



Research Consortium Members Contact Sheet

Nathaniel Bryan



Nathaniel Bryan, Ph.D. is an assistant professor of early childhood education at Miami University. For more than a decade, Dr. Bryan's scholarship, teaching, and service have focused on the identities and pedagogical styles of Black male teachers, the critical literacy development and childhood play experiences of Black boys in early childhood education, and the preschool-to-prison pipeline. Dr. Bryan is the author of *Toward a BlackboyCrit Pedagogy: Black boys, male teachers, and early childhood classroom practices*, and numerous peer-reviewed articles. He has also received prestigious awards such as the 2020 Emerging Scholar Award from the American Educational Association's Special Interest Group—Critical

Perspectives on Early Childhood Education.

Contact Nathaniel at bryann@miamioh.edu

Andres Bustamante



Andres Bustamante is an Assistant Professor at the University of California Irvine's School of Education, and directs the Social, iTerative, Engaged, and Meaningful (STEM) Learning Lab. He designs and implements play-based early childhood STEM interventions in places and spaces that children and families spend time (e.g., parks, school yards, grocery stores etc.). He maintains an intentional focus on translating rigorous science from the lab, into meaningful research in the classroom, and the community. Andres is invested in research that has

practical implications for school and life success for children and families from underserved communities.

Contact Andres at asbustam@uci.edu

Marta Civil

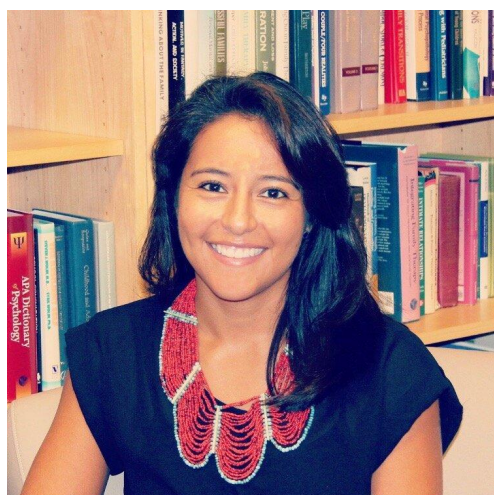


Marta Civil is a Professor and the Roy F. Graesser Chair in the Department of Mathematics at The University of Arizona. Her research looks at cultural, social, and language aspects in the teaching and learning of mathematics; participation in the mathematics classroom; connections between in-school and out-of-school mathematics; and parental engagement in mathematics. She has led multiple funded projects working with children, parents, and teachers, primarily in Mexican American communities. Her work is grounded on the concepts of funds of knowledge and parents as intellectual resources, with a focus on developing culturally sustaining learning environments in

mathematics education.

Contact Marta at civil@math.arizona.edu

Sarai Coba-Rodriguez



Sarai is an Assistant Professor at the University of Illinois at Chicago in the Department of Educational Psychology and is program faculty in Human Development and Learning. Expanding on her school readiness and family involvement research, Sarai and her collaborator received a two-year Robert Wood Johnson Foundation Grant that aims to understand families' experiences with their young children's exclusions and transitions. Sarai loves the great outdoors! You can easily find her riding her bike or hiking in a forest preserve. She is

also a newly newlywed (August 11, 2020), and a new dog mom as well!

Contact Sarai at scobaro2@uic.edu

Eric Dearing



Eric Dearing is Professor of Applied Developmental Psychology and Director of the Mary E. Walsh Center for Thriving Children in the Lynch School of Education and Human Development at Boston College as well as Visiting Professor in the Department of Education Sciences at the University of Oslo, Norway. Eric has published over 100 articles and chapters on the ways that families, educators, and family-facing professionals can help support the achievement and well-being of children. Presently, as a member of the DREME Network, much of his research is focused on the roles of families and early educators in children's math

learning.

Contact Eric at eric.dearing@bc.edu

Naomi Allen Jessup



Dr. Naomi A. Jessup is a mathematics teacher educator in the Early Childhood Elementary Education Department at Georgia State University in Atlanta. She teaches mathematics content and methods courses for prospective teachers in the elementary education bachelor's degree program. Her research focuses on the application of sociocultural and critical theories that examine children's mathematical thinking, mathematics teaching practices (i.e., teacher noticing, classroom discourse), and parental partnerships. Additionally, her research focuses on reengineering mathematics education spaces in the midst of and post the COVID-19 pandemic that are rehumanizing which honors the voices, knowledge, and contributions of

Black students, parents, and their communities.

Contact Naomi at njessup@gsu.edu

Hannah Kye



Hannah Kye, Ed.D., is an assistant professor of Interdisciplinary and Inclusive Education at Rowan University. She uses equity frameworks in research on family-centered curriculum and early STEM education. In her courses, she aims to prepare teachers to partner with families who have been marginalized in educational settings. A former classroom teacher, she now teaches courses on math, science, and issues of equity in early childhood education.

Contact Hannah at kye@rowan.edu

Geetha Ramani



Geetha B. Ramani is an Associate Professor of Human Development and Quantitative Methodology and the director of the Early Childhood Interaction Laboratory at the University of Maryland, College Park. Dr. Ramani's research is focused on the critical role of social and contextual factors that influence children's mathematical learning in the home and classroom. Specifically, Dr. Ramani examines how parent-child interactions, peer interactions, and playful learning can benefit mathematical development, as well as how early experiences can contribute to individual differences in mathematical achievement. She also examines important correlates of mathematical learning, such as executive functioning and language skills, in diverse populations of children.

Contact Geetha at gramani@umd.edu