

Carol L. Stuessy

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College Station, Texas 77843-4232

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EDUCATION

Ohio State University	Science Education	1981-1984	Ph.D.
Ohio State University	Science Education	1968-1969	B. S.
University of Texas at Austin	Biology	1965-1968	B. A.
Southwestern University	Biology	1963-1965	

PROFESSIONAL HISTORY

1992 –	Associate Professor, Texas A&M University Co-Director, Center for Science and Mathematics Education, Colleges of Science and Education, 2001 - present Associate Director of Classroom Assessment, Center for Information Technology in Science Teaching and Learning, 1999- present Assistant Department Head, 1998-1999 Department of Educational Curriculum and Instruction
1989-1992	Assistant Professor, Texas A&M University Department of Educational Curriculum and Instruction
1988-1989	Assistant Professor, University of Oklahoma, Norman Department of Instructional Leadership and Academic Curriculum
1985-1988	Assistant Professor, New Mexico State University, Las Cruces Department of Curriculum and Instruction
1983-1985	Gifted/Talented Coordinator, Perry Middle School, Worthington, OH
1982-1983	Science Teacher, Perry Middle School, Worthington, OH
1982 Summer	Graduate Research Assistant, Phycological Research Department of Botany, Ohio State University, Columbus
1981-1982	Graduate Teaching Assistant, Ohio State University, Columbus Department of Mathematics and Science Education
1978-1981	Consultant and Graduate Research Assistant, Ohio State University, Columbus ERIC Clearinghouse for Science, Mathematics, and Environmental Education
1972-1976	Science Teacher, Perry Middle School, Worthington, OH
1971-1972	Assistant to Dr. Otto Solbrig, Harvard University, Cambridge, MA Gray Herbarium
1969-1971	Biology Teacher, Worthington High School, Worthington, OH

PROFESSIONAL SERVICE, MEMBERSHIPS AND COMMITTEES

Editorships

Co-Editor, Contemporary Issues in Technology and Teacher Education, Science Section (with Cathleen Loving), 2003-2005

Ad Hoc Reviewer, American Educational Research Journal, 2003-2005

Associate Editor, School Science and Mathematics Journal, 2005-2008

National Organizations

American Association for the Advancement of Science

American Educational Research Association

Reviewer, Review of Educational Research, 2011

Association for Supervision and Curriculum Development

Association for the Education of Teachers of Science

Board of Directors, 1998-2002

National Association for Research in Science Teaching

Committee for Outstanding Young Researcher Award, 2011-2012; Co-Chair, 2012-

Reviewer, 2011, 2012 National Conference Proposals

School Science and Mathematics Association

Past-President and Chair, Finance Committee, 2006-2007

President, 2004-2006

President-Elect, 2003-2004

Board of Directors (elected), 1994-1997; 2002-2005

Task Force on the Integration of Mathematics and Science, Chair, 1991-1994

Policy Committee, 1991-1993, Chair, 2002-2005; Program Committee, 2000-

Reviewer, 1997-1999

Regional and State Organizations

Curriculum and Assessment Director, Comprehensive Assessment in Science Project, Texas Education Agency, 2000-2001

Southwest Educational Research Association, 2005-present

Southwest-Association for Science Teacher Education

President, 2003-2004

Sigma Xi, Texas A&M University Chapter

Texas Statewide Systemic Initiative, University Associate (1994 - 1999)

Chair, K-12 Biology Texas Essential Knowledge and Skills Strand (1994-1996)

Chair and Co-Chair, Preservice Elementary Science Action Team (1995-1996) (1996-1997, 1997-1998)

Chair, Science TEKS Toolkit Action Team (1996-1998)

Oklahoma State Teachers Association, Board Member (1988-1989)

Oklahoma State Science Certification Committee, Member (1988-1989)

PROFESSIONAL INTERESTS

Research on the High School Science Teacher Professional Continuum
Innovations in Authentic Scientific Research Learning Environments
Collaboration with Research Scientists and Engineers on Broader Impacts
Mixed Methods and Design-Based Research
Classroom Observation

HONORS AND AWARDS

Mallinson Award, School Science and Mathematics Association, 2011
Outstanding Educator, Dean's Council, Texas A&M University, 2010
Outstanding Research Paper Award (with Kim Dooley and Jane Magill), Regional Agricultural Education Conference, Las Cruces, NM, 2000
Texas A&M University ACE Fellowship Nominee, 1998-1999
Outstanding New Faculty Member, College Development Council, Texas A&M University, 1992
University Gateways Steering Committee, University of Oklahoma, 1989
Special Research Assignment Award, New Mexico State University, 1986
Burlington Northern Teaching Award Finalist, New Mexico State University, 1986
Dean's Service Award, College of Education, New Mexico State University, 1986

PUBLICATIONS

Books and Book Chapters

- Knight, S., Stuessy, C., & Hobson, M. (In press.). Classroom research as a structure to promote adaptation and development, Ch. 8. In Schielack, J., & Knight, S. (Eds.), *A Learning Ecology Model to Promote Science Education Leadership*.
- Loving, C., Knight, S., Schielack, S., & Stuessy, C. (In press.). Creating synergy through a shared research agenda, Ch. 5. In Schielack, J., & Knight, S. (Eds.), *A Learning Ecology Model to Promote Science Education Leadership*.
- Stuessy, C., & Knight, S. (In press.). Creating synergy through integrated professional development, Ch. 4. Schielack, J., & Knight, S. (Eds.), *A Learning Ecology Model to Promote Science Education Leadership*.
- Stuessy, C. L., Schielack, J., & Knight, S. L. (In press.). Conditions for Producing 21st Century Science Education Leaders, Ch. 10. In J. Schielack & S. L. Knight (Eds.), *A Learning Ecology Model to Promote Science Education Leadership*.
- Stuessy, C. L., & Thomas, J. A. (1998). *Elementary Teachers Do Science: Guidelines for Teacher Preparation Programs*. Columbus, OH: ERIC Clearinghouse for Mathematics, Science, and Environmental Education.

Stuessy, C. L. (1993). A challenge: Employing a model for preservice science teacher preparation to the teaching and learning of non-science undergraduate students. In *Proceedings of the National Science Foundation Workshop on the Role of Faculty from the Scientific Disciplines in the Undergraduate Education of Future Science and Mathematics Teachers*, pp. 153-157. Washington, DC: National Science Foundation.

Kulm, G., & Stuessy, C. L. (1991). Assessment in science and mathematics education reform. In Kulm, G., & Malcom, S. (Eds.), *Science assessment in the service of reform*. Washington, DC: American Association for the Advancement of Science.

Refereed Journal Articles

Coryell, J., Wagner, S., Clark, M.C., & Stuessy, C. (2011). Becoming real: Adult student impressions on developing an educational researcher identity. *Journal of Further and Higher Education*, 1-17. [<http://dx.doi.org/10.1080/0309877X.2011.645456>]

Hemingway, C., Dahl., W. Hauffler, C., & Stuessy, C. (2011). Building botanical literacy. *Science*, 331, 1535-1536.

Stuessy, C. L., & Metty, J. (2007). The Learning Research Cycle: Bridging research and practice. *Journal of Science Teacher Education*, 18 (5), 725-750.

Stuessy, C. L., & PRISE Research Group. (2007). Literature review as an invitation to inquiry: Beginning research on Teacher Professional Continuum. *School Science and Mathematics*, 107 (2), 42-43.

Scott, T. S., Parrott, J. A., Stuessy, C. L., Price Blount, K., & Benz, A. (2006). Math and Science Scholars Program: A model for the recruitment and retention of preservice mathematics and science teachers. *Journal of Science Teacher Education*, 17(4), 389-411.

Bryan, J.A., & Stuessy, C. L. (2006). The “brightness rules” alternative conception for light bulb circuits. *Physics Education*, 41, 522-531.

Sell, K. S., Herbert, B. E., Stuessy, C. L., & Schielack, J. (2006). Supporting student conceptual model development of complex earth systems through the use of multiple representations and inquiry. *Journal of Geoscience Education*, 54, 396-407.

McNamara, J. F., Stuessy, C. L., McNamara, M., & Quenk, K. (2000). The Texas Poll of Elementary Teachers: Part Two. *International Journal of Educational Reform*, 9(3), 204-278.

McNamara, J.F., Stuessy, C. L., McNamara, M., & Quenk, K. (1999). The Texas Poll of Elementary Teachers: Part One. *International Journal of Educational Reform*, 8(2), 186-200.

- Stuessy, C. L., & Naizer, G. (1996). Reflection and problem solving: Integrating methods of teaching mathematics and science. *School Science and Mathematics*, *96*(4), 170-177.
- McBride, R., & Stuessy, C. (1996). Taking stock and creating a vision: The first steps to building capacity in an accelerating middle school. *Education Canada*, *36*(3), 19-24.
- McBride, R., Stuessy, C., & Peters, W. (1996). Sensitivity issues in tracking school change. *Planning and Changing*, *26*, 232-245.
- Stuessy, C. L. (1994). Invited Comments: A model for preservice teacher preparation that integrates the teaching and learning of mathematics and science. *School Science and Mathematics*, *94*(1), 30-31.
- Stuessy, C. L. (1993). Concept to application: Development of an integrated mathematics/science methods class for elementary majors. *School Science and Mathematics*, *93*, 55-62.
- Conley, M. R., Stuessy, C. L., Cohen, M. S., Gaughan, E. D., Knoebel, R. A., Kurtz, D. S., & Pengelley, D. G. (1992). Student perceptions of projects in learning calculus. *International Journal of Mathematical Education in Science and Technology*, *23*(2), 175-192.
- Stuessy, C. L., & Rowland, P. (1990). Generalized beliefs and attitudes: Locus of control and science attitudes in high school and college students. *Educational Research Quarterly*, *14*, 49-53.
- Rowland, P., & Stuessy, C. L. (1990). The effectiveness of mentor teachers providing basic science process skills inservice workshops. *School Science and Mathematics*, *90*, 223-231.
- Stuessy, C. L., & Rowland, P. (1989). Advantages of micro-based labs: Electronic data acquisition, computerized graphing, or both? *Journal of Computers in Mathematics and Science Teaching*, *8*, 18-21.
- Stuessy, C. L. (1989). Path analysis: A model for the development of scientific reasoning abilities in adolescents. *Journal for Research in Science Teaching*, *26*, 41-53.
- Rowland, P., & Stuessy, C. L. (1988). Matching mode of CAI to cognitive style: An exploratory study. *Journal of Computers in Mathematics and Science Teaching*, *7*, 36-40, 55.
- Stuessy, C. L., Floyd, G. L., & O'Kelly, C. J. (1983). Fine structure of the zoospores of an *Enteromorpha* species collected from fresh water. *British Journal of Phycology*, *18*, 249-257.

Proceedings and Meeting Papers Published on CD

- Stuessy, C. L. (2012, March). *Related paper set: High school science teacher professional cultures that successfully retain teachers and prepare students in science*. Meeting paper published on CD by the National Association for Research in Science Teaching, Indianapolis, IN.
- Bozeman, T. D., Stuessy, C. L., Vasquez-Rosado, C., Blocker, T. (2012, March). *Contact, collect, connect: Using mixed methods to characterize the high school science teacher professional culture*. Meeting paper published on CD by the National Association for Research in Science Teaching, Indianapolis, IN.
- Stuessy, C. L., & Hollas, V. (2012, March). *Achievement gap: Working conditions and science teacher professional culture in low- and high-achieving high schools*. Meeting paper published on CD by the National Association for Research in Science Teaching, Indianapolis, IN.
- Stuessy, C. L., Peterson, C.A., Ruebush, L., & Hemingway, C. (2012, March). *There's more to IT than Pre-Post gains: Outcomes in inquiry-based learning environments engaging research scientists as online mentors*. Proceedings of Society for Information Technology & Teacher Education, SITE 2012 (p. 2115). Chesapeake, VA: AACE.
- Peterson, C. A., & Stuessy, C. L. (2012, March). *Does teacher workshop attendance make a difference? Evaluation differences in student, scientist-mentor, and teacher communications in an innovative inquiry-based online mentored environment*. Proceedings of Society for Information Technology & Teacher Education, SITE 2012 (p. 2061). Chesapeake, VA: AACE.
- Peterson, C. A., & Stuessy, C. L. (2011, October). *The Online Elements of Inquiry Checklist: Evaluating an innovative online learning environment providing opportunities for scientific practice and discourse among students, scientists and teachers*. Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2011 (pp. 826-831). Chesapeake, VA: AACE.
- Stuessy, C. L., Ruebush, L., Peterson, C. A., Hollas, T., & Johnston, J. (2011, April). *Classroom implementation and student engagement in an online inquiry environment involving scientists as mentors*. Meeting paper published on CD by the National Association for Research in Science Teaching, Orlando, FL.
- Peterson, C. A., & Stuessy, C. L. (2010, April). *Patterns of instructional and representational scaffolding in two reform-based models of science learning*. Proceedings of the annual meeting of the American Educational Research Association, Denver, CO.
- Stuessy, C.L., & Ivey, T. A. (2010, April). *Method: Using interviews to develop recruitment, induction, and professional development scores for Texas high schools*. Proceedings of the annual meeting of the American Educational Research Association, Denver, CO.

