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President's Newsletter Message
Looking back, looking forward
Julie Luft, AETS President



- **In 2004, it is time to look at our mission and goal statements once again, in order to chart a new path for the next ten years**

In 1993, under the guidance of Peter Rubba (then AETS President), AETS members involved in the leadership of the organization met to develop our current mission statement. While the initial meeting lasted only a few days, it resulted in several months of follow-up discussion. During these exchanges, the group devoted a significant amount of time to defining the audience served by AETS and delineating actions that would support the enactment of the mission statement. The final document not only succinctly described the mission of AETS, it also provided guidelines for our organization through the 1990s. As AETS expanded to meet the needs of science teacher education nationwide, the guidelines successfully directed the development of the organization. Clearly, the work of Bill Baird, James Ellis, Michael Jay, Pat Keig, Elizabeth Klien, Paul Kuerbis, Norm Lederman, Joe Peters, Peter Rubba, Deborah Tippins, Javier Villalobos, Stephen Winter, and Cathy Yeotis helped define the AETS of today.

Our organization has remained true to its stated mission and accomplished several of the previously established goals. In 2004, it is time to look at our mission and goal statements once again, in order to chart a new path for the next ten years. As AETS establishes itself as the primary voice in science teacher education, we need to craft a mission statement that corresponds with our national position, and to identify goal statements that ensure our success. To accomplish this task, the AETS board and I have developed a process that we hope will involve the membership in the creation of this important document.

The process of revisiting our mission and goal statements began last spring. With the approval of the AETS board, I asked the Southwest AETS leadership team to consider the purpose of AETS. It quickly became clear that regional members felt that AETS was moving in a new direction, a direction that was different from the regions and transcended our current mission statement. During our summer board meeting, I shared the comments I had collected and we discussed the purpose of AETS at length. From this discussion, we generated clear statements about the organization to serve as talking points for additional discussions. Ultimately, the statements generated by the board were shared with the regions for comment and revision. Below are the two statements that have emerged from the regional dialogue about our mission.

President's message cont.

AETS Mission Statement #1

AETS promotes leadership and support for those involved in the preparation and professional development of teachers of science.

We are dedicated to the development of professionals in science education throughout a lifetime and across communities. Science education professionals include those working as science teacher educators, science faculty, and educators in informal science settings. AETS is a community of professionals committed to promoting the study, application, and dissemination of research and scholarship in effective science teaching and learning.

AETS seeks to be an international and national voice, providing vision and direction for the education of science teachers at all levels of schooling—pre-school through post-doctoral studies. AETS members engage in ongoing research and development in science education and seek to direct policy affecting the future of science education.

AETS Mission Statement #2

AETS promotes leadership and support for those involved in the preparation and professional development of teachers of science at all levels. AETS seeks to inform and affect policy through research and scholarly process in science teacher education.

It is now time for all AETS members to become actively involved in the development of our final mission statement and supporting goals. In the next few weeks, I hope that you will take a moment and carefully read both of these statements. When you have a chance, I would like feedback regarding the assertions above. Ideally, a single mission statement should address our opportunities, be clear and easily understood, and describe the importance of our organization. As you consider these points, you should also keep in mind the actions that would support your identified statements. When you have identified key statements and supporting actions, please send an e-mail or note to me. The comments I receive will be compiled and shared with the board in order to create a document that will help AETS move forward into the next decade.

This is an important process and I need the participation of the AETS community. I look forward to your

The AETS 2005 International Conference

Colorado Springs Antlers Adams Mark

January 20 - January 23, 2005

The 2005 International AETS Conference will be held at the Antlers Adam's Mark in downtown Colorado Springs, CO. The hotel has 292 rooms (at the AETS rate of \$99/night), with views to the west or to the east. All meeting/social space is on the main level of the hotel. The conference begins on Thursday, January 20 and ends on Sunday, January 23, 2005. The Antlers Adam's Mark is conveniently located within the downtown area and is a block walk from Tejon Street. To many, Tejon is the hallmark of the downtown region, as it offers over 15 restaurants, a plethora of shops, an arts movie house, and three nightly live music venues. In addition, the Antler Adam's Mark complex has a brewpub, restaurant, fitness room and indoor pool area.

