Steps to Completing CR Land-based Education Certificate

**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)

**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 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

**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 Tribal staff and Teachers.

**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

Contact:  
Alicia Wheeler, STEP Technical Assistance Coach, 208-621-4703  
aliciaw@nezperce.org
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: Alicia Wheeler, STEP Technical Assistance Coach, 208-621-4703, aliciaw@nezperce.org
## Credits & Stipends

<table>
<thead>
<tr>
<th>CR Certificate Year</th>
<th>Total Dollar Amount</th>
<th>Teacher Stipends</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td><strong>Summer Immersion</strong></td>
<td>6 PD credits</td>
<td><strong>$3,000</strong></td>
<td>Year 1</td>
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<tr>
<td><strong>Fall Workshop 1</strong></td>
<td>1 PD credit</td>
<td><strong>$100 per workshop</strong> (x 4 workshops = $400)</td>
<td>Workshop Stipends to cover food, travel, and/or lodging</td>
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<td><strong>Fall Workshop 2. Fisheries field experience</strong></td>
<td>1 PD credit</td>
<td><strong>$600 (12 days x $50/day)</strong></td>
<td>Summer Immersion Stipends to cover food, travel, and/or lodging</td>
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<td><strong>On-line Module 1: Indigenous Pedagogies</strong></td>
<td>1 PD credit</td>
<td><strong>$2,000</strong></td>
<td>Year 2</td>
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<td><strong>On-line Module 2: Tribal Sovereignty</strong></td>
<td>1 PD credit</td>
<td><strong>$600 (12 days x $50/day)</strong></td>
<td>Funds for travel/food during workshops</td>
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<td><strong>Spring Workshop 1</strong></td>
<td>1 PD credit</td>
<td><strong>$2,000</strong></td>
<td>Stipend to for participation in research on implementation of CR certificate ideas in the classroom</td>
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<td><strong>Spring Workshop 2</strong></td>
<td>1 PD credit</td>
<td><strong>$600 (12 days x $50/day)</strong></td>
<td>Funds for travel/food during summer immersion</td>
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<tr>
<td><strong>On-line Module 3: Indigenous Science and CHANS</strong></td>
<td>1 PD credit</td>
<td><strong>$1,000</strong></td>
<td>Year 3</td>
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<td><strong>On-line Module 4: Integrated Curriculum Design &amp; Application</strong></td>
<td>1 PD credit</td>
<td><strong>$1,000</strong></td>
<td>Stipend to for participation in research on implementation of CR certificate ideas in the classroom</td>
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<tr>
<td><strong>Capstone Portfolio (2-day all teams summit)</strong></td>
<td>1 PD credit</td>
<td><strong>$1,000</strong></td>
<td>Year 3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 Credits</td>
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- 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.*
- Funds for travel/food during workshops
- Funds for travel/food during summer immersion
- Stipend to for participation in research on implementation of CR certificate ideas in the classroom