

# National Congress on Science Education

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

**TO:** Chapter and Associated Group Leaders

**FROM:** Ken Rosenbaum  
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**DATE:** September 2003

**SUBJECT:** Congress 2003 Resolutions

The National Science Teachers Association (NSTA) and NSTA's State Chapters and Associated Groups financially support the National Congress on Science Education. The Congress is an independent body that focuses on science education from local perspectives. The Congress has had four annual summer meetings. Congress delegates bring resolutions that reflect local issues to the Congress. Congress resolutions may arise from the actions of the governing bodies of the State Chapters or the issue forums (focus groups) at the Congress meetings. Congress resolutions are sometimes addressed to the attention of the Chapters and Associated Groups for their consideration.

Your Chapter or Associated Group may wish to consider the following resolutions that were adopted by the Fourth National Congress in Plymouth, Massachusetts in July 2003. Some of these resolutions are addressed to Chapters, Affiliates, and Associated Groups while others are issue statements from the Congress.

## National Congress Resolutions 2003

**7/03/CNG1** - Be it resolved that the Chapters and Associated Groups (C/AGs) and the NSTA collaborate to formulate and implement effective membership recruitment and retention programs.

**7/03/CN3** - Be it resolved that the science education community work together to demonstrate the importance of scientific literacy for all Americans to the US House and Senate members as well as to the US President and his administration.

**7/03/CN4** - Be it resolved that the Chapter, Associated Groups and Affiliated Groups and the NSTA enhance their efforts to formulate alliances with other scientific and science education professional organizations to present a strong unified front when discussing science education issues, especially the enactment of the "No Child Left Behind" legislation.

**7/03/CN5** - Be it resolved that the Chapter, Associated Groups and Affiliated Groups and the NSTA further enhance the relationships between and among the groups for the mutual benefit of all concerned.

**7/03/CN14** - Be it resolved that the National Congress on Science Education advocates international collaboration and partnerships to expand our professional resource base of new ideas and innovations in practice for the enhancement of student learning.

**7/03/CN15** - Whereas it is important to facilitate communication and collaboration among science educators on an international scale, be it resolved that the Chapter and Associated Groups and Affiliated Groups be encouraged to develop international partnerships with other science organizations.

**7/03/CN19** - Resolved that the National Congress on Science Education encourage all Chapter and Associated Groups and Affiliated Groups to work with state and local professional associations representing core curricula to develop strategies for cross curricular teaching which strengthen instruction in core academic subjects as identified as a need per NCLB.

**7/03/CN21** - Be it resolved that the Chapter and Associated Groups and Affiliated Groups of NSTA support quality assessment for all students to promote science instruction at the elementary school level.

**7/03/CN22** - Be it resolved that the Chapter and Associated Groups and Affiliated Groups actively promote formative assessment as an essential component of appropriate science instruction.

**7/03/CN23** - Be it resolved that the Chapter and Associated Groups and Affiliated Groups of NSTA encourage and promote the use of a variety of writing tasks as assessment tools in science for all students.

**7/03/CN24** - Be it resolved that the following be a position statement: The National Congress on Science Education recognizes that teachers have a professional commitment to providing quality science education for all students, requiring an understanding of the special needs and culture of each child. Science educators must embrace and welcome all students, regardless of disability, gender, race, language, sexual orientation, class, ethnicity, or religion, as they bring unique viewpoints and approaches to our ever-expanding field.

Disability serves as a paradigm for diversity equity, and represents a critical issue in science pedagogy, which can be applied to the benefit of all students. It is anticipated that lessons learned from a focus on “disability” equity will be applied to the larger challenge of equity in science education.

**7/03/CN25** - Be it resolved that the National Congress on Science Education support pre-service programs and an education workforce that do not exclude individuals with disabilities who are competent and qualified.

**7/03/CN26** - Be it resolved that the Chapter and Associated Groups and Affiliated Groups of NSTA accept for study their states response to people with disabilities by submitting to NSTA anecdotal information reflecting the participation of individuals with disabilities in pre-service programs and the education workforce by January 30, 2004.

**7/03/CN27** - Be it resolved that the National Congress on Science Education encourage Chapter and Associated Groups and Affiliated Groups of NSTA to include a link on their website to SEDS (Science Education for Students with Disabilities) for student based accommodations.

**7/03/CN41** - Be it resolved that the Chapter and Associated Groups and Affiliated Groups of NSTA increase promotion of future teachers organizations in high schools and colleges.

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