

# LISA M. MARCO-BUJOSA

## Curriculum Vitae

Villanova University  
College of Liberal Arts and Sciences  
Department of Education and Counseling  
800 Lancaster Ave.  
Villanova, PA 19085

[lisa.marco-bujosa@villanova.edu](mailto:lisa.marco-bujosa@villanova.edu)  
[lisamarcobujosa.weebly.com](http://lisamarcobujosa.weebly.com)

## EDUCATION

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**Boston College**, Chestnut Hill, MA  
Ph.D. Curriculum and Instruction 2018  
Dissertation Title: *Becoming an Urban Science Teacher: Beginning Teachers Negotiating their Identities from Pre-service to In-service Teaching*  
Committee Members: Katherine McNeill (chair), Audrey Friedman, Ted Youn

**Harvard University**, Cambridge, MA  
Ed.M. Education Policy and Management 2007

**Williams College**, Williamstown, MA  
B.A. Anthropology and Biology (with Honors) 2003

## PROFESSIONAL APPOINTMENTS

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**Villanova University**, Villanova, PA  
Department of Education and Counseling  
Assistant Professor of STEM Education 2018 – present

**Boston College**, Chestnut Hill, MA  
Lynch School of Education  
Graduate Research Assistant 2013 – 2018  
Instructor (Secondary Science Teaching Methods) 2014, 2015, 2017

**Education Development Center**, Waltham, MA  
Research Associate 2011 – 2018  
Research Assistant 2007 – 2011

**KIPP: 3D Academy**, Houston, TX  
5<sup>th</sup> and 7<sup>th</sup> Grade Science Teacher 2005 – 2006

**Holland Middle School**, Houston, TX  
6<sup>th</sup> Grade Science Teacher (Teach For America) 2003 – 2005

## PUBLICATIONS

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### Refereed Journal Articles

**Marco-Bujosa, L. M.** (In Press). Prospective secondary math teachers encountering STEM in a methods course: When math is more than “just math.” *International Journal of Technology Education: Special Issue on STEM Education*.

Minken, Z., Macalalag, A., Clarke, A., **Marco-Bujosa, L. M.**, & Ruilli, C. (In Press). Development of teachers’ pedagogical content knowledge during lesson planning of socioscientific issues. *International Journal of Technology Education: Special Issue on STEM Education*.

**Marco-Bujosa, L. M.**, Friedman, A. A., & Kramer, A.\* (2020). Learning to teach science in urban schools: Context as content. *School Science and Mathematics*.  
doi.org/10.1111/ssm.12441

**Marco-Bujosa, L. M.**, Joy, L., Sorrentino, R.\* (2020). Nevertheless, she persisted: A comparison of male and female experiences in community college STEM programs. *Community College Journal of Research and Practice*.  
doi.org/10.1080/10668926.2020.1727382

**Marco-Bujosa, L. M.**, McNeill, K. L., & Friedman, A. (2020). Becoming an urban science teacher: How beginning teachers negotiate contradictory school contexts. *Journal of Research in Science Teaching*, 57(1), 3-32.

**Marco-Bujosa, L. M.**, Levy, A. J., & McNeill, K. (2020). A case study exploring the identity of an in-service elementary science teacher: A language teacher first. *Research in Science Education*, 50(1), 79–98.

Loper, S., McNeill, K. L., González-Howard, M., **Marco-Bujosa, L. M.**, & O’ Dwyer, L. (2019). An examination of how teachers’ beliefs about scientific argumentation are impacted by multimedia educative curriculum materials (MECMs). *Technology, Pedagogy, and Education*, 28(2), 173-190.

McNeill, K. L., **Marco-Bujosa, L. M.**, & González-Howard, M. (2018). Teachers’ enactments of curriculum: Fidelity to procedure versus fidelity to goal for scientific argumentation. *International Journal of Science Education*, 40(12), 1455-1475.

González-Howard, M., **Marco-Bujosa, L. M.**, McNeill, K.L., Goss, M. & Loper, S. (2018). The Argumentation Toolkit: A resource for integrating argumentation into your science classroom. *Science Scope*, 42(3), 74-78.

