President’s Message
Contributed by Kathy Cabe Trundle

Facing Our Fears

As summer winds down and the new school year begins, I reflect on how special and exciting this time of year has always been to me. It’s a time of new beginnings. Years past held the excitement of selecting new school supplies: lunchboxes, fresh crayons, unused folders and binders, multiple packs of 3-hole notebook paper, and unsharpened pencils with clean erasers. And there was always the excitement of reconnecting with friends, meeting this year’s teacher, and making new friends. At first, I experienced these wondrous new beginnings as a student, then as a teacher, and finally as a mom. Independent of my role in the back-to-school festivities, the new
school year was a time of anticipation and excitement. I loved going back to school! In hindsight, I now realize that my teachers were catalysts that helped me develop new relationships with people and ideas. They established classroom communities where we got along with each other, and they inspired us to fill our heads, papers, and binders with new discoveries, stories, questions, and dreams.

Sprinkled in with the delights of the new academic year, however, we often find other emotions like trepidation. In thinking about fears that can be associated with new experiences, I am reminded of this past year and the many wondrous new things I had the pleasure to learn and do. During my sabbatical from The Ohio State University, I worked in Turkey, China, Indonesia, and Oregon. For a total of nine months, I served as a visiting scholar at four other universities, including five months at Oregon State. Oregon’s exquisite natural beauty, I must confess, provided new opportunities to improve and develop my outdoor skills as I learned to cross country ski, backpack, and kayak. And at the age of 51, I even learned to change gears on a bike!

Each one of these new experiences required facing my fears. In these particular cases, the fear was coupled with the excitement of new challenges and the joy of engaging with nature. Often, however, our fears are not tied to fun things or new experiences. In addition to the new adventures of the past year, a personal crisis brought me to a point of deep reflection. During this time, my soul mate from graduate school, Denise, reminded me of Luke Skywalker and his experience in the Dark Side Cave, also known as the Cave of Evil. When Luke asks Yoda what he could expect to discover inside the cave, Yoda replies that Luke will find only what he takes with him. As you may recall, Luke, fraught with self-doubt and uncertainty, suits up with his weapons, and he battles what he perceives to be Darth Vader, decapitating him only to find his own face inside Darth Vader’s helmet. This metaphor tells us that if we fight our fears we only defeat ourselves. The best we can do is to face our fears, and we must face those fears alone. No one can go into the cave with us.

Each person faces his or her own trials and tribulations, and in the end we must face our fears in order to conquer them. Facing our fears and carefully examining them can be quite difficult and even painful. Going into the metaphorical cave this summer was the hardest challenge I ever faced, but what a pleasure it was to come out as a more peaceful and healthy person!

Educators across the country, faced with both professional and personal crises, have reached the entrance of the cave as they seek truth about their role in current education reform movements. To keep their jobs, to continue the pursuit of their passion to teach, teachers often find themselves in a
position where they compromise what they know as best educational practice in order to teach to standardized tests --- the tests policymakers claim measure both teaching and learning and by which teachers, students, and schools are evaluated and judged by non-educators.

As I mentioned earlier, I have been blessed with a smart, insightful, and talented soul mate, Dr. Denise Wilburn. Recently, Denise “graduated” from her work as the Assistant Director of Curriculum, Instruction, and Federal Projects with Anderson County Schools in Tennessee. In addition to providing great insights as well as metaphors, Denise co-authored a new book, *The Mismeasure of Education* (Horn & Wilburn, 2013), which David Berliner describes as

A well-researched (and frightening) look at examples of shameful pseudoscience in America, the latest manifestation of which is value-added assessment for determining teacher competency... A well-documented and thorough analysis, inescapably leading to the conclusion that student test data cannot be used to determine teacher effectiveness.

