President’s Message
Contributed by Joanne Olson

Supporting Science Teacher Education

I just returned from the North-Central ASTE regional meeting and was reminded of the unique role that regional associations play in our organization, and ways that ASTE and its regions can support science teacher education.

Those attending the meeting spent time discussing regional collaboratives that can pool data and share resources across a range of programs and multiple states. Universities large and small across Minnesota shared their efforts, reflected at www.scimathmn.org. I am impressed by the efforts being made to collectively share resources, conduct research, support science teachers and science teacher educators, and to advocate for policies that
help ensure strong science teacher education. The North-Central region is discussing possibilities to adapt this model to efforts that will cross state borders.

Supporting science teacher education is certainly enacted locally within a variety of political contexts. That said, the North-Central meeting included attendees from Canada and New Zealand. So while our initial thinking may focus on specific initiatives (e.g., edTPA, NGSS) that are based on local or national mandates, many of our concerns span state and national borders.

An issue was raised at that meeting that seems to be a widespread problem deserving of our attention. ASTE members know how complex and difficult effective science teaching is and the equal difficulty and complexity of preparing such teachers. What should science teacher educators (and ASTE) do when the school system beginning teachers enter do not support, and even undermine, teachers’ efforts to teach science well? One presenter at the North-Central meeting shared efforts he is making to better control the quality of science practicum placements for his elementary education students. Such efforts require extensive time, and we discussed issues of scalability and sustainability. Other research (Ihrig, 2014) has found that graduates of a secondary science teacher education program faced a lack of more knowledgeable others in schools who could help them improve. Further, assigned mentors often undermined research-based science teaching practices in order to push novice teachers toward the status quo teaching practices in the building—the very practices that research has made clear need to change if children are to become scientifically literate. Unfortunately, these assigned mentors often reported directly to school administrators and threats to not renew contracts were made if beginning teachers did not quickly employ traditional science teaching practices.

Each of these issues (quality of field placements and fierce institutional constraints that new teachers, and even experienced teachers, face when attempting to implement research-based science teaching practices) require that we do far more than prepare teachers to teach well. We must also engage in educational policy decision-making and engage with administrators and teachers in schools, administrator preparation programs, departments of education, the media, and other stakeholders. In many cases, this demands that we step out of comfort zones and go beyond our typical professional responsibilities.
San Antonio, Kathy Cabe Trundle challenged us to face our fears. The problems we face may seem to require too much time, energy, a different level of expertise, or may simply seem insurmountable. But we must all do what we can in our local setting, and work together as a professional science teacher education organization to do even more on a greater scale. Get involved in an ASTE forum. Come to the national meeting in Portland. Attend your regional meeting. If you don’t have a region because you are outside the U.S. borders, join with your local science teacher educators and consider organizing a new ASTE region. If you are involved in science teacher education, ASTE is here for you. Use our organization as a support system for your efforts to improve science teacher education and support teachers working to implement research-based science teaching practices. Registration is open now for the January meeting in Portland. I look forward to seeing you there.

2015 ASTE International Conference, January 7-10

Contributed by Tisha Morrell

The 2015 International ASTE Conference will be held January 7-10, 2015 at the Portland Marriott Waterfront Downtown, in Portland, Oregon. The theme of the conference is “Exploring New Frontiers.”

In keeping with that theme, the two keynotes will be Mr. Jim Clark and Dr. Bonnie Nagel. Jim Clark is the President of Hive-FX, a live-action animation studio which has worked on movies (e.g., Hellboy, Spy Kids 2: Island of Lost Dreams), commercials, children’s programming, and most recently the TV series Grimm. Mr. Clark will speak about the processes involved in bridging science, technology, and art. Bonnie Nagel is a clinical neuropsychologist on the faculty of Oregon Health and Science
University whose research involves “exploring typical adolescent brain and cognitive development using structural and functional neuroimaging and neuropsychological assessment techniques.” Dr. Nagel will share with us the advances occurring in neuroscience relating to the cognitive development of adolescents to help us improve our understanding of how students learn.

