



Bayer Pharmaceutical

Bristol-Myers Squibb

Connecticut Association of Public
School Superintendents

Connecticut Parent Teacher
Association

Connecticut Science Supervisors
Association

Connecticut Science Teachers
Association

Connecticut State Department of
Education

Greater New Haven Chamber of
Commerce

Purdue Pharma L.P

SACIA- The Business Council
of Southwestern Connecticut

Travelers Property Casualty

United Technologies Corporation

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10 Expectations

Parents Should Have About Their Children's Science Programs

1. Parents should expect that their children are being taught science every year, beginning in kindergarten and continuing until high school graduation.
2. Parents should expect that in the effective science classroom, the process of investigation and explanation is just as important as knowing "the answer."
3. Parents should expect that their children's science instruction emphasizes critical thinking over memorization; and well-reasoned debate over recitation.
4. Parents should expect that their children's science classrooms are activity centered and use a mix of whole-class activities, large group presentations, cooperative learning, and individual projects with laboratory equipment utilizing information technologies such as computers, calculators and multi-media equipment.
5. Parents should expect that their children's science instruction teaches them to connect science concepts with the real world and explore how science and technology affect their lives and their society.
6. Parents should expect that their children can apply science knowledge and processes to weigh social issues, solve real problems and make decisions.
7. Parents should expect that their children's science teachers are using textbooks as references rather than as curriculum guides.
8. Parents should expect that their children's science achievement will be assessed and reported on the basis of projects and portfolios of work, student presentations and demonstration of skills (done individually or as part of a group), not on the basis of standardized tests alone.
9. Parents should expect that their children's science classes, activities and assignments include hands-on experiences that are likely to excite and encourage their children.
10. Parents should expect that, if or when these expectations are not being met, they (and their questions) will be welcomed by school personnel; and, that parents will be valued for caring enough to ask questions.

The Partnership to Improve Science Education Advocacy Initiative targets parents, grandparents, educators, business leaders, and others to promote three corresponding issues.

1. All Connecticut students must have access to and success in meaningful and challenging science learning experiences.
2. Connecticut school districts and schools need the help and support of the entire community to ensure that all children reach higher levels of science understanding.
3. Successful education systems prepare future employees and create environments where people want to locate, raise their families, and educate their children.

