

Newsletter Date: Spring 2004

Volume 38 Issue 3

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President's Newsletter Message  
A Spring Trip to Washington, D.C.  
Julie Luft, AETS President



For the last few years, I've tried to spend a few days of my spring break on a short vacation. This small trip provides a reprieve from my daily work, and it often takes me to deep blue skies, spaces without many people, and awe-inspiring vistas. Cities are frequently outside my consideration as spring break destinations, but this year when I learned that the *Triangle Coalition for Science and Technology Education* and *Secretary's Science Summit* would take place in Washington, D.C. in March, I booked a hotel instead of waterproofing my tent.

Each meeting was organized by different groups, although they were linked together in several advertisements. AETS is a member of the Triangle Coalition, which organized the first meeting. Over 100 organizations participate in the Triangle Coalition, representing three domains: business, education, and science and engineering societies. The mission of the Washington, D.C.-based group is to bring together government, business and education to improve mathematics, science and technology education. Clearly, AETS members bring an important perspective to this group. The second meeting was organized by the Department of Education, and consisted of panels of researchers, scientists, industry leaders, and educators discussing issues in science education. This meeting was similar to a previous meeting on mathematics education, that also stressed the importance of a well-prepared workforce.

• "I am glad to say that I think we are well along the way to enhancing our national identity."

My first meeting, the *Triangle Coalition for Science and Technology Education*, provided a glimpse into the preoccupations of those involved in science education at the national level. There were several presentations during the day, including current legislation affecting K-12 science, technology, engineering and mathematics; the implementation of No Child Left Behind (NCLB); examples of local initiatives that support NCLB; and

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an informative session on communicating with policy makers. After each presentation, the audience was given time to ask questions and to offer suggestions. As expected, the most interactive presentation concerned current policies affecting K-12 education. The presenters outlined the changes in NCLB, which allows small districts more time to comply with various requirements. They also stressed the importance of the content knowledge of the teacher, and discussed the importance of NCLB in creating educational systems that help all students. The questions and comments that followed addressed the problems of NCLB. Most of the comments were consistent with the dialogue that exists in our community; the importance of pedagogical knowledge in determining highly qualified teachers, the need for student tests that are not just high stakes assessments, and increased funding to support the enactment of NCLB. As I listened to the session, I wondered how the concerns raised by the audience would be shared with policy makers. This question would be answered during the second meeting.

The *Secretary's Science Summit* took place the next day. This meeting was organized in order to bring attention to the need for high quality research in science education. The meeting also emphasized different environments in which students can learn science, and various issues related to the professional development science teachers. As expected, Russ Whitehurst (first Director of the Institute of Education Sciences, from 02-08) began the more formal program with a discussion of the state of science education and the need for research to more specifically inform our field. David Khahr followed and shared his vision for research in science education, along with his own work, that explored the need for direct instruction as opposed to discovery learning. The emphasis on empirical research and the highlighting of clinical studies by Whitehurst and Khahr is consistent with the current federal research agenda. The remainder of the *Secretary's Science Summit* was actually more encouraging. A teacher spoke about her NASA experience, a scientist shared her personal mentoring story, a special education expert spoke on working with students with disabilities, and an educational researcher initiated a conversation about lesson study. These presentations offered insights into the potential of science education. At the conclusion of the *Secretary's Science Summit*, we heard about the need for scientists in several national agencies, such as NASA and the Department of Defense. From the perspective of the presenter, the United States is facing a shortage of scientists and sound K-16 science education can address this shortage.

When I finally left the Secretary's Science Summit, it was raining lightly and I had to catch a train. If I had been camping, my waterproof jacket would have been in my bag. Disregarding my carefully honed science skills, I elected to walk and enjoy the gentle rain, cool breeze, and fresh air. During my walk, I realized that the conferences had provided a powerful experience. As a science teacher educator, I am experiencing the requirements of NCLB firsthand, and beginning to understand the forces that were driving the legislation. More importantly, it is becoming clear that AETS will need to position itself in order to have a more pronounced national voice and to direct policy as it pertains to science teacher education. We need to be more actively involved, as there is little connection between policy makers and those involved in science teacher education.

I am glad to say that I think we are well along the way to enhancing our national identity. Our position papers will represent our informed views and perspectives to those interested in science teacher education. Our new mission statement and goals for the future (see the last newsletter) will allow us to move purposefully into the next 10 years. Our forums will increase the involvement

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of AETS members on issues of national interest. Our continued involvement in several national organizations reminds other groups that there are people who are actively involved in science teacher education. I should add that these are just a few of our current efforts related to impacting policies that concern science teacher education. Clearly, the opportunity is present for every AETS member to participate, at different levels, in directing the future of science teacher education. Yet there is still quite a bit of work that needs to be done. In the words of Jerry Maguire, "let us (the Board) know how we can help you" participate in directing the future science teacher education.

Best,

Julie

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### Call for Manuscripts for Special Issue of *CITE* journal Intercultural Education and Educational Technology

Cathy Loving and Carol Stuessy, co-editors of *Contemporary Issues in Technology and Teacher Education (CITE)*, Science section announce a call for manuscripts for a special issue on intercultural education and educational technology.

