FIVE YEARS OF CLIMETIME

Inspiring teachers to use the outdoors and teach climate change

Initiated in 2018, Washington State Legislature created a proviso to support climate science in education. The Office of the Superintendent of Public Instruction (OSPI), in partnership with the University of Washington, offered grants to host "ClimeTime" professional development for teachers focused on Next Generation Science Standards, climate science, outdoor education strategies, and an increased emphasis on traditional ecological knowledge through Indigenous partnerships.

Four partner organizations, **Common Threads, Nooksack Salmon Enhancement Association, RE Sources, and Wild Whatcom**, have joined together five years in a row to provide teacher professional development opportunities focused on bringing local climate change phenomena-based lessons to teachers of Whatcom County.

2018-19

- 40 participants
- 600 total hours (15 clock hours per teacher)
- Grades K-12 teachers
- 98% planned to incorporate climate science into their classroom after the training

Partners: NWESD 189, Garden of the Salish Sea, North Cascades Institute

2020-21

- 36 participants
- 342 total hours (8-10 clock hours per teacher)
- Grades 3-5 teachers
- 97% planned to incorporate climate science into their classroom after the training

Partners: NWESD 189, Lummi Nation, NWIC, various BPS teachers

2019-20

- 32 participants
- 480 total hours (15 clock hours per teacher)
- Grades K-5 teachers
- 94% planed to incorporate climate science into their classroom after the training

Partners: NWESD 189, Lummi Nation, NWIC, WWU - SMATE

2021-22

- 16 participants completed 101 course
- 33 participants completed 201 course
- 410 total hours (5 clock hours per teacher in 101, 10 for 201)
- Grades 3-8 (101) and K-8 (201)
- 91% (201) and 88% (101) plan to incorporate climate science into their classroom

Partners: NWESD 189, Lummi Nation, NWIC

2022-2023

- 42 participants attended Teaching Outside
- 79 participants attended Hope and Resilience. 13 teachers repeated this course.
- 316 total clock hours
- Grades PreK-12
- 99% plan to incorporate climate action into their classroom after Hope and Resilience
- 100% reported increased confidence in facilitating outdoor learning after Teaching Outside

Partners: NWESD 189, Lummi Nation, Nooksack Tribe



















TRENDS OVER FIVE YEARS OF CLIMETIME

EACH YEAR, 88-99% of TEACHERS SAID THEY WOULD INCORPORATE CLIMATE SCIENCE INTO THEIR CLASSROOMS AFTER ATTENDING TRAINING



CLIMETIME IS
RECOMMENDED BY
NEARLY EVERY
TEACHER
PARTICIPANT!

ClimeTime was recommended by:

- 99% of teachers in 2023
- 100% of teachers in 2022
- 97% of teachers in 2021

3 E 2 P B

EVERY YEAR SINCE 2020, TEACHERS PERCEIVED FEWER BARRIERS TO TEACHING OUTSIDE

Weather and behavior management often remain a concern, but 79% reported decreased barriers overall and 100% reported increased confidence in 2023.



In 2021, 67% wanted to learn more, and in 2022, more was added to the course. In 2022 and 2023, 93-94% planned to incorporate Indigenous ways of knowing into their teaching, and in 2023, 20% specifically named this component as their biggest takeaway.



100% OF TEACHERS
PLAN TO USE THE
OUTDOORS IN THEIR
LESSONS AFTER
CLIMETIME



TEACHERS FEEL MORE COMFORTABLE THAN EVER CONNECTING WITH LOCAL COMMUNITY ORGANIZATIONS

In 2022, 84% of educators reported feeling more comfortable after taking the 201 course which featured facilitators from local organizations. The average of the previous 3 years was 61%. By 2023, teachers were specifically asking for more of these connections!



SAD -

UPLIFTED

ANXIOUS ----

EXCITED

CONFUSED -

→ MOTIVATED

IN TEACHERS' WORDS:

"I am so positively impacted by collaboration from the Indigenous community and the educators of NSEA, Wild Whatcom, RE-Sources, Common Threads, and more! The fact that all these people are working together to present this information increases the validity."



"This training re-invigorates me and helps me think creatively!"

"We must stay engaged beyond getting our STEM credits--our planet depends on it."

Now what? Next steps

To build on the past successes of ClimeTime, we propose:

- · Continue to prioritize historically underserved schools.
- Provide grade band-specific resources teachers can integrate with their curricula in a classroom or outdoor setting.
- Provide more time for teachers to collaborate with their peers to exchange ideas and strategically plan for instruction.
- Continue to incorporate Indigenous ways of knowing and provide more opportunities for cultural connections with our local tribes.
- Continue to draw on the expertise of all our community partners.

