President’s Newsletter Message

Meta Van Sickle, ASTE President

I am really looking forward to our ASTE annual conference in Minneapolis, MN in January. The ASTE members have contributed to many of the advancements in science teacher education over the years and I see a group of dedicated members and professionals striving to meet even more challenges. Many of us find our passion and then our research agenda to ensure children learn science through our service.

The National Research Council (NRC) just pre-released *Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads*. This document informs us about our need to consider underrepresented minority participation. The document addresses concerns about the future of science and engineering research and innovation capacity if we don’t address the diversity of our population. The major concerns in this document address issues that we can consider for science teacher education.

The NRC document emphasizes the importance of broad participation in science. They note that “our sources for the future S & E workforce are uncertain,” meaning that the traditional white and Asian male population in the US is declining and the number of participants from other groups is not increasing at a commensurate rate. Secondly, “the demographics of our domestic population are shifting dramatically,” expressly that while the Hispanic population in the US is increasing dramatically, the number of Hispanics entering the S & E workforce are not increasing. Finally, “diversity is an asset,” meaning that diversity contributes to the common good rather than detracting from it.
Science teacher education can choose to be at the cutting edge or the trailing edge of these issues. I’d love to see us work on the cutting edge. How do we contribute to a vital, diverse, and innovative S & E workforce? How do we teach ALL of our students so that they can successfully join the existing workforce and contribute to the development of the next workforce? How do we work with future science teachers so that they know and understand the variety of students who they will teach? What tactics work best with which groups? How do we learn the “capital” they bring to the classroom and then use it to help them learn? How do we work with diversity and see it as an asset when so much schooling has focused on conformity and “standards” that everyone must know?

At the conference, we will have the opportunity to consider some of these questions in relation to women’s involvement in S & E fields and from the perspective of brain research. One of our keynote speakers, Dr. Andresse St. Rose, will discuss the data and analysis from the book, Why So Few? She will help us understand the factors that helped and hindered women from differing backgrounds stay in S & E fields. The other keynote speaker, Dr. Janet Dubinsky, focuses on the brain and how humans learn. These are two great starting points to work toward a goal of ensuring our students’ success in S & E fields.

What are some of things members of ASTE can do? We can help ensure access and motivation for our science teacher education candidates in our program. We can work to be diverse in who chooses to be in our programs and include academic and social support for those who represent various forms of diversity. Additionally, we must ensure affordability. Nature has supplied us with a marvelous diversity to explore. We learn about strength through diversity. If diversity is glorious then uniform methods are exactly the opposite of what we need. We also need to be more assertive in reporting successful initiatives aimed at increasing diversity in S & E fields. We need to describe how the initiatives work and what makes them work.

We also need to recognize that changing the demographics of the S & E field requires committed and dedicated leaders. Fortunately, we are leaders in our field and strong leaders have honed the practices of patience, passion and persistence to create solutions. I see gaining diversity in science teacher education as an urgent and attainable goal. I think that we can sustain an initiative to cause a change, that we can create comprehensive approaches that are coordinated, well-designed, and based on research and best practice. Toward this end, we will make Sheila Tobias’ call a reality: “the bad science teacher is the exception.”

CITE Call for Reviewers

ASTE members are invited to apply as review board members for the Science Education section of Contemporary Issues in Technology and Teacher Education (CITE Journal). CITE Journal is a peer-reviewed publication of the Society for Information Technology and Teacher Education (SITE). The Science Education section of CITE Journal is co-sponsored by The Association for Science Teacher Education to publish peer-reviewed research reports and theoretical articles on the use of innovative technologies in science teacher education. ASTE members who are also members of SITE particularly encouraged to apply.

To submit your application to be a Science Education section reviewer for CITE Journal, go to http://aace.org/Publish. Log in with your AACE login information or create a new log in. Select “sign up as a reviewer.” Your curriculum vitae should highlight your experience with reviewing and technology for science teacher education. Be sure to select CITE (science), as the journal.

Rebecca Schneider
Editor, Science Education section of CITE Journal
ASTE is an organization that relies heavily on its membership. One of the easiest and most powerful ways you can serve ASTE is to VOTE in the elections. We have a strong and talented slate of individuals who would like to serve you and help shape the future of ASTE. Please take the time to review their position statements and ASTE related CVs and vote for those you would like to see leading ASTE. It will only take you a short time, but the impact will be long-lived. The Election Committee thanks you in advance for voting.

Position statements of the candidates are printed below along with a link to their ASTE related CV. To cast your vote, go to http://TheASTE.org. You will need your ASTE PIN and last name to log in (PINs are easily obtained through the link on the ASTE website). Email Eugene Wagner at executivedirector@theaste.org with any questions or if you wish to have hard copy of the ballot.

Online voting will be from October 1 through November 15th. Thank you for your participation in this important activity.