Two sections of the *CITE* journal might interest AETS members. The Science section is sponsored by AETS and is interested in research articles about science teacher education. The Current Practices section is interested in descriptive, practice-based pieces in teacher education. See scope of special issue below.

Contact Cathy <cloving@tam.u.edu> or Carol <c-stuessy@tam.u.edu> if you have a manuscript you wish to submit to either section. They will provide details of submission procedures.

#### Special Issue: Intercultural Education and Educational Technology

Editors: Niki Davis and Andrew Brown, Co-Directors of the International Leadership for Educational Technology.

Competence in intercultural education is not an extra facet of teachers' professional development but should become an integral part of that profession. (Leeman & Ledoux, 2003, p. 282)

Intercultural education is a general term pertaining to the ability to understand, empathize with and respect all ethnicities. Multicultural education, inclusive education and education for social justice are terms often used simultaneously with intercultural education. This special issue of *Contemporary Issues in Technology and Teacher Education* focuses on how educational technologies are being used to support intercultural education in teacher preparation. The editors invite articles from a variety of perspectives, including those associated with intercultural education in specific disciplines or subject areas, digital equity, social justice, and multicultural uses of technology. Articles in a variety of formats including case studies, project descriptions, and research-based articles are welcomed. Articles that take advantage of the online format of the journal are encouraged and will be given special consideration. **Submissions due by October, 15 2004.** All articles will be blind reviewed.

Leeman, Y. & Ledoux, G.(2003). Preparing teachers for intercultural education. *Teaching Education*, 13(3), 279-292.



## Additional Announcement

### Applications now being sought for : **Editor for 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 three years, beginning in January, 2005, with a half-year overlap with an incoming editor from June, 2007 to December, 2007. 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 July 1st, 2004 or until filled to the Chair of the Search Committee:

Meta Van Sickle  
vansickle@cofc.edu

Or

Michael Clough  
mclough@iastate.edu

## Additional Announcements

### AETS GradForum

The primary intent of the GradForum is to provide services and opportunities to graduate students that initiate and strengthen contacts with current and future colleagues. We are always open to and invite suggestions, and encourage you to join our listserv (aetsgrads@lists.cc.utexas.edu or contact owner-aetsgrads@lists.cc.utexas.edu ), which is a great pathway to suggesting topics or asking for services. Current examples include sessions that target specific topics as: Job interviewing (strategies that help graduate students land their first science education position in higher education), and mentoring of graduate students in a personal setting (one-on-one meetings with seasoned and well known researchers to discuss and provide guidance and support on proposed dissertation and thesis topics).

Both sessions were a complete hit, and very well attended. We wish to extend our heartfelt thanks to the following panelists who contributed their time and expertise to the job session: Sandy Abell, Scott Ashmann, Julie Gess-Newsome, Rebecca McNall, William Newman, John Settlege, and John Tillotson. We also wish to extend our heartfelt thanks to the following researchers who contributed their time and expertise to the Pre-conference Mentoring workshop: Sandy Abell, Randy Bell, Julie Gess-Newsome, Tom Koballa, Gail Shroyer, and Cathy Yeotis. We look forward to working with you in the future!

Please contact Brian Fortney (bfortney@mail.utexas.edu) with suggestions and future topics for the next conference.

Brian Fortney

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### NSTA Elections

NSTA members are about to elect a new Pre-service Teacher Preparation Director for a three year term. In addition to serving on the NSTA Board, that person also serves on the AETS Board and provides a strong link between the two organizations. Please consider self-nomination or nominate someone whom you believe would be a strong candidate.

NSTA nomination forms, due by September 10, 2004, and information about the nomination process are available at <http://www.nsta.org/main/pdfs/2005NominationForm.pdf>

Other NTA offices open include:

President

Division Directors in:

1. Research
2. Multicultural/Equity

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## Additional Announcements

NSTA Elections — Cont. From Previous page

District Directors for District:

1. I (Connecticut, Massachusetts, Rhode Island)
2. VI (North Carolina, South Carolina, Tennessee)
3. VII (Arkansas, Louisiana, Mississippi)
4. XII (Illinois, Iowa, Wisconsin)
5. XIII (New Mexico, Oklahoma, Texas)
6. XVIII (Canada).

Walter Smith

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***Contemporary Issues in Technology and Teacher Education***

<http://www.citejournal.org>

### ANNOUNCES

#### **A Special Issue on Intercultural Education and Educational Technology**

Editors: Niki Davis and Andrew Brown, Co-Directors of the International Leadership for Educational Technology.

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Submissions are due by October 1, 2004. Papers will be published in the March 2005 edition of CITE Journal. All submissions must be made electronically. To submit, go to <http://site.aace.org/newpubs>, select Submit Paper, and after reading the submission guidelines select "Special Issue: Intercultural Education and Educational Technology."



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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.

<u>Issue</u>	<u>Items due by</u>
Summer	Aug. 15
Fall	Oct. 15
Winter	Feb. 15
Spring	May 15

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### **Critical Announcement:**

The **new name** that is being considered for **AETS** is **ASTE-**  
the **Association for Science Teacher Education (ASTE)**

You may vote on this name change by checking the AETS  
web site.

Janice Koch Ph.D.  
[Janice.Koch@hofstra.edu](mailto:Janice.Koch@hofstra.edu)