President's Message
Contributed by Malcolm Butler

It is quite an honor to write this message as I begin my year as President of our ASTE. The organization experienced a significant amount of success over the last few years, and with your support, we will continue our important work, with a focus on establishing ourselves as the “go to” professional organization for issues related to science teacher education. Our work will include researchers, educators, practitioners, and formal and informal educators. I consider this a year of service to effect the changes in science teacher education that are needed to support the teaching and learning that we know should be happening in our schools, informal settings and around the world. This will be a year of service to our organization to effect science teacher education at the classroom, college, university and policy levels.

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The 2017 Conference in Des Moines
One of the ways we will move forward with this agenda is to continue to work on creating a welcoming and engaging community. With Past-President Lisa Martin-Hansen representing us with the National Science Teachers Association (NSTA) and President-Elect Gillian Roehrig’s collaborations with the East-Asian Association for Science Education (EASE) based on our new Memorandum of Understanding with this professional organization, we are in good hands.

In addition to our official association with NSTA and EASE, we also have an affiliation with the Council of Society Science Presidents (CSSP). Last May 2015, I was fortunate to attend my first meeting in Washington, DC, with this august group of scientists who represent organizations that many of you know, including NSTA. It was a very productive meeting, with this group also being involved with policy issues, including making scheduled trips to meet with legislatures “on the Hill”. Then Past-President Joanne Olson attended the December 2015 meeting in my stead and represented our organization well. At the December meeting, I was elected to the organization’s executive board, and I have already been tapped to chair a committee that will plan a session on the Next Generation Science Standards at the May 2016 meeting. I look forward to representing our organization with this influential group.

In January, we had a very successful annual international conference in Reno, Nevada. Because of the yeoman efforts of the local planning team led by David Crowther, over 470 people participated in workshops and sessions that engaged and inspired us to continue our important work. Of particular note was the standing room only session where our new practitioner journal,
Innovations in Science Teacher Education, was officially announced, along with the newly selected journal co-editors, Ron Hermann and Rommel Miranda. It was quite the session, with lots of questions and suggestions for making this new journal a cornerstone of our professional field. More information about this new venture can be found in this newsletter.

If you are looking for ways to communicate with the presidential team, board members and committee members, you can view the most recent and accurate list on the ASTE website under the following link: http://theaste.org/about/.

I look forward to communicating with you over the next few months about how we can make ASTE a place where there is something for every science teacher educator. And I am excited to meet you in person in January 2017 in Des Moines, Iowa, for our next international conference.

In the meantime, please let us know what we can do and what you want to do to make ASTE THE organization for me, for you, for us.

Malcolm B. Butler, Ph.D.

ASTE President and Liaison to the Council of Scientific Society Presidents (CSSP)
Innovations in Science Teacher Education
Contributed by Rommel Miranda and Ronald Hermann

We are humbled and excited to have been selected as the inaugural editors of the ASTE practitioner journal *Innovations in Science Teacher Education (Innovations)*! When we first heard that the ASTE was developing a new journal, we were really excited as it is an ideal place for science educators to write about the work they do to prepare pre-service and in-service science teachers. Once we talked further about it, we realized that not only is *Innovations* an ideal place for us to share our work, it is also a great opportunity for us to be involved in helping other science educators share their work. We would like to especially thank the ad-hoc committee (Todd Campbell, David Goodman, Michael Dias, Kevin Finson, Alan Colburn, David Crowther, Paula Magee, and Molly Weinburgh), formed by past president Joanne Olson, that explored the possibility of an ASTE sponsored practitioner journal! Through their deliberate and thoughtful work, we look forward to publishing the first issue of that journal later this calendar year! We are also grateful for the opportunity to listen to questions, and to receive significant input about this new venture from many ASTE members who attended the 2016 Reno Conference.

Additionally, there is a lot of activity happening at the moment. We received a great response to the call for ERB applications and they are now under review by the Publications Committee. John Rhea is busy at work on the website and we are finalizing the review criteria and website content.