**Marco-Bujosa, L. M.**, González-Howard, M., McNeill, K. L., & Loper, S. (2017). Designing and using multimedia modules for teacher educators: Supporting teacher learning of scientific argumentation. *Innovations in Science Teacher Education*, 2(4).

- González-Howard, M., McNeill, K. L., **Marco-Bujosa, L. M.**, & Proctor, C. P. (2017). “Does it answer the question or is it French fries?”: An exploration of language supports for scientific argumentation. *International Journal of Science Education*, 39(5), 528-547.
- Marco-Bujosa, L. M.**, McNeill, K. L., González-Howard, M., & Loper, S. L. (2017). An exploration of teacher learning from an educative reform-oriented science curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, 54(2), 141-168.
- Marco-Bujosa, L. M.** & Levy, A. J. (2016). Caught in the balance: An organizational analysis of science teaching in schools with science specialists. *Science Education*, 100(6), 983-1008.
- Levy, A.J., Jia, Y., **Marco-Bujosa, L.**, Gess-Newsome, J., & Pasquale, M. (2016). Science specialists or classroom teachers: Who should teach elementary science? *Science Educator*, 24(2), 1-12.
- Levy, A. J., Pasquale, M. M., & **Marco, L.** (2008). Models of providing science instruction in the elementary grades: A research agenda to inform decision makers. *Science Educator*, 17(2), 1-18.
- Technical Reports and Policy Briefs**
- DeLisi, J., **Marco-Bujosa, L.**, & Chang, Q. (2017, June). Engineering in PreK-12 Education: Results from a landscape study of preparation and professional development programs for preK–12 engineering educators. Prepared for the Committee on Educator Capacity Building in PreK-12 Engineering Education, National Academy of Engineering. Waltham, MA: Education Development Center, Inc.
- DeLisi, J. **Marco-Bujosa, L.**, & McMahan, T. (2016, August). i2 Learning – Boston City Package evaluation. Waltham, MA: Education Development Center, Inc.
- DeLisi, J., & **Marco-Bujosa, L.** (2015, May). “Seeding the Future” Year 3 evaluation report. Waltham, MA: Education Development Center, Inc.
- DeLisi, J., & **Marco-Bujosa, L.** (2014, July). “Seeding the Future” Year 2 evaluation report. Waltham, MA: Education Development Center, Inc.
- DeLisi, J., & **Marco-Bujosa, L.** (2013, July). “Seeding the Future” Year 1 evaluation report. Waltham, MA: Education Development Center, Inc.
- Richardson, N., **Marco-Bujosa, L.**, & Berns, B. B. (2011, December). A survey of conditions and characteristics leading to college and career readiness in selected states: An emphasis on STEM education. Newton, MA: Education Development Center, Inc.

Levy, A. J., & **Marco, L.** (2011, February). SAE International, A World In Motion: Grades 1 and 3 field test report. Newton, MA: Education Development Center, Inc.

Martinez, A., Rhodes, H., Copson, E., Tiano, M., DellaRocco, N., Donoghue, N., & **Marco, L.** (2011, January). Math and science education with English Language Learners: Contributions of the DR K-12 program. Cambridge, MA: Abt Associates.

Richardson, N., Berns, B. B., & **Marco, L.** (2010, Fall). Science, technology, engineering, and mathematics education program implementation in Maine. Newton, MA: Education Development Center, Inc.

Levy, A. J., & **Marco, L.** (2010, June). SAE International, A World In Motion: Kindergarten and grade 2 field test report. Newton, MA: Education Development Center, Inc.

Richardson, N., Berns, B., Sandler, J. & **Marco, L.** (2009). Implementation strategies for improving STEM education and workplace in Massachusetts. Newton, MA: Education Development Center, Inc.

**Marco, L. M.** (2009). Middle school science in the Somerville Public Schools: Implementing an engineering and design program. An evaluation report prepared for the Superintendent's Office of the Somerville Public Schools, Somerville, MA.

Norton, J., Famularo, L., Cole, M. G., Gaudet, R., Kilgo, C., Levy, A.J., Karelitz, T., & **Marco, L.** (2008, Fall). Opportunity to learn audit: High school science. Cambridge, MA: Rennie Center for Education Research & Policy.

