

ASTE NEWSLETTER

President's Newsletter Message

Meta Van Sickle, ASTE President



First, I want to thank everyone for making our annual conference a wonderful experience. We have the most committed colleagues who complete tasks in a splendid manner in ways that serves our membership well. I enjoyed the sessions, the speakers and just talking with colleagues. I am also really looking forward to seeing everyone in Minneapolis next January. I hope everyone is planning to attend as I know the conference planning committee is already working hard so that we can have another exciting and challenging conference. This is a group of very warm-hearted people!

As an organization we also have some challenges. I want to talk about the challenges both in individual and corporate/collective terms. We as science educators are not adept at describing our work and its effects in ways that many people understand. To start this process, I am going to describe one problem with the national political rhetoric. Our leaders are constantly talking about education and educational initiatives in terms of competition. How many times to we hear words or phrases like Race to the Top, or Failing Schools must ... close or someone will get fired or...?

Such words imply that we must compete individually and corporately to succeed. I think competition in these forms is

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WINTER 2010

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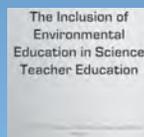
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destructive. We need new words to describe the opportunities we create for all students to learn. A cooperative commitment to educating our children has not been explored. Such exploration would require some different thinking that helps us evolve beyond individual thinking to community awareness and eventually to a concerted will to help all student learn.

Where does an individual begin? I'd suggest

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beginning with individual words and phrases like Sheila Tobias spoke, "the bad science teacher is the EXCEPTION." Is this a true statement based on the data we have about the science teachers who were produced through our programs? Do each of us have data that reveals the same pattern? Are you, individually, willing to state, "the bad science teacher from the (name your institution) is the EXCEPTION?" I am. Those are individual statements that we can work on. Another individual program statement might be, "Our future teachers spend many hours every semester in the classroom prior to student teaching." I am guessing that most of us meet or exceed our state and NCATE standards and have future teachers completing productive field experiences that make a difference to their future in the classroom. What other individual program statements can we make? How do we ensure that the general public understands what we are telling them?

We can also begin discussions about ways to help an individual who is the EXCEPTION. What plan does each program have in place to work with future teachers who are not meeting the rigor of the program or who need to choose a different profession? We need to compare to see the variety of ways we work with our EXCEPTIONS to write a corporate statement to ensure a continuous stream of high quality professionals entering our classrooms.

On a corporate level we need to understand that we are NOT in competition with each other. Every

person and program who helps prepare future teachers and gets the results that we state in individual programs such as "the bad science teacher is the EXCEPTION," should state the fact often and loudly every time asked. We can then begin the corporate statement that science teacher educators who are ASTE members work in programs that are creating science teachers who help every student learn. Thus WE are creating the science teachers of the future. OUR science education programs make a difference.

Further, the need for future science teachers is high and is predicted to rise. We need every program that has data to speak the words of success and to be fully operational to help meet the need for future science teachers.

Are you, individually, willing to state, "the bad science teacher from the (name your institution) is the EXCEPTION?" I am. Those are individual statements that we can work on.

2010 Election Results

For the second consecutive year, the voting process was completely electronic, with members being able to learn about each candidate and cast their ballots on-line via the ASTE website. Thank you for nominating your colleagues and for voting in our recent election. The election results have been tabulated and confirmed, and our officers are:

President (one year as President Elect, another year as President and a final year as Past President) – Randy Bell

Board Members at Large (3-year terms) – Al Bodzin and Kate Popejoy

Elections Committee (2-year terms) – Deb Hemler, James McDonald and Rebecca Schneider

The newly-elected officers began their terms at the 2010 ASTE conference in Sacramento, California.

Thank you for participating in the ASTE Election process this year.

The ASTE Elections Committee

Malcolm B. Butler, Chair
Lisa Martin-Hansen, Co-Chair
Charles Eick
Allan Feldman
Tisha Morrell

Thank you for nominating your colleagues and for voting in our recent election.

Call for Nominations

The ASTE Elections Committee would like to announce the call for nominees for the following elected positions that will be on the 2010 ballot (number of positions in parentheses):

President (1)

Director at Large (2)

Elections Committee (2)

The deadline for nominations is March 15, 2010.

The following information should be submitted for the nominee:

- Name of Nominee
- Position for which the person is being nominated
- Nominee contact information, including email address

The nominee information should be submitted electronically to Tisha Morrell, morrell@up.edu. Alternatively, there is a link for submitting nominees on the Member Resources page of the ASTE webpage as well. Receipt of nomination(s) will be acknowledged via a reply message.

