



NSELA Position Statement

Diversity and Equity

Introduction

A Framework for K-12 Science Education (National Research Council (NRC), 2012) provides a foundation for a vision of equity in science education and leadership that embraces the diverse cultures and identities of students, science educators, and science education leaders. The National Science Education Leadership Association (NSELA) promotes and supports this vision by modeling inclusivity within its programs, practices, and embracing diversity and equity in its membership. [Note: Diversity is more than just race and culture as described below]

Scientific literacy is a fundamental right of all students, requiring science education leaders to support an equitable, accessible, and quality K-16 science education throughout the country. Global influences provide “diverse perspectives [that] not only spur innovation and creativity but also lead to greater opportunities to collectively solve societal challenges and improve humanity” (Council of State Science Supervisors, 2018, p. 1).

Statement

The National Science Education Leadership Association (NSELA) encourages and seeks to advance and promote diverse, equitable, inclusive, and accessible science education for all science educators, including science education leadership. **Diversity** manifests the ways people are different from one another, beyond the boundaries of race and gender to include culture, age, sexual orientation, ethnicity, socio-economic background, religion, neurodiversity, gender identity, experiences, disability, and invisible illness. **Equity** provides fair treatment, access, opportunity, and advancement for all by establishing systems and processes that counteract social inequities and prevent the formation of barriers. **Inclusion** cultivates an environment where individuals feel safe to engage and participate fully because they feel respected, free to

express their ideas, and valued for their unique voice, perspective, abilities, and identity.

Accessibility creates equitable access for individuals of all abilities and experiences (American Health Law Association (AHLA), 2021).

Conclusion

To successfully promote a diverse citizenry with the knowledge and tools to be scientifically literate, science educators must provide an equitable, inclusive, and accessible science education with support from their science education leaders and NSELA.

Science education leaders and NSELA must promote policies and practices that encourage equitable and diverse learning opportunities for science educators. To accomplish this, NSELA will address:

- Diversity by recruiting and retaining a diverse membership and leadership on its board of directors and committees.
- Equity by promoting equitable science education practices as described in the Framework for K-12 Science Education in states, schools, and all places where science learning takes place.
- Inclusion by providing or supporting opportunities where all science educators feel safe and respected during professional learning, networking, and other professional interactions.
- Accessibility by providing access to or awareness of resources **that support diverse, equitable, inclusive, and accessible science education.**

Resources

Council of State Supervisors Position Statements, <http://cosss.org/Positions>

NASA Science Mission Directorate Education Diversity Programs & Resources
<https://smdepo.org/post/7770>

NSTA Culturally Relevant Science Teaching Collection
https://my.nsta.org/collection/2chjOK8Rsi8_E

NSTA Diversity in STEM Education Collection <https://my.nsta.org/collection/26055>

NSTA Equity Resources <https://www.nsta.org/topics/equity/all?keywords=&page=9>

STEM teaching tools Practice Briefs on Equity

<http://stemteachingtools.org/tgs/Equity>

References

American Health Law Association (AHLA). (2021, July 23). Commitment to inclusion, diversity, equity, and accessibility. AHLA.

<https://www.americanhealthlaw.org/about-ahla>

Council of State Science Supervisors (CSSS). (2018, March 14). Position statement on equity and access to science education. CSSS. <http://cosss.org>.

National Research Council (NRC). (2012). A Framework For K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. National Academies Press.

National Science Teaching Association (NSTA). (2019, November). Gender equity in science education. NSTA.

<https://www.nsta.org/nstas-official-positions/gender-equity-science-education>

Credits

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