

Newsletter Date: Fall 2004

Volume 38 Issue 4

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President's Newsletter Message
Sending a Sign
Julie Luft, AETS President



A group of teachers once gave me a wonderful pin fashioned in the shape of a hand. Inside the hand is a figure connecting the earth and sky by standing on the ground and reaching upward. This simple design represents the nurturing of students in their learning of the natural world. It's a powerful image as it depicts the important work of science teachers. In receiving this pin, the teachers reminded me of the importance of working in schools, and to send an occasional sign that I remember the lessons they taught me. Thus, my last newsletter begins.

-
- I am sending a sign.
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As science teacher educators, our work is unique. We work with all levels of teachers, and we strive to impact the environment in which they work. Our partners and collaborators include students in classrooms, pre-service teachers, beginning science teachers, inservice science teachers, and faculty at colleges and universities. Our work also entails, to list a few, considering new approaches to teaching science, documenting the impact of science instruction, and challenging our own notions about science teacher education. Such work requires that we be thoughtful, knowledgeable, skeptical, and focused on teachers and students. The distinct nature of our work has both conventional and novel practices that support our learning and the future of the field. It would be difficult to list all of the practices that AETS members engage in, but perhaps I can state a few that are important and timely.

Connecting to the field – We are all under pressure to attend meetings, write papers, or teach classes. At times it is much easier to stay in our offices and describe novel school or classroom situations than take the two hours needed to sit in the classroom of a science teacher. Yet we know that when we stay in our offices, we miss the culture and events in schools and ultimately our courses or programs reveal our lack of knowledge. Connecting to students, teachers, and schools is essential in our work. As science teacher educators, we listen, learn, and work with those in the field.

Talking to administrators – At the K-12 level, we help administrators understand the complexity, value, and look of science classrooms. We are important to

Cont. on the next page

administrators as they have little time to learn about science curriculum, assessment or instruction; which is rarely covered in their training. At the college or university level, we educate administrators who make policy decisions about the value of field work in science teacher education. Because of our persistence, decisions regarding merit, promotion, and/or tenure are attending to the importance of working in the field, along with connecting theory to practice. As science teacher educators, our work with teachers is supported as we talk to administrators.

Nurturing those in our community- This is that hallmark of AETS members. As science teacher educators, we strive for a caring community that includes, to list a few, working with colleagues to thoughtfully explore ideas in science teacher education, co-constructing knowledge about teacher learning with teachers, mentoring science teacher educators as they are just beginning their careers, and the continual and purposeful assistance of graduate students as they learn about science teacher education. Our dedication in this area is guided by our interests in the community, not our own personal gain. As science teacher educators, we take responsibility for our community by working in our community.

I appreciate the opportunity to serve as President of AETS for the year. With this said--I am sending a sign.

Julie

Convention Information

AETS Annual Conference 2005 COLORADO SPRINGS

Yesterday, Today and Tomorrow...

Keynote presentations: Dr. Bill Schmidt and Dr. Rodger Bybee on TIMSS, PISA and the implications for teacher education.

Thursday evening buffet sponsored by BSCS and Colorado College. Poster Session: Walk and eat, talk and learn. Cash bar.

Opportunities for science faculty, including sessions by six science-focused NSF-funded CLTs-Centers for Learning and Teaching. See how you might collaborate with a center.

Professional Development workshops Thursday and Sunday mornings and three embedded workshops one each of the three days of the conference: -Developing Science Literacy: Writing in Science and Writing to Learn in Science -Behind the On-line Scenes. Engaging teachers in an on-line inquiry environment. -Strategies for Teaching Science to English Language Learners

Several field excursions including Sunrise Geology in the Garden of the Gods (Thursday and Sunday mornings), a trip to the human performance lab at the Olympic Training Center and a Winter Ecology trip, both Thursday morning.

Meeting space on one floor, along with exhibit/social space as well as an adjacent brewpub and restaurant within the Antlers Hilton Colorado Springs, all within a vibrant downtown area with dozens of restaurants, small shops and several coffee/tea bars.

Travel and Hotel Information Make your hotel reservation (\$99/night) directly through the Hilton web site (code is AETO 11) or by calling 1-800 Hiltons. All major air carriers serve Colorado Springs.

