Keynote Presentation:

U.S. Secretary of Education
Dr. Miguel A. Cardona
Answers Your Questions

Thursday, April 15, 2021 • 4:00 PM ET
U.S. Secretary of Education
Dr. Miguel A. Cardona
Answers Your Questions
Survey Created and sent: Monday, March 08, 2021
Survey Sent Once to List of 241K
Same survey sent second time to individuals who did not open/respond
Completed Responses: 1,130
<table>
<thead>
<tr>
<th>Results</th>
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<td><strong>Competition with emphasis on math and ELA</strong></td>
<td>“That <em>elementary schools prioritize literacy and math over science</em>. Science is often the first subject cut to provide more time for math and literacy. Many elementary schools offer science as a special where students may only have it for one period a week. There is this misconception among administrators that if students can't read then they can't do science.” Pre K – 8</td>
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<td>148 references</td>
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<td><strong>Inequity</strong></td>
<td>“<em>Class sizes and lack of funding are going to perpetuate inequity and systemic problems our society faces.</em> Culturally responsive teaching, social justice issues, environmental justice issues, and respect for those that have teaching and education careers are all part of the systemic issues facing education in the future.” Pre K – 5</td>
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<td>139 References</td>
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Impacts of the Pandemic

Since the start of the pandemic last March, has the amount of science education provided in your school

Results

“I fear that virtual learning will totally replace hands-on science.” 3 – 5
NSTA Messages to Policymakers

Value
Science education is not perceived as important as math and English Language arts. We must emphasize the value of science and STEM education, especially at elementary level, which has seen a decline in the amount of time for teaching science and lack of qualified teachers over the last several years.

Equity and Access
Inequities in science education must be acknowledged and dealt with. Current teachers must better understand how to motivate and enhance the participation of traditionally underrepresented students in science through the lens of equity and social justice. We must fund programs that recruit, train, and retain diverse teachers and administrators who will become science and STEM leaders.

Validity of Science
The impacts of the pandemic, including the politicization of science and misinformation generated over the past several years, is a threat to our science classrooms and must be addressed.
Classrooms and Supporting Classrooms
In the science classroom, teachers need more funding so they can create classrooms where students can make sense of the world around them by using student-centered curricula and more hands-on activities. We need teacher leaders who know what good science looks like and are able to provide strong support to science educators. We must better leverage technologies to ensure that students have more real world experiences.

Partners to have Science in All Places
We must seek out and build partnerships and make connections with informal science providers, higher education, community science organizations, scientists, and other stakeholders.

Pulling Forward Together
We need to create a coherent and comprehensive system of science education K-16 with input from both teachers, administrators, and state leaders that includes consensus on what is quality science education and how we address the effects of the pandemic on science learning.
Thank you for joining us!

Enjoy the Conference.