



CSTA Stands Against Racial Inequities and Commits to Equity and Social Justice in Science Education

The California Science Teachers Association (CSTA) stands firmly with the Black Lives Matter movement against systemic racism and inequities. Our mission statement emphasizes the promotion of high-quality, equitable science education through advocacy, collaboration, and communication. We recognize and acknowledge the systemic racism and implicit bias that exist within our society, including school systems. Educators have a key role to play in dismantling this. To do so requires acceptance of our complicity, deep reflection, and commitment to change our practices. Educators need support and professional learning to be able to do this. CSTA acknowledges that, as a science educator community, changes are necessary. We commit to undertake this important work.

We recognize that historically underrepresented students, including our Black/ African American students, have not traditionally been viewed as likely to be interested or successful in science. As a science community, we see a lack of representation in the number of Black students that pursue science in higher education and careers. The root causes are gaps in student participation and achievement that are often the result of systemic inequities which cause large discrepancies in student access to high-quality science learning opportunities.

We deeply mourn and honor the lives of Mr. George Floyd, Mr. Ahmaud Arbery, Ms. Breonna Taylor, Mr. Eric Garner, Mr. Tamir Rice, and so many more, who were all once students in a science classroom. We stand to disrupt the ongoing injustice in our schools and society. This is why CSTA is committed to doing the work. In June of 2019, we published a paper on ***Equitable Access to Science Education in California***. Our work focuses on enacting the core tenets, as identified in the paper, by delineating how to dismantle systemic inequities and practices rooted in racism and privilege.

As an organization, our leadership has shifted to include our Black and underrepresented colleagues. We are committed to increasing representation in science teaching, in our membership, and at our yearly conferences. This is also true for inviting speakers and offering conference sessions focusing on building understanding and agency around social justice in the science classroom. Further, CSTA has formed a committee that will ensure that the work of our association moving forward is grounded in equity and social justice.

We recognize that these are small steps and we have a long way to go. Now is the time for resolve and purpose. As we continue to stand for diversity and representation in our science education community, we will advocate for the disruption of inequitable practices. CSTA commits to do our part to correct the injustices in our educational communities.

California Science Teachers Association – Equitable Access to Science Education in California published June 2019 (<https://bit.ly/equitypaper>)

Position Statement

Approved by the
CSTA Board of Directors
June 13, 2020

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