In addition, we have over three hundred papers, posters, workshops, and experiential and roundtable sessions for you to experience to broaden your understanding of science teacher education. And, of course, there will be ample opportunities to dialog with colleagues and an amazing city to explore!

Conference and hotel registration are open. More information is available on the website (http://theaste.org/meetings/2015-international-meeting/).

Special Opportunities for ASTE Members in Portland

Two local museums are offering specials during the 2015 ASTE Annual Conference for ASTE members and their guests!

The Portland Art Museum is providing discount admission rates ($11 instead of $15) and is offering to host a special docent led tour designed especially for us! The Museum’s collection of more than 42,000 objects, displayed in 112,000 square feet of galleries, reflects the history of art from ancient times to today. The collection is distinguished for its holdings of art of the native peoples of North America, English silver, and the graphic arts. The Museum is a short walk from the conference hotel. The tour will take place after the conference on Saturday, January 10, at 3 PM. Entitled “Drawing Is Seeing” they describe the tour as follows:

Science is about observation & exploration. Come observe & explore at the Portland Art Museum. Enjoy easy sketching techniques: gesture, contour, shapes & perspective while touring our encyclopedic collections. The tour will last about an hour and you are welcome to continue to explore the museum on your own.

If you think you may want to take advantage of the tour, please drop a note to morrell@up.edu by December so the Museum can have an idea of the number to expect!

The Forest Discovery Center is a 20,000 square foot museum located a short MAX ride away in beautiful Washington Park. Visitors will be both educated and entertained as they learn about the importance of forests and trees in our lives, as well as environmental sustainability. Built in dramatic Cascadian style architecture, the stunning Discovery Museum has been a Portland icon since 1971. Visitors can take a wet-free raft ride, see the forest from a bird’s-eye-view, learn about different people who work in the forest, and “travel” to Russia, China, South Africa and Brazil to discover how those regions are utilizing their forests and the challenges they face. Admission will be FREE for ASTE members!!

We hope to see you in Portland in January!
The ASTE Environmental Education Forum will be sponsoring a pre-conference all-day field trip workshop on Wednesday, January 7 from 7:30am – 6:00pm at the ASTE 2015 International Meeting in Portland, Oregon. The field trip will explore the science and cultural development of the Pacific Northwest. Topics include ecology, resource usage, coastal hazards, and cultural maritime events relevant to the Columbia River System and the waters of the North Pacific. The field trip includes stops at the Columbia River Maritime Museum, Ft Clatsop - Lewis and Clark National Historical Park, and Seaside.

Our first stop will be at the Columbia River Maritime Museum in Astoria (http://www.crmm.org/). We will learn about the museum's science education and outreach activities for teachers and students and have a guided tour of the museum. Topics will include ecology, resource usage, and cultural maritime events relevant to the Columbia River System and the waters of the North Pacific.

We will have a catered lunch at the museum and have a presentation on Oregon coastal geology and hazards by Dr. Robert Butler, Professor of Geophysics in the Department of Environmental Studies at the University of Portland who will be joining us on the field trip. After lunch, there will be some free time in Astoria.
We will then travel to Ft. Clatsop – Lewis and Clark National Historical Park (http://www.nps.gov/lewi/planyourvisit/fortclatsop.htm) and learn about their new science education and outreach activities for teachers and students from the site’s educational specialist. Topics include the Lewis and Clark River and the development of the Pacific Northwest, and the history and culture related to the Lewis and Clark expedition to the Oregon coast.

We will then travel to Seaside and participate in a tsunami evacuation route activity before returning to Portland.

Cost will be $59/person. Lunch and snacks are included in the price. Like our previous field trips, family and guests are welcome.

For more information, contact Al Bodzin at amb4@lehigh.edu
Professional Development Opportunities at the 2015 ASTE Conference
Contributed by Tisha Morrell

The Professional Development Committee is pleased to share with you the listing of Professional Development Opportunities that will be offered at the 2015 ASTE Conference in Portland. For dates of embedded workshops, please refer to the draft program that will be available in mid-October! Except as noted, workshops are of no cost to participants.