As a fellow teacher educator, I highly recommend this book to you. For years, we, as a profession, have been fraught with fears about how accountability is impacting education in general and teacher education specifically. In Tennessee, colleges of education are now judged on the value added by their graduates to the test scores of the students these graduates teach in public schools across the state. This book provides us with an opportunity to face our fears, understand the history and motivations behind current education reform, identify who benefits specifically from these reform efforts, look at the role we play or could play in the problems and solutions, and develop a plan to ensure that best practice is restored to classrooms. As in Luke’s case, fear's source often is rooted in self-doubt, which is a powerful tool when used by oppressors. Knowledge and understanding are our first and best defenses to eliminate the paralyzing effects of self-doubt. *The Mismeasure of Education* will provide readers with

the ideological and historical grounding, potential benefits, scholarly evidence, and ethical basis for the new generation of test based accountability measures. After providing the political and cultural contexts for the rise of the testing accountability movement in the 1960s that culminated almost forty years later in No Child Left Behind and Race to the Top, this book then moves on to provide a policy history and social policy analysis of value-added testing in Tennessee that is framed around questions of power relations, winners, and losers.

In examining the issues and exercise of power that are sustained in the long-standing policy of standardized testing in schools, this work provides a big picture perspective on assessment practices over time in the U. S.; by examining the rise of value-added assessment in Tennessee, a fine-grained and contemporary case is provided within that larger context. The last half of the book provides a detailed survey of the research based critiques of value-added methodology, while detailing an
aggressive marketing campaign to make value-added modeling (VAM) a central component of reform strategies following NCLB. The last chapter and epilogue place the continuation of test-based accountability practices within the context of an emerging pushback against privatization, high stakes testing, and other education reforms (IAP, 2013).

Armed with more knowledge and understanding, educators across the country, whether serving in K-12 public schools or colleges and universities, can help policymakers at all levels understand why high stakes testing is what must be feared in both its intended and unintended consequences. What we must be able to do is to return from the cave ready to fight for teachers’ right to teach and students’ right to learn in meaningful ways within the context of democratic living.

Your Fearless Leader Kathy

http://www.infoagepub.com/products/The-Mismeasure-of-Education


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**Executive Director’s Message**

Contributed by Robert Hollon

For most of us, fall brings the start of another academic/school year with new projects, challenges and opportunities! Here at ASTE, it means elections, membership drives and final planning for our annual conference. So, you will see emails with requests to vote, renew, recruit and register. Many regions will also hold their annual meetings this fall – they are a great tool to spread the word about ASTE and help new colleagues feel more comfortable joining the organization. Fall is a great time to plan ahead for new service opportunities, too, so please consider contributing to ASTE by volunteering for a committee in 2014. Below, I’ve highlighted some important changes in the way ASTE is operating, and provided some advance information about our upcoming 21st Annual meeting in San Antonio.
Membership

Over the past five years, ASTE membership has fluctuated between 670 – 715 people which is significantly lower than our ten year average of 730 people. Right now, our membership looks like this:

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian</td>
<td>9</td>
</tr>
<tr>
<td>International</td>
<td>24</td>
</tr>
<tr>
<td>Retired</td>
<td>18</td>
</tr>
<tr>
<td>Student</td>
<td>163</td>
</tr>
<tr>
<td>U.S.</td>
<td>448</td>
</tr>
<tr>
<td>Not Identified</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>666</strong></td>
</tr>
</tbody>
</table>

The membership and participation committee is working to contact current and former members to learn more about why people do and do not renew their ASTE membership. It is important for all of us to encourage colleagues to include ASTE as part of their professional organization planning. Reach out to new colleagues on your campus, share the Newsletter, our journals and the ASTE website, and bring an extra colleague (or two) to the 2014 annual meeting in San Antonio!

ASTE membership operates on a calendar year. There is still time to become a member for 2013 and receive all issues of JSTE and Science Education (if you add the subscription). Membership for 2014 will be available starting October 1, 2013. You must have a 2014 membership to receive discounted rates for the 2014 annual conference in San Antonio.

ASTE’s Changing Fiscal Footprint

ASTE now has a secure financial reserve that protects the organization’s contractual commitments. As the economy improves, we are exploring ways to make those reserves work even harder for the organization. The surplus I reported at the 2013 business meeting reflects a combination of conservative budgeting, a membership surge of about 40 people, and careful use of resources.

