

CURRICULUM VITA

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EDUCATION

Doctor of Philosophy, (Science Education). 1990. Purdue University, West Lafayette, IN.

Master of Applied Science, (Science Education). 1986. Curtin University of Technology, (formerly Western Australian Institute of Technology, WAIT).

Diploma of Education (Major: Chemistry, Junior/Senior High School Science. Minor: Junior/Senior High School Mathematics. 1980. Flinders University of South Australia.

Bachelor of Science, (Honors: Organic Chemistry). 1979. Flinders University of South Australia.

Bachelor of Science, (Major: Chemistry. Minor: Mathematics and Geography). 1978. Flinders University of South Australia.

Masters Project Title: "Trends and enrollment patterns of females in science courses at the secondary and tertiary level in Western Australia, 1975-85."

Ph.D. Thesis Title: "A study of the implementation of equitable teaching strategies by preservice teachers during student teaching practicum."

PROFESSIONAL EXPERIENCE

The University of Delaware

Professor of Chemistry, Cooperating Appointment in Educational Development, September 2007 to present. Responsible for all aspects of secondary science education, including pre-service teacher preparation, NCATE reporting and externally funded grants.

Associate Professor of Chemistry, Cooperating Appointment in Educational Development, June 1997 to present.

Responsible for all aspects of secondary science education, including pre-service teacher preparation, NCATE reporting and externally funded grants. Developed cooperative projects with public schools, served as committee member for Delaware Science Content Standards in the mid 1990's and the review committee in mid 2000's.

Assistant Professor of Chemistry, Cooperating Appointment in Educational Development & a secondary appointment in Women's Studies, Fall 1993 – May 1997.

The University of Pennsylvania

Graduate Faculty, *Graduate School of Education & Department of Chemistry*, taught chemistry education in the Masters of Chemistry Education program, Philadelphia, PA, September, 2002- present. Served as liaison between internal and external evaluation for the PennSTI, August 2005-2009.

National Science Foundation

Program Director, National Science Foundation *Division of Elementary, Secondary, and Informal Education*, Washington, DC, August 1, 2000- July 2001. National Science Foundation, 1999–2001. Responsible for programs concerned with elementary and secondary education, with a foci in physical sciences and/or technology including *Teacher Enhancement*, *Centers for Learning and Teaching*, and *Instructional Materials Development*.

Miami University

Research Director, (on leave), National Science Foundation (NSF) Project *Bridging the Gap: Equity in Systemic Reform*, Oxford, OH, January 1998-99. Oversaw the project's research agenda at Miami University.

The University of Maine

Assistant Professor of Science Education, Cooperating Professor of Chemistry, 1990-1993.

Miami University, Oxford, OH.

Graduate Research Assistant, 1989-1990.

Purdue University, West Lafayette, IN.

Graduate Teaching Assistant, Department of Biological Sciences.
University Supervisor, Preservice Biology Teachers, Department of Education.
Graduate Research Assistant (NSF Project), 1987-1989.

St. George's College (part of the University of Western Australia)

Resident Tutor in Chemistry, 1985-1987.

St. Mark's College, Highgate, Western Australia

Coordinator of Science, Mathematics & Technology: Chemistry & Science Teacher, 1987.
Head of Science; Chemistry, Science & Mathematics Teacher, 1984-86.

Christian Brothers College, Fremantle, Western Australia

Teacher, Science & Mathematics Department, 1981-84.

Flinders University of South Australia

Demonstrator, Organic Chemistry, 1979-80.

RELATED EXPERIENCE

Honors/Awards

Scantlebury, K. (2005). Meeting the needs and adapting to the capital of a Queen Mother and an Ol' Head: Gender equity in urban high school science. In K. Tobin, R. Elmesky, & G. Seiler, (Eds). *Improving Urban Science Education: New Roles for Teachers, Students & Researchers*, Choice Book Award for Outstanding Academic Titles, 2006.

National Science Foundation, *Director's Award for Program Management Team- Centers for Learning & Teaching*, 2001.

Nominated for *Outstanding Science Teacher Educator of the Year*. Level II, Association for Science Teacher Education (ASTE), 2006.

Nominated for *Innovations in Teaching Science Teachers*, Association for Science Teacher Education (ASTE), 2006.

Nominated for *Excellence in Teaching Award*. University of Delaware, 2006.

Nominated for *Excellence in Advising Award*. University of Delaware, 2006.

Nominated for Delaware's Chamber of Commerce "*Superstars in Education*," 1995.

Consultancies

Universities

Visiting Professor, *Center for Women, Science & Technology, The College of St. Catherine*, Key research in SMET gender issues. St Paul, MN, 2006- 2007.

Consultant, *University of Florida, School of Teaching & Learning*, Gender issues in SMET, Gainesville, FL, 2006.

Consultant *Project Discovery*, (Ohio's Statewide Systemic Initiative), funded by National Science Foundation, 1994-1997.

International

Research Perspectives & Presenter, Ministry of Education, Japan, *Culture, Language, and Gender-Sensitive Science Education Project* (CLAG) Kobe University, Higashi-Hirsohima, Japan, October, 2001. provided expertise on research.

Research Perspectives & Presenter, Ministry of Education, Japan, *Culture, Language, and Gender-Sensitive Science Education Project* (CLAG) Kobe University, Kobe, Japan, September, 2000.

Participant, National Research Foundation: South Africa and National Science Foundation, *Weaving together the strands of systemic reform: Professional development, assessment and research*, Pretoria, South Africa, October 27-29, 1999.

External Evaluator

Evaluation Director, *University of Pennsylvania Science Teachers Institute: Preparation and retention of highly qualified science teachers through content intensive programs*, funded by National Science Foundation, Mathematics & Science Partnership, September 2007-July 2009.

Evaluation Director, *CASPIE (Center for Authentic Science Practice in Education)* by National Science Foundation, Curriculum, Content and Laboratory Instructions September 2007-July 2009.

Evaluator, *University of Pennsylvania Science Teachers Institute: Preparation and retention of highly qualified science teachers through content intensive programs*, funded by National Science Foundation, Mathematics & Science Partnership, September 2004- August 2007.

Evaluator, *COACH- Committee on the Advancement of Women Chemists*. University of Oregon, 2000-2004.

Evaluator, American Physiological Society, *Expanding Frontiers: Integrating Inquiry, Equity, and Technology Project*. 1999-2001.

Evaluator, *Consortium for Policy Research in Education*, University of Pennsylvania, 1997-2002.

Evaluator, *Sisters in Science*, Temple University, Philadelphia, PA, 1997-2000.

Evaluator, *Miami University*, Physics Department, Evaluation of equity in the undergraduate physics program, December 1993.

School Districts & Organizations

Consultant, *United Federation of Teachers, Teacher Center-New York*, Teaching strategies for urban students. New York, NY, 2006.

Consultant, *Delaware State Department of Education*, Alignment of state recommended high school science curriculum with state-standards, Dover, DE, 2004-2007.

Consultant, *Kamehameha School District, Evaluation of the Implementation of Physics First Curriculum*, Hawaii. January, 2004-2005.

Consultant & Workshop Presenter for *Camden County Technical Schools*, Reflective practice for science teachers, Gloucester, 2004-2005.

Workshop Presenter for *Pinellas County School District*, Gender equity in science, Largo, FL, 1997.

Consultant & Workshop Presenter for *Cincinnati Public Schools*, Gender equity in elementary school science, Cincinnati, OH, December, 1994.

Consultant & Presenter for the *Teacher Education Equity Project's Summer Workshop*, Minneapolis, MN, August 1994.

Evaluator for *Caribou School District*, Caribou ME, Evaluation high school science program, 1993.

Evaluator for *North Valley Vocational Center*, Grafton, ND. Developed survey instruments and evaluated equity project. 1991.

Evaluator, *Project Link*, Intermediate District 287, Hennepin Technical College, Plymouth, MN. Developed survey instruments and evaluated equity project aimed at encouraging girls to participate in science and mathematics, 1990.

Evaluator, Girls Clubs of America, *Operation Smart in Rural Communities*, Rapid City, SD. Developed the networking component for rural equity project, 1990.

Evaluator, *Committee on the Status of Women in Microbiology*. Analyzed annual survey results, provided data for poster presentation at national meeting, May 1990.

Evaluator, *The Science Connection*, Houston Museum of Natural Science, TX. Evaluated sixth-grade science curriculum materials, 1989.

Invited Participant

Participant, *Preparation of High School Science Teachers*, Knowles Science Teaching Foundation, Wingspread Conference Center, WI, September, 2006.

Presenter, *Urban Educators Forum: Leadership for Equity: Creating Opportunities for Excellence*, United Federation of Teachers, Teacher Center-New York, New York, NY, June, 2006.

Presenter, *Why the difference? Conference*, Center for Women, Science & Technology, The College of St. Catherine St Paul, MN, June, 2006.

Presenter, *Gordon Research Conference in Chemical Education*, New London, CT, July, 2005.

Participant, Henry & Clare Booth Luce Foundation, *Nurturing the Next Generation Research on Gender and Science and Engineering*, New York, May, 2004.

Participant, "*Reciprocal Science Success*," Towson State University, Towson, MD, 1997.

Presenter, National Science Foundation, *Women & Science: Celebrating Achievements & Charting Challenges*, Washington DC, December, 1995.

Presenter, American Association for the Advancement of Science, *Furthering Teacher Education Reform, Project 2061/Higher Education Meeting*, Columbia, MD, August, 1995.

Participant, *Gordon Research Conference in Chemical Education*, Ventura, CA, January, 1995.

Participant, American Association for the Advancement of Science, *Blueprint for Teacher Education, Project 2061/Higher Education Meeting*, Michigan State University, East Lansing, Michigan, October 19-21, 1994.

