President's Message

Getting Involved in AETS
Molly Weinburgh, President

I am pleased to be able to publicly give a special “thanks” to all who helped make the 2001 Annual Meeting a huge success. The list is very long and includes everyone from the Annual Meeting Coordinators and their committee members to all the presenters and attendees of the meeting. I am always glad to have the time to share with “old timers” and to get acquainted with first time attendees. This year lived up to all my expectations and once again I was personally refreshed and renewed by the whole experience. I am grateful to all who participated directly and indirectly to the meeting.

The Leadership Team of AETS has worked very hard under the guidance of Julie Gess-Newsome to address restructuring the organization so that it can work more effectively for the members while preserving the values and commitments that make AETS unique from other professional associations and are cherished by our members. The Leadership Team is committed to continuing the dialogue that has been taking place over the last two years. Please read “How would we change if we were not afraid?: The redesign of AETS” for a more in depth look at this issue.

Getting Involved. Through informal discussions with members attending the annual meeting, I became concerned that many of our members are not aware of how vital it is for all members to participate in all phases of AETS. For that reason I want to take this opportunity to remind all of us of how to become more involved in AETS. As we grow in numbers, it becomes even more important that new members (and established members) know how the organization works. Ways to participate include attending the Annual Meeting, presenting at the Annual Meeting, submitting AETS sponsored journals, working through committees, and voting!

Members seem to know about attending and presenting but not about submitting manuscripts to our journals and membership on committees. In fact, the most often asked question is “How can AETS?”. By this, most people are asking about being appointed to a committee. I clarify how AETS currently operates and how members can become involved. As the 2000 Newsletter, the current composition of the Leadership Team is as follows: 3 Presidents, 6 Board Members-at-large, 7 Regional Directors, and 3 Ex-Officio members.

The members of the Elections Committee are voted on by the membership rather than appointed by the president-elect, Elections Committee members, and members-at-large. A three-year team and chair the standing committees. Two committees currently pointees of the President rather than members-at-large. Each of the standing committee members that are appointed by the President-elect and serve for a two or three-year term.

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Any AETS member can suggest the names of potential candidates to the Elections Committee by e-mailing or calling Meta. Having a list of suggestions from the membership would certainly make their job much easier. It would also help them establish a slate that would reflect the desires of the membership.

(continued next page)
As I hope you know by now, all committee meetings are open to the membership. You are encouraged to attend the committee meetings during the Annual Meeting. All you have to do is look in the Annual Meeting Program for the day and time of all committee meetings. The committee chairs would love to have any interested member attend the meeting and join in the discussion. This is an excellent way to become involved! As the committees continue to work throughout the year, you may be given a job to do in helping complete the charge of the committee. New members of the standing committees are often selected from the people who have attended in this way.

Ad hoc committees also exist as a part of the organization of the bylaws. Currently there are three: the Committee on Political Action (Barbara Spector), the Committee on Technology Integration (Jon Pedersen and John Settlage) and the Special Project on Public Understanding of Science (John Staver). Anyone interested in working on these committees should contact the chair.

A proposed way to become involved is through the establishment of forums. A forum would be a member-originated group designed to promote the professional development of its members through the sharing of ideas and the development of teaching, research, and/or program initiatives. As noted in the Summer 2000 AETS Newsletter, forums would establish their own leadership structure, recruitment mechanisms, and goals. There would be no restriction on size, allowing all interested members to participate. Already, the AETS list-serve has been used to generate interest in creating a forum. The Leadership Team anticipates that this could be a very strong addition to AETS organization.

I hope this answers some of the questions about getting involved. Remember that AETS is only as strong as our membership.