**The ISTE website will be open for submissions on Friday, March 4, 2016.**

If you have any questions regarding the *Innovations* journal, please contact Rommel Miranda ([Rmiranda@towson.edu](mailto:Rmiranda@towson.edu)) or Ron Hermann ([Rhermann@towson.edu](mailto:Rhermann@towson.edu)).
Applications now being sought for position of
EDITOR for the Science Education Section
for the journal Contemporary Issues in Technology and Teacher Education

The Publications Committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor or Co-Editors for the Science Education section of the online journal, Contemporary Issues in Technology and Teacher Education (CITE). The duration of appointment is three years, beginning in January, 2017, plus a half-year overlap with the current editor from July 1, 2016 to December 31, 2016. The new editor will assume full editing responsibilities of the Science Education Section from January 1, 2017 to December 31, 2019.

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

The CITE Science Education Section Editor must be a member in good standing of ASTE. This individual should have research expertise in science teacher education and applications of technology as well as experience in publishing and reviewing manuscripts for refereed professional educational journals. In addition, the editor will be expected to attend annual ASTE meetings and serve as an ex-officio member of the ASTE Publications Committee. Both U.S. and International members of ASTE are encouraged to apply.

CITE holds an annual editors meeting in conjunction with the annual meeting of the Society for Information Technology and Teachers Education (http://site.aace.org/). Attendance is strongly encouraged.

Responsibilities for a CITE Science Education Section Editor include:

- Maintaining academic standards that are comparable to those of the Journal for Science Teacher Education.
- Soliciting manuscripts for the CITE Science Education Section.
- Assigning each manuscript submission a minimum of two review board members.
- Making a decision on the manuscript based on reviewers’ comments and the disposition of the manuscript with respect to the purpose of the CITE journal, and communicating the decision with authors.
- Identifying one to two articles for the Science Education Section in each issue of the CITE journal (Note: published quarterly, so four to eight articles per year).
● Originating the call for and the selection of Editorial Review Board (ERB) members yearly.
● Providing the ASTE publication committee the application materials for those applying to be ERB members, as well as a recommendation for whom to accept as an ERB member. The ASTE publication committee reviews the applications and provides a recommendation to the ASTE Board of Directors for approval.
● Ensuring that reviewers are thanked publicly on an annual basis.
● Maintaining communication between CITE and ASTE.
● Maintaining correspondence with CITE reviewers (including annual thank-you letters).
● Communicating regularly with the ASTE Newsletter editor(s) to promote the CITE Journal with the ASTE membership.
● Compiling statistics and maintain files as appropriate for the Science Education Section.
● Working with the ASTE Publications Committee and Editors of other ASTE related publications to coordinate a "Publishing in Science Education" or “Publishing in ASTE journals” session at the annual ASTE conference.
● Submitting semi-annual Board reports to ASTE through the Publications Committee.
● Interacting regularly with CITE general Editors.
● Attending quarterly editors' meetings via conference call from CITE.
● Participating annually in the NTLI technology award selection process,

**Support for this position includes:**
● Complimentary registration to attend the annual SITE conference provided by the Society for Informational Technology and Teacher Education (SITE).
● Complimentary membership in ASTE for each year of full editorial responsibilities.
● A yearly stipend of $800 from ASTE

Interested persons are encouraged to email their application materials to the Chairs of the ASTE Publications Committee (see below). **Full applications for the position are due February 29, 2016 and should include:**
● a cover letter describing your editorial experience and interest in this position,
● a statement from your University/Institution detailing the support they are willing to provide you during your tenure in this position, and
● a 2-3 page abbreviated Curriculum Vita for each applicant that illustrates experiences and expertise associated with the position

Questions regarding this position may also be directed to the ASTE Publications Committee Co-chairs.

Meredith Park Rogers  
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ASTE Newsletter Editor Position
Contributed by Meredith Park Rogers and David Haury

Applications now being sought for the position of
NEWSLETTER EDITOR
for the Association for Science Teacher Education (ASTE)

The Publications Committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor or Co-Editors for the ASTE Newsletter. The duration of the appointment is 3.5 years. The first six months (July - December, 2016) will overlap with the current editors as a transition and training period. The term for full Newsletter editing responsibilities will be January 1, 2017 to December 31, 2019.

