

**2022 Climate Strong! Maawanji'iding gekinoo'amaagejig (Gathering of Teachers)
Professional Development Climate Change "Teach-In"
EVALUATION (28 evaluations)**

1. What was most important reason you attended the Maawanji'iding gekinoo'amaagejig (Gathering of Teachers) Professional Development Climate Change "Teach-In"?

- I wanted to learn ways to incorporate TEK into climate curriculum and resources
- To learn about TEK and integration into ed programming
- Learn how to support youth with approaching climate change
- Well, I think we're on the grant
- Cultural perspective on climate
- As an Indigenous educator (and only one at my school), I have been trying to incorporate my culture into my classroom (academics and personal)
- To keep finding ways to be better at my job and (with?) my Tribe
- Bringing awareness to my Ojibwe students that they are heard
- To receive knowledge from Indigenous teachers
- I am passionate with our climate, wanted to listen & learn & hopefully engage our youth
- New inspiration for teaching CC (climate change) /connect to more students
- I am a Native educator and want to learn
- To learn how to incorporate TEK into the classroom
- Promote education and culture growth with kids
- I want to learn
- To create & update programming at my place of work
- Improve my teaching practices-incorporate climate/TEK with our WI Forestry Education Programs
- Learning about how Indigenous & non-Indigenous teachers talk about traditional knowledge & climate change
- I want to incorporate Anishinaabe teachings/culture into my classroom
- I primarily attended this teach-in to gain resources that will help me incorporate more cultural and Indigenous knowledge surrounding climate change to my high school curriculum.
- Attaining knowledge
- Networking
- All that is relevant
- Gain perspective, deeper understanding all people impact the Earth
- Learn about Ojibwe cultural perspectives of climate change
- Learn ways. Just learn. Learn so do incorporate in community education. Network.
- Learn more stories to share to engage others in conversation about climate & climate justice
- To learn about indigenous understanding of/and approaches to learning & teaching climate change

2. Did the Teach-In learning experiences fulfill your climate change professional development needs?

- Yes- 27 total**
- More than you could have expected!
 - !!!
 - Very curious-content/methods, experiences for a 5-day TEK/Climate Strong!
- No, if not why? – 1 total**
- Not enough discussion of TEK, more speakers like Jerry and Michael

3. How well did the "Teach-In" sessions increase your competency and confidence in teaching about climate change in the following areas?

General comments:

- I don't remember which ones of these we did
- Not sure- there is a lot to synthesize

Understanding how climate change affects the vulnerability of beings and culture (please circle)

Very Effective- 21
Somewhat effective-5
Unsure or neutral-2
Somewhat ineffective-0
Not effective -0

Understanding the role of evidence-based climate science in supporting equitable climate solutions

Very Effective- 18
Somewhat effective-6
Unsure or neutral-2
Somewhat ineffective
Not effective-1

- This felt like it was set up as separate or different from TEK

No response-1

Applying Traditional Ecological Knowledge (TEK) and language to build climate literacy

Very Effective- 19
Somewhat effective-8

- Much stronger in the afternoon session

Unsure or neutral-1
Somewhat ineffective-0
Not effective-0

Understanding concepts for developing culturally appropriate climate adaptation actions

Very Effective- 16
Somewhat effective-9
Unsure or neutral -2
Somewhat ineffective-0
Not effective-0
No response-1

Using tribal climate adaptation strategies and TEK to engage students/youth in taking climate action

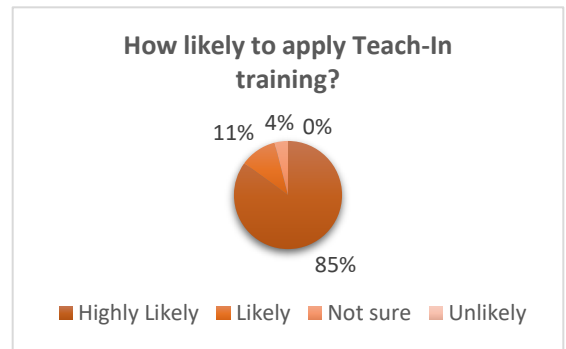
Very Effective-17
Somewhat effective-7
Unsure or neutral- 3
Somewhat ineffective-0
Not effective-0
No response-1

Building climate change awareness by braiding together TEK, place-based evidence and "academic" science

Very Effective-16
Somewhat effective-9
Unsure or neutral-1
Somewhat ineffective-0
Not effective-0
No response-2

4. How likely are you to apply the training you received at the “Teach-In” to increase climate awareness and resiliency behaviors among the students and communities you work with?

85% of the educators (24 total) said that they were highly likely to apply the training they received at the Climate Teach-In. 11% (3 educators) said that they were likely. Only one educator indicated that they were not sure.