Meta Van Sickle (2002) – Elections Committee
Barbara Crawford (2002) – Committee for Inclusive Science Education
Larry Scharmann (2002) – Committee on Regional AETS Units
Julie Luft (2003) – Publications Committee
Randy McGinnis (2003) – Awards Committee
Michael Kamen (2004) – Membership and Communications Committee
Barbara Spector (2004) – Publications Committee
Julie Gess-Newsome (Past President) – Long Range Planning Committee
Molly Weinibrough (President) – Program Committee
John Penick (President Elect) – Financial Advisory Committee
Judy Sweeney (appointed) – Committee on Informal Science Education
Mark Volkman (appointed) – Committee on Liaisons with Professional Organizations
Deb Hemler – Mid-Atlantic
Valarie Akerson – Northwest
Charles Eick – Southeast
Michael Clough – North Central
Carol Stuessy – Southwest
Peter Veronesi – Northeast
Kathy Norman – Far West

How would we change if we were not afraid?: The redesign of AETS

Julie Gess-Newsome, Past President

As we move into the next millennium, we are constantly reminded how the world has changed. Our college freshmen have never heard a phone ring. The technological sophistication of our students is outpacing our own as we search for ways to incorporate technological tools into our classrooms. And, on a personal level, the science education community is changing so fast that updating our address books becomes a weekly chore as we track the movement of our colleagues, friends, and former students.

Change is the only constant and we have two choices — to ignore change and pretend that it will go away, or to embrace the opportunities that change provides to recreate ourselves. Change is difficult, as is recognized by the popularity of the book Who Moved My Cheese and the proliferation of desk accessories that ask us, "What would I attempt if I were not afraid." I would like to challenge us and ask, "How would we change AETS if we were not afraid?"

In the last few newsletters, I have characterized the growth of AETS and the challenges and opportunities that we face. The mission of AETS is "to promote leadership in, and support those involved in, the professional development of teachers of science." As such, we are the only professional association with the purpose of improving ourselves so that we can improve the profession. But with our unique role comes unique challenges. How do we foster our own professional improvement? How do we remain responsive to our members' needs while carrying out the responsibilities of the association?

Over the last 4 years, the AETS board and its members have been steeped in conversation about how to make AETS a more responsive organization. As part of that process we critically examined the organizational structures that we collected over the years. We have worked hard to generate alternative structures that seem more effective. And we have talked and listened to our members. Through all this we have learned several lessons.

Change takes vision. The AETS mission statement has been a powerful force in helping us identify and enhance the unique contribution that AETS makes within the science education community. Our members are fiercely loyal to the association and protective of those values that make AETS unique: the ability to talk formally and informally with colleagues in an atmosphere of trust and respect, to interact with an audience that cares about the interface of practice and research, and to have opportunities to share in the leadership of the association and contribute back to the profession. As a board, we are indebted to the work of our members who helped shape the original mission statement and the continuing efforts of our members to articulate the vision for the association.

Change takes education. Through feedback, we have learned how personally engaged each AETS member is with our organization. With that engagement comes differing perceptions about how the organization does and should work. For instance, many of our members are only associated with AETS through the national organization. As members of other national organizations, easy parallels are drawn in expectations, perceived operating procedures, and mission between AETS and these other associations. Therefore, clarifying how AETS is similar to other professional associations and how we are unique is an important education issue. Other members are strongly committed to and involved in their regional units. Based on our organizational history, the buy-in of these members to the national association is essential to our health and mission. On occasion, however, the needs and operations of the regional associations become conflated with that of the national. Educating members about how these association levels can operate synergistically has been an important challenge in the redesign process. Finally, the board has a different relationship with the association than does its members. A board is responsible for the operation of the organization and, with that responsibility, must be concerned with issues of consistency, communication, efficiency, and the provision of high quality products such as annual meetings and publications. Members are the recipients of these efforts and evaluate the quality of the decisions that are made and the products that are produced. As a result, organizational structures are less important to members than the responsiveness of the association to meeting their professional needs. Educating both groups to the perceptions of the other is essential to the acceptance of change.

