CLIME TIME

2019-20 REPORT

A year of learning and exploration

Climate science learning comes to Washington classrooms and communities (in-person and online)

Despite changes in the way learning was conducted, with a switch from in person to remote experiences, hundreds of Washington teachers participated in professional development during the 2019 20 school year to strengthen their skills in teaching climate science to their students.

From the Kitsap Peninsula to an Ellensburg wind farm; and from the Washington Coast to the Upper Columbia River, educators experienced a series of professional development activities that helped teachers incorporate climate science into their in-person and virtual classrooms through the 2019 20 school year.

IN 2019-20, PARTICIPATING TEACHERS:

STUDIED
reintroducing **native fish populations** back to the upper Columbia River

VISITED
a stormwater treatment facility to better understand **preventing pollution** in Puget Sound

PARTICIPATED
in seminars to learn about the science of **wildfires** and forest management methods

PRACTICED
multilingual climate science instruction

EXAMINED
student career pathways in the field of **solar energy**

VIEWED
spawning **salmon** to learn about and their life cycle and its connection to the environment

... AND MORE!

WHAT OUR TEACHER PARTICIPANTS ARE SAYING:

"Social justice is deeply connected to human health, biology, weather systems, climate change, and so many other topics within the realm of science education. It is critical that students receive a comprehensive look into issues facing society as a whole, and how those issues disproportionately affect vulnerable populations."

"I am excited to implement some systems ideas for early learning and special education preschool students."

"Before attending this training, I pretty much did the bare minimum for science. Some years I didn't really teach it at all. After attending the training I was very excited to teach science in my classroom. This program is a great benefit to my growth as a teacher for my 4th grade students."

"While in the past I followed NGSS and used inquiry activities, I plan to change my instruction to incorporate phenomena as an intentional lead-in, and use more 3D skills intentionally throughout the year."

"I learned that climate science is looking at how the climate has changed over time. Climate science investigate[s] not only globally, but also locally. It does this through observation and investigation. I learned that when looking at data they are looking at patterns and trends to help predict what will happen on Earth if changes are not made."

CLIMETIME IMPACT

In 2019-20, ClimeTime served:

- **over 200** SCHOOL DISTRICTS
- **1,752** SCHOOLS
- **6,858** TEACHERS
- **745** ADMINISTRATORS
- **244,894** STUDENTS

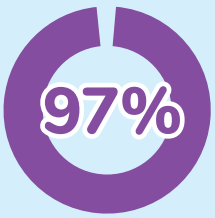
CLIMETIME EFFICACY

Our goal:

To build capacity of science teachers in all regions to help youth understand climate science and promote a thriving and sustainable environment

Goal set, goal met!

of participants agreed or strongly agreed that participation prepared them with the necessary skills to try something new or different in their professional practice



of participants agreed that they have broadened or deepened their understanding of topics related to research-based instructional practices

of participants reported that the sessions used engaging activities, introduced them to useful resources, provided timely and relevant information and engaged them in discussion with other participants

About CLIMETIME

ClimeTime is facilitated by the Office of the Superintendent of Public Instruction (OSPI) in collaboration with the UW Institute for Science + Math Education. OSPI manages the network and the grant funding flows through all nine Educational Service Districts (ESDs) in Washington and seven community based organizations, which are launching programs for science teacher training linking Next Generation Science Standards (NGSS) and climate science.

In addition to teacher professional development, the project supports the 16 grantees to develop instructional materials, design related assessment tasks and evaluation strategies, and facilitate student events.

STATE FUNDING: