



## Grad School & Beyond: Navigating Your Path to Success

Wednesday, March 12, 2025 | 6:00 pm - 7:15 pm (EDT) | Online via Zoom

The Northeastern Educational Research Association's (NERA's) Graduate Student Issues Committee (GSIC) invites you to join us for an online panel on navigating graduate school and pursuing post-graduation opportunities. Our panelists have recently completed their journey as doctoral students and have gone on to define life after graduation on their own terms. Moderated by the GSIC Committee Chair, [Tricia Clarke](#), we will also hear from GSIC Committee members, [Dr. David Earls](#) (current professor) and [Dr. Matthew Speno](#) (current postgraduate professional). Register at <https://bit.ly/GSIC-Online-PanelMarch12>



**Dr. Nisha Julien** is the Research Scientist, Stafford Hood Fellow at the Center for Measurement Justice. She pursued her Ph.D. in Innovation in Curriculum and Instruction at Fordham University where she is also an adjunct faculty member. Dr. Julien brings over a decade of experience in the field of education, including as a researcher, regional director of programs for an edtech company, curriculum writer, school administrator, and teaching roles as a general education and special education teacher in both charter schools and the NYC Department of Education. Dr. Julien is deeply committed to uplifting and empowering marginalized communities by amplifying their voices in the education sector. Her work emphasizes the importance of justice-centered assessments and practices to center student-centered learning and experiences, especially in marginalized communities. Through her research and advocacy, she seeks to disrupt systemic barriers and promote solutions that foster equity, ensuring that every learner has the opportunity to thrive.



**Dr. Jacqueline Watson** earned a Bachelor of Arts in Theology from Creighton University and a Master of Education in School Leadership from Saint Louis University. She was a high school classroom teacher for eight years in St. Louis, Missouri before she moved to New York City to pursue her doctoral degree in Innovation in Curriculum and Instruction from Fordham University. Her dissertation and research focused on teacher preparation and support in teaching in high school inclusive classrooms. After graduating in 2024, Jackie moved back to St. Louis and is currently back in the high school classroom. She continues to engage in research and is planning for a future in higher education where she hopes to work with novice teachers to expand the pedagogical horizons of education.



**Dr. Ana De Jesús** has worked for the New York City Department of Education for over 20 years as a teacher and school administrator. Dr. De Jesús is currently in her eighth year as principal of the prestigious Queens High School for the Sciences at York College, a New York City public school. Prior to this role, she worked in the Bronx as a principal and assistant principal and as a social studies teacher in Manhattan. Dr. De Jesús earned her Doctorate in Philosophy from Fordham University in May 2024. In 2001, she earned a Masters in Teaching from Fordham University, and a second Masters in Educational Leadership from New Jersey City University in 2008. In addition to her education, Dr. De Jesús has participated in leadership programs and professional organizations. In 2020, she was selected to participate in Columbia University's Cahn's Fellows Programs for Distinguished principals. Dr. De Jesús, a cohort member of the NYC Leadership Academy, and the president of the High School Principals' Association, has worked closely with preservice teachers as a field supervisor, at the City of New York University (CUNY) and as an adjunct lecturer at Fordham University. Over the last two years, she has published two articles, De Jesús, A., Moldavan, A. M. (2022). Book Review: Going Gradeless, Grades 6–12: Shifting the Focus to Student Learning. *Excelsior: Leadership in Teaching and Learning*, 14(2), 150-157 and Clarke, T., Niewiadomski, R., De Jesus, A., Quiroz, L., Luo, X., Li, Y...& Rodriguez, D. (2023). Views of Multilingual Families' Communication with East Coast Migrant Head Start Programs. *HS Dialog: The Research to Practice Journal for the Early Childhood Field*, 26(3).



**Dr. Graham Johnson** is an Instructional Designer at Fordham University. With a strong background in both K–12 and higher education, Dr. Johnson has designed and taught courses across a wide range of subjects, including music, mathematics, English, social studies, and pedagogy, to students with diverse abilities and backgrounds. He taught music in New York City public schools for thirteen years, collaborating extensively with artists and educators at institutions including Carnegie Hall and Jazz at Lincoln Center. Dr. Johnson holds a Ph.D. in Innovation in Curriculum and Instruction from Fordham University. His research focuses on interdisciplinary STEAM education, creativity, and the deconstruction of oppressive power structures in education. In his role as an Instructional Designer, Dr. Johnson supports Fordham faculty in creating accessible, high-quality online courses that promote student engagement and success. He is committed to fostering educational environments that are responsive to the needs and strengths of all learners.