Pre-Conference – Wednesday, January 7, 2015

Science and Cultural Intersections of the Oregon Coast- ASTE Environmental Education Forum
Sponsored Field Trip

Explore the science and cultural development of the Pacific Northwest. Topics include ecology, resource usage, coastal hazards, and cultural maritime events relevant to the Columbia River System and the waters of the North Pacific. Workshop includes Columbia River Maritime Museum and Ft. Clatsop access, lunch and transportation. $59

STEM Integration in Life Science Education – Siddika Guzey, Wendy Niesl, Tamara Moore, and Gillian Roehrig

There is a growing need to teach science through integrated approaches so that students learn concepts from STEM disciplines and make coherent connections among them. In this workshop, we will present several STEM integration approaches and then improvement a STEM unit that focuses on evolution, data analysis, and engineering design.

Supporting Newly Hired Teachers of Science: Current Work in the Field – Julie Luft and Shannon Dubois

The science teaching workforce in the United States is changing, and consists primarily of newly hired teachers of science (NHTS). This workshop is for ASTE members who are interested in learning more about how to support or how to conduct research on NHTS. Participants will have ample opportunities to engage with experts who work with NHTS in order to enhance or develop their own programs.

Reading, Writing, and Talking Science: Preparing Secondary Science Teachers to use Next Generation Science Standards and Common Core State Standards in Linguistically Diverse Classrooms – Sara Tolbert, Barry Roth, and Kimberly Bilica

SSTELLA is designed to prepare science teachers to better serve English learners (ELs) by integrating disciplinary language and literacy development with contextualized scientific sense-
making. SSTELLA instructors highlight how SSTELLA instructional practices, communicated through science methods activities, help preservice teachers promote argumentation and model-based inquiry for EL students.

**Reviewing for JSTE - Norman G. Lederman, Judith Lederman, and Deborah L. Hanuscin (Sponsored by the Publications Committee)**

This session offers new and experienced conference attendees a chance to learn the "ins and outs" of being an editorial reviewer for the journal. Participants will have the opportunity to see actual reviews of manuscripts and discuss the good, bad, and helpful (to authors) of various reviews. It is hoped that participants will eventually become editorial reviewers for the journal.

**Embedded Workshops – Thursday-Saturday, January 8-10, 2015**

**Graduate Student Workshop—The Job Market, Creating CVs, and the Interview – Lloyd Barrow, Joanne Olson, and Ryan Walker**

This session will address topics pertinent to graduate students looking for faculty positions in science education—the job market, creating CVs, and the interview. Also join us for Part 2 of this workshop focusing on the professoriate and the experiences of a new professor.

**Graduate Student Workshop—Understanding the Professoriate and the Experiences of a New Professor – Ryan Walker and William McComas**

This session will address topics pertinent to graduate students looking for faculty positions in science education—the professoriate, and the experiences of a new professor during his first years on faculty at an institution with very high research activity.

**Preparing secondary science teacher candidates for the edTPA: Implementing parallel edTPA assignments in an existing curriculum and instruction course within a residency program – Julie Contino, Jim Short, and Elaine Howes**

In this workshop teacher educators will examine three assignments focused on planning, instruction, and assessment from a graduate-level, secondary science, curriculum and instruction course within a residency program. These assignments provide teacher candidates with formative experiences to prepare for the edTPA, a performance-based assessment required for teacher certification in NYS.

**Integrating the Use of Online Mobile Mapping Technologies to Engage Science Teachers and Students in STEM Learning – Rita Hagevik, Patty Stinger-Barnes, and Cheryl Hagevik**

In this hands-on workshop, you will use online digital mapping, smartphones and tablets to create story maps. You will be introduced to geographic information systems (GIS) and global positioning...
systems (GPS) technologies. Each participant will receive information on how to incorporate these technologies into their pre-service or in-service teacher education courses.

