

# Letter to the Editor

A letter to the editor is a brief response a reader submits in conversation with a publication's recent article about a related subject.

Below is a template any community advocate can use as a starting point for writing and submitting a letter to the editor with the goal of advancing better, more equitable science education. Throughout are placeholders where you can adapt and personalize your letter.

Look out for news coverage on issues related to science education, equity in education, teacher shortages, and even community decision-making driven by science, such as the global pandemic, online security and air pollution policies, to name a few. These articles can raise perspectives you agree with or disagree with—either is suitable for a letter in response.

## Letter to the Editor Best Practices

- Letter should be brief (no longer than 200 words)
- Letter should be submitted within a week from the article's publication date
- Sign the letter with your name and title

## Sample Letter to the Editor Template

[TODAY'S DATE]

Dear Editor,

I am writing in response to “Amid scrambles for teachers, some fear worse shortages ahead” (February 3, 2022).

Clearly, teacher shortages across the nation have become dire, jeopardizing learning for our students and piling onto the unbearable stress and constraints for those remaining teachers. When teachers are stretched so thin, and when students learn from teachers who are not prepared in the discipline they are teaching, everyone suffers. These gaps are particularly egregious in science subjects, as there was a shortage of diverse, well-prepared teachers in science even before the pandemic.

Unfortunately, our students' science education is not the national priority it needs to be. A recent report from [National Academies of Sciences, Engineering, and Medicine, Call to Action for Science Education](#), highlights the deep disparities in access to quality science learning and job preparedness for underserved students, including long standing shortcomings in support for science teachers. For example, the majority of elementary teachers (69%) reported they are not very well-prepared to teach science.

As a science teacher of over 10 years, I have seen firsthand how many dedicated, skilled instructors seeking professional growth, adequate compensation for their time, and the respect of having their voices heard meet dead ends. District and state policymakers must act immediately to prioritize solving the underlying issues leading to science teacher shortages and retention issues. The future of science instruction—and therefore students' scientific literacy—hangs in the balance.

Sincerely,  
[YOUR NAME]  
[YOUR TITLE]