Dear Commissioner Elia,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We have spoken with Regent Tilles who has expressed his support for this effort and advised us that now is the time to move forward with this funding proposal. We would welcome the opportunity to meet with you or your representatives to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Chancellor Betty A. Rosa  
Regents Office - State Education Building  
89 Washington Avenue  
Albany, N.Y. 12234  

September 15, 2018  

Dear Chancellor Rosa,  

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues—all in service of supporting and improving science education for the children on New York State.  

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.  

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.  

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.  

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Vice Chancellor T. Andrew Brown  
925 Crossroads Building  
Two State Street, Rochester, NY 14614  

September 15, 2018  

Dear Vice Chancellor Brown,  

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues - all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Tilles,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
New York State Science Education Consortium
A Cooperative Association of Professional Science Education Organizations

Regent Lester W. Young Jr.
55 Hanson Place, Suite 400
Brooklyn, N.Y. 11217

September 15, 2018

Dear Regent Young,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues – all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Cea,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Norwood,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues— all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Cashin,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Cottrell,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues— all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
September 15, 2018

Dear Regent Finn,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Chin,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues - all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Regent Beverly L. Ouderkirk
303 Main Street
Morristown, NY 13664

September 15, 2018

Dear Regent Ouderkirk,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Collins,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues—all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Regent Judith Johnson  
Regents Office - State Education Building  
89 Washington Avenue  
Albany, NY, 12234

September 15, 2018

Dear Regent Johnson,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
New York State Science Education Consortium
A Cooperative Association of Professional Science Education Organizations

Regent Nan Eileen Mead
116 West 32nd Street - 6th Floor
New York, NY 10001

September 15, 2018

Dear Regent Mead,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues - all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Hakanson,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues- all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Regent Luis O. Reyes  
Regents Office - State Education Building  
89 Washington Avenue  
Albany, N.Y. 12234  

September 15, 2018  

Dear Regent Reyes,  

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues— all in service of supporting and improving science education for the children on New York State.  

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.  

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.  

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.  

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium
Dear Regent Mittler,

The New York State Science Education Consortium, which represents our State’s science education professional organizations, has worked closely with the State Education Department for many years with a diversity of issues—all in service of supporting and improving science education for the children on New York State.

We applaud the actions of the Department over the past several years to adapt the Next Generation Science Standards and adopt the NYS P-12 Science Learning Standards. These powerful new standards can truly engage students in the scientific endeavor and allow them to develop a deep understanding of science practices and content and create a more scientifically literate citizenry.

Realistically, the transition to these new standards, asking P-12 teachers to manage inquiry science classrooms and provide true “3-dimensional” learning, presents significant challenges to the classroom teacher. Science teachers will need to shift from content-driven instruction to teaching students how to use inquiry and background knowledge in developing explanations of science phenomena and solving real-world problems. To effect this shift, teachers will need to learn and apply new teaching strategies and tools to support student success. Yet our teachers and schools are being directed to undertake this major transition without significant statewide support or resources. The Consortium is concerned that the SED’s ambitious and worthy goals will not be fully reached across New York State.

In order to achieve a strong, consistent and truly successful implementation of these standards, and so provide our children with a better and impactful science education they will need in the 21st century, the Consortium feels that the State Education Department should provide the necessary training through a statewide network of professional development. Teachers across the state should have access to high-quality, consistent professional development and support.

Attached please find our proposal for creating such a network.
We would welcome the opportunity to meet with you to discuss this proposal and work together to refine it with the goal of making this Professional Development Network part of the SED legislative budget.

We understand and appreciate that time is of the essence and look forward to your consideration of this proposal.

Sincerely,

Doug Schmid, Sandra George, Keith Bogert, John Cunningham

Funding Committee
New York State Science Education Consortium