President’s Message
Contributed by Tisha Morrell

Our Executive Director recently sent out a request to Regional Directors about hosting an annual ASTE Meeting. How many of you saw that? Did the Directors forward that note to members or raise the issue with regional members? Given the lack of response, I am thinking that note often ended up in delete boxes. Which led me to thinking about the ASTE make up.

In the old days (yes, I have earned my gray hair), ASTE (then AETS) was almost entirely reliant on our Regions to function. We had no annual conference and tended to meet in these regional groups. Communication flowed from the Board (every Regional Director was a voting board member) through our Directors to the members and back through the same channels. As we
continued to grow and our needs changed, ASTE began holding its own annual meeting and eventually the Board structure was changed so that the regions were represented by two rotational directors on the Board.

We have always had disparity in the functioning of our regions. Some regions are very strong and hold their own well-attended regional meetings. Others are more loosely organized. The U.S. is divided into geographical areas for regions, but the rest of the world fits into one region, The International Region. Is this the best design?

With the advent of email and the internet, ASTE now has many ways to connect with our membership directly (listserv, Facebook, twitter, etc.). We no longer need to go from the Board to the Directors to the members and back. In fact, back to my opening thought, the request for interest in hosting an annual meeting was eventually sent directly to the membership and posted on Facebook and responses from individuals were received!

This makes me consider whether we need to revisit our structure. Do we need regions? Is the current cutting of the pie appropriate? Should we make the U.S. into quadrants for regions and use continents instead of one region for the rest of the world? What is the best way to keep the flow of communication from the Board to the members and to keep the organization active and vibrant outside of our annual meeting and our publications? Just questions that pop into my head when I’m trying to sleep but think about how to grow and nurture ASTE. I would appreciate hearing your thoughts on this.

Tisha Morrell

ASTE President
2019 ASTE International Conference
Contributed by Renee’ Schwartz

January 3-5, 2019
Hyatt Regency Savannah
Located on the historic Riverfront

Savannah is a charming coastal Southern town with art, architecture, boutiques, botanicals, history, music, cobblestone streets, and cuisine. Step out of the hotel onto River Street to experience Savannah.

Walk or take a trolley tour through the historic district to see southern mansions, beautiful tree-lined streets, lovely parks, and historic sites.

Hungry? There are many choices for fresh and affordable seafood and other southern delights.

The 2019 ASTE conference planning committee looks forward to welcoming you to Georgia! Submit your proposals by July 9, 2018!

Renee’ Schwartz, Natalie King, Nate Carnes, Julie Luft, Katie Brkich
2019 ASTE International Conference Workshop Proposals
Contributed by Deborah Hanuscin

We invite ASTE members who are interested in presenting a professional development workshop at the 2019 ASTE Conference in Savannah, GA, to submit proposals. Workshops are interactive sessions focusing on: a) in-depth examination of issues in science teacher education and/or science education, or b) an update on scientific knowledge. Workshops should actively engage participants (i.e., not primarily discussion or paper presentation).

Workshops may be proposed for either 1 or 2 hours in length. All workshops will be embedded in the daily schedule, and open to all conference attendees (limited by room size/first-come, first-served). Facilitators should plan for up to 30 participants.

The submission system will be available April 1-May 31, 2018 through the ASTE website (http://theaste.org/meeting/workshop-proposals/). All proposals must be processed through the online system and proposals not received before midnight (Hawaii-Aleutian time zone) on May 31 will not be considered.

Reviews of workshop proposals will center on clarity of focus and learning objectives; appropriateness of content and workshop activities; facilitator plans for supporting participants 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. In particular, ASTE member feedback indicates there is interest in workshops related to:

- Policy and advocacy for science teacher educators
- Technology in teacher education
- Grant writing - Beginner/Intermediate/Advanced levels
- Course design/methods for methods
- Diversity and equity (gender equity, inclusive education, culturally responsive pedagogy)
- STEM/Integrated science
- Informal science education
- Career development (job hunt, promotion & tenure, etc.)
This is a formal call to ALL members of the Association for Science Teacher Education (ASTE) who would like to serve on the Editorial Review Board of 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 preservice and inservice science teacher education. The journal publishes eight issues per year, featuring empirical research and theoretical articles focused on science teacher education that have the potential to improve the teaching and learning of science, professional development, and teacher recruitment and retention at all grade levels.