The Colorado Springs airport is 12 miles east of downtown. It is served by 10 airlines with all major carriers serving their respective hub cities. You can fly non-stop to 16 major cities (eg, ORD, LAX, ATL, DFW, MSP, SLC, etc); United offers frequent service to and from Denver.

For the Colorado front range (a high desert), January is the driest month of the year with average highs in the low 40s. The Springs touts (truthfully!) 300 days of sunshine a year. Crisp and bright so bring your sun protection and varied clothing for changing temps. January is the low season for skiing so rates at the major resorts (all about 2-3 hours drive) are very reasonable should you want to add on a skiing vacation. Transportation is available from both Colorado Springs and Denver to the resorts.

Some Program Highlights

Come join colleagues for an enriching professional meeting. There will be major presentations by **Dr. Bill Schmidt** on TIMSS and by **Dr. Rodger Bybee** on PISA--the international science assessment program slated for 2006 that involves 15 year olds in over 50 countries. How do other countries define science literacy--and how did they achieve a common vision? How do you design an appropriate assessment? What are the implications for teacher preparation and college science coursework? Additionally, the planning group is working with Project Kaleidoscope and its Faculty 21 group to use the meeting as a venue for bringing together science faculty and science teacher educators. It is also possible that we will have participation from the NSF supported Centers for Teaching and Learning. We are planning for workshops on both Thursday morning and Sunday morning, including Garden of the Gods geology, Cave of the Winds, and the Olympic Training Center. Finally, the AETS Professional Development Committee is working on a set of sessions that will be embedded as PD updates along with the concurrent sessions.

Preliminary Call for Proposals

We want each of you to submit proposals to truly enrich the conference. Get your critical thinking caps on and consider these tentative formats:

- 1) **Paper Presentation** – a presentation of a research study, philosophical essay, position paper, or innovative idea delivered in a traditional transmission format of 15 minutes, followed by 15 minutes of discussion. Distinctions are made between research studies and research-based essays, papers, and ideas.
- 2) **Interactive Poster Session** – a visual presentation, such as poster or other creative format, and one-on-one conversation of: a) completed or in-progress research study, b) science education or teacher preparation issues or perspectives, or c) practices in teacher education. Session held at the Thursday evening reception.
- 3) **Roundtable Discussion** – an interactive discussion during which a facilitator(s) share perspectives on issues in science teacher education, science education, scientific knowledge, program design, practices in teacher education, and participants respond/discuss. Facilitators chose either a ½ hour session (1-3 facilitators), or a 1 hour session (more than 3 facilitators or panel).
- 4) **Experiential Session** – a hands-on session in which a facilitator(s) demonstrates, and participants interact with, materials/equipment, methods, activities, and/or technology applications. This ½ hour session should encourage the free exchange ideas among the facilitator(s) and participants. The facilitator(s) must indicate if computer and/or network services are needed.
- 5) **Conference Workshop** – a two or three hour interactive session focusing: a) on in-depth examination of issues in science teacher education and/or science education, or b) update on scientific knowledge. The workshop facilitator(s) must indicate a Thursday morning or Sunday morning preference.

A proposal solicitation will appear in the next AETS newsletter, and will also be sent to the AETS list serve later this spring. We also plan to do a mailing. A tentative deadline is late June/ early July. Start working on your ideas now!

Reviewers and Volunteers Needed !!

Reviewers and Volunteers Needed for the The AETS 2005 Conference

The Colorado planning group needs your help in making this a successful conference. Naturally we are in need of members to serve on the proposal review sub-committees. Please volunteer by contacting Professor Paul Numedahl, Colorado College by e-mail: pnumedahl@coloradocollege.edu Please indicate if you prefer to screen proposals in a certain category. If you would like to volunteer in another capacity, please contact any of the planning members and let us know of your interest. We need your help!

The AETS 2005 Conference Planning Group

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Position Statement for the Association for the Education of Teachers in Science (AETS)

Science Teacher Preparation and Career-long Development

Competent teachers have a direct, positive effect on students' learning. To that end, the United States must attract, prepare, and retain preK - 16 science teachers who are well educated intellectually and practically. Such science teachers possess a conceptual understanding of science, its applications, and the nature and history of science. They also have a deep understanding of how people learn science as well as skills and dispositions grounded in that knowledge that enable them to promote meaningful learning at their levels of science teaching specialization including in the early childhood and elementary years.