Change is threatening. It is easy to grow comfortable with what we know, and change threatens the perceptions of stability that we hold. As a board, we have learned to listen carefully to the anxiety that change has promoted and have worked hard to analyze the cause. For instance, two issues elicited strong reactions: discussions about the role of the regional directors and the designation of some current standing committees to forums. Why such concern?
How would we change if we were not afraid? (cont.)

"Change" is a simple yet insufficient answer. In a careful analysis of our member’s comments, a more important answer was found. AETS members value the informal and accessible leadership structure of the association. Both our size and our mission allow leadership opportunities for individuals that seldom exist in other organizations. As a result, AETS is viewed as a mechanism for individuals to build leadership skills and impact the national or regional science education agenda. Therefore, some changes were seen as a threat to accessibility. Small changes in the annual meeting also increased the levels of anxiety felt by many. The 2000 annual meeting venue necessitated a decrease in presentation times and discouraged spontaneous informal conversations between sessions. Though not by design, these two changes highlighted the values of our members, elements that will be purposefully attended to in future meetings. As a board, this analysis helped us more clearly identify those values that AETS members cherish, and helped us to more specifically address the potential outcomes of the proposed changes.

Change takes time. While individuals can often make changes with amazing speed, groups move much more slowly. This is especially true when buy-in for change is considered essential, as is true for the changes proposed for AETS. The board has discussed some of these issues for more than five years, with concentrated conversations occurring in the last four years. Discussions with the membership have occurred for over two years, allowing us to be sufficiently convinced that the changes proposed will result in a stronger association and will be accepted by the membership. The time needed for such changes presents a special challenge for leadership, who often rotate out of office before the change efforts are complete.

Change takes courage and commitment. Change takes organizational courage. As a group, we must be willing to tolerate the short-term discomfort with change in order to achieve the long-term benefits to the organization. Change takes personal courage. In a leadership role, it takes courage to publicly propose changes that are often temporarily unpopular and to accept the criticism that it engenders. In a membership role, courage is needed to consider proposals, offer alternatives, and to voice resistance when needed. Most importantly, change takes the courage and commitment to venture organizationally into uncharted territory with the hope, but not guarantee, of success.

The leadership of AETS is committed to continuing the conversations about the redesign of our organization. Such conversations are essential to our organizational health and demonstrate our commitment to the profession and each other. Through AETS, we hope to have a collective impact on the shape of science education through our individual efforts. In order to achieve this mission, AETS seeks to support the professional development and achievements of our members. Through the redesign of AETS, we hope to more effectively support the professional development of our members by being more responsive to their needs.

During the next few months, the board will take the products of four years of concentrated efforts and submit for your approval a new set of Bylaws and Standard Operating Procedures. In those documents you will find three major revisions: a new committee structure that encourages the formation of member initiated groups called forums; the composition and role of the board, including the role of regional units and affiliate groups; and the nature and format of our governing documents. I urge you to carefully consider the changes that your board has worked so hard to create and support the efforts to enhance the responsiveness of AETS. How would we change AETS if we were not afraid? We hope, as a board, we have found ways to help answer that question.

As I move into my new position as past president, I want to thank the board and committee members that have worked so hard on your behalf, thank all of you for making this such a vital association, and pledge my support to the future leadership of AETS as we venture forward to recreate ourselves as an association.
Are you aware that AETS presents 5 awards at the annual conference? Three awards recognize the personal achievements and contributions of its members (Award I, “Outstanding Science Teacher Educator of the Year,” Award II, “Outstanding Mentor Award,” and Award III, “Honorary Emeritus Membership”). Two other awards (Award IV—“Innovation in Teaching Science Teachers” and Award V, “Implications of Research for Educational Practice”) recognize excellence in papers presented at the previous AETS Annual Meeting. While all the awards offer a plaque, Carolina Biological Supply, Delta Education, and Wards Natural Science sponsorship permits cash awards to accompany Awards I, II, IV, and V. Award III confers waived association dues for the recipients and a published tribute in the Journal of Science Teachers Education. Awards IV and V also offer the recipients consideration of publication of their award papers in the Journal of Science Teachers Education.