ASTE Candidate Position Statements: Candidates for President

William F. McComas

I am pleased to offer our members my organizational skills, enthusiasm, experience and commitment as the next president of ASTE. I have been an active ASTE member 1992 and have attended and participated in every conference starting with El Paso. I have watched with great pleasure as our organization has grown from its small core to the large international association it is today. The passion of our members is clear; no other organization to which I belong regularly attracts such a high percentage of its members to its meetings. Our conferences, journals, and collegial network together have helped science teacher education become a vital, engaged and unified profession and the professional home for many of us.

The goal I hold for my time as a potential leader of ASTE is simple. I would like to preside over the continued growth, engagement, enhanced relevancy and strong fiscal basis established in recent years. I believe that my experiences as K-12 science teacher and current holder of the Parks Endowed Professorship at the University of Arkansas together with prior service on the ASTE Board and chair of the publications committee, as well as leadership roles in other science education organizations (NSTA and IHPST) have prepared me for this new responsibility. Only through the development of successful and engaged science teachers can science teaching itself become more effective and I will ensure that ASTE continues to lead the way to the continued enhancement of science teacher education and science teaching itself.

ASTE related Curriculum Vitae:
John W. Tillotson

The Association for Science Teacher Education (ASTE) mission statement acknowledges the organization’s enduring commitment to advancing practice and policy through scholarship, collaboration, and innovation in science teacher education in a global context. From its very beginning, ASTE has been purposeful in representing all of the important stakeholders involved in the professional development of science teachers by providing a forum for sharing ideas, establishing standards of excellence, and expanding the knowledge base regarding science teacher development. If elected President of ASTE, I would work in partnership with the Board of Directors to continue honoring these central commitments. Drawing upon my experiences as the former Executive Director of NARST and an ASTE Board Member, I would take a leadership role in the areas of policy development, fostering expanded relationships with other professional societies, and ensuring that the scholarship of ASTE members is communicated effectively to STEM policymakers. I would pursue new initiatives to expand the size of our membership, increase ASTE’s international visibility, and generate new sources of revenue for the organization. Finally, as President of ASTE I would encourage new research collaboratives among ASTE members focused on systematic, multi-site research studies examining the impact of science teacher education programs on science teacher development throughout their careers. These efforts would strengthen ASTE’s ability to advance its mission and result in more evidence-based policy recommendations. ASTE has been a key part of my professional life for sixteen years, and I am truly honored to be nominated for ASTE President.


Sherri L. Brown

I strongly support the mission of ASTE in promoting leadership and support for professionals involved in the education and development of science teachers at all levels. Participation in ASTE has assisted my growth as a beginning science teacher educator in multiple areas, which include each of the six adopted standards: Science Knowledge; Science Pedagogy; Curriculum, Instruction and Assessment; Knowledge of Learning and Cognition; Research/Scholarly Activity; and Professional Development Activities. My experiences at regional and national/international conferences have been very supportive in professional areas of learning, networking, collaborating, teaching, publishing, and presenting. To support ASTE’s membership and mission, I have mentored nine current doctoral students or candidates in attending and/or co-presenting at the regional and national ASTE conferences from 2002 to present.

Opportunities for leadership have also surfaced within ASTE. As an active member of the ASTE Membership and Participation Committee, I co-presented and co-authored sessions designed to assist early career professionals for two separate conferences. This committee work has been rewarding because, as a newly tenured faculty member, I am in a position to assist beginning professionals in navigating the tenure and promotion process. I have attended and supported the efforts of Women in Science Education (WISE) since 2002. As a candidate for the Elections Committee, I would continue to support ASTE’s mission and standards in preparing a slate of dedicated nominees for each ASTE office. I would enjoy participating in this committee’s capacity to support ASTE as the leading science teacher educator organization.

Candidates for Elections Committee Cont.

Erica Brownstein

I am committed to Science Education, and the professionalism of Science Teacher Educators. My commitment to and active participation in the profession is long standing. In fact, in 1993, as a graduate student I attended the ASTE meeting in Charleston, South Carolina (then called AETS). I have participated in many national and regional meetings since then. For the last 6 years, my emphasis has been on science teacher preparation, specifically focusing on accreditation. The Association for Science Teacher Educators is clearly the organization whose membership possesses the expertise in the education and development of teachers of science. Recognizing and valuing this, and contributing to a team effort, I have worked consistently to make ASTE an essential partner to NSTA in the science teacher preparation program recognition process.

I have been privileged to serve on the ASTE Awards Committee. Through this role I have been able to see high quality nominations and participate in the challenge of award winner selection.

I’m pleased to have been nominated as a candidate to the Elections Committee. I believe that in order to continue the mission of ASTE, seeking candidates that represent a variety of constituencies, and who are dedicated to the development of the profession is essential.