- Stuessy, C. L. (2010, April). *Recruitment, induction, renewal, job satisfaction, and retention of Texas high school science teachers*. Proceedings of the annual meeting of the American Educational Research Association, Denver, CO.
- Stuessy, C. L., Bozeman, D., & Ivey, T. A. (2010, January). *Profiles of science achievement and science teacher retention: Practices and characteristics of Texas high schools and their science teachers*. Proceedings of the 9th annual Hawaii International Conference on Education, Honolulu.
- Stuessy, C., Ivey, T., Richardson, S., Spikes, S., Stiles, T., Vasquez, C., & Wilson, R. (2008, March). *A model for preparing policy researchers in science education research and graduate education*. Special colloquium presented at the Annual Meeting of the National Association for Research in Science Teaching, Baltimore, MD. Available: NARST Conference CD.
- Stuessy, C. (2008, March). *Foundations for stories of growth in professional identity and interest*. Meeting paper published on CD by the National Association for Research in Science Teaching, Baltimore, MD. Available: NARST Conference CD.
- Stuessy, C., Speed, M., Loving, C., Schielack, J., & Knight, S. (2004). *The ITS learning and teaching portal: Serving the complex needs of a summer institute*. Society for Information Technology and Teacher Education International Conference 2004(1), 4736-4744. [Online]. Available: <http://dl.aacd.org/15216>
- Stuessy, C. (2004, April). *The Learning Research Cycle: A design study product of the ITS Center*. Meeting paper published on CD by the National Association for Research in Science Teaching, Vancouver, April 1-4. Available: NARST Conference CD.
- Stuessy, C. L. (2002). *Visualizing complexity in science classroom learning environments*. In Colton, D., M. J. Payne, N. Bhatnagar, and C. R. Woratschek (Eds.), *The Proceedings of ISECON 2002*, 19:224d. Chicago: AITP Foundation for Information Technology Education. [Peer-reviewed publication in conference proceedings.]

White Papers, Preliminary Research Analyses, and Policy Briefs

- Spikes, S., & Stuessy, C. L. (2012, March). *Retention of high school science teachers in Texas public schools*. Policy Brief #11, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Bozeman, D., & Stuessy, C. L. (2011, June). *Myths about Texas high school teachers*. Policy Brief #10, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.

- Stuessy, C. L., & Bozeman, C. (2011, June). *The achievement gap in Texas high schools*. Policy Brief #9, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Richardson, R., & Stuessy, C. L. (2010, February). *Recruiting high school science teachers in Texas*. Policy Brief #6, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Stuessy, C. L. (2010, January). *Profiles of high school science settings in Texas*. Policy Brief #5, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Bozeman, D., & Stuessy, C. L. (2009, November). *Job satisfaction of high school science teachers in Texas*. Policy Brief #4, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Ivey, T. A., & Stuessy, C. L. (2009, November). *Beginning high school science teachers in Texas: Canaries in the coal mine*. Policy Brief #3, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Stuessy, C. L., Bozeman, D., & Ivey, T. A. (2009, October). *Mobility of high school science teachers in Texas*. Policy Brief #2, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Stuessy, C. L. (2009, October). *Search for the state-of-the-state in Texas: The high school science teacher professional continuum (TPC)*. Policy Brief #1, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.
- Stiles, T., & Stuessy, C. L. (2008). *Voices in schools dialogue forum: The science teacher professional continuum experienced in Texas high schools*. Research Analysis, Policy Research Initiative in Science Education, Texas A&M University, College Station.
- Ivey, T., Hollas, T., & Stuessy, C. L. (2008). *Settings for high school science in Texas: Sketches of representative high schools*. Research Analysis, Policy Research Initiative in Science Education, Texas A&M University, College Station.
- Bozeman, D., & Stuessy, C. L. (2008). *Professional policies and practices for recruiting and retaining high school science teachers*. Research Analysis, Policy Research Initiative in Science Education, Texas A&M University, College Station.
- Stuessy, C. L., & Bozeman, D. (2008). *Professional practices and job satisfaction: A chart essay describing the state-of-the-state of Texas high school science teachers*. Research Analysis, Policy Research Initiative in Science Education, Texas A&M University, College Station.

Metty, J., & Stuessy, C. L. (2007). *Facilities, materials, and safety*. White Paper 2007-5, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.

McNamara, J. F., & Stuessy, C. L. (2007). *Research phases, questions, objectives, and work plan*. Working Paper 2007-WP1, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.

Stuessy, C. L. (2007). *Literature review as inquiry*. White Paper 2007-1, Policy Research Initiative in Science Education, Texas A&M University, College Station. Retrieved from <http://prise.tamu.edu>.

Curriculum and Training Materials and Other Scholarly Products

Stuessy, C. L. (2011, August). *Broader Impacts in the Earthquake Engineering Education Project (EEEP)*. Annual report submission to the National Science Foundation, 2010-2011. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2011, August). *Internal Evaluation Report of the PlantIT Project, 2010-2011*. Final report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2011, April). *Policy Research Initiative in Science Education, Year 6*. Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2010, September). *Broader Impacts in Earthquake Engineering Education*. Annual report submission to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2010, August). *Internal Evaluation Report of the PlantIT Project, 2009-2010*. Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2010, May). *Internal Evaluation Report of the Planting Science Project, 2009-2010*. Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2010, March). *Policy Research Initiative in Science Education, Year 5*. Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

Stuessy, C. L. (2009, August). *Internal Evaluation Report of the PlantIT Project, 2008-2009*. Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.

- Stuessy, C. L. (2009, May). *Internal Evaluation Report of the Planting Science Project, 2008-2009. Annual report to the National Science Foundation.* College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2009, March). *Policy Research Initiative in Science Education, Year 4.* Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2008). *Policy Research Initiative in Science Education, Year 3.* Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2007). *Policy Research Initiative in Science Education, Year 2.* Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2006). *Policy Research Initiative in Science Education, Year 1.* Annual report to the National Science Foundation. College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2006). *Mathematics and science classroom observation protocol system (M-SCOPS): Classroom observation and videotape analysis of classroom learning environments.* A manual prepared for a 2-day workshop prepared for mentors of intern teachers in the PLC-MAP Project. College Station, TX: Department of Teaching, Learning, and Culture.
- Stuessy, C. L. (2005). *Looking inside: Videotape analysis of classroom learning environments.* A manual prepared for a pre-conference workshop at the annual meeting of the National Association for Research in Science Teaching. College Station TX: Department of Teaching, Learning, and Culture.
- Stuessy, C.L. (2001). *TEKSWorks: Making the TEKS work for Texas science teachers.* A manual prepared for the Texas Education Agency, Comprehensive Assessment Training in Science Project. San Antonio, TX: Center for Leadership in Science, Mathematics, and Technology.
- Stuessy, C. L. (2001). *Hawks and Mice: Simulating predator-prey relationships.* A Hands-On Simulation Prepared for the Texas Education Agency, Comprehensive Assessment Training in Science Project. San Antonio, TX: Center for Leadership in Science, Mathematics, and Technology.
- Stuessy, C.L. (2001). *Exchange of matter and energy in living ecosystems: A vertical curriculum strand.* An instructional unit prepared for the Texas Education Agency, Comprehensive Assessment Training in Science Project. San Antonio, TX: Center for Leadership in Science, Mathematics, and Technology.

- Stuessy, C. L., & Parrott, J. (2000). *Bryan Independent School District Science Teaching Survey: A Chart Essay on Findings*. Texas A&M University, College Station, TX, submitted to Department of Curriculum and Instruction, Bryan ISD, Bryan, TX.
- McNamara, J. F., Stuessy, C. L., Parker, D., McNamara, M., Garcia, G., & Quenk, K. (1998, September). *The Texas Poll of Elementary School Teachers: A Chart Essay on Findings*. Survey Research Group, Texas A&M University, College Station, TX, submitted to the Texas Statewide Systemic Initiative, Charles A. Dana Center, Austin, TX.
- Stuessy, C. L. (1998, May). *TEXTEAMS Training Manual for the Science TEKS Toolkit*. Charles A. Dana Center, Austin, TX.
- Stuessy, C. L., et al. (1997, December). *Guidelines for Strengthening the Science Preparation of Preservice Elementary Teachers*. Action Team Report submitted to the Texas Statewide Systemic Initiative, Charles A. Dana Center, Austin, TX.
- Stuessy, C. L. (1995, August). *Teachers As Research Partners: Final Report*. Submitted to the National Science Foundation.
- Stuessy, C. L., & Foster, A. (1995, June). *Fishy Business: An Integrated Mathematics and Science Inservice Curriculum*. South Texas Sciences: College Station, TX.
- Stuessy, C. L., & Teachers As Research Partners. (1995, April). *The Teachers As Research Partners Glossary*. Unpublished manuscript.
- Stuessy, C. L., Alexander P., Knight, S., Kulm, G., & Tucker, G. (1995, February). *Teachers As Research Partners: Progress Report*. Submitted to the National Science Foundation.
- Stuessy, C. L., Alexander P., Knight, S., Kulm, G., & Tucker, G. (1995, February). *Teachers As Research Partners: Concept Paper*. Submitted to the National Science Foundation.
- Stuessy, C. L., & Tucker, G. R. (1995, January). *Facilitation of thematic science curricular and instructional decision making through technology*. In Proceedings of Distance Education Conference: Bridging Research and Practice, Texas A&M University, pp. 141-145.
- Tucker, G. R., & Stuessy, C. L. (1995, January). *Teacher enhancement and a model for electronic access of curriculum resources*. In Proceedings of Distance Education Conference: Bridging Research and Practice, Texas A&M University, pp. 169-173.
- Stuessy, C. L., & Payne, B. M. (1993). *Coordinated Thematic Science II training materials*. Austin, TX: Texas Education Agency.
- Payne, B. M., & Stuessy, C. L. (1993). *Coordinated Thematic Science II prototype: The Brazos River*. Austin, TX: Texas Education Agency.

- Stuessy, C. L. (1991). Synthesis of group discussions: *Science reform and teacher education in the State of Texas*. In C. J. Dockweiler (Ed.), *Proceedings of the Science Education Reform Conference: Implications for Teacher Education*, pp. 30-36. College Station: Center for Mathematics and Science Education.
- Stuessy, C. L. (1989). "Personal relevance," book review appearing in *Bookwatch Reviews: Candid appraisals of science textbooks*, 2(2), 2-3.
- Stuessy, C. L. (1988). *Integrated mathematics/science activities which develop and promote the scientific inquiry skills: Mathematics applications, logical reasoning, science concept acquisition, and science process skills*. Activities developed for New Mexico's Title II Science Teachers' Institute. Mimeo.
- Stuessy, C. L. (1987). *Basic science process skills*. A videotape produced with Commission on Higher Education Title II funds. New Mexico State University.
- Rowland, P., Stuessy, C. L., & Vick, L. (1987). *Basic science process skills*. An inservice workshop kit: Outlines and activities. (ED 282 774).
- Rowland, P., Stuessy, C. L., & Vick, L. (1987). *Basic science process skills*. An inservice workshop kit: Workshop manual. (ED 282 773).
- Stuessy, C. L. (1987). *Content evaluation of a science education workshop for teachers and principals of rural schools in New Mexico*. Paper prepared for the Principal Investigators' Regional Meeting, Division of Teacher Preparation and Enhancement, National Science Foundation, San Antonio, TX.

REFEREED CONFERENCE PRESENTATIONS

International and National

- Stuessy, C. L. (2012, March). *Related paper set: High school science teacher professional cultures that successfully retain teachers and prepare students in science*. Annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
- Bozeman, T. D., Stuessy, C. L., Vasquez-Rosado, C., Blocker, T. (2012, March). *Contact, collect, connect: Using mixed methods to characterize the high school science teacher professional culture*. Annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
- Stuessy, C. L., & Hollas, V. (2012, March). *Achievement gap: Working conditions and science teacher professional culture in low- and high-achieving high schools*. Annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.

