President’s Message
Contributed by Joanne Olson

Leadership and ASTE

I’ve been thinking a lot about leadership lately, particularly as I begin my year as ASTE President, and as I’ve been asked to take on new roles at my university. I’ve been seeking out those “more knowledgeable others” whose leadership I admire, and pondering what their work means to me and more broadly to ASTE. Here are a few things I’m learning.
1) We are all leaders in science education. A colleague of mine shared a story about a history professor who answered the phone by loudly and proudly proclaiming, “History Speaking!” And in a very real sense, we are “Science Teacher Education Speaking.” We “profess” science teacher education on a daily basis, whether it is to a class of preservice teachers, legislators, colleagues in other disciplines, the public, or children in school. We may be the only opportunity that others have to hear from an expert in the field of science teacher education. Thus, we must represent our field carefully, accurately, and with the enthusiasm that shows others why we chose to devote our professional lives to this endeavor.

2) Our inherent leadership role carries responsibilities to do “leaderful” things and to make an impact. I hear much concern about policies that reflect the opposite of what we know about effective teaching and teacher education. I hear far fewer conversations about what we are doing about these matters. I think we can all be productively challenged by the examples of others. ASTE member Julie Westerlund is speaking out against the standardized testing policies in Texas, and working on legislation to change the situation to be more congruent with highly effective teaching that promotes meaningful science education goals. Kevin Finson shared with NorthCentral ASTE members letters he has written to his local newspaper to educate the public about issues related to science teacher education. ASTE members from the University of Minnesota, Syracuse University, Drake University, University of Wisconsin-Milwaukee, and Iowa State University presented a session at ASTE to share how they created and maintain secondary science teacher education programs in spite of fierce institutional constraints and eroding state requirements. Another colleague has said that if we know so much about teacher education, why is finding examples of this on the web so difficult? He is taking on this challenge and posting his practices for others to view. Our membership reflects individuals working in diverse settings, and thus, our leadership can and should take many forms. I find that I am most effective when I focus on “blooming where I am planted” and do what I can in the context where I find myself.

3) In addition to our individual labors, the efforts of ASTE as a collective should provide leadership in promoting policies and practices that reflect what we know about effective science teaching and science teacher education that promotes those practices. We have much work underway in this area. Our policy forum members are developing position statements for the organization. Our regions hold meetings and provide professional development to our membership as well as others in the region that may be unable to attend the national conference. Our national conference has continued to be a successful gathering place for the sharing of research, programs, projects, and strategies. Our 2015 ASTE conference in Portland is being planned by the NW-ASTE team led by Patricia Morrell and Kevin Carr. The ASTE presidential team represents ASTE in multiple meetings throughout the year, including NSTA and CSSP, and we are in initial phases of developing an affiliate
relationship with NSELA. I am currently seeking individuals with expertise in science teacher education for an ad hoc committee to review and update our position statement on science teacher education. Please contact me if you are interested in serving on this group.

4) Bob Hollon has graciously agreed to lead sessions at the ASTE conference on leadership, and he has challenged attendees to do “3 in 30,” which refers to three acts of leadership in thirty days. I have taken on this challenge and I want to do it well. We have many examples of past presidents who have pushed us to be a leading organization promoting excellence in science teacher education. What this looks like for ASTE in 2014 is the challenge before me. For starters, I want to make ASTE leadership more transparent for our membership. I intend to work with others to ensure information gets to all members regarding how to get involved, whether through regional associations, forum activity, volunteering to review conference proposals, conference planning, committee membership, or an elected position. Second, I want your leadership activities in science teacher education to become available for the rest of us to learn and take action. If you are working on legislation, have a success story about impacting policy, video footage (with informed consent, of course) of yourself effectively assisting science teachers improve their teaching, or another story that will assist your ASTE colleagues, please submit your efforts to the ASTE newsletter, your regional meeting, or the national meeting. Third, for each of my President messages appearing in the ASTE Newsletter, I intend to highlight specific issues facing our field that I think we, individually and collectively, must act on.