**Employing the Scan & Post Technique for Continuous Formative Assessment of Student Problem-Solving Skills in Science Classes – Norman Herr and Mike Rivas**

Using the scan & post technique, science instructors can now collect photographs, scans, and movies of student diagrams, multi-step solutions, observations and experimental results in real-time to make formative assessments of student skills. Participants will learn to use mobile devices and cloud-based file synchronization systems to perform continuous formative assessment.

**It’s Debatable! Using Socioscientific Issues (SSI) in Science Methods Courses to Promote K-12 Scientific Literacy — Sami Kahn and Dana Zeidler**

During this interactive workshop, participants will learn how to incorporate controversial socioscientific issues (SSI) into their methods courses so that their students can plan, deliver, and assess SSI curricula in their own classrooms. Participants will receive a copy of the presenters’ book, It’s Debatable!, as well as additional supporting materials. $40

**Science Education for All: Using Video, Disciplinary Literacy and Other Research Base Strategies to Support Learning for all Students – Michele Koomen and Sharon Dotger**

This Inclusive Science Education Forum workshop will focus on building awareness of diverse learners, including students with exceptionalities, using film clips. The second part of this workshop will focus on strategies that support all students. Finally, we share how we guide teacher candidates to support all students using focal students

**Graduate Student Workshop—Surviving Graduate School – Elizabeth Klammer, Lori Ihrig, and Deborah Hanuscin**

This session will address topics pertinent to graduate students in their early years of study and those in the midst of finding their dissertation topic. Viewpoints of a graduate school professor, a recent graduate and a student in their third year will give insight and advice on how to successfully conquer the challenges of higher education.

**Using Participatory Action Research (PAR) to Support Teacher Learning – Eun Ju Lee, Kelsey Gilstrom, and Deborah Hanuscin**

This workshop offers an opportunity to explore PAR as a way of teacher education. Attendees will learn characteristics of PAR in comparison with mentoring, teacher action research and self-study. Based on the testimonials and experiences of presenters, attendees will engage in developing ideas about applying PAR in their own context(s).
Using the NSTA Learning Center as an e-Textbook for Teaching Science Pre-service Teachers – Flavio Mendez, Al Byers, Kate Baird, Susan Blunck, William Veal, Wendy Ruchti, and Kathy Sparrow

Learn about the Learning Center, NSTA’s online portal, and how it can be used to create a customized e-textbook to teach science pre-service teachers. Create a free account, make a course page, add resources to library, assemble collections, and explore the instructor’s dashboard. Ask questions to professors using the portal.

Using Hands-on Performance Assessment in K-12 Classrooms: Assessing Student Mastery of Both the Science Practices and DCIs – Deborah Tucker and Grant Gardner

“...integration of the dimensions results in greater student understanding of science, therefore the NGSS reflect that and the assessment will need to as well.” (Stephen Pruitt). Science educators use and model multiple assessment strategies. Engage with a hands-on performance assessment task. Encourage your beginning teachers to use this form of assessment. $20

Coaching College Instructors in Teaching and Learning – Esther Zirbel and Milijana Suskavcevic

The aim of the workshop is to brainstorm how to support and coach college instructors in a non-intimidating fashion. The Brown model which is based in over 250 instructor observations will be presented and discussed. In the last hour participants will design their own professional development model for college instructors.

Portland Science Teacher Shuffle

Contributed by Tisha Morrell

Join us for the 10th anniversary of the Science Teacher Shuffle, a scenic 3 mile run or 2 mile walk along the Willamette River! Participants will meet in the conference hotel lobby on Thursday at 6:45 AM to kick off the conference on the “right foot” and make it back in time for breakfast and the first session! There is no better way to start the day than with a little exercise in a non-threatening atmosphere with terrific company!

The race is free! So all you need do is complete the application and email, fax or snail mail it to me OR bring a completed app to the hotel lobby the morning of the race. The application with numbers/addresses can be downloaded from theaste.org.

Hope you will join us!