2005 AETS WORKSHOPS and TOURS

PRECONFERENCE WORKSHOPS and TOURS (Thursday, January 20)

You may sign up for only one pre-conference workshop or tour, since they all occur on Thursday morning, January 20.
All pre-conference workshops are scheduled for 9 AM – Noon. Pre-conference tours are scheduled as noted in their descriptions

- Pre1 Written and Verbal Communication within the Context of Science Teaching and Learning.** M. Kolis, G., Running, R. Hollon
Participants will examine science communication tools and examples, including journaling, descriptive and justification writing, linking of scientific processes, and structuring of conclusions. **\$10**
- Pre2 Season Your Science Methods Course or Workshop.**
"The Real Reasons for Seasons," an exemplary module using constructivist strategies, can serve multiple purposes for middle and high school science methods courses and workshops **\$10**
- Pre3 Pre-Conference Research Meetings between Graduate Students and Senior Researches .** An AETS Graduate Student Forum. B. Fortney. Submit an application and a two page synopsis of your research to Bfortney@umail.utexas.edu by December 1. Pre-registration is required. *Graduate students meet with senior researchers to discuss graduate student research, interests, or explore different aspects of graduate student research.* **Free, but pre-reg. required**
- Pre4 Who is a Scientist?**
Who is a Scientist?" is an equity research project that helps to determine the affects of student attitudes toward science and scientists when scientists are a regular addition to the science classroom **\$10**
- Pre5 Curriculum Analysis as Professional Development**
This session will engage participants in a curriculum analysis process and will encourage participants to reflect on its applications in science teacher education. **\$10**
- Pre6 Model Inquiry Lessons through Water Quality Investigations**
Gain experience using technology with a model inquiry investigation using Water on the Web (<http://waterontheweb.org>): an award winning, NSF-funded curriculum project **\$10**
- Pre7 Computer Simulations for Conceptual Understanding in the Science Classroom**
A presentation of several readily available simulations, along with strategies for enhancing students' conceptual understandings of important scientific ideas. **\$10**
- Pre8 Explorations of the Role of Curriculum Materials in Teaching Science and Learning to Teach Science.**
This session explores with teacher educators the role of curriculum materials in teaching science and methods of preparing pre-service teachers to use curriculum materials effectively **\$10**

PRECONFERENCE TOURS (Thursday, January 20)

Number	Title/Description	Cost
Tour1	Sunrise Geology in the Garden of the Gods (8-11:30 AM)	\$10
Tour2	Human Performance Laboratory at the Olympic Training Center (8-11 AM)	\$10
Tour3	Winter Ecology at the Catamount Institute (8 AM – Noon)	\$10

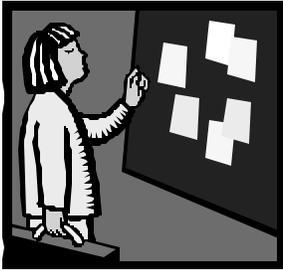
EMBEDDED WORKSHOPS (Throughout the Conference)

You may sign up for only one, two or three embedded workshops, since they all occur at different times throughout the conference.

Number	Title/Description	Cost
Emb1	Behind the Online Scenes. (Thursday afternoon, January 20) S. Doubler and S. Crissman <i>Come "behind the scenes" of a comprehensive, online master's program in science education, a 33-credit hour program designed by TERC, that engages teachers in science inquiry in the online environment while furthering their understanding of science concepts and science teaching.</i>	\$10
Emb2	Strategies for Teaching Science to English Language Learners. (Friday, January 22) C. Beller, F. Lincoln, and J. Dockers <i>In this workshop a science educator, an ESL specialist, and a teaching assistant in science education team up to offer suggestions for incorporating the language minority student into the science classroom. In addition to related activities, a list of references, resources and websites will be included</i>	\$10
Emb3	Developing Science Literacy with Writing in Science and Writing to Learn Science. (Saturday, January 22) K. Black, V. Akerson, R. Aram, M. Butler, J. Cannon, D. Crowther, B. Hand, J. Morrison, J. Shamans, and L. Yore <i>This workshop, using plenary and breakout groups (elementary, middle and high school), strives to help participants realize the essential nature of writing in doing science, the value of writing in learning and how to implement writing strategies in their science education courses and professional development activities.</i>	\$10.

See Page 5 for additional Conference Workshops

The Announcements



Renew Your AETS Membership

Please return your 2005 AETS membership form and payment. If you misplaced the renewal you received a few weeks ago from Walter and Caryl Smith, please go to theaets.org and click on the membership button for another copy of the 2005 form.

