatment for Black women

50 Kelsey Darity (EdD, Curriculum and Teaching, Spring 2021), "We need new communities": White teacher educators talk about race

49 Rosiane Lesperance (PhD, Human Development, Spring 2021, chair), Skill development, meaningful content, and broad practice as contributors to developing a deep understanding of science

48 Eun Jeong (EJ) Jun (EdD, Urban Education, Spring 2020), Teaching and learning in a multicultural teacher education course: Critically analyzing preservice teachers' reflections and actions

47 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

46 Soha Abdelsattar (PhD, Mathematics Education, Spring 2020), Mathematics education in Qatar from 1995 to 2018

45 Hanadi Shatara (PhD, Social Studies Education, Spring 2020), The influence of globally oriented teachers' positionalities in world history classrooms

44 Geremy K. Grant (PhD, Psychology, Spring 2020), Stereotype threat and undergraduate writing performance

43 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

42 Alyssa SooHoo (EdD, Intellectual Disability/Autism, Fall 2019, chair), Respite and well-being among families with children with autism spectrum disorder

41 Lauren Fox (PhD, Educational Policy and Social Analysis, Spring 2019, chair), Whiteness

and power in a previously all-white suburban school district

40 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

39 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

38 Elsy Mecklembourg-Guibert (EdD, 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

37 Theresa Guerriere (EdD, Health Education, 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

36 Gregory Benoit (EdD, Mathematics Education, Spring 2018, chair), Mathematics in popular culture: An investigation through internet memes

35 Gábor Salopek (Mathematics Education, Spring 2018, chair), Mathematics in popular culture: An investigation through videos

34 Tammy Yi (Music Education, Spring 2018), Back of the orchestra: High school students' experiences in alternative seating practices

33 William McGuffey (PhD, Mathematics Education, Spring 2018), Insights from college algebra students' reinvention of limit at infinity

32 Keosha Bond (EdD, 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

31 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

30 Keisha McIntosh Allen (EdD, Curriculum and Teaching, Spring 2015, chair), (In)visible sons: Exploring the enactment of culturally relevant pedagogy with black adolescent males

29 Iesha Jackson (EdD, 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

28 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

27 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

26 Dino Sossi (EdD, 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

25 Andrew Sanfratello (PhD Mathematics Education, Spring 2015, chair), Middle school teachers' perspectives on professional development in mathematical modeling

24 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

23 Nathan Alexander (PhD, Mathematics Education (Fall 2014, chair), Self-efficacy, identity, and algebra proficiency among high school students

22 Anthony Miele (PhD, Mathematics Education, Spring 2014), The effects of number theory study on high school students' metacognition and mathematics attitudes

21 Nicole C. Taylor-Buckner (PhD, Mathematics Education, Spring 2014), The effects of elementary departmentalization on mathematics proficiency

20 Terri Lynne Germain-Williams (PhD, Mathematics Education, Spring 2014), Mathematical modeling in textbooks at the onset of the Common Core State Standards

19 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.

18 Richard S. Hyland (Adult Education, Spring 2014), Award-winning community college teaching

17 Melanie Waynik (EdD, Curriculum and Teaching, Spring 2013), Expert teaching practice and the influence of school culture: Three expert teachers, in three different settings, in one city

16 Monica Wood (Mathematics Education, Spring 2013, chair), Mathematics education in a Catholic academy during the latter twentieth century

15 Andrea C. Hernandez (PhD, Mathematics Education, Fall 2013), Exploring algebra-based problem-solving methods and strategies of Spanish-speaking high school students

14 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

13 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

12 Jennifer R. Shloming (PhD, Mathematics Education, Fall 2012), Analysis of mathematical fiction with geometric themes

11 Hartono H. Tjoe (PhD, Mathematics Education, Spring 2011). Which approaches do students prefer? Analyzing the mathematical problem-solving behavior of mathematically gifted students