Graduate Student Participant, *Women in Science and Engineering Conference*, The University of Michigan, Ann Arbor, MI, 1987.

Graduate Student Participant, *Fourth International Girls and Science and Technology (GASAT) Conference*, Ann Arbor, MI, 1987.

Reviewer

Contribution Editor. *Cultural Studies of Science Education* BLOG, 2006-2008.

Editorial Board Member *Cultural Studies of Science Education*. 2005-2008.

Board Member, *Teaching and learning science: A handbook*. Praeger Publishing. (Editor Kenneth Tobin), 2005-2006.

Ad Hoc Journal Reviewer

International Journal of Mathematics & Science Education, 2007.

Mind, Culture & Activity, 2006, 2007.

International Journal of Science Education, 1992.

Journal of Research in Science Teaching, 1993, 2000-2002, 2004-2007.

Journal of Learning Environments Research, 2000.

Gender and Society, 1994-2002.

Science Education, 2001-2002.

Program proposals for the *National Association of Research in Science Teaching's Annual Meetings*, 1993-1997.

National Science Foundation, Proposal Reviewer, 2002-2006.

CTB/McGraw Hill Reviewer of *K-12 Science Examination Materials* for science content and equity bias, 1995.

Invited reviewer for the National Research Council's Committee on Undergraduate Science Education (CUSE) Report, *Science Teaching Reconsidered*, 1996.

Multi-media materials for undergraduate chemistry courses. John Wiley & Company, March 1994.

Science Methods Textbook for Allyn & Bacon Publishing Company, March & December 1993.

Other

University of Delaware's representative to *Project Kaleidoscope: Faculty for the 21st Century*, 1996-2000.

Fellow, *The Institute for Transforming Undergraduate Education*, University of Delaware, 1997.

GRANTS

Principal Investigator, *Expanding research opportunities and experiences in science education*, University of Delaware, College of Arts & Sciences, Transformation Grant, September 2006-August 2008 (\$24,880).

Co-Principal Investigator & Project Director, (Principal Investigator, Dr. George Watson). National Science Foundation (NSF) GRE 0538555, *Track, 1 GK-12: Improvement of science education in vocational technical high schools through collaborative learning and coteaching*. June 2006-May 2009 (\$1,700,000).

Principal Investigator, *Examining the effectiveness of implementing the 4 Co's to improve secondary science education student teaching*. Delaware Center for Teacher Education September 2004-August 2005 (\$12,000).

International Travel Award, University of Delaware, College of Arts and Sciences, 2005. (\$500).

Principal Investigator, *Using coteaching to improve secondary science education student teaching* Delaware Center for Teacher Education. September 2003-August 2004 (\$15,355).

Principal Investigator, *Developing long-term performance based assessments for the University of Delaware's Secondary Science Education Program*, Delaware Center for Teacher Education Quality Learning Experience Grant. September 2002 (\$3,000).

Co-Principal Investigator, (Principal Investigator, Dr. Jane Butler Kahle). National Science Foundation (NSF) *Bridging the Gap: Equity in Systemic Reform*, Miami University, Oxford, OH. July 1999 - August, 2000. (\$1,170,156)

Principal Investigator, Eisenhower Professional Development Program Title II, *Promoting Professional Development in Preservice Secondary Science Education Teachers*. August, 1996 - September, 1997 (\$9,732).

Co-Principal Investigator, (Principal Investigator, Dr. Harry Shipman). National Science Foundation (NSF), *DISCUS Delaware's Innovative Science Collaborative for Undergraduate Success- Pilot Project*. March, 1996 – March, 1997 (\$100,000).

International Travel Award, University of Delaware, College of Arts and Science, 1996. (\$1,000).

Principal Investigator, American Chemical Society's Committee on Corporation Associates, *The Role of Business in Science Education Reform: Perspectives from K-16 Teachers, Scientists and Business Leaders*. September, 1995 - January, 1997 (\$6,000).

Principal Investigator, Eisenhower Title II Program, *Modification of chemistry and the human environment into a laboratory course for preservice and inservice elementary and middle school teachers*. May, 1995 - September, 1995 (\$15,333).

Principal Investigator, National Science Foundation (NSF), *The preparation of gender-sensitive teachers in the University of Delaware's secondary science education program*. July, 1994 - August, 1998 (\$502,820).

Coordinator, UNIDEL Foundation, *Secondary Science Education Center*. January, 1994 - September, 1997 (\$336,000).

Co-Principal Investigator, Department of Energy (DOE), *Maine Preservice Teacher Enhancement Program*. September, 1993- August, 1996 (\$96,000).

Steering Committee, (Principal Investigator, Dr. Dagmar Cronn) for *Beacon College* (part of Maine's Statewide Systemic Initiative submitted to Maine Science and Technology Commission (MSTC). May 1992 - August, 1993 (\$50,000).

Co-Investigator, (with Dr. Susan Laird) Curriculum Development Grant - *Graduate courses in Gender Studies and Education* funded by Women in the Curriculum. May 1991 - September, 1991 (\$2,500).

Co-Investigator, (with Dr. Susan Laird) *Evaluation of S³ (Science Students Support)* funded by the College of Sciences. September, 1992 - May, 1993 (\$2,000).

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for the Advancement of Science	Association of Science Teacher Educators
American Association of University Women	Delaware Teachers of Science
American Chemical Society	National Association for Research in Science Teaching
American Educational Research Association	National Science Teachers Association

COMMITTEES

University

University Council of Teacher Education-Honors Day Committee	2004
Commission on the Status of Women.....	1994
University Council of Teacher Education	1999-2000
Advisory Board, Mathematics/Science Education Resource Center	1996-1997
Co-Chair	
– University of Delaware’s Taskforce on Mathematics and Science Education	1994-1995
– Taskforce on Science Education at the University of Delaware	1995
School of Education	
- Search Committee on Science Education.....	1994
– Taskforce on Clinical Studies	1999-2000
College of Arts & Sciences	
– Chair of Search Committee, Science Education, Student Teaching Specialist	2006
- Judge, GEIS Student Research on Women Conference.....	2000-2006
– Promotion and Tenure	1999-2001
– Coordinator for Teacher Education	1999-2000
– Interdisciplinary Studies Advisory Council	1999-2000
– Women’s Studies Advisory Board	1994, 1998-1999
– Search Committee, Mathematics Education (Department of Mathematics)	1995, 1996
– Biology Education (Department of Biological Sciences)	1996, 1997, 2004, 2005
– Chair, Science Education Advisory Committee.....	1993-2005
– Secondary Education Committee.....	1993-2005
Department	
– Undergraduate Chemistry Curriculum Committee.....	1994, 1995, 1998-2001
– Taskforce on Chemistry Curricular Reform	1995
– Inorganic Search Committee.....	1994, 1995, 1997
– New Student’s Orientation	1994

State

Member of Delaware’s Department of Education, <i>Chemistry Curriculum Committee</i>	2002-2006
Member of Delaware’s Department of Education, <i>State Science Standards Committee</i>	2003-2006
Instructor, Delaware’s Department of Education, <i>Foundations of Chemistry, 9th Grade</i>	2004-2006
Member of Delaware’s Department of Education, <i>Higher Education Committee</i>	1997-2000
Member of <i>Science of Inquiry Van</i>	
– Planning Committee	1995-1997
– Steering Committee	1997-2000
Member of <i>State Science Frameworks Commission</i>	1994-1995
Member of <i>State’s Science Advisory Council</i>	1994-1999

Board Member of the <i>Delaware Association of Biology Teachers</i>	1994-1996
Member of <i>WISE</i> (Women in Science and Engineering)	1994-1995
Member of <i>QUEST</i> (Quality and Excellence in Science Teaching) Committee	1994-2000
Member of State's <i>Math/Science Steering Committee</i>	1994-1995
Board Member of <i>The Science Alliance</i>	1994-1995

National

Juror, <i>Maria Mitchell Association – Women in Science Award</i>	2007
Editorial Board Member <i>Cultural Studies of Science Education</i> . Springer.....	2005-2008
Member of the National Advisory Board for <i>CASPIE</i> (<i>Center for Authentic Science Practice in Education</i>).....	2004-2007
Invited Participant, <i>American Chemical Society's</i> Committee Chemistry Content for NSTA/NCATE Standards.....	2002
Judge, <i>National Science Olympiad</i>	2002
Member of the Election Committee for American Association for the Advancement of Science (AAAS) <i>Section on Education (Q)</i>	2002-2006
Member of the Steering Committee for American Association for the Advancement of Science (AAAS) <i>Section on Education (Q)</i>	2002-2006
Member of the National Advisory Board for the <i>University of Pennsylvania's</i> <i>Master of Chemistry Education (MCE) Program</i>	2000-2002
Invited International Researcher on <i>International Joint Research on Culture, Language</i> <i>and Gender Sensitive Science Teacher Education Program</i> , Research Institute for Higher Education, Hiroshima University	2000-2002
Executive Board Member of National Association of Research in Science Teaching (NARST)	1999-2002
Chair of NARST's <i>Outstanding Paper Awards Committee</i>	1999-2002
Member of NARST's	
– Program Proposal Review	2006
– Program Committee	1993-1996, 1999-2000
– Undergraduate Science Education Ad Hoc Committee	1998-2001
– Committee on Equity Issues in Science	1995
– Policy Committee.....	1993-1994
Member of the National Advisory Board for American Physiological Society's <i>Expanding Frontiers: Integrating Inquiry, Equity, and Technology Project</i>	1996-2000
Member of the National Advisory Council for <i>InGEAR</i> (<i>Integrating Gender Equity and Reform</i>)	1996-1997
Member of <i>Chemical Heritage Foundation</i> . Educational Advisory Committee on National Outreach	1997
Co-Chairperson of NARST's Ad Hoc <i>Committee on Equity Issues in Science</i>	1993-1994
Member of the National Advisory Board for <i>Teacher Education Equity Project</i>	1993-1995
Member of the National Advisory Board for American Association for the Advancement of Science (AAAS) <i>Girls and Science: Link Up with the Future</i>	1994-1995

National Science Foundation

Centers for Learning and Teaching- Evaluation	2000-2001
Centers for Learning and Teaching Coordinating Council	2000-2001
Future Priorities for the Instructional Materials Development Program	2000-2001
Evaluation Committee for ESIE.....	2000-2001
ESIE representative to Information Technology Research/ People and Social Groups Interacting with Computers and Infrastructure	2000-2001

Member of the National Advisory Board for *Summit on Science*..... 1999-2000

PUBLICATIONS

Books

Scantlebury, K., Kahle, J.B., LaVan, S.K. & Martin, S. (Editors). (contract accepted). *Re-visioning science education from feminist perspectives: Challenges, choices and careers*. Sense Publishers.