The ASTE Newsletter is an online publication for sharing information about the Association and its activities to its members and interested others. Each year, the Association publishes online a minimum of four issues of the ASTE Newsletter, designated as the Winter, Spring, Summer, and Autumn issues. The content of the ASTE Newsletter is determined jointly by the chair(s) of the ASTE Publications Committee and the Newsletter Editor(s). The items selected for publication in the Newsletter should be relevant to the ASTE membership and can include by-law revisions and brief reports from ASTE committees and forums. Each issue may include a President's Message from the ASTE President.

The ASTE Newsletter Editor(s) must be a member in good standing of ASTE. This individual should have experience in publishing, reviewing documents, using word processing, and creating/disseminating electronic publications. In addition, the Editor(s) will be expected to attend annual meetings of ASTE and serve on the ASTE Publications Committee.

Responsibilities of the ASTE Newsletter Editor(s):
● Issue a call for newsletter information from the standing committees and forums of ASTE and the members of ASTE.
● Design, edit, and format the electronic ASTE Newsletter.
● Submit the ASTE Newsletter for review to the Chair or designated member of the Publications Committee prior to dissemination.
● Provide his/her own computer as the newsletter is disseminated electronically so there are no costs for printing and mailing.
● Serve on the Publications Committee as an Ex Officio non-voting member.
● Have close communications with the ASTE Executive Director, Director of Electronic Services for ASTE, and the Publications Committee Chair.
● Submit semi-annual reports to the ASTE Board of Directors through the Publications Committee.

Support for this position includes:
● Complimentary membership in ASTE for each year of full editorial responsibilities.
● An annual stipend of $800.
Interested persons are encouraged to email their application materials to the Chairs of the ASTE Publications Committee. **Full applications for the position are due March 1, 2016 and should include:**

- a cover letter of application,
- a 2-3 page abbreviated Curriculum Vita for each applicant, and
- a statement detailing any institutional support.

Questions regarding this position may also be directed to the ASTE Publications Committee Co-chairs.

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2016 ASTE International Conference Notes
Contributed by David Crowther (2016 ASTE Conference Team)

The 2016 ASTE International Conference was hosted by the Far West Region of ASTE in Reno, Nevada. We had 473 members in attendance and received many compliments for the destination and accommodations! The conference team worked hard to set a high bar for future conferences and we seemed to meet our goal.

Thanks to the many folks who attended the opening reception and poster session at the Discovery Museum. A special thanks to Dr. Zeb Hogan (National Geographic Explorer) and Dr. Joe McConnell (Desert Research Institute) for our keynote addresses. The topics of conservation and climate change are both timely and important issues in science education.

A special thanks goes out to our presenters of workshops, professional development, experiential sessions and paper presentations for high quality sessions that allowed us to engage with our peers on improving science teaching globally. Thanks to those who attended, reviewed proposals, strand coordinators, presiders, volunteers at the registration desk, exhibitors, and sponsors! It is the members of ASTE that truly make these meetings so successful!

We look forward to keeping this momentum going as we head into the 2017 conference in Des Moines, Iowa.
ASTE 2016 International Conference Photo Collage
Photos contributed by Ron Hermann and those who posted on the Facebook page
2016 ASTE Awards
Contributed by Gil Naizer and Michael Clough

Award I Level I, Outstanding Science Teacher Educator

Award – Dr. Erin Peters-Burton

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

Lisa Martin-Hansen nominated Dr. Peters-Burton for this award. The nominator included the following statement included in the nomination package:

“Erin Peters-Burton has an incredibly impressive record thus far in her career and is very deserving of the ASTE Award I recognition.” “I consider Erin [to be] one of the strongest leaders in science education and one of the best collaborators I have ever worked with. She has a vision for moving the field forward and her research, teaching, and service have reflected this and [are] significant contributions.”

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

Award – Dr. Rose Pringle

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.

Jennifer Mesa nominated Dr. Pringle for this award. The nominator included the following statement included in the nomination package:

“Dr. Pringle is a productive and collaborative researcher, and has published numerous articles and book chapters in leading science education journals with her colleagues and graduate students. She also regularly presents her work at state, regional, national, and international conferences in science education. She makes an effort to publish in journals and books, and present at conferences for science teachers as well as those for the science education research community. In addition, Dr. Pringle regularly seeks out external funding, and has notably been awarded two large NSF grants.” “Dr. Rose Pringle is the science teacher educator that I aspire to be. Her commitment, knowledge, and skill in educating science teachers are unparalleled, and she is most deserving of this award.”