For more information about the ASTE Leadership Team positions' roles and responsibilities, please visit the ASTE website- www.theaste.org.

We look forward to receiving your nominations.

Sincerely,

ASTE Elections Committee

Resources from the ASTE North Central Region

Using VideoAnt as a Learning and Teaching Tool

During the Fall North-Central ASTE conference VideoANT was introduced to regional ASTE members. VideoANT is a simple, easy-to-use online system developed at the University of Minnesota to synchronize video with timeline text annotations.

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Because of its perceived utility to science teacher educators, more about this resource is included here.

At the University of Nebraska VideoANT is used both in secondary science methods and in an online course. Example video/text annotations can be found at <http://nerds.unl.edu/pages/preser/sec/2011cohort/videos/initial.html>. At the University of Nebraska new secondary science methods cohorts are asked to teach a five-minute lesson on any topic of interest and to include a discussion. These teaching episodes are video taped with voiced over comments, coded for verbal interactions and this year, the videos were also loaded to the web for annotation. A unique feature of VideoANT is the ease in which comments can easily be added to videos. This allows for feedback directly on the video. In addition to adding verbal comments, each teaching episode is also coded using a program called BATS (Bonnstetter Assessment and Training System). Resulting codes can be seen by clicking on the pdf files beside each student or on the Group code near the top of the page. This helps students see their patterns of interaction and allows the class to have real data rather than simply instructor comments as evidence.

At the University of Minnesota, VideoAnt is used in the Science Education Licensure Program both during student teaching and during induction coursework. In these courses complete periods of instruction are video-taped, uploaded, and annotated. The real-time nature of the comments allows both student teaching supervisors and cooperating teachers to pinpoint instances in the lesson for discussion. The focus of the annotations can also be targeted at an appropriate developmental level, so for early teaching episodes the focus may be on classroom management strategies, but over time moving to a focused reflection on higher level teaching skills such as questioning strategies.

If ASTE members are interested in trying VideoANT, please visit the following link and watch the tutorial video.

<http://blog.lib.umn.edu/bhosack/videoant/general/>

When you are ready to load a video, use this link:

<http://ant.umn.edu/vae.php>

Contributed by Drs. Ron Bonnstetter (rjb@unl.edu)

& Gillian Roehrig (roehr013@umn.edu)

Applications Now Being Sought for . . .

EDITOR

Elementary Science Education Dedicated Issues
(formerly *The Journal of Elementary Science Education*)
With the *Journal of Science Teacher Education*

The publications committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor of the ***Elementary Science Education (ESE)*** (formerly the *Journal of Elementary Science Education [JESE]*) as two dedicated issues (published in March and November) within the ***Journal of Science Teacher Education (JSTE)***. The duration of appointment is for five years, beginning in June, 2010. Until that time, *Kevin Finson will continue to serve as ESE editor and will assist the new editor with the transition.* The new editor will assume full editing responsibilities of ESE issues from June 2010 to December 2015, with a half-year overlap with the next editor from June to December 2015.

The *Elementary Science Education* issues of JSTE will be part of an international refereed journal, which is devoted to the issues of elementary science education. The purpose of *ESE* is to communicate ideas, theories, research, and field-oriented information related to supervision, curriculum, and instruction. The audience of *ESE* will include universities with teacher education programs, elementary schools, and state and local education agencies. *ESE* is published to provide discussion of a broad range of concepts, theories, and issues and to provide dissemination of the knowledge base to professionals.

The *Elementary Science Education (ESE)* issues editor must be a member in good standing with ASTE. This individual should have expertise in research in elementary science education and science teacher education as well as experience publishing and reviewing manuscripts for professional refereed educational journals. In addition, the editor will be expected to attend annual meetings of ASTE and serve on the ASTE Publications Committee.

Full applications for these TWO SEPARATE positions are due by March 31, 2010 for *ESE/JSTE* and April 30, 2010 for *CITE* and should include a cover letter of application, vita(s), and a statement detailing institutional support. Electronic submissions via email are encouraged. Please send these materials to the Chair of the *ESE/JSTE* & *CITE* Editor Search Committees:

EDITOR

Science Education Section
Contemporary Issues in Technology and Teacher Education

The Publications Committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor or Co-Editors for the Science Education Section of the online journal, ***Contemporary Issues in Technology and Teacher Education (CITE)***. The duration of appointment is for three years, beginning in January 2011, plus a half-year overlap with the current editor from June 2010 to December 2010. Thus, the new editor will assume full editing responsibilities of the Science Education Section from January 2011 to December 2013.