- Stuessy, C. L., Peterson, C.A., Ruebush, L., & Hemingway, C. (2012, March). *There's more to IT than Pre-Post gains: Outcomes in inquiry-based learning environments engaging research scientists as online mentors*. Annual meeting of the Society for Information Technology & Teacher Education (SITE 2012), Austin, TX.
- Peterson, C. A., & Stuessy, C. L. (2012, March). *Does teacher workshop attendance make a difference? Evaluation differences in student, scientist-mentor, and teacher communications in an innovative inquiry-based online mentored environment*. Annual meeting of the Society for Information Technology & Teacher Education (SITE 2012), Austin, TX.
- Cavlazoglu, B., Cetin, S. C., Erdogan, N., Algun, O. E., & Stuessy, C. L. (2012, March). *Learners' views on designing functional models with robotics: A case study*. Annual meeting of the Society for Information Technology & Teacher Education (SITE 2012), Austin, TX.
- Stuessy, C.L., Bozeman, D., Spikes, S., Ruebush, L., Blocker, T., Vasquez-Rosado, C., & Ivey, T. A. (2011, November). *The achievement gap in science proficiency and college readiness: Seeking answers with investigations of practices of schools and teachers within the professional cultures of Texas high schools*. Annual meeting of the School Science and Mathematics Association, Colorado Springs, CO.
- Peterson, C. A., & Stuessy, C. L. (2011, November). *Does teacher professional development make a difference? Assessing online inquiry and discourse*. Annual meeting of the School Science and Mathematics Association, Colorado Springs, CO.
- Peterson, C. A., & Stuessy, C. L. (2011, October). *The Online Elements of Inquiry Checklist: Evaluating an innovative online learning environment providing opportunities for scientific practice and discourse among students, scientists and teachers*. Annual meeting of the E-Learning Conference of the American Association for Computers in Education, Honolulu, HI.
- Stuessy, C. L., & Peterson, C. A. (July, 2011). *Behind the scenes of the virtual PlantingScience learning environment*. Annual meeting of the Botanical Society of America, St. Louis, MO.
- Peterson, C.A., & Stuessy, C. L. (July, 2011). *Comparing students' online interactions: Does teacher workshop attendance make a difference?* Annual meeting of the Botanical Society of America, St. Louis, MO.
- Stuessy, C. L., Ruebush, L., Peterson, C. A., Hollas, T., & Johnston, J. (2011, April). *Classroom implementation and student engagement in an online inquiry environment involving scientists as mentors*. Annual meeting of the National Association for Research in Science Teaching, Orlando, FL.

- Ivey, T., Stuessy, C. L., Bozeman, D., & Hollas, T. (2011, April). *Science teacher induction and student achievement in science: Is there a link?* Annual meeting of the National Association for Research in Science Teaching, Orlando, FL.
- Stuessy, C. L., Peterson, C. A., Ruebush, T., Hollas, T., & Johnston, J. (2011, January). *Where the rubber meets the road in authentic learning contexts: From professional learning to science classroom implementation.* Annual meeting of the Association for the Education of Teachers of Science, Minneapolis, MN.
- Stuessy, C. L., & Bozeman, D. (2010, November). *Where are we? Profiles of practice for retaining high school science teachers and increasing student science achievement.* Annual meeting of the School Science and Mathematics Association, Fort Myers, FL.
- Ivey, T. A., & Stuessy, C. L. (2010, November). *High school science teacher induction support in Texas: Implications for science educators.* Annual meeting of the School Science and Mathematics Association, Fort Myers, FL.
- Johnson, C., Balka, D., Stuessy, C., & Czerniak, C. (2010, November). *STEM Summit.* Interactive panel session presented at the annual meeting of the School Science and Mathematics Association, Fort Myers, FL.
- Stuessy, C. L., & Ivey, T. A. (2010, June). *Pressure points in the system: University support where it's needed most in recruiting, inducting, and renewing high school science teachers.* Science and Mathematics Teacher Imperative A-P-L-U Forum, Association of Public and Land-Grant Universities, Cincinnati, OH.
- Stuessy, C. L. (2010, April). *Recruitment, induction, renewal, job satisfaction, and retention of Texas high school science teachers.* An interactive poster session at the annual meeting of the American Educational Research Association, Denver, CO. [Note: 18 students in Stuessy's mixed methods class presented interactive posters in this session.]
- Stuessy, C. L., & Ivey, T. A. (2010, April). *Method: Using interviews to develop recruitment, induction, and professional development scores for Texas high schools.* Interactive poster at the annual meeting of the American Educational Research Association, Denver, CO.
- Peterson, C. A., & Stuessy, C. L. (2010, April). *Patterns of instructional and representational scaffolding in two reform-based models of science learning.* Annual meeting of the American Educational Research Association, Denver, CO.
- Stuessy, C. L., Bozeman, D., Hollas, T., Richardson, R., Vasquez, C., Spikes, S., Yoo, D., & Ivey, T. A. (2010, March). *Predicting science achievement and science teacher retention in Texas high schools with school- and teacher-level variables.* Annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.
- Stuessy, C. L., Bozeman, D., & Ivey, T. A. (2010, January). *Profiles of science achievement and*

- science teacher retention: Practices and characteristics of Texas high schools and their science teachers.* Ninth Annual Hawaii International Conference on Education, Honolulu, HI.
- Stuessy, C. L., & Peterson, C. (2008, November). *PlantIT and PlantingScience: Two professional development opportunities to work with plant scientists.* Annual meeting of the School Science and Mathematics Association, Durham, NC.
- Stuessy, C. L., & Ivey, T. (2008, November). *SERGE: Emergence of a new model integrating science education research and graduate education.* Annual meeting of the School Science and Mathematics Association, Durham, NC.
- Yoo, D., & Stuessy, C. (2008, June). *Education graduate students' orientations toward research: An analysis through impressionist tale.* Annual Meeting of the Ethnographic & Qualitative Education Research Conference, Cedarville, OH.
- Stuessy, C., Ivey, T., Richardson, S., Spikes, S., Stiles, T., Vasquez, C., & Wilson, R. (2008, March). *A model for preparing policy researchers in science education research and graduate education.* Special colloquium at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Stuessy, C. (2008, March). *Foundations for stories of growth in professional identity and interest.* Annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Peterson, C., & Stuessy, C. (2007, November). *Coming of age through doing: A journey in mentored research on scientists' conceptions of evolution.* Annual meeting of the School Science and Mathematics Association, Indianapolis, IN.
- Peterson, C., Richardson, R., Stuessy, C., & Troncoso-Skidmore, S. (2007, November). *Moving beyond the initial CBAM Model: A longitudinal analysis of teacher participants' concerns about information technology and inquiry in teaching and learning.* Annual meeting of the School Science and Mathematics Association, Indianapolis, IN.
- Stuessy, C., McNamara, J., & the PRISE Research Group. (2007, September). *Mapping the research terrain of the high school science TPC: Domain, geography, and method.* Research poster at the Invited National Symposium for Principal Investigators, National Science Foundation, Washington, DC.
- Stuessy, C., & Hemingway, C. (2007, April). *Online scientific mentoring: How do plant scientists and student research teams communicate about students' scientific investigations?* Poster and paper at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.

- Stuessy, C., Ivey, T., Metty, J., Troncoso-Skidmore, S., Richardson, R., & Wilson, R. (2006, October). *Informing policy: Strategies for retaining highly qualified high school science teachers*. Annual meeting of the School Science and Mathematics Association, Missoula, MT.
- Dahl, W., Singer, S., Stuessy, C., Uno, G., & Hemingway, C. (2006, August). *Enhancing inquiry skills and science understanding: The role of educator-scientist partnerships*. Annual meeting of the Botanical Society of America, Chico, CA.
- Stuessy, C. L. (Organizer), Schielack, J., Bozeman, D., Nickles, G., Milam, J., Peterson, C., Richardson, R., Skidmore, S., Warren, C., Sell, K., Miller, H., Force, C., Metoyer, S., Hilding-Kronforst, S., Brooks, L., & Scallon, J. (2006, April). *Scientific inquiry and information technology: Catalysts for innovative and coherent professional development*. Interactive paper symposium at the annual meeting of the American Educational Research Association.
- Stuessy, C.L., & Bozeman, D. (2006, April). *Contributions of the summer 1 education team experience to the transportable model*. Annual meeting of the American Educational Research Association.
- Stuessy, C. L., Scallon, J. M., & Griffing, L. (2006, February). *Authentic scientific research learning and guided inquiry: A comparison of what eighth graders do and understand about genetics in two inquiry learning contexts*. Poster at Howard Hughes Medical Institute Science Education Symposium entitled, "To Think and Act Like a Scientist: The Roles of Inquiry, Research, and Technology." Texas Tech University, Lubbock.
- Scallon, J., & Stuessy, C. L. (2005). *What happens when eighth graders design their own scientific experiments?* Annual meeting of the School Science & Mathematics Association, Fort Worth, TX, November 10-12, 2005.
- Stuessy, C.L., Brooks, L., Bozeman, D., Force, C., Hilding-Kronforst, S., Metoyer, S., Miller, J., Scallon, J., Sell, K., & Warren, C. (2005). *How do classroom practitioners integrate authentic science laboratory experiences into their science teaching?* Multiple paper set at the annual meeting of the School Science & Mathematics Association, Fort Worth, TX, November 10-12, 2005.
- Stuessy, C. L., Griffing, L., Harbaugh, A., Bozeman, D., Richardson, R., Scallon, J., Parrott, J., & Herbert, B. (2005, April). *Authentic scientific research in secondary school classrooms: Some say it can't be done*. Symposium at the annual meeting of the American Educational Research Association, Montreal.
- Stuessy, C. L., & Schielack, J. (2005, April). *Integration of mathematics and science learning in authentic contexts*. Presidential address (School Science & Mathematics Association) at the annual meeting of the National Council of Teachers of Mathematics, Anaheim CA.

- Knight, S. L., Pedersen, S., Callicott, K., Ormiston, C., & Stuessy, C. (2005, April). *Examining the relationship between information technology in science participants' perceptions of research readiness and quality of classroom inquiry plans*. Annual meeting of the American Educational Research Association, Montreal.
- Stuessy, C. L. (2005, April). *Authentic scientific research learning: Issues of purpose, preparation, and practicality*. Related paper set organized and presented at the annual meeting of the National Association for Research in Science Teaching, Dallas.
- Bozeman, D., Stuessy, C., & Richardson, R. (2005, April). *Situating the context for classroom learners: How ITS cohort teachers adapt authentic scientific research experiences for classroom implementation*. Annual meeting of the National Association for Research in Science Teaching, Dallas.
- Stuessy, C., & Parrott, J. (2005, April). *Patterns of teaching and learning in a middle grade authentic scientific research learning environment*. Annual meeting of the National Association for Research in Science Teaching, Dallas.
- Sell, K.S., Miller, H.R., Hilding-Kronforst, S., Metoyer, S., Butzler, R., Peschel, J.M., Warren, C., Herbert, B.E, Stuessy, C., & Schielack, J. (2005, February). *Transforming the science PhD experience: The role of educational partnerships in developing STEM education expertise*. National Science Foundation Teaching and Learning Centers Principal Investigator Meeting, Washington D.C.
- Sell, K.S., Herbert, B. E., Schielack, J., & Stuessy, C. (2004, November). *Use of physical models and information technology to explore student difficulties in developing rich mental models of complex earth and environmental systems*. Annual meeting of the Geological Society of America, Denver.
- Stuessy, C., Petrosino, A., Bellamy, N, Brooks, L., Bozeman, D, Milam, J., Parrott, J., Petersen, C., Scallon, J, & Richardson, R. (2004, October). *Learning by doing: Valuing authentic student research in an NSF-funded graduate course about cognition in science teaching and learning*. Annual meeting of the School Science and Mathematics Association, Atlanta GA.
- Scallon, J., & Stuessy, C. (2004, October). *The Learning Research Cycle: A teacher's perspective on bridging research and practice*. Annual meeting of the School Science and Mathematics Association, Atlanta GA.
- Stuessy, C. L. (2004, April). *The Learning Research Cycle: A design study product of the ITS Center*. Annual meeting of the National Association for Research in Science Teaching, Vancouver.
- Stuessy, C. L., Speed, M., & Loving, C., Schielack, J., & Knight, S. (2004, March). *The ITS learning and teaching portal: Serving the complex needs of a summer institute*. Annual meeting of the Society for Information Technology and Teacher Education, Atlanta.