Our expertise in science teacher education means we all have the capability and responsibility to exhibit leadership in science teacher education. How we convey our expertise speaks volumes about our field. So let’s lead together, making a difference where and when we can—with each student we teach, policy we respond to, article we write, and service we provide. I look forward to hearing about all the work you do and serving ASTE in the year ahead.
The 2014 ASTE Conference

This year’s ASTE International conference took place in San Antonio, Texas. The conference was in close proximity to the Alamo and many attendees had the opportunity to visit this historic site. The hotel was well positioned along the Riverwalk which permitted ASTE members to catch up with one another at many of the local restaurants that line this scenic waterway. Special thanks to the 2014 ASTE International Conference Team and all those who helped make this a successful conference. Thank you to all who attended, presented, reviewed proposals, presided sessions and served as strand coordinators.

The conference was well attended with 474 science educators engaging in conference activities. This year’s conference included: 13 workshops, 8 forums, 195 traditional papers, 13 themed papers, 7 experiential sessions, 41 posters, 8 syllabus shared and 16 roundtables.

Conference Co-Chairs Gil Nazier and Janice Myers with ASTE President Kathy Cabe Trundle.
ASTE 2014 International Conference Photo Collage
Photographs contributed by Sherri Brown, Ron Hermann, Aimee Govett, Paula Magee
ASTE 2014 Field Trip to Canyon Lake Gorge and Comal Springs
Contributed by Al Bodzin
Photographs contributed by Al Bodzin and Aimee Govett

The ASTE Environmental Education Forum sponsored a pre-conference all-day field trip on Wednesday at the ASTE 2014 International Meeting in San Antonio, Texas. Twenty-five ASTE members participated in the trip. The field trip’s first stop was a hike through the Canyon Lake Gorge. We hiked through a bed of the Glen Rose limestone that was laid down during the Cretaceous Era over millions of years ago. We spent time examining fantastic geologic formations that were carved into a gorge below the Canyon Lake Spillway during a dramatic flood event in 2002. The scenery was phenomenal throughout the hike and we were in awe by the dinosaur tracks, the many marine fossils embedded in the rocks, and many fascinating rock outcrops and landscape views. We stopped in Gruene for lunch and we checked out Texas’ oldest continually operating and most famous dance hall. Our final stop was Comal Springs in Landa Park. We saw an awesome example of an artesian well. The wildlife was quite interesting and the inhabitants of Vulture Island amazed everyone. It was a most excellent day and we learned much from our trip’s educational specialists and geologist from the Guadalupe Blanco River Authority.
Women in Science Education ASTE 2014 Dinner
Contributed by Katie Brkich
Pictures Contributed by Sherri Brown

The WISE dinner at the 2014 ASTE Conference was held at Casa Rio, a local San Antonio restaurant on the beautiful Riverwalk. Forty-two members of the WISE forum enjoyed an Enchilada and Fajita Buffet with Bunelos for dessert, as well as time socializing and networking with one another. Dr. Katie Brkich of Georgia Southern University is the current WISE forum chair and is already looking forward to planning next year’s dinner in Portland.
2014 ASTE Awards
Contributed by Nate Carnes
Photographs contributed by Ron Hermann

2014 Award I Level I, Outstanding Science Teacher Educator

Award – Dr. Deborah Hanuscin, nominated by Dr. Valarie Akerson

Award I Level 1, which recognizes the individual achievements and contributions of persons having ten or fewer years in their career service.

Dr. Hanuscin, a former elementary teacher and museum educator, has focused her career at University of Missouri on improving the quality of elementary science teaching. She teaches physics and education courses for undergraduates, supervises doctoral student interns in science teacher education, and provides professional development to K-6 teachers. She currently serves as the Elementary Science Teacher Education Section Editor for JSTE, and is the NARST Liaison to NSTA. During her career thus far, she has produced 42 publications, made 114 presentations, and generated over $8 million in grant funds. ‘Dr. H’ (as her students refer to her) is also a recipient of a William T. Kemper Fellowship for Teaching Excellence, University of Missouri’s highest honor for teaching.

In honor of this recognition, Dr. Hanuscin receives an inscribed plaque and $500 from Carolina Biological Supply.
2014 Award I Level II, Outstanding Science Teacher Educator

Award – Dr. Alec Bodzin, nominated by Dr. Barbara Shiner

Award I Level 2, the Outstanding Science Teacher Educator of the Year Award, recognizes the individual achievements and contributions of persons spanning more than ten years in their career service.