10 Jenna Van Sickle (Mathematics Education, Spring 2011), A history of trigonometry education in the United States: 1776-1900

9 Ifeoma Uzoka-Walker (Mathematics Education, Spring 2009), Nigerian students' perceptions of mathematics in secondary education

8 Melissa N. Abramo (Music Education, Spring 2009), The construction of instrumental music teacher identity

7 Anayo Ikeme (EdD, Health Education, Spring 2008), An internet survey of diabetes

6 Natasha Davis (EdD, Health Education, Spring 2008), HIV/AIDS and the black church: A qualitative investigation

5 Katherine M. Kovarik (PhD, Mathematics Education, Spring 2008), Pedagogical content knowledge: Teacher beliefs, teacher self-assessment, and teacher acquisition of pedagogical content knowledge

4 Sooyoung Lee (Music Education, Spring 2007), A study of Korean students' adjustment to

life in the United States

3 Marilyn A. Thompson (Music Education, Spring 2007), W.C. Handy's contribution to African American solo concert vocal music

2 Anuradha Patil (EdD, 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

1 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)

15 Nina Hike (PhD, Fall 2027 anticipated), Epistemic microaggressions and students of color: Beginning high school science teachers. Crafting Their Practice, University of Illinois at Chicago, IL

14 Ms. Humaira Sami (PhD, Spring 2026). Ethical values at secondary level: Analysis of textbooks, teachers' practices and reflection in Students. University of Sargodha, Punjab, Pakistan. (Reader)

13 Jason Foster (PhD, Spring 2027 anticipated), Fugitivity and anti-racist practices: Black science teachers in predominantly white schools. University of Illinois at Chicago, IL

12 Mr. Ahmed Yasser Mohamed Hammam (PhD, Spring 2026 anticipated). Science teachers' beliefs and self-efficacy of integrated STEAM education through a STEAM teacher training program. Martin-Luther University, Halle-Wittenberg, Germany

11 Mr. Qaisar Abbas (PhD, Fall 2024), Fostering acquisition of English literacy skills for remediation of students' learning loss of public primary school students. University of Sargodha, Punjab, Pakistan. (Reader)

10 Takeisha Pierre (PhD, Spring 2023), Reauthoring the stories of success of STEM and health professional men holding black diasporic identities: A disaggregated approach. University of Florida, FL

9 Jennifer Tripp (PhD, 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

8 Olayinka Mohorn-Mintah (PhD, Fall 2020), Science identity development of black female secondary science teachers: Stories of resilience, resistance, and struggles for recognition. University of Illinois at Chicago, IL

7 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

6 Judith Gouraige (PhD, Spring 2020), Urban STEM successes in the Bronx: Moving away from the deficit model. Stony Brook University, NY

5 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

4 Julieta Soledad de los Santos (PhD, Spring 2018), The relationship between biology teachers' identities and their integration of the outdoors. University of Alberta, Canada

3 Janice Bell Underwood (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

2 Edith Blackwell (PhD, Spring 2012), Exploring the positional identity of school science teachers. Morgan State University, MD

1 Mr. Waheeb Gasant (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/content areas

EdM & MS Advisor Research Paper Written

6 Tandra Birkett (EdM, Social Studies Education, Co-sponsor, Spring 2019), I too sing, America

5 Adnan Ali (MS, Science Education, Spring 2016), Science teacher's perception about teaching science to English language learners

4 Genna Robbins (EdM, Science Education, Spring 2014), "Mees, I no understand": Using inquiry in a science classroom of diverse cultures, languages, and English proficiencies

3 John Fargo (EdM, Science Education, Spring 2014), Flipped classrooms & technology: In what ways can students be engaged in the study of science?

