

Sarah Tessendorf is a Project Scientist in the Research Applications Laboratory at the National Center for Atmospheric Research (NCAR).

Sarah's general area of research is in cloud physics, focusing on aerosol impacts on clouds and precipitation. She also works with computer modelers to improve and validate cloud microphysics model parameterizations using observations from radars, raindrop disdrometers, and other surface measurements. She has studied hail formation in severe storms, lightning, and cloud seeding effects on rain formation. She considers herself primarily to be an "observationalist"; working mostly with radar and in situ cloud and aerosol measurements, but she also has experience using cloud models for microphysical studies. Sarah joined the GLOBE Science and Education Team in January 2011 as part-time staff scientist.

Sarah became fascinated by weather, especially severe storms and tornadoes, as a young child growing up in the central United States' "Tornado Alley". She went on to earn her bachelor's degree in Meteorology/Climatology at the University of Nebraska-Lincoln and then her master's and doctorate degrees from Colorado State University in Atmospheric Science.

Some of Sarah's unique experiences include her involvement with a student program called SOARS (Significant Opportunities in Atmospheric Research and Science), initially as a student (referred to as a protégé in the program), then as a Steering Committee member, and currently as a mentor. Through her involvement with the SOARS program, Sarah became interested in working with students and education and outreach. She has completed formal education in multicultural curriculum development, as well as has a variety of experiences leading workshops for students and science teachers. She is also an instructor at the University of Colorado-Boulder, where she has taught their introductory course on weather and the atmosphere.

Sarah's mission when it comes to working in education and outreach is to help create a more scientifically literate population, which is what she hopes to work on as part of GLOBE. She is very much interested in how to effectively teach and engage students in science, especially those with a variety of different learning styles that may not always excel in science if taught with traditional methods. She would also like to help GLOBE expand to more schools and to work with more scientists, thus helping to bridge the gap between science and the classroom.