- Naizer, G., Stuessy, C. L., & Blount, K. P. (2003, October). *Using the TxCETP vision for effective teaching and learning*. Annual meeting of the School Science and Mathematics Association, Columbus, OH. (Presented by Naizer & Stuessy.)
- Schielack, J. F., Stuessy, C. L., & Forsyth, L. (2003, October). *The ITS Center for Teaching and Learning: Creating new science and mathematics education leadership*. Annual meeting of the School Science and Mathematics Association, Columbus, OH.
- Stuessy, C. L. (2003, October). *Integration thinking: An essential form of teacher knowledge in mathematics and science teaching*. Annual meeting of the School Science and Mathematics Association, Columbus, OH.
- Stuessy, C. L., Parrott, J. A., & Foster, A. S. (2003, October). *Mathematics and Science Classroom Observation Profile System (M-SCOPS): Using classroom observation to analyze the how and what of mathematics and science teaching*. Workshop at the annual meeting of the School Science and Mathematics Association, Columbus, OH.
- Stricker, A., Stuessy, C. L., & Oksala, C. (2003, October). *Designing for innovation: Design studios for faculty*. Annual meeting of the Association of American Colleges and Universities at MIT: Technology, Learning, and Intellectual Development, Boston, MA.
- Stuessy, C. L. (2003, April). *From intent to authentic inquiry: Analysis of participant implementations*. Annual meeting of the American Educational Research Association, Chicago, IL.
- Stuessy, C. L. (2003, January). *Signs, symbols and discourse*. Annual meeting of the Association for the Education of Teachers of Science. St. Louis, MO.
- Stuessy, C. L. (2002, November). *Visualizing complexity in science classroom learning environments*. Annual meeting of the Information Systems Education Conference, San Antonio, TX.
- Stuessy, C. L. (2002, October). *Building a mini-quest: Integrating knowledge*. Annual meeting of the School Science and Mathematics Association, Rochester, NY.
- Stuessy, C. L., & Foster, A. S. (2002, April). *Looking inside: A cross case analysis of the complexity, balance, and flow of urban secondary science settings*. Annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.
- Stuessy, C.L., Foster, A.S., & Knight, S. L. (2002, April). *Comparing the Science Classroom Observation System with the Stallings Observation System*. Annual meeting of the American Educational Research Association, New Orleans, LA.

- Stuessy, C. L., Foster, A. S., & Knight, S. L. (2002, January). *Patterns of practice: Teaching science in urban secondary learning environments*. Annual meeting of the Association for the Education of Teachers in Science, Charlotte, NC.
- Stuessy, C. L., & Knight, S. K. (2001, November). *Classroom observation: Mirrors of science teaching and learning*. Annual Meeting of the School Science and Mathematics Association, Downers Grove, IL.
- Stuessy, C. L. (2001, April). *Multiple representations: A systems approach in observing science classrooms*. Annual meeting of the American Educational Research Association, Seattle, WA.
- Stuessy, C. L. (2001, January). *Multiple representations: Preparing prospective elementary teachers to teach mathematics and science from a systems approach*. Annual meeting of the Association for the Education of Teachers of Science, Fresno, CA.
- Stuessy, C. L. (2000, October). *The integration of mathematics and science from the perspective of the preservice teacher as classroom observer*. Annual meeting of the School Science and Mathematics Association, Albuquerque, NM.
- Parrott, J. & Stuessy, C. L. (2000, October). *Preservice teachers as classroom based researchers in an integrated mathematics and science methods class*. Annual meeting of the School Science and Mathematics Association, Albuquerque, NM.
- Stuessy, C. L., & Parrott, J. (2000, October). *A workshop: Using the Wiebe Observation Instrument (WOI) to analyze mathematics and science lessons from the perspective of multiple representations*. Annual meeting of the School Science and Mathematics Association, Albuquerque, NM.
- Stuessy, C. L. (1999, March). *A research framework that enhances understanding of policy, programs, and practices in elementary science teaching*. Annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Stuessy, C.L., & Parker, D.R. (1999, January). *From guidelines to profiles: Informing programs that prepare elementary teachers to teach science*. Annual meeting of the Association for the Education of Teachers of Science, Austin, TX.
- Naizer, G., Stuessy, C.L., & Dooley, K. (1999, January). *Distance science education via two-way real-time technologies: Frequently asked questions*. Annual meeting of the Association for the Education of Teachers of Science, Austin, TX.
- Lowery, N., & Stuessy, C. L. (1998, April). *Construction of teacher knowledge in collaborative context: Preparing elementary teachers to teach mathematics and science*. Annual meeting of the National Association for Research in Science Teaching, San Diego, CA.

- Lowery, N., & Stuessy, C. L. (1998, January). *Construction of teacher knowledge by preservice elementary teachers in a professional development school for mathematics and science*. Annual meeting of the Association for the Education of Teachers of Science, Minneapolis, MN.
- Thomas, J. A., & Stuessy, C. L., & Schott, M. J. (1998, January). *On the road to reform: Strengthening the science preparation of elementary teachers through collaboration*. Annual meeting of the Association for the Education of Teachers of Science, Minneapolis, MN.
- Stuessy, C. L. (1997, November). *Cups and circles: Demonstrating the concept of mathematical formula*. Annual meeting of the School Science and Mathematics Association, Milwaukee, WI.
- Lowery, N., & Stuessy, C. L. (1997, November). *The role of collaborative context in preparing elementary teachers to teach mathematics and science*. Annual meeting of the School Science and Mathematics Association, Milwaukee, WI.
- Stuessy, C. L., Foster, A., & Parker, D. (1996, December). *Texas Statewide Systemic Initiative: The Preservice Elementary Science Project*. National Science Teachers Association Global Science Summit, San Francisco, CA.
- Stuessy, C. L., Thomas, J. A., & Parker, D. (1997, March). *Research and systemic reform in strengthening the science preparation of elementary science preservice teachers*. Annual meeting of the National Association for Research in Science Teaching, Chicago, IL.
- Stuessy, C. L. (1997, January). *Systemic reform in Texas: Role of teachers and science educators in restructuring the science preparation of elementary teachers*. Annual meeting of the Association for the Education of Teachers in Science, Cincinnati, OH.
- Stuessy, C. L., & Parker, D. (1996, March). *Changes in teacher cognition with problem-solving instruction: Instructional planning of science activities*. Annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.
- Stuessy, C. L. (1995, November). *TARPS: Integrating mathematics and science in real-world contexts*. Annual meeting of the School Science and Mathematics Association, Williamsburg, VA.
- Stuessy, C. L. (1994, October). *Wellness: Interdisciplinary topic for integrating math and science with health*. Annual meeting of the School Science and Mathematics Association, Fresno, CA.
- Tucker, G., & Stuessy, C. L. (1994, October). *A teacher lesson planning model for integrated mathematics and science*. Annual meeting of the School Science and Mathematics Association, Fresno, CA.

- Stuessy, C. L., Tucker, G. L., & Naizer, G. (1994, March). *Validation and subsequent use of an instrument to measure group procedural skills and abilities*. Annual meeting of the National Association for Research in Science Teaching, Anaheim, CA.
- Stuessy, C. L., Collins, J. W., & Schott, M. J. (1994, March). *Coordinated Thematic Science: The Texas model*. Annual meeting of the National Science Teachers Association, Anaheim, CA.
- Carnahan, P., & Stuessy, C. L. (1994, January). *Involvement of Project 2061 and Texas A&M University in the design and model for Coordinated Thematic Science II*. Annual meeting of the Association for the Education of Teachers in Science, El Paso, TX.
- Stuessy, C. L. (1993, October). *Programs and projects that integrate mathematics and science*. Annual meeting of the School Science and Mathematics Association, Alexandria, LA.
- Naizer, G., & Stuessy, C. L. (1993, October). *Performance portfolio assessment: Evidence of pedagogical process knowledge*. Annual meeting of the School Science and Mathematics Association, Alexandria, LA.
- Stuessy, C. L., & Knight, S. L. (1993, April). *Reflective problem solving: Learning to teach elementary school science and mathematics*. Annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.
- Stuessy, C. L. (1993, January). *Starting early: Action research for preservice elementary mathematics and science teachers*. Annual meeting of the Association for the Education of Teachers of Science, Charleston, SC.
- Stuessy, C. L. (1992, March). *Preservice transfer, elementary classrooms, and integrated math-science problem solving*. Annual meeting of the National Science Teachers Association, Boston, MA.
- Stuessy, C. L., & Naizer, G. (1992, March). *Performance assessment: Implementing the TASSK model for sequencing instruction in science problem solving*. Annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Stuessy, C. L., & Dockweiler, C. (1991, November). *Performance assessment: A curriculum element within an integrated mathematics/science methods class*. Annual Meeting of the School Science and Mathematics Association, Tulsa, OK.
- Stuessy, C. L. (1991, March). *Affective outcomes associated with cooperative learning in an undergraduate physics course for non-science majors*. Annual meeting of the National Association for Research in Science Teaching, Lake Geneva, WI.
- Stuessy, C. L. (1990, October). *The integrated learning cycle: Hands-on application and STS infusion*. Annual meeting of the School Science and Mathematics Association, Cincinnati, OH.

Stuessy, C. L., & Pollard, R. (1990, April). *Identification of variables affecting the development of scientific reasoning abilities in elementary education majors*. Annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

Stuessy, C. L., & Rowland, P. (1989, March). *Locus of control and science-related attitudes: A comparison of high school and college students*. Annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

Stuessy, C. L. (1989, October). *A science process subskill approach to teaching elementary school science*. International Council of Associations for Science Education, Ottawa.

Stuessy, C. L., & Rowland, P. (1988, October). *A subskills approach to science process skills instruction in inservice education by and for elementary teachers*. Annual meeting of the Association for School Science and Mathematics, Austin, TX.

Stuessy, C. L., Rowland, P., Tonn, M., & Jing, L. (1988, April). *Electronic data acquisition, computerized graphing, and microcomputer-based labs: Can electronic devices enhance graphing skills and concept acquisition?* Annual meeting of the National Association for Research in Science Teaching, Lodge of the Four Seasons, Lake Ozark, MO.

Rowland, P., & Stuessy, C. L. (1987, March). *Effects of modes of computer-assisted instruction on conceptual understanding and achievement of college students exhibiting individual differences in learning*. Annual meeting of the National Association for Research in Science Teaching, Washington, DC.

Stuessy, C. L. (1985, March). *A causal model for the development of scientific reasoning in adolescents*. Annual meeting of the National Association for Research in Science Teaching, French Lick Spring, IN.

State and Regional

Stuessy, C. L., Weinburgh, M., Naizer G., Thomas, J., & Foster, A. (2010). *It's everyone's problem: Science teacher preparation and professional development*. Interactive panel session presented at Southwest-Association for Science Teacher Educators, Stillwater, OK.

Stuessy, C. L., & Hollas, T. (2010). *School profiling: Is it a good or a bad thing? When does profiling matter?* Interactive panel session at the Southwest-Association for Science Teacher Educators, Stillwater, OK.

Stuessy, C. L. (2009). *Research informing policy about retaining high school science teachers: Paper 1, Products and protocols for informing policy*. Symposium organized and presented with graduate students Dane Bozeman, Ra'sheedah Richardson, Tori Hollas, Caroline Vasquez, Sarah Spikes, & Toni Ivey at annual meeting of the Southwest Educational Research Association, San Antonio, TX.

- Yoo, D., & Stuessy, C. L. (2007). *Analyzing one science teacher's inquiry-based instruction using M-SCOPS*. Annual meeting of the Southwest-Association for Science Teacher Educators, Fort Worth, TX.
- Stuessy, C. L. (2007, October). *What do exemplary lessons in scientific modeling look like?* Annual meeting of the Southwest-Association for Science Teacher Education, Fort Worth, TX.
- Stuessy, C., McNamara, J., Scott, T., & the PRISE Research Group (Bozeman, T.D., Ivey, T., Metty, J., Troncoso-Skidmore, S., Richardson, R., & Wilson, R.). (2007, February). *Policy research initiative in science education*. Annual meeting of the Educational Research Exchange, College of Education, Texas A&M University, College Station, TX.
- Metty, J., Ivey, T., & Stuessy, C. L. (2006, September). *Scaffolding classroom observations as part of preservice teacher instruction*. Annual meeting of the Southwest-Association for Science Teacher Educators, Wichita, KN.
- Stuessy, C. L. (2006, September). *An introductory course in mixed methods research*. Annual meeting of the Southwest-Association for Science Teacher Educators, Wichita, KN.
- Metty, J., Brooks, L., Ivey, T., Milam, J., Peterson, C., Richardson, R., Stuessy, C. L., & Troncoso-Skidmore, S. (2006, September). *Four examples of mixing methods to enrich graduate student research*. Annual meeting of the Southwest-Association for Science Teacher Educators, Wichita, KN.
- Stuessy, C. L., Milam, J. O., & Metty, J. (2006, September). *Guided inquiry and authentic science research learning: Classroom learning environment comparisons*. Annual meeting of the Southwest-Association for Science Teacher Educators, Wichita, KN.
- Stuessy, C. L., & PRISE Research Group Scholars (Bozeman, T.D., Ivey, T., Metty, J., Troncoso-Skidmore, S., Richardson, R., & Wilson, R.). (2006, September). *Informing policy: Strategies for retaining highly qualified high school science teachers*. Annual meeting of the Southwest-Association for Science Teacher Educators, Wichita, KN.
- Stuessy, C., McNamara, J., Scott, T., & the PRISE Research Group (Bozeman, T.D., Ivey, T., Metty, J., Troncoso-Skidmore, S., Richardson, R., & Wilson, R.). (2006, September). *Recruitment, retention, and continuous career development of high school science teachers: A policy research initiative*. Research Conference on Teacher Education, Center for Research, Evaluation, and Advancement of Teacher Education (CREATE), San Antonio, TX.
- Stuessy, C.L., Schielack, J., & Knight, S. (2006, September). *The Learning Research Cycle: A catalyst for continuous learning and leadership in practicing science teachers*. Research Conference on Teacher Education, Center for Research, Evaluation, and Advancement of Teacher Education (CREATE), San Antonio, TX.