Monographs

Baker, D., & Scantlebury, K. (Eds.). (1995). *Science "Coeducation": Viewpoints from gender, race and ethnic perspectives*. NARST Monograph Series, Monograph #7, Manhattan, KS: National Association of Research in Science Teaching.

Monograph Chapters

Scantlebury, K. & Kahle, J.B. (2003). Successful strategies for closing the achievement gap in urban schools. In M. K. Kelly & I. DeLoach Johnson, (Eds.). (pp. 79-82). *Proceedings of Ohio's invitational conference: Narrowing achievement gaps*. Oxford, OH: Miami University.

Scantlebury, K. & Jones, L. S. (1999). *Science education as a site for feminist leadership in the natural sciences*. In G.M Hildebrand, (Ed). (1999). *Gazing into the Future: Proceedings of the Gender and Science Education (GASE) Colloquium Boston, 1999*. (pp. 88-89). The University of Melbourne, Parkville, Vic, Australia.

Baker, D., & Scantlebury, K. (1995). Where feminist research and science education meet. In D. Baker & K. Scantlebury (Eds.), *Science "coeducation": Viewpoints from gender, race and ethnic perspectives*. (pp. 1-6). NARST Monograph Series, Monograph #7, Manhattan, KS: National Association of Research in Science Teaching.

Roychoudry, A., Tippins, D., & Scantlebury, K. (1995). "Science is all around: A gender-inclusive science teaching." In D. Baker & K. Scantlebury (Eds.), *Science "coeducation": Viewpoints from gender, race and ethnic perspectives* (pp. 109-123). NARST Monograph

Series, Monograph #7, Manhattan, KS: National Association of Research in Science Teaching.).

Scantlebury, K., & Baker, D. (1992). Teaching for gender differences. In F. Lawrenz, R. Cochran, J. Krajck & P. Simpson (Eds.), *Research matters to the science teacher* (pp. 93-100). Manhattan, KS: National Association of Research in Science Teaching.

Scantlebury, K., & Kahle, J. B. (1991). Assessing the equitable science classroom. In L. Rennie, L. Parker & G. Hildebrand. (Eds.), *Proceedings of the Sixth International Gender and Science and Technology (GASAT) Conference: Action for equity: The second decade*. (pp. 310-318). Perth, Australia. Key Centre for Teaching and Research in School Science and Mathematics (particularly for Women) Curtin University of Technology.

Scantlebury, K. (1987). Female enrollment in science courses at tertiary institutions, 1975-1985. In B. Fraser & G. Giddings (Eds.). *Gender issues in science education* (pp. 19-29). Perth: Research Seminar & Workshop Series, Curtin University of Technology.

Book Chapters-Peer Reviewed

Scantlebury, K. & Kahle, J.B. (in press). Overview of women in science education. In K. Scantlebury, J.B. Kahle, & S. Martin (Editors). (contract accepted). *Re-visioning science education from feminist perspectives: Challenges, choices and careers*. Sense Publishers.

Scantlebury, K. Kahle, J.B. & Meece, J. (in press). Wine & whine: Cross generational mentoring in academe. In K. Scantlebury, J.B. Kahle, S. Martin, & S-K. LaVan (Editors). (contract accepted). *Re-visioning science education from feminist perspectives: Challenges, choices and careers*. Sense Publishers.

Scantlebury, K. (2007). Producing challenges. In W.-M. Roth *In search of meaning and coherence: A life in research*. (pp. 3-4). Sense Publishers.

- Scantlebury, K. & Boone, W. (2008). Designing and utilizing tests and surveys for chemistry education research: Developing tests and surveys which yield quantitative data. In D. Bunce & R. Cole. (Eds.) *Nuts and bolts of chemical education research*. ACS Publishers.
- Scantlebury, K. (2007). Pushed back to strength: Feminist research collaborations. In S. Ritchie (Ed.). *Research collaboration: Relationships and praxis*. (pp. 123-134). Sense Publishers.
- Scantlebury, K. (2007). Outsiders within: Urban African American girls' identity & science. In W-M. Roth, & K. Tobin (Ed.). *Science, learning, and identity: sociocultural and cultural-historical perspectives*. (pp. 121-134). Sense Publishers.
- Scantlebury, K. & Baker, D. (2007). Gender issues in science education research: Remembering where the difference lies. In S. Abell & N. Lederman. (Eds.) *Handbook of research on science education*. (pp. 257 –286). Mahwah, NJ: Lawrence Erlbaum.
- Scantlebury, K. (2006). Gender. In K. Tobin (Ed.). *Teaching and learning science: A Handbook*. (pp. 201-206). Praeger Publishing.
- Gleason, S., Fennemore, M., & Scantlebury, K. (2006). Choreographing teaching: Coteaching with special education/inclusion teachers in science classrooms. In K. Tobin. (Ed.), *Teaching and learning science: A handbook*. (pp. 235-238). Praeger Publishing.
- Scantlebury, K. (2005). A snake in the nest or in a snake's nest: Peer review for a female science educator. In W-M. Roth (Ed.). *Auto/biography and auto/ethnography: praxis of research method*. (pp. 331-338). Sense Publishers.
- Scantlebury, K. (2005). Meeting the needs and adapting to the capital of a Queen Mother and an Ol' Head: Gender equity in urban high school science. In K. Tobin, R. Elmesky, & G. Seiler, (Eds). (pp. 201-212). *Improving urban science education: new roles for teachers, students, and researchers*. New York: Rowman & Littlefield Publishers, Inc.
- Scantlebury, K. (2005). Gender issues in coteaching. In W-M. Roth & K. Tobin. *Teaching together, learning together*. (pp. 233-248). New York: Peter Lang Publishing.
- Meece, J. & Scantlebury, K. (2005). Gender and schooling: Progress and persistent barriers. In J. Worrell & C. Goodhart. (Eds.) *Handbook of girls & women's psychological health*. (pp. 283-291). Oxford University Press.
- Scantlebury, K. (2002). A feminist pedagogy in undergraduate science: Conflicting concepts? In P. Taylor, P. Gilmer & K. Tobin (Eds.), *Transforming undergraduate science teaching: Social constructivist perspectives*. (pp. 117-143). New York, NY: Peter Lang Publishing.
- Scantlebury, K., McKinley, E. & Jesson, J. (2002). Imperial Knowledge: Science, education and equity. In B. E. Hernandez-Truyol & C. Gleason (Eds.), *Moral imperialism: A critical anthology*. (pp. 229- 239). New York: New York Law Review Press.
- Jones, L. S. & Scantlebury, K., (2001). Feminist leadership in the academy: Innovations in feminist science education. In M. Mayberry, B. Subramaniam & L. Weasel. (Eds.) *A new generation of feminist science studies. (Un)disciplined identities: forging knowledge across borders*. (pp. 138-144). New York: Routledge.
- Scantlebury, K. (1998). An untold story: Gender, social constructivism and science education. In W. Coburn (Ed.), *The socio-cultural perspectives on science education* (pp. 1415-1443). New York: Kluwer Press.
- Scantlebury, K. (1997). Preservice science teacher education and the National Science Education Standards. In American Chemical Society. *Chemistry in the National Science Education Standards: A reader and resource manual for high school teachers* (pp. 87-91). Education Division, American Chemical Society. Washington, DC.

Guest Journal Editor

- Scantlebury, K. & McKinley, E. (2009). (Eds.) Feminist perspectives of science education, *Cultural Studies of Science Education*.

Papers

In Press

- Scantlebury, K. Gender bias in teaching. *Psychology of Classroom Learning: An encyclopedia*.
- Scantlebury, K. Gender role stereotyping. *Psychology of Classroom Learning: An encyclopedia*.
- Scantlebury, K., & Murphy, C. *Maria Edgeworth: Eighteenth century Irish female pioneer of science education*. Accepted to Irish Educational Studies (August, 2007).
- Scantlebury, K. Gallo-Fox, J. & Wassell, B. *Coteaching as a model for preservice secondary science teacher education*. Accepted to Teaching & Teacher Education (August 2007).
- Scantlebury, K., Fassinger, R. & Richmond, G. (in press) *Grace under fire: The lives of female academic chemists*. Accepted to *Cultural Studies of Science Education*, (January, 2009).
- Gallo-Fox, J., Wassell, B., Scantlebury, K. & Juck, M. (2006, September). Warts and all: An ethical struggle with disseminating research on coteaching [45 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal]*.
<http://www.qualitative-research.net/fqs-texte/4-06/06-4-18-e.htm>
- Gallo-Fox, J., Wassell, B., & Juck, M. & Scantlebury, K. (2006, September). Re-positioning Warts & All: A response to coteaching researchers. [16 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal]*.
- Martin S., Milne C. E., & Scantlebury, K. (2006). Eyerollers, jokers, risk-takers and turn sharks: Target students in a professional science education program. *Journal of Research in Science Teaching*, 43(8), 819-851.