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (ASTE, AMTE, NCSS, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline. The journal's online medium allows authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, Web links, and simulations. The current issue of the journal may be accessed at **<http://www.citejournal.org>**.

The CITE Science Education Section Editor must be a member in good standing of ASTE. This individual should have expertise in research of 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 attend annual meetings of ASTE and serve on the ASTE Publications Committee.

Kathy Cabe Trundle
Chair, ESE/JSTE & CITE Editorial Search Committees
School of Teaching and Learning
The Ohio State University
333 Arps Hall
1945 N High Street
Columbus, OH 43210
Ph. (614) 292-5820, Email: trundle.1@osu.edu

Recognition for Science Teacher Preparation Programs

There is an elite group of 133 institutions that has met the 2003 Standards for Science Teacher Preparation since the fall of 2005. The following list is an additional 21 institutions that demonstrate excellence through assessment alignment, data collection, reflection and improvement of programs based on data (for a complete list, go to www.nsta.org/preservice). Congratulations!

Antioch University, Arkansas State University, Converse College, Eastern Michigan University, Franciscan University of Steubenville, Hiram College, Lewis University, Liberty University, Loyola College, Millikin University, Mount Union College, Oklahoma Wesleyan University, Southeast Missouri State, Universidad De Puerto Rico De Cayey, Universidad De Puerto Rico Rio Piedras, University of Arkansas at Fort Smith, University of Central Missouri, University of Connecticut, University of Delaware, University of Louisiana at Monroe, and University of South Carolina.

ASTE Continues to support recognition process

A sincere ‘*thank you*’ goes to the ASTE community for continuing to support the NSTA recognition process for meeting the Science Teacher Preparation Standards. This is a rigorous process where institutions have content, pedagogy and student learning requirements that are demonstrated through assessments, data collection, reflection and program improvement. Attending Audit Team members Elizabeth Allan, Erica Brownstein, Rita Hagevik, Joseph Shane, and William Veal thank ASTE for providing a meeting room for auditing to take place.

ASTE also provided a meeting room for Reviewer Training. Reviewers apply and are trained to review submissions for NSTA Science Teacher Preparation Program recognition. In January, the following successfully completed the first stage of the reviewer training: Andrew Byrne, Carole Lee, Jim Tomlin, Stacy Pritchett, Michael Diaz, Issam Abi-El-Mona, and Deborah Tucker. The following reviewers assisted in the training and participated in a renewal of their skills: Janet Williams, Jim Ellis, and Mike Wavering. Their dedication to the profession is appreciated!

If you have questions about the NSTA recognition process or would like to become a reviewer, please contact the NSTA Accreditation Coordinator, Erica M. Brownstein at ebrownst@capital.edu or visit the web page at www.nsta.org/preservice

Announcing a new ASTE sponsored monograph:
The Inclusion of Environmental Education in Science Teacher Education

Editors: Alec M. Bodzin, Beth Shiner Klein, and Starlin Weaver

This anthology of chapters from contributing authors focuses on the integration of environmental education into science teacher education. The book begins by providing readers with foundational knowledge of environmental education as it applies to the discipline of science education. The book chapters include pedagogical practices of environmental education as it pertains to science teacher education. Case studies of environmental education teaching and learning strategies as it applies to science teacher education and instructional practices in K-12 science classrooms are included. This book shares 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. This book serves as a tangible guide for both science teacher educators and K-12 science educators for including environmental education into science teacher education.

This book:

- Examines and discusses environmental education foundations and pedagogical principles through theoretical and practical applications as it primarily pertains to the preparation of preservice and inservice science teachers.
- Informs 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.
- Includes case studies that highlight the teaching and learning of environmental education content and concepts in science teacher education and discusses exemplary practice in K-12 classrooms.
- Discusses the integration of technology to promote the teaching and learning of environmental education in science teacher preparation.

The following sections are included in the monograph:

PART I. INTRODUCTION TO ENVIRONMENTAL EDUCATION

PART II. ENVIRONMENTAL EDUCATION PEDAGOGY

- Section 1: Outdoor Learning and Place-Based Environments
- Section 2: Instructional Strategies
- Section 3: Technology

Additionally, the following authors contributed to the 22 chapters:

