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President's Newsletter Message
Warren J. DiBiase , ASTE President

Bits and Pieces ...



I am pleased to report that the ASTE has enjoyed another successful year. Thanks to the leadership of past-president Kathy Norman and immediate past-president Janice Koch, together with the Board, the ASTE continues to grow and thrive. As reflected in our mission statement, the ASTE promotes leadership and support for professionals involved in the education and development of teachers of science at all levels. ASTE advances practice and policy through scholarship, collaboration, and innovation in science teacher education across the world.

Our current membership stands at 700 and I anticipate it to climb even higher in the coming months. The annual meeting in St. Louis was our second most highly attended conference and saw 525 members in attendance. Many thanks to Kathy Cabe Trundle, William Newman, Meredith Beilfuss and their team for all their time, energy and hard work. Participation in our annual conference is one way the ASTE reaches the goals contained in our mission statement.

The 2009 ASTE conference will be held at the Hartford Marriott Downtown on Wednesday January 7th through Saturday January 10th. This is the newest luxury hotel in Hartford and offers us a unique setting for our annual conference. The 409 room Hartford Marriott Downtown hotel rises 22 stories above the Connecticut River in downtown Hartford and is the only hotel located on the riverfront. The hotel is located at I-91 and I-84 and is near Bradley International Airport. Local Hartford attractions include the Capitol, Front Street, Bushnell Center for the Performing Arts, Wadsworth Atheneum Museum of Art, Old State House, UConn, Cabela's, great restaurants and shopping.

The Hartford Marriott Downtown offers 11 breakout rooms with 13,500 sq ft of meeting space. This is comparable to the number of breakout rooms we have had available at our recent conferences. In an effort to be more inclusive, conference chair John Settlege and his team are introducing a new presentation format into the program. Termed an interactive paper presentation, this session will allow for a series of presenters to give a brief overview of their paper and then provide attendees an opportunity to visit

Cont. on the next page

I encourage all members to submit a proposal for new the interactive paper presentation format to be featured at the 2009 conference in Hartford, CT.

A special Note

Several of you have asked about the proceedings from St. Louis. The Board has decided that this year ASTE will simply post the names of the authors and the brief abstract. That will be on the web site soon. The Board will continue to consider our options for future proceedings and invite your feedback on this issue.

President's message continued

with each presenter to learn about their work. The program will still of course include the roundtable, traditional paper sets, and poster presentations. I encourage all members to think about submitting a proposal for the interactive paper presentation when planning your presentation.

The Hartford Marriott Downtown is interconnected to the Connecticut Convention Center and the soon to open Connecticut Science Center. We are currently negotiating with the Convention Center for additional space for our keynote addresses and business luncheon. Plans for the conference include a Thursday evening reception to be held in the Science Center.

We had 29 workshop proposals, a record number, for the 2008 conference in St. Louis. Due to program constraints, only 11 of the proposals were able to be accepted. The Board of Directors was very concerned by this issue and took action to keep this situation from happening in the future. At their Saturday evening meeting in St. Louis, the Board voted to reinstate the preconference workshop. The 2009 conference will have both pre-conference workshops as well as workshops embedded throughout the program. This will allow the program to be more inclusive with respect to the number of workshops that can be accommodated in the program. The pre-conference workshops will be held on Wednesday January 7th.

In other news, at their Saturday evening meeting in St. Louis, the ASTE Board of Directors accepted a proposal from Cathy Yeotis, William Baird, and George Davis to create a new forum. The newly formed forum is called *Seniors as Resources for Science Education* (SRSE) and is comprised of retired and soon to be retired members. This forum is established for the purpose of mentoring ASTE members as they consider retiring from formal work and providing access to the resources/expertise of senior ASTE members to the science education community. Over the next several years, SRSE members will work to organize, through both on-line web-page resources and face-to-face programs a community of senior ASTE members who can continue to serve science education. Anyone interested in joining is encouraged to attend their next meeting at the 2009 conference in Hartford. For additional information contact George Davis at davisg@mnstate.edu.

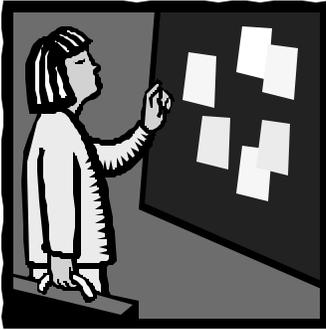
Fundraising is one of the issues the Board of Directors has looked into during the past two years. We are fortunate to have a number of corporate sponsors. These sponsors fund both our ASTE awards as well as various functions at our annual conference. Carolina Biological Supply, Delta Education, and Frey Scientific currently fund our ASTE awards. Sponsors for the 2008 Conference in St. Louis included Hofstra University, Butler University, Springer, and Texas Instruments. Although the ASTE is financially sound, there are limits on what services the association can provide for its members. In addition, with rising costs, it is becoming increasingly more challenging to fund a conference while keeping the registration costs down. A major focus of this year's Board agenda is to secure the services of a fundraising consultant. This person will work with us to secure donations for the association. We are in the early stages of working with the Association of Fundraising Professionals (AFP) to secure such a consultant. It is my hope and expectation to hire a fundraiser at the summer Board meeting.