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

Award — Dr. Randy Bell

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.

Ian Binns nominated Dr. Bell for this award. The nominator included the following statement included in the nomination package:

“He encourages his doctoral students to participate and present their work at the national conferences of NARST, ASTE, AERA and NSTA. He typically provides funding for their attendance, but more importantly, mentors them on how to participate as reviewers, presiders, and presenters. To this end, each of Randy's doctoral students have presented multiple times at national/international conferences, for a grand total of more than 80 presentations!” “Randy's publication record includes a total of 168 publications in print or in press. No less than 47 of his publications are co-authored with graduate students!”

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

Award – Dr. Kevin Finson

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.

Jon E. Pedersen nominated Dr. Finson for this award.

Dr. Finson has been a contributing member to ASTE since 1984. He has served on the Board of Directors as a Director at Large as well as regional representative of his region, on the Elections Committee, Professional Development Committee, Oversight Committee, Inclusive Science Forum, conference planning committees, the board of reviewers for JSTE, plus serving as editor of JESE for 12 years, and has presented at each of the conferences he has attended. His service to his ASTE region parallels his national service.

In honor of this recognition, Dr. Finson receives an inscribed plaque and $500 from Carolina Biological Supply.
Award IV, Innovation in Teaching Science Teachers

Award IV: *Innovation in Teaching Science Teachers* recognizes an outstanding paper presented at the ASTE 2015 conference that encourages 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 presented at the 2015 ASTE conference are Dr. Karen Tallman at Springfield College and Dr. Allan Feldman at the University of South Florida. Congratulations! Please step forward to receive your award.

The title of their award winning paper is: The Use of Journal Clubs in Science Teacher Education.

**Karen Tallman** Karen Tallman is a faculty member in the Department of Education at Springfield College. Her research focuses on the theory-practice gap in teacher education. She has conducted and presented a series of studies on how journal clubs function and help the participants learn in medical education and science teacher education.

**Allan Feldman** is a Professor in the Teaching and Learning Department of the College of Education at the University of South Florida. His research focuses on the role of action research and self-study in science education. The use of journal clubs in science teacher education adds to his research on how people learn to do scientific research as participants in research groups.

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

Award V: *Implications of Research for Educational Practice* recognizes an ASTE conference paper presentation that identifies 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.

No selection was made for Award V for this year.

Future Awards
Contributed by Gilbert Naizer and Michael Clough

Now that our awardees have been recognized, on behalf of the Awards Committee, we remind all of you to nominate ASTE members for awards I, II, and III, and papers presented at this conference for awards IV and V. On our ASTE Web site, there is a link to Awards where you will find all these descriptions and the upcoming deadlines.

The deadline for ASTE Awards IV and V is March 1st, 2016. The deadline for ASTE Awards I, II, and III is June 1st, 2016.

ASTE members may be nominated for any of the awards.

Please consider a deserving ASTE member to nominate for Awards I, II, and III. Also be thinking of papers presented at this meeting to nominate for Awards IV and V. You may nominate yourself for paper awards IV and V.
The NTLI Fellowship Award
Contributed by David Slykhuis

Since fall 2000, the Society for Information Technology and Teacher Education (SITE) has been collaborating with four teacher education associations representing the content areas of mathematics, science, English language arts, and social studies education through the National Technology Leadership Initiative (NTLI). The NTLI Fellowship was established to recognize an exemplary presentation on technology at the annual conferences of each of these organizations. The purpose of the NTLI Fellowship is to encourage further dialog among professional associations regarding appropriate technology use in teacher education. Each year NTLI Fellows are invited to present at a two-hour symposium at SITE. They receive an award plaque, complementary conference registration, and funds to help defray travel expenses thanks to Vernier Software and Technologies.

Unfortunately, in 2015, John Park unexpectedly passed away. Because of John’s influence on the field of science education and technology and on the NTLI Fellowship award both the ASTE and SITE boards unanimously approved renaming the NTLI fellowship, the John C. Park National Technology Leadership Initiative Fellowship. This fall at the 2015 National Technology Leadership Summit in Washington, DC, John’s widow, Lori and one of his daughters, attended a special reception at the Smithsonian where the name change was formally announced and a commemorative plaque was given to his family.