Published

- Scantlebury, K. & LaVan, S.-K. (2006). Re-visioning cogenerative dialogues as feminist research|pedagogy [32 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal]*, 7(2). Available at: <http://www.qualitative-research.net/fqs-texte/2-06/06-2-41-e.htm>
- Scantlebury, K. Tai, T. & Rahm, J. (2007). "That don't look like me." Stereotypic images of science: Where do they come from and what can we do with them? *Cultural Studies of Science Education*, 1 (3), 545-558.
- Scantlebury, K., Baker, D. Sugi, A. Yoshida, A., & Uysal, S. (2006). Avoiding the issue of gender in Japanese science education. *International Journal of Science and Mathematics Education* DOI. 10.1007/s10763-006-9045-8.
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- Scantlebury, K. (2005, October). Maintaining ethical and professional relationships in large qualitative studies: A Quixotic ideal? [9 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal]*, 6(3), Art. 39. Available at: <http://www.qualitative-research.net/fqs-texte/3-05/05-3-39-e.htm>

- Scantlebury, K. (2005, January). Learning from fly girls: feminist research ethics in urban schools [28 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 6(1), Art. 32. Available at: <http://www.qualitative-research.net/fqs-texte/a5b6c7/05-1-32-e.htm>
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- Scantlebury, K. (2002). A snake in the nest or in a snake's nest: What counts as peer review for a female science educator in a chemistry department? *Research in Science Education*, 32, 157-162.
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- Scantlebury, K. (1997). Implementing and supporting gender-sensitive science teaching. In *Girls succeeding in science, math & technology: Who works and what works* (pp. 11-15). AAUW, The Philadelphia Branch. Philadelphia: AAUW.
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- Scantlebury, K. (1995). Challenging gender-blindness in preservice secondary science teachers. *Journal of Science Teacher Education*, 6(3), 134-142.
- Scantlebury, K., Letts, W., & Laird, S. (1995). Reconciling the contradictions of science teaching. In F. Finley, D. Allchin, D. Rhees & S. Fifield (Eds.), *Proceedings of the third international history, philosophy and science teaching conference* (pp. 1012-1021). Minneapolis, MN: The University of Minnesota Press.
- Scantlebury, K. (1994). Emphasizing gender issues in the undergraduate preparation of science teachers: Practicing what we preach. *Journal of Women and Minorities in Science and Engineering*, 1(2), 153-164.
- Scantlebury, K., & Kahle, J. B. (1993). The implementation of equitable teaching strategies by biology student teachers. *Journal of Research in Science Teaching*, 30(6), 537-545.

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Bailey, B. L., Scantlebury, K., & Letts, W. J., IV. (1997). It's not my style: Using disclaimers to ignore gender issues in science. *Journal of Teacher Education*, 48(1), 29-36.

Benvour, J., & Scantlebury, K. (1997). Periodic properties. In J. Lagowski (Ed.), *Macmillan encyclopedia of chemistry*. (pp. 1166-1168). New York: Simon & Schuster Macmillan.

Brickhouse, N., Carter, C., & Scantlebury, K. (1990). Women in chemistry: Shifting the equilibrium towards success. *Journal of Chemical Education*, 67(2), 116-118.

Evaluation Reports

Kahle, J.B. & Scantlebury, K. C. (2006). *Evaluation of the University of Pennsylvania Science Teacher Institute-2005-06*. Oxford, OH: Miami University, Evaluation & Assessment Center for Mathematics and Science Education.

Book Reviews

Scantlebury, K. (1990, March/April) [Review of Chemistry]. *Science, Books & Films*, 25(4), 182-183. Washington, DC: American Association for the Advancement of Science.

Scantlebury, K., & Kahle, J. B. (1989, March/April). [Review of *Chemistry: The central science*]. *Science, Books & Films*, 24(4), 216-217. Washington, DC: American Association for the Advancement of Science.

Kahle, J. B., & Scantlebury, K. (1988, March/April). [Review of *Biology: A systems approach*]. *Science, Books & Films*, 23(3), 200-201. Washington, DC: American Association for the Advancement of Science.

Submitted Manuscripts

Scantlebury, K., Fassinger, R. & Richmond, G. *COACH: Lowering the activation energy for women in the chemical sciences*. Submitted to Journal of Women and Minorities in Science & Engineering (March, 2006).

Gallo-Fox, J., Wassell, B. & Scantlebury, K. *Coteaching as professional development for cooperating teachers*. Submitted to Journal of Teacher Education (August 2006).

Juck, M. & Scantlebury, K. *Exploring how coteaching impacted beginning science teachers' agency*. Submitted to Journal of Research in Science Teaching (August 2007).

Martin, S. & Scantlebury, K. *More than a conversation: Cogenerative dialogues in professional development*. Submitted to Journal of Personnel Evaluation in Education (June, 2007).

Milne, C., Scantlebury, K., Blonstein, J. & Gleason, S. *Yours, mine and ours: Coteaching in university settings: Modeling the practice for preservice teachers*. Submitted to Science Education (June, 2007).

Manuscripts in Progress

Scantlebury, K. *Gender considered: The feminist perspective on coteaching*.

Scantlebury, K. & LaVan, S.K. *Listening to girls: using cogenerative dialogues to connect African- American girls with science*. In preparation to Journal of Research in Science Teaching (December, 2007).

Murphy, C. & Scantlebury, K. *International perspectives on coteaching*. In preparation to International Journal of Science Education (March, 2007).

Scantlebury, K. & Gallo-Fox, J. (2007). *Teacher Talk: Coplanning sessions between science student and cooperating teachers during student teaching*. . In preparation to Teaching & Teacher Education

Scantlebury, K. Kahle, J.B. & Li, Y. (2007). *The influence of sustained content based professional development on students' science achievement*. In preparation to Journal of Research in Science Teaching

Scantlebury, K. & Gallo-Fox, J. (2007). *Coteaching in a secondary science professional development school*. In preparation to Journal of Science Teacher Education.

PRESENTATIONS

INVITED PRESENTATIONS

- Scantlebury, K. (August, 2007). *Listening to girls: Using cogenerative dialogues to connect girls to science*. Keynote Address Opportunities for Wisconsin Women in Science, Technology and Engineering. University of Wisconsin-Oshkosh, Oshkosh WI.
- Scantlebury, K. & Gleason, S. (March, 2007). *Stepping up, stepping back and moving aside: Coteaching experiences with preservice science teachers in methods and student teaching*. Queen's University, Belfast, Northern Ireland.
- Scantlebury, K. (2006, September). *4 Co's: Coteaching|Coresponsibility|Coplanning|Coresponsibility* Invited Talk, College of St. Catherine's, St Paul, MN.
- Scantlebury, K. (2006, June). *Foregrounding girls' learning: using cogenerative dialogues to include Urban African American girls in science*. Invited Paper Urban Educators Forum: Leadership for Equity: Creating Opportunities for Excellence, New York, NY.
- Scantlebury, K. (2006, June). *Using cogenerative dialogues to bring girls into science*. Invited Paper. Why the difference? Conference, St Paul, MN.
- Scantlebury, K. (2006, March). *Telling the story: Analyzing data for patterns and contradictions in education research*. Invited Paper in symposium: Common key elements of successful grant writing and chemical education Research for the 231st ACS National Meeting, Atlanta, GA.
- Scantlebury, K. (2005, November). *Girl Talk: Engaging girls in science through cogenerative dialogues*. Queens College Equity Conference, New York, NY.
- Scantlebury, K. (2005, July). *Assessing standards-based teaching practices in science classrooms*. Presented at University of Pennsylvania, Department of Chemistry as part of PennSTI Administrator's Science Education Academy, Philadelphia, PA.
- Scantlebury, K. (2005, June). *Victories and Struggles: lives of academic women in the chemical sciences*. Gordon Research Conference for Chemistry Education Research, New London, CT.
- Scantlebury, K. (2005, February). *Preparing secondary school science teachers through coteaching*. Queen's University, Belfast, Northern Ireland.
- Scantlebury, K. (2005, February). *Smoke and mirrors: Coteaching as a model for student teaching*. St Mary's College, Belfast, Northern Ireland.
- Scantlebury, K. (2004, October). *Claiming an MCE/Penn education*. MCE Graduation, Address, The University of Pennsylvania, Philadelphia, PA.
- Scantlebury, K. & Juck, M. (2004, September). *Sharing the teaching space: Coteaching in the University of Delaware's Secondary Science Education Program*, University Council on Teacher Education, The University of Delaware, Newark, DE.
- Scantlebury, K. (2004, May). *Future directions for research on gender issues in Science, Mathematics, Engineering & Technology*. Presented at *Nurturing the next generation research on gender and science and engineering*. Henry-Clare Luce Booth Foundation, New York, NY.
- Scantlebury, K. (2004, March). *Ms. EB Marvelous & Ol' Head: Adapting high school chemistry to urban African American girls' capital*. Presented at The New York University, New York, NY.
- Scantlebury, K. (2004, March). *Meeting the needs and adapting to the capital of a Queen Mother and an Ol' Head: Gender equity in urban high school science*. Presented at The Florida State University, Tallahassee, FL.
- Scantlebury, K. (2004, March). *COACH: Women's perspectives on women chemists*. Presented at The Florida State University, Tallahassee, FL.
- Scantlebury, K. (2004, February). *Meeting the needs and adapting to the capital of a Queen Mother*