Tisha Morrell, morel@up.edu
Hello ASTE Colleagues,

ASTE needs committee volunteers! We are an organization based on a committee structure, and our committees are hard at work to ensure that ASTE runs smoothly and serves our needs. It’s time for me to make committee assignments, and we are still in need of individuals willing to volunteer. This is a great opportunity to meet colleagues, learn about the workings of the organization, and use your talents for the benefit of the science teacher education community.

**ASTE Committees Requiring Membership Volunteers**

There are many committees that conduct the business of our Association. The committees listed below are those that require volunteers to be appointed by the President-Elect. The descriptions below are abbreviated in nature. Full descriptions can be found in the Standard Operating Procedures (SOPs).

**Awards**
The purpose of the ASTE Awards Committee is to recommend policy to the Board of Directors related to Association awards and administer the awards program. The Awards Committee shall advertise awards, collect and evaluate nomination materials, and recommend awardees to the Board of directors for confirmation.

**Conference Program**
The purpose of the ASTE Conference Program Committee is to ensure accuracy and timely functioning of the online submission of conference proposals. This committee recruits strand coordinators, charging them with finding reviewers, works with strand coordinators to ensure proposals receive blind review by a minimum of two reviewers, and assists with planning the conference program for each strand.

**Long Range Conference**
The purpose of the ASTE Long Range Conference Committee is to support long-range conference planning for future professional meetings (not the upcoming meeting), recommend and implement policies and procedures related to the Association’s annual conference such as new conference sites, updating organizational memory and records pertaining to the annual conference (e.g., Conference Book), and consider initiatives and need for changes for future conferences.
Equity
The purpose of the ASTE Equity Committee is to ensure that equity issues (i.e., representation, access, and power) are addressed throughout the Association. This committee reviews and recommends policy and procedures to the Board of Directors, submits recommendations for committee appointment, oversees access for people with disabilities at the annual conference, and sponsors an equity workshop at the annual conference.

Membership & Participation
The purpose of the ASTE Membership and Participation Committee is to recruit and retain members in the Association and market the Association to potential members (international, underrepresented populations). This committee serves as liaison with other associations, recruiting potential members, providing new member services to support professional growth and active involvement in ASTE (e.g., coordinate a meet the mentor session and program at annual conference). This committee will access membership records to determine representation of groups and to assist in retention.

Oversight
The purpose of the ASTE Oversight Committee is to provide oversight for a various aspects of the current and future Association, study and provide recommendations related to Association history (including maintaining an archive), organizational health (including finance), and future needs and directions, and provides direction to the (ad hoc) Development Committee. Volunteers should have a wealth of prior ASTE experience such as previously serving as ASTE Board/President.

Professional Development
The purpose of the ASTE Professional Development Committee is to organize and coordinate professional development opportunities across the Association. This committee coordinates and implements workshops at the annual conference, facilitates opportunities for Professional Development Institutes for Science Teacher Educators, and works with other ASTE committees and forums.

Publications
The purpose of the ASTE Publications Committee is to recommend policy and advise the Board relative to publication activities sponsored by the Association. Current publications include: Journal of Science Teacher Education (JSTE), Science Section in Contemporary Issues in Technology and Teacher Education (CITE), Edited Books, Volume Series, Monographs/Books, and Handbooks (PUBS), ASTE Newsletter, ASTE Conference Proceedings.

Committee membership begins in January after the close of the annual conference. Committee membership ends during the business meeting of the last year of the committee term. For example,
a three-year committee appointment beginning in January 2013 would end in January 2016 at the business meeting thus allowing members three full conference cycles. All committees will meet at least once at the annual conference and as needed through alternative formats throughout the year. In order to ensure that committees operate efficiently, each committee will have a chair appointed by the President-elect. Chairs of committees are members of the Board of Directors.

To volunteer, go to www.theaste.org and click on the Resources tab. It’s that easy!

We hope to hear from you!

Best wishes,
Lisa

ASTE Elections
Contributed by Leslie Bradbury

ASTE elections will run from October 1, 2014 through November 15, 2014. The slate of candidates is listed below. The ballot and candidate background information is available at http://theaste.org/resources/elections/. You must be a 2014 member and logged in to view the information and vote.