Michael Dias

I am quite fond of the engaging discourse and friendly support that characterizes the ASTE community. That is why I have been pleased to attend every national and southeast regional ASTE conference since joining the group in 2001. I see ASTE as an open group that encourages ownership among the members through an array of service roles for which the expectations are clearly delineated. In this context, I have enjoyed serving as regional co-president (conference planner) for SAETS in 2002. In the past decade, my association with colleagues in ASTE has provided opportunities to serve as conference proposal reviewer, Policy and Reform thread coordinator, and as member of the Awards Committee. I am pleased to be nominated to serve on the ASTE Elections Committee. If elected to this committee I will serve the best interests of our organization by advocating for equity, fairness and diverse representation on the slate of nominees for each office. My professional experience includes 14 years experience as public high school biology, chemistry and physical science teacher, followed by eight years in higher education with work concentrated in middle and high school science teacher development, education of science teacher mentors, and teaching science content courses for elementary education majors. My knowledge and convictions are well aligned with the goals and mission of ASTE, and I would like the opportunity to help the organization select the individuals most capable of leading us to deeper realization of our five position statements.

Catherine M. Koehler

I am honored to be a nominee to the Elections Committee for 2011. Since my introduction to ASTE as a graduate student in 2002, I have found the ASTE membership to be collegial, professional, and supportive. It was at that time that I decided to become part of the leadership team of ASTE. Since then, I have been active in many aspects of the organization; working at the registration desk during the international conference (5 years counting), presiding over sessions, presenting papers and posters at a regional and the international conference, running with the ASTE Striders, and working on committees and forums (Membership Committee, Graduate Student forum, and the early formation of the Environmental Education forum). It is through this network that I have collaborated and consulted with many members of ASTE during my tenure in the organization.

As a member of the Elections Committee, the job of securing a strong leadership team to move the organization forward is essential. From my experience in ASTE, I have met individuals that have strong leadership qualities and would contribute to the mission of the organization. These individuals, given the opportunity to lead, would embrace the call. During my stint on the Elections Committee, it would be my duty and privilege to seek out these individuals to be the new leaders of ASTE. I accept the challenge of this position, and will work diligently for the Board and the membership to promote leadership, scholarship and collaboration in ASTE. Thank you.


Felicia Moore Mensah

The mission of ASTE is to promote excellence in science teacher education through scholarship and innovation. This mission aligns well with my work as a science educator in the areas of teacher education, professional development, and issues of diversity, equity and social justice. I work with schools to make science more accessible and connected to the daily experiences of students, while also assisting classroom teachers in reforming their practices. I began my active engagement in ASTE as a graduate student member of SAETS (Southeastern Region of then AETS) in 2000. By attending the annual conferences, encouraging membership in ASTE among colleagues and students, presenting with my graduate students, and participating in WISE events, I am actively involved in the organization. I have served on three ASTE subcommittees (Equity, Long Range, and Inclusive), and currently serving on the editorial boards of JSTE and JESE, thus my service and commitment to ASTE as a member of the Elections Committee will be an extension of these activities and an opportunity to work more within the organization. A great deal of what I do as a science educator is linked to the broader vision of the organization and my overall research agenda to improve the science education experiences of teachers and students and to meet the challenges of preparing teachers and students in science for a changing world. I will maintain this focus as I serve on the Elections Committee.

Candidates for Elections Committee Cont.

Rose M. Pringle

Rose M. Pringle is an associate professor in Science education. My research involves teacher learning with emphasis on effective practices to support science learning among ALL K-12 students and the relationship between science teachers’ expectations, and African American girls’ self-perception as science learners. My involvement with ASTE began in 1991 when as an international graduate student I was introduced to and became a member of the regional organization – SAETS. In 2004-2005 during my tenure as president of the Southeastern Association for Science Teacher Education, I successfully planned the regional conference. My membership with ASTE began in 1997. Since then, each year I have participated in the national conference as presenter and or co-presenter with doctoral students and periodically as session presider. From 2002 to present, I have also been a reviewer for the *Journal of Elementary Science Education* and since 2004 reviewed for the *Journal of Science Teacher Education*. At this time in my career, I believe I am poised to further contribute to ASTE’s endeavor of promoting leadership in, and supporting those involved in the professional development of teachers of science. Currently, my goal is to become more active in the national organization by offering my services on the election committee. Should I be elected to the election committee, I will uphold its standard as it develops the slate of nominees for the elected positions within ASTE.


Candidates for Board of Directors

Malcolm B. Butler

I am honored and humbled to be considered for the position of Board Member at Large for ASTE. Of the numerous professional organizations with which I am affiliated, I consider ASTE to be the most important in contributing to my growth as a science teacher educator and scholar. In 1999, I attended and presented at my first ASTE national conference in Austin, Texas. Over the past 11 years, I have collaborated with colleagues to present at ASTE national and regional meetings. In the last five years, I have worked earnestly to better serve an organization that I value greatly. Serving on the Membership and Participation Committee gave me some unique insights into the organization, especially in terms of its relationship to its members. More recently, I had the opportunity to serve on and chair the Elections Committee. Working with other dedicated ASTE members, we attempted to put forth slates of candidates that were representative of the organization’s membership. In my role as committee chair, I became deeply aware of our organization’s bylaws, policies and operating procedures. Hopefully, these experiences indicate how committed I am to ASTE and its purpose: “to promote leadership in and support for those involved in the professional development of teachers of science.”