Dr. Alec Bodzin’s research and scholarly activities focus on how to enhance environmental literacy, and environmental science learning and instruction with a primary emphasis on the role that geospatial technologies can play in promoting geospatial thinking skills and learning of environmental science concepts over a range of important environmental issues, including climate change and energy resources. He has over 43 publications, eleven comprehensive curriculum and instructional science and environmental education Web sites that have been included in the National Science Digital Library. He has received funding from a variety of foundations including the National Science Foundation, NASA, and the Toyota USA Foundation, and has presented at numerous national and international conferences. Dr. Bodzin has been very active in ASTE, having served as Co-chair of the Committee on Technology Enhancement for Teacher Education, co-founder and co-chair of the ASTE Environmental Education forum, recent ASTE Board Member, chair of the Publications Committee, writing team member of ASTE’s three most recent position statements, and a Director of the ASTE Northeast Region.

In honor of this recognition, Dr. Bodzin receives an inscribed plaque and $500 from Carolina Biological Supply.
2014 Award II, Outstanding Mentor

Award – Dr. Gillian Roehrig, nominated by Dr. Barbara Billington

Award II, the Outstanding Mentor Award, recognizes outstanding accomplishments in contributing to the professional development of pre-service and in-service science teachers and teacher educators.

Dr. Gillian Roehrig is an associate professor of science education in the department of Curriculum and Instruction and Associate Director of the STEM Education Center at the University of Minnesota. She has advised and graduated 19 Ph.D. and eight M.A. students and currently advises 17 Ph.D. and one M.A. student. She has secured over $24 million of grant funding and her students are actively involved with professional development and research on these projects.

The nominator included the following statement that resonated throughout the several letters of support included in the nomination package:

I am not alone in my endorsement of Dr. Gillian Roehrig to receive this prestigious Outstanding Mentor Award, mine is merely the voice to nominate her. Along with the voices of her 18 mentees that attended ASTE again this year, there are many more that were not, but who also stand in support of this nomination. Some have also written letters of support provided with the application materials. What’s clear from the many conversations I’ve had with Gill’s mentees as we prepared this application for submission is that her desire and ability to mentor, help, and assist us are truly genuine and unparalleled. She has great faith in each of us, she knows our abilities and shortcomings, and therefore can be a mentor in the truest sense… as a wise and trusted counselor.

In honor of this recognition, Dr. Roehrig receives an inscribed plaque and $500 from Carolina Biological Supply.
2014 Award III, Outstanding Longtime Service to ASTE

Award III, the *Outstanding Longtime Service to ASTE* award, recognizes outstanding service by a senior member of ASTE. For the purpose of this award, *service* is defined as work accomplished over 15 consecutive or nonconsecutive years by a committed ASTE member in an effort to address issues, goals, and actions that have intellectual merit and broader impact on science teacher education, while simultaneously serving the needs of ASTE members.

No nominations were made for Award III for this year.

2014 Award IV, Innovation in Teaching Science Teachers

**Award – Dr. Kristin Cook and Dr. Cassie Quigley**

Award IV: *Innovation in Teaching Science Teachers* recognizes the best paper submitted for nomination and presented at the ASTE 2013 conference that seeks to encourage the development and dissemination of new designs for courses and curricula, new instructional methods or approaches, and other types of innovations in the pre- or in-service education of teachers of science.

The authors of the best paper nominated and presented at the ASTE 2013 conference are Dr. Kristin Cook, Bellarmine University, and Cassie Quigley, Clemson University. The title of their award winning paper is “Connecting to Our Community: Utilizing Photovoice as a Pedagogical Tool to Connect College Students to Science”.

Dr. Kristin Cook is an Assistant Professor of Science Education at Bellarmine University in Louisville, Kentucky and Dr. Cassie Quigley is an Assistant Professor of Science Education at Clemson University in South Carolina. They developed this photovoice project as a way to engage pre-service teachers with campus scientists working on environmental issues. Photovoice effectively gave students a platform on which to connect to the scientific community, voice their concerns and perspectives, and ultimately contribute to the science that impacts their own campus community.

Carolina Biological Supply has made possible a cash award of $500 to be divided between the co-authors.
2014 Award V, Implications of Research for Educational Practice

Award – Dr. Carla Johnson

Award V: Implications of Research for Educational Practice recognizes the best 2013 ASTE conference paper presentation that seeks to identify a persistent and recurring problem in the practice of science teacher education. The paper should develop strategies to resolve the problem based upon a comprehensive synthesis of relevant research and interpret theory and research for practice.