AETS membership has grown by nearly 25% in the last two years and we'd like to keep that trend going, so please invite your students, friends and colleagues to join the premier science teacher education group. They too can obtain a membership form at theaets.org

The home email address for Walter and Caryl Smith has changed from eelslake1@aol.com to eel-slake@comcast.net

Walter Smith & Caryl Kelley Smith are the Executive Secretaries of AETS.

He may also be contacted at:

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Muncie, IN 47306-0440
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Greetings AETS members!

It is that busy time of year when preparations are in full swing for our annual conference. I am looking for 25-30 volunteers to help work the pre-registration booth starting on Thursday morning and ending at noon on Saturday. Shifts will be scheduled for two hours during those days. If you are willing to help by serving your association for a couple of hours, please contact me. Thank you and I look forward to seeing you in January.

Caroline Beller, Ph. D.
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Where's My Copy of JSTE?

You may be wondering, "Where's my copy of JSTE?" At the time of writing, the May, August, and November issues of JSTE have been to the publisher for some time. However, we have gone through a number of transitions. The publisher, Kluwer, has been taken over by Springer. This has caused a number of delays beyond our control. Please be assured that the AETS board and the Editor, Charlene Czerniak, have been working with Springer to resolve these problems as soon as possible.

Additional Announcement

A New Member Round Table will be included in the program at the 2005 AETS Annual International Meeting January 19-23, 2005 in Colorado Springs. The session has been scheduled for Thursday, January 20, 2005 3:45-4:45 pm. New members who would like to make a paper or poster presentation during this session are asked to contact Warren DiBiase at wjdibias@email.uncc.edu. Thanks- warren

Warren J DiBiase

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National Search for Exceptional Preservice Teacher of Science NSTA Solicits Nominations

NSTA is soliciting nominations of an exceptional preservice teacher of science for a one-year appointment on the NSTA Teacher Preparation Committee. Purposes for this appointment include:

- To receive input from the preservice science teacher community and NSTA student chapters;
- To promote the professional development of preservice teachers and the appointed preservice teacher.

Both nomination and the appointment following a competitive national search - will be a high honor for the preservice teacher nominees. For the student selected, the appointment will provide opportunity for early professional growth as a science teacher. NSTA will provide the appointee with four nights lodging and air-fare to attend the national convention(s) she / he has agreed to attend. NSTA officers, staff, and members of the Teacher Preparation Committee will invite the appointee to participate in appropriate special events during the annual conventions and regional conventions the individual may attend during her / his term. This will include being a platform guest at one of the general sessions in each of these conventions.

Deadline for the nomination of candidates for a term to begin in March 2005 is November 29, 2004. *Expectations* for the candidate selected, *NSTA support* for the student, and additional information about *the nomination and selection process* are provided in two e-files now available from NSTA entitled: *Plans & Expectations* and *Information & Nomination Form*. You can receive the 2 forms electronically by requesting them from NSTA Chapter Relations at: chapters@nsta.org.

Vince Lunetta, NSTA representative to AETS, VNL@psu.edu

POSTCONFERENCE WORKSHOPS And TOUR (Sunday, January 23)

You may sign up for only one post-conference workshop or tour, since they all occur on Sunday morning, January 23.

All post-conference workshops are scheduled for 9 AM – Noon. The post-conference tour is scheduled at 8:30 – 11:30 AM.

Title/	Description	Cost
Post1	Curriculum Driven Practice-Based Professional Development <i>Two approaches to curriculum-driven practice-based professional development designed and used by the Center for Curriculum Materials in Science are presented and discussed</i>	\$10
Post2	Get the Picture: Data Visualization for Science Teaching and Learning <i>Data visualization tools offer all learners the opportunity to work with real data as they learn science concepts. Come try these tools and see what they can do.</i>	\$10
Post3	Attention Graduate Students: There are Jobs and How to Get One <i>This session will discuss potential higher education positions and typical responsibilities based upon 2002-03 listing. Suggestions for a successful job interview strategies plus professional activities that facilitate first position</i>	\$10
Tour4	Sunrise Geology in the Garden of the Gods (8-11:30 AM)	\$10

Additional 2005 Conference Information

2005 AETS CONFERENCE
Antlers Hilton Colorado Springs
Tentative Schedule At-a-Glance

Thursday January 20, 2005

7:30 AM	Continental breakfast
8:00--Noon	Pre-conference Workshops
1:00 PM	Keynote I
2:15-3:15 PM	Concurrent Sessions I
3:45-4:45 PM	Concurrent Sessions II
5:00-6:00 PM	Concurrent Sessions III
6:30-9:30 PM	Buffet and Poster Session I (no host bar)