The deadline for submission of materials for the awards is JUNE 1.

For further information (including the criteria and required materials for each award) please contact:

Dr. J. Randy McGinnis, AETS Awards Chairperson
University of Maryland, College Park
Science Teaching Ctr., Rm. 2226J Benjamin Bldg.
College Park, MD 20742
E-Mail: jm250@umail.umd.edu

Seeking names of past Award Winners:

AETS Outstanding Science Educator of the Year

Implication of Research for Educational Practice Award
1976 (and earlier?) to 1982, 1998

Innovation in Teaching Science Teachers Award
1994, 1999

Please contact Jeff Weld at jeff.weld@uni.edu or 319-273-2723 if you have information on the winners of these awards in these years.

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News from AETS Regional Units

From the Northwest AETS
At the recent International AETS meeting the Northwest Region held a lunch meeting to discuss goals for our region, and explore the option of holding a northwest regional meeting. There were 15 members in attendance, which is a very good representation of our region. Following is an edited report of our meeting.

- Larry Scharrmann, Regional AETS Units Chairperson, attended to provide advice and support for what our region wants to accomplish.
- Those in attendance: Valarie Akerson, chair (final year as chair—let Valarie know if you are interested in running as regional chair), Mark Latz, Judy Morrison, Adele Schepige, Philip Wade, Lynda Hatch, Chris Obana, Kate Popejoy, Louise Baxter, Martha Kurtz, Dana Riley Black, Carole Kubota, Jim Carroll, Tisha Morrell, Kathy Weisemann (and there were a few more who arrived late whose names I do not have here, but we appreciate their attendance!)
- We discussed how our region may differ from others, such as retaining/recruiting locally trained teachers.
- We explored holding blocks of time for AETS presentations at state conferences, such as Oregon or Washington Science Teachers Association.
- *Hold a main forum in conjunction with the national meeting, at a time slot reserved for such a meeting (maybe an evening reception) that does not conflict with other committee meetings.
- We feel that the National AETS meeting provides a comfortable forum for graduate students and faculty to present our work so we don’t need a regional meeting. We would like to have a time set aside at the national meeting EXPLICITLY for regional meetings that does not conflict with other committee times. This will allow our region to meet and discuss any issues that were raised in our electronic conversations, or being passed down through the regional director from the National AETS Board.

Valarie Akerson (Dickinson), Ph.D., Chair, AETSNW, valarie@tricity.wsu.edu

From the Southeast AETS
The SAETS 2000 annual meeting was held on October 6-7, 2000 at the College of Education (Haley Center) and the Auburn Hotel and Conference Center, Auburn University, Auburn, Alabama. The conference was attended by 68 participants (including 35 graduate students). Participants were from Arkansas, Tennessee, Alabama, Georgia, Florida, South Carolina, and Japan. Forty-five papers and presentations were presented on Saturday. Presenters took advantage of the “smart classroom” technology available in the rooms used on the Auburn University campus. Molly Weinburgh gave the key-note address on “reasons to belong to your professional association” at the awards luncheon.

The award for Outstanding Position Paper by a graduate student was presented to Mike Dias of Georgia State University. The award for Outstanding Position Paper by faculty was presented to Claudia Melear of the University of Tennessee. The John Shrum Award for outstanding science teacher educator was presented to Tom Koballa of the University of Georgia and the Rod Nave Award for scientist friend of education was presented to Marlin Simon of Auburn University.

Eddie Shaw remains faithfully committed to remaining the SAETS secretary/treasurer. The conference this year came out $345.75 in the black. Charles Eick of Auburn University was elected to replace Molly Weinburgh as Regional Director. Dana Zeidler of the University of South Florida was elected President-Elect.

