

Strands provide a foundation and context for proposals convened for the 2024 National Conference on Science Education in Denver, Colorado. The descriptions and examples below provide some additional clarity about the strand and what will be prioritized when evaluating proposals for inclusion in the NSTA program. The list of examples is not meant to be all-inclusive.

Proposals that focus on strategies and ideas centering on diversity, equity, and inclusion will be prioritized as part of NSTA's strategic plan to equip and empower all educators in providing access and opportunity for all students to be successful in science and STEM.

Strands and Review Criteria	
Strand	Descriptions
Instruction and Assessment: Implementing Standards	Proposals in this strand should focus on improving science and STEM classroom teaching and learning through the use of high-quality instructional materials or assessments. These sessions should deepen the educator's knowledge base and instructional practice. Instructional materials/curriculum or assessment materials used as the context or as examples are required to be OER or open to all free of charge.
Student Learning and Inclusion	Proposals in this strand should focus on including all children in the learning. Examples include inclusive environments, culturally relevant pedagogies, anti-bias teaching, special needs and inclusion, celebrations in the classroom, and multilingual learners.
Teaching Strategies and Classroom Practice	Proposals in this strand should focus on research-based teaching strategies that improve science teaching and learning. Strategies should support Framework -based shifts in science education and be grounded in equity. Proposals connected to sensemaking , 3D learning, the use of phenomena to drive instruction, supporting the equitable sharing of student ideas, or science and literacy/interdisciplinary connections will be prioritized.
Research to Practice	Proposals in this strand should focus on highlighting a specific research project, publication, or finding in education and how it can be implemented in the classroom. Submissions that use specific classroom examples or specific classroom strategies will be prioritized.
Connecting with Nature	Proposals in this strand focus on accessible outdoor education for all ages. Examples of session focus areas include field-based science, cultivating community partnerships, and place-based learning.
Climate Science and Environmental Justice	Proposals in this strand help educators dig deeper into the areas of climate science and environmental justice. This strand highlights two areas: classroom resources and lessons and using interdisciplinary learning to support decision-making while figuring out phenomena or designing solutions to problems.
Leadership and Advocacy	Proposals in this strand should focus on supporting science/STEM leaders as change agents or on raising the profile of science education. The target audience can be educators or partners in the classroom, building/site, district, or at the national level. Examples include professional development (job-embedded professional learning, enactment of high-quality curriculum, instruction, and/or assessment), emerging research areas, science/STEM professional learning for administrators, management ideas, leading and learning, school branding and social media, working with new teachers, and retaining teachers.
No Strand	If your proposal cannot be strongly connected to any strand above, please choose this option.

Review Criteria

The following key elements will be used by reviewers to evaluate session proposals.

- Alignment to conference strand, theme, or focus area.
- Degree of connection to the [Framework](#), [NGSS](#), state standards, or peer-reviewed contemporary research.
- Focus on equity or Science/STEM for all
- Use of specific classroom examples, student work, specific strategies, or specific projects/lessons/units.

Conference Strands



- Connecting with Nature
- Climate Science and Environmental Justice
- Teaching Strategies and Classroom Practice
- Research to Practice
- Cultivating Partnerships
- Lesson Showcase



- Connecting with Nature
- Climate Science and Environmental Justice
- Teaching Strategies and Classroom Practice
- Student Learning and Inclusion
- Instruction and Assessment
- Research to Practice



PRESENTATION

- Connecting with Nature
- Instruction and Assessment
- Student Learning and Inclusion
- Leadership and Advocacy



ROUNDTABLE

- Instruction and Assessment
- Connecting with Nature
- Teaching Strategies and Classroom Practice
- Research to Practice



PRESENTATION

- Connecting with Nature
- Climate Science and Environmental Justice
- Teaching Strategies and Classroom Practice
- Student Learning and Inclusion
- Leadership and Advocacy
- Research to Practice