As a Board Member at Large, I will work diligently and thoughtfully to promote ASTE and represent its members in accord with the trust and expectations associated with such an important position.

Candidates for Board of Directors Cont.

Nate Carnes

I am humbled to receive a nomination to fill one of the ASTE Director-at-Large positions. As indicated in our organization’s by-laws, ASTE promotes leadership in and support of professionals who contribute to the preparation and professional development of teachers of science. Consistent with this mission, ASTE has provided growth and networking opportunities that helped me transition into the professoriate smoothly and made my candidacy through the tenure and promotion process a successful one. I pledge to work with the Board to help teachers of science move along a similar trajectory toward success. I have taken advantage of the opportunity to work with many colleagues who contribute to the diversity within our membership to enhance the quality of our professional commitments to science education. After serving on the Board, I have continued to attend Open Forum meetings with the leadership to stay abreast of issues and developments related to ASTE. If elected, I plan to use my knowledge and experiences gained through my involvement with this organization over the last 14 years to help continue its legacy of a sense of community and commitment to excellence that are so impressive. Finally, unprecedented economic conditions and diverse needs of students, teacher candidates, and teachers of science present new hurdles to clear. ASTE is an organization that is well positioned to explore options and create strategies that address these challenges. I am interested in working with the leadership of our organization as it does so.


Michael P. Clough

I have been active in ASTE since its January 1993 Charleston, S.C. conference. At that time I was a high school teacher and remember enjoying the meeting because of its scholarly and friendly atmosphere — an atmosphere that continues to the present. Since that time I have attended every conference, served as Program Co-Chair for the 2003 and 1998 conferences, received the 2003 Outstanding Science Teacher Educator of the Year Award, served on the publications and professional development committees, and served on the JSTE review board. I have also been active in the Northcentral region attending its annual meetings and serving as its director in 2001.

A consistent theme in all my professional efforts has been my view that the power of what we know about teaching and learning is in the synergy that results when the pieces are collected into a coherent whole. For too long, policymakers, the general public, and many science teachers have questioned the value of teacher preparation and education research. If elected as a Director at Large, I will work to help ASTE take a prominent role in addressing this crisis in confidence and promoting effective science teacher education. Reaching the noble goals for science education and restoring teacher and public confidence in science teacher education depend primarily on connecting what we already know about teaching and learning and promoting such practice among teachers. That perspective will also guide my contributions to the ASTE Board if I am elected as a Director at Large.

**Candidates for Board of Directors Cont.**

**David T. Crowther**

The mission of ASTE is to promote excellence in science teacher education world-wide through scholarship and innovation. There is not a more important time for ASTE to advocate for excellence in science teaching with rigorous standards for student achievement for all children in all schools. With new Standards in science being developed that impact K-16 science education, strong leadership will allow ASTE to have input and influence on the standards based upon both research and experience as a collective body.

As an At Large board member, I will help the organization in several capacities. I bring a wealth of experience from the elementary and middle level from both teaching and teacher preparation where the seeds are planted for future scientists and science educators. I have conducted research and have worked closely in schools with large populations of English Language Learners (ELL) allowing students to be successful in learning science through inquiry while building English language skills. Finally, I have been involved for many years with designing curriculum, standards, and providing professional development that is developmentally appropriate, academically challenging, and pedagogically innovative.

ASTE has provided me with rich experiences for over 16 years that have furthered me professionally and personally, it is now my turn to give back to the organization. I look forward to this opportunity to become more involved with ASTE and would be honored to serve as an At-Large member on the Board of Directors. ASTE related Curriculum Vitae: [http://theaste.org/memberresources/elections/2011/crowther.pdf](http://theaste.org/memberresources/elections/2011/crowther.pdf)

**Alan Feldman**

I am honored to be nominated for the position of ASTE Director-at-Large. As a science teacher educator I see ASTE as the most important professional organization that we have for the improvement of the teaching and learning of science. I began attending meetings of the Northeast section of ASTE in 1999, and have attended and presented at most national meetings since then. I co-chaired the NEASTE meetings from 2005-07, was a member of the national Elections Committee (2008-2010) and will be Conference Co-Chair for the 2012 meeting. I am the associate editor of a special issue of JSTE on action research. I was recently a member of the NSTA committee to develop a new position statement on the role of science education research.

My research and scholarly activities focus on understanding the nature of science teaching and the improvement of science teachers’ practice. Much of this work has centered on the study of teachers’ action research on their practice. I have also begun to study how teachers learn to engage in scientific research practices. I believe it is important for science teacher educators to engage in reflective inquiry on our own practice if we are to continue to improve the methods in which science teachers are educated, especially at the preservice level. Therefore, as Director-at-Large I would work to encourage ASTE members to engage in research on their and their colleagues' practices of science teacher education as a way to improve the knowledge and skills of new and experienced teachers.

Candidates for Board of Directors Cont.