The AETS position, supported by much scholarship, is that our nation's students, particularly those in our most challenging schools, are best served by teachers who have acquired the specialized knowledge of teaching and assessment that enable them to promote science learning. Thus, AETS supports alternative pathways that ensure competence consistent with these standards prior to full certification as a science teacher. Such efforts ensure that teachers can teach well and are fully prepared consistent with the National Science Education Standards (National Research Council, 1996) and the NSTA Standards for Science Teacher Preparation National Science Teachers Association (2003). After certification, new teachers need special science-specific teaching support during their first years of teaching to enable them to apply their science and pedagogical knowledge and skills successfully. Science teacher preparation must provide a foundation upon which teachers may build throughout their professional lives in a phased but continuous life-long process.

Assuring Development of Highly Qualified Science Teachers

Science Teacher Preparation and Professional Development programs are essential elements in the success of contemporary science education. They should reflect the goals, research, best practices, and vision of science education communities. To that end, programs should be developed and maintained by professional science educators collaborating with colleagues in the pure and applied sciences. These programs should focus on practices that:

- are grounded in the research and professional literature on science learning and teaching;
- reflect reform expectations outlined in the National Science Education Standards and related literature;
- explicate developmentally appropriate knowledge and skills in science and in science teaching at specific grade levels (preK-16);
- are based on the candidate's content and pedagogical knowledge and on evidence of effective teaching that includes a range of teacher and student performances;
- are amended periodically as the relevant knowledge evolves with guidance from experts in science teaching, science teacher education, and pure and applied science fields.

The Nature of Excellent Science Teacher Preparation and Development Programs

AETS is committed to the preparation and development of teachers who promote the national goal of scientific literacy for all and who also encourage the educational development of young people who will contribute later in their lives at the frontiers of the pure and applied sciences. Informed by results of contemporary research on learning and teaching (see for example, NRC, 1999), science teachers must be prepared to meet the needs of their students and communities, grow by participating with others in the science education community, and participate in the development of science education. AETS is committed to assisting science teacher preparation and professional development programs in achieving the range of learning and teaching goals that are the consensus of professional communities in science education.

Excellent science teacher preparation and professional development programs have some common characteristics. In such programs, prospective and practicing science teachers:

- participate in collaborative professional settings with peers, expert science teachers, science teacher educators, and pure and applied scientists.
- engage in activities that promote their understanding of science concepts and the history and nature of science;
- experience strategies for effective science teaching and inquiry including meaningful laboratory and simulation activities using contemporary technology tools;
- question and evaluate evidence and justify assertions scientifically;
- develop science-specific pedagogical knowledge grounded in contemporary scholarship;
- engage in substantive clinical experiences where they develop and implement lesson plans appropriate for students from diverse backgrounds, assess their success on student learning, and plan next steps to improve their teaching;
- find and use credible information about the safe and effective use of laboratory activities, independent science projects, science fairs, field trips, simulations, computer tools, and curriculum resources.

Responding to Challenges

Multiple complex challenges face science teaching and science teacher education in the USA. These include:

- science teacher shortages in specific science fields and geographic areas;
- profound under-representation of women and minorities in some science teaching fields; and
- large numbers of teachers leaving science teaching positions within their first five years of teaching.

The need to expand and support excellent science teacher preparation and professional development programs in fields and locations where there are such problems is clear. Thus, AETS joins with the National Science Teachers Association and others encouraging efforts to create scholarships, loan forgiveness programs, tax rebates, and other incentives and innovative school structures to recruit, prepare, and retain competent science teachers. To promote these important but challenging goals collaboration among organizations and individuals with expertise in science teacher education, science teaching, science education research, and the pure and applied sciences is essential.

