

## Teaching Selected Forestry Topics: Forests and Forestry in a Landscape Context

NRES 741, Sec 881

### Assignment Description, Scoring Rubric, and Resources

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This course will provide knowledge, activities, and skills to help educators develop forestry field programs. It will utilize the LEAF Lesson Guides and field activities to exemplify project- and community-based learning practices. Participants will be expected to utilize the information and skills from the course to develop a strategic plan that will guide the creation of a community-based school forest curriculum for their class.

#### Goal:

Each participant will develop a strategic plan for implementing a community based education program that utilizes their school forest and local community assets.

#### Objectives:

- Briefly describe your current **Teaching Situation** including an overview of your curriculum, testing regimen, oversight and evaluation, and collaborations.
- Develop goals for your **Personal Mastery** as an educator. Describe the experience you would like to provide students, the knowledge, skills, and resources that you would like to acquire, and the relationship that you would like to have with school peers.
- Describe the **Core Content and Methods** that you would use as part of a community-based education program. This information should be generated using the project planning forms and include: big ideas, student skills and habits of mind, the driving question, products, assessment strategy, activities, and timeline (\*the resources section will be developed as part of the assignment for NRES 603).
- Identify methods that you can use to create a **Shared Vision** for community-based education in your school. Describe ways that you can begin/improve partnerships with curriculum coordinators, administrators, and other teachers to improve your personal mastery and build a leadership team for CBE in your school.
- Organize your ideas into a simple **Logical Framework** that outlines a strategy for developing a community-based education program in your school. The framework can be used as an outline for a grant proposal and should be organized as follows:
  - **Purpose** – Briefly describe the positive impact the program will have.
    - What problems will the program solve?
    - What positive changes will the program generate?
    - Who are the main beneficiaries of the changes?
  - **Objectives** – Identify the results the program will generate.
    - What products (e.g. curriculum) will be developed?
    - What partnerships will be formed or strengthened?
    - What improvement in student learning will be generated?
    - How will it benefit teachers, the school, and/or the school district?
  - **Inputs** – Identify the means that you will use to accomplish the objectives.
    - What partnerships will need to be developed?
    - What training will be required?
    - What resources will be required?

## Scoring Rubric

INDICATORS	PERFORMANCE LEVEL			
	1	2	3	4
<b>Teaching Situation</b>	Does not describe current teaching situation.	Partially describes current teaching situation.	Fully describes current teaching situation	Fully describes current teaching situation giving details that help us understand the possibilities of developing a community-based education program and form strategies that are practical given the current situation.
<b>Personal Mastery</b>	Does not develop goals for personal mastery.	Partially develops goals for personal mastery.	Fully develops goals for personal mastery.	Fully develops goals for personal mastery providing detail on the process to achieve the goals and the resources needed.
<b>Core Content and Methods</b>	Does not describe core content and methods.	Partially describes core content and methods.	Fully describes core content and methods.	Fully describes core content and methods that takes into consideration their teaching situation and vision for personal mastery.
<b>Shared Vision</b>	Does not describe methods to create shared vision.	Partially describes method to create shared vision.	Fully describes method to create shared vision.	Fully describes method to create shared vision, identifying key individuals and groups of individuals and how to involve them to create leadership in their school.
<b>Logical Framework</b>	Logical framework is incomplete.	Logical framework is mostly complete.	Logical framework is complete.	The logical framework is complete, practical and feasible, encompassing the ideas detailed above and identifying appropriate human and material inputs needed to accomplish objectives.