Richardson, N., Berns, B., Sandler, J. & **Marco, L.** (2008). Recent initiatives to improve alignment and instructional quality in the states. Newton, MA: Education Development Center, Inc.

### **Manuscripts in Review or Preparation**

**Marco-Bujosa, L. M.** (In Review). The role of intersectional identities in teaching science for social justice: A narrative inquiry of one beginning science teacher's experiences. *Journal of Research in Science Teaching*.

**Marco-Bujosa, L. M.** (In Preparation). Individual and structural orientations toward teaching science for social justice: The role of experiences before, during, and after teacher education.

**Marco-Bujosa, L. M.**, Baker, L.\* & Malott, K. (In Preparation). Going the distance: The experiences of first-generation college students in STEM majors.

Hahn, M.\*, **Marco-Bujosa, L.M.**, Stannard, R.\* & Bialka, C. (In Preparation). Dispositions of pre-service secondary mathematics teachers.

\*Denotes graduate student.

## PRESENTATIONS

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### Refereed Conference Presentations

**Marco-Bujosa, L. & Baker, L.\*** (2021, April). Facilitating first-generation college student persistence in STEM majors. A paper to be virtually presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL. (Virtual Conference)

**Marco-Bujosa, L.** (2020, November). Developing socially just science teachers: Lessons from an urban science teacher preparation program. A presentation at the annual meeting of the School Science and Mathematics Association, Minneapolis, MN. (Virtual Conference)

**Marco-Bujosa, L. & Friedman, A.** (2020, April). The function of pre-dispositions toward social justice in an urban science teacher education program. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Kramer, A., \* **Marco-Bujosa, L.**, & Friedman, A. (2020, April). Pedagogical context knowledge and its role in the urban science classroom. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

**Marco-Bujosa, L.** (2020, March). A narrative inquiry into the making of an urban science teacher: Felicia's Story. A paper virtually presented at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. (Virtual Conference)

**Marco-Bujosa, L.** (2019, November). Supporting dispositional growth for math and science teaching in a methods course. A presentation at the annual meeting of the School Science and Mathematics Association, Salt Lake City, UT.

**Marco-Bujosa, L., Friedman, A., David, B.\* & Kramer, A.\*** (2019, April). Out-of-classroom knowledge for urban science teaching: An exploration of pedagogical context knowledge. A paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

**Marco-Bujosa, L.** (2019, April). An examination of well-prepared urban science teachers: Teacher preparation as identity work. A paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

**Marco-Bujosa, L., McNeill, K. L. & Friedman, A.** (2018, April). Becoming an urban science teacher: An exploration of beginning teacher identity and agency. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

**Marco-Bujosa, L. & Levy, A. J. (2017, April).** Exploring the identity development of a beginning in-service elementary science teacher. Poster presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

**Marco-Bujosa, L., McNeill, K. L., González-Howard, M. & Loper, S. (2017, April).** Teacher learning from a reform-oriented science curriculum: An exploration of teacher curriculum use. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

McNeill, K. L., González-Howard, M., **Marco-Bujosa, L.** & Loper, S. (2017, April). An examination of how teachers' beliefs about scientific argumentation are impacted by multimedia educative curriculum materials (MECMs). Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

McNeill, K. L., **Marco-Bujosa, L.**, González-Howard, M. & Loper, S. (2016, April). Curriculum implementation for scientific argumentation: Fidelity to procedure versus fidelity to goals. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

**Marco-Bujosa, L. & Levy, A. J. (2015, April).** Caught in the balance: School context and elementary science specialists. A presentation at the New England Education Research Organization Annual Conference, Portsmouth, NH.

**Marco-Bujosa, L. & Levy, A. J. (2015, February).** A case study of elementary science specialists: An organizational analysis of enabling conditions. A presentation at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Joy, L. & **Marco-Bujosa, L. (2013, June).** Community college pathways to engineering for women: A challenge to gender stereotypes? A presentation at the WEPAN National Conference: Engage Everyone, Building an Inclusive Climate for Diverse Communities of Women in STEM, Atlanta, GA.

