

FOUR 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 four years in a row to provide teacher professional development opportunities focused on bringing local climate change phenomena-based lessons to teachers of Whatcom County. Teachers have reported positive changes about their knowledge, behavior and attitudes about putting outdoor learning and climate science into action in their classrooms. The data compiled here was gathered from teacher post workshop surveys (2019, 2022 - 201 only) and pre- and post-workshop surveys (2020, 2021, 2022 - 101 only).

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

2019-20

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

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

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

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 after the training

Partners: NWESD 189, Lummi Nation, NWIC

This project, through the ClimeTime network, maximized the strengths and expertise of several community-based organizations while utilizing existing programming and relationships with school districts and teachers. Our unique approach provided teachers a multi session opportunity to build their science teaching practices during supported interactions outdoors on school grounds working with area tribal partners.



Washington Office of Superintendent of PUBLIC INSTRUCTION

TRENDS OVER FOUR YEARS OF CLIMETIME

1

EACH YEAR, 88-98% of TEACHERS SAID THEY WOULD INCORPORATE CLIMATE SCIENCE INTO THEIR CLASSROOMS AFTER ATTENDING TRAINING



2

TEACHERS' COMFORT LEVEL WITH NGSS ALIGNMENT INCREASE EACH YEAR

In 2022's 101 course, 59% of teachers said their confidence in incorporating NGSS increased after the course.

3

In 2020, 2021, & 2022 TEACHERS PERCEIVED FEWER BARRIERS IN OUTDOOR TEACHING AFTER THE COURSE

Weather and behavior management often remain a concern, but concerns about finding a location, accessing supplies, adapting curriculum, and student abilities all decreased in 2022's 201 course.

4

TURNUED A DESIRE TO LEARN ABOUT INDIGENOUS WAYS OF KNOWING INTO PRACTICAL APPLICATIONS

In 2021, 67% wanted to learn more. In 2022, more was added to the course. After the 101 course, 94% plan to incorporate land acknowledgments. After the 201 course, 94% plan to incorporate indigenous storytelling into lessons, and 79% said their comfort level increased.

5

82 % OF TEACHERS IN 2022's 201 COURSE WERE ABLE TO CONNECT WITH AND LEARN FROM THEIR PEERS



6

TURNUED A DESIRE TO CONNECT OUTDOOR LEARNING & EQUITY INTO CLASSROOM ACTION

In 2021, 97% had an increase in desire to connect classroom content to equity and social justice. In 2022's 101 course, there was a 30% increase in the number of teachers who consider inequities in their outdoor lessons.

7

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%.

8

CLIMETIME IS RECOMMENDED BY NEARLY EVERY TEACHER PARTICIPANT!

In 2022, 100% of teachers recommended ClimeTime!

In 2021, 97% of teachers recommended ClimeTime!

9

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



Now what? Next steps

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

- Continue to incorporate indigenous ways of knowing and provide more opportunities for cultural connections with our local tribes.
- Provide resources teachers can utilize in a classroom or outdoor setting that leaves them confident and prepared to teach place-based climate science and social justice.
- Scaffold courses so returning teachers can build on their prior experience and training and as well as deepening their knowledge in preferred areas.
- Prioritize historically underserved schools
- Draw on the expertise of all our community partners.