Karen Irving

I believe that service to professional organizations that support quality teaching, learning and teacher education is an honor. With that, I am pleased to be nominated as a candidate for the position of Member at Large for ASTE. My involvement with ASTE dates to 2001 when I attended my first international meeting as a doctoral student. I have continued to make attendance and participation in this organization a high priority in my professional life. My students have often joined me at both International and Regional meetings. Service on the Technology committee (2 years), Awards Committee (3 years) and as a Technology Strand Coordinator (3 years) has allowed me to contribute to the mission of ASTE. In addition, I have helped organize Mid-Atlantic Regional meetings as a doctoral student and a faculty member.

Preparing students for advanced study in STEM fields has long been established as a national priority. My work with preservice teachers as well as with doctoral students preparing for academic careers keeps the importance of quality teacher education programs and educational research before me on a daily basis. The continued prominent national interest in STEM education offers opportunities for science teacher educators to contribute to both the discussions as well as the labor needed to prepare world class STEM educators and practitioners. If selected as a Member at Large, I will serve ASTE by working to support science education research, dissemination of research based knowledge and best practices for science teacher educators and science teachers.


Lisa M. Martin-Hansen

I am seeking to be a member of the ASTE board as Director at Large to promote the activities of ASTE in our efforts to create and maintain supportive and reflective spaces within our organization where researchers and practitioners share their collective knowledge, research, and experiences for the betterment of science education. It is my belief that our association should continue to seek out and involve graduate students and new faculty supporting the growth new leaders within our association. A particular area in need of attention is in the diversity of our leadership. Mentorship and support of ethnically and racially diverse faculty as well as gender is imperative for new faculty to feel that they can be successful within our community. It is through this exchange that we positively impact K-16+ science education by developing future leaders who support the aims and efforts of ASTE. In these efforts, I have personally worked with other faculty members in both the North Central and South Eastern sections of ASTE to recruit and increase membership at not only our respective universities but also by reaching out to other colleges and universities through collaboration and invitation who are currently not active in ASTE.


Don’t Forget to Vote!
On October 8-9, 2010, the annual meeting of the Southeastern Association of Science Teacher Education (SASTE) was co-hosted by Georgia State University and Agnes Scott College. SASTE president Lisa Martin-Hansen arranged for picture-perfect autumn weather conditions in Decatur Georgia on the picturesque Agnes Scott campus. Our conference theme was Expanding the Boundaries of Science Education. The 91 attendees chose from 46 conference sessions ranging from experiential, poster and roundtable sessions to those addressing curriculum, environmental education, informal science, preservice and inservice teacher education, technology in science education, and of course, inquiry and the nature of science.

Dr. Brian Williams of Georgia State University offered a poignant keynote address entitled Hey, the Emperor isn’t wearing any clothes: Promoting the Voice of the Activist in our Struggle for Scientific Literacy. Tom Koballa, in collaboration with Dava Coleman, Charles Kutal, and Sarah Eales, received the award for Outstanding Faculty Position Paper: "Should All Drivers be Riding on Nitrogen-Filled Tires?" Katie Brkich received the Eddie Griffin Memorial Award for Outstanding Graduate Student Paper: "Building Bridges Over the Boundaries: Why More Place-Based Education is Needed in Science Education.”

President-elect Michael Mueller of the University of Georgia transitioned to President of SASTE, and he will organize the 2011 SASTE Conference. Randy Spaid of Macon State University is the new President-elect of SASTE.

Submitted by Michael Dias-Southeastern Regional Representative to ASTE
ASTE Regional Conference News: Photos from SASTE

All SASTE Photographs taken by Penny J. Gilmer, ASTE member and recently retired from Florida State University

Lisa Martin-Hansen SASTE President

Keynote Brian Williams with Lisa Martin-Hansen

Katie Brkich receiving Graduate Student Paper Award (Lisa Martin-Hansen & Camille Sutton-Brown presenting)

Mehmet Aydeniz with SASTE photographer Penny Gilmer
ASTE International Conference News

Explore the Boundaries at ASTE


Come to beautiful Minneapolis, Minnesota for the 2011 ASTE conference at the Hilton Hotel in the heart of downtown Minneapolis!

The Hilton Hotel is connected to climate-controlled skyways connecting over 62 blocks of retail shops and restaurants.

Nearby attractions include the Science Museum of Minnesota, the Minneapolis Institute of Arts, and the world famous Mall of America.

Conference Registration

The online conference registration form is now available. The early-bird registration rate will be $200 for 2011 ASTE members and $95 for 2011 student members. Membership renewal for 2011 can also be completed at the same time as conference registration.

ASTE Membership and Conference Registration

The 2011 ASTE Membership and Conference Registration form is now available online at

http://theaste.org/joinus/

or

http://theaste.org/meetings/2011conference

ASTE International Conference Science Teacher Shuffle

Walking (Running) in a Winter Wonderland!