References

- National Research Council. National Science Education Standards, Washington, DC: National Academy Press, 1996.
- National Research Council. How People Learn, Washington, DC: National Academy Press, 1999.
- National Research Council. Educating Teachers of Science, Mathematics, and Technology: New practices for the new millennium, Washington, DC: National Academy Press, 2001.
- National Science Teachers Association, Standards for Science Teacher Preparation, Arlington, VA: National Science Teachers Association, 2003.
- National Science Teachers Association, Position Statement on Science Teacher Preparation, Arlington, VA: National Science Teachers Association, 2004.

The Position Paper has been developed over the past year by Vincent Lunetta with the assistance of a task force assigned by the AETS Board. It is our hope that we can promote this statement in many newsletters and public venues. Please let your leadership team know what you think about it! You can access their emails by visiting www.theaets.org.

Janice Koch
Chair, Communications Committee

AETS 2003-2004 Annual Conference Proceedings Guidelines

(also available at <http://theaets.org/>)

These guidelines differ in a number of respects from those for past AETS Proceedings, as submissions will be accepted only as electronic files. AETS members are encouraged to submit papers or presentation summaries. To do so, please review the guidelines below carefully.

Contact Paul Vellom with any questions (<mailto:aets-proceed04@wmich.edu>).

Since there was not a Proceedings produced after the 2003 Annual Conference, this Proceedings will include submissions from both conferences. Papers and summaries of presentations made at the 2003 and 2004 AETS Annual Conferences can be submitted for inclusion in the 2003-2004 AETS Conference Proceedings. Pending the outcome of the current re-engineering of the ERIC system, the Proceedings will again be published as an ERIC document. The 2003-2004 Proceedings also will be available on the AETS World Wide Web Site (<http://theaets.org/>), as are the 1996, 1997 1998, 1999, 2000 and 2001 Proceedings. Paul Vellom, Marcia Fetters, Caroline Beller, Tracy Huziak, and Eric Howe will edit the 2003-2004 Proceedings. Details are provided below.

- Presented papers and summaries of presentations made at the 2003 and 2004 AETS Annual Conferences may be submitted for inclusion in the Proceedings by sending **one electronic file** as an attachment to the email address aets-proceed04@wmich.edu
- Electronic files are due **no later than 5pm Friday April 16, 2004**, and should be submitted as .doc or .rtf files. Tables and figures should be included within the file (rather than sent separately) whenever possible.
- File names should be in the following format: Author's last name, followed by first initial and EITHER "3" for papers from the 2003 conference, OR "4" for papers from the 2004 conference. Multiple submissions for the same year and by the same author may include a successive letter designation for each ("a", "b", etc.). Be sure that your filename includes the appropriate extension (.doc for MSWord files, .rtf for Rich Text Format).

For example, vellomp4b.doc would be a file submitted by Paul Vellom from the 2004 conference, and it would be his second submission and in MSWord format.

Contact information for the submitting author of the paper or presentation summary (i.e., name, address, phone number, FAX number, and e-mail address) should appear in two places: on the first page of the document itself, and also as the text of the email. Each submission must be formatted to the specifications noted below.

* The 2003-2004 AETS Conference Proceedings will not be refereed, nor will they be copyrighted. This will allow authors to submit papers and presentation summaries included in the Proceedings to journals such as the *Journal of Science Teacher Education* and *Science Education*.

The Proceedings' editors will review papers and presentation summaries with suggested modifications noted IN CAPS within the text of the paper itself. This marked copy will be returned to the author who submitted it with a request that the paper/presentation summary be revised and resubmitted by June 11, 2004. **One document, in either MSWord (.doc) or Rich Text Format (.rtf) must be submitted.** The final format specifications, which will be sent with the edited copy of the paper or presentation summary, will differ from those noted below only in that page numbers are not to appear on the final paper/presentation summary.

* Review by the editors is anticipated to take about 1 month. Authors will be given about a month to revise, format and resubmit. The Proceedings will be submitted to ERIC and placed on the AETS WWW Site in the mid-to-late summer of 2004. ERIC requires about 6 months to process the Proceedings. The submitting author will be notified of ERIC citation information via email as soon as it is available (December 2004-January 2005). This information also will be disseminated on the AETS member list, AETS-L, and in the AETS Newsletter.