The ASTE Awards committee has selected the paper written by Dr. Carla Johnson, Purdue University, for Award V. The title of her award winning paper is “Educational Turbulence: The Influence of Macro and Micro Policy on Science Education Reform”.

Dr. Johnson is a Professor at Purdue University. She primarily uses case study research to conduct longitudinal investigations of science teacher reform including professional development, particularly for diverse populations in urban settings and has explored outcomes including teacher quality, teacher beliefs, student achievement, and student attitudes toward science. Furthermore, she has developed grounded theory (educational turbulence) to detail the impact of both formal and informal educational policies (federal, state, local) on science education reform and classroom practice.

Carolina Biological Supply has made possible a cash award of $500 in recognition of this award.
Departing ASTE Board Members

Outgoing ASTE board members were recognized for their service to ASTE at the 2014 Conference. Pictured (left to right) are outgoing Board Members at Large Michael Clough and Lisa Martin-Hansen, outgoing Regional Representative Judy Morrison, and Past-President John Tillotson.

2015 ASTE Awards
Contributed by Nate Carnes

This is a reminder that ASTE offers two manuscript awards: ASTE Award IV for Innovation in Teaching Science Teachers, and Award V for Implications of Research for Educational Practice. Each award recognizes excellence in manuscripts presented at the 2014 ASTE Annual Meeting in San Antonio, TX. ASTE members are invited to submit an electronic copy of any manuscript presented at this meeting. The submission should be identifiable to the respective conference presentation given and closely resemble the paper distributed at the conference. For each award, the ASTE Awards Committee will base its selection on a categorical and an overall point system. Nominations must be submitted electronically through the ASTE website under the Member Resources link at http://theaste.org/awards/submit-a-nomination/. Since this link is limited to ASTE members, you will need your login information to fully access it. Please make sure to review the submission checklist for each award description before uploading your manuscript. As you feel it necessary to do so, please direct all inquiries to Nate Carnes.
Call for Professional Development Workshops for the 2015 Conference
Contributed by Tisha Morrell

The Professional Development Committee invites interested members to submit a Workshop Proposal for consideration for inclusion in the 2015 ASTE Conference in the City of Roses, Portland, Oregon! Applications will be accepted on-line (www.theaste.org) starting April 1. The deadline is April 30, 2014. To help you in preparing your Workshop Proposal, we have also provided the Committee’s Scoring Rubric. We look forward to reviewing your workshop ideas!!

Proposal quality and the desire to create a balanced program will be criteria for making final acceptance decisions. Reviews of workshop proposals will center on how adequately the following components are addressed (maximum of 1500 words total):

a. State the focus of the session and its relevance to the ASTE membership.
b. List the learning objectives of the workshop, briefly describe the instructional strategies you will be using, and how you will judge the effectiveness of your workshop at meeting your learning objectives.
c. Include an outline of the workshop that shows the sequence and duration of workshop activities.
d. Address how you will encourage ongoing contact between yourself and the workshop participants after they return to their places of employment should they have questions or need assistance.
e. Explain who within the ASTE membership would be most interested in your presentation (e.g., methods instructors, educational researchers, curriculum developers, etc.) and why.
f. Describe the expertise and/or experience of the workshop presenters that qualify them to present in the topic area.
g. Provide a budget for the workshop indicating the amount (if any) each participant will be charged. If there is a cost for attendance, please specify how this money will be used. Indicate the material and technological needs for this workshop. What texts, handouts, videos, etc. are required in order to implement this session? What is the number of people the workshop is intended to serve?
h. If appropriate, provide a pertinent reference list in the separate form field below. (Reference list does not count as part of the proposal word limit).
## ASTE 2015 Workshop Submission Review

<table>
<thead>
<tr>
<th>A</th>
<th><strong>Is this proposal appropriate for a workshop session?</strong></th>
<th>Yes:</th>
<th>No:</th>
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<tbody>
<tr>
<td></td>
<td>If “no,” do you think this would be better as a part of a:</td>
<td>Concurrent Session:</td>
<td>Experiential Session:</td>
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<td></td>
<td>If “no,” there is no need to complete the rest of this form BUT please comment on your reasoning in the space provided.</td>
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<td>B</td>
<td>If the workshop is not free, does the cost seem reasonable?</td>
<td>Yes:</td>
<td>No:</td>
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<tr>
<td>C</td>
<td>Do the presenters appear to have expertise and/or experience well-matched to the proposal topic?</td>
<td>Yes:</td>
<td>No:</td>
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</table>

