

Contributors

Andrea Arce-Trigatti holds a PhD in Education from the University of Tennessee, Knoxville and is an interdisciplinary scholar and educational evaluator. Her research centers on innovative assessment strategies, educational policy studies, advancements in critical and creative thinking, and collaborative learning environments. As a founding member of the award-winning Renaissance Foundry Research Group, she developed and investigates the pedagogical techniques utilized to enhance critical and creative thinking at interdisciplinary interfaces as they apply to various disciplines.

Timberly L. Baker is an associate professor of Educational Leadership at Arkansas State University. She received her BSE in secondary education social studies and her MSE in educational theory and practice. She has published in *Journal on Transforming Professional Practice*, *The Journal of Culture and Education*, *The Journal of Negro Education*, and *School Community Journal*. The focus and purpose of Dr. Baker's scholarly pursuits and accomplishments are centered on the improvement of educational outcomes for African American students P-16, through examinations of disproportionality in school discipline and special education, preparation of teachers and administrators, and Black livingness in the U.S. Black Belt. Her work utilizes critical race theory—micro-aggression, interest convergence and color-evasiveness—to critique policy, practices, and praxis.

Keely Baronak, EdD, is Professor and Chair of Education at Carlow University in Pittsburgh, PA. A former special educator, she taught in West Virginia and Virginia. Keely oversees the Apprenticeship Program at Carlow University, a degree pathway program for childcare educators across a six-county region stretching into rural Western, PA.

William Baronak, EdD, is Associate Professor of Education at West Liberty University in West Virginia where he teaches graduate coursework in leadership, professional writing, and research methods. He works with rural and suburban teachers in their graduate capstone experiences. As a first-generation college student from a rural community, William has a passion for working with teachers in underserved schools.

Anita Chikkatur (she/her/hers) is a Professor in the Department of Educational Studies at Carleton College in Northfield, Minnesota. Her research and teaching interests include student and teacher perspectives on race, gender, and sexuality, and issues of diversity and difference in educational institutions. From 2018-2022, she was the co-principal investigator on an AmeriCorps-funded participatory action research (PAR) project in Faribault, Minnesota, collaborating with youth, parents, teachers, and administrators. She is currently the principal investigator of a second AmeriCorps-funded grant that builds on the networks developed from the first grant and focuses on Youth Participatory Action Research in five Minnesota school districts. Anita is an organizer for the Education for Liberation Network, Minnesota chapter and a member of The Spoilers Collective, a group of academics of color, who produce a podcast called “The Drip” where they discuss books by authors of color.

Jason D. DeHart is a passionate educator and has served as a middle grades teacher for eight years. He also served as an assistant professor of reading education at Appalachian State University

from 2019-2022, and has taught reading education courses at The University of Tennessee, Knoxville and Lee University in Cleveland, Tennessee. DeHart's research interests include multimodal literacy, including film and graphic novels, and literacy instruction with adolescents. His work has recently appeared in *SIGNAL Journal*, *English Journal*, and *The Social Studies*, and he has a book soon to be released from NCTE focused on graphic novels as critical and flexible texts.

Dr. Jan DeWaters is an Associate Professor in the Institute for STEM Education with a joint appointment in the School of Engineering at Clarkson University and teaches classes in both areas. Her research focuses on developing and assessing effective, inclusive teaching and learning in a variety of settings. An environmental engineer by training, Dr. DeWaters' work typically integrates environmental topics such as energy and climate into STEM settings.

Cheryl Fields-Smith, Ph.D., is a professor of Elementary Education at the University of Georgia. She received a B.S. in Economics from Hampton University in Virginia, a masters in Elementary Education from Bridgeport University, and she earned her doctorate at Emory University under the direction of Vanessa Siddle Walker, Ed.D. She is a pioneer in Black homeschool research. Her book, *Exploring Single Black Mothers' Resistance Through Homeschooling* was awarded the 2020 American Education Studies Association Critic's Choice Book Award. She conceptualizes Black homeschooling as a form of resistance and form of liberatory educational movement.

Dr. Ben Galluzzo is an associate professor of mathematics at Clarkson University. Dr. Galluzzo's area of research concentrates on developing new strategies and best practices for bringing innovation and active learning into K-16 STEM classrooms, with a particular emphasis on mathematical modeling. Dr. Galluzzo also has an extensive background in creating and teaching professional development for K12 STEM teachers.

