

For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline



Engaging Native Children in STEM: What Our X'epy (Cedar People) and Scha'nexw (Salmon People) Can Teach Us about the World and Cosmology

INTRODUCTION

- Strengthen and expand the teacher of color pipeline, particularly for Native teachers
- Develop more STEM teachers in Early Childhood Education, by providing training for current teachers and preservice education for prospective teachers
- Create more STEM education opportunities for Native children, who are severely underrepresented in the STEM fields, starting with our Tribal Nations' youngest citizens

OBJECTIVES

Associate of Applied Science – Transfer in Early Childhood Education Degree Program

- To develop Math and Science course curriculum designed especially for AAS-T ECE degree program students
- To fulfill NWIC Quantitative Skills and Natural Sciences requirements respectively, allowing any two-year degree program student to register for these courses, thus fostering interdisciplinary studies



OBJECTIVES

Early Learning Center

- To install an Interactive Sensory Garden for children and teachers to use as a natural science living laboratory
- To support early childhood educators in the process of integrating STEM education into learning routines and activities for young children
- To facilitate teachers' investigation of natural science and traditional knowledge to increase teaching and learning that supports Lummi early childhood education values

PARTNERSHIPS

Early Learning

- Northwest Indian College Early Learning Center Community
- Lummi Nation Culture & Language Department Higher Education
- Northwest Indian College Associate of Applied Science – Transfer in Early Childhood Education Degree Program
- Northwest Indian College Salish Sea Research Center
- Northwest Indian College Math Department



ENGAGING PARTNERS

Professional Learning Communities

- Northwest Indian College Early Learning Center Staff Coordinating Team
- Representatives from Northwest Indian College AAS-T ECE Degree Program, Salish Sea Research Center, and Math Department

Advisory Councils

- Lummi Nation Culture and Language Department
- Northwest Indian College Coast Salish Institute

MEASURING EFFECTIVENESS

Qualitative Data

- Course Evaluations, Interviews, Focus Groups, Reflection Notes, and Coordinating Team Meeting Minutes

Quantitative Data

- Child Outcomes (Teaching Strategies GOLD) and AAS-T ECE Student Outcomes (Academic Progress)



LUMMI EARLY CHILDHOOD EDUCATION VALUES

- Intergenerational Participation
- Developmentally Appropriate Practices
- Respect for Coast Salish Ways of Life
- Traditional Teachings
- Reclamation, Restoration, Revitalization of Lummi Language



EDUCATIONAL SIGNIFICANCE

- Strengthening ECE Teacher Quality and Instruction
- Engaging Families & Community
- Supporting Children's Developmental Skills
- Integrating Native Language and Culture
- Creating P-3 Alignment



SUSTAINABILITY

- Current initiative builds on previous NWIC ECE Initiatives
- Approved courses bolster AAS-T ECE Degree Program
- Interactive Sensory Garden for Children
- Ongoing faculty research and student action research



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