**Comments (if any):**

### Please rate the proposal using the following criteria: (1=adequate, 3=acceptable, 5=superior)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Clarity of focus</td>
<td>Focus is not clearly stated or is very problematic.</td>
<td>Focus is stated, though there is some ambiguity.</td>
<td>Focus is clearly stated.</td>
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<tr>
<td>Organization (sequence/main ideas)</td>
<td>Workshop appears to be poorly organized.</td>
<td>Workshop organization appears adequate. Learning objectives should be met.</td>
<td>Workshop appears very well organized to meet the learning objectives.</td>
<td></td>
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<tr>
<td>Learning Objectives</td>
<td>Learning objectives are unclear or missing.</td>
<td>Learning objectives are unclear or inappropriate.</td>
<td>Learning objectives are clear and appropriate.</td>
<td></td>
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<tr>
<td>Instructional Strategies</td>
<td>Instructional strategies are vague and/or do not align with learning objectives.</td>
<td>Instructional strategies do not clearly align with learning objectives.</td>
<td>Instructional strategies are aligned with learning objectives.</td>
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<tr>
<td>Evaluation of learning</td>
<td>Evaluation plan is not included or is unclear.</td>
<td>Evaluation plan does not clearly align with learning objectives.</td>
<td>Evaluation plan is aligned with learning objectives.</td>
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<tr>
<td>Availability post workshop</td>
<td>No indication of presenters’ post workshop availability</td>
<td>Indication of presenters’ post workshop availability.</td>
<td>Presenters’ post workshop availability is clearly detailed.</td>
<td></td>
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<tr>
<td>Of interest to the ASTE membership</td>
<td>Of interest to a narrow cross-section of the membership</td>
<td>Of interest to a reasonable cross-section of the membership</td>
<td>Of interest to a broad cross-section of the membership</td>
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<tr>
<td>Relevance</td>
<td>The proposers do not articulate a case for the relevance of this workshop to science teacher education.</td>
<td>The proposers mention relevance of this workshop to science teacher education, but do not clearly articulate the case for it.</td>
<td>The proposers clearly articulate the case for the relevance of this workshop to science teacher education.</td>
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TOTAL SCORE (# points) =
Southwest ASTE Conference Update
Contributed by Kimberly Bilica

The 2013 SW-ASTE Conference in San Antonio (Oct 4-5) was a resounding success! Thirty-one conference participants enjoyed fifteen different presentations ranging from discussions to round tables to paper presentations. Our 2013 conference program and presentation descriptions can be found online at this link http://goo.gl/dr4R8M. For an evening social, the San Antonio River Authority took participants on a guided tour of the Museum Reach portion of the San Antonio Riverwalk.

We are thrilled that the SW-ASTE region hosted the 2014 ASTE Conference in San Antonio. (Congratulations to Gil Naizer and Janice Meyer, ASTE Conference Chairs!) SW-ASTE was well-represented at the conference & we had a Standing Room Only crowd at the Regional Meeting hosted by Vanessa Dodo Seriki, our ASTE Regional Representative. We are particularly proud to have a large group of graduate students who presented at ASTE from the SW-ASTE region. We love our graduate students!

Our 2014 SW-ASTE Conference will be in Emporia, Kansas, October 3 - 5. President-Elect & Conference Chair, Matt Seimears, will be in touch with the Call for Presentations.

The SW regional ASTE includes Arizona, Colorado, Kansas, New Mexico, Oklahoma, Texas, & Utah. If you live in one of these states and would like to get involved with SW-ASTE, please contact any of our board members. We are a warm and welcoming group. Yee-Haw! We'll see you in Emporia! - Kimberly Bilica, President (Kimberly.Bilica@utsa.edu)

Matt Seimears, President-Elect
Christine Shulpa, Past-President
Vanessa Dodo Seriki, Regional Director to ASTE
Kelly Feille, Secretary
Dan Smith, Treasurer


On January 17, 2014, during the International Association of Science Teacher Education conference, 35 Mid-Atlantic (MA-ASTE) regional members met and discussed the fall 2014 regional conference.