Adrienne C. Goss is an associate professor and director of the PhD in Social Work program at Clark Atlanta University. Previously, she was the founding director of the Social Policy Hub for Equity Research in Education (SPHERE). Her research focuses on equitable educational and social policy, and parent and community engagement in the process of school reform.

Ada Haynes, PhD, is an award-winning professor of Sociology and the Director for the Center for Assessment and Improvement of Learning at Tennessee Tech University. Her research agenda includes diversity, cultural studies, gender, immigration, social justice, equity in Science, Technology, Engineering, and Mathematics education, and critical thinking. Several of her research projects have been funded by the National Science Foundation. She is the author of *Poverty in Central Appalachia: Underdevelopment and Exploitation*.

Casey Thomas Jakubowski, PhD, is a rural education policy expert. He has served as a rural social studies teacher, adjunct history professor, State school improvement specialist, and curriculum lead. His career includes teaching and leading at the district and college levels, serving as a department chair, methods instructor, and dissertation committee member. Dr. Jakubowski has written on rural education, social studies education, and is a frequent contributor to podcasts on the subject.

Dr. Katie Kavanagh is the Director of the Institute for STEM Education and a Math Professor at Clarkson University. Dr. Kavanagh's research interests include numerical analysis, computational mathematics, non-linear equations, and many applications of mathematics. She also has an extensive background in creating and teaching professional development for K12 STEM teachers.

Jacob Kelley is a PhD student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. He uses qualitative and quantitative methods to examine the complexities of adult learning in multiple contexts. In particular, he focuses on three constructs relevant to adult learning: effectiveness, engagement, and equity. His scholarship has been published in *New Directions for Teaching and Learning*, *Journal of First-Generation Student Success*, *Journal of Effective Teaching in Higher Education*, *Journal of Interdisciplinary Studies in Education*, and *Journal of Educational Thought*. He currently teaches social foundations of education at Auburn University.

Isaac Kiiza is a rising junior at Clarkson University who is studying mathematics as well as digital arts and science. He was born in the Democratic Republic of the Congo (DRC), raised in Uganda, and now lives with his incredible family in Syracuse, New York. He works as a differential equation teaching assistant, is interested in STEM Education research, and hopes to earn a Ph.D. in mathematics before becoming a math professor.

Tammy LaPrad, Ed.D. currently serves as chair of the Department of Educational Studies at Monmouth College in Monmouth, Illinois. She advises the TARTANS Rural Teacher Corps at Monmouth College as well as serving as a board member for the Rural Schools Collaborative. Dr. LaPrad's research interests are situated within a rural context involving organizing and supporting place-based educational opportunities paired with civically engaging curricula centered around strengthening and enriching rural communities. She is a former elementary educator and has extensive experience in K-12 literacy and social studies methods as well as school based partnerships.

Jim LaPrad, Ph.D., is the Director of the School of Education at Western Illinois University where he is a Professor of Philosophical and Social Foundations of Education teaching courses in the social foundations of education from philosophical, historical, legal, and socio-cultural perspectives to teacher candidates, in-service teachers, and educational leaders. His research, scholarship and practice include critical pedagogy in teaching and learning environments, experiential education, educational ethics, multicultural education, transformative educational leadership and P-12 educational reform. He is a former high school and middle school teacher in Virginia, Outward Bound instructor and big brother with Big Brothers and Big Sisters. He is currently serving as a board member for the Big Brothers Big Sisters of Warren and McDonough Counties, as the chairperson for National Rural Education Association's (NREA) Equity, Diversity & Inclusion Team (EDIT) and in his third term on the Macomb Community Unit School District #185 Board of Education.

Rosemary McBride is an agricultural education lecturer and researcher focused on career and technical education (CTE) in rural community contexts. Her research utilizes ethnographic and narrative methodologies to uncover socio-cultural influences on teaching, learning, and student support in CTE programs. With expertise as a former community college faculty member, she

contributes critical perspectives on improving rural access and equity through situated CTE teaching practices.