Dana Zeidler, President-Elect, SAETS, zeidler@tempest.coedu.usf.edu
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<th><strong>Journal:</strong> CESI Science (Council for Elementary Science International)</th>
<th><strong>Journal:</strong> Journal of Research in Science Teaching (JRST)</th>
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<td><strong>Profile:</strong> CESI Science is a peer reviewed journal which publishes classroom related qualitative, quantitative, and action research, as well as exemplar inquiry lesson plans for use in the elementary / middle level and science methods classrooms</td>
<td><strong>Profile:</strong> The Journal of Research in Science Teaching publishes scholarly investigative articles on science teaching and learning employing a wide variety of methodologies as well as position papers, policy perspectives, and critical literature reviews.</td>
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<td><strong>Contact Person:</strong> David T. Crowther, Ph.D., University of Nevada, Reno 775-784-4961, x2004; <a href="mailto:crowther@unr.edu">crowther@unr.edu</a></td>
<td><strong>Contact Person:</strong> Dale R. Baker and Michael D. Piburn, Editors, Arizona State University, 480-965-2241, <a href="mailto:JRST@asu.edu">JRST@asu.edu</a></td>
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<th><strong>Journal:</strong> Contemporary Issues in Technology and Teacher Education (CITE)</th>
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<td><strong>Profile:</strong> AETS has sole responsibility for a section in Contemporary Issues in Technology &amp; Teacher Education, a new online journal. Articles should address technology and science teacher education, and may be research-based, philosophical/position papers, or practitioner oriented.</td>
<td><strong>Profile:</strong> The science teacher education section seeks articles that address issues and problems that are central to the education of science teachers, both pre-service and in-service.</td>
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<td><strong>Contact Person:</strong> Dr. Deborah Trumbull, Cornell University, 607-255-4278, <a href="mailto:djt2@cornell.edu">djt2@cornell.edu</a></td>
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<td><strong>Contact Person:</strong> Alan Colburn, Ph.D., California State University-Long Beach, 562-985-5948; <a href="mailto:acolburn@csulb.edu">acolburn@csulb.edu</a></td>
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<th><strong>Journal:</strong> Electronic Journal of Science Education (EJSE)</th>
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<td><strong>Profile:</strong> The Electronic Journal of Science Education was the first on-line journal devoted to the timely dissemination of information relating to research and practice within the science education community.</td>
<td><strong>Profile:</strong> SSM is an international journal which is published monthly, October through May, emphasizing issues, concerns, and lessons within and between the disciplines of science and mathematics in the classroom.</td>
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<td><strong>Contact Person:</strong> Dr. John R. Cannon 775-784-4961, x2001; <a href="mailto:jcannon@unr.edu">jcannon@unr.edu</a></td>
<td><strong>Contact Person:</strong> Norman G. Lederman and Margaret L. Niess, Co-Editors, Oregon State University, 237 Weniger Hall, Corvallis, OR 97331-6508</td>
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<th><strong>Journal:</strong> International Journal of Science Education (IJSE)</th>
<th><strong>Journal:</strong> Journal of Science Teacher Education (JSTE)</th>
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<td><strong>Profile:</strong> The journal is comprise of peer-reviewed general articles, papers on innovations and developments, research reports and book reviews.</td>
<td><strong>Profile:</strong> JSTE serves as a forum for disseminating research and theoretical position statements concerning the preparation and inservice education of science teachers. JSTE is a publication that adds to what we know about science teaching and learning but, most importantly, serves as a catalyst for thoughtful discussion concerning the improvement of the education of teachers in science.</td>
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<td><strong>Contact Person:</strong> Dr. John K. Gilbert, The University of Reading, UK, <a href="mailto:j.k.gilbert@reading.ac.uk">j.k.gilbert@reading.ac.uk</a> Joint Regional Editors for North America: Dr. James Wandersee, Louisiana State University, <a href="mailto:jwander@lsu.edu">jwander@lsu.edu</a> Dr. Kathleen M. Fisher, San Diego State University, <a href="mailto:kfisher@sciences.sdsu.edu">kfisher@sciences.sdsu.edu</a> Regional Editor for Australasia: Dr. David Treagust, Curtin University of Technology, <a href="mailto:itreagus@info.curtin.edu.au">itreagus@info.curtin.edu.au</a></td>
<td><strong>Internet URL:</strong> <a href="http://www.aets.unr.edu/AETS/jsteinfo.htm">http://www.aets.unr.edu/AETS/jsteinfo.htm</a></td>
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Examining Pedagogical Content Knowledge