2 Erin Murphy (EdM, Science Education, Spring 2012), Concrete experiences and constructivist learning theory: The role of experience and its effect on learning

1 Gregory Benedis-Grab (EdM, Science Education, Spring 2010), Herbert Spencer: Getting it right the first time around

MA Columbia University (Thesis Advisor)

2 Rabiah Choksi (MA, Human Rights Studies, Spring 2023), Written in invisible ink, yearning for color: An analysis of mainstreaming women of color in the K-12 American school system (Research paper)

1 Laura Dickinson (MA, Ecology, Evolution, and Environmental Biology, Spring 2009), Learning and experiencing 6th grade science on a green roof. Education Track (Research Paper)

TC MA Advisor (3)

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

Dual MA & Dental Program (4)

Ryan Foree (2022); Lydia Nieto (2022); Alyssa Patterson (2022); Sukhneet Sahota (2022)

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)

TEACHERS COLLEGE FACULTY MENTORING COMMITTEE

Faculty Mentor	
3	Prof. Whitney J. Erby, Assistant Professor, Psychology and Education (Fall 2023-Fall 2025)
2	Prof. Davinia Gregory, Assistant Professor, Art Administration (Fall 2023-Fall 2025)
1	Prof. Carolyn Benson, Associate Professor, International and Comparative Education (Spring 2020)

HOSTING/ADVISING VISITING SCHOLARS

Faculty Host	
9	Ahmed Yasser Mohamed Hammam, Doctoral Candidate (April 2024-August 2025) Martin-Luther-Universität Halle-Wittenberg, Germany
8	Jaime Sánchez, PhD (Spring 2024-Spring 2025) Center for Advanced Research in Education (CARE), University of Chile
7	Gry Ellegaard Thorsen, PhD (Spring 2024) University of Copenhagen Department of Science Education, Research Group: Equity in Science Education
6	Melody Russell, PhD (Fall 2022) Professor of Science Education, Auburn University
5	Muhammad Ramzan, Doctoral Candidate (January 2022-August 2022) Department of Education, The Islamia University of Bahawalpur, Pakistan
4	Nam-Hwa Kang, PhD (September 2019-September [March] 2020), cut short due to the COVID-19 pandemic Professor of Physics/Science Education, Korea National University of Education
3	Eunjeong Ju, PhD (Fall 2017-Fall 2018) Assistant Professor of Elementary Education, Republic of North Korea
2	Mary Atwater, PhD (Spring 2017, 2016-2017) Teachers College Sachs Distinguished Lecturer Professor, Department of Mathematics and Science Education, University of Georgia
1	Vanashri Nargund-Joshi, PhD (Fall 2014) Assistant Professor, Department of Elementary and Secondary Education, Department of Biology, New Jersey City University

POSTDOCTORAL FELLOWS

Faculty Mentor	
17	Dr. Sonam Tobgye (Spring 2024-Spring 2027)
16	Dr. Andrea Horowitz (Summer 2023-Summer 2024)
15	Dr. OreOluwa Badaki (Fall 2022-Fall 2024)
14	Dr. Rachel Talbert (Summer 2022-Summer 2023)
13	Dr. Alexis Riley (Fall 2021-Fall 2022)

12 Dr. Olayinka Mohorn (Fall 2021)

11 Dr. Jacquie Horgan (Fall 2020-Fall 2022)

10 Dr. Kristen Larson (Fall 2020-Fall 2021)

9 Dr. Jessica Chen (Spring 2019-Spring 2021)

8 Dr. Patrick Ashby (Fall 2016-Fall 2018)

7 Dr. Sheila Borges (Fall 20116-Fall 2017)

6 Dr. Denise Mahfood (Fall 2014-Fall 2016)

5 Dr. Stefania Macaluso (Fall 2014-Spring 2016)

4 Dr. Clement Gomes (Fall 2014-Fall 2015)

3 Dr. Tanzina Taher (Fall 2012-Spring 2014)

2 Dr. Amanda Gunning (Fall 2010-Fall 2012)

1 Dr. Janell Catlin (Fall 2007-Fall 2008)