

# National Congress on Science Education

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

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September 2005

**TO:** Chapter and Associated Group Presidents, Congress Delegates, and Volunteer Leaders

**FROM:** Ken Rosenbaum  
NSTA Field Service Coordinator

**SUBJECT:** 2005 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 six annual 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.

If you have questions or comments, please contact the NSTA Chapter Relations department at *chapters@nsta.org*, or myself at *krosenbaum@nsta.org* or (866) 737-6713.

## 2005 Congress Resolutions Position Statements

**8/05CNG3** - Be it resolved that the National Congress on Science Education continues to support the salary structure(s) currently used in most states, but also encourages states, districts, and schools to explore differential pay systems that would support and retain more qualified individuals in the science education profession.

**8/05CNG4** - Be it resolved that the National Congress on Science Education issue a commendation to Dr. Wendell G. Mohling in appreciation of his many years of distinguished service and his lifetime of accomplishments and dedication to science education.

**8/05CNG9** - Be it resolved that the National Congress on Science Education advocates that all teacher certification institutions require courses in the nature of science and evolution for all preK-12 teachers of science.

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**8/05CNG10** - Be it resolved that the National Congress on Science Education advocates the teaching of evolution as an essential unifying concept in science that should be included in the K-12 science curricula. Teachers of science should be supported in the teaching of evolution and the strong body of scientific evidence supporting it, and not pressured to present nonscientific views.

**8/05CNG17** - Be it resolved that the National Congress on Science Education advocates an accelerated expansion of the e-mentoring program to all districts. Consideration of retired science teachers in the pool of potential e-mentors is recommended.

**8/05CNG19** - Be it resolved that the National Congress on Science Education supports that the definition of a highly qualified teacher of science be expanded to include:

1. knowledge of resources to provide access for diverse students to all aspects of the science curriculum.
2. collaborative skills for working with specialists and support personnel in the professional learning community.

### **2005 Congress Resolutions Addressed to the Chapters and Associated Groups (CAGs) for their Consideration**

**8/05CNG8** - Be it resolved that the National Congress on Science Education encourages CAAGs to provide professional development and resource identification in the nature of science and evolution to teachers of science via conferences, newsletters, electronic resources, etc.

**8/05CNG12** - Be it resolved that CAAGS of NSTA advocate for and design professional development opportunities that incorporate standards based science and research driven pedagogical strategies for elementary educators.

**8/05CNG21** - Be it resolved that CAAGS promote appropriate and responsible use of statistical analysis of state assessments to foster understanding of student achievement by media and all stakeholders.

**8/05CNG22** - Be it resolved that CAAGS of NSTA promote positive aspects of state assessments as opportunities to improve science education and student LEARNING (i.e. development of individual professional development plans, curriculum development/adjustment, pacing and timing of content delivery, and effective instructional strategies).

**8/05CNG26** - Be it resolved that CAAGS will promote the dissemination of relevant science educational research (Strategic Goal 4., Objective 4.4) through state and local conferences, publications and promotion of action research collaborations.