Edited By:
Dr. Julie Gess-Newsome
and
Dr. Norman G. Lederman

Published in cooperation with
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$70.00 Plus shipping and Handling

Contents and Contributors

Acknowledgments. Foreword; L. Shulman.

Section I: Introduction

1. Pedagogical Content Knowledge: An Introduction and Orientation; J. Gess-Newsome.

Section II: The Literature

2. The Complex Nature and Sources of Teachers’ Pedagogical Knowledge; G. Morine-Dershimer, T. Kent.
3. Secondary Teachers’ Knowledge and Beliefs about Subject Matter and their Impact on Instruction; J. Gess-Newsome.
5. Domains of Teacher Knowledge; W.S. Carlsen.

Section III: Emerging Lines of Research in Science Teacher Education

6. Assessment and Measurement of Pedagogical Content Knowledge; J.A. Baxter, N.G. Lederman.
7. Changing our Teaching: The Role of Pedagogical Content Knowledge in Elementary Science; D.C. Smith.
9. Pedagogical Content Knowledge and Co-Participation in Science Classrooms; K. Tobin, C. McRobbie.

Section IV: Impacts of PCK on the Development of Science Teacher Education Programs


Section IV: Cross-Cultural Perspectives on Science Teacher Education

9. A Meeting of Two Cultures: The Experience of Facilitating a Teacher Enhancement Project for Egyptian Science Teachers; Sandra K. Abell, Purdue University.
10. International Partnerships as a Means of Reforming Science Teacher Education in Australia; Ken Appleton, Central Queensland University; Ian Ginnis & James Watters, Queensland University of Technology, Australia.
11. Reform in Science Teacher Education in Italy: The Case of Physics; L. Borghi, A. De Ambrosis, & P. Muscheretti, University of Pavia, Italy.
12. Science Teacher Preparation in Lebanon: Reality and Future Directions; Saouma BouJaouade, American University of Beirut, Lebanon.

Section III: Impacts of PCK on the Development of Science Teacher Education Programs

7. Secondary Science Student Teaching Assessment Model: A United States and United Kingdom Collaborative; Kate Baird, Learning by Design, USA; Marilyn Brodie & Stuart Bevins, Sheffield Hallam University, UK; Pamela Christol, NASA/AESP, USA.
8. Thinking Like a Teacher: Learning to Teach Science in a Study Abroad Program; Sandra Abell and Amy Jacks, Purdue University, USA.
ANNOUNCEMENTS OF INTEREST TO AETS MEMBERS

Come Celebrate the 100th Birthday of SSMA!

The School Science and Mathematics Association invites you to participate in our annual conference in Chicago, IL, November 1-3, 2001. The program, which honors SSMA’s first century of service, will focus on past, present, and future accomplishments in mathematics, science, and technology education. For information concerning proposal submissions, contact Susan Westbrook at susanwestbrook@mindspring.com or at 919-362-4693.

In a first-ever joint publishing arrangement, Project 2061 of the American Association for the Advancement of Science (AAAS) and the National Science Teachers Association (NSTA) provide educators with an innovative tool that graphically depicts connections among key learning goals for students in kindergarten through 12th grade. *Atlas of Science Literacy* presents a series of strand maps that illustrate how student understanding of key science, mathematics, and technology topics builds and grows from grade to grade. Each map displays the ideas, skills, and the connections among them that are part of achieving literacy in a particular topic, showing where each step along the way comes from and where it leads. In addition, each map is accompanied by a summary of the relevant research on student learning. Topics mapped include gravity, plate tectonics, flow of matter in ecosystems, natural selection, maintaining good health, communication technology, and statistical reasoning.

