

Contact:

Alicia Wheeler,
STEP Technical
Assistance Coach,
208-621-4703
aliciaw@
nezperce.org

Step 3

Nez Perce Site Fall PD 1

Choose option A or B for Fall or Spring

- A. Application to Indigenous Pedagogy
- B. Onsite experience- Natural Resources or Fisheries

Both options: 15 contact hours = 1 PD credit
Dates & times coordinated with Instructor or Tribal staff and Teachers.

Step 4

Nez Perce Site Fall PD 2

- A. Supplemental lesson plans of place-based curriculum
15 contact hours= 1 PD credit

Dates & times coordinated with Tribal staff and Teachers.

Step 5

Spring Online Modules 3 & 4

- A. Indigenous Science taught by Shanny Spang Gion and Chris Hamilton
 - B. Integrated Curriculum Design & Application taught by Karla Eitel
- Both Modules each: 15 contact hours= 1 PD Credit

Step 6

Nez Perce Site Spring PD 1

Complete option not completed in Fall.

- A. Application to Indigenous Pedagogy
- B. Onsite experience- Natural Resources or Fisheries

Both options: 15 contact hours = 1 PD credit
Dates & times coordinated with Instructor or Tribal staff and Teachers.

Step 2

Fall Online Modules 1 & 2

- A. Indigenous Pedagogies: Connecting Global and Local taught by Vanessa Anthony Stevens
 - B. Tribal Sovereignty taught by Dr. Phillip Stevens
- Both Modules each: 15 contact hours =1 PD Credit

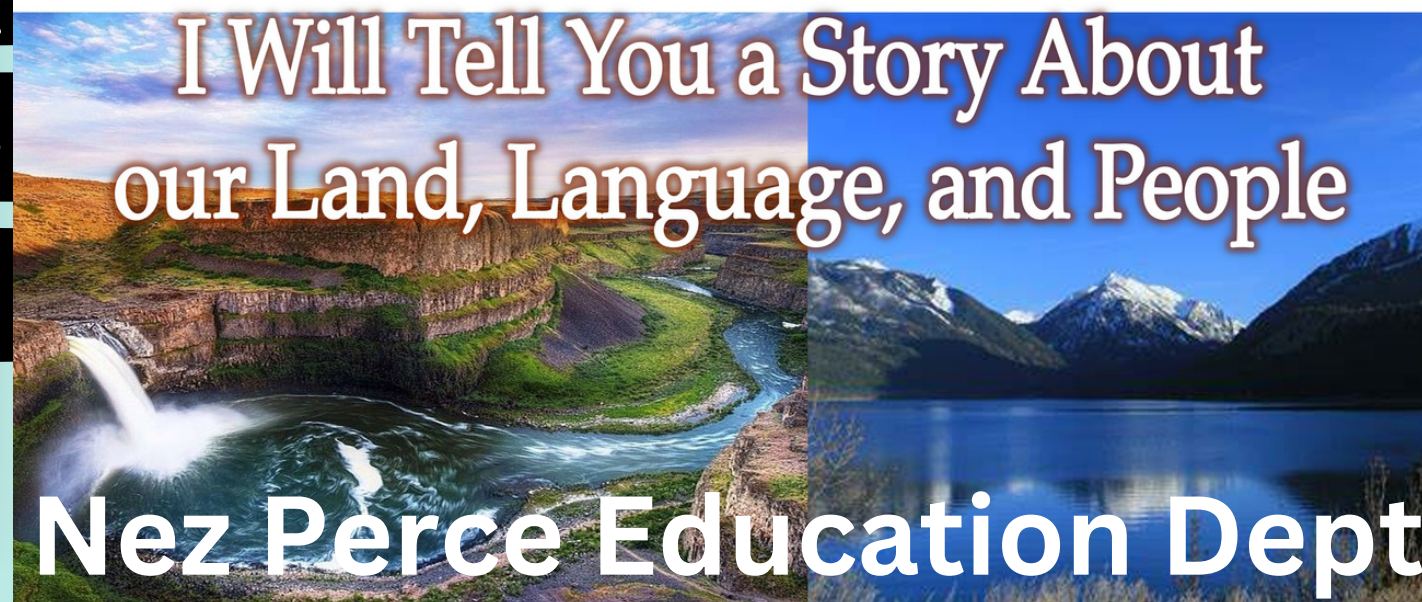
Step 1

Nez Perce Site Summer Immersion

- A. STEP's "Intro to Indigenous Pedagogy" class, June-July 2023
15 hours onsite, 15 hours distance learning (30 hours)
- B. Native Education Research Summit, June 18-19, 2023, Lowell, ID (15 hours- reduces Culture Camp hours)
- C. Nez Perce Cultural Camp- week 1, Aug. 1-3, 2023 McCall, ID (30 hours) and Nez Perce Cultural Camp- week 2, Aug. 15-17, 2023, Cascade, ID (30 hours)

90 contact hours= 6 PD credits
(Alternate to Cultural Camp- Tentative YCEA, PACE)

Steps to Completing CR Land-based Education Certificate



Step 7

Nez Perce Site Spring PD 2

- A. Kamiah place-based PD (4 hours) and Implementation of Place-based curriculum developed in Fall

15 contact hours = 1 PD credit
Dates & times coordinated with Tribal staff and Teachers.