The winner of the first John C. Park NTLI Fellowship is a paper presentation entitled, Teachers’ Pedagogical Perceptions of Novel 3-D, Haptic-Enabled Virtual Reality Technology by Rebecca Hite, and Gail Jones Department of Mathematics, Science and Technology Education, North Carolina State University, and Gina M. Childers Director, Research and Development, NC New Schools/Breakthrough Learning, Raleigh, NC.
Departing ASTE Board Members

Outgoing ASTE board members were recognized for their service to ASTE at the 2016 Conference. Pictured (with Malcolm Butler and Lisa Martin-Hansen clockwise from top left) are outgoing Past-President Joanne Olson, Senior Board Member Patricia Morrell, Senior Regional Representative David Crowther, and Senior Board Member Gillian Roehrig.
2017 ASTE International Conference
Contributed by Joanne Olsen and Jerrid Kruse

Come join us in Des Moines, Iowa for ASTE on January 12-14, 2017. Take advantage of Des Moines—a big city feel with small city advantages. Accessible. Easy. Enjoy the free shuttle service to/from the airport, 24/7 access to our extensive skywalk system, outdoor ice skating just a few blocks away at Brenton Skating Plaza, live performance opportunities at the Des Moines Performing Arts Center (accessible via skywalk), and a catered reception at the World Food Prize Hall of Laureates. A brand new YMCA is just two blocks away. We’ll be staying at the Des Moines Marriott Hotel, which provides extensive space, beautiful views of the river, and a wonderful atmosphere. Expand your horizons with great sessions, top-notch keynote speakers including Diane Ravitch, and live entertainment. Enjoy your evenings at any of Des Moines’ fine restaurants, live music venues, the Science Center of Iowa, or shopping in the eclectic East Village. Des Moines International Airport has 120 domestic flights daily and is within driving distance of many US cities—at the intersection of interstates 80 and 35. Come join us!

The Association for Science Teacher Education (ASTE) promotes leadership and support for professionals involved in the education and development of teachers of science at all levels. ASTE advances practice and policy through scholarship, collaboration, and innovation in science teacher education. Our members include science teacher educators, science content faculty, curriculum developers, informal science educators, and others involved with the education of science teachers.

Proposals should address issues concerning science teacher education; these can be a research study, philosophical essay, position paper, innovative idea, etc. Formats include traditional paper presentations, themed paper sets, posters, roundtables, syllabus sharing, and experiential sessions.

Proposals will be accepted beginning March 28, 2016. The priority deadline for proposals is midnight July 8, 2016. Proposals received after the deadline will only be considered on a space-available basis. For more information, please go to the ASTE website at http://theaste.org or find us on Facebook by searching “ASTE Des Moines 2017”. If you have questions, please contact the conference co-chairs, Joanne Olson and Jerrid Kruse at conferencechairs@theaste.org.
Call for 2017 Professional Development Workshop Proposals
Contributed by Deborah Hanuscin

The purpose of the Professional Development Committee is to organize and coordinate professional development opportunities for ASTE, in order to assist members and other science teacher educators in the pursuit of life-long learning related to science teacher education.

We invite ASTE members who are interested in presenting a workshop (preconference or embedded) at the 2017 ASTE Conference in Des Moines, Iowa to submit proposals. The submission system will be available March 1 – May 15 through the ASTE website. All proposals must be processed through the on-line system and NO LATE PROPOSALS WILL BE CONSIDERED.

Reviews of workshop proposals will center on clarity of focus, content, and organization of the proposed workshop; facilitator plans for availability post workshop; and interest/relevance to the ASTE membership. Acceptance of proposals will be based on proposal quality and our desire to create a balanced program of PD offerings to the ASTE membership.

On behalf of the entire Professional Development Committee, thank you in advance for submitting your proposal. If you have any questions, please do not hesitate to contact me.