Also Note:

The ASTE Professional Development Committee will be inviting proposals for workshops for the 2009 conference in Hartford, CT. The call for proposals will be coming out soon from the ASTE listserv. The due date will be April 30th. In an effort to provide additional time for workshops, we are re-introducing the Wednesday pre-conference workshops. These will be in addition to the embedded workshops during the Thursday through Saturday conference. Please consider submitting a workshop proposal for 2009!

-- Kevin

The Announcements



Eugene P. Wagner is the Executive Secretary of ASTE. He should be contacted for answers and solutions to membership issues, contact information, and the like.

He may be contacted at:

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 Executive Secretary Association for Science Teacher Education
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 Pittsburgh, PA 15237
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Position Announcement / Newsletter Editor

We would like to announce the pending opportunity to assume the position of newsletter editor for the Association for Science Teacher Education due to the well deserved retirement of Mert Glass of Northern Arizona University. To Mert we offer our profound thanks for his wonderful work as newsletter editor these past four years.

For those of you who may be interested in this important position, please consider the following:

The purpose of the ASTE Newsletter is to share information about the Association and its activities to its members and interested others. Each Association business year, the Association will publish a minimum of four issues of the ASTE Newsletter, designated as the Winter, Spring, Summer, and Autumn issues.

The editor must be active and in good standing in ASTE. The individual should have experience in publishing, reviewing documents, word processing, and electronic publications.

The appointment of Newsletter Editor will begin immediately upon Board conferral. The term of office for the Newsletter Editor will last three and a half years. During the first six months, the new Newsletter Editor will acquire all of the past Newsletter Editor's materials and begin the process of disseminating the newsletter. The past Newsletter Editor will work closely with the new Newsletter Editor to ensure a smooth transition. During the next three years, the Newsletter Editor will collect and review materials for the Newsletter, and create and disseminate the newsletter. Once a new Newsletter Editor has been selected, the outgoing Editor will work closely with the new Editor to ensure a smooth transition for six months.

The content of any issue of the Newsletter will be determined by both the Chair of the Publications Committee and the Editor of the Newsletter. The items selected for publication in the Newsletter should be relevant to the ASTE membership and can include: the slate of candidates developed by the Elections Committee, by-law revisions, and brief reports from ASTE committees. Each issue may include a President's Message at the discretion of the President.

You may nominate yourself for Newsletter Editor or consider nominating (or suggesting) someone else for this position. All nominations should be made directly to the ASTE Publications Committee Chair (Bill McComas; mccomas@uark.edu) accompanied by a letter of interest and a vita. These materials must be received by May 2, 2008. A sub-committee of the Publications Committee will review the materials, and a recommendation for Newsletter Editor will be made to the Board during their summer meeting.

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Additional Announcements

Newsletter Editor Search—Continued

Responsibilities:

The Newsletter Editor will:

- ◆ Maintain close communications with the ASTE Executive Secretary, the Director of Electronic Services for ASTE and the Chair of the Publications Committee.
- ◆ Make regular requests for newsletter information from the standing committees of ASTE and the members of ASTE.
- ◆ Edit and format the newsletter and, in advance, provide a sample to the Chair of the Publications Committee and/or other appropriate committee or board members for review
- ◆ Submit annual board reports to the ASTE Board through the Publications Committee.
- ◆ Provide his/her own computer but other necessary and reasonable costs will be paid by ASTE following prior approval through the Chair of the Publications Committee.
- ◆ Serve on the Publications Committee.
- ◆ Shall publish in the ASTE Newsletter the slate of candidates prepared by the Elections Committee.
- ◆ The newsletter itself will be disseminated electronically following approval. This election format will provide the editor with the opportunity to include “hotlinks” and other innovations not possible with a paper version of the newsletter. The Editor is encouraged to make use of such innovations.
- ◆ If the Newsletter Editor is unable to successfully accomplish the task of Editor; the Executive Secretary will disseminate the newsletter until a new Editor is identified.

ASTE Nominations

The quality of an organization can be measured by the strength of the leadership team. Please help us continue strong leadership for ASTE. We have many wonderful colleagues, and the Elections Committee is asking you to consider nominating a fellow ASTE member for an elected position in the organization. We are asking for nominations for president, board member at large, and elections committee member.