The board strives to keep member costs as low as possible. It is tempting to think “Wow! We have lots of money. Maybe we can reduce rates.” However, operating costs are not the same as they were five years ago. Our partner organizations, contributors and businesses have been forced to increase fees and to scale back support for outreach activities, editorial expenses have increased, and general operational expenses (travel, fees, insurance, board meeting costs, etc.) are creeping upward. In 2013, ASTE will assume responsibility for an additional $5000 - $10,000 per year (about 10% of our operating budget) unless our partners are able to resume contributions or we cut some services. Thus, the surplus for 2012 provided a buffer that will help us through the transition we face this year but we will need to make adjustments for 2013 and beyond.
The board looked closely at the fiscal trends during the spring 2013 meeting as part of its efforts to determine ways to sustain the financial health of ASTE. For 2014, membership rates and conference registration fees will be unchanged. In 2015, rates for each annual membership category will increase $5 (fees for the 2015 Portland conference have not yet been established). If you compare ASTE’s membership rates and conference fees to those of other professional organizations, though, it is clear that we are still a bargain. The fee structure allows us to sustain our commitment to keep the organization accessible to graduate students and colleagues with limited support for professional activities.

**Update on the New ASTE Web Sites**

The revamped web site system is up and running! We made the formal transition in January. Thanks to all the people who provided feedback about the various sections, and to those who continue taking the time to let us know what is working well and what needs revising. We’re still working out some kinks in the membership renewal pages to improve functionality and make it easier for members to update information. We appreciate your patience!

The online proposal review system is also revised this year. Although there were a few technical glitches and times when the web hosting service was slow to respond, the system functioned better than one might expect for the first full implementation. Thanks to John Rhea for all his hard work in getting the system ready and responding to requests for adjustments! We will be gathering feedback from ASTE members this year to make all the ASTE pages more responsive to our members’ needs and interests.

**ASTE in San Antonio – January 15 – 18, 2014**

Registration for the 2014 conference in San Antonio will open October 1, 2013. Details will be available on the conference page of the ASTE web site. The conference team is working hard to build an outstanding program with a full range of activities, field trips and keynote speakers. Registration rates will remain unchanged from 2013. Early bird rates are $225 for regular members and $95 for students with 2014 memberships. It is a significant discount from the onsite rates of $300 and $160 and non-member rates of $410. So, get an early start on your year by renewing your ASTE membership and registering for the conference.
ASTE Elections
Contributed by Karen Irving

A list of all candidates for the upcoming ASTE elections is included below. Additionally, a link is provided to access each candidate's position statement and ASTE related CV. To cast your vote, go to http://TheASTE.org. The voting interval is between October 1, 2013 and November 15, 2013. You will need your ASTE PIN and last name to log in (PINs are easily obtained through the link on the ASTE website). If you have any questions or wish to have hard copy of the ballot, email Bob Hollon at executivedirector@theaste.org. Elections Committee members would like to thank you, in advance, for your participation in the voting process.

The Elections Committee
Karen Irving, Co-Chair
Rose Pringle, Co-Chair
Aimee Govett
Deborah Hanuscin
Julie Westerlund
Yael Wyner (Equity Member)

To access each candidate's position statement and ASTE related CV, please go to http://theaste.org/memberresources/elections/2013/

Candidates for ASTE President (Vote for 1)
Lisa Martin-Hansen
Dana Zeidler

Candidates for Board of Directors at Large (Vote for 2)
Sherri Brown
Todd Campbell
Michael Clough
Catherine Koehler

Candidates for Elections Committee (Vote for 3)
Daniel Bergman
Ian Binns
Leslie Bradbury
Jerrid Kruse
Timothy Laubach
David Slykhuis
Important Instructions for Authors Submitting Manuscripts to JSTE
Contributed by Norman Lederman and Judith Lederman

When manuscripts are submitted to the Journal of Science Teacher Education they are initially reviewed by the Editors with respect to proper style format, focus on teacher education, and general quality before they are assigned to an Associate Editor to begin the editorial review process. With respect to style format, manuscripts not conforming to the journal specifications are sent back to the author(s) for revision before being sent out for review.

