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 \( \rightarrow + \) 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

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