

The National Congress on Science Education

July 11-15, 2001

Minutes

Credentialing Committee Report

- 41 Chapter Delegates
- 6 Associated Groups Delegates
- 30 Chapter Alternate Delegates
- 2 Associated Group Alternate Delegates

Moved by Virginia Association of Science Teachers to adopt the Agenda
Motion Passed

Moved by California Science Teachers Association to add a focus group on the Field Services Coordinator/Chapter Relations
Motion Failed

Moved by Science Education Council of Ohio to add a focus group on safety
Motion Failed

Moved by West Virginia Science Teachers Association to add a focus group on students and teachers with disabilities
Motion Passed

Credentialing Committee Report Update

- 41 Chapter Delegates
- 6 Associated Group Delegates
- 30 Chapter Alternate Delegates
- 2 Associated Group Alternates

7/01CNG1 Moved by the Focus Group on Students and Teachers with Disabilities

Resolved that NSTA will research and develop a set of guidelines for teachers with disabilities to share with LEA administrators. These will address the design of appropriate accommodations in order to retain and support experienced, qualified teachers of science in the classroom.

Motion Passed

7/01CNG2 Moved by the Focus Group on Students and Teachers with Disabilities

Resolved that NSTA seek collaboration with other professional organizations, imitate the design of professional development programs for science teaching educators and in service teachers for the inclusion and accommodation of special needs students in all science learning experiences.

Motion Passed

7/01CNG3 Moved by the Focus Group on Students and Teachers with Disabilities

Resolved that planning committees for all regional and annual NSTA Conventions will consult with the leadership of the NSTA Special Education Advisory Board and Science Education for Students with Disabilities (SESD) and invite a representative of the groups to participate in the planning of the convention in order to ensure that there is timely planning and resolution of accommodation issues.

Motion Passed

7/01CNG4 Moved by the Focus Group on Focus on Literacy: Where is the Science?

Resolved that NSTA continue to bring the critical need for science literacy development to the forefront of the national agenda by providing science literacy strands at national and regional conferences, working with leadership and administrators at district, state, and national levels, developing partnerships with local, state, and national organizations, i.e., PTA, school board associations, various administrative organizations, etc.

Motion Passed

7/01CNG5 Moved by the Focus Group on Focus on Literacy: Where is the Science?

We resolve that NSTA develop and implement a multimedia publicity program targeting the general public so that there is an understanding for the need of science literacy.

Motion Passed

7/01CNG6 Moved by the Focus Group on Focus on Literacy: Where is the Science?

We resolve NSTA update positions in their handbook for science teacher preparation and science teacher professionalism to include: Connect higher education and university science departments to LEA's particularly on the elementary and middle level classrooms. To integrate science content and inquiry skills with reading writing and math literacy skills.

Motion Passed

7/01CNG7 Moved by the Focus Group on Quality Counts: How to Retain Good Science Teachers

Be it therefore resolved that NCSE 'recom-mandate' the creation of a national survey of teachers of science, collecting data on issues relating to the retention of good science teachers.

The state organizations shall facilitate distribution of the survey to all teachers of science. The results will be instrumental to increase public awareness (tax payers, school administrators, and government entities) of issues unique to teachers of science.

Motion Failed

7/01CNG8 Moved by the Focus Group on Quality Counts: How to Retain Good Science Teachers

We resolve that NCSE support the creation and publication of current effective and practical mentoring models unique to the teaching of science.

Motion Passed

7/01CNG9 Moved by the Focus Group on Quality Counts: How to Retain Good Science Teachers

Resolved that NSTA amend the Science Teacher Professionalism Statement (1992) to include criteria for a high quality teacher based on recommendations of the Glenn Commission and other recent research.

Motion Passed

7/01CNG10 Moved by the Focus Group on Teacher Quality: Research Says Key to Student Success

For teachers to deliver high quality teaching, they must be empowered to do so. Therefore, we resolve that NSTA develop a way to effectively communicate to administrators, principals, boards of education, and the general public the importance of the high quality of teaching of science.

Motion Failed

7/01CNG11 Moved by the Focus Group on Teacher Quality: Research Says Key to Student Success

We resolve that continual Professional Development through partnerships develop high quality teachers and is essential for student success.

Motion Failed

7/01CNG12 Moved by the Focus Group on Teacher Quality: Research Says Key to Student Success

Be it resolved that Chapters and Associated Groups of NSTA advocate high quality professional development through state and local partnerships.

Motion Passed

7/01CNG13 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

That NSTA initiate and find funding for a PR campaign, focusing on promoting science teaching as a desirable career option, including underrepresented groups. The campaign would involve associations, groups, and individuals in a meaningful way.

Motion Passed

7/01CNG14 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

NSTA will request from local Chapters and Associated groups reports of effective, existing models or programs that recruit and train new science teachers based on agreed criteria. NSTA will disseminate this information through different media.

Motion Failed

7/01CNG15 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

The NSTA will join with local Chapters and Associated Groups in political action efforts to encourage lawmakers at the state and national levels to address the financial needs of science by raising teacher salaries to levels commensurate with their education and professionalism to enhance recruitment and training of science teachers.

Motion Passed

7/01CNG16 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

In order to facilitate recruitment, training, and retention of teachers, NSTA should encourage government and industry to develop and coordinate scholarships and loan forgiveness programs for each additional year of teaching science for students pursuing teaching careers in science, technology, and mathematics.

Motion Passed

7/01CNG17 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

We resolve that NSTA revise and publish the Ken Mechlin-Donna Oliver series to inform the principals about the practice of science teaching.

Motion Passed

7/01CNG18 Moved by the Focus Group on Diversity Issues in Science Teaching:
Involve Everyone in Science Teaching

Resolve that NSTA disaggregate its membership data to provide an analysis that will assist in the development of a strategic plan to increase the diversity of leadership and membership of NSTA

Motion Passed

7/01CNG19 Moved by the Focus Group on Assessment and Accountability: The High Stakes Debate

We resolve that student assessment at any level be accompanied by on-going professional development that:

- 1) Provides knowledge of standards based content
- 2) Models effective science teaching strategies
- 3) Emphasizes the analysis of assessment data
- 4) Applies the data results to the improvement of teaching

Motion Passed

7/01CNG20 Moved by the Focus Group on Assessment and Accountability: The High Stakes Debate

Be it resolved that science assessment will involve multiple measures of science literacy that individually or in combination will measure student progress in understanding scientific concepts, reasoning, and application of science through problem solving. Make sure that tests are not the sole measure of student understanding or mastery. Assessment should also include grades, developmental factors, special needs, and teacher recommendations. Ensure that tests are well conceived, aligned with the national and/or state standards, used properly and create the changes that we desire.

Motion Passed

7/01CNG21 Moved by the Focus Group on Assessment and Accountability: The High Stakes Debate

Be it resolved that test results will promote shared responsibility and accountability for outcomes. High stakes decisions will be made only after implementing changes in teaching and curriculum to support student learning.

Motion Passed

7/01CNG22 Moved by the Focus Group on Assessment and Accountability: The High Stakes Debate

Be it resolved that NSTA will establish a task force to compile the current research about the effects of high stakes testing and attempt to identify exemplary assessment models. This task force will make recommendations about what research needs to be done and to communicate these results to NCSE and membership.

Motion Passed

7/01CNG23 Moved by the Focus Group on Where Will They Come From? Recruiting and Training Future Science Teachers

NSTA should encourage schools of education to model excellence in teaching in all classrooms with regard to content and pedagogy.

Motion Passed