We are seeking International applicants as well as U.S. applicants, who are ASTE members and may be working in a variety of contexts (i.e., university faculty, graduate students, and science educators working in the private sector).

There are two key criteria considered for selection:

1) *Expertise in science teacher education*

2) *Experience as an editorial reviewer*

**Specific 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, offer suggestions for revising manuscripts.
Established record of publication in peer-reviewed science education and/or related journals.

Established record as an editorial reviewer for peer-reviewed science education journals and/or proposals for professional science education conferences.

Duties and Responsibilities if Selected:

- 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 submit electronically the following materials to Norman and Judith Lederman at ledermann@iit.edu by June 30, 2018:

1. A letter of interest that addresses the qualifications listed above, as well as 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 previous reviewing or editing experience.
Innovations in Science Teacher Education
Contributed by Rommel Miranda and Ron Hermann

We are pleased to announce that Volume 3, Issue 2 of the Innovations in Science Teacher Education journal is now available at:

http://innovations.theaste.org/publication/volume-3-18/issue-2-18/

This issue features an article that describes how to promote “science for all” through teacher candidate collaboration and community engagement. This issue also contains an article that describes how to enhance literacy and science content through personal science story podcasts. This issue further has an article which describes an innovative post-baccalaureate certificate program for preK-6 in integrated STEM instructional leadership. We are also extremely thankful for our dedicated editorial review board members who always provide insightful comments and suggestions to authors.

We are also extremely thankful for our dedicated editorial review board members who always provide insightful comments and suggestions to authors.

Please help us to spread the news about the Innovations journal by sharing the URL (http://innovations.theaste.org/) with your colleagues who may not be ASTE members!

Please join our Facebook Group at https://www.facebook.com/ISTEjournal/ so you can receive announcements regarding the Innovations journal.

If you have any questions regarding the Innovations journal, please contact the editors: Rommel Miranda (Rmiranda@towson.edu) or Ron Hermann (Rhermann@towson.edu).
CITE Journal - Science Education Section Call for Reviewers
Contributed by Andrea Burrows

This is a formal call to ALL members of the Association for Science Teacher Education (ASTE) to serve on the Editorial Review Board (ERB) for the Science Education section of the online journal Contemporary Issues in Technology and Teacher Education (CITE).

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 enables authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, Web links, and simulations. Issues of the journal are available at http://www.citejournal.org.

The Science Education section is committed to publishing articles that demonstrate how science learning is enhanced by the meaningful integration of technology. We are seeking reviewers from diverse backgrounds with experience implementing technology with science teaching. The criteria for being considered as a reviewer is prior reviewing experience as well as a history of peer-reviewed publications.

Qualifications:

- A record of publishing in peer-reviewed science education and technology integration practitioner and/or research journals.
- Prior experience as a reviewer (i.e., research journals, grants, or other scholarly works)
- Expertise in teacher education (pre-service, induction, or in-service). Areas of specialization in these domains can include curriculum development, technology, or informal settings.
- Current member of the Association for Science Teacher Education (ASTE).
Duties and Responsibilities:

- Read and evaluate approximately 2 to 4 manuscripts per year.
- Commit to serving on the ERB for three years (ERBs are reviewed yearly).
- Provide written reports and formative feedback on submitted manuscripts using the criteria and evaluation form provided by the Editors.
- Complete manuscript reviews within four weeks of receipt.
- Provide feedback to the editors about the journal direction and review process.
- Help recruit high impact authors and articles for the journal.

Any questions regarding the journal or Editorial Review Board should be directed to Andrea Burrows (Andrea.Burrows@uwyo.edu) or Tim Slater (tslater@uwyo.edu).