- and an Ol' Head: Gender equity in urban high school science.* Presented at The University of Minnesota, Minneapolis, MN.
- Scantlebury, K. (2004, January). *Instructional strategies to improve the teaching and learning in science.* Presented at Camden County Technical Schools, Gloucester, NJ.
- Scantlebury, K. (2003, November). *Challenges and contradictions: Teaching and learning chemistry in urban high schools.* Invited Colloquium, Department of Chemistry & Biochemistry University of Delaware. Newark, DE.
- Scantlebury, K. (2003, August). *Using videoanalysis to explore connections between the micro and meso levels in high school science classrooms.* Presented at Discovery Center and the Evaluation and Assessment Center, Miami University, Oxford, OH.
- Scantlebury, K. (2003, April). *Is scientific research in education an oxymoron or a paradox?* Presented at Science Teaching and Learning SIG, American Educational Research Association Annual Meeting, Chicago, IL.
- Scantlebury, K. (2003, February). *Queen Mother of Da Bridge and Othermother: Building scientific literacy from the lifeworlds of urban African-American girls.* Presented at Arizona State University, Tempe, AZ.
- Scantlebury, K. (2002, December). *Grace under fire: Women chemists' perseverance in and dedication to chemistry* Talk presented at Division of Chemistry, NSF, Arlington, VA.
- Scantlebury, K. (2002, November). "Seeing" *Gender: Privileging African-American girls' experiences in urban science classes.* Presented at University of Pennsylvania, Graduate School of education (GSE), Science Education, Philadelphia, PA.
- Scantlebury, K. (2002, September). *Cross-cutting issues influencing the achievement gap in science.* Key note talk presented at Ohio's Narrowing Achievement Gaps Conference, Columbus, OH.
- Scantlebury, K. (2002, August). *Examining chemistry education from a feminist stance.* Presented at University of Pennsylvania, Department of Chemistry & Biochemistry, Philadelphia, PA.
- Scantlebury, K. (2002, March). *What can [they] know? Equity and assessing student science learning.* Pathways to change: An international conference on transforming math and science education in the K16 Continuum, NSF, Arlington, VA.
- Scantlebury, K. (2002, March). *Perspectives on equity in urban science education: What can feminism & postcolonialism offer?* Presented at University of Pennsylvania, Graduate School of education (GSE), Science Education, Philadelphia, PA.
- Scantlebury, K. (2001, October). *Including issues of gender and culture into preservice science teacher education.* Presented at Culture, Language and Gender-Sensitive Science Education Project (CLAG) Highash-Hiroshmia University Highash-Hiroshmia, Japan.
- Scantlebury, K. (2001, June). *Teacher certification-A national overview.* Presented at American Chemical Society, Committee on Professional Training Invitational Workshop, Chicago, IL.
- Scantlebury, K. (2001, May). *Overcoming the "Chemical" Barriers for Women in Academe.* Presented at American Chemical Society, Mid-Atlantic Regional Meeting, Towson, MD.
- Scantlebury, K. (2000, September). *Centers for Learning and Teaching: An ESIE Program on Research issues on Science Teacher Professional Development, Building SMET Infrastructure and Capacity.* Presented at CLAG (Culture, Language and Gender-Sensitive Science Education Project) Kobe University, Kobe, Japan.
- Scantlebury, K. (2000, September). *Research issues related to gender, culture, and science teacher education.* Presented at CLAG (Culture, Language and Gender-Sensitive Science Education Project) Kobe University, Kobe, Japan.
- Scantlebury, K. (2000, September). *Gender, culture and preservice science teacher education.* Presented at CLAG (Culture, Language and Gender-Sensitive Science Education Project) Kobe University, Kobe, Japan.
- Scantlebury, K. (2000, March). *Equity Issues in & Directions for Science Teacher Education.*

- Elementary, Secondary and Informal Education Division, National Science Foundation, Washington, DC.
- Scantlebury, K. (2000, March). *Women's Studies, Gender Studies & Feminist Science Studies: Common Goals, Directions and Issues in the New Millennium*. Key Note Talk at Primavera Conference Texas A & M International, Laredo, TX.
- Scantlebury, K. (1998, December). *Feminist pedagogy in the sciences: Conundrum, oxymoron or paradox?* Presentation in Women's Studies seminar series at Miami University, Oxford, OH.
- Scantlebury, K., & Ague, J. (1998, June). *What is good science teaching? Perspectives from the field*. Principals' Professional Development Institute: New Leadership for New Pedagogy, Mayerson Academy, Cincinnati, OH.
- Scantlebury, K. (1997, July). *What's news in science education?* American Association of University Women Educational Foundation, Eleanor Roosevelt Teacher Institute, Washington DC.
- Scantlebury, K. (1997, June). *Gender and cultural equity in the science classroom*. Pinellas County School District, Largo, FL.
- Scantlebury, K. (1997, May). *A snake in the nest or in a snake's nest? Practicing feminist pedagogy in science and engineering*. Invited Speaker, Montana State University, Women in Science and Engineering Program, Bozeman, MT.
- Scantlebury, K. (1997, May). *Can we change the undertow? Chemists, preservice teacher education and the National Science Education Standards*. Invited Speaker, Montana State University, Department of Chemistry & Biochemistry, Bozeman, MT.
- Scantlebury, K. (1997, March). *Implementing and supporting gender-sensitive science teaching*. Invited Panel participant. American Association of University Women Conference, *Girls succeeding in science, math, and technology: Who works and what works*, Franklin Institute, Philadelphia, PA.
- Scantlebury, K. (1997, January). *Gender power: A theoretical framework to understand the influence of science teachers' gender identities on teaching*. Invited paper, International Conference on Science, Mathematics & Technology Education: Hanoi, Vietnam.
- Scantlebury, K. (1996, August). *Gender Power: understanding science teachers' perceptions of gender and teaching*. Invited Seminar. Research Seminar & Workshop Series, Science and Mathematics Education Center, Curtin University of Technology, Perth, Australia.
- Scantlebury, K. (1996, April). *Beginning the cycle of equitable teaching: The pivotal role of cooperating teachers*. College of Education, Penn State University, State College, PA.
- Scantlebury, K. (1995, November). *Gender issues in science education, fact, fiction or heresy*, Department of Geography, University of Delaware, DE.
- Scantlebury, K. (1995, April). *Instituting "Re-Visionary" acts in preservice science teacher education programs*. Keynote Address for the Gender Equity Awareness in Mathematics and Science Classrooms Conference, Colleges of Natural Sciences and Mathematics and Education, Indiana University of Pennsylvania, Indiana, PA.
- Scantlebury, K. (1994, September). *Emphasizing gender issues in the undergraduate preparation of science teachers: Practicing what we preach*. Seminar Series, Department of Chemistry, Indiana University of Pennsylvania, Indiana, PA.
- Scantlebury, K. (1994, August). *Feminist approaches to teaching math, science and technology*. Workshop Seminar, Teacher Education Equity Project, Minneapolis, MN.
- Scantlebury, K. (1994, June). *Emphasizing gender issues in the undergraduate preparation of science teachers: Practicing what we preach*. Science, technology and gender: An International Symposium at the National Women's Studies Association National Conference, Ames, IA.

Baker, D., & Scantlebury, K. (1993, April). *Feminist research approaches to teaching math, science and technology*. Workshop Seminar, National Association of Research in Science Teaching, Annual Conference, Atlanta, GA.

Kahle, J. B., & Scantlebury, K. (1992, May). *Accessing women into chemistry: Intervention programs for teachers*. 24th Central Regional Meeting, American Chemical Society, Cincinnati, OH.

Scantlebury, K. (1992, June). Invited Visitor, *Center for Education of Women*, University of Michigan, Ann Arbor, MI.

Scantlebury, K. (1992, October). *Identifying an Equitable Science Classroom*. Research Bureau Seminar Series, College of Education, The University of Oklahoma, Norman, OK.

Scantlebury, K. (1991, August). *Defining an equitable science classroom*. Science and Mathematics Education Center, Curtin University of Technology, Perth, Australia.

Scantlebury, K. (1989, July). *Building intervention programs that work*. North Dakota Summer Conference on Equity, Grafton, ND.

Scantlebury, K. (1986, November). *Gender issues in science education*. Research Seminar & Workshop Series, Curtin University of Technology, Perth, Australia.

PRESENTATIONS

Scantlebury, K. & Gallo-Fox, J. (2007). *Teacher Talk: Coplanning sessions between science student and cooperating teachers during student teaching*. Paper submitted for American Educational Research Association Annual Meeting, New York, NY.

Scantlebury, K. Kahle, J.B. & Li, Y. (2007). *The influence of sustained content based professional development on students' science achievement*. Paper submitted for American Educational Research Association Annual Meeting, New York, NY.

Scantlebury, K. & Gallo-Fox, J. (2007). *Coteaching in a secondary science professional development school*. Paper submitted for Association for Science Teacher Education Annual Meeting, St Louis, MI.

Scantlebury, K. (2007). *Using cogenerative dialogues to develop urban African American girls' hybrid science identities*. Paper presented to Australasian Science Education Research Meeting, Perth, Western Australia, July 11-14, 2007.

Scantlebury, K. (April, 2007). *Re-visioning science education from feminist perspectives: Challenges, choices and careers*. Symposium presented at National Association of Research in

Science Teaching Annual Meeting, New Orleans, LA.

Wassell, B., Gallo-Fox, J. & Scantlebury, K. (February, 2007) *Coteaching: Rethinking high school science teacher preparation*. Paper presented at American Association of Colleges for Teacher Education, New York, NY.

Scantlebury, K. (February, 2007). *Foregrounding girls' learning: Using cogenerative dialogues to include African-American girls in science*. Paper presented at the American Association of Colleges for Teacher Education, New York, NY.

Martin, S. & Scantlebury, K. (January, 2007). *More than a conversation: Using cogenerative dialogues in the professional development of high school chemistry teachers*. Paper presented at the Association for Science Teacher Education Annual Meeting, Clearwater, FL.