* The editors reserve the right to not include in the Conference Proceedings, for example: a) documents that do not resemble what is generally considered a "paper" or "presentation summary" (overheads used in a presentation; handouts such as tables, figures and reference lists without explanatory text), b) papers or presentation summaries not prepared in final version using the specified format, c) papers or presentation summaries not submitted by a deadline and d) papers or presentation summaries not submitted as a single .doc or .rtf file.

Format Specifications

APA style as presented in the 5th Edition of *Publication Manual of the American Psychological Association* should be followed except as noted below:

Font Style: Times New Roman;

Font Size: 12 point, except for the paper's title, which should be 14 point

Spacing: Body of paper double-spaced
Paragraphs indented 1/2 inch
Quotations from interview transcripts should be single-spaced and indented on both sides.

Margins: 1 inch all sides

Justification: Left only

Page numbers Bottom center (not to appear on final paper)

Running Headings: None

Title/Authors: At the top left margin of the first page of text, please list the paper's title, author(s) and institution(s) only, all single spaced.

Headings: See example below on placement of headings. Single space within headings. Leave two blank lines above first level headings and one blank line above all other headings.

Tables and Figures: Place in body of the paper (Follow APA manual recommendations on format; see example that follows).

References: Do not start a new page. Use first level heading. Single space within and double space between; indent only the first line of each entry 1/2 inch.

Note the chart on the next page.

**TITLE OF PAPER OR PRESENTATION SUMMARY
IN 14 POINT TIMES FONT AT LEFT MARGIN
IN BOLD CAPS**

(one blank line; Use 12 point Times font at and below this point)

First Author, First Author's Institution - Left Margin, Bold

Second Author, Second Author's Institution - Left Margin, Bold

(two blank lines)

First Level Heading - Centered, Underlined, Not Bold

DOUBLE SPACED TEXT

Second Level Heading - Left Margin, Underlined, Not Bold

DOUBLE SPACED TEXT

Third Level Heading - Indented Five Spaces, Underlined, Not Bold

DOUBLE SPACED TEXT

Fourth Level Heading- Left Margin, Italicized, Not Bold

DOUBLE SPACED TEXT

Fifth Level Heading- Indented Five Spaces, Italicized, Not Bold.

DOUBLE SPACED TEXT

AETS Awardee Announcements

Award IV

Recently, Dr. Susan Courson and Dr. Paul Ashcraft received the Award for *Innovation in Teaching Science Teachers* from the Association for the Education of Teachers in Science (AETS). This award recognizes innovative approaches in the pre- or in-service education of teachers of science. Drs. Courson and Ashcraft and presented a description of this innovative approach in a paper entitled, *An Inquiry-Based Laboratory Lesson to Construct an Understanding of Earth's Seasons*. In honor of this recognition, Dr. Courson and Dr. Ashcraft received a plaque and \$1000 from Delta Education at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Dr. Susan Courson is an Assistant Professor of Science Education at Clarion University of Pennsylvania.

AETS Awardee Announcements

Award III: *Honorary Emeritus Membership*

Recently, Drs. William Baird, Floyd Mattheis and Kenneth Appleton were awarded *Honorary Emeritus Membership* from the Association for the Education of Teachers in Science (AETS). This award is the highest recognition conferred within AETS. This membership recognizes retired science educators who have demonstrated a distinguished career in teaching, research, and service to AETS, and in the area of education of teachers in science. In honor of this recognition, Drs. Baird, Mattheis and Appleton were each presented a plaque at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Dr. Baird is a Professor Emeritus of Science at Auburn University in Auburn, Alabama. Dr. Mattheis was a Professor of Science Education at East Carolina University in Greenville, North Carolina. Dr. Appleton was an Associate Professor at Central Queensland University in Rockhampton, Australia.

Award II: *Outstanding Mentor Award*

Recently, Dr. Catherine Yeotis received the *Outstanding Mentor Award* from the Association for the Education of Teachers in Science (AETS). This award recognizes outstanding accomplishments in contributing to the professional development of pre-service and in-service science teachers and teacher educators. Dr. Yeotis was selected for this award based on evidence of her outstanding application of research in science teaching; promotion of professional associations related to science teaching; encouragement for contributions to the knowledge base of science teacher educators; and provision of opportunities for professional growth in science education and science teacher education. In honor of this recognition, Dr. Yeotis received a plaque and \$1000 from Wards Natural Science at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Dr. Yeotis is an Associate Professor at Wichita State University in Wichita, Kansas.