To submit a nomination, go to the ASTE website (<http://TheASTE.org>) and log in to the Member Resources where you will find a link for nominating. If you submitted a nomination on paper at the conference, please also fill out the online electronic submission form. This effort will insure that your nomination will reach the elections committee. Contact

Thank you for your assistance in the nomination and election processes,

Kathy Cabe Trundle
Elections Committee Chairperson

Additional Announcements

Call for Nominations for ASTE

Dear Members:

Now that the 2008 conference is over, it is time to consider nominating a fellow ASTE member for an elected position in the organization.

To submit a nomination, go to the ASTE website (<http://TheASTE.org>) and log in to the Member Resources. There you will find a link for nominating. If you submitted a nomination on paper at the conference, please also fill out the online electronic submission form. This will insure that your nomination will reach the elections committee.

Eugene P. Wagner, Ph.D.
Executive Secretary Association for Science Teacher Education

Interactive Papers Format for the ASTE Meeting

Out of all the presentations I've done at conferences, the interactive paper approach is my favorite. I get the best feedback on my work and the best questions from the audience in sessions where I've presented my research in this way.

Testimonial from a experienced user of this format

An Interactive Paper session allows a dynamic way to share information and exchange ideas with others in ways that are more interactive than during regular paper presentations. We encourage you to consider an Interactive Paper as a viable presentation option for the ASTE meeting. This will be one of your format choices when submitting proposals on-line in June. By submitting your presentation to the Interactive Papers, we gain efficiencies in time and space within the program. Interactive Papers are viewed as having an equivalent cachet as traditional paper presentations and should not be treated as "only" poster sessions.

Format

Each Interactive Paper session is scheduled within the normal program and is composed of 6-8 presenters whose work is grouped according to a common theme. A facilitator guides the session and monitors the time. Each presenter gives an oral overview of his or her work of 2-3 minutes in duration. After these introductions, presenters will be dispersed around the meeting room (displays in the form of posters or technology are options). Audience members can then freely visit with presenters and their corresponding displays. The final 15 minutes involves the whole group: the presenters form a panel, the facilitator becomes a discussant, and everyone can discuss the collection of work.

Presenters

Your spoken introduction should entice audience members to visit your display. Use your small window of time to communicate the focus of your work, its relevance to science teacher education, and the information you would like to distribute to and receive from others. You might choose to organize your talk as a roundtable for discussion purpose. Alternatively, you could display your work on a display board (3 feet tall by 4 feet wide and supplied by the conference committee). These interactions would also be the venue for distributing your paper.

Papers

Please have multiple hard copies of your paper available to distribute. Making your paper also available in an electronic format is encouraged. Consider how you might use your paper as the foundation for your interactions with others. In other words, what you talk about and what appears in your paper do not need to be identical. Instead, the two can complement each other. Verbal interactions and the written paper are different modes of communicating. The actual paper and the associated exchanges serve similar, but not identical, purposes. This becomes the distinctive feature of Interactive Papers. From an audience perspective, this format also allows you to focus on papers you are specifically interested without having to sit through others that seem less relevant to you.

John Settage

Call for Chapter Proposals for a Proposed ASTE Monograph:

The Inclusion of Environmental Education in Science Teacher Education

As a result of our recent discussions in the ASTE Environmental Education forum, we are developing a proposal for an ASTE monograph on *The Inclusion of Environmental Education in Science Teacher Education*. Alec Bodzin, Beth Klein, and Star Weaver will serve as the co-editors of the monograph. This book will focus on the inclusion of environmental education (EE) content and pedagogy in science teacher preparation as it applies towards instructional practices in K-12 science classrooms. The purpose of this book will be to share knowledge and ideas about environmental education pedagogy in the context of science teacher preparation as it applies to teaching and learning in K-12 science classrooms. The book will share, examine and discuss environmental education foundations and pedagogical principles through theoretical and practical applications as it primarily pertains to the preparation of pre-service and inservice science teachers. The book content will inform science teacher educators about the historical and philosophical underpinnings of EE, current trends in EE as it pertains to science teacher education, and EE-specific pedagogical practices and content-pedagogical knowledge for science teacher education. A series of case studies will be included to highlight the teaching and learning of environmental education content and concepts in science teacher education. A few chapters will also highlight EE exemplary practice in actual K-12 classrooms.

We envision the book will consist of an anthology of chapters from contributing authors organized into three main sections, including (1) an introduction section to environmental education, (2) a section on environmental education pedagogy as it applies to science teacher preparation, (3) case studies of EE teaching and learning strategies in science teacher preparation that will include a few exemplars of EE practices in K-12 classrooms, and an epilogue. Each chapter's length will range between 15-20 pages.

Submissions: Proposed chapter overviews should be 2 pages in length. The proposal should include statements of objectives, theoretical framework, and highlight key ideas, issues and/or methodologies with regards to including environmental education into science teacher education.