- Stuessy, C. L., & Scallon, J. M. (2006, January). *Connecting what students do with what students understand about genetics in two types of inquiry learning environments*. College of Education and Human Development Educational Research Exchange at Texas A&M University, College Station, TX.
- Sell, K.S., Miller, H.R., Hilding-Kronforst, S., Metoyer, S., Butzler, R., Peschel, J.M., Warren, C., Herbert, B.E, Stuessy, C., & Schielack, J. (2005, January). *Transforming the science Ph.D. experience: The role of educational partnerships in developing STEM education expertise*. Annual meeting of the Education Research Exchange (ERE), College of Education, Texas A&M University, College Station.
- Stuessy, C. L. (2005, February). *The Learning Research Cycle: A unique model of professional development developed by the Information Technology in Science Center for Teaching and Learning*. Annual meeting of the Southwest-Association for Science Teacher Education, San Antonio, TX.
- Stuessy, C. L. (2005, February). *The Mathematics and Science Classroom Observation Profile System (M-SCOPS): Visualizing model-based patterns in mathematics and science learning environments*. Faculty Research Symposium, College of Education and Human Development, Texas A&M University, College Station.
- Stuessy, C. L., Milam, J., Brooks, L., Bozeman, D., Forsyth, L., & Force, C. (2004, February). *Can electronic portals be used to build science education learning communities?* Annual meeting of the Southwest Association for the Education of Teachers of Science, Georgetown, TX.
- Stuessy, C.L., Schielack, J., Milam, J., Forsyth, L., Force, C., Bozeman, D., & Brooks, L. (2004, February). *Evaluating elements of the design of an electronic portal system supporting a complex professional development setting*. Annual meeting of the Southwest Association for the Education of Teachers of Science, Georgetown, TX.
- Stuessy, C. L. (2003, March). *Scaffolding novice science teachers' thinking about model-based reasoning*. Annual meeting of the Southwest Association for the Education of Teachers of Science. Fort Worth, TX.
- Parrott, J., and Stuessy, C. L. (2003, March). *Science Classroom Observation Protocol: Profiles for visualizing science classroom learning environments*. Annual meeting of the Southwest Association for the Education of Teachers of Science. Fort Worth, TX.
- Stuessy, C. L., Foster, A. S., Parrott, J., Alexander, R., Gilbreath, J. (2002, June). *Reaching Out: Extending Regents' Research to Include Urban Secondary Science Classrooms of Preservice Teachers Seeking Alternative Certification*. Chancellor's Invitational Conference for the Texas A&M University System, Academy for Education Development, Houston, TX.

- Stuessy, C. L., Scott, T. A., Parrott, J. A., Hutto, G., Gilbreath, J., Pierpont, L., Nottingham, E., & Eberle, S. (2002, January). *Promising Practices: What can we learn from observing exemplary science teachers?* Regents' Initiative for Excellence in Education Texas A&M University Collaborative Research Conference, George Bush Library, College Station, TX.
- Stuessy, C.L., Loving, C., & Schielack, J. (2001, January). *The Information Technology in Science Teaching and Learning Project*. Annual meeting of the Texas Science Summit, San Antonio, TX.
- Stuessy, C. L., & Parker, D. (1997, October). *State of the state of elementary science teaching*. Annual meeting of the Science Teachers Association of Texas, Fort Worth, TX.
- Stuessy, C. L. (1997, October). *Demonstrating the use of the World Wide Web resource, the Science TEKS Toolkit*. Annual meeting of the Science Teachers Association of Texas, Fort Worth, TX.
- Stuessy, C. L., Parker, D., Foster, A, & Jensen, D. (1996, November). *Texas Statewide Systemic Initiative: The Preservice Elementary Science Project*. Annual meeting of the Science Teachers Association of Texas, Austin, TX.
- Stuessy, C. L., Fifer, F. L., & Schott, M. J. (1996, November). *An overview: Guidelines for strengthening the science preparation of elementary teachers*. Annual meeting of the Science Teachers Association of Texas, Austin, TX.
- Stuessy, C. L., Tucker, G., Parker, D., Foster, A., McBride, R., Alexander, P., & Knight, S. (1996, January). *Multiple perspectives of change within the context of the Teachers As Research Partners Project: What we have learned about teacher cognition and strategy instruction*. Annual meeting of the Southwestern American Educational Research Association, New Orleans, LA.
- Stuessy, C. L., & Tucker, G. R. (1995, January). *Facilitation of thematic science curricular and instructional decision making through technology*. Distance Education Conference: Bridging Research and Practice, San Antonio, TX.
- Tucker, G. R., & Stuessy, C. L. (1995, January). *Teacher enhancement and a model for electronic access of curriculum resources*. Distance Education Conference: Bridging Research and Practice, San Antonio, TX.
- Stuessy, C. L., Naizer, G., Tucker, G., & Bryant, E. (1993, January). *Development of an instrument to measure group procedural skills and abilities*. Annual meeting of the Southwest Educational Research Association, Austin, TX.
- Naizer, G., & Stuessy, C. L. (1993, January). *Performance portfolios: A measure of pedagogical content knowledge in mathematics/science education*. Annual meeting of the Southwest Association for the Education of Teachers in Science, Corpus Christi, TX.

- Stuessy, C. L., Naizer, G., & Schielack, J. (1992, October). *Practical considerations related to authentic assessment*. Joint meeting of National Science Teachers Association and Conference for the Texas Advancement of Science Teaching, Fort Worth, TX.
- Naizer, G., Stuessy, C. L., & Schielack, J. (1992, October). *Manipulatives for experimentation and graphing*. Joint meeting of the National Science Teachers Association Regional Meeting and Texas Conference for the Advancement of Science Teaching, Ft. Worth, TX.
- Peters, W.H., & Stuessy, C. L. (1991, January). *Motivational patterns in non-science majors related to learning physics*. Annual meeting of Southwest Educational Research Association, San Antonio, TX.
- Rowland, P., & Stuessy, C. L. (1989, March). *Locus of control and attitude toward science*. Annual meeting of the North Carolina Association for Research in Education, Research Triangle Park, NC.
- Stuessy, C. L., & Rowland, P. (1988, October). *The effectiveness of mentor teachers providing basic science process skills inservice workshop*. Regional meeting of the National Science Teachers Association, Charleston, SC.
- Rowland, P., & Stuessy, C. L. (1988, October). *Science process skill workshop for elementary teachers*. Regional meeting of National Science Teachers Association, Charleston, SC.
- Stuessy, C. L., & Rowland, P. (1988, October). *The relationship between locus of control and science-related attitudes in high school and college students*. Rocky Mountain Educational Research Association, Las Cruces, NM.
- Stuessy, C. L., & Rowland, P. (1987, October). *Teaching science process skills development in elementary school science*. Regional meeting of the National Science Teachers Association, San Antonio, TX.
- Rowland, P., & Stuessy, C. L. (1987, October). *An inservice kit to teach the basic science process skills to elementary school teachers*. Annual meeting of the National Science Teachers Association, San Antonio, TX.
- Stuessy, C. L. (1986, November). *Exploration into scientific research*. Annual meeting of the National Science Teachers Association Meeting, Las Vegas, NV.
- Stuessy, C. L. (1985, November). *Model building and testing via path analysis: implied causality among interrelated personal variables and scientific reasoning ability in adolescents*. Annual meeting of the Rocky Mountain Educational Research Association Conference, Las Cruces, NM.

Stuessy, C. L., Floyd, G. L., & O'Kelly, C. J. (1982, March). *Fine structural studies on the quadri-flagellate zoospores of an Enteromorpha species (Ulvaceae, Chlorophyta) collected in fresh water*. Annual meeting of the Ohio Academy of Sciences, Columbus.

Invited Addresses, Presentations, and Workshops

Stuessy, C. L. (2011, November). *Internal research and evaluation findings to date: The PlantingScience learning environment for teachers, students and scientists*. Joint meeting of the Botanical Society of America and American Society of Plant Biologists with other invited guests, McLean, VA.

Stuessy, C. L., P.I. and Organizer, & the PRISE Research Group (2011, September). *Focus group meeting of principals and high school science teachers representing highly successful, high-minority Texas high schools*. Professional meeting sponsored by the Policy Research Initiative in Science Education Research Group, American Airlines Training Center, Dallas, TX.

Stuessy, C. L. (2011, September). *Achieving excellence in the high school environment of the 21st century: Keynote address*. Professional meeting sponsored by the Policy Research Initiative in Science Education Research Group, American Airlines Training Center, Dallas, TX.

Hemingway, C., Stuessy, C.L., Sundland, M., & Griffing, L. (2011, June). *PlantingScience research in high school classrooms*. Ten-day workshop presented at Texas A&M University, College Station, TX.

Hemingway, C., Stuessy, C.L., Stanley, E., & Lafferty, T. (2010, July). *PlantIT: Cases, collaborations, and careers*. Two-week workshop for high school science teachers and high school students presented at Texas A&M University, College Station, TX.

Hemingway, C., Stuessy, C.L., Sundland, M., & Schwartz, R. (2010, June). *PlantingScience research in high school classrooms*. Ten-day workshop presented at Texas A&M University, College Station, TX.

Stuessy, C. L. (2010, January). *Where Are we? Current systems of practice in Texas high schools associated with retaining teachers and student achievement in science*. Invited addressed presented at the State of Texas Education Research Center, Texas A&M University, College Station.

Hemingway, C., Stuessy, C.L., Stanley, E., & Lafferty, T. (2009, July). *PlantIT: Cases, collaborations, and careers*. Two-week workshop presented for high school science teachers and high school students at Texas A&M University, College Station, TX.

Hemingway, C., Stuessy, C.L., Brown, B., Griffing, L., & Williams, P. (2009, June). *PlantingScience research in high school classrooms*. Ten-day workshop presented at Texas A&M University, College Station, TX.

- Stuessy, C. L., & Ivey, T. (2008, November). *Methodological issues of data collection, management, and representation in a complex policy research project*. Paper presented at the National Science Foundation Discovery Research K-12 Principal Investigators' Meeting, Washington, DC.
- Hemingway, C., Stuessy, C.L., Stanley, E., & Waterman, M. (2008, August). *PlantIT: Cases, collaborations, and careers*. Two-week workshop presented for high school science teachers and high school students at Texas A&M University, College Station, TX.
- Stuessy, C. L. (2008, July). *Scientist-educator partnerships: A cross-case analysis of four projects*. Presentation to program officers at the National Science Foundation, Washington, DC.
- Hemingway, C., Stuessy, C.L., Brown, B., & Sundland, M. (2008, July). *PlantingScience research in high school classrooms*. Ten-day workshop presented at Texas A&M University, College Station, TX.
- Stuessy, C. L. (2008, May). *Scientist-educator partnerships*. Key-note address at the College of Education Oklahoma State University Colloquium entitled, "Creating a vision for a STEM education center," Stillwater, OK.
- Stuessy, C. L. (2007, June). *Visual representation of data*. Presentation at a four-day writing retreat for professors, graduate students, and teachers in the ITS Center for Teaching and Learning. T Bar M Resort, New Braunfels, TX.
- Stuessy, C. L. (2007, June). *Integration of classroom practice with cardiovascular research experiences, a Research Experience for Teachers (RET)*. Direction of a 5-week workshop for 16 teacher involved in a RET under the scientific direction of Dr. Chris Quick in the College of Veterinary Medicine, Texas A&M University, College Station.
- Stuessy, C. L. (2006, Fall). *Mathematics and Science Classroom Observation Protocol Training*. A two-day presentation delivered to PLC-MAP project principal investigators, trainers and graduate students, Texas A&M University, College Station.
- Stuessy, C. L. (2006, September). *Making thinking visible: Inquiry, modeling, and video reflection*. A four-hour presentation delivered to teachers and community college instructor-participants in the PLC-MAP National Science Foundation, funded project, North Harris County Community College, Conroe, TX.
- Stuessy, C. L. (2006, August). *Mathematics and science classroom observation protocol system (M-SCOPS): Classroom observation and videotape analysis of classroom learning environments*. Two-day workshop presented for mentors of intern teachers in the PLC-MAP Project. College Station, TX: Department of Teaching, Learning, and Culture, Texas A&M University.