Award I Level 2: *Outstanding Science Teacher Educator of the Year* (10+ years in career)

Recently, Dr. Kenneth Tobin received the *Outstanding Science Teacher Educator of the Year Award* (10+ years in career) from the Association for the Education of Teachers in Science (AETS). This award specifically recognizes the individual achievements and contributions of persons spanning more than ten years in their career service. Dr. Tobin was selected for this award based on his outstanding demonstration of competency in teaching, development of science teacher education programs, research activities, science curricula development, leadership in science education, and leadership outside of science education. In honor of this recognition, Dr. Tobin received a plaque and \$1000 from Carolina Biological Supply at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Dr. Tobin is a professor at the Graduate Center of the City University of New York.

Award IV: *Innovation in Teaching Science Teachers*

Recently, Mr. Paul Ashcraft and Dr. Susan Courson received the Award for *Innovation in Teaching Science Teachers* from the Association for the Education of Teachers in Science (AETS). This award recognizes innovative approaches in the pre- or in-service education of teachers of science. Drs. Ashcraft and Courson presented a description of this innovative approach in a paper entitled, *An Inquiry-Based Laboratory Lesson to Construct an Understanding of Earth's Seasons*. In honor of this recognition, Mr. Ashcraft and Dr. Courson received a plaque and \$1000 from Delta Education at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Mr. Ashcraft is an Instructor of Physics at Clarion University of Pennsylvania.

Award V: *Implications of Research for Educational Practice*

Recently, Dr. Rowhea Elmesky received the Award for *Implications of Research for Educational Practice* from the Association for the Education of Teachers in Science (AETS). This award recognizes scholarship that addresses persistent and recurring problem in the practice of science teacher education. Dr. Elmesky addressed these ideas in a paper entitled: *"I Be Bangin'! Understanding How Urban African American Youth Can Sustain Agency Across Social Fields."* In honor of this recognition, Dr. Elmesky received a plaque and \$1000 from Carolina Biological Supply at the annual international AETS meeting held in Nashville, Tennessee on January 8-11, 2004. Dr. Elmesky is an Assistant Professor at the University of Pennsylvania.

Three Search Announcements.

#1. Section Editor for the Science Education Journal

The Association for the Education of Teachers of Science (AETS) is seeking applications for a **Section Editor for the Science Education Journal**. The duration of appointment is for four years, beginning in June 2004, with a half-year overlap with an incoming editor from January 2008 to December 2008. Thus the new editor will assume the editing responsibilities of the column from summer 2004 to summer of 2008.

Applicants for the position must be members in good standing of AETS. The individual should have expertise in;

- Research in science teacher education as well as experience publishing and reviewing manuscripts for professional refereed educational journals
- Originate the call for and the selection of reviewers (in cooperation with AETS publication committee)
- Assign manuscripts to two review board members
- Synthesize the reviews for each manuscript and make a recommendation as to the suitability of publishing the manuscript in the STE section
- Return the synthesis as well as 3 copies of the review to the Science Education Editor
- Solicit manuscripts for the STE section
- Maintain communication between Science Education and AETS
- Maintain correspondence with AETS reviewers (including letters of acceptance, refusal, and thank you letters)
- Compile statistics and maintain files as appropriate for the section
- Ensure that reviewers are thanked publicly on an annual basis
- Coordinate, conduct and/or participate in a "Publishing in Science Education" session at the annual AETS meeting
- Maintain files on unfulfilled reviewer requests for future consideration
- Submit board reports to both AETS (through the Publications Committee) and the Science Education Board meeting (usually held during AERA)

There is no financial support for this position.

Applicants should submit four copies or one electronic submission of a letter for the position, a vitae, and a letter of support about workload and support issues from the Department Head or Dean by March 15, 2004, or until filled, to the Chair of the Search Committee:

#2 Column Editor for the Journal of Science Education

The Association for the Education of Teachers of Science (AETS) is seeking applications for a **Column Editor for the Journal of Science Education**. The duration of appointment is for three years, beginning in June 2004, with a one year overlap with an incoming editor from January 2006 to December 2006. Thus the new editor will assume the editing responsibilities of the column from summer 2004 to summer of 2008.

