



The National Science Teachers Association asserts that:  
all students, including those identified as English language learners (ELL), can and should have every opportunity to learn and succeed in science.

2009 NSTA position statement—  
Science For English Language Learners  
Principles  
Declarations

Issue calls for educational policies that meet the needs  
of ELL students learning science





## Educators:

- well versed in science content and pedagogy
- implement pedagogical approaches for integrating language acquisition and science learning

## Research

effective teacher preparation and PD → + change in teachers' beliefs and practices in integrating science and literacy for English language learners



## Position statement

instruction (rigorous learning opportunities)

curriculum materials (incorporate analogies/examples  
from diverse linguistic & cultural backgrounds)

educational policies (adequate time for instruction)

research agenda (student outcomes; teachers' theories  
student knowledge & development)



# NSTA programs and activities



- **Research Dissemination Conferences**

In 2004 and 2005, NSTA presented an RDC,  
**Linking Science and Literacy in the  
Classroom**

- NSF-funded research-based programs to an audience of K–8 teachers, administrators, and other practitioners.

two NSF-funded conferences in late 2005 and 2006 on **Science Assessment: Research and Practical Approaches.**



- **Publications**

NSTA published *Science for English Language Learners: K-12 Classroom Strategies* and *Teaching Science to English Language Learners: Building on Students' Strengths*

- **Journal articles**

Science & Children, Science Scope, The Science Teacher

- **NSTA Social Media Conversations**

Teachers are reaching out to their colleagues on our social media sites to seek answers and connect with one another to share teaching strategies and ideas