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October 15, 2015 – Northeast ASTE Regional Meeting
Mercy College, Dobbs Ferry
Mercy Hall Rotunda

5:00-5:30pm – Graduate student networking time, Registration

5:30-6:00pm – Poster session

6:00-7:15 – Keynote presentation and questions

Keynote speaker, Dr. Bob Chen, UMass Boston



The Schmutz of New York: Integrating Studies of the Hudson River into the Science Classroom

High resolution ocean observations throughout the Hudson River, Estuary, and tributaries suggest that sewage contributes a significant amount of the organic matter that is exported into the coastal ocean off New Jersey. How do you make this interesting and understandable to students? Will involving them in authentic inquiry inspire them to consider a career in STEM? How can scientists and teachers translate authentic research into standards-based classroom activities given the pressures of high stakes testing and now NGSS? Join me in exploring these questions with examples from studies in your back yard...umm...estuary.

7:15-8:00pm – Sweets and coffee

POSTER PRESENTATIONS

Kelly Feeney Flanagan

Teachers College, Columbia University

kkf2106@tc.columbia.edu

Response Patterns from the Advanced Placement Environmental Science Exam and their Implications for Practice and Policy

Judith Gouraige

Stony Brook University

jmGOURAIGE6@gmail.com

Examining Teacher Effectiveness in HS Science

Peter Hillman

Amanda Gunning

Meghan Marrero

Mercy College

phillman@mercy.edu

Intensive Professional Development for NGSS Implementation and Science Teacher Leadership: An Overview of an Effective and Sustainable Model

Meghan E. Marrero

Mercy College

Raya-Jean Zaczyk

NASA Endeavor Program

Using the Ocean Data to Meet the Next Generation Science Standards

Eleanor Williamson

Urban Assembly School of Design and Construction

ellie.williamson@uasdc.org

Quantification of Synapse Number in Neurons with and without SNAP-25

Meghan E. Marrero

Jennifer McCall

Mercy College

mmarrero3@mercy.edu

Mercy College Intensive STEM Teacher Initiative

Teachers College, Columbia University - Zankel Building

8:30am – 9:00am

Breakfast/Registration

Outside of Room 412

9:00am-9:15am

Welcome Remarks/Overview of the Day

Jessica Riccio, NE-ASTE Regional Director

Amanda Gunning, NE-ASTE Treasurer

Room

408

Session One: Workshops (60 minutes each)

9:15am - 10:15am

Jennifer Passero

Biological Sciences Curriculum Study (BSCS)

jepassero@gmail.com

Argumentation as a scientific practice in the classroom

Room 404

Phillip Boda

Raghda Daftedar

Teachers College, Columbia University

pab2148@tc.columbia.edu

Dissecting the dissertation process: From graduate students, for graduate students

Friday, October 16, 2015

Room 406

Felicia M Mensah

Teachers College

Fm2140@tc.columbia.edu

An "engineered" elementary methods course

Room 414

Friday, October 16, 2015

Session Two: Presentations

10:30am-12:00pm (20 minutes each)

Room 404

Keith Sheppard

Stony Brook University

keith.sheppard@stonybrook.edu

A brief history of science teacher certification in New York

Dennis M. Robbins

Hunter College

drobb@hunter.cuny.edu

The accidental order: how the United States stumbled upon a national science curriculum

Room 406

Meghan Groome

New York Academy of Sciences;

Stephanie Wortel

Stony Brook University

Kristian Breton

New York Academy of Sciences

mgroome@nyas.org

Applying the model of clinical experiences to improve teaching practices of scientists

Lisa Neesemann

Teachers College, Columbia University

Friday, October 16, 2015

lao2109@tc.columbia.edu

Peer mentoring as a means to support preservice science teachers

Linda Padwa

Stony Brook University

Linda.Padwa@stonybrook.edu

A study of chemistry teachers with primary vs. secondary certification

Eric Olson

State University of New York - Oswego

eric.olson@oswego.edu

Improving STEM student retention through multiple methods

Room 408

Phillip A. Boda

Teachers College

pab2148@tc.columbia.edu

Concepts, conceptions, and conceptual understandings: why does it matter?