Madsen, J., Watson, G. Allen, D., Scantlebury, K. & Quillen, A. (October, 2006). *Delaware GK-12: Improvement of science education in vocational technical high schools through collaborative learning and coteaching*, Paper presented at Geological Society of America, Annual Meeting, Philadelphia, PA.

- Milne, C., Scantlebury, K. & Otieno, T. (April, 2006). *Using sociocultural theory to understand and explain the relationship between a science-based professional education program and teacher change*. Poster presented at National Association of Research in Science Teaching Annual Meeting, San Francisco, CA.
- Juck, M. & Scantlebury, K. (April, 2006). "Oh, you're the newbie": *The influence of coteaching on first year science teachers' agency*. Paper presented at National Association of Research in Science Teaching Annual Meeting, San Francisco, CA.
- LaVan, S.K & Scantlebury, K. (April, 2006). *Listening to girls: using cogenerative dialogues to connect African- American girls with science*. Paper presented at National Association of Research in Science Teaching Annual Meeting, San Francisco, CA.
- Beers, J., LaVan, S.K & Scantlebury, K. (April, 2006). *What kind of girl does science? Shifting perceptions about science and transforming student identities as learners*. Poster presented at National Association of Research in Science Teaching Annual Meeting, San Francisco, CA.
- Juck, M. & Scantlebury, K. (April, 2006). *Gaining respect & building rapport: The impact of coteaching on first year science teachers' agency*. Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- Gallo-Fox, J., & Scantlebury, K. (April, 2006). *Coteaching: A professional development model for cooperating teachers* Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- Scantlebury, K. (March, 2006). "Telling the story: Analyzing data for patterns and contradictions in education research". Paper presented for the 231st ACS National Meeting, Atlanta, GA.
- Scantlebury, K. & Martin, S. (March, 2006). *Implementing cogenerative dialogues in teaching chemistry teachers*. Paper presented at the 231st ACS National Meeting, Atlanta, GA.
- Scantlebury, K. & Gleason, S. (February, 2006). *Coteaching as a structure to educate preservice science teachers in theory, praxis and practice*. Paper presented at 27th Annual Urban Ethnography in Education Research Forum, Philadelphia, PA.
- Milne, C. Scantlebury, K., Blonstein, J. & Gleason, S. (January, 2006). *Yours, mine and ours: Modeling professional collaboration by coteaching in teacher education*. Paper presented at the Association for Science Teacher Education Annual Meeting, Portland, OR.
- Milne, C. Elemsky, R., LaVan, S-K., Martin, S. Scantlebury, K. Gilmer, P, & Tobin, K. (January, 2006). *Coteaching and Cogenerative Dialogues: Dynamic pathways for innovative research and teaching strategies in science teacher education*. Workshop presented at the Association for Science Teacher Education Annual Meeting, Portland, OR.
- Scantlebury, K. (March, 2005). *Gender perspectives on coteaching*. Paper presented to the European Science Education Research Association Conference, Barcelona, Spain.
- Scantlebury, K. Gallo-Fox, J. Wassell, B., & Juck, M. (April, 2005). *Learning to teach: Coteaching both|and solo teaching*. Paper presented to the American Educational Research Association Annual Meeting, Montreal, Canada.
- Wassell, B., Scantlebury, K. Gallo-Fox, J. & Juck, M. (April, 2005). *Structure and agency in the coteaching model for student teaching: Utilizing resources and building community*. Paper presented to the American Educational Research Association Annual Meeting, Montreal, Canada.
- Gallo-Fox, J., Wassell, B., Scantlebury, K. & Gleason, S. (April, 2005). *Coteaching: A professional development model of co-respect, co-planning, co-responsibility and cogenerative dialogues for interns and cooperating teachers*. Paper presented to the American Educational Research Association Annual Meeting, Montreal, Canada.
- Scantlebury, K. (March, 2005). *Gender Considered: The feminist perspective on coteaching*. Paper presented at the National Association for Research in Science Teaching, Dallas, TX.
- Scantlebury, K. Gallo-Fox, J. Wassell, B., & Juck, M. (March, 2005). *Swings and Roundabouts: Coteaching both|and Solo teaching*. Paper presented at the National Association for Research in Science Teaching, Dallas, TX.

- Scantlebury, K. Gleason, S. Juck, M. & Rifenburg, S. (March, 2005). *Innovative Practices in Student Teaching: Coteaching*. Paper presented at the National Science Teachers Association Annual Meeting, Dallas, TX.
- Scantlebury, K. Gleason, S. & Rifenburg, S. (March, 2005). *Coteaching, coplanning, coresponsibility, corespect: 4 Key tenants to improving high school science teaching*. Paper presented at the National Science Teachers Association Annual Meeting, Dallas, TX.
- Scantlebury, K. Gallo-Fox, J. Wassell, B. Juck, M. & Gleason, S. (January, 2005). *Making connections & stepping on toes: Interns gain 'science teaching capital' through coteaching and solo teaching experiences*. Paper presented at the Association for Educators of Teachers of Science (AETS), Colorado Springs, CO.
- Scantlebury, K. Gleason, S. & Freeley, C. (April, 2004). *Using co-teaching to improve the teaching of preservice and inservice high school science teachers*. Paper presented at the National Science Teachers Association (NSTA), National Meeting, Atlanta, GA.
- Scantlebury, K., Fassinger, R. & Richmond, G. (April, 2004). *There is no crying in chemistry: The lives of female academic chemists*. Paper presented at National Association of Research in Science Teaching, Vancouver, BC, Canada.
- Scantlebury, K., Fassinger, R. & Richmond, G. (April, 2004). *Grace under fire: The lives of female academic chemists*. Paper presented for American Educational Research Association Annual Meeting, San Diego, CA.
- Milne C. E, Otieno, T. & Scantlebury, K. (April, 2004). *Framing urban high school teachers' professional development: modeling a disposition to inquiry?* Paper presented for American Educational Research Association Annual Meeting, San Diego, CA.
- Martin S. ,Milne C. E., & Scantlebury, K., (April, 2004). *Eyerollers, Jokers, Risk-takers and Turn Sharks: The emergence of target students and the formation of cliques in graduate chemistry courses for teachers*. Paper presented for American Educational Research Association Annual Meeting, San Diego, CA.
- Milne C. E, Otieno, T. & Scantlebury, K. (January, 2004). *Framing urban high school teachers' professional development: modeling a disposition to inquiry?* Paper presented at the Association for Educators of Teachers of Science, Nashville, TN.
- Scantlebury, K., Gleason, S. Gallo-Fox, J. & Rulon, M. (January, 2004). *Tag team wrestling of whose line is it anyway? Coteaching in a secondary science education program*. Paper presented as part of interactive symposium Tobin, K. Scantlebury, K., Roth, M, Lavan, S-K, Martin, S. & Wassell, B. *Learning to teach science using coteaching and cogenerative dialogues*. Association for Educators of Teachers of Science, Nashville, TN.
- Scantlebury, K., Tobin, K.& Milne, C. (September, 2003). *Target students: Catalysts or inhibitors to the teaching and learning of chemistry in a masters of chemistry education program*. Paper presented at 226th ACS National Meeting New York, NY.
- Scantlebury, K, Fassinger, R. & Richmond, G. (September, 2003). *COACH: Catalyzing the career achievements of female academic chemists & chemical engineers through mentoring and leadership programs* Paper presented at 226th ACS National Meeting New York, NY.
- Scantlebury, K, Fassinger, R. & Richmond, G. (September, 2003). *Grace under fire: Women chemists' perseverance in and dedication to chemistry*. Paper presented at 226th ACS National Meeting New York, NY.
- Scantlebury, K & Tobin, K. (April 2003). *Target Students: Catalysts or inhibitors to the teaching and learning of chemistry in a masters of chemistry education program*. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL.
- Scantlebury, K & Tobin, K. (April 2003). *Just another day: The impact of urban African-American girls' lifeworlds on their struggles and survival in high school science*. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL.
- Giambetti, C. & Scantlebury, K. (March, 2003). *Gangsta', gentlemen and good girls: science students build capital*. Paper presented at