Friday January 21, 2005

7:30 AM	Continental breakfast
8:00-9:00 AM	Concurrent Sessions IV
9:10-10:10 AM	Concurrent Sessions V
10:00-11:20 AM	Concurrent Sessions VI
11:30-1:00 PM	Box Lunch and Committee Meetings
1:10-2:10 PM	Concurrent Sessions VII
2:20-3:20 PM	Keynote II
3:40-4:40 PM	Meetings of AETS Regions

Saturday January 22, 2005

7:30 AM	Continental breakfast
8:00- 9:00 AM	Concurrent Sessions VIII
9:10-10:10 AM	Keynote III
10:30-11:30 AM	Concurrent Sessions IX
11:40-1:40 PM	AETS Business Meeting and Lunch
1:50-2:50 PM	Concurrent Sessions X
3:10-4:10 PM	Concurrent Sessions XI
4:20-5:20 PM	Concurrent Sessions XII

Sunday January 23, 2005

8-11:00 AM	Post Conference Workshops
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- AETS Board meets Wednesday evening and on Saturday from 4:30-7:30 PM
 - Women In Science Education (WISE) meets Friday from 5:00-7:00 PM
 - Elementary syllabus sharing on Saturday during Concurrent IX
 - Secondary syllabus sharing on Saturday during Concurrent X
 - Book club (three options) meets Saturday evening, 7:30-9:30 PM
 - Sessions with six NSF-supported Centers for Learning and Teaching (CLT)
 - A session with NSF representatives on preparing a Teacher Professional Continuum (TPC) proposal
 - Embedded Professional Development Workshops, one each day

Position Announcements

Assistant Professor in Science Education - Faculty position

The Education Department of Salisbury University invites applicants for the position of Assistant Professor in Science Education.

Requirements include: an earned doctorate in science education or related field; experience teaching science at the elementary and/or middle school level, and a record of scholarship appropriate at the assistant professor rank. Expertise in inquiry-based teaching, early childhood education, teaching at the undergraduate or graduate levels and experience with technology and Professional Development Schools are desirable.

Responsibilities for this full time tenure-track position will include teaching and advising graduate and undergraduate students, engaging in scholarly work in science education, providing leadership in program development and providing service to the Department and the University.

Applicants should send a letter of application, curriculum vitae, transcripts and names/addresses/telephone numbers of three references to: Education Science Search, Human Resources Department, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801

Review of applications will begin on October 22, 2004 and will continue until position is filled.

Salary: Salary is competitive and commensurate with qualifications and experience.

Dr. Starlin D. Weaver
Associate Professor of Science Education
NCATE Coordinator
Salisbury University
Department of Education
1101 Camden Ave.
Salisbury, MD 21801
Office Telephone: 410/548-5787 FAX: 410/548-2593

Science Education Associate Professor or Professor – The University of Toledo

Description: The University of Toledo has a position open in science education. The successful candidate will hold the Ph.D. or equivalent in an area of science education and have an outstanding record of teaching, research, and external funding in science education. Emphasis will be on experiences with urban teachers, school reform, and early childhood science education. Experience working with urban agencies such as science museums, park systems, zoos, and other informal settings is desirable. A minimum of three years teaching experience in K – 12 settings, preferably K – 6 settings, is required.

Application and Nomination Information: Applications and nominations should be sent to Ms. Tina Hughes, College of Education, 4023 Gillham Hall, The University of Toledo, 2801 W. Bancroft, Toledo, OH 43606-3390; telephone (419-530-2467); e-mail (thughes@utnet.utoledo.edu). Applications should include current vita, and the names and contact information of three references. Salary and benefits are competitive. Additional information about The University of Toledo and the department can be accessed online at www.utoledo.edu

Application Deadline: Applications will be accepted until the position is filled. Review of applications will begin on November 29, 2004..



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AETS Promoting Leadership in, and support for those involved in professional development of teachers of science

AETS Newsletter

Published four times a year
by the Association of the
Education of Teachers of
Science.

For 2005

Issue Items due by

Winter	Feb. 15
Spring	May 15
Summer	Aug. 15
Fall	Oct. 15

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It's time to renew your AETS membership for 2005. If you need a 2005 membership form, go to theaets.org and click on the Membership button.

Please encourage your colleagues to join AETS, the fastest growing organization for science educators. They can obtain a 2005 membership form at theaets.org.

It's not to late! You can still Register for the Annual Convention by going to theaets.org and registering on-line.