President (1):
Malcolm Butler
Todd Campbell

Board (2):
Nazan Bautista
Deb Hemler
Gil Nazier
Meredith Park Rogers

Elections Committee (2):
Tina Cartwright
Cynthia Deaton
Paula McGee
Lara Smetana

Questions should be directed to Leslie Bradbury at upsonlk@appstate.edu. Technical difficulties should go to John Rhea at DES@theaste.org.

Regards,
The ASTE Elections Committee
On September 18-20, 2014, the annual meeting of the Mid-Atlantic Association of Science Teacher Education was hosted by North Carolina State University. Conference coordinators (pictured l to r) Meg Blanchard (North Carolina State University), Lisa Gross (Appalachian State University), and Leslie Bradbury (Appalachian State University) arranged a wonderful event on the picturesque grounds of the Chetola Resort in Blowing Rock, North Carolina.

The 87 attendees, which included 29 graduate students and 4 undergraduate students, had opportunities to participate in 31 paper sessions, 26 poster sessions, and a “Reports from the States” session. The conference ended with a “Business Meeting” in which our Secretary Jennifer Maeng (University of Virginia) took notes, while our Treasurer Rachel Wilson (Appalachian State University) provided the financial report. Our members elected Rommel Miranda (Towson University) as our new regional director and applauded Karen Irving (Ohio State University) for agreeing to coordinate the 2015 Mid-Atlantic Conference. Her conference team will likely include Mary Lightbody, Kathy Malone, Lin Ding, Christopher Atchison, and possibly graduate students Trudy Gaisi, Deb Lan, and Vinta Tiarani. Our 2015 MA-ASTE conference will be scheduled at either Salt Fork State Park [http://parks.ohiodnr.gov/saltfork](http://parks.ohiodnr.gov/saltfork) (near Zanesville, Ohio), or Shawnee State Park [http://parks.ohiodnr.gov/shawnee](http://parks.ohiodnr.gov/shawnee) (near Portsmouth, Ohio).

We awarded our first Legacy Award to Pat Obenauf (West Virginia University). She is often described by her peers as being a professor who has had a profound and professional influence on her graduate students.

We also awarded our second Graduate Student Presentation Award, which was a peer-reviewed, merit-based honor intended to recognize outstanding contributions to research, as well as delivery of these contributions. The winner, Jenay Sharp Leach (University of Virginia), presented *Teacher Conceptualizations and Practices of Discourse in Linguistically Diverse Elementary Science Classrooms*. As a recipient of this award, she received a certificate and $750 to travel and present her research at the 2015 International ASTE conference in Portland, Oregon. Notification and
requirements to apply for the 2015 MA-ASTE Graduate Student Presentation Award will be submitted via the listserv (April 2015).

We would like to thank Jennifer Maeng (Secretary) and Rachel Wilson (Treasurer) for their outstanding dedication, commitment to excellence, and service to MA-ASTE. We are also especially grateful and thankful for Sherri Brown’s leadership, vision, and service to MA-ASTE as regional director over the past 3-years. Sherri always selflessly and tirelessly volunteered her time to ensure the growth and success of MA-ASTE, and is a true inspiration to all members through her words and actions, her kindness, and her genuine and sincere interest for others.

The MA-ASTE Leadership Team (l to r): Rachel Wilson, Sherri Brown, and Jennifer Maeng.
ASTE and NSTA Collaborative Work

Contributed by Lisa Martin-Hansen, ASTE President-Elect and Affiliate Representative to NSTA (California State University, Long Beach)

As your ASTE representative to the National Science Teachers Association (NSTA), I coordinate the regional and national events at NSTA that are co-sponsored by ASTE. We have several ASTE sessions coming up at regional NSTA conferences. Be sure to mark your calendars to attend.

ASTE Presentations at Regional and National NSTA Meetings

NSTA Orlando (Regional), Nov. 6-8, 2014

- Katie Brkich is presenting a hands-on workshop -- Experiencing Communication Barriers: building Teacher Empathy for ELL.