Catherine L Quinlan

NJ High School Science Teacher

clk8@tc.columbia.edu

A case study of three students' views of the nature of science and argumentation in a high school research program on asteroids

Room 414

Carol R. Rinke

Ashley Mrozik

Christiana Provenzano

Marist College

Carol.Rinke@marist.edu

Developing STEM teachers for elementary classrooms: structures, process, and outcomes

Eliza Bobek

University of Massachusetts Lowell

Eliza_Bobek@uml.edu

Drawing to learn in STEM

Regina Toolin

University of Vermont

Rtoolin@uvm.edu

The Vermont STEM collaborative: promoting partnerships and leadership in STEM education

Lunch Break

Teachers College Cafeteria

Ground Floor Grace Dodge Hall

12:00pm-1:00pm

*Please remember to bring your lunch voucher given to you at check-in.

Session Three: Workshops and Presentations 1:00-3:45pm

WORKSHOPS 1:00-2:00

Room 404

Donghong Sun,

Mark Schober

Fernand Brunschwig

STEMteachers NYC

dsunchem@gmail.com

Modeling instruction: A guided-inquiry approach to middle and high school science curricula

Room 406

Friday, October 16, 2015

Gioya De Souza- Fennelly

Columbia University Graduate Teachers College

gd2409@tc.columbia.edu

Hyun Davidson, NYC DOE& Marco Machado Teachers College

Layered Curriculum-Differentiated Teaching and Learning.

Room 408

Karen Woodruff

U.S. Satellite Laboratory

kwoodruff@us-satellite.net

Elliza Bobek

Glen Schuster

Methods and Outcomes: STEMifying the K-5 Classroom

Room 414

Margaret Conover

Stony Brook University

margaret.conover@gmail.com

Caren Gough

Stony Brook University

Seed Biology Misconceptions

PRESENTATIONS 2:00-3:45

Friday, October 16, 2015

20 minutes each

Room 406

Jason Wu

Teachers College, Columbia University

jasonwu@columbia.edu

Exploring the relationship between native language use and science learning

Yi Li & Philip Boda

Teachers College, Columbia University

yl2857@tc.columbia.edu

Multicultural modeling- Combining reality pedagogy and modeling instruction

Jared Fox

Washington Heights Expeditionary Learning School

j.fox@wheelsnyc.org

Utilizing learning expeditions and case studies in the science classroom

Gifty Asamani

Teachers College, Columbia University

gaa13@tc.columbia.edu

African immigrant experience in and with science

Friday, October 16, 2015

Room 408

Randell Barclay

Concordia University Chicago

Dennis Robbins

Hunter College

randell.barclay@gmail.com

The laboratory: Why do we do them?

Roya Heydari

Teachers College, Columbia University

rrh2123@tc.columbia.edu

How I survived my first year teaching: Tips for a new teacher

Clement V. Gomes

Teachers College, Columbia University

cvg2101@tc.columbia.edu

Time, energy, and motivation: utilizing technology to ease science understanding for students with learning differences

Sheila Borges

Teachers College, Columbia University

sib2110@tc.columbia.edu

The importance of trust in building a good teacher-student relationship: lessons learned from an urban science classroom

Room 414

Nick Stroud

Massachusetts College of Liberal Art

n.stroud@mcla.edu

Recruiting students into science teaching through teaching science

Peter Hillman

Amanda M. Gunning

Meghan E. Marrero

Mercy College

phillman@mercy.edu

Vertically articulated professional learning communities: developing collaboration and practice in a K-12 science teacher professional development program.

Friday, October 16, 2015

Room 414 continued

Diego Rojas-Perilla

Felicia Moore Mensah

Teachers College, Columbia University

dfr2111@tc.columbia.edu

Factors affecting the use and exploration of everyday experiences in the science classroom

Stephanie Wortel

Angela Kelly

Stony Brook University

Meghan Groome

New York Academy of Sciences

stephanie.wortel@stonybrook.edu

Recruiting STEM graduate students for K-12 education: Development of an instrument for identifying candidates

Room 408

3:45 Coffee and Sweets

4pm Closing Remarks Northeast ASTE Business Meeting

All Welcome to Attend