- National Association of Research in Science Teaching, Philadelphia, PA.
- Scantlebury, K. Baker, D., Sugi, A., Atsushi, Y. (March, 2003). *The cultural context of gender research in Japanese Science Education: Why university students "don't understand the question"*. Paper presented at National Association of Research in Science Teaching, Philadelphia, PA.
- Scantlebury, K. Gleason, S. & McWatters, W. (March, 2003). *Camera! Action! Cut! Using technology to improve secondary science teaching*. Paper presented at the National Science Teachers Association (NSTA), National Meeting, Philadelphia, PA.
- Scantlebury, K. & Otieno, T. (February, 2003). *Note-takers and Risk-takers: Gender roles in a masters of chemistry education program*. Paper presented at 24th Annual Urban Ethnography in Education Research Forum, Philadelphia, PA.
- Hazelwood, L. Giombetti, C. & Scantlebury, K. (February, 2003). *Identities of African American females in the urban science classroom: Agency and structure*. Paper presented at 24th Annual Urban Ethnography, Philadelphia, PA.
- Milne C. E , Scantlebury, K. Otieno, T. Tobin, K. & Martin, S. (January, 2003). *Developing and implementing chemistry education courses for practicing teachers* Paper presented at the Association for Educators of Teachers of Science, St Louis, MI.
- Scantlebury, K (January, 2003). *Queen mother, fly girl and 'ho: The influence of African American girls' culture of femininity on learning high school science*. Paper presented at the Association for Educators of Teachers of Science, St Louis, MI.
- Milne C. E , Scantlebury, K. & Otieno, T. (August, 2002). *Paperclips + polymers = problems: The role of laboratory activities in high school chemistry*. Paper presented at 224th ACS National Meeting Boston, MA.
- Milne C. E, Scantlebury, K. & Otieno, T. (August, 2002). *The researched and the researchers: Framing urban high school teachers professional development from liberatory education perspective*. Paper presented at 224th ACS National Meeting Boston, MA.
- Scantlebury, K & Fasinger, R. (August, 2002). *COACH: Lowering the activation energy for female academic chemists* Paper presented at 224th ACS National Meeting Boston, MA.
- Scantlebury, K. & Baker, D. (April, 2002). *The 3 K's: Kitanai, Kitui, and Kiken: Japanese science education from a feminist stance*. Paper presented at Gender and Science Education (GASE) Colloquium, New Orleans, LA.
- Scantlebury, K. (April, 2002). *COACH: Catalyzing women's participation in academic chemistry through proactive mentoring*. Paper presented at Gender and Science Education (GASE) Colloquium, New Orleans, LA.
- Scantlebury, K. (April, 2002). *Fly girls, smuts & baby daddy's: Students' gender roles and learning science in urban schools*. Paper presented as part of the symposium C. Milne (organizer) *Equity and Urban school science: Possibilities and challenges*. at the National Association of Research in Science Teaching, New Orleans, LA.
- Milne, C. Scantlebury, K. & Otieno, T. (April, 2002). *Students', teachers, and researchers' cultural transformations and professional education programs for teachers: coherence and contradictions* A Calabrese-Barton (Symposium organizer) *Crafting socially just and empowering science education in urban settings*. Paper presented for presentation at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Scantlebury, K., Kahle, J. B., Meece, J. & Gohn, A.J. (April, 2001). *Students', teachers and researchers' perceptions of standards-based teaching practices in science and mathematics middle school classes*. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.
- McKinley, E., Scantlebury, K., & Jesson, J. (April, 2001). *Mixing metaphors: Science, culture and globalization*. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.

- Scantlebury, K. *Equity praxis and pedagogy within the sciences*. (March, 2001). Paper presented at the National Association of Research in Science Teaching, St Louis, MI.
- Boone, W., Scantlebury, K & Kahle, J. (March, 2001). *Equity and measurement in science education - How the Rasch Model can improve the precision, usefulness, and fairness of testing*. Paper presented at the National Association of Research in Science Teaching, St Louis, MI.
- Kahle, J. B, Scantlebury, K. Clark, J. & DeBoer, G. (March, 2001). *Science education initiatives & programs at NSF's Division of Elementary, Secondary, and Informal Education (ESIE)*. Paper presented at the National Association of Research in Science Teaching, St Louis, MI.
- Scantlebury, K. & Kahle, J. B. (January, 2001). *ESIE Programs for science teacher professional development, materials development, and informal science education*. Paper presented at the Association for Educators of Teachers of Science, Costa Mesa, CA.
- Scantlebury, K. (April, 2000). *Science education for all? Examining Connections/Disconnection Between Theory and Classroom Practice and finally moving this idea from Rhetoric toward Reality*. Panel, Respondent, Symposium presented at the National Association of Research in Science Teaching, New Orleans, LA.
- Boone, W, Scantlebury, K., & Kahle, J. B. (April, 2000). *Five years of State-wide Science Measurement*. Paper presented at the National Association of Research in Science Teaching, New Orleans, LA.
- Scantlebury, K., Kahle, J. B., & Meece, J. (April, 2000). *Urban African American middle school science students: Does standards-based teaching make a difference?* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Scantlebury, K. & Jones, L. S. (April, 2000). *Social justice leadership by science educators in natural science departments*. Poster presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Boone, W., Scantlebury, K., & Kahle, J. B. (January, 2000). *Science teacher education and reform: An instrument to measure opportunities to learn*. Paper presented at the Association for the Education of Teachers of Science Annual Meeting, Akron, OH.
- Scantlebury, K., Tobin, K., Kahle, J. B., & Ague, J. (July, 1999). *The quiet achiever: Enacting culturally relevant science teaching in an American, urban middle school*. Paper presented at 30th Australasian Science Educators Research Association Conference, Rotorua, New Zealand.
- Fraser, B. J., Kahle, J. B., & Scantlebury, K. (April, 1999). *Classroom, home, and peer environment influences on student outcomes: An analysis of systemic reform data*. Paper presented at American Educational Research Association Annual Meeting, Montreal, Canada.
- Scantlebury, K., Ague, J., Kahle, J. B., & Tobin, K. (April, 1999). *Culturally relevant science teaching*. Paper presented at American Educational Research Association Annual Meeting, Montreal, Canada.
- Scantlebury, K., Kahle, J. B., Kelly, M. K., & Damnjanovic, A. (April, 1999). Steele Middle School. In P. Hewson (Chair), *Equity in systemic reform: The case of mathematics and science in middle schools*. Symposium presented at American Educational Research Association Annual Meeting, Montreal, Canada.
- Scantlebury, K., & Jones, L. (April, 1999). *Science education as a site for feminist leadership in the natural sciences*. Paper presented at Gender and Science Education (GASE) Colloquium, Boston, MA.
- Boone, W., Scantlebury, K., & Kahle, J. B. (March, 1999). *Challenges, false starts and successes: Using the Rasch Model to link science tests: A tool for the evaluation of reform*. Paper presented at the meeting of the National Association of Research in Science Teaching, Boston, MA.
- Fraser, B., Kahle, J. B., & Scantlebury, K. (March, 1999). *Classroom, home and peer environment influences on student outcomes: An analysis of systemic reform data*. Paper presented at the meeting of the National Association of Research in Science Teaching, Boston, MA.

- Scantlebury, K., Boone, W., Damnjanovic, A., & Kahle, J. B. (March, 1999). *Design of an evaluation tool to measure long-term systemic reform in science education*. Paper presented at the meeting of the National Association of Research in Science Teaching, Boston, MA.
- Boone, W. J., Scantlebury, K., Kahle, J. B., & Damnjanovic, A. (January, 1999). *An instrument to gauge teachers' attitudes towards and assessment of parental involvement in middle school classrooms*. Paper presented at the meeting of the Association for the Education of Teachers in Science, Austin, TX.
- Kelly, M. K., Kahle, J. B., Scantlebury, K., & Damnjanovic, A. (January, 1999). *Performance assessment as a tool to enhance teacher understanding of student conceptions of science*. Paper presented at the meeting of the Association for the Education of Teachers in Science, Austin, TX.
- Scantlebury, K., Jones, L., & Rodriguez, A. (April, 1998). *Benefiting from the craftknowledge of mentors: How to advance the beginning researcher/professor's academic career*. Paper presented at the National Association of Research in Science Teaching, Annual Conference (NARST), San Diego, CA.
- Scantlebury, K., Henderson, P., Lykens, S., Clements, R., Sossion, T., & Troxell, L. (April, 1998). *Enhancing equity in science teaching: A collaborative effort*. Paper presented at the NSTA, National Meeting, Las Vegas, NV.
- Scantlebury, K. (December, 1997). *Science teachers' perceptions of gender and science teaching*. Paper presented at the Australasian Joint Regional Conference of Gender and Science and Technology (GASAT)-International Organisation of Science and Technology (IOSTE), Perth, Australia.
- Scantlebury, K., & Johnson, E. (December, 1997). *Equity and classroom interactions-Is your student teacher ready?* National Science Teachers' Association (NSTA), Regional Meeting, Nashville, TN.
- Scantlebury, K., & Johnson, E. (December, 1997). *Inquiry-Based science and physiology in the science methods classroom*. National Science Teachers Association (NSTA), Regional Meeting, Nashville, TN.
- Scantlebury, K., Oxenrieder, E., & Gleason, S. (November, 1997). *Preparing student teachers to meet the NSES: Equity and classroom interactions*. National Science Teachers Association (NSTA), Regional Meeting, Pittsburgh, PA.
- Scantlebury, K. (July, 1997). *Cooperating teachers: Catalysts in improving student teachers' equitable teaching practices*. 28th Australasian Science Educators Research Association Conference, University of South Australia, Adelaide, SA, Australia.
- Scantlebury, K., & Bailey, B. (March, 1997). *Enhancing equity in science teaching: A collaborative effort*. National Association of Research in Science Teaching, Annual Conference, Oak Park, IL.
- Scantlebury, K. (March, 1997). *The three R's of the three C's reform, responsibility, and respect in cross-colleges collaborations*. National Association of Research in Science Teaching, Annual Conference, Oak Park, IL.
- Scantlebury, K., Bailey, B., Henderson, P., Lykens, S., Clements, R., Gleason, S., & Troxell, L. (April, 1997). *Effective collaborations that promote and produce exemplary science teachers*. National Science Teachers Association (NSTA), National Meeting, New Orleans, LA.
- Scantlebury, K., & Gleason, S. (April, 1997). *Cooperating teachers: Catalysts in changing preservice science teacher education*. American Chemical Society, San Francisco.
- Bailey, B., Gleason, S., & Scantlebury, K. (January, 1997). *Preservice science teacher education: The National Science Education Standards and equity: Collaboration is the key*. Association for the Education of Teachers in Science, Cincinnati, OH.
- Bailey, B., & Scantlebury, K. (November, 1996). *Theory meets practice in the methods course*. Southeastern Association for the Education of Teachers in Science, Smyrna, GA.