During our transition into the role of Editors for the journal, we noticed an important point of confusion that can add unnecessary time and concern for both authors and editors.

Springer DOES NOT follow APA style guidelines, even though most authors and we, as Co-Editors, thought JSTE was following APA style. Although incorrect, the general “word of mouth” is that manuscripts must adhere to the most recent version of APA. This has resulted in some authors having their manuscripts returned for revisions to conform to APA guidelines. We have spoken with our contacts at Springer in an attempt to see if JSTE could follow APA guidelines because most journals in science education, and education in general, use APA style. We were told this is not possible. The differences are not large and are easily missed (e.g., no comma between the author’s name and date within a citation, using “and” instead of “&” between authors’ names in the text and reference list).

The editorial process is longer than we would all like it to be so save yourself some time when submitting your manuscript. PLEASE refer to the guidelines for authors at www.springer.com/10972

Co-Editors,

Norman G. Lederman

Judith S. Lederman
Call for Editorial Review Board Members
Contributed by Valarie Akerson

This is a formal call to members of the Association of Science Teacher Educators (ASTE) who would like to serve on the Editorial Review Board for the *Journal of Science Teacher Education (JSTE)*. We are seeking both U.S. and International applicants.

*JSTE* is the flagship journal of the *Association for Science Teacher Education*. It serves as a forum for disseminating high quality research and theoretical position papers concerning the preparation and inservice education of teachers of science. The journal publishes eight issues per year, featuring pragmatic articles that offer immediate ways to improve conditions in classroom teaching and learning, professional development, and teacher recruitment and retention at all grade levels. Beginning in 2013, a special section within each of the eight issues of the journal will be devoted to science teacher education at the elementary level.

Again, we are seeking International applicants as well as U.S. applicants.

Qualifications:

- Competence in research and/or methodology within some aspect of science teacher education.
- Ability to judge the quality of a manuscript within an area of science teacher education
- Ability to identify particular strengths and weaknesses of a manuscript and, in a professional manner, to offer suggestions for revising manuscripts.
- Established record of publication in peer-reviewed science education and/or related journals.

Duties and Responsibilities:

- Read and evaluate approximately six manuscripts per year.
- Provide written reports on manuscripts reviewed using the criteria and evaluation form provided by the Editor(s).
- Review manuscripts within four weeks of receipt.

To apply, please electronically submit the following materials to Norman Lederman at ledermann@iit.edu by November 1, 2013:

1. A letter of interest that includes a list of at least four areas of expertise in science teacher education in which you would be comfortable reviewing manuscripts.
2. A two-page vita that *emphasizes publications in refereed journals and includes any previous reviewing or editing experience*. 

The 2014 ASTE International Conference
Contributed by Gil Naizer

The Conference will be held at the Hyatt Regency located in the heart of the San Antonio River Walk. The River Walk is accessible from the lobby level of the Hyatt and includes a great assortment of bars, shops and restaurants or just a pleasant place to walk along the banks of the San Antonio River.

The links below provide more information about San Antonio and the River Walk so you can begin mapping out your pre/post/ and after conference hours activities.

http://visitsanantonio.com/
http://www.thesanantoniорiverwalk.com/
http://www.sanantoniорiverwalk.com/
http://riverwalkguide.com/
Plans for the 2014 Conference in San Antonio are progressing on schedule.

The 2014 Program Committee would like to thank all of those that reviewed proposals and a special thanks to the strand coordinators

Acceptance letters for Concurrent Sessions Proposals as well as for Workshop Proposals will be out soon (or may have already been emailed to the principal authors by the time you get this newsletter).

We hope to have a preliminary conference schedule available in mid-September so that you can begin to make travel plans.

Conference registration and hotel reservation information will be available starting October 1.

**Hyatt Regency San Antonio**
123 Losoya,
San Antonio, Texas, USA 78205
Tel: +1 210 222 1234   Fax: +1 210 227 4925
Email: qualitysatrs@hyatt.com

Thank you for supporting ASTE. We look forward to seeing you in San Antonio.

