

NRES 376/482 Environmental Education Practicum

Central Wisconsin Environmental Station (CWES)

Spring 2024 Syllabus

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Instructors:

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Office Hours

It is our mission to support you through your practicum experience! Communication is important, so please email, text (when appropriate), or call as needed. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. Office hours are by appointment.

NRES 482 (EE & Wildlife Ed Majors): 6 credits

- NRES 482: Meets two days a week, in person, Tuesday through Friday. Required days will change week to week. Students will develop, lead, and provide a wide variety of Environmental Education programming to a range of audiences with a range of goals. Meeting Times: Typically, between 8AM-5PM (varies weekly).
- Evening Programs: Each EE/Wildlife Ed. Major will be required to participate in 2 Evening Programs throughout the semester.

NRES 376 (EE Minor, Youth Programming Minor, EE for Teachers, EE/I Cert): 4 credits

- NRES 376: Meets once per week, in person, on your designated course scheduled day. Students will develop, lead, and provide a wide variety of Environmental Education programming to a range of audiences with a range of goals. Meeting Times: Typically, between 8:00 – 5:00PM.
- Evening Programs: You will be required to participate in 1 Evening Program throughout the semester.

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 (that you are scheduled for) 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 Rachel **well in advance**. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. You are responsible for missed work. If you miss a day you are teaching, you will make up teaching that lesson during a different week. Any exceptions to the attendance policy should be confirmed directly with Rachel.

Attendance (continued):

Rachel will also plan to have a midterm, in person evaluation with you. This is to simply check in to see how things are going for you, provide constructive feedback, and look ahead to make improvements to finish successfully for the remainder of your semester. Meetings will be scheduled closer to midterm.

Goal

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

Learning Outcomes

Students completing this course will:

1. 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
2. Evaluate and illustrate critical analysis of environmental education programs, including:
 - Writing evaluations practicum student peers
 - Self-assessments, including written, audio and video
 - Effective achievement of learning objectives and professional development goals
 - Participation in debriefing
3. Demonstrate collaboration skills by:
 - Successfully coordinating programming as a CWES representative
 - Facilitating school groups as the CWES liaison
 - Developing and re-writing lesson plans and specialized programming
4. 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 evening programs

GRADE REQUIREMENTS

Grading will be based on the following:

■ **Training (10% of grade)**

Virtual Practicum Training and Week 1 In-Person Training

- Complete self-paced Virtual Training (On Canvas) by January 22 @ 11:59PM
- Attend in person training at CWES with full participation (Week 1, Week 2 and Evening Program)

■ **Weekly Responsibilities (60% of grade)**

○ **Lesson Preps: Visiting Schools, Evening Programs & Liaison (30 points each)**

- Completed lesson preps to be turned in by noon 2 days before assigned teaching day
- 1% will be deducted for each hour it is late, up to 36 hours after time due.
- Points are determined via rubric, please read the rubrics on Canvas
- 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

○ **Lesson Preps: TRCCS & CSCHS Lesson Preps (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

○ **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.

Podcast: Project Understory (30 points each)

1. Completed podcast outline to be submitted prior to podcast recording
2. Complete podcast, publish ready, to be submitted prior to deadline
3. Points are determined via rubric

**This project will get introduced a few weeks into the semester.*

▪ **Evaluations (15% of grade)**

1. Visiting Schools & Nature Studies Peer Assessments and Evaluations (5 points each)

- Complete in-depth evaluations of your peers (during Visiting School Lessons and/or Nature Studies). Use the appropriate Evaluation Form.
- Verbally share evaluation results with the assessed educator(s) during debriefing – continue conversation in depth if both of you decide to do that.
- Submit completed document on Canvas within 1 week of your observation (if deadline is provided)

2. Nature Studies Teacher Feedback & Self Evaluation (5 points each)

- Prior to your Nature Studies lesson, kindly ask the TRCCS teacher if they would be willing to complete the Feedback Form for you. If the teacher agrees, provide them with the Feedback Form.
- Collect Feedback Form from teacher after you have taught the Nature Studies lesson
- Review the written feedback, and complete the rest of the Feedback Form by providing your self- assessment response (bottom half of page)
- Turn in Feedback Form to Rachel prior to deadline (if deadline is provided)

A) Audio Evaluation (10 points)

- After audio recording a lesson, your audio will be uploaded to Canvas
- Complete in depth evaluation of yourself using 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

B) Video Evaluation (10 points)

- After having a peer video record your lesson, your video will be uploaded to Canvas
- Complete in depth evaluation of yourself using the Video Evaluation Form: reflect on your gestures, style, presence, classroom control, etc.
- Share evaluation results with the assessed educators
- Turn in the assessment form to Rachel prior to deadline

▪ **Daily/Weekly Responsibilities (10% of grade) → Daily Points = 4 points/week**

- Show up to CWES on time, prepared for the day
- Fulfill daily responsibilities
- Engage with your peers and audiences
- Always present yourself in a professional manner while at CWES: you represent yourself, UWSP, and CWES
- Be an active and vital member of the CWES team to bring success to the day
- Participate in project days including the revision/creation of lesson plans
- Oversee the program in its entirety to ensure a fun, educational, and safe program

▪ **Quizzes (5% of grade) → Nature Navigator Weekly Quizzes = 5 Points Each**

- Each week there will be a quiz on Canvas that must be completed by Monday at 11:59 PM
- Quizzes are related to phenological information from the Nature Navigator website

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

Grading

For NRES 482 students, your grade from CWES and Schmeackle will be combined. Your final grade will be 50% of your CWES 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 Rachel.

Grading Summary for NRES 482 + 376:

Item	Percentage	Assignments
Training	10%	Virtual/Online and Week 1-2 training (40 pts)
Quizzes	5%	14-16 Weekly Nature Navigator quizzes (5 pts each)
Evaluations	15%	Peer Assessments & Evaluations (5 pts each)
		TRCCS/CSCHS Teacher Feedback & Self Evaluation (5 pts each)
		Video Evaluation (10 pts)
		Audio Evaluation (10 pts)
Weekly Responsibilities	60%	Visting School, TRCCS & CSCHS Lesson Preps (30 pts each) + Liaison Duties/Lesson Preps
		Podcast: Project Understory (30 pts)
		Special Projects (10-30 pts each)
Daily/Weekly Engagement	10%	Professional Participation (4 pts/week)
Extra Credit will be available		TBD

Add/Drop Dates

<https://www3.uwsp.edu/regrec/Pages/calendars.aspx>

CNR Support

The CNR Student Success Center (TNR 122) has professional advisers and peer mentors as an additional resource for students in our college - <https://www3.uwsp.edu/cnr/ssc/>

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 Rachel know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

(note: Evaluations and assessment of course will be provided at end of semester).

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.

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 an 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.