Deborah Hanuscin, Chair
Professional Development Committee
hanuscind@missouri.edu

Instructions for proposals (word limit 1500):

1. State the focus of the workshop and its relevance to the ASTE membership.
2. Include an outline of the workshop that shows the sequence and duration of workshop activities.
3. 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.
4. Will you make yourself available to the participants after they return to their places of employment should they have questions or need assistance? How will you do this?
5. Explain who within the ASTE membership would be most interested in your presentation (e.g., methods instructors, educational researchers, curriculum developers, etc.) and why.
6. Describe the expertise/experience of the workshop presenters to present in the topic area.
7. Provide a budget for the workshop indicating the amount (if any) each participant will be charged. What is the number of people the workshop is intended to serve? 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 are the texts, handouts, videos, etc., required in order to implement this session?
8. If appropriate, provide a pertinent reference list. (Reference list does not count as part of the proposal word limit).
South-West - ASTE Meeting News
Contributed by Kelly Feille

The 2016 South-West ASTE Regional Conference will be hosted by the University of Texas (UT) at Tyler in the Rose City, Tyler Texas October 7-8, 2016. Continuing the tradition of high quality conferences SW-ASTE is known for the 2016 conference venue is the Discovery Science Place (DSP) in downtown Tyler. The DSP is a children's science museum managed by UT Tyler in partnership with the DSP Board. Preconference Activities will include a visit to the UT Tyler Innovation Academy on the UT Tyler Campus. The Innovation Academy is a laboratory school for UT Tyler and is designated a Texas STEM Academy. Post conference activities will include an optional visit to the Caldwell Zoo one of the top rated small zoos in the country.

The conference will include:

- Research Presentations
- Poster Session (with Sponsored Reception)
- Opportunities for Networking

For Conference Details and Proposal Submissions, watch your email! To join our mailing list, please visit: https://sites.google.com/site/swaste2015/mailing-list-sign-up
Mid-Atlantic - ASTE Meeting News
Contributed by Rommel Miranda, Regional Director
Photos contributed by Ron Hermann

During the International ASTE conference, 45 Mid-Atlantic ASTE regional members met and discussed regional news, the past MA-ASTE conference and the upcoming regional conference. Special thanks go out to Paula Magee (Secretary) for taking Meeting Minutes, to Rachel Wilson (Treasurer) for providing our Treasurer Report, and to Rommel Miranda (Regional Director) for facilitating the Regional Meeting in Reno!

We awarded our third 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, Vinta A. Tiarani (The Ohio State University), presented “Do Eighth Grade Students in an iSTEM Cohort Perceive Science, Math, and the Field of Engineering Differently than Traditional Eighth Grade Students?” As a recipient of this award, she received a certificate and $750 to travel and present her research at the 2016 International ASTE conference in Reno, Nevada.
Please mark your calendars to attend the 2016 MA-ASTE Regional Conference next September 22–24 at Edgewater Hotel and Conference Center in Gatlinburg, Tennessee. Please click on the following link to find out how you can make your reservation TODAY for a lodge room: http://ma.theaste.org/meetings/2016-mid-atlantic-aste-regional-conference/ Special thanks go out to our 2016 regional conference planning team: Aimee Govett (East Tennessee State University), Paula Magee (Indiana University – Purdue University Indianapolis), Kerry Cresawn (James Madison University), and Matthew Perkins Coppola (Indiana University – Purdue University Fort Wayne)!

Photo: Aimee Govett, Paula Magee, Kerry Cresawn, and Matthew Perkins Coppola.

Also, please click on the following link to join our MA-ASTE Facebook group page: https://www.facebook.com/groups/1400991133530421/ This Facebook group page was created for the exchange of ideas and promotion of high-quality science teacher education, both pre-service and in-service. Special thanks go out to Eric Pyle and Christopher Atchison for volunteering to moderate our Facebook group page!

Lastly, if you are a graduate student planning to attend the 2016 MA-ASTE conference, please click on the following link for information regarding the 4rd annual MA-ASTE Graduate Student Presentation Award at http://ma.theaste.org/mid-atlantic-aste-graduate-student-research-presentation-award/
This past January, the North Central region recognized Kevin Finson of Bradley University (pictured receiving his plaque from Director, Jerrid Kruse) and Cherin Lee of the University of Northern Iowa with Legacy Awards. Both of these individuals have been and continue to be tremendous assets to our region and the larger ASTE community. Looking forward, the North Central Region of ASTE is busy preparing for the 2017 International ASTE Conference in Des Moines. We are excited to host our colleagues from around the world! To aid in our preparations, the North Central regional meeting will be held in Des Moines at the downtown Marriott (the international conference hotel) on October 6, 7 & 8 of 2016.
Elections Committee News
Contributed by Tina Cartwright (Chair), S. Maxwell Hines (Co-Chair), Meg Blanchard, Paula Magee, and Lara Smetana