Conference Team

Gil Naizer, Texas A&M University - Commerce
Janice Meyer, Pasadena ISD
Linda Pruski, UT Health Science Center

If you have questions about the conference, feel free to contact us: 2014conferencechairs@theaste.org
The ASTE Environmental Education Forum will be sponsoring a pre-conference all-day field trip on Wednesday, January 15 from 9am – 5:30 pm at the ASTE 2014 International Meeting in San Antonio, Texas. The field trip will include a tour and hike through the Canyon Lake Gorge and a visit to Comal Springs at Landa Park.

The Glen Rose limestone throughout Central Texas was laid down during the Cretaceous Era over millions of years. But within a few weeks following the dramatic Flood Event of 2002, “the Power of Water” carved a gorge into the landscape below the Canyon Lake Spillway. A true treasure was “unearthed.” On our 1.2 mile guided hike, you will view the geology of central Texas, including Hidden Valley Fault (within the Balcones Fault Zone), geologic formations, the Trinity Aquifer in action, as well as springs and waterfalls. Bring a camera for the spectacular scenery. We will also view biologic succession, 110-million-year-old dinosaur tracks, and examine the numerous Cretaceous marine fossils uncovered during the gorge formation. Hiking through the Gorge can be physically demanding, and is not recommended for people with heart conditions, bad knees, ankles or in poor physical health. Comal Springs is an awesome example of an artesian well and provides a good example of the karst geology/ aquifer. We will be joined by an educational specialist from the Guadalupe Blanco River Authority.

Like our previous field trips, family and guests are welcome.

For more information, please contact me at amb4@lehigh.edu
Mid-Atlantic ASTE Meeting News
Contributed by Sherri Brown

We are pleased to announce the upcoming Mid-Atlantic regional meeting of the Association for Science Teacher Education. It will be held at the Resort at Glade Springs in Daniels, WV, located 15 minutes from Beckley WV, from Friday afternoon, September 20, to Saturday afternoon, September 21, 2013. We hope that you will be able to attend this year’s conference. Last year, we had a very successful conference in Virginia with over 55 people attending.

Please visit our conference website to download the conference registration form and our new MA-ASTE Graduate Student Award information http://theaste.org/meetings/2013-mid-atlantic-regional-meeting/.

Advanced registration deadline is Sunday, September 1, 2013. We hope to see you in West Virginia in September.

2013 Mid-Atlantic Region conference co-chairs

Tina Cartwright (Marshall University),
Deb Hemler (Fairmont State University),
Paula Magee (Indiana University-Purdue University Indianapolis)
Southeastern ASTE Conference
Contributed by Katie Brkich

We are happy to announce that the Southeastern Association of Science Teacher Education Annual Meeting will be held at Georgia Southern University, October 11-12, 2013.

The title for this year's conference will be “Success in Science Education: Where are we and where are we headed?”

What we are trying to capture within this title is the state of the art in science education in terms of accountability. What is implied in the theme is to ask who owns science education: us as science educators or the current framework that defines education? If we were to increase by 100% the number of people in STEM, increase by 100% participation of currently underrepresented population members in STEM fields, increase by 100% the number of students who score in the 90th percentile of science standardized tests, and eliminate the masculinity of science completely, would we then be considered successful in science education? We think the answers, if any, lie in the idea that being a science educator and determining success may be no longer in our hands. Before we lose the ability to effect the future of science education, we believe we must agree that what we are doing is not working and complexify the status quo in science education. All is not lost, but drastic changes may be necessary if we want to have a part in how “success” in science education is defined. In creating our theme, we are left with more questions than answers.

We encourage you to join the conversation by submitting presentations and position papers on how you think success is or should be defined in science education.

More details to follow at http://saste.net/.
Southwest ASTE Conference
Contributed by Kimberly Bilica and Vanessa Dodo Seiki

The Southwest ASTE will host its annual conference on Oct 4 and 5 at the Hotel El Tropicano on the Riverwalk, San Antonio, Texas.

The conference theme is “Innovation through Inquiry: Policy, Practice, & Research in Science Teacher Education.” Presentations at SW-ASTE emphasize friendly inquiry, conversation, and social engagement that lead to innovative practices in science teaching and learning!