- Scantlebury, K., Henderson, P., Lykens, S., Clements, R., Gleason, S., & Philhower, M. (October, 1996). *Effective collaborations that promote and produce exemplary science teachers*. National Science Teachers Association (NSTA), Regional Meeting, Phoenix, AZ.
- Scantlebury, K., & Bailey, B. (October, 1996) *More power to you! Cooperating teachers' influence on student teachers*. National Science Teachers Association (NSTA), Regional Meeting, Phoenix, AZ.
- Quillen, A., Troxell, L., Henderson, P., Bailey, B., Scantlebury, K., & Johnson, E. (October, 1996). *You too can mold millions of tiny minds!* National Association of Biology Teachers, Charlotte, NC.
- Scantlebury, K. (July, 1996). *Making chemistry learning equitable and gender friendly*. Symposium Organizer. 14th International Conference on Chemical Education, Brisbane, Australia.
- Scantlebury, K. (July, 1996). *Student teaching: The key to beginning the cycle of equitable teaching*. 14th International Conference on Chemical Education, Brisbane, Australia.
- Scantlebury, K. (July, 1996). *Value, care and status: Understanding science teachers' gender-related contradictions*. 27th Australasian Science Educators Research Association Conference, University of Canberra, Canberra, ACT, Australia.
- Scantlebury, K., Gleason, S., & Bailey, B. (August, 1996). *Balancing the equity equation: Focusing on preservice chemistry education to achieve gender-sensitivity in high school chemistry*. 14th Biennial Conference in Chemical Education, Clemson University, Clemson, SC.
- Scantlebury, K. (April, 1996). *Two different worlds: The science classroom environment from female and male students' perspectives and preferences*. National Association of Research in Science Teaching, Annual Conference, St. Louis, MO.
- Bailey, B., Scantlebury, K., & Letts, W. (April, 1996). *What is a gender-sensitive science teacher?* National Association of Research in Science Teaching (NARST), Annual Conference, St. Louis, MO.
- Scantlebury, K., Letts, W., & Bailey, B. (April, 1996). *It's really nice to work with young people: Is science teaching "women's true profession?"* National Association of Research in Science Teaching, (NARST) Annual Conference, St. Louis, MO.
- Bailey, B., Scantlebury, K., & Letts, W. (March, 1996). *Students' critique leads to new research!* National Science Teachers Association (NSTA), St. Louis, MO.
- Scantlebury, K. (March, 1996). *The role of business in science education reform*. Symposium Organizer. American Chemical Society, New Orleans, LA.
- Scantlebury, K., Gleason, S., Lykens, S. R., & Bailey, B. (March, 1996). *Cooperating teachers: Catalysts for challenging and changing preservice teachers teaching practices*. American Chemical Society, New Orleans, LA.
- Scantlebury, K., Bailey, B., Letts, W., Johnson, E., Lykens, S., Clements, R., Gleason, S., & Lewis, R. (January, 1996). *Creating a cycle of equitable teaching*. Association for the Education of Teachers in Science, Seattle, WA.
- Scantlebury, K. (Poster) (December, 1995). *The preparation of gender-sensitive teachers in the University of Delaware's Secondary Science Education Program*. National Science Foundation, (NSF) Invitational Conference, Women & Science: Celebrating Achievements & Charting Challenges, Washington, DC.
- Scantlebury, K., Laird, S., & Letts, W. (October, 1995). *Reconciling the contradictions in science teaching*. The Third International History, Philosophy and Science Teaching Conference, Minneapolis, MN.
- Scantlebury, K., Gleason, S., Bailey, B., & Lykens, S. (August, 1995). *Using research tools with cooperating teachers to improve the classroom practice of student teachers*. American Chemical Society, Chicago.
- Scantlebury, K. (April, 1995). *Meeting the demands of a new position: The importance of mentors*. American Chemical Society, Anaheim, CA.

- Baker, D., & Scantlebury, K. (April, 1995). *Introduction to the monograph on gender equity*. National Association of Research in Science Teaching, Annual Conference, San Francisco, CA.
- Bailey, B., Letts, W., & Scantlebury, K. (April, 1995). *Teachers' perceptions of the relative importance of science methods course topics*. National Association of Research in Science Teaching, Annual Conference, San Francisco, CA.
- Scantlebury, K., & Bailey, B. (March, 1995). *Training secondary science teachers for a diverse society*. National Science Teachers Association (NSTA), Annual Meeting, Philadelphia, PA.
- Scantlebury, K., (March, 1994). *Preparation of gender-sensitive secondary science teachers*. American Chemical Society, San Diego, CA.
- Scantlebury, K. (August, 1994). *Maria Edgeworth: Eighteenth century pioneer of chemical education*. 13th Biennial Conference in Chemical Education, Bucknell University, Lewisburg, PA.
- Scantlebury, K., & Bailey, B. (March, 1994). *How can you tell students' perceptions of gender-equity? Ask them!* National Science Teachers Association (NSTA), Anaheim, CA.
- Scantlebury, K. (March, 1994). *Preparing gender-sensitive science teachers*. National Association of Research in Science Teaching, Annual Conference, Anaheim, CA.
- Scantlebury, K. (March, 1993). *Preparing gender-sensitive educational leaders*. National Association for Women in Education, Seattle, WA.
- Scantlebury, K., Bailey, B., & Riley, D. (April, 1993). *Equity for all! Towards a gender-sensitive science curriculum*. National Science Teachers Association (NSTA), Kansas City, MO.
- Baker, D., & Scantlebury, K. (April, 1993). *Symposium Organizer, Feminist research methodologies*. National Association of Research in Science Teaching, Annual Conference, Atlanta, GA.
- Scantlebury, K. (April, 1993) Symposium Participant, *Can we make science gender-inclusive: Recent findings, thoughts, and concerns?* National Association of Research in Science Teaching, Annual Conference, Atlanta, GA.
- Scantlebury, K., & Marion, S. (March, 1992). *Gender differences on the Maine Educational Assessment science test*. National Association of Research in Science Teaching, Annual Conference, Boston, MA.
- Scantlebury, K., & Kahle, J. B. (July, 1991). *Assessing the equitable science classroom*. Sixth International Gender and Science and Technology (GASAT) Conference, Melbourne, Australia.
- Scantlebury, K., & Marion, S. (April, 1991). *Gender bias on the science test of the Maine Educational Assessment test?* Annual Meeting of the New England Educational Research Organization, Portsmouth, NH.
- Scantlebury, K., & Kahle, J. B. (April, 1991). *The implementation of equitable teaching strategies by biology student teachers*. National Association of Research in Science Teaching, Annual Conference, Fontaine, WI.
- Scantlebury, K., & Kahle, J. B. (April, 1991). *The importance of planning in achieving an equitable science classroom*. National Association of Research in Science Teaching, Annual Conference, Fontaine, WI.
- Scantlebury, K. (Marcy, 1991). *Helping student teachers use equitable teaching strategies*. National Science Teacher's Association, Houston, TX.
- Scantlebury, K. (October, 1990). *Developing students' spatial skills*. Maine Science Teacher's Association Annual Conference, Old Town, ME.
- Scantlebury, K., & Kahle, J. B. (Poster Session). (April, 1990). *Development of a gender environment scale*. National Association of Research in Science Teaching, Annual Conference, Atlanta, GA.
- Scantlebury, K., Green, N., & Kahle, J. B. (July, 1989). *Teacher as researcher: A case study of collaborative research*. National Coalition of Sex Equity in Education, Lowell, MA.

- Columbus, OH.
- Scantlebury, K., Green, N., & Kahle, J. B. (July, 1989). *Developing science skills*. National Coalition of Sex Equity in Education, Lowell, MA.
- Scantlebury, K. (February, 1989). *What's hot and what's not in biology*. Hoosier Science Teachers' Association, Annual Meeting, Indianapolis, IN.
- Scantlebury, K. (October, 1988). *Aims and concerns of preservice high school biology teachers toward teaching*. NSTA, Regional Meeting, Columbus, OH.
- Scantlebury, K. (October, 1986). *Inequity in the science classroom*. 12th Annual Research in Science Education Conference, University of Western Australia, Perth, Western Australia.
- Scantlebury, K. (September, 1986). *Trends & enrollment patterns of females in science courses and subjects at tertiary level and Year 12 in Western Australia*. Western Australian Institute of Educational Research Forum, Perth, Australia.

SERVICE PRESENTATIONS AND ACTIVITIES

Invited Presenter

- Gender issues in your classroom, fact, fiction or heresy?* Project 21 (Delaware's NSF-SSI), Professional Development Institute, Dover, DE, June, 1995.
- Materials and their properties*. Project 21 (Delaware's NSF-SSI), Professional Development Institute, Dover, DE, June, 1994.

Presenter

- Computers, technology and equity*. Maine Science Teacher's Association Annual Conference, Brunswick, ME, October, 1991.
- Writing poetry and writing science*. Ohio Council of Teachers of English Language Arts, Annual Conference, Columbus, OH, March, 1990.

Invited Speaker

- Gender issues in elementary science education*. University of Delaware, College of Education, Newark, DE, November, 1993.
- Teaching science methods at UM*. Problem Solving in Science and Math (PRISM) Conference, Rockport, ME, May, 1992.
- Critiquing the science curriculum for equity*. Problem Solving in Science and Math (PRISM) Conference, Rockport, ME, May, 1992.
- Gender issues in science education*. Leon County School District, Tallahassee, FL, May, 1992.
- Gender issues in assessment*. Bangor High School, April, 1992.
- Current concerns in science education*. Chemistry Department Seminar, University of Maine, Orono, ME, December, 1991.
- Gender differences on the science test of the Maine educational assessment (MEA)*. Women in the Curriculum Luncheon Series, Orono, ME, November, 1991.
- Gender issues in science and math*. Women in the Curriculum Luncheon Series, Orono, ME, February, 1991.
- Gender issues in science and math*. Problem Solving in Science and Math (PRISM) Conference, Rockport, ME, December, 1990.
- Lennard Middle School. *Women in chemistry- an historical perspective*. Old Town, ME, October, 1990.