Copies of *Atlas of Science Literacy* are available for $49.95 from both AAAS and NSTA. Contact AAAS (item #00-12S) at the AAAS Distribution Center, P.O. Box 521, Annapolis Junction, MD 20701, 1-800-222-7809, or use the on-line order form at www.project2061.org/order/AtlasOrder.pdf. Contact NSTA (stock #PA001X) at 1-800-722-NSTA or visit the NSTA on-line Store at www.nsta.org/store/.

A Free Gift for Your Student Teacher: Flinn’s New Student Teacher Survival Kit

Give your student teacher a head start with Flinn’s Student Teacher Survival Kit, containing secondary school science material ideal for the student teacher beginning a challenging new career. The student Teacher Survival Kit includes “first year” demonstration ideas, safety posters, a reproducible safety contract, money-saving “Welcome Wagon” coupons and the indispensable Flinn Chemical and Biological Catalog/Reference Manual featuring safety data on proper storage, handling and disposal of laboratory chemicals. Help your student teachers prepare for their first teaching assignment by giving them a free Flinn Student Teacher Survival Kit. Teachers only can request Flinn’s Student Teacher Survival Kit, catalog number AP4564, from: Flinn Scientific, Inc., P.O. Box 219, Batavia, IL 60510 1-800-452-1261, E-mail: flinn@flinnssci.com

Gala for Dr. Ertle Thompson

Mark your calendar: April 28th, 2001 at the University of Virginia, from 6-9pm.

Come celebrate the outstanding career of Dr. Ertle Thompson and his contributions to science education. In addition to the celebration, another goal of this event is to raise sufficient funds to present a current Science Education student with a scholarship award in Dr. Thompson’s name. For further information you can contact Jackie McDonough at 804 924-0765 or jtm3j@virginia.edu, or Juanita Jo Matkins at jjm7k@virginia.edu.

Teacher’s Guide to Geology of the Northeastern U.S.

The Paleontological Research Institution of Ithaca, NY, recently published “The Teacher-Friendly Guide to the Geology of the Northeastern U.S.” by PRI staff member Jane Ansley, the first guide of what will be a series of teacher-friendly guides on regional geology for the entire country. The Teacher-Friendly Guide gives teachers the background necessary to make sense of regional and local geology. Using non-technical language and a three-ring binder format for easy use in the classroom, the Guide gives regional examples of traditional Earth Science topics, such as rocks, minerals, fossils, topography, and natural resources, based on the geologic history of the Northeast. The Guide provides corresponding student activities for each topic, and contains a compilation of Earth science resource information listed by state and topic. Although originally targeted for 8-9 grade Earth science teachers, the Guide is appropriate for anyone who incorporates Earth science into their curriculum, from elementary school to college. For more information or to order a copy of The Teacher-Friendly Guide visit our Website at www.prweb.org or call (607) 273-6623 x10.
Books Offered By AETS

Currently, two new books are being offered by AETS. These books, Examining Pedagogical Content Knowledge Edited By: Dr. Julie Gess-Newsome and Dr. Norman G. Lederman and Science Teacher Education: An International Perspective Edited By: Dr. Sandra K. Abell (see the order form in this issue of the newsletter). Each of these books are being offered at a significant discount to our members compared to the publishers price. In addition, AETS is offering members additional discounts for ordering both books and/or ordering books in large quantities for students where the book is being adopted for course use. The following is the discount offered on these books:

- Order both books and receive a 10% discount off of the total price.
- Order between 2-5 books and receive a 15% discount off of the total price.
- Order between 5-10 books and receive a 20% discount off of the total price.
- Order more than 10 books and receive a 25% discount off of the total price.

If you are ordering more than one book, use the same order form but indicate the number of books to be ordered and then simply input the appropriate total cost. If you have any questions, please contact:

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Please send items and suggestions for best serving you to:

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