Alec M. Bodzin, Beth Shiner Klein, and Starlin Weaver, Robert L. Carter and Bora Simmons, James T. McDonald and Lynn A. Dominguez, Austin A. Winther, Kim Cleary Sadler, and Gerry Saunders, Linda Plevyak and Amy Mayfield, Teddie Phillipson-Mower and April Dean Adams, Diana L. Payne and Timothy D. Zimmerman, Mark A. Bloom, Molly Holden, April T. Sawey, and Molly H. Weinburgh, Bryan Rebar and Larry G. Enochs, J. William Hug, Jennifer Kreps Frisch, Matthew M. Unwin, and Gerald W. Saunders, Somnath Sarkar and Richard Frazier, Charles J. Eick, Doyle, E. Keasal, Karni Perez, and Sarah Carrier, Sherri L. Brown, Nikki L. Votaw, and Thomas R. Tretter, Christine Moseley, Blanche Desjean-Perrotta, Courtney Crim, Barbara A Austin and Nina Schmidt, James G. MaKinster, M.E. Spencer and Sherry E. Nichols, Tamara E. Peffer and Alec M. Bodzin, Adele C. Schepige, Patricia D. Morrell, Cindi Smith-Walters, Kim Cleary Sadler, Miriam Munck, and Donna Rainboth, Rita A. Hagevik, Harriett S. Stubbs, and Diane C. Whitaker.

Information about ordering is forthcoming very soon in the ASTE newsletter, through the ASTE listserv, and at the ASTE website (<http://theaste.org/>).

Photos from the 2010 ASTE International Conference



Keynote Speakers (Sheila Tobias & Richard Alley)



Conference Organizers
(Catherine Martin-Dunlop & Rick Pomeroy)



Presidential Team (Jon Pedersen, Meta Van Sickle & Randy Bell)

Thanks to Penny Gilmer for contributing conference photos

Call for Guest Reviewers for the *Journal of Science Teacher Education*

The *Journal of Science Teacher Education, JSTE*, is a peer-refereed journal that publishes scholarly articles on issues relevant to the pre-service and continuing education of teachers of science throughout their careers. *JSTE*, which is published by Springer, is the official journal of the Association for Science Teacher Education.

The *Journal of Science Teacher Education* receives over 200 manuscripts each year, and the rate of manuscripts received continues to increase. Have you thought about becoming a Guest Reviewer for *JSTE*? If you are transitioning from thought toward action, we would like to extend an invitation to be a *JSTE* Guest Reviewer. Your responsibilities would include reading 2-3 manuscripts each year in your areas of expertise and writing thoughtful, detailed, constructively critical reviews in a timely manner. If you are interested, please send us your CV attached to an e-mail indicating that you wish to be considered. We look forward to hearing from you.

John Staver and Lynn Bryan, Co-Editors,
Journal of Science Teacher Education
jstaver@purdue.edu labryan@purdue.edu

News from the ASTE Technology Committee

If you are an ASTE member conducting research or scholarly activity in areas related to technology, please consider “checking the box” for the NTLI Fellowship competition when you submit your conference proposal for ASTE 2011 in Minneapolis. The National Technology Leadership Initiative is a fellowship program sponsored by the Society for Information Technology in Teacher Education (SITE). NTLI Fellows receive special promotion in the SITE program and recognition at the SITE conference. Conference registration fee is waived and \$1000 travel stipend is provided thanks to the generous support of Vernier Technology (<http://www.vernier.com/>).

To be considered for the NTLI Fellowship, ASTE presenters must indicate their desire to be considered for the award on the conference proposal submission form. By this indication, candidates for the award agree to send a completed paper for their presentation to the Chair of the Science Education SIG of SITE two weeks prior to the ASTE conference for dissemination to the NTLI Fellowship review panel. At least two members of the NTLI Fellowship review panel will attend their session. By submitting for the award, candidates understand that acceptance of the award includes a responsibility to attend and present at the SITE conference.

The 2011 SITE conference will be in Nashville, TN on March 7-11, 2011. SITE is a friendly conference and encourages participation by all who are interested in the intersections between technology and teaching and
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learning, so please consider presenting or attending regardless of whether you submit to the NTLI Fellowship this year. Additional information on dates and the submission process can be found at <http://site.aace.org/>.

The committee wishes to thank David Slykhuis for his service as the chair of the SITE Science Education SIG, and Dana Zeidler, outgoing chair of the ASTE Technology Committee, for their work in making the award process flow smoothly. The new SITE Science Education SIG chair is Scott Slough (sslough@tamu.edu), and the new ASTE Technology Committee chair is Joanne Olson (jkolson@iastate.edu). We look forward to working with the committee and the ASTE membership.

ASTE Newsletter

Published four times a year by the Association for Science Teacher Education. All members are invited to submit items.

Issue	Items due by
Summer	Aug. 15
Fall	Oct. 15
Winter	Feb. 15
Spring	May 15

Editor: Todd Campbell
Phone: 435-797-7038 Email: todd.campbell@usu.edu