

National Congress on Science Education

Cosponsored by the National Science Teachers Association and
NSTA State Chapters and Associated Groups

TO: Chapter and Associated Group Presidents

FROM: Ken Rosenbaum
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DATE: September 2004

SUBJECT: 2004 Congress Resolutions

The National Congress on Science Education (NCSE) is financially supported by the National Science Teachers Association (NSTA) and NSTA's State Chapters and Associated Groups. The Congress is an independent body that focuses on science education from national perspectives. The NCSE has had five annual summer meetings. Congress delegates bring resolutions that reflect local issues in science education to the Congress. NCSE resolutions may arise from the actions of the governing bodies of the State Chapters or from the issue forums (focus groups) at the Congress meetings.

There are three types of Congress resolutions:

- those that are addressed to the attention of the Chapters and Associated Groups for their consideration
- those that are addressed to the attention of the NSTA for consideration
- those which are statements of the position of the Congress on various issues

As the Congress resolutions are considered by the Congress, the NSTA Council, and the NSTA Board of Directors, the numbering and wording of the resolutions may change due to the order of business before the group.

2004 Congress Resolutions Position Statements

7/04/CNG4 - Be it resolved that the NCSE encourages the National Science Foundation (NSF) to continue the pursuit and financial support of the Underground Laboratory Program, which is so vital to physics United States.

7/04/CNG5 - Be it resolved that the NCSE affirms that professional conferences are integral and valid parts of a professional development plan (PDP) of a highly qualified teacher.

7/04/CNG9 - Be it resolved that the NCSE advocates that all elementary preservice teachers should successfully complete at least one physical science, one life science, and one Earth/space science course that are inquiry based and include a lab component that addresses the content as articulated in the National Science Education Standards (NSES) for the elementary level.

7/04/CNG11 - Be it resolved that the NCSE advocates that all middle level preservice science teachers should be required to successfully complete a minimum of 30 semester (or equivalent) credit hours of science content courses to include at least one physical science, one life science, and one Earth/space science course that are inquiry based and include a lab component that addresses the content as articulated in the NSES for the middle level.

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7/04/CNG12 - Be it resolved that the NCSE advocates the position that highly qualified teachers are those teachers who possess an integrated knowledge for four areas: 1) subject; 2) teachers and teaching; 3) learners and learning; and 4) the context or setting in which they work.

7/04/CNG17 - Be it resolved that the NCSE advocates that all teachers use clearly defined assessments that embed higher-order thinking skills and lab-based performance components that include inquiry, manipulation of materials and problem-solving skills.

7/04/CNG22 - Be it resolved that the NCSE advocates differentiating instruction based on the authentic quantitative analysis of student achievement data.

7/04/CNG23 - Be it resolved that the NCSE advocates the creation and development of a study to identify best practices in science instruction as it relates to equity, ESL, and diversity issues for preK–16.

Your Chapter or Associated Group may wish to consider the following resolutions that were adopted by the Fifth National Congress in Bozeman, Montana, in July 2004. Some of these resolutions are addressed to Chapters, Affiliates, and Associated Groups, while others are issue statements from the Congress.

**2004 Congress Resolutions
Addressed to the Attention of the Chapters and
Associated Groups (CAGs) for Their Consideration**

7/04/CNG7 - Be it resolved that in order for a teacher to fulfill their professional development plans with valid and high quality PD opportunities, the NCSE requests that CAGs gather information about all relevant professional development opportunities in their state/region and disseminate this information to all science educators in their state.

7/04/CNG15 - Be it resolved that CAGs lobby and advocate their state boards of education and other leaders for fully funded implementation of induction and mentoring programs for entry-level teachers of science for the first three to five years of their career.

7/04/CNG16 - Be it resolved that CAGs advocate state and local boards of education to change the culture of teaching by implementing models of staffing designs for the classroom teacher of science that allow for the differentiated opportunities for advancements in order to retain those who are highly qualified teachers of science.

7/04/CNG18 - Be it resolved that the NCSE recommends that the CAGs encourage their members' involvement in the development of assessments at all levels. Said involvement may include such activities as CAGs disseminating information on assessment development opportunities, and urging their members to contact and educate stakeholders on the necessity of teacher involvement in the assessment development process.

If you have questions or comments, please contact me at krosenbaum@aol.com or (866) 737-6713.

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Chair: Mike Padilla, mpadilla@coe.uga.edu