NSTA Long Beach (Regional) and Northwest ASTE/Far West ASTE Regional Meetings, Dec. 4-6, 2014

- The Northwest and Far West ASTE Regions plan to hold their regional business meeting, a research/sharing session, and a large poster session in conjunction with the NSTA Regional meeting in Long Beach. This will allow ASTE members to attend two conferences, thus making airfare less of an issue (those western states are large!). It is hoped that at this conference, we will build synergy strengthening the activity and scholarly exchange of these two ASTE regions. The poster session includes the following presenters: Wendy Ruchti, Miriam Munck, Donna Rainboth, Adele Schepige, Judith Morrison, Bill Straits, Bill Ritz, Ramoncito Casillan, Patricia Morrell, Stephanie Salomone, Mike Mueller, Youngjin Song, Teresa Higgins, Miyoun Lim, Lisa Martin-Hansen, Toutoule Ntoya, Christine Ullerich, Marco Masoni, Rochelle Tawiah, Frederick Freking, Jim Kisiel and Laura Henriques.
- A hands-on workshop at NSTA Long Beach will be facilitated by Aimee Navickis-Brasch and Anne Kern titled: The Fish Weir Engineering Challenge: A culturally relevant activity.

NSTA Chicago (National) March 12-15, 2015

At the national conference, we have 10 hours of ASTE sponsored sessions as well as the ASTE/NSELA luncheon.

- ASTE/NSELA Luncheon. **Sign up for the ASTE/NSELA event when you register** for the conference in order to attend the upscale luncheon with an invited speaker presentation about a timely science education topic. The lunch is fabulous, the invited speaker has
relevant and thought-provoking information to share, and we have the unique opportunity to meet science education leaders from NSELA (National Science Education Leadership Association). We make a point to recognize ASTE leadership and members who are in attendance.

- ASTE Distinguished Science Educator Panel presents Bridging Policy & Practice - Science Teacher Education for the Next Generation. At this session, we will learn from our own ASTE leaders about how NGSS is affecting teacher preparation. Expect to hear about changes and innovations taking place in teacher preparation programs across the country. Panelists include: Michael Clough, Deborah Hanuscin, Julie Luft, Joanne Olson, and John Tillotson.
- Comfort Ateh presents a workshop titled Lessons that create opportunities for students to develop proficiency in the 21st century standards.
- Judith Morrison presents STEM High School Teachers' Implementation of Science and Engineering Practices.
- Aaron Hamilton, Colleen Cooper, Brenda Capobianco, Chell Nyquist present a hands-on workshop titled It's Alarming! Using Engineering Design to Build Students' Understanding of Simple Circuits.
- Jamie Peterson, Jill Shambach, Brenda Capobianco, Chell Nyquist present a hands-on workshop titled Let's hear it for sound!
- Debra Bloomquist, Amanda Gilbert, Eugenia Johnson-Whitt, Meredith Reinhart, Lacey Strickler-Eppard present a hands-on workshop titled Making Time for Science and Engineering in Early Childhood Classrooms.
- Stephen A. Bartos presents a hands-on workshop called FOSStering Deeper Learning of Science, Addressing Literacy, and Avoiding Kitastrophie!
- Ivan Marin Cussianovich & Karen E. Irving present -- Use of Electronic Simulations in 7-12 Science Teaching.
- Katie Brkich is facilitating a workshop called Experiencing Communication Barriers: Building Teacher Empathy for ELLs.
- Michael Svec presents A Pedagogy of Kindness for the Science Classroom.

**National Congress on Science Education (NCSE)**

This summer, I met with fellow Alliance of Affiliates (AoA) NSTA representatives at NCSE in Washington, D.C. Our group discussed ways in which we might strengthen ties with NSTA and collaborate in a variety of ways. First, we found that not only did many NSTA members not know what our affiliate organizations do or who we represent, but we
found that there were questions even within our own AoA group. Because of this, we decided to create an interactive communication map that will, ideally, be hosted on the NSTA website under Member Resources. We will include full descriptions of each affiliate, an overview of the types of members that each affiliate typically has, as well as contact information for each representative. NSTA would eventually like to create a database that we (ASTE and NSTA) can use to identify NSTA members who are also members of the affiliate organizations. In that way, when collaborative opportunities arise (grants, PD, etc.), there is a ready-list of individuals who could be contacted (organized by state). There was additional discussion of possible joint memberships, or ways we could promote each of our associations by providing a link to the other on the membership page of our websites.