- Stuessy, C. L., & Scallon, J. (2006, June). *The Mosaic Model of Curriculum Integration: Integrating authentic scientific research experiences in science, mathematics, and technology classrooms*. Three one-day workshops presented for teachers involved in the DeBakey eBAT Research Experience for Teachers. College Station, TX: Department of Veterinary Pathology and Physiology, Texas A&M University.
- Stuessy, C. L., Parrott, J., & Foster, A. (2005, April). *Looking inside: Videotape analysis of classroom learning environments*. One-half day preconference workshop presented at the National Association for Research in Science Teaching, Dallas, TX. (Peer-reviewed and invited.)
- Stuessy, C. L. (2003, Spring). *Recruitment and retention of mathematics and science preservice teachers*. One-half day workshop to develop consensus among TXCETP participants. Texas Collaborative for Excellence in Teacher Preparation, Austin, TX.
- Stuessy, C. L. (2003, Spring). *Supporting novice teachers*. One-half day workshop to develop consensus among TXCETP participants. Texas Collaborative for Excellence in Teacher Preparation, Austin, TX.
- Stuessy, C. L. (2002, Spring). *Creation of a vision*. Two-day workshop to develop the TXCETP Protocol for Reflecting on Course Effectiveness. Texas Collaborative for Excellence in Teacher Preparation, Austin, TX.
- Stuessy, C. L. (2001, Fall). *Comprehensive Assessment Training in Science (CATS)*. A series of 3-day presentations at educational service centers (ESC) and school districts (ISD) in the state of Texas. Spring Branch ISD, Houston (Aug 8-10); SESNET Group, San Antonio (August 22-24); Region I ESC, Edinburg (Sep 10-12); Region VIII ESC, Richardson (Sep 17-19); Region IX ESC, Lubbock (Sep 24-26); Region XII ESC, Kilgore (Oct 1-3, 4-6); Region V, Corpus Christi (Oct 8-10); Region XX ESC, San Antonio (Oct 15-17). Center for Leadership in Science, Mathematics, and Technology, San Antonio, TX.
- Stuessy, C. L. (2000-2001, 6 evening dates). *A series on coherence in the classroom: aligning standards-based assessment, curriculum, and instruction*. San Antonio Project 2061 Collaborative presentations. Center for Leadership in Science, Mathematics, and Technology, San Antonio, TX.
- Stuessy, C. L., & Foster, A. S. (2001, June). *Assessment: A room of many mirrors*. Systemic Leadership Institute, Texas Rural Systemic Initiative, San Angelo, TX.
- Stuessy, C.L. (1999, November). *Aligning K-12 curriculum with TEKS and TAAS*. One-day workshop presented to Bullard Independent School District K-12 Teachers, Bullard, TX.
- Stuessy, C. L. (1999, March). *Surfin' the net for science education reform*. Annual meeting of the Science, Technology, and Youth Symposium, College Station, TX.

- Stuessy, C. L., & McNamara, J. F. (1999, January). *Implications of the Texas Poll for classroom science teachers*. Invited presentation at the Science Summit (Texas Education Agency), San Antonio, TX.
- Stuessy, C. L. (1998, October). *The Science TEKS Toolkit and classroom implementation of the Texas Essential Knowledge and Skills*. Two days of workshops presented to El Paso Independent School District Teachers, El Paso, TX.
- Stuessy, C. L. (1998, October). *Follow-up workshop on alignment of current curriculum with the Texas Essential Knowledge and Skills in Science*. One-day workshop presented to the Science Vertical Team in Palestine Independent School District, Palestine, TX.
- McNamara, J. F., & Stuessy, C. L. (1998, September). *The Texas Poll of Elementary Teachers: A Chart Essay on Findings*. An in-conference session presented to the Texas Statewide Systemic Initiative and Texas Education Agency, Austin, TX.
- Stuessy, C. L., & Schielack, J. (1998, July). *The Science and Mathematics TEKS Toolkits*. Chancellor's Conference in Mathematics and Science Reform for the Rural Science Initiative, Texas A&M University, College Station, TX.
- Stuessy, C. L. (1998, June). *The Science TEKS Toolkit: Resources for Implementation*. Governor's Conference for Mathematics, Science, and Technology, Austin, TX.
- Stuessy, C. L., & Foster, A. (1998, May). *Science TEKS Toolkit: TEXTEAMS Training*. Region 16 Educational Service Center, Fort Worth, TX.
- Stuessy, C. L. (1998, March). *The Science TEKS Toolkit*. Mid-Winter Conference for Texas Principals, Austin, TX.
- Stuessy, C. L., & Williams, S. (1998, February). *Web resources for implementing the Texas Essential Knowledge and Skills (TEKS) in science and mathematics*. Annual meeting of the Texas Educators of Computers in Educational Technology (TECET), Austin, TX.
- Blair, C., Stuessy, C. L., & Neeley, N. (1998, March). *Integrating the resources of informal science institutions with reform initiatives in preservice and inservice science teacher education*. Round-table presentations at the state meeting of the Texas Statewide Systemic Initiative Informal Science Educators Action Team, Camp Allen, TX.
- Stuessy, C. L. (1998, March). *Aligning K-12 curriculum with the Texas Essential Knowledge and Skills in Science*. Two-day workshop presented to K-12 teachers at Palestine Independent School District, Palestine, TX.
- Stuessy, C. L. (1998, February). *Answering the challenge of the National Science Education Standards: Systemic development and implementation of the Texas Essential Knowledge and Skills*. Fort Worth Museum of Science and History for representatives of Dallas-Fort Worth colleges and universities and public schools, Fort Worth, TX.

- Stuessy, C. L. (1998, January). *Aligning middle school curriculum with the Texas Essential Knowledge and Skills*. Two-day workshop presented to middle school teachers at Harlingen Consolidated School District, Harlingen, TX.
- Stuessy, C. L., & Schott, M. J. (1998, January). *Strategies for implementing the Texas Essential Knowledge and Skills in Science (TEKS) in the middle school*. Middle School Mentor Network Conference, Region XIII, San Antonio, TX.
- Stuessy, C. L. (1997, October). *Bridging the gap: TEKS to classroom implementation in science*. Annual meeting of West Texas Education Conference, Odessa, TX.
- Stuessy, C. L. (1997, September). *National standards, TEKS, and reform in undergraduate science teaching*. Full-day workshop presented to community college instructors and high school teachers at San Jacinto College Central, Pasadena, TX.
- Stuessy, C. L. (1996, October). *Implications of the Coordinated Thematic Science Curriculum Model for integrating traditional science disciplines in secondary school science*. Three-day workshop presented to Polaris Project secondary science teachers, Anchorage, AK.
- Stuessy, C. L., Rupley, W., Nichols, D., Zellner, L., Mergen, S., Foster, A., & Vasquez, C. (1996, June). *Goals 2000: Integrating reading in science contexts*. Three-week workshop delivered to elementary teachers in Bryan ISD, TX.
- Stuessy, C. L. (1995, July). *Integrating mathematics and science in real-world contexts*. One-day workshop presented to 36 K-12 Urban Science Initiative Lead Teachers in mathematics and science, San Antonio, TX.
- Stuessy, C. L., & Foster, A. (1995, June). *Fishy business: Integrated mathematics and science hands-on learning in the K-2 classroom*. One-week inservice workshop presented to 18 primary teachers in Bryan ISD, Bryan, TX.
- Stuessy, C. L. (1995, May). *The role of alternative assessment in calculus reform*. One-day workshop/presentation delivered to 12 project directors and community college calculus instructors during a training workshop at Sam Houston State University, Huntsville, TX.
- Stuessy, C. L. (1995, April). *The role of problem solving in preparing elementary preservice teachers*. Presentation to university science and science education faculty at Miami University, Oxford, OH.
- Stuessy, C. L. (1995, March). *The role of reform in preservice teacher preparation*. Presentation to university science and science education faculty at the University of North Carolina, Chapel Hill.
- Stuessy, C. L. (1995, February). *Joining forces: Spreading successful strategies*. Represented Texas A&M University as invited participant at the Joint Department of Education - National Science Foundation Conference, Washington, DC.

- Stuessy, C. L. (1995, January). *Personalizing the mega course*. Panel presentation at the workshop entitled "Approaches to Assessing/Improving the First-Year Chemistry Mega-Course at TAMU," Chemistry Department, Texas A&M University, College Station, TX.
- Stuessy, C. L. (1994, October). *Values and graduate education*. Panel presentation at the first annual Provost's Convocation on Research and Graduate Studies, Texas A&M University, College Station, TX.
- Stuessy, C. L. (1994, October). *Fundamentals of interdisciplinary teaming*. One-day workshop for middle grade teachers at Tafolla Middle School, San Antonio, TX.
- Stuessy, C. L. (1994, June). *Integrating the Coordinated Thematic Science curriculum model with EXXON Energy Cube curriculum materials*. One-day workshop presented at North Texas State University, Denton, TX.
- Stuessy, C. L. (1992, October). *Authentic assessment in high school science*. Workshop for High School Science Teachers at Cy-Fair Independent School District, Houston, TX.
- Stuessy, C. L. (1992, October). *Concept mapping: A versatile strategy for teachers and learners of all ages*. Workshop for High School Science Teachers at Alief Independent School District, Houston, TX.
- Stuessy, C. L. (1992, June-July). *Interdisciplinary curriculum integrating mathematics, science and technology: Designing a drug education curriculum for grades 7 and 8*. Four workshops presented for interdisciplinary teams at Beckendorf Junior High School, Tomball, TX.
- Gnall, J., & Stuessy, C. L. (1992, January). *Woodrow Wilson Summer Science and Mathematics Institutes Update*. Presentation at the State Eisenhower Conference, Austin, TX.
- Stuessy, C. L. (1991, March). *Encouraging young children in mathematics and science: The role of positive early experience*. Presentations at the annual meeting of the A&M College of Engineering American Nuclear Society, College Station, TX.
- Stuessy, C. L. (1990, October). *Implications of science curriculum reform for the middle school*. Presentation to Middle School Science Teachers, Worthington Public Schools, Worthington, OH.
- Stuessy, C. L. (1990, March). *Introducing mathematics as the language of science*. Workshop at the Region VI Conference for the Advancement of Science Teaching, College Station, TX.
- Stuessy, C.L. (1989, Fall). *Infusing S/T/S across the curriculum*. Presentations at Region 5 Meeting of the National Science/Technology/Society Leadership Workshop Conference, College Station, TX.

- Stuessy, C. L. (1988, Fall). *Scientific inquiry and adolescent reasoning*. Keynote address at the 14th joint meeting of the New Mexico Science Teachers Association and the New Mexico Council of Teachers of Mathematics, Albuquerque, NM.
- Stuessy, C. L. (1989, Fall). *Designing secondary school science curriculum to meet the demands of the twenty-first century*. Full-day Workshop/Presentation for High School Teachers at Waco Independent School District All-School Fall Inservice Meeting, Waco, TX.
- Stuessy, C. L. (1988, July). *Basic process skills and designing elementary school activities*. Workshop for High School Science Teachers and University Instructors at Highlands University, Las Vegas, NM.
- Stuessy, C. L. (1988, June & July). *Integrating math in science activities which demonstrate the concept of cause-and-effect*. Leadership Institutes sponsored by the State Department of Education at Santa Fe and Ruidoso, NM.
- Stuessy, C. L. (1987, June & July). *Teaching basic process skills in the elementary school*. Leadership Institutes sponsored by the State Department of Education at Santa Fe and Ruidoso, NM.
- Stuessy, C. L. (1987, Spring). *Elementary school science: process skills, science fairs, and curriculum development*. Full-day workshop for teachers at San Miguel Elementary School, NM.
- Stuessy, C. L. (1987, Spring). *Teaching basic process skills in the elementary school*. Title II workshops presented to Gadsden, Silver City, and Las Cruces school districts, New Mexico.
- Stuessy, C. L. (1986, Fall). *Research and teaching: A model for increasing standards and regulating workload for graduate faculty*. Position paper presented at the College of Education Dialogue Series, New Mexico State University, Holy Cross Retreat.
- Stuessy, C. L. (1986, November). *The learning cycle as a meaningful tool for organizing science lessons*. Full-day workshop for teachers at East Picacho Elementary School, Las Cruces Schools, NM.
- Stuessy, C. L. (1986, October). *Discrepant events as motivators*. Half-day workshop for teachers at La Mesa Elementary School, La Mesa, NM.
- Stuessy, C. L. (1986, October). *Organizing science instruction as learning cycles*. Full-day workshop for teachers at Sunland Park Elementary School, Gadsden School District, NM.
- Stuessy, C. L. (1986, October). *The learning cycle: a scheme for organizing science lessons*. Full-day regional workshop presented at Farmington, Aztec, and Bloomfield school districts, NM.

Stuessy, C. L. (1986, October). *Discrepant events and their place in the elementary school science program*. Full-day workshop for teachers at San Lorenzo School, Cobre School District, NM.

Stuessy, C. L. (1986, October). *Teaching elementary school science*. Full-day workshop for teachers at Sacramento Elementary School, Alamogordo, NM.