Dr. Jan G. Miller currently serves as the Dean for the College of Education and as the Director of Online Programs at the University of West Alabama (UWA). Under the guidance of Dr. Miller, numerous new programs have been developed and launched at UWA. She also serves as a board member for the University Charter School and as a board member for New Schools for Alabama.

Joanne Pattison-Meek, PhD, is an Associate Professor in the School of Education at Bishop's University in Sherbrooke, Quebec (Canada). Her research examines ways teachers implement subject matter and pedagogies probing and affirming perspectives in relation to cultural, linguistic, racialized, and religious populations in rural classrooms. Her current research explores how teachers in French-speaking and English-speaking schools in rural communities in Quebec support their students to examine rural diversities. Dr. Pattison-Meek brings her research and field experiences into her teacher education courses to support pedagogical approaches and orientations that bridge pluralist citizenship theory into practice in rural school settings.

Dr. Mike Ramsdell is an associate professor of physics at Clarkson University; his research interests include physics education research, laboratory curriculum development, and design. Dr. Ramsdell has focused on the implementation and assessment of the physics team design program for the calculus-based introductory Mechanics, Electricity, and Magnetism courses. Dr. Ramsdell also has an extensive background in developing and running STEM professional development and STEM camps for middle and high school students.

Seema Rivera, is a STEM education Assistant Professor in the Department of Education at Clarkson University. She received a BA in Psychology at Bingham University, a MS in Chemistry for Adolescent Education at the College of Saint Rose and a Ph.D. in Curriculum and Instruction at the University of Albany. Her research area includes STEM graduate student education, graduate student self-efficacy & identity, and STEM teaching in secondary schools. Before higher-ed, she was a chemistry teacher in NYS and NYC public schools.

Dr. Pamela Rockwood is an assistant professor of educational leadership at Western Illinois University where she serves as the program coordinator for both the Ed.S. and Ed.D. (PK-12 emphasis) programs. She received her B.A. from the University of Northern Iowa, M.A. from the University of Iowa, and Ph.D. from Iowa State University. With over 30 years in public education, she researches ethical leadership, superintendent competency/evaluation, SEL (student and adult), and the prevention of adult bullying.

Dr. Annah Rogers is an Assistant Professor in the Department of Instructional Leadership and Support at the University of West Alabama. Her research focuses education policy, and in particular, on school choice and how it relates to educational inequality and school segregation patterns.

Dr. Reenay R. H. Rogers, Professor of Education, serves as the Associate Dean of the College of Education and most recently assumed the role of Executive Director of the Center for Rural Education. Dr. Rogers' research interests include STEM Education, rural education, online education, teacher preparation, and technology for enhancing teaching and learning.

Dr. Monica Rouse is an assistant professor of educational leadership at Western Illinois University where she serves as the program coordinator for the MSED in educational leadership. She received her BA from Northern Illinois, with her MSED and Ed.S from Western Illinois, and her Ed.D. from Walden University. She has been in public education since 1992 with research interests in alternative education, dropout prevention, trauma informed care, special education, and educational ethics and decision-making.

Reshmi Singh is a social scientist in pharmacy. Her academic mission is to focus on helping vulnerable populations such as those with intellectual disabilities, persons with mental illness and broadly those experiencing health and education disparities in rural settings. Dr Singh's research expertise and experience is in qualitative, mixed and community engaged methodology to reduce health and education inequities using a transdisciplinary approach.

Rachel Watson is the director of the Science Initiative's Learning Actively Mentoring Program at the University of Wyoming. As an educational developer, she facilitates holistic, sustained training that enables educators to develop teaching and learning philosophies that showcase active, inclusive pedagogical and assessment practices, and align with their outcomes and their values. She also serves as the Program Director for the Wyoming Inclusive Excellence 3 (IE3) Initiative which is funded, in part, by the Howard Hughes Medical Institute Science Education Program. Melding together science, humanism, feminism, and queer theory, Rachel's research interests focus on learning assessment, active learning, the student and educator relational experience, and social and environmental justice as they inform curriculum design. Rachel is also a Senior Academic Professional Lecturer in the Division of Kinesiology and Health and the Microbiology Program. For twenty-five years, Rachel has been the co-coach of the Men's and Women's Nordic Ski Team, coach of Team USA at five World University Games and is the co-founder of the International Nordic Ski Training Program, a collaboration between the University of Wyoming and Shanghai University of Sport.