### **Peer Reviewed Practitioner Workshops**

**Marco-Bujosa, L. (2020, April).** Engaging students in evidence-based reasoning: How do I incorporate the engineering practices in engineering design tasks? A workshop presented at the annual meeting of the National Science Teachers Association, Boston, MA. (Conference Cancelled)

**Marco-Bujosa, L. (2019, October).** Engaging students in evidence-based reasoning in engineering design. A workshop presented at the annual meeting of the Pennsylvania Science Teachers Association, Lancaster, PA.

**Marco-Bujosa, L. (2019, October).** The argumentation toolkit: Multimedia resources for supporting student engagement in scientific argumentation. A workshop presented at

the annual meeting of the Pennsylvania Science Teachers Association, Lancaster, PA.

González-Howard, M., McNeill, K., **Marco-Bujosa, L.** & Loper, S. (2018, March). Engaging in scientific argumentation: How do I support my students in articulating their reasoning? A workshop presented at the annual meeting of the National Science Teachers Association, Atlanta, GA.

**Marco-Bujosa, L.** & McNeill, K. L. (2017, March). Introduction to argumentation: Using evidence in a card sort. Workshop presented at the annual meeting of the National Science Teachers Association, Los Angeles, CA.

Joy, L. & **Marco-Bujosa, L.** (2012, July). Community college pathways to STEM education for women: A challenge to gender stereotypes? Workshop presented at the STEM Think Tank and Conference, Nashville, TN.

### **Practitioner Workshops and Invited Presentations**

Marco-Bujosa, L. (2021, January). Introduction to scientific argumentation: Supporting middle school students in using evidence and reasoning. A teacher workshop presented to the Philadelphia School District, Philadelphia, PA.

Skrlac Lo, R., Bialka, C., Malott, K., Fierros, E., & **Marco-Bujosa, L.** (2021, January). Building anti-racist syllabi: A faculty discussion. Presented to the College of Liberal Arts and Sciences, Villanova University.

Skrlac Lo, R., Bialka, C., Malott, K., Fierros, E., & **Marco-Bujosa, L.** (2020, July). Building anti-racist syllabi: A faculty workshop. Presented to the College of Liberal Arts and Sciences, Villanova University.

**Marco-Bujosa, L.** & Baker, L.\* (2020, June). Study like a scientist: STEM study skills workshop. Presented to the Academic Advancement Program (AAP) Pre-College Program, Office of the Provost, Villanova University.

**Marco-Bujosa, L.** (2020, March). Urban science teacher education across contexts: An examination of teacher learning through the lenses of identity and agency. A poster presented at the Equity and Ethics Symposium at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. (Virtual Conference)

**Marco-Bujosa, L.**, Kramer, A., & Baker, L. (2020, March). STEM study skills workshop. Presented to the Office of Undergraduate Services, Retention Services, College of Liberal Arts and Sciences, Villanova University, Villanova, PA.

**Marco-Bujosa, L.** (2020, February). Full STEAM ahead: Designing and implementing an integrated science, technology, engineering, arts, and mathematics high school curriculum, part 2. Presented to St. Hubert's School for Girls, Philadelphia, PA.

**Marco-Bujosa, L.** (2019, November). Full STEAM ahead: Designing and implementing an integrated science, technology, engineering, arts, and mathematics high school curriculum, part 1. Presented to St. Hubert's School for Girls, Philadelphia, PA.

Kramer, A.,\* Baker, L.,\* & **Marco-Bujosa, L.** (2019, November). Studying like a scientist: Strategies to ace your finals. Presented to the Center for Access, Success, and Achievement, Villanova University, Villanova, PA.

**Marco-Bujosa, L.** (2019, September.) Studying like a scientist: Strategies for first generation students to navigate STEM classes. Presented to the Center for Access, Success, and Achievement, Villanova University, Villanova, PA.

**Marco-Bujosa, L.** (2019, August). Tools for promoting gender equity in secondary science and math: Classroom climate, instructional practices, and curriculum. Presented to the Haverford Township School District, Havertown, PA.