Stuessy, C. L. (1986, June & July). *Curriculum building in the elementary schools*. Three-week National Science Foundation workshop for elementary principals and teachers in rural schools of New Mexico, Las Cruces, NM.

EXTERNAL SUPPORT

Submitted Proposals

2012

Wilkinson, H., De Figueiredo, P., Kenerley, C.M., & Stuessy, C. L. (Submitted 3/30/2012). *Developing 21st century workforce competencies through curriculum redesign in an integrated agricultural and environmental sciences undergraduate degree*. U.S. Department of Agriculture (09/2012-08/2014), \$150,000.

Wilkins, R. N., Kerne, A., Lindner, J.R., Munster, C., Stuessy, C.L. (Submitted 1/10/2012). *Growing STEM with Water*. NSF #1222708. National Science Foundation, DRL – Discovery Research K-12 (09/2012-08/2017), \$2,999,866.

De Figueiredo, P., Datta, S., Kenerley, C.M., & Stuessy, C.L. (Submitted 1/13/2012). *Collaborative research: Invisible Jungle: An integrated undergraduate learning environment*. NSF #1225932. National Science Foundation, DUE – TUES – Type 3 Project (09/2012-08/2017), \$2,503,970. [with University of Texas at Austin and Oklahoma State University, Stillwater]

Funded Proposals

2009

Fry, G., & Stuessy, C. *NEES Research, Multi-Scale, Mechanistic Fracture Prediction and Optimal Panel Zone Participation in Steel Moment Frame Buildings*, NSF No. 0936599. National Science Foundation (09/2009-08/2012), \$1,218,000.

2008

Guidry, J., & Stuessy, C. *A comprehensive approach for addressing science education in underrepresented populations*. K-12 supplement to a grant awarded to Dr. Lovell A. Jones, University of Texas M.D. Anderson Cancer Center, from the National Center on Minority Health and Health Disparities. (2008-2009), \$70,000.

2007

Hemingway, C., Stuessy, C., & Stanley, E. *Plant IT Careers, Cases, and Collaborations*, Division of Research on Learning in Formal and Informal Settings (DRL), Information Technology Experiences for Students and Teachers (ITEST), NSF #0737669. National Science Foundation (2007-2011), \$998,133.

Hemingway, C., Stuessy, C., & Dahl, W. *Planting Science Research in Education*, Division of Discovery Research K-12 (DRK-12), Resources and Tools., NSF #0733280. National Science Foundation (2007-2012), \$1,693,744.

2006

Simanek, E., Stuessy, C. L., Ford, D. M., Schielack, J.F., & Pedersen, S. *Track 1, GK 12: Building Understanding through Research Partnerships and IT*. National Research Foundation (2006-2009), \$1,974,415.

2005

Stuessy, C. L., (P.I.), McNamara, J. F., & Scott, T. *Policy Research Initiatives in Science Education (PRISE) to Improve Teaching and Learning in High School Science*. National Research Foundation, NSF #0455679. (June 2005-May 2012), \$2,452,529.

2003

Stuessy, C. L. *Indicators of Science Excellence Project*. Chancellor's Research Initiative Grant (2003-2004), \$10,000. (Matched with TxCEPT funds of an additional \$10,000.)

2001

Stuessy, C. L. *Comprehensive Assessment Training in Science*. Contract with the Center for Leadership in Science, Mathematics, and Technology (2001-2002), Alamo Community College District, San Antonio. \$15,000.

2000

Ewing, R., & Conoley, J. *Information Technology in Science Center for Teaching and Learning*. National Science Foundation (2000-20005), \$10,000,000. (Stuessy, Associate Director, Learning Environment Research)

Stuessy, C. L. *Characterizing exemplary practice in secondary school science teaching*. Regents' Initiative Grant (2000-2001), \$20,000.

1999

Stuessy, C. L. *Roles of problem-based learning and classroom observation in elementary teacher preparation*. Center for Collaborative Learning Communities (September 1999-Aug 2000), \$6,000.

1998

Dooley, K., Magill, J., & Stuessy, C. L. *Effects of animation on science concept learning*. Texas A&M University Research Enhancement Program, Interdisciplinary Research Initiative (May 1998-August 1999), \$24,806.

Stuessy, C. L. *Science Works: 6-8 Teacher Enhancement Project*. Texas Higher Education Coordinating Board, Dwight D. Eisenhower Professional Development Program (May 1998-August 1999), \$74,947.

Stuessy, C. L. *Science Works: K-5 Teacher Enhancement Project*. Texas Higher Education Coordinating Board, Dwight D. Eisenhower Professional Development Program (May 1998-August 1999), \$74,835.

1997

Stuessy, C. L. *Framework Toolkit in Science*. Statewide Systemic Initiative, National Science Foundation, for the period September 1997-September 1998 (\$149,246).

1996

Stuessy, C. L. *Framework Toolkit in Science*. Statewide Systemic Initiative, National Science Foundation, for the period September 1996-August 1997. (\$117,537)

Stuessy, C. L. *Preservice Elementary Science Project (PESP-II)*. Statewide Systemic Initiative, National Science Foundation, for the period September 1996 - August 1997. (\$107,554).

1995

Stuessy, C. L. *Preservice Elementary Science Project (PESP-I)*. Statewide Systemic Initiative, National Science Foundation, for the period June 1995-August 1996. (\$147,348).

Stuessy, C. L. *Assessing the feasibility of electronic case studies to deliver energy-related information to school children of Texas*. Texas A&M University Energy Resources Program, for the period September 1995-August 1996. (\$24,970).

1994

Stuessy, C. L. *Technical support for delivering TARPS information via the Internet*. (Funds for a Sun Server and development computers for the Teachers As Research Partners Project.) Office of University Research, Texas A&M University. (Total materials, ca. \$15,000.) Status: Server transferred to the College for electronic networking in 1996.

1993

Stuessy, C. L., (P.I.), Alexander, P. A., Kulm, G., & McBride, R. *Teachers as research partners: Testing a problem-solving curriculum model that integrates mathematics and science*. National Science Foundation, 1993-1996. (\$1,140,000).

Stuessy, C. L. *Development of Coordinated Thematic Science II training materials*. Texas Education Agency, 1993. (\$62,627).

Stuessy, C. L. *Coordinated Thematic Science II staff development*. Texas Education Agency, 1993. (\$54,381).

1992

Stuessy, C.L., & Schielack, V. *Texas institutes for secondary school science teachers*. Eisenhower Higher Education Grants Program, 1992-1993. (\$70,000).

Stuessy, C.L., & Schielack, V. *Texas institutes for secondary school science teachers*. Eisenhower Higher Education Grants Program, Summer 1992. (\$50,000).

Kulm, G., & Stuessy, C.L. *Evaluation of the Texas science and mathematics Renaissance state-wide initiative*. National Science Foundation, 1992-1993 (\$84,374).

Schielack, V., & Stuessy, C.L. *Texas institutes for secondary school mathematics teachers*. Eisenhower Higher Education Grants Program, 1992-1993. (\$70,000).

1991

Stuessy, C.L., & Kulm, G. *A symposium: Building bridges among the disciplines in science, mathematics, and technology*. Center for Teaching Excellence, Texas A&M University, 1991. (\$5,000).

Stuessy, C.L., & McIntyre, P. *Project 2061 support funds for relational data-base development*. College of Science, College of Education, Computer and Information Systems, Texas A&M University, 1991. (\$13,500).

Schielack, V., & Stuessy, C.L. *Texas institutes for secondary mathematics teachers*. Eisenhower Higher Education Grants Program, 1991-1992. (\$70,000).

1989

Stuessy, C.L. *Research in conceptual change*. College of Education, University of Oklahoma, 1989. (\$450).

1988

Stuessy, C.L. *Inservice training for elementary teachers to teach integrated math-science activities in grades 4-6*. Farmington Municipal Schools, NM, 1988. (\$5,000).

Stuessy, C.L. *Use of computers in the elementary and middle schools to teach science and mathematics*. Farmington Municipal Schools, NM, 1988. (\$7,500).

Stuessy, C.L. *Inservice workshops in elementary school science*. Title II, EESA, State Department of Education, NM, 1988. (\$4,500).

1987

Stuessy, C.L. *Inservice training for elementary teacher to enhance science process skill development*. Commission on Higher Education, State of New Mexico. (\$18,000).

Stuessy, C.L., & Scott, M. *Teaching workshops in science and mathematics*. Title II, EESA, State Department of Education, NM, 1987. (\$3,600).

Stuessy, C.L. *Use of computers in the elementary schools to teach science and mathematics*. Farmington Municipal Schools, NM, 1987. (\$7,500).

1986

Stuessy, C.L., & Rodriguez, R. *Science education training for elementary school principals and teachers*. National Science Foundation, 1986-1988. (\$70,000).

DISSERTATIONS AND THESES CHAIRED

Hollas, Victoria. (December, 2011). *Science teaching in Texas: Investigating relationships among Texas high school science teachers' working conditions, job satisfaction, and retention*. Ph.D. Dissertation, Texas A&M University. (Dr. Hollas is currently employed as a Senior Analyst at Aon Hewitt in The Woodlands, TX.)

Spikes, Sara Elizabeth. (August, 2011). *State-of-the-state of Texas retention of high school science teachers*. Ph.D. Dissertation, Texas A&M University. (Dr. Spikes is currently a post-doctoral fellow in the Department of Teaching, Learning and Culture at Texas A&M University for the school year 2011-2012.)

Bozeman, Dane. (December, 2010). *Teacher participation in professional activities and job satisfaction: Prevalence and associative relationships to retention for high school science teachers*. Ph.D. Dissertation, Texas A&M University. (Mr. Bozeman is a post-doctoral fellow in the Department of Teaching, Learning and Culture at Texas A&M University during the spring of 2011 and school year 2011-2012.)

Lane, Cleveland. (December, 2010). *Differential effects of the manipulation of endoplasmic reticulum data sets using Image J analysis software for conceptual understanding in a college biology course*. Ph.D. Dissertation, Texas A&M University. (Mr. Lane is an assistant professor in the Department of Biology, Prairie View A&M University, Prairie View, TX.)

Ivey, Toni. (December, 2009). *State-of-the-state for induction-year high school science teachers in Texas: An analysis of contextual variables and implications for policy*. Ph.D. Dissertation, Texas A&M University. (Dr. Ivey is currently an assistant professor at Oklahoma State University, Stillwater.)

Brooks, Lisa. (May, 2009). *Learning and transfer in a complex professional development setting: A cross-case analysis of the perceptions and practices of science teachers*. Ph.D. Dissertation, Texas A&M University. (Dr. Brooks is currently a post-doctoral researcher at the University of Akron, OH.)

Gerren, Sally Sue. (August, 2008). *A case study: The relationship between the use of graphing calculators and the development of classroom norms in a college algebra course*. Ph.D. Dissertation, Texas A&M University. (Dr. Gerren is currently a high school mathematics teacher; this dissertation was co-chaired with Dr. Gerald Kulm).

Force, Crista. (August, 2007). *Overcoming the obstacles: Life stories of scientists with learning disabilities*. Ph.D. Dissertation, Texas A&M University. [Dr. Force is currently teaching science at Cypress Creek High School, Houston, TX.]

Metty, Jane. (June, 2006). *A comparative study of authentic student research versus guided inquiry in affecting middle school students' abilities to know and do genetics*. M.S. Thesis, Texas A&M University. [Ms. Metty is currently an assistant professor of education at Mercer University in Atlanta, Georgia. She completed her Ph.D. under the guidance of Dr. Lynn Burlbaw.]

Jensen, Deborah. (December, 2004). *Case study of an expert mathematics teachers' decision-making behaviors correlated with physiological response rates*. Ph.D. Dissertation, Texas A&M University. [Dr. Jensen is Director of Programming and Implementation for the Southeast Regional T-STEM Center, Division of Community Outreach, UT Medical Branch in Galveston.]

Bryan, Joel. (December, 2003). *Preservice elementary teachers' selection and use of simultaneously available multiple resources during attempts to complete unguided inquiry physics tasks*. Ph.D. Dissertation, Texas A&M University. [Dr. Bryan is an assistant professorship in Physics and Astronomy at Ball State University, Muncie, Indiana.]

Hammer, Margaret. (August, 2001). *Bringing ocean science to the classroom through technology: A case study of the Topex/Poseidon Educational Program Project*. Ph.D. dissertation, Texas A&M University. [Dr. Hammer currently is an assistant professor of science education at Midwestern State University, Wichita Falls, TX.]

Stiles, Thomas. (May, 2001). *Doing science: Teachers' authentic experiences at the Lone Star Dinosaur Field Institute*. Master's thesis, Texas A&M University. [Co-chaired with Dr. Cathy Loving. Mr. Stiles completed the Ph.D. at Arizona State University, Tucson, in 2006, and was a Postdoctoral Fellow on the PRISE Project, Texas A&M University, College Station, from 2006-2008.]