We look forward to a gathering of science teaching colleagues from across the Southwestern U.S., including AR, CO, KS, NM, OK, TX, & UT. If you are located within the SW-ASTE region and would like to get more information about the upcoming conference, please visit the Conference Information website (goo.gl/dr4R8M).

Proposals for Presentations are now open and are due by Sept., 15. Direct questions to the Conference Chairperson, Kim Bilica (Kimberly.Bilica@tusa.edu)

We look forward to seeing you in October!
The North Central Region of the Association for Science Teacher Education (NC-ASTE) invites you to attend and present at its annual fall meeting at Western Illinois University, Moline, IL. The conference will be taking place from October 10 to 12, 2013. In addition to interesting sessions and engaging science education discussions, the meeting will be a time to rekindle professional dialogue with colleagues in science teacher education and check out some of the local sites and attractions in the Moline area.

**HOTEL INFORMATION**

Hampton Inn & Suites Moline-Quad City Int'l Airport  
2450 69th Avenue  
Moline, Illinois, 61265, USA  
1-309-762-1900  
Room rate: $77.00.

For more information contact Melanie Reap at mreap@winona.edu or go to the NC-ASTE website at www.nc-aste.org.

**Information from NSTA**

Contributed by Kate Scantlebury and Lisa Nyberg

NSTA's 2013 area conferences are in Portland, October 24–26, 2013; Charlotte, November 7–9, 2013; and Denver, December 12–14, 2013.

The 2014 annual conference is scheduled for April 3–6 in Boston and STEM conference is in New Orleans, May 14-17, 2014.

NSTA has produced resources to support the Next Generation Science Standards (see NGSS@NSTA http://www.nsta.org/about/standardsupdate/standards.aspx) for supporting materials and documents.
New Books Available
Contributed by Kevin Finson and Jon Pederson

*Going Back to Our Future: Carrying Forward the Spirit of Pioneers of Science Education* -- Edited by Jon Pedersen and Kevin Finson -- Available from Information Age Publishing (www.infoagepub.com; email orders at orders@infoage.com) in paperback, hardcover, or in e-book format. This is the first volume in a series devoted to exploring the pioneering spirit of those who established and moved forward the field of science education.

The book examines what motivated those pioneers, as well as what they viewed as their successes and struggles. Included are chapters on Myron Atkin, Roger Bybee, Marvin Druger, Paul DeHart Hurd, Willard Jacobson, Robert Karplus, Anton Lawson, Susan Loucks-Horsley, Donald McCurdy, Joseph Novak, John Penick, Joseph Piel, Senta Raizen, Mary Budd Rowe, F. James Rutherford, Barbara Spector, Pinchas Tamir, and Fletcher Watson.

The information included in the chapters help one to more clearly contextualize how science education evolved and the debt we owe to those who forged the field. Paperback (390 pages) is available for $45.99 plus S&H.

*Visual Data and Their Use in Science Education* -- Edited by Kevin Finson and Jon Pedersen -- Available from Information Age Publishing (www.infoagepub.com; email orders at orders@infoage.com) in paperback, hardcover, or in e-book format.

This book builds upon previous work done by the editors to bring more clarity to the meaning of visual data at it relates to science education and the importance of its role in science instruction and learning. Beginning with an introduction by Gayle A. Buck, the book examines brain functioning and conceptual change, the role of visualization in preservice science teacher preparation, and using visual data science students (including computer graphics, super graphics, content area literacy). Paperback available for $46 plus S&H.
CITE Call for Proposals

About CITE—Science

Cite—Science is a peer-reviewed online journal for science teacher educators. The journal is co-sponsored by ASTE to publish research reports and theoretical articles on the use of innovative technologies in science teacher education. Authors can include interactive technologies for the readers’ direct access to the example technologies such as video, audio, animation or external links.

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://aace.org/publish
2. Login with your AACE login information or create a new login.
3. Select ‘submit article’. Be sure to select CITE (science), as the journal.

Editor: Rebecca Schneider, University of Toledo
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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