

# NRES 482 Environmental Education Practicum

## Central Wisconsin Environmental Station

### Spring 2021 Syllabus

#### Important Contact Information

##### **Instructors:**

Sam De Roche, CWES Program Manager, [sderoche@uwsp.edu](mailto:sderoche@uwsp.edu), (715) 346-2798 or cell (715) 630-3241  
Tom Quinn, CWES Director, [tquinn@uwsp.edu](mailto:tquinn@uwsp.edu), (715) 346-2705

##### **Graduate Assistants:**

Gina Patton, [rpatt929@uwsp.edu](mailto:rpatt929@uwsp.edu), (715) 346-2711 or cell (503) 388-1740  
Paul List, [plist878@uwsp.edu](mailto:plist878@uwsp.edu), (715) 346-2711 or cell (864) 315-8619

**CWES Main Office:** (715) 346-2937

#### Office hours

It is our mission to support you through this challenging experience. Communication is important. I am available without an appointment on the days/times below. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Spring Break and finals weeks.) If you cannot reach me and you have a sense of urgency, please email or call one of the Graduate Assistants.

Mon-Friday 7am-6pm, Sunday (by phone or Zoom only) hours vary

#### Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class prepared for the day. In most class meetings you will have at least one project, exercise, assessment, and a lecture/discussion that will impact your grade. Your participation in our class discussions will count toward your daily grade. If you are not going to be present as scheduled, you must notify me well in advance. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed directly with me.

#### Sections

**NRES 482:** Meets two days a week in any combination of on site and virtually, Tuesday through Friday. Students will lead a Family Camp Weekend and will develop and provide a wide variety of Environmental Education programming.

**Meeting Times:** Typically, between 8:00 AM – 4:00 PM, varies weekly

## Goal

The goal of the CWES Environmental Education Practicum is to develop skills in developing, delivering, and evaluating high-quality environmental education programs for children and young adults.

## Learning Outcomes

Students completing this course will:

### **Reproduce, translate, and modify CWES environmental education programs via:**

- Preparing lesson plans
- Learning and incorporating local phenology
- Reflecting upon debriefs
- Structuring lessons for age-appropriateness, sequence, encouraging participant agency, content and teaching techniques

### **Evaluate and illustrate critical analysis of environmental education programs, including:**

- Writing evaluations practicum student peers
- Self assessments, both audio and video
- Effective achievement of learning objectives and professional development goals
- Participation in debriefing

### **Demonstrate collaboration skills by:**

- Successfully coordinating programming as a CWES representative
- Facilitating Family Camp Weekends
- Developing and re-writing lesson plans and specialized programming

### **Discover and contribute to the functions of an environmental education center when:**

- Participating in an event, "Behind the Scenes", which explains the staff structure, budget, and daily activities at CWES
- Observing various teaching and management styles
- Participating in site facilities responsibilities, maintaining safety procedures
- Involved in lesson development, lesson material upkeep and construction
- Facilitating Family Weekend Camp

## Requirements

Grading will be based on the following:

### **Training (10% of grade)**

#### Virtual Practicum Training and 1 Evening In-Person Training

- Complete self-paced Virtual Training which begins August 10, 2021
- Participate in an evening in-person training **Friday, September 10, 2021, 6-9:15pm**

### **Weekly Responsibilities (65% of grade)**

#### Lesson Preps (30 points each)

- Completed lesson preps to be turned in by noon 2 days before teaching day**
- 1% will be deducted for each hour it is late, up to 36 hours after time due.
- Points are determined via rubric
- Forms should be well thought out, clearly written, and include specifications
- Preps should continue to improve in questioning sequence, age-appropriateness, and

teaching techniques as the semester progresses

-Improvements and adaptations of original lesson plans will be expected

#### TRCCS Nature Studies Lesson Plans (30 points each)

**-Completed lesson plans to be turned in by noon 2 days before teaching day.**

-1% will be deducted for each hour it is late, up to 36 hours after time due.

-Using the TRCCS lesson plan template, develop an original lesson plan geared toward the Tomorrow River Community Charter School Nature Studies program.

-TRCCS Teachers will be providing an assessment from which you will be submitting a reflection worth 5 points.

-Points are determined via rubric

#### Family Camp Weekend (35 points each)

**-Complete documents to be turned in by noon 2 days before registration day**

-1% will be deducted for each hour it is late, up to 36 hours after time due

- Points are determined via rubric

-Demonstration of professionalism and soft skills, i.e., people/social, communication skills, positive attitude, and ability to problem solve

-Successful facilitation of camp and environmental education activities

#### Wonderful Webinar (30 points each)

**-Completed lesson preps to be turned in by noon 2 days before teaching day**

-1% will be deducted for each hour it is late, up to 36 hours after time due.