Foster, Andrea. (August, 1998). *Seeing things through science eyes: A case study of an exemplary elementary teacher*. Ph.D. dissertation, Texas A&M University. [Dr. Foster is an associate professor of science education at Sam Houston State University, Huntsville, TX.]

Lowery, Norene. (May, 1998). *Construction of teacher knowledge in context: Preparing elementary teachers to teach mathematics and science*. Ph.D. dissertation, Texas A&M University. [Dr. Lowery holds an assistant professorship in mathematics education at Houston Baptist University, Houston, TX.]

Parker, Dawn. (August, 1997). *Collaborative models for preservice elementary science preparation at colleges and universities in Texas*. Ph.D. dissertation, Texas A&M University. [Dr. Parker holds the position of Clinical Professor at Texas A&M University, College Station.]

Farnsworth, Charles C. (August, 1996). *Tracking the development of clinical expertise in veterinary students Measuring the effects of problem-based learning*. Ph.D. dissertation, Texas A&M University. [Dr. Farnsworth was employed to design problem-based learning scenarios for the College of Veterinary Medicine and also serves as a Clinical Assistant Professor in the Department of Educational Administration and Human Resource Development at Texas A&M University, College Station, prior to his death in 2011.]

Hidy, Patrick K. (August, 1996). *The use of generative analogies by community college physiology students*. Ed.D. Record of Study, Texas A&M University. [Dr. Hidy holds the position of Science Professor, Department of Anatomy and Physiology, Central Texas College, Killeen, TX.]

Zuhn, James. (June, 1995). *The Organizer: A hypertext tool to assist teachers in the development of cognitive-constructivist curriculum*. Ph.D. dissertation, Texas A&M University. [Dr. Zuhn was an educational technologist at Southwest Educational Development Laboratory, Austin, TX, prior to his death in 2000.]

Tucker, Gary. (August, 1994). *Research and development of visualization technologies to enhance teacher cognition*. Ph.D. dissertation, Texas A&M University. [Dr. Tucker is Dean of Online Learning, Rochester College, Rochester Hills, MI.]

Travis, Moreen. (August, 1993). *Teachers' conceptions of the nature of science: Their impact on the planned implementation of mandated curriculum*. M.S. thesis, Texas A&M University. [Dr. Travis (Corvan) is a consultant in program design and evaluation, Idaho State University, Pocatello, ID. She completed her doctoral studies at the University of Cincinnati, Cincinnati, OH. She received the inaugural Outstanding Master's Thesis Award from the National Association for Research in Science Teaching in spring 1995.]

Naizer, Gilbert. (June, 1993). *Issues of validity and reliability in the development of performance-portfolio assessment for preservice teachers of mathematics and science*. Ph.D. dissertation, Texas A&M University. [Dr. Naizer is Professor, College of Education, Texas A&M University at Commerce.]

Pollard (Campbell), Rebecca. (August, 1990). *Facilitating conceptual change through instructional strategies: An experimental study using the Karplus Learning Cycle*. M. S. thesis, Texas A&M University. [Dr. Pollard completed doctoral work in the Department of Educational Psychology, Texas A&M University and is an associate professor in educational psychology at the University of Northern Arizona, Flagstaff.]

Rowland, Paul M. (May, 1988). *The effect of two modes of computer-assisted instruction and individual learning differences on the understanding of science concept relationships*. Ph.D. dissertation, New Mexico State University. [Dr. Rowland recently served as Dean of the School of Education at the University of Montana, Missoula and Dean of the College of Education at the University of Idaho in Moscow; he is Executive Director, Association for the Advancement of Sustainability in High Education in Denver, CO.]

ACADEMIC LEADERSHIP AT TEXAS A&M UNIVERSITY

University Level

Co-Director, Center for Science and Mathematics Education, Colleges of Science and Education, (2001 - current).

Member, Center for the Integration of Research, Teaching, and Learning, Steering Committee (2007 - 2009).

Member, Search Committee, Science Education Policy Researcher, College of Science (2007).

Member, University Faculty Senate Rules and Regulations Committee (2002 -2006).

Member, University Life Sciences Task Force, (2001-2003).

Chair, Council on Teacher Education (1999 - 2001).

Chair, University Academic Appeals Panel, Office of the President (1993 - 2000); Member (1991-1993).

Member, University Graduate Instruction Committee, Office of Graduate Studies (1998-1999).

Member, Vision 2020 Task Force, Office of the President (1998-1999).

Member, Interdisciplinary Policies & Oversight Committee, Biological Sciences Subcommittee, Office of the Vice President for Research (1998 -).

Member, Ad hoc Committee to Develop University Position Statement regarding Scientific Misconduct, Office of the Vice President for Research (1996-1997).

Chair, Ad hoc Committee to Investigate Allegations of Scientific Misconduct in the Department of Sociology, Office of the Vice President for Research (1995-1996).

Representative for the College of Education, Council of Principal Investigators (1995-1999).

Reviewer, Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research (1993,1994).

Member, University Disciplinary Appeals Panel (1991-1994).

Member, National Science Board, Government-University-Industry Research Roundtable, Interdisciplinary Task Force (1993-1997).

Member, University Womens Studies Interdisciplinary Research Group (1991 -).

Co-Planner, Building Bridges Symposium (1991).

Representative, Commitment to Education Task Force, Math and Science, (1990-1992).

Member, Womens Faculty Advisory Group, Member (1990 -).

TAMU Mentor (1989-1993).

Team Member, Project 30 (1990-1994).

Joint Colleges of Science/College of Education and Human Development

Co-Director, Center for Science and Mathematics (2001 -).

Member, Mathematics/Science Center Advisory Board (1996 -).

Associate Director, Information Technology in Science (ITS) Center for Teaching and Learning (2002 -).

College of Education and Human Development

Member, Technology Task Force (2005 - 2010).

Immediate Past Chair, Council of Principal Investigators (2006-2007), Chair (2005-2006), Member (2004-2005).

Member, Graduate Instruction Committee (2004-2006), Co-Chair (2002–2004), Substitute (2007).

Member, Mathematics & Science Endowed Chair Search Committee (1999-2000).

Member, College of Education Restructuring Task Force, Interdisciplinary Faculty Committee (1999 -).

Chair, College of Education Graduate Council (1998-1999).

Member, Endowed Chair Search Committee (1998-1999).

Member, Department Head Search Committee (1995-1996).

Member, College Research Council (1997-1998).

Member, Accelerated Middle School Training Group (1993-1997).

Chair, Christopher Columbus Lab Advisory Committee (1991-1996).

Department of Teaching, Learning & Culture

Member and Science Education Representative, Department Leadership Council (2007 - 2011).

Member, Online Ed.D. Steering Committee (2006 -).

Member, TLAC Graduate Committee (2003 -).

Science Education Cognate Chair (2005 -).

Chair, Science Society and Technology Cognate Group (2003-2005).

Secondary Education Representative, Elementary Teacher Education Program Leadership Council (1999-2000).

Member, Technology Integration Task Force (1998-1999).

Assistant Department Head and Coordinator of Graduate Programs (1998-1999).

Chair, Search Committees for Early Childhood, Mathematics Education, Reading, and Educational Technology (1998-1999).

Co-Director and Evaluator, Secondary Education Phase III Implementation Team (1998-1999).

Chair, Mathematics, Science and Society Governance Group (1995-1996).

Phase III Design Coordinator, Secondary Education Committee (1994-1997).

Member, Search Committee for Mathematics Educator (1992).

Chair, Technology Integration Task Force (1992-1993).

Chair, Scholarship Committee (1991-1992).

Chair, Outstanding Dissertation Selection Committee (1991-1992).

Member, Educational Technology Search Committee (1991).

Member, Graduate Committee on Enrollment Management Guidelines (1991).

Co-Planner, Science Education Reform Conference (1991).

Member, Faculty Representative Council (1990-1991).

TEXAS A&M UNIVERSITY TEACHING RESPONSIBILITIES

(A pre-1989 listing of similar courses taught at other universities is available upon request)

Undergraduate Courses

Elementary Science Methods

Field-Based Integrated Methods in Elementary Science, Mathematics, and Social Studies

Integrated Methods in Elementary Mathematics and Science Teaching

MEFB Science Education in the Middle and Secondary School

Self-Directed Field-Based Experiences in Secondary Education
 Student Assessment in the Secondary School (Phase III Module)
 Teaching Science in the Secondary School Classroom
 Teaching Skills II: Motivation, Ethics, and Instructional Strategies

Graduate Courses

Advanced Elementary Science Methods
 Advanced Methods of Elementary Science Education
 Advanced Methods of Secondary Science Education
 Cognitive Science Foundations of Information Technology (with Dr. Andrew Stricker)
 Curriculum Development
 Data Collection and Analysis in Field-Based Settings
 Educator as Researcher
 How People Learn Mathematics and Science
 Instruction Theory
 Integrated Methods in Secondary Mathematics and Science Teaching
 Integrating the Curriculum in Mathematics, Science, and Technology
 Issues in Curriculum: Modeling in Science and Mathematics Education
 Mixed Methods Research in Curriculum and Instruction
 Patterns of Learning and Theories of Teaching
 Reading Research in Science Education and Information Technology
 Research and Foundations of Science Education
 Research in the Secondary Science Teacher Professional Continuum
 Science Curriculum
 Scientific Inquiry in K-16 Settings
 Special Topics in Plant Pathology (with Dr. Jane Magill, Department of Plant Pathology)
 Ways of Knowing in Mathematics and Science (with Dr. Tony Petrosino)

K-12 Teaching and Related Experience

High School Biology Teacher, Worthington OH (3 years)
 Middle School Science Teacher, Worthington OH (5 years)
 Middle School Gifted and Talented Coordinator and Teachers, Worthington OH (2 years)
 Science Curriculum Coordination Consultant, grades K-8, Bryan TX (3 years)

CONSULTING

National and University Levels

University of Ontario, External Reviewer, Dissertation of Cheryl Madiera (2010).
 American Association for the Advancement of Science, San Antonio Project 2061 (1999-2005).
 Botanical Society of America, Missouri Botanical Garden, St. Louis, MO (2005-2007).
 Central Texas Community College, National Science Foundation Undergraduate Reform Project,
 Advisory Board Member (1995-1997).
 National Center for Science Teaching and Learning, Ohio State University (1991).

National Science Foundation, Division of Undergraduate Science Reform Conference, Presenter (1992); Division of Teacher Enhancement, Reviewer (1991, 1998).
National Science Foundation, Proposal Reviewer (2007, 2008, 2009).
New Mexico Highlands University, Las Vegas, NM (1998).
New Mexico State University, National Science Foundation Undergraduate Calculus Reform Project (1988-1993).
NSF-Funded Math-Science Partnership Grant, DelMar College, TX (2003).
Sam Houston State University, National Science Foundation Undergraduate Calculus Reform Projects (1993-1997).
San Jacinto Community College Central (1997).
Texas Collaborative for Excellence in Teacher Preparation, A&M University at Corpus Christi (2002, 2003).
Texas Rural Science Initiative, Texas A&M University, Canyon, TX (2001).
University of Ontario, Outside Reviewer for Dissertation of Cheryl Mадiera (Fall 2010).
Vanderbilt University, Dean of Information Technology's Office, Nashville, TN (2002-2004).
Vanderbilt University, VANTH Engineering Research Collaborative, Nashville, TN (2003-2006).
West Texas University, Chancellor's Conference (1998).

State and Local Levels (since 1988)

Alief Independent School District, Houston, TX (1992).
Anchorage Independent School District, Anchorage, AK (1996).
Beckendorf Junior High School, Tomball, TX (1992).
Bryan Independent School District, Bryan, TX (1995 - 2001).
Bullard Independent School District, Bullard, TX (1999 -).
Center for Distance Learning Research, Texas A&M University (2005).
Center for Leadership in Science, Mathematics, and Technology, San Antonio, TX (1999 -2001).
College Station Independent School District, College Station, TX (1990-1991).
Cypress-Fairbanks Independent School District, Houston, TX (1992).
Edgewood ISD, San Antonio, TX (2000-2001).
Farmington Municipal School District, Farmington, NM (1986-1988).
Fort Worth Museum of Science and History, Fort Worth, TX (1997, 1999).
Graham Independent School District, Graham, TX (1997, 1996).
Harlingen Independent School District, Harlingen, TX (1998).
Irving Middle School, Norman, OK (1998-1989).
NSBRI Project, Rice University (2004).
Palestine Independent School District, Palestine, TX (1998).
San Antonio Independent School District, San Antonio, TX (1994).
State of New Mexico, Dept. of Education, Title II Advisory Committee (1987-1988).
State of New Mexico, Review Board for Professional Standards Commission, Educator Preparation and Licensure (1987-1988).
Uvalde Independent School District, Uvalde, TX (1992).
Waco Independent School District, Waco, TX (1989).
Worthington Independent School District, Worthington, OH (1990).