**Marco-Bujosa, L.** (2018, November). Designing instruction for the science and engineering practices in middle school. Presented to the Haverford Township School District, Havertown, PA.

**Marco-Bujosa, L.** (2018, October). An overview of the science and engineering practices in elementary school. Presented to the Haverford Township School District, Havertown, PA.

**Marco-Bujosa, L.** (2017, June). Designing practice-based science instruction. Presented to the Shrewsbury and Westborough Public Schools, Shrewsbury, MA.

**Marco-Bujosa, L.** (2016, November). An introduction to scientific argumentation: Supporting students in constructing and critiquing claims using evidence and reasoning. Presented to the Braintree Public Schools, Braintree, MA.

\*Denotes graduate student.

## **AWARDS AND FELLOWSHIPS**

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Jhumki Basu Scholar Award, National Association for Research in Science Teaching, Equity and Ethics Committee	2019
National Association for Research in Science Teaching Outstanding Dissertation Research Award Finalist	2019
Villanova University, Summer Research Development Grant for New Faculty	2019
Boston College, Lynch School of Education Summer Dissertation Development Grant	2017
Boston College Research Travel Grants; Graduate Education Association (GEA) and Graduate School of Arts and Sciences (GSAS)	2015
Boston College Lynch School of Education Graduate Tuition Scholarship	2013 – 2018



NSTA Research Committee; ASTE; NARST, and NSELA award, Summer Reading List for Teachers Selection, Models of providing science instruction in the elementary grades: A research agenda to inform decision makers. *Science Educator*, 17(2), 1-18. 2010

School Board Fellowship, Teach For America 2008 – 2009

## **CURRICULUM and PROFESSIONAL DEVELOPMENT PROGRAMS**

Open SciEd Professional Development for the Next Generation Science Standards (2018)

Argumentation Toolkit (developed 2015-2017) [www.argumentationtoolkit.org](http://www.argumentationtoolkit.org)

Community for Advancing Discovery Research in K-12 Education Early Career Fellowship Program (2008-2013) <http://cadrek12.org/cadre-fellows>

Illustrating Thinking Habits to Identify Needs and Knowing, ITHINK (2013)

National Partnerships for Afterschool Science Professional Development (2008-2011)

Exploring Trees and Ponds (2007-2011)

Department of Defense Education Activities K-12 Science Curriculum (2007)

## **GRANT EXPERIENCE**

### **Villanova University (all)**

Informal Networks (IN): An immersive urban environmental geochemistry research experience as a pathway to careers in the geosciences, Co-PI (PI: Steven Goldsmith; NSF/ GeoPaths, submitted January 2021, pending)

Collaborative Proposal: Socioscientific Issues – Journey to Understanding STEM Teaching through Integrated Contexts in Everyday Life (SSI- JUSTICE), Co-PI (PI: Augusto Macalalag; NSF/ DRK-12, submitted October 2020, pending)

Design and Development: Engineering Summer Workshops to Inspire High-School Students' Interest in Mathematical Modeling, Co-PI (PI: Zuyi Huang; NSF/RFE, submitted February 2020, pending)

Mud Fuel Cells: Introducing High-School Freshmen to Engineering and Computational Thinking, co-PI (PI: Jeffrey Nesbitt; Pennsylvania Smart STEM Grant submitted, January 2020, pending)

Facilitating First-Generation College Student Persistence in STEM Majors, PI (Villanova Summer Research Grant; submitted December 2019; funded)

Supporting Dispositional Growth for Math and Science Teaching: Facilitating the Redesign of a Methods Course Using the UTEP Dispositions Framework, PI (Villanova VITAL Mini-Grants, submitted March 2019; not funded).

Design and Development: A Universally Accessible and Affordable Engineering Education Program for High-School Students, Co-PI (PI: Zuyi Huang; NSF/RFE, submitted December 2018, not funded)

**Boston College (funded only)**

Science Educators for Urban Schools (SEUS), Graduate Research Assistant (NSF/Robert F. Noyce Foundation, annual reports 2016-2017).

Multimedia Educative Curriculum Materials, Graduate Research Assistant (NSF/DR K-12, annual reports 2014-2017).