As you are in the thick of this academic year and start thinking ahead to ASTE, remember there’s a great way to start off the conference. Yes, it’s the Science Teacher Shuffle! We’ll again be meeting in the conference hotel lobby on Thursday at 6:45 AM to kick off the conference on the “right foot!”

Join us for a 3-mile fun run or a 2-mile walk. We’re told the park paths near the hotel are excellent, and I can’t think of a better way to start the day than with a little exercise in a non-threatening atmosphere, with terrific company! We’re crossing our fingers that (a) the paths are clear and (b) we’re all dressed appropriately for the weather! (Maybe it will be like when we were in Colorado and we’ll get an unexpected taste of summer???)

The race is free! So all you need do is complete the application and email, fax or snail mail it to me! The application with numbers/addresses can be downloaded from the web link below.

Hope you will join us!

Tisha Morrell (morrell@up.edu)

Registration form found at conf. site:

http://theaste.org/meetings/2011conference
ASTE 2011: Explore the Boundaries at ASTE

ASTE 2011 International Conference
January 19-22, 2011
Explore the Boundaries

Hilton Minneapolis

1001 Marquette Avenue South
Minneapolis, MN 55403-2440
Tel: 1-612-376-1000
Fax: 1-612-397-4875

Conference: http://theaste.org/meetings/2011conference/

Acceptance letters for Concurrent Sessions Proposals as well as for Workshop Proposals have been emailed to the principal authors. If you have not received notification on your proposal, please contact Eugene Wagner at executivedirector@theaste.org.

ASTE 2011: Conference Mentoring Program

The ASTE membership committee sponsors a mentoring program in conjunction with the annual conference. If you plan to attend the ASTE conference in Minneapolis this January, and would like a mentor for the conference, please check the mentor request box on the conference registration form. In addition, please let Deborah Tippins (dtippins@uga.edu) know that you would like a conference mentor. You will be paired with an experienced ASTE member and will receive additional information prior to the conference. Mentors and mentees meet at the conference, share research and teaching interests, attend a Meet Your Mentor session, may arrange to get together for a meal and similar activities.

ASTE 2011: Mentors Needed for the ASTE Conference in Minneapolis

The ASTE membership committee will once again sponsor a conference mentoring program to support graduate students and individuals attending the conference for the first time. Mentors are matched with a mentee and receive contact information prior to the conference. During the conference, mentors and mentees meet to share research and teaching interests, attend a Meet Your Mentor session, may find time to get together for a meal and similar activities. If you plan to attend the ASTE conference in Minneapolis, and are willing to serve as a mentor, please send your name and email address to Deborah Tippins (dtippins@uga.edu) as soon as possible.
In Memorial of Dr. Ginny Marion

It is with genuine sadness that we inform you of the passing of Dr. Ginny Marion. Many of us knew Ginny well and knew her to be a dedicated science educator, ASTE member, and friend. She served the ASTE in many quiet, behind the scenes, but important ways.

Ginny served ASTE through the years in a variety of ways. To mention some:
Member, Committee for Inclusive Science Education
Member, Equity Committee
Member, Conference Coordination Committee
Member, Costa Mesa Conference Planning Team
Member, Austin Conference Planning Team
Member, Clearwater Conference Planning Team
Member, Conference Session Review Committees
Recipient, President’s Citation for Outstanding Service
Served Annual Conference Registration for many years

Ginny was Professor of Science Education, Director of Middle Childhood Education, Director of Visual Arts Education, and Director of Student Teaching at Ursuline College in Pepper Pike, Ohio.

To Ginny’s family and friends, we miss her deeply and want you to know we treasured our time with her. Ginny will be deeply missed by the ASTE leadership team and members.

To Ginny’s family and friends, we miss her deeply and want you to know we treasured our time with her.
Recognition for Science Teacher Preparation Programs

In August of 2010, the following institutions were recognized by NSTA as meeting the 2003 NSTA Standards for Science Teacher Preparation. The NSTA-SSTP are intended as the foundation for a performance assessment system, through which preservice teachers must satisfactorily demonstrate their knowledge and abilities at stable assessment points—gateways—in the science teacher preparation program. The NSTA-SSTP addresses the knowledge, skills and dispositions that are deemed important by the National Science Teachers Association for teachers in the field of science.

The following institutions demonstrated 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!

Aurora University, Central Connecticut State University, Delta State University, Eastern Illinois University, Hood College, King's College, Marietta College, Rowan University, Southern Nazarene University, SUNY at Potsdam, Syracuse University, University of Alaska Anchorage, University of Louisiana at Lafayette, University of Massachusetts Lowell, University of Vermont, and University of Wyoming

NSTA Standards for Science Teacher Preparation Programs Update

The NSTA Teacher Accreditation Subcommittee has forwarded a DRAFT version of the revisions to the NSSTP to the NCATE staff for review. The NCATE staff will provide feedback and they will be posted on the NCATE website for feedback. The NSTA Preservice Committee Chair will take the final proposed Standards to the NSTA Board for approval at the summer 2011 meeting. If approved, they will be sent to NCATE for approval at the Fall 2011 meeting by the SASB. Updates will be available at www.nsta.org/preservice.

