

# About Us

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The work of the Chèche Konnen Center is shaped by a collaborative culture of critical, transdisciplinary inquiry and reflection among a diverse group of researchers, educators, and scientists from varied communities and professional fields.



Chèche Konnen Center Staff, 2009.

**Ann S. Rosebery** (co-Director): Dr. Rosebery's research focuses on improving science learning and teaching for children from communities historically placed at risk in our society. A central goal of this work has been to document and characterize the range of intellectual resources that these children bring to the study of science. Currently, she is collaborating with teacher researchers and Chèche Konnen staff to develop innovative pedagogical practices that enable all children to understand and use diverse sense-making resources to learn and to do science. Dr. Rosebery was a middle school teacher for eight years.

**Beth Warren** (co-Director): Dr. Warren's research integrates four strands of inquiry: a) documentation of the wide-ranging sense-making repertoires of students from historically non-dominant communities, b) analysis of generative intersections between these repertoires and those used routinely in the everyday work of academic disciplines, c) exploration and development of classroom practices that build on heterogeneity as a first principle of design for expansive learning, and d) exploration and development of learning-in-practice as an approach to professional development, which integrates investigations of subject matter, student sense-making, and historically structured inequalities on the same plane of professional inquiry.

**Carol Wright** (Senior Research Associate): Dr. Wright's scholarly interests focus on theoretical and empirical issues in the schooling of black Americans in urban and suburban educational environments. She holds a B.A. from Lafayette College, an M.A. from Teachers College, Columbia University, and a Ph. D. in Educational Policy Studies from the University of Wisconsin - Madison. Dr. Wright has previously taught at Bowdoin College and Wesleyan University, and has served as an Advising Dean in the College of Letters and Science at the University of Wisconsin-Madison.

**Cathy Suarez** (Research Associate): Before coming to TERC, Ms. Suarez worked as a preschool teacher in the Bronx, NY. Her current work focuses on understanding how English language learners interpret and interact with standardized test items on the 5th grade science MCAS exam. She has a Masters degree in Educational Psychology from the University of Minnesota, where her research interests included multicultural identity development and predictors of academic success in diverse student populations.

**Christopher Wright** (Senior Research Associate): Prior to TERC, Mr. Wright was an engineering teacher at the Baltimore Polytechnic Institute in Baltimore, Maryland. Currently, he is a Ph.D. candidate in the M.S.T.E. program at Tufts University. His work focuses on understanding the experiences of students from historically non-dominant communities in scientific, engineering, and architectural design domains.

**Eli Tucker-Raymond** (Post-Doctoral Fellow): Dr. Tucker-Raymond works with teachers and students to integrate teacher inquiry, media, and critical literacy perspectives into their classrooms. He also studies young children's diverse ways of participating and conceptualizing themselves in science classrooms. Most of all, Dr. Tucker-Raymond is concerned with creating humanizing learning encounters in schools.

**Folashade Cromwell Solomon** (Senior Research Associate): Ms. Solomon is currently conducting classroom-based research in early elementary classrooms. Her research focuses on teacher professional development, particularly on connecting issues of race, culture, and language with other issues of classroom practice. Before TERC, Ms. Solomon was a teacher for nine years, including five years at the Young Achievers Science and Mathematics Pilot School in Boston. She is currently completing her doctoral work at the Harvard Graduate School of Education.

**Josiane Hudicourt-Barnes** (Senior Research Associate): Ms. Hudicourt-Barnes' interests include language development in bilingual classrooms and science teaching in multilingual environments. She taught in a Haitian Bilingual program at the primary and middle school levels for 14 years.

**Megan Bang** (Project Director): Dr. Bang's work is broadly focused on understanding the relationships between the intellectual resources and traditions of children and families from diverse communities and dominant academic literacies and traditions. The goals of her work are to uncover, recover, and discover teaching and learning practices in ways that open problem solving spaces for both the communities from which children come and the disciplines themselves. Dr. Bang focuses on science teaching and learning in Indigenous communities both in and out of school.

**Maria (Mia) Ong** (Project Director): Dr. Ong works on qualitative research related to promoting diversity and gender equity in STEM education, with a focus on women of color in higher education and early careers. She holds a B.A. in Sociology and Anthropology from Swarthmore College, and a Ph.D. in Social and Cultural Studies in Education from the University of California at Berkeley. She directs TERC's Diversity Resource Group. Dr. Ong is a member of NSF's Committee on Equal Opportunities in Science and Engineering (CEOSE) and a member of the Social Science Advisory Board of the National Center for Women and Information Technology.

**Tracy Noble** (Project Leader): Tracy Noble is a Project Leader at TERC who has worked for the past 24 years on projects related to understanding mathematics and science learning environments from the student's perspective. One line of her research has focused on emerging bilingual students' experiences with high-stakes test items in science. Another line of research has focused on emerging bilingual students experiences with dynamic representational technology-supported learning environments for mathematics learning.

**Jana Borgen** (Senior Administrative Assistant): Ms. Borgen organizes and maintains data, and offers office and technology support. She also maintains the Chêche Konnen website, and is the contact person for general inquiries.