The ASTE Elections Committee would like to announce the call for nominees for the following elected positions that will be on the 2016 ballot (number of positions in parentheses):

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

The deadline for nominations is March 15, 2016.
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/. You will need to log in as an 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. 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 publications in 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.
ASTE/NSTA Affiliate Updates
Contributed by Lisa Martin-Hansen, Past-President and ASTE Liaison to NSTA

ASTE/NSELA Luncheon at NSTA

If you plan to attend the national NSTA in Nashville, please sign up to attend the ASTE/NSELA (National Science Education Leadership Association) luncheon. (Email L.martinhansen@csulb.edu if you have questions.) Our guest speaker and ASTE member, Dr. Julie Luft, will be presenting *Strengthening Science Education through a Teacher Learning Continuum: A National Academies Report*. In 2012, a committee of the National Academies was convened to provide a report to the United States federal government and the public regarding a teacher learning continuum in science with Dr. Julie Luft as one of the committee members. This report is now complete and characterizes the current state of the learning opportunities and support for science teachers across their careers, and suggests how schools and districts support science teacher learning. Dr. Luft will share some of the major conclusions in the report, and discuss what the report conclusions mean for NSELA, ASTE, and NSTA leaders. The report offers suggestions for those who work with teachers at many different levels.

Council for the Accreditation of Educator Preparation

Over the past year, our Association for Science Teacher Education members have been busy collaborating with the National Science Teachers Association in a variety of ways. First, NSTA has agreed that ASTE should be tapped for their expertise regarding science teacher preparation and the development or revision of the Specialized Professional Associations (SPAs) for Council for the Accreditation of Educator Preparation (CAEP). ASTE members Lisa Martin-Hansen, Eric Pyle (NSTA’s liaison to ASTE) and John Tillotson (NSTA’s higher education research representative) are part of an ad hoc committee dedicated to that process. When work on the SPA revisions begin, additional ASTE member participation will be necessary to garner the right expertise for the work. Stay tuned!

Researcher Day at NSTA’s National Conference in Nashville
Contributed by Debi Roberts-Harris

We would love to see ASTE members anytime between 8:30 and 3:30 at the 13th annual NSTA Teacher Researcher Day. This all-day event has simultaneous presentations by teachers, teacher educators and students who do research in science classrooms and informal science spaces as well. We will be in the East Ballroom at the Renaissance Hotel. Also, we encourage ASTE members to submit your next proposal for NSTA’s 2017 national conference in Los Angeles, first to NSTA (putting in a comment about wanting to be a part of Teacher Research Day), by April 15 and then email the proposal information to Debi Roberts-Harris, drober02@unm.edu, if they are interested in being included in Teacher Researcher Day next year.
**Call for Proposals: Toward Inclusion of All Learners Through Science Teacher Education.**

Co-edited by Michele Koomen, Sami Kahn, Chris Atchison and Tiffany Wild

We invite you to consider submitting a chapter proposal for our upcoming Sense Publishers book: *Toward Inclusion of All Learners Through Science Teacher Education.*

**Summary:** This edited book, to be published by Sense Publishers, seeks to mediate the gap in the research and published literature in inclusive science teacher education as a needed educational resource for learning about how to provide science education to students with disabilities. The book will create a bold vision for supporting all learners in science and serve to unify the work of multicultural and special education with a focus on ability and strengths of all students. We will use disability studies in education (DSE) as the conceptual framework for the book. We interpret inclusion in broad conceptual terms to include an array of settings that can provide access and opportunity in science for students with disabilities.

The book will be divided into two main sections.

**Section 1** will focus on the voices of students with disabilities as they report on their experiences in science classrooms. Each chapter will provide a narrative of the experiences of a student with a disability commonly included in science classroom where they tell their stories and share their own goals, aspirations, and needs.

**Section 2** will provide theoretical and practical knowledge within the complex vision of science documented recently in the Framework for K-12 Science Education. This section will be framed within five sub-sections including: science practice, developing science explanations, literacy in science, developing disciplinary core ideas, assessment and standards.