5. What was the most significant learning event, experience, or "ah-ha!" moment for you during the Teach-In?

- Almost all of Govinda Budrow’s presentation
- We need ceremony to build relationships
- So Many Things
- Discussing lateral aggression and the ownership (?) of teachers to recognize & obliterate it and its results/effects in their classrooms/lessons
- How much trauma we carry and not knowing what to do with that and understanding how to support our students
- The “stand in line” activity. Remembering that plants and animals are our relatives that breathe, think, feel “shit”
- Jerry Jondreau’s forestry talk. 1st activity with vulnerability
- Jerry Jondreau’s views on assisted migration
- It’s hard to pick one
- I think challenging how I approach forestry education-supporting my ideas, new ideas, how to move forward with our programs
- All was good!
- I loved the presentation relating language to climate & the conversations about representation
- Talk from participants. Michael Waasegiizhig
- The depth of language perspectives
- You have to see it to believe it!
- Great to hear everything about respect
- Assisted migration- turned my understanding around
- Listening & receiving the experiences of others
- Learning about the migration of the forests
- Teach Climate
- I think the best part was all of the open conversation with the group
- The part about repairing connections to our inner landscape before we can start to fix the outer landscape
- I really appreciated M. Price’s presentation on language, developing new terms for describing CC and the importance of language in place
- The discussion around inclusive language and climate change language
- Use of the 4 R’s to help kids get ready to address climate change

6. What was one topic or perspective not covered in the Teach-In that you feel should be included?

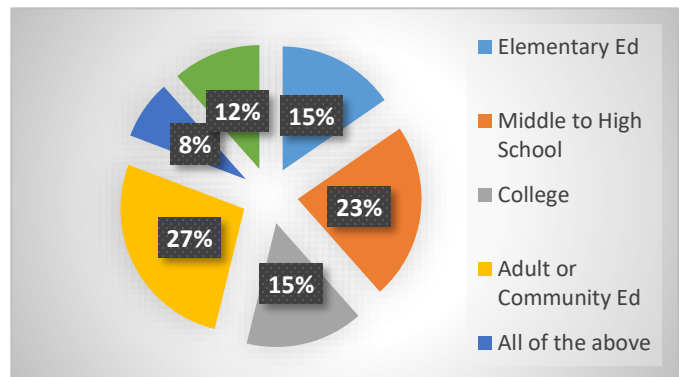
- I think the topics I was hoping for were covered but the order should have been switched to ensure that time shortages didn't reduce the indigenous voices
- Marne to share 3 or 4 "lessons learned" in developing 1854's ed/outreach program
- Lessons on how to teach in an indigenous way
- Making sure that there is more time for all presenters
- More on how to deal with misinformation
- I wish there were more activities walked through that we could directly replicate
- I would have liked a few more ways to apply this knowledge in my elementary classroom and engage younger students
- Teaching methods-acts (included, but ran out of time)
- Just more time to engage overall
- N/A
- Neurosequential Method in education
- Wish for more of all
- I would have liked some more information on climate change effects specifically on Lake Superior
- We simply needed a lot more time
- I would like to have seen more examples of how TEK is brought into the classroom
- Long term vision-what does living in balance look like. Ex. Smaller population/no farming and herding/small CO2 output/indigenization across the board, etc.

7. Is there anything that we are not thinking to ask that would improve this professional development?

- Please do a multi-day workshop
- Not that I can think of
- I wish there was more time for networking and conversation
- No
- Missed hearing Kat Techtman
- Nothing at this time
- Maybe look into making the space for a little more networking, more neurodivergent friendly
- Definitely more time! This was fantastic. Miigwech!
- I would have liked to see more plant-based options at climate conference for lunch

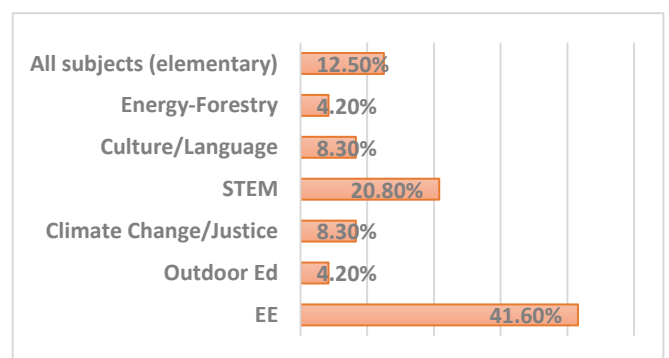
8. What grade(s) do you teach?

Teach-in participants taught a mix of grade levels which added diversity to the group. Adult/community education (informal education) and middle to high school grade level teaching had slightly higher representation.



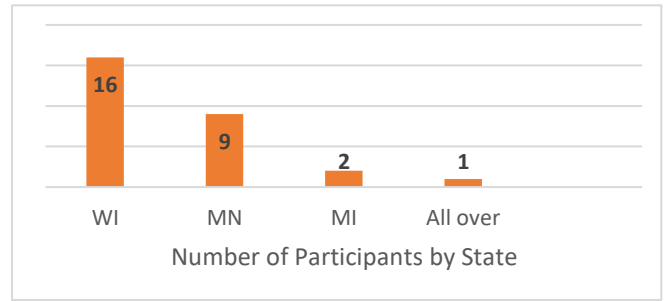
9. What subject(s) do you teach?

Nearly half of Teach-In educators taught environmental education. STEM subjects, which included biological and chemical sciences, and math represented the next highest percentage of subjects taught by the Climate Teach-In educators.



10. In what state do you teach?

Because we were not able to offer in-person Climate Strong! Institutes in Michigan and Minnesota due to Covid, we actively recruited in these states for the 2022 Teach-In and offered travel and lodging stipends. We were only moderately effective in our recruitment with Wisconsin educators representing the greatest number of participants.



Additional comment offered on one evaluation....

Inspirational and empowering. – this is a wonderful, beautiful experience to think about my own teaching and how I message to other educators as part of my job. Thank you!