Thank you to Reviewers in the Spring 2010

The following individuals are to be specially recognized for their work reviewing middle and high school preservice programs. Each reviewer team examined reports from two different institutions and evaluated their alignment with the 2003 NSTA Standards for Science Teacher Preparation. Their time commitment and careful reviews makes it possible to maintain high quality, consistent reviews. Thank you to April Adams, Mahmet Aydeniz, Jacqueline Bowman, Stephen Burton, Rene’ Carson, Susan Courson, Michael Cullin, Jeanelle Day, James Ellis, Cathy Ezrailson, Catherine M. Gardner, Carl Gilbert, Scott Jackson-Dantley, Gerald Ketterling, Kurtis Koll, Carole Lee, Jeff C. Marshall, Jacqueline Mason, Jason McGraw, Catherine Perkins, Theodora Pinou, Douglas Quick, Mary Anne Ramirez, Denise Richardson, Scott Robinson, Joseph Shane, Rahmona Thompson, William Veal, Scott B. Watson, Starlin D. Weaver, and Janet Williams.

The College of Charleston provides support for the recognition process

The entire NSTA Audit Team wishes to thank the College of Charleston for hosting the meeting in June of 2010. The College of Charleston has graciously provided accommodations and a meeting place for the last three years. A sincere thank-you goes to William Veal for coordinating the event details and for Meta Van Sickle for supporting William’s work. Audit Team members are Elizabeth Allan, Erica Brownstein, Rene’ Carson, Jeanelle Day, Joseph Shane, and William Veal.

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

Geoscience on the Big Island of Hawaii: A week-long professional development seminar provides science educators the opportunity to upgrade their skills in earth science instruction. Geoscience comes to life on the Big Island. In addition to discussions of the plate-tectonic origin of the Hawaiian Archipelago, participants observe active volcanoes and their various molten rock products and check out faults representing major structural failures along the volcano's growing slopes. You hike through Pleistocene glacial deposits and dig in soil layers. You snorkel among the beautiful corals of the island's growing reefs and examine various black, green and white sandy beaches. A lesson-plan approach is emphasized in the many hands-on field exercises. All sessions are conducted by scientists with international experience teaching at university and post-graduate levels. Seminar fee - $1,250; lodging available at $95-105/night (single/double occupancy); Dates available for Summer 2011 – July 10-16, August 7-13.

The Science of Environmental Systems on Kauai: A week-long professional development seminar for science educators. The Island of Kauai, Hawaii, with its unique volcanic origins and nearly closed ocean-isolated environmental settings, represents a world-class destination for the investigation of the character and interactive aspects of a wide variety of ecosystems ranging from mountain-top bogs and rain forests to lush erosional valleys, arid beach/dune complexes and coral/algal fringing reefs. The 7-day program (8 nights lodging) involves 5 days of orientation lectures, daily interactive field trips (hiking/snorkeling) and numerous practical lesson-plan exercises; two free mid-seminar days allow for additional self-guided learning. The influence of the island's human inhabitants on these watershed-organized ecosystems is emphasized. All sessions are conducted by scientists with international experience teaching at university and post-graduate levels. Seminar fee - $1,250; lodging available at $75-85/night; Date available for Summer 2011 - June 25-July 02.

The Geological, Ecological and Anthropological History of the Island of Molokai, Hawaii: A new week-long professional development seminar for science educators. The Island of Molokai, Hawaii’s Most Hawaiian Island,” may be one of the best places left on the planet to investigate the interactive aspects of human discovery and occupation of a natural environmental setting. The program reviews the island’s geologic and ecologic setting as well as the interactions of humans, past and present. Highlights include a day-long excursion to Kalaupapa Peninsula, with it’s infamous leper colony, examination of the island’s east end Halawa Valley with it’s extensive archaeological sites, and investigations of Hawaii’s largest fringing coral/algal reef along Molokai’s south coast. The 5-day program (6 nights lodging) involves lectures, daily interactive field trips (hiking/snorkeling) and numerous practical lesson-plan exercises. All sessions are conducted by scientists with international experience teaching at university and post-graduate levels. Seminar fee - $1,550; lodging available at $100-150/night; Date available for Summer 2011 - July 24-30.

For informative brochures and application forms log on to our web site (www.teok.com) or contact me at the locations listed below.

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**ASTE Director Positions**

**Executive Director**

We are currently in the process of accepting applications and nominations for the position of Executive Director for the Association for Science Teacher Education. Individuals and/or teams of individuals can apply for this position. Support is provided by ASTE for the position including a yearly stipend, office expenses and travel to all meetings (including the summer board meeting).

The Executive Director should be a member in good standing in ASTE and have good organizational skills. If applicable, this person should have strong institutional support for this position. The Executive Board will review the submitted applications and select an Executive Director to present to the Board of Directors for approval.

Term of position: The position will last five years and will begin upon conferral of the Board of Directors. There will be a six-month phase in process starting in June 2011 in which the outgoing Executive Director will be responsible for assisting the new Executive Director.