**Oklahoma PhysTEC Institutions Create a Physics Education Collaborative**

Contributed by Steven J. Maier

![Oklahoma PhysTEC Institutions Create a Physics Education Collaborative](image)

East Central University (ECU), Northwestern Oklahoma State University (NWOSU), Oklahoma State University (OSU) and Southwestern Oklahoma State University have joined in a collaborative to increase enrollment in pre-service physics education programs statewide. The collaborative (OK PhysTEC) is funded by a 3-year Recruitment Grant offered by the Physics Teacher Education Coalition (PhysTEC, [www.phystec.org](http://www.phystec.org)).

Efforts of OK PhysTEC begin this fall by promoting and marketing physics teaching as a viable career option for high school and undergraduate students. OK PhysTEC members will travel to conferences, high schools other institutions in the state to raise awareness of the needs and rewards of pursuing pre-service physics education programs. As they are developed, resources will be made available to departments and academic advisors.

The ultimate goal of the OK PhysTEC collaborative is to increase the number of certified physics teachers in the state. Other goals include increasing enrollment in undergraduate physics programs, providing resources for other institutions and bringing more institutions into the collaborative. For further information, please contact Steven Maier at sjmaier@nwosu.edu.
CITE Reviewers and Submissions Needed
Contributed by Theresa Cullen

I am so excited to tell you that CITE Journal Science Education Section is publishing new articles. Look for upcoming articles about iPad use, the next generation science standards, and serious games! And maybe your manuscript at the journal website: http://www.citejournal.org

The CITE Journal – Contemporary Issues in Technology and Teacher Education is one of the oldest Open Source journals and is a collaboration of the leading education organizations in the country. The CITE Science Education Section is a collaboration between ASTE and the Society for information Technology and Teacher Education. We accept manuscripts on science education and technology combined

We Need Reviewers!!! I need reviewers, we have great reviewers, but we need more! I am especially in need of reviewers with interest in elementary and middle school science education applications and earth science or geological interests. I have some great manuscripts submitted that need your input! Reviewers need to be members of ASTE but this includes graduate students and I try to assign at least one graduate student to each manuscript. If you are interested in reviewing, please email Theresa Cullen, CITE Science Education Section Editor at tacullen@ou.edu and I will walk you through the steps of signing up!

Manuscript Information
Manuscripts should directly address technology within science teacher education. Papers may focus on science teachers at any career stage including preservice, new, continuing, or teacher leaders and any grade level including college science science teachers. Manuscripts that examine how technologies can improve programs, courses, or professional development as well as collaboration and partnerships are welcome. Papers that describe innovative approaches to technology enhanced science teacher education are specifically encouraged.

Submission Guidelines

1. Go to http://www.citejournal.org
2. Click on Submissions
3. Login with your AACE login information or create a new login.
4. Select ‘submit article’. Be sure to select CITE (science), as the journal.
Earth and Marine Science Seminars in Hawaii – Summer 2015: Two seminar programs designed for educators are available; 1) Geoscience on the Big Island of Hawaii – July 5-11 & Aug. 2-8; 2) The Science of Ecosystems on Kauai – June 20-27, July 18-25. For brochures contact – Chuck Blay at 808-742-8305 <teok@aloha.net>; or consult our website – www.teok.com.

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 investigate 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 2015 – July 5-11, August 2-8.

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 2015 - June 20-27, July 18-25.
Newsletter Information

Published four times a year by the Association for Science Teacher Education.

Issue Items due by

Summer Aug. 15
Fall Oct. 15
Winter Feb. 15
Spring May 15

All members are invited to submit items.

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