**Education Development Center (funded only)**

CADRE 2, Research Associate (NSF/DRL, grant writing 2014, annual reports 2014-2016).

DR K-12 Research Network, Research Associate (NSF/DRL, grant writing 2008, annual reports 2008-2015).

I2 Summer of Innovation Program Evaluation, Research Associate (Private organization, grant writing 2014; final report 2015)

Illustrating Thinking Habits to Identify Needs and Knowing, ITHINK, Principal Investigator; \$40,000 (Massachusetts Department of Education, grant writing 2013; final report 2013).

NASA Education Activities Evaluation Grant, Research Associate (NASA Education Activities, grant writing 2008, final report for Summer of Innovation Program, 2013).

Seeding the Future: Growing STEM Learning and Interest through Hydroponic Food Production, Research Associate (NSF/AISL, annual reports 2012-2015).

Elementary Science Specialists, Research Associate (NSF/DRL, contributed to proposal 2008 and revisions/ resubmission 2009, annual reports 2010-2013).

Gender Equity in Community College STEM, Research Associate (NSF/ GRE-RES, annual reports 2010-2013).

National Partnerships for After School Science, Research Associate (NSF/DRL annual reports 2009-2011, granting writing 2012).

Using Informal Explorations of Living Phenomena to Enhance Science Learning/Trees and Ponds, Research Assistant (NSF/DRL, annual reports 2007-2011).

Annual Conferences and Networking TPC, Teacher Professional Continuum, Research Assistant (NSF/DRL, annual reports 2007-2009).

**TEACHING AND MENTORING**

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**Undergraduate Courses**

EDU 2300 Research Seminar in Education (Spring 2019, 2020, 2021)

EDU 3263 Diversity and Inclusion (Spring 2020, 2021)

EDU 4291 Undergraduate Student Teaching, University Supervisor (Spring 2019, 2020)

**Graduate Courses**

EDU 8540 Secondary Mathematics and Science Methods (Fall 2018, 2019, 2020)  
 EDU 8679 Standards Aligned Systems of Curriculum and Assessment (Fall 2018, 2019, 2020)

**PROFESSIONAL SERVICE and ACTIVITIES**

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**Villanova University**

*University Service*

Academic Integrity Committee	2020 – present
Villanova Undergraduate Research Fellowship Campus Committee	2020 – present
Fulbright Campus Committee	2019 – present
Faculty and Staff Choir	2019 – present

*Department of Education and Counseling Service*

Department Search Committee, Counseling CNT	2020 – present
Department Diversity Committee	2019 – present
Subcommittee, Anti-Racist Faculty Workshops	2020 – present
Undergraduate Teacher Education Committee	2018 – present
Subcommittee, Programming	2020 – present
Subcommittee, Community-Building	2019 – present
Subcommittee, Elementary Education Development	2019 – 2020
Graduate Teacher Education Committee	2018 – present
Subcommittee, Doctoral Program Development	2020 – present

**Education Development Center**

Diversity Committee, Science and Mathematics Division Director	2011 – 2013
Diversity Committee, At-Large Representative	2008 – 2013

**Service to the Field**

*Philadelphia Regional Noyce Partnership*

STEM Teacher Pipeline Taskforce	2019 – present
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*Invited Reviewer of Manuscripts*

<i>Teaching and Teacher Education</i>	2020 – present
<i>School Science and Mathematics</i>	2020 – present
<i>Studies in Higher Education</i>	2019 – present
<i>Research in Science Education</i>	2018 – present
<i>Science Education</i>	2018 – present
<i>Technology, Pedagogy and Education</i>	2018 – present
<i>Journal of Educational Change</i>	2017 – present
<i>International Journal of Science Education</i>	2017 – present

*Reviewer of Conference Proposals*

American Educational Research Association (Division K & Science SIG)	2017 – present
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National Association for Research in Science Teaching  
New England Educational Research Organization

2015 – present  
2014 – 2018

**PROFESSIONAL AFFILIATIONS**

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American Association of Colleges for Teacher Education  
American Educational Research Association  
National Association for Research in Science Teaching  
National Science Teachers Association  
Pennsylvania Science Teachers Association  
School Science and Mathematics