Applicants for the position must be members in good standing of AETS. The individual should have expertise in;

- Originate the call for and the selection of reviewers
- Solicit manuscripts for the column
- Assign manuscripts to two review board members
- Transmit reviews to author
- Identify which manuscripts will be published based upon reviews
- Transmit the edited column to the JESE Editor
- Maintain communication with the Chair of the Publications Committee
- Maintain correspondence with AETS reviewers (including letters of acceptance, refusal, and thank you letters)
- Compile statistics and maintain files as appropriate for the column
- Ensure that reviewers are thanked publicly on an annual basis
- Participate in a "Publishing in Science Education" session at the annual AETS meeting
- Submit semi-annual board reports to AETS through the Publications Committee
- Follow the direction of the JESE Editor in order to ensure the success of the column

The current editor is in the process of developing a new process for column submissions and will work with the incoming editor to complete the transition.

There is no financial support for this position.

Applicants should submit four copies or one electronic submission of a letter for the position, a vitae, and a letter of support about workload and support issues from the Department Head or Dean by March 15, 2004, or until filled, to the Chair of the Search Committee:

#3 Contemporary Issues in Technology and Teacher Education

The Association for the Education of Teachers of Science (AETS) is seeking applications for an **Editor for Contemporary Issues in Technology and Teacher Education**. The duration of appointment is for four years, beginning in January, 2005, with a half-year overlap with an incoming editor from June, 2008 to December, 2008. Thus the new editor will assume the editing responsibilities of the column from January, 2004 to summer of 2007.

The CITE Section Editor must be a member in good standing of AETS. This individual should have expertise in research in science teacher education and applications of technology as well as experience publishing and reviewing manuscripts for professional refereed educational journals. In addition, the editor will be expected to serve on the AETS Publications Committee.

Responsibilities: CITE Section Editor will:

Maintain academic standards that are comparable to or exceeding those of the Journal for Science Teacher Education and the Science Teacher Education Section of Science Education.

Target one to two articles for the science education section of each issue; i.e., four to eight articles per year.

Each article will be published with substantive accompanying commentary by two to three reviewers. An opportunity will be provided for submission of subsequent commentary by other correspondents. This commentary will undergo editorial review to ensure a strong, on-going intellectual discourse centered around technological topics of importance to the science education community.

- Originate the call for and the selection of reviewers - Assign manuscripts to two review board members
- Transmit edited reviews to the Editor of CITE.
- Solicit manuscripts for the CITE section.
- Maintain communication between CITE and AETS.
- Maintain correspondence with AETS reviewers (including letters of acceptance, refusal, and thank you letters)
- Compile statistics and maintain files as appropriate for the section - Ensure that reviewers are thanked publicly on an annual basis.
- Coordinate, conduct and/or participate in a "Publishing in Science Education" session at the annual AETS meeting.
- Maintain files on unfulfilled reviewer requests for future consideration.
- Submit semi-annual board reports to AETS through the Publications Committee.
- Cooperate with the Editor of CITE in the moderation and review of subsequent commentary submitted to CITE on published articles.

CITE editors have typically received \$5000 in travel support from the University of Virginia Center for Technology and Teacher Education. This support is specifically to help support the technology room at the annual AETS meeting, and to support the two editors travel to the annual meeting. There are no other forms of support for this position.

Applicants should submit four copies or one electronic submission of a letter for the position, a vitae, and a letter of support, noting institutional support and workload issues is expected from the Department Head or Dean by March 15, 2004 or until filled to the Chair of the Search Committee:

Meta Van Sickle
vansicklem@cofc.edu

or

Michael Clough
mclough@iastate.edu



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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.

Issue Items due by

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

Editor: Mert Glass
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AETS is considering a name change in order to make it easier for people to say our name and spread the word about our work. The Board is considering the name: Association for Science Teacher Education and to make the transition smoother we will retain the AETS logo stating: AETS:Association for Science Teacher Education

Look for a time to vote on this name change in the coming month.

Janice Koch
Chair, Communications Committee

ence