Step 8

Capstone Portfolio Summit, , 2-days,
Dates TBA, UI MOSS Camp, McCall, ID
15 contact hours = 1 PD credit

Learning Outcomes- University of Idaho Modules & Capstone

On-line Module 1: Indigenous Pedagogies

Teachers will:

- Distinguish between different cultural models of education;
- Identify ways of thinking about teaching and learning and ways to apply teaching and learning which best serve Indigenous students in K-12 contexts of education, locally and broadly.

On-line Module 2: Tribal Sovereignty

Teachers will:

- Recognize that learners bring a variety of linguistic and cognitive strengths from their culture, families, and communities into the classroom.
- Identify Federal Indian Policy and Tribal Nation laws that enact and support the rights of educational self-determination for Tribal children.
- Understand the historical, legal, and ontological interactions between European colonial entities and tribes.

On-line Module 3: Indigenous Science

Teachers will:

- Recognize organizational structures of Indigenous Knowledge Systems (IKS), cosmologies and philosophies are inherently high context to each tribe, tribal community, family and individual.
- Understand that Indigenous Science is place-based and focused in process and relationships
- Demonstrate connections to curricular opportunities for place-based Indigenous science in the classroom
- Summarize IKS examples and articulate how this knowledge is equal to any Western knowledge in classroom settings.

On-line Module 4: Integrated Curriculum Design & Application

Teachers will:

- Understand how to apply principles of Indigenous pedagogy and Indigenous Science to craft curriculum that centers Indigenous WOK while meeting standards required by the school.
- Be able to identify the “big ideas” and end goals and intended outcomes of the curriculum
- Design a sequence of learning and instructional practices that will support those goals.

Capstone Portfolio

Teacher will:

- Demonstrate learning and professional growth around capacity to successfully integrate IS and IWOK in their classroom STEM curriculum.
- Reflect on continued points of clarity or confusion regarding what this curricular transformation will look like in their classroom.

Questions?

University of Idaho:

Dr. Vanessa Anthony-Stevens,
co-Principal Investigator,
208.885.0178, vstevens@uidaho.edu

Karla Eitel, co-Principal Investigator,
208-301-4794, keitel@uidaho.edu

Learning Outcomes- Nez Perce Education Summer Immersion & School Year Workshops

Summer Immersion

Intro to Indigenous Pedagogy, Native Education Research Summit, and Youth Cultural Camp

Teachers will:

- Integrate Nez Perce Cultural Principles into their instructional practice.
- Identify how Nez Perce Cultural Principles align with other instructional frameworks.
- Facilitate the development of classroom communities that recognize and seek to implement Native language and geographical, historical and narrative curriculum, especially as related to the Nez Perce People.
- Identify how cultural principles are used in place-based camps for youth.

Application to Indigenous Pedagogy

Teachers will:

- Implementation Nez Perce Cultural Principles through lesson design, instructional coaching, and self-reflection tools.
- Compare and analyze culturally responsive methodologies supported by current research.
- Self-evaluate their levels of understanding of the 9 principles rooted in Nez Perce culture.

Onsite experience- Natural Resources or Fisheries

Teachers will:

- Identify how current science practices are present in tribal NR or Fisheries practice.
- Examine how tribal values connect with STEM.
- Articulate possible connections between tribal science / values and Next Generation Science standards (or other standards).

Supplemental lesson plans of place-based lessons

Teachers will:

- Work with TEA capacity builders to learn how to supplement their existing curriculum with content based on tribal knowledge and perspectives.
- Research and gather additional tribal content for the supplemental lessons.
- Draft supplemental lesson plans to pilot implementation in Spring.

Kamiah place-based PD and Pilot Implementation of place-based curriculum developed in Fall

Teachers will:

- Learn cultural and historical significance of location where place-based PD is held.
- Connect the importance of applying place-based education principles to engage tribal students.

Note- Teachers from other schools will be invited to the Kamiah place-based PD.

Questions?

**Nez Perce Education Dept:
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Credits & Stipends

<i>CR Certificate Year</i>	
Summer Immersion	6 PD credits
Fall Workshop 1	
Fall Workshop 2 Fisheries field experience	1 PD credit
On-line Module 1: Indigenous Pedagogies	1 PD credit
On-line Module 2: Tribal Sovereignty	1 PD credit
Spring Workshop 1	1 PD credit
Spring Workshop 2	1 PD credit
On-line Module 3: Indigenous Science and CHANS	1 PD credit
On-line Module 4: Integrated Curriculum Design & Application	1 PD credit
Capstone Portfolio (2-day all teams summit)	1 PD credit
Total	15 Credits

Total Dollar Amount	Teacher Stipends	Details
\$3,000	Year 1	Participation in CR certificate *Stipend to be disbursed at the end of each semester. If a teacher doesn't complete the semester, she/he/they are not eligible for the stipend.
\$100 per workshop (x 4 workshops = \$400)	Workshop Stipends to cover food, travel, and/or lodging	Funds for travel/food during workshops
\$600 (12 days x \$50/day)	Summer Immersion Stipends to cover food, travel, and/or lodging	Funds for travel/food during summer immersion
\$2,000	Year 2	Stipend to for participation in research on implementation of CR certificate ideas in the classroom
\$1,000	Year 3	Stipend to for participation in research on implementation of CR certificate ideas in the classroom