To apply, please submit electronically the following materials to Andrea Burrows (Andrea.Burrows@uwyo.edu) by July 4, 2018:

1. A one-page letter of interest that includes a list of at least three areas of expertise in science teacher education and technology in which you would be comfortable reviewing manuscripts.

2. A one-page vita that emphasizes publications in refereed journals including any previous reviewing or editing experience.
Request for Support!

In order to better serve the needs of ASTE graduate student members between conferences, we are seeking to develop online resources with the help of experienced scholars. We are interested in information sheets, webinars, videos, slides, or other creative means of sharing information. A survey of graduate students has revealed these topics as our top priorities:

- Job search strategies and process
- Developing an effective CV
- Publishing
- Academic life and finding the correct path (research focus, teaching focus, informal science education, etc.)

If you have ideas or resources to contribute on any of these topics, please email the GSF leaders (see contact info below). We are happy to work with you to figure out the best format to share the information with graduate students!

Thank you for supporting ASTE graduate students!

Jeanna Wieselmann – President, Graduate Student Forum (jeanna@umn.edu)
Shana Lee – President-Elect, Graduate Student Forum (slee@bagley.msstate.edu)
Preethi Titu – Vice President, Graduate Student Forum (titux002@umn.edu)

Make sure to like the ASTE Graduate Student Forum Facebook Page and follow us on Twitter (@ASTE_GradForum).
ASTE Awards
Contributed by Lisa Borgerding & Emily Dare

Science Education Career Awards (Due June 1)
ASTE makes available three Science Education Career Awards, Award I for Outstanding Science Teacher Educator of the Year, Award II for Outstanding Mentor, and Award III for Honorary Emeritus Membership, that recognize the personal achievements and professional contributions of its members. An ASTE member, who is cognizant of the qualifications of an ASTE member nominee, must submit the nomination. The nominee should be informed about the award nomination and nominators must follow guidelines in preparing nomination materials. The responsibility for the preparation of documentary evidence rests with the nominator.

South-West – ASTE Meeting News
Contributed by Kelly Feille

The Southwest region of ASTE is now accepting proposals for our Regional conference to be held October 12-13, 2018 at the University of Oklahoma, Norman. Proposals should be submitted by June 1 for an August 1 acceptance notification.

Visit the South-West ASTE Regional Conference page at http://sw.theaste.org for proposal submissions and updated conference information. For questions, please email conference co-chairs Tim Laubach at laubach@ou.edu or Kelly Feille at feille@ou.edu
Conference Theme

Culture, Diversity, and Equity in STEM Education

The 2018 NE-ASTE program calls for us to reflect upon the importance of culture, diversity, and equity in STEM education. As educators, we recognize that students bring their own prior experiences and cultural capital to bear in our nation’s classrooms every day. This diversity fills classrooms with stories that are valued in their home lives, but, at times, are overlooked in schools. Teachers and researchers alike are called upon to share research and practices that attempt to break the barriers of inequity in STEM education so that together we are part of the solution.

Proposal Submission Deadline

August 1, 2018

Applicants will be notified of their acceptance by early September 2018.

For more information, please visit the NE-ASTE website or email us at neaste4@gmail.com
Newsletter Information

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

Issue Items due by

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

All members are invited to submit items.

Editors: Ian Binns and Mark Bloom
Email: ian.binns@uncc.edu or markb@dbu.edu

Newsletter Sleuth Challenge: Use the clue below to locate the ‘easter egg’ to become a Newsletter Sleuth! Remember to click on it.

Clue: There is an old Hoodoo belief that there is a time of day when evil magic can be performed. The title of a popular 1994 book (and 1997 film), set in Savannah (where our next conference will take place), identifies the time. Find (and click) on this time found somewhere within the Newsletter and you will receive instructions on how to be identified as a Newsletter Sleuth for the spring edition! Happy hunting!

P.S. It’s NOT a real egg! You know who you are.