Please mark your calendars to attend the MA-ASTE conference on September 19-20 at Chetola Resort (http://chetola.com/) in Blowing Rock, North Carolina. The conference chair, Meg Blanchard (North Carolina State University) and co-chairs Leslie Bradbury and Lisa Gross (Appalachian State University) will be providing information as available to the MA-ASTE conference website http://ma.theaste.org/meetings/mid-atlantic-aste-regional-conference/.

Lastly, if you are a graduate student planning to attend the 2014 MA-ASTE conference, please check the conference website in late spring for information regarding the 2nd annual MA-ASTE Graduate Student Presentation Award.
Call for Initial ASTE Monograph Proposals
Contributed by Valarie Akerson and Gillian Roehrig

ASTE is seeking initial proposals from ASTE members for a new monograph for the ASTE Series in Science Teacher Education. ASTE monographs are edited volumes that focus on a scholarly theme of interest related to innovation in science teacher education. Recently published monographs include *Practicing What We Teach: Science Teacher Educators as K-12 Teachers*. Monograph themes may include important topics for the field of science teacher education such as technology in science teacher education, inclusion in science teacher education, scientist and science educator collaborations, public policy and science teacher education, or other topics of interest to the ASTE membership. Initial proposals are reviewed by the ASTE Publications Committee followed by the ASTE Board of Directors. If approved, a more detailed proposal will be solicited to move forward with the ASTE publication process with identified contributing chapter authors.

Submission Guidelines

Initial proposals from ASTE members should be no more than 7 pages in length (not including references) and contain the following information:

a. Proposed title

b. Abstract

c. List and qualifications of editors

d. Rationale/statement of need

e. Purpose

f. Proposed format including overview of book sections and chapter ideas. Potential chapter authors may be included.

g. Proposed timeline

Submissions may be sent anytime during the year to Valarie Akerson vakerson@indiana.edu or Gillian Roehrig, roehr013@umn.edu Please contact Valarie and/or Gillian for additional information.
Science Teacher Educators as K-12 Teachers
Practicing what we teach
Series: ASTE Series in Science Education
Dias, Michael; Eick, Charles J.; Brantley-Dias, Laurie (Eds.)
2014, 322 p. 63 illus.

Science teacher educators prepare and provide professional development for teachers at all grade levels. They seek to improve conditions in classroom teaching and learning, professional development, and teacher recruitment and retention.

*Science Teacher Educators as K-12 Teachers: Practicing What We Teach* tells the story of sixteen teacher educators who stepped away from their traditional role and entered the classroom to teach children and adolescents in public schools and informal settings. It details the practical and theoretical insights that these members of the Association of Science Teacher Educators (ASTE) earned from experiences ranging from periodic guest teaching to full-time engagement in the teaching role. *Science Teacher Educators as K-12 Teachers* shows science teacher educators as professionals engaged in reflective analysis of their beliefs about and experiences with teaching children or adolescents’ science. With their ideas about instruction and learning challenged, these educators became more aware of the circumstances today’s teachers face. Their honest accounts reveal that through teaching children and adolescents, teacher educators can also renew themselves and expand their identities as well as their understanding of themselves in the profession and in relation to others.

*Science Teacher Educators as K-12 Teachers* will appeal to all those with an interest in science education, from teacher educators to science teachers, as well as teacher educators in other disciplines. Its narratives and insights may even inspire more teacher educators to envision new opportunities to serve teachers, K-12 learners and the local community through a variety of teaching arrangements in public schools and informal education settings.

The book can be ordered from the ASTE website for a special ASTE member price of USD 30.
Update on *Journal of Science Teacher Education* – Submit your manuscripts using APA style!
Contributed by Valarie Akerson and Gillian Roehrig, Publication Committee Co-Chairs

In our last issue of the ASTE Newsletter it was noted that *Journal of Science Teacher Education* did not follow APA style, and authors were notified to prepare their manuscripts in the style that was then used at the time by Springer. Through on-going discussions between the Editors Dr. Norman Lederman and Dr. Judy Lederman, and Springer representative, Bernadette Ohmer, there was recently an agreement made to have JSTE follow APA style. We thank Norm and Judy for their efforts in bringing the journal into APA style, and to Bernadette for following through with Springer. Through their hard work and persistence we can now prepare and submit manuscripts through APA style, which should make it easier on all of us given that is the format we normally use for science education research papers. So feel free to write excellent papers in APA style as you always do and submit your manuscripts to JSTE for review. Thanks again to Norm, Judy, and Bernadette!
ASTE Elections Committee Announcement
Contributed by Leslie Bradbury

The ASTE Elections Committee would like to announce the call for nominees for the following elected positions that will be on the 2014 ballot (number of positions in parentheses):

- President (1)
- At-Large Board Members (2)
- Elections Committee (2)

The deadline for nominations is March 15, 2014.