Please send a cover page including (1) proposed title of the chapter, and (2) author(s) information – full name(s) and title(s), and full contact details (postal address, e-mail address, telephone, and fax numbers).

Send both the cover page and proposal electronically to Alec Bodzin at amb4@lehigh.edu. The Deadline for proposed chapter submissions is April 15, 2008.

Al Bodzin

A members comentary

Charles J. Eick, Auburn University

Back to the Future: What We Can Learn from Teaching Again for Science Teacher Education

The theme of this year's ASTE 2008 conference in St. Louis was especially meaningful to me as we focused on quality in teacher preparation programs and the interconnections needed to maintain such quality. As science educators, most of us have a great wealth of experience and knowledge in preparing quality graduates to teach science in our public schools. Most, if not all, of us have ourselves been classroom teachers for many years before entering higher education. However, over time we may become a little rusty in continuing to maintain quality in our programs without some disconnect between what we are doing and how it works out in practice in classrooms, or the 'real world'. In order to strengthen these connections and our own practice as science teacher educators, many of us are beginning to coteach and teach again in the K-12 classroom.

At this year's ASTE conference, I had the pleasure of sitting on a panel of distinguished professors all of whom recently went back to the classroom to teach K-12 students. Our collective experience had many commonalities or themes on what we learned about schools, teaching, student learning, and our renewed role as science teacher educators. We would like to share a few of the more poignant ones with you.

Continued on the next page

A members' commentary continued

Credibility

Returning to the classroom not only renewed our sense of purpose and understanding of schools and students today, but we each shared how we were given a new 'god-like' status of great respect among our teacher colleagues, school system administrators, and education students, who felt that what we had to say was worthwhile again. As one panel participant shared, we found our 'mojo' once again. We regained the status of 'insiders'. As Charlene Czerniak shared, this credibility now helped her in her ongoing work with schools and teachers, with better knowledge and access, particularly in obtaining grants and building leadership capacity.

Curriculum Integration

As science teacher educators we are faced with a number of Standards-based approaches to practice. Inquiry approaches seem to be preferred over others at this moment in time. However, as classroom teachers, we saw the need to integrate our curriculum and teaching approach to reach ALL of our students successfully as well as meet mandated learning objectives. This integration took many forms, including across science teaching approaches (e.g., STS and inquiry) or across disciplinary subjects (e.g., science and language literacy). It seemed that no one approach alone could meet institutional needs or student learning needs.

Student Learning First

One participant at our panel discussion summed up our collective thoughts with what we did not want to do in our classrooms: Good science teaching for students in spite of students! Even with new teacher-tested, reform-based curricula we can still ignore students' progressive concerns about what they want to learn and how they want to learn. Mark Guy shared this as valuing the culture of students and the teacher-student relationship. Many of us know from experience that a Deweyan approach is the key to student motivation in not only wanting to learn science but even in becoming a scientist someday. Scott Townsend shared with us that even in informal science education by scientists 'activity-mania' with kids does not put them or their learning first.

New Practical Knowledge for Science Teacher Education

Upon returning to our professor roles we gained a new understanding of teacher practice that impacted our practice as science teacher educators. Our classroom modeling now is based more on experience in authentic practice, and less on what we think should work with students. We regained many of the tacit and seemingly lost classroom management skills, and now can teach about it once again. We learned that students of today are not that much different from those of yesteryear except for the new technologies they now have. Also, with so much to do in limited time as a classroom teacher, many of us have learned the value in using a quality prepared curriculum. As my colleague Lee Meadows often stated, teachers should not be placed in the role of having to create their entire curriculum. But, as Paul Jablon reminded us, having access to such materials cannot be taken for granted, nor the support for reform-based practices in school cultures that do not value them. Sometimes the obstacles to effective practice are real.

We encourage, even endorse, the opportunity to go back to the classroom for our colleagues. Going back can take many different forms and be supported by ones' current work, as our colleague Ken Tobin has clearly shown us. For those who go back we suggest that personal and professional goals inform and guide what you do as you keep an eye on coming back to your future. Going back to the classroom is guaranteed to change who we are as science teacher educators and how we continue to be effective in making connections for our programs and for our future teachers.

Charles J. Eick, Auburn University

Some Photographs for the Fun Run at the 2008 ASTE Convention .

Which way do we go? V



Sign on the dotted line



Mark Guy and Hedy Moscovici V



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

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(Formally the AETS)

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A reminder: Next year's **ASTE** conference will be held in Hartford, Connecticut. .

Stay tuned to the ASTE website for more conference information later this spring

ALSO

Call for Nominations for **ASTE**

As an active member in ASTE, we are asking for you to nominate an ASTE colleague or colleagues *See inside for details.*