-Points are determined via rubric

-Forms should be well thought out, clearly written, and include changes from previous week,

as well as appropriate teaching goals

-Plans should take into consideration group goal, theme, fluidity, and Grad TA's guidance

-Improvements and adaptations outside of the original lesson plan will be expected

#### Podcast: Project Understory (30 points each)

**-Completed podcast outline to be submitted prior to podcast recording**

**-Complete podcast, publish ready, to be submitted prior to deadline**

-Points are determined via rubric

#### Special Projects and Assignments (10-30 points each)

-Some weeks you may be required to complete a special project or projects related to your practicum experience, ex., creating and editing EE videos for the CWES YouTube channel, social media posts, developing/maintaining trails, or working on curriculum development.

### **Daily Responsibilities (5% of grade)**

#### Daily Points (2 points per week)

-Fulfill duties as scheduled

-Oversee the program in its entirety to ensure a fun educational, and safe program

-Show up to CWES on time, prepared for the day

-Participate in project days including the revision/creation of lesson plans

-Always present yourself in a professional manner in a professional environment

-Be an active and vital member of the CWES team

## Quizzes (5% of grade)

### Weekly Quizzes (5 points each)

- Each week there will be a quiz on Canvas that must be completed by Friday at 5:00 PM
- Quizzes are related to phenological information from the Nature Navigator website

## Evaluations (15% of grade)

### TRCCS Nature Studies Reflection and Peer Assessments (5 points each)

- Complete a reflection based upon a TRCCS Classroom Teacher Evaluation
- Share results with the peer who also performed a Peer Assessment and Sam
- Be honest and reflective in providing constructive criticism and plans for growth

### Value-Based Self-Assessment (30 points each)

- Complete value-based self-assessment as instructed
- Turn in assessment form to Program Manager prior to deadline

### Audio Evaluation (10 points)

- After audio recording a lesson, complete the Audio Evaluation Form
- Reflect upon voice tone, fluctuation, pauses, grammar, speed, habits, etc.
- Try to note strengths in your teaching voice and areas to improve upon

### Video Evaluation (10 points)

- After video recording a lesson, complete the Video Evaluation Form
- Reflect upon teaching style, gestures, presence, classroom control, etc.
- Try to note strengths in your teaching voice and areas to improve upon

### Peer Evaluation (10 points each)

- Complete 2 in depth evaluations of your peers
- Share evaluation results with the assessed educators
- Turn in the assessment form to Program Manager prior to deadline

**Extra Credit:** Due to the collaborative nature of this program, extra credit will be available.

## Grading

*(50% of overall 482 course grade)*

- A = 100-93%
- A- = 92-90%
- B+ = 89-87%
- B = 86-83%
- B- = 82-80%
- C+ = 79-77%
- C = 76-73%
- C- = 72-70%
- D+ = 69-66%
- D = 66-63%
- F = 62-0%

CWES program staff are here to help you. If you have questions about assignments, if something is unclear to you, or if you have a special circumstance, **please do not wait until the day something is due to ask for help. We are very interested in supporting your success and helping you achieve your professional development and academic goals.**

At any time, if you would like to know what your grade is or how you can improve it, please schedule a meeting with Sam or look for the open door.

## Grading Summary

Item	Percentage	Assignments
Training	10%	Virtual, online training (75 pts)
		1 Evening, in-person training (10 pts)
Quizzes	5%	15 weekly Nature Navigator quizzes (5 pts each)
Evaluations	15%	11-13 TRCCS Nature Studies Reflections (5 pts each)
		Audio Evaluation (10 pts)
		Video Evaluation (10 pts)
		Value-based Evaluation (30 pts)
		2, Peer Assessments (10 pts each)
Weekly Responsibilities	65%	10 Lesson Plans (30 pts each)
		1 Wonderful Webinar (30 pts)
		Podcast: Project Understory (30 pts)
		1 Family Camp Weekend (35 pts)
		1 EE Video (30 pts)
		1-3 Special Projects (10-30 pts each)
Weekly Engagement	5%	Professional participation as defined (2 pts each)

### COVID-19 Policy

#### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

#### Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email me ([sderoche@uwsp.edu](mailto:sderoche@uwsp.edu)) and contact Student Health Service (715-346-4646). As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class unless outside or when following university policy; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

## **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

## **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Your photos will however be used in promotional and educational materials unless you decline in writing. You may also be approached for permission to share your exceptional work with the public or within this program.