The following information should be submitted for the nominee:

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

The nominee information should be submitted electronically on the website [http://theaste.org/resources/submit-an-elections-nomination/](http://theaste.org/resources/submit-an-elections-nomination/). You will need to log in as a current ASTE member to submit your nomination. Receipt of the nomination will be acknowledged via a reply message.

For more information about the roles and responsibilities of the ASTE Leadership Team positions, please visit the ASTE website [www.theaste.org](http://www.theaste.org). Information about each of the positions may be found on page 4 of the link “Statement of Operating Procedures” found within the “About” tab.

Once the Elections Committee receives nominations, potential candidates are evaluated based on their service to ASTE through a variety of venues including: service on ASTE committees, service at ASTE conferences, and service to ASTE related journals. We encourage anyone interested in more information to contact the co-chairs of the committee. We look forward to receiving your nominations.
Position Announcement

Assistant Professor of Education – STEM

Assistant Professor at Buena Vista University

Responsible for teaching elementary and secondary methods courses, to include Elementary Math Methods, Secondary Math Methods, Elementary Science Methods, Secondary Science Methods, and Instructional Technology on campus or in a hybrid manner, including distance education. Collaborate with adjunct instructors and teach courses to students in the University Graduate and Professional Studies program through distance education. Supervise student teachers at the elementary and/or secondary level and serve as an academic advisor to elementary education majors and secondary math or science education students. Utilize instructional technology to enhance learning for all assigned courses. Build and enhance partnerships with PK-12 education throughout the state and provide service to university and surrounding community. May involve teaching university-wide first year seminar course as well as guiding education students in research, professional presentations, and study abroad.

Contact Info:

Please send resume to Meghann Kehoe, Human Resources Manager, Buena Vista University, 610 West Fourth Street, Storm Lake, IA 50588.
CITE Call for Proposals

Submit Today to CITE Journal – Science Education Section!  http://www.citejournal.org

Does your work combine Science Education and Technology? Then CITE – Contemporary Issues in Technology and Teacher Education Journal is a great target for your work. The CITE Science Education Section is a collaboration between ASTE and the Society for Information Technology and Teacher Education. Page count limits frustrating you? Want to include video or interactive technologies in your paper? Do you have screen captures that really add to your story? Then CITE Journal Science Education Section might be the right place to submit your work! CITE is open source and online and is very visible in Google scholar results!

For more information contact: Dr. Theresa Cullen, University of Oklahoma tacullen@ou.edu, CITE Journal Science Education Editor. We are looking for submissions and new reviewers. We have room for your work!

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 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.
NSTA News
Contributed by Kate Scantlebury and Lisa Nyberg

NSTA’s 2014 annual conference is scheduled for April 3–6 in Boston and later in the spring, the STEM conference is in New Orleans, May 14-17, 2014. NSTA’s 2014 area conferences are in Richmond, Virginia: October 16–18, Orlando, Florida: November 6–8; Long Beach, California, December 4–6. The 2015 annual conference is scheduled for March 12–15 in Chicago. Proposals for the 2015 national conference are due April 15, 2014 and can be submitted at http://science.nsta.org/sessions/proposal_submission.asp.

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.

ASTE’s Publications Committee is identifying “good research worth reading” articles for NSTA’s Summer Reading program for teachers.

KATS Kamp
Contributed by Daniel Bergman

The Kansas Association of Teachers of Science (KATS) will hold its 45th Annual “KATS Kamp” Science Education Conference at the Rock Springs Conference Center near Junction City, KS, on April 10-12, 2014. KATS Kamp attracts hundreds of science educators in early elementary through post-secondary levels, including many pre-service teachers.

This year’s theme is “Timeless Teaching for EVERY Generation.” Keynote speakers include Juliana Texley (NSTA President-Elect), Matt Krehbiel (KSDE), and Steve Jacobs (Science Advisor for MythBusters).

More information about the conference—including registering, presenting, exhibiting, donating, and recruiting—can be found at www.kats.org.

We look forward to seeing you at KATS Kamp 2014!
Newsletter Information

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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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