**Director of Electronic Services**

We are currently in the process of accepting applications and nominations for the position of Director of Electronic Services for the Association for Science Teacher Education. Individuals and/or teams of individuals can apply for this position. Support is provided by ASTE for the position including a yearly stipend, office expenses and travel stipend to the annual conference.

The Director of Electronic Services (DES) has the primary responsibility of ensuring that the electronic communications used by ASTE members are current and trouble free. In performing such duties, the DES works under the direction of the Executive Board of Directors.

The Director of Electronic Services should be a member in good standing in ASTE, experienced in technology, and have good organizational skills. If applicable, this person should have strong institutional support for this position. The Executive Board will review the submitted applications and select a DES to present to the Board of Directors for approval.

Term of position: The position will last five years and will begin upon conferral of the Board of Directors. There will be a six-month phase in process starting in June 2011 in which the outgoing Director will be responsible for assisting the new Director.

Interested persons or teams should submit a letter of inquiry to the ASTE president, Chair of the Director of Electronic Services Search Committee. Full applications for the position are due by December 15th, 2010 and should include a cover letter of application, vita(s), and, if appropriate, a statement detailing institutional support.

The interested person and/or team should also review both the Executive Director Job and Director of Electronic Services postings. The two positions work in concert with each other. For more details on these positions, go to [http://theaste.org/memberresources/jobs](http://theaste.org/memberresources/jobs).

Electronic submissions via email are encouraged.

Please send these materials to the Meta Van Sickle, ASTE President at vansicklem@cofc.edu
NSTA’s Exemplary Science Programs

It was 2004 when the NSTA Publications and Product Development Staff approved the Exemplary Science Programs (ESP) enterprise. It was viewed as the “Next Step” reform efforts recommended in the 1996 publication of the National Science Education Standards (NSES). In a sense the ESP efforts were attempts to promote the reforms advocated in the NSES. Too often science educators have looked and considered only the concepts listed and discussed in the NSES – ignoring the specific goals, the nine ways teaching should change, how professional development should work, how assessment of student learning should be undertaken, and last, (least important) how content should be perceived and advanced. Too often reform has been concerned with control – i.e., as a framework of content respecting “the disciplines”, and how reforms can be related to State Standards and textbook inclusions.

The NSES ESP effort was conceived to focus on everything but arguments about traditional content per se.

The first four ESP volumes published by NSTA were available in 2006. Interestingly they focused on volumes using the grade levels specific to the NSES – PreK-4, Grades 5-8, and grades 9-12 while also focusing on Professional Development and how teachers should change their teaching and exemplary “content” learning. The learning was seen as a way of evaluating and of trying changes implemented that resulted in more successes in terms of student learning.

All the ESP volumes (now numbering 7 with an 8th in development) have involved a National Advisory Board consisting of active and productive leaders of NSTA, ASTE, and other affiliated organizations. The ESP monographs now available include:
1) Exemplary Science in Grades PreK-4
2) Exemplary Science in Grades 5-8
3) Exemplary Science in Grades 9-12
4) Exemplary Science: Best Practices in Professional Development
5) Inquiry: The Key to Exemplary Science
6) Exemplary Science in Informal Education Settings
7) Exemplary Science for Resolving Personal and Societal Challenges

With the first publications in the series – now nearly five years later – attention has been directed to 2nd editions while considering new foci for desired exemplary programs in science across the world. Some proposed new areas include:
1) STEM Efforts;
2) College Science Teaching;
3) Success with Interdisciplinary Teaching;
4) Engineering and Technology K-12;
5) Examples of Open Inquiry;
6) Success with Teacher Education.

All current ESPs are undergoing evaluation in terms of needed editions to the originals ones. Many are now asking what changes have continued to improve in classrooms and schools involved in the original volumes. Others have suggested that the five years have also brought new teachers and schools to the front with equally exciting results in terms of student learning.

Others have maintained that more coordination is needed across the K-12 continuum – perhaps even K-16! ASTE members are now asked to lead in terms of ESP new directions, second editions, new teachers and schools across the U.S. – and even internationally. New ideas for reforms are invited. Of all the NSTA affiliates, ASTE seems poised to be in the best position to nominate, to evaluate, to recommend next steps.

Bob Yager, past president of ASTE (and NSTA) continues to head the effort. But this is changing as NSTA affiliates have stepped forward to help. These arrangements include:
PreK-4 involving CESI;
Grades 5-8 involving NMLSTA;
Grades 9-12 involving past exemplars for these grades;
Professional Development headed by NSELA.

Please send inquiries, suggestions, nominations to Mary Ann Mullinnix at mary-mullinnix@uiowa.edu. We (involved affiliates, national reviewers, new standards enthusiasts) all want ideas and suggestions. We are anxious to see what added help from ASTE might bring!!

Contribution by Bob Yager-Science Education Professor Emeritus at the University of Iowa

ASTE Newsletter

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

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