WORKSHOP

- Connecting with Nature
- Climate Science and Environmental Justice
- Teaching Strategies and Classroom Practice
- Instruction and Assessment
- Student Learning and Inclusion
- Research to Practice

Rating Scale: 1 is the lowest rating with 5 being the highest						
Criteria	1 - Not Acceptable	2 - Approaching	3 - Borderline	4 - Fully Met	5 - Exceptional	Score
Alignment to the conference strand, theme, or focus area.	The conference strand, theme, or focus area is not incorporated into the proposal.	The proposal does not fit the selected conference strand, theme, or focus area.	The conference strand, theme, or focus area is somewhat incorporated into the proposal.	The proposal fits the conference strand, theme, or focus area.	The conference strand, theme, or focus area is clearly incorporated into the proposal.	
Supports or identifies specific goals from the NRC Framework, NGSS, or state standards and the contemporary research connected to those standards.	The proposal provides no reference to or identifies specific goals from the NRC Framework, NGSS, or state standards. There is no degree of connection to these goals.	The proposal references or identifies specific goals from the NRC Framework, NGSS, or state standards but does not provide a clear link between the specific goals and the learning in the session. There is little degree of connection to these goals.	The proposal seems to build upon a specific goal from the NRC Framework, NGSS, or state standards and has some degree of connection to this goal(s). The connection can be interpreted rather than evidenced.	The proposal builds upon a specific goal from the NRC Framework, NGSS, or state standards and has a degree of connection to this goal(s). One can see the connection to the Framework, NGSS, or state standards. The connection can be evidenced .	The proposal builds upon a specific goal from the NRC Framework, NGSS, or state standards and has a high degree of connection to this goal(s). One can easily see the connection to the Framework, NGSS, or state standards. The connection can be evidenced .	
The proposal is grounded in equity or Science/STEM for all.	The proposal provides no indication that the session is grounded in strategies, ideas, or guidance in providing science for all (equitable classroom practices, including all students in learning, inclusive environments, OR culturally relevant pedagogies).	The proposal indicates no specific strategies, ideas, or guidance in providing science for all (equitable classroom practices, including all students in learning, inclusive environments, OR culturally relevant pedagogies). However, one can infer that science/STEM for all is represented.	The proposal references specific strategies, ideas, or guidance in providing science for all (equitable classroom practices, including all students in learning, inclusive environments, OR culturally relevant pedagogies). However, the description/abstract does not provide information about the extent to which the session will be grounded in these practices.	The proposal has specific strategies, ideas, or guidance in providing science for all (equitable classroom practices, including all students in learning, inclusive environments, OR culturally relevant pedagogies) and provides at least one example of how these practices will be demonstrated or addressed in the session.	The proposal has specific strategies, ideas, or guidance in providing science for all (equitable classroom practices, including all students in learning, inclusive environments, OR culturally relevant pedagogies) and provides multiple examples of how these practices will be demonstrated or addressed in the session.	
The proposal engages session participants in classroom examples or specific classroom strategies OR includes examples of assessments (formative and summative), classroom lessons or units, or student work.	The proposal does not engage session participants through classroom examples or specific classroom strategies OR the proposal provides no examples of assessments (formative and summative), use of lessons or units, or student work in the session description/abstract.	From the proposal, one can infer the use of classroom examples or specific classroom strategies OR examples of assessments (formative and summative), use of lessons or units, or student work. However, this is not specifically described in the session description/abstract.	The proposal references classroom examples or specific classroom strategies OR examples of assessments (formative and summative), use of lessons or units, or student work in the session description/abstract. However, the description or abstract does not provide information about the extent of use.	The proposal provides at least one example of how the proposed session will include classroom examples or specific classroom strategies OR examples of assessments (formative and summative), use of lessons or units, or student work. It is clear that the use of these/this example will be an important part of the session.	The proposal provides at least one example of how the proposed session will include classroom examples or specific classroom strategies OR examples of assessments (formative and summative), use of lessons or units, or student work. It is clear that the use of these/this example will be a large focus of the session/integral piece.	
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