**Instructions for Proposal:**

Interested contributors should email an abstract to mkoomen@gustavus.edu with the following information:

- Contributor(s) name and institution
- Proposed chapter title
- 250-500 word summary of proposed chapter
- Current CV

Chapters will be approximately 6500 words (18-22 double-spaced pages long) submitted as a .doc file by September 1, 2016

Contributors are welcome to submit proposals on topics/programs/ideas already presented or published on, but all chapters must be original, unpublished work.

**Deadline:** All proposals should be submitted by February 28, 2016

**Notifications:** Contributors will be notified of acceptance by March 20, 2016.

Questions? Contact the co-editors: mkoomen@gustavus.edu or samikahn@mail.usf.edu.
Educating Science Teachers for Sustainability

Series: ASTE Series in Science Education

- Provides science teacher educators with models for incorporating education for sustainability into their practice
- Highlights the successes as well as the barriers to sustainability education
- Provides a global context for incorporating the education of science teachers for sustainability
- Includes up to date research findings on the science teacher education for sustainability
- Discusses the importance of teaching sustainability within the context of K-12 and at the university level for teacher preparation

This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning. It is a rich resource for exploring and contextualizing sustainability-oriented science education. At this time we find ourselves in a situation in which the earth’s ecological system is under significant strain as a result of human activity. In the developed world people are asking “How can we maintain our current standard of living?” while those in the developing world are asking “How can we increase the quality of our lives?” while trying to do what is necessary to mitigate the environmental problems. This volume responds to these questions with a focus on educating for sustainability, including historical and philosophical analyses, and pedagogical and practical applications in the context of science teacher preparation. Included are many examples of ways to educate science teachers for sustainability from authors across the globe. This text argues that issues of sustainability are increasingly important to our natural world, built world, national and international economics, and of course the political world. The ideas presented in the book provide examples for original, effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers.
Forthcoming December 2015!

**STEM Learning with Young Children: Inquiry Teaching with Ramps and Pathways**

By Shelly Counsell, Lawrence Escalada, Rosemary Geiken, Melissa Sander, Jill Uhlenberg, Beth Van Meeteren, Sonia Yoshizawa, and Betty Zan

"Written by eight remarkable educators, this powerful book carefully illustrates the design and teacher practices of constructivist classrooms that nurture the whole child. The authors describe how teachers can scaffold young children's building of global competencies through inventive, imaginative, and intentional problem solving. The teaching/assessment dynamic unfolds with new resources throughout the text."

—Jacqueline Greannon Brooks, professor, curriculum & teaching, director of the IDEAS Institute, Hofstra University

"This book is a must for all concerned with the education of young children. Using ramps and pathways as an exciting and stimulating example of how to engage children in rich STEM experiences, this team of highly knowledgeable and skilled researchers and practitioners draw from their deep and extensive backgrounds to present a clear and comprehensive view of the current landscape of inquiry-based STEM teaching and learning for young children. It is a book that can and should inform both policy and practice."

—Karen Worth, Elementary Education Department, Wheelock College

This teacher’s guide provides the background information, STEM concepts, and strategies needed to successfully implement an early STEM curriculum (Ramps and Pathways) with young children, ages 3-8. R&P actively engages young children in designing and building ramp structures using wooden cove molding, releasing marbles on the structures, and observing what happens. Children use logical-mathematical thinking and problem-solving skills as they explore science concepts related to motion, force, and energy.

Shelly L. Counsell is assistant professor of early childhood education at the University of Memphis. Lawrence Escalada is professor of physics and science education and head of science education at the University of Northern Iowa. Rosemary Geiken is an associate professor in the early childhood program at East Tennessee State University. Melissa Sander is a special education teacher in the Wapsie Valley Community School District, Iowa. Jill Uhlenberg is associate professor and head of Curriculum and Instruction at the University of Northern Iowa. Beth Dykstra Van Meeteren is director of the Regents' Center for Early Developmental Education and Center for Early Education in STEM at the University of Northern Iowa. Sonia Yoshizawa is a doctoral fellow in the early childhood education program at East Tennessee State University. Betty Zan is associate professor of early childhood education at the University of Northern Iowa.
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All members are invited to submit items.

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