



***Fox Cities N.E.W.: Cofrin Center for Biodiversity, UW-Green Bay and
Fallen Timbers Environmental Center
July 27 – 31***

***Discover how restoring native ecosystems
with your students can help:***

- * invigorate your classroom and school through interdisciplinary activities and research for all ages.*
- * develop balanced relationships with nature while taking positive action.*

We invite you, as elementary, middle, and secondary school teachers, to participate in an Earth Partnership Summer Institute for graduate credit in which you will learn how to use the process of ecological restoration as a broad environmental context for teaching. The process of restoring a native ecosystem is an exciting, real-life project that spirals through the curriculum from kindergarten through twelfth grade and includes many disciplines such as science, math, social studies, language arts, and related arts.

The Earth Partnership for Schools Program began in 1991 as an outgrowth of the University of Wisconsin-Madison Arboretum's focus on ecological restoration as a way to establish a positive relationship between people and the land. EPS is a model K-12 teacher professional development program that enhances teaching and student learning through the process of restoring native ecosystems on school grounds. Teachers from over 400 schools have participated in the Earth Partnership for Schools Program. We are now recruiting teachers for the 2009 Institutes. During the summer (2009), four-to-six teachers from each school are trained in the ecological restoration process at a one-week summer institute. Participants also attend a one-day meeting during the school year for ongoing support and networking opportunities. In this way, we develop a team knowledgeable in ecological restoration who will use these techniques at their schools. Each highly trained team will be able to engage others in the school community to use the restoration site. We work with each school to develop a broad-based interdisciplinary educational plan that outlines how students and teachers will use their restoration site as an outdoor classroom.

INSTITUTE OVERVIEW

In the one-week summer institute, your school team of four to six teachers practices hands-on ecological restoration activities to use with students that address issues such as planning, site analysis, site preparation, planting, management, and student research. Teachers learn about ecology, as well as cultural and natural history of their local region, as they learn the restoration process. They see how to integrate and infuse the restoration process into math, history, science, social studies, language arts, art, and music. Teachers acquire practical experience using activities suitable for primary or secondary classrooms. Many activities teachers experience use inquiry-based learning as a teaching tool. The program also emphasizes team building among teachers to develop collaborative curriculum and project plans for their schools.

During the subsequent school year, teachers will begin planning and/or implementing a restoration plan. This process involves their students in the planning and preparation for the restoration of native plantings such as wildlife habitats, rain gardens, prairies or woodlands at their school. Future classes of students plant these ecosystems incrementally over a number of years. Teachers receive on-site and telephone consultations as they proceed with their restoration planning. Teachers and their classes get involved in inquiry projects developed through Earth Partnership. During a one-day winter meeting, team members discuss projects with Earth Partnership staff and each other, share experiences, and learn seasonal restoration activities.

RESPONSIBILITIES OF TEACHERS

1. Participate in the 5-day Earth Partnership for Schools Institute at Fox Cities N.E.W.: Cofrin Center for Biodiversity, UW-Green Bay and Fallen Timbers Environmental Center July 27 – 31, as well as and a one-day winter meeting (date to be determined during each institute).
2. Develop a cooperative, ecological restoration plan for the school site.
3. Form a curriculum team during the school year following the summer institute. The team will be comprised of teachers representing a variety of grades and disciplines from the school. The team is expected to meet regularly through the year.
4. Facilitate an inquiry-based research project carried out by students that relates to the restoration process. Students are invited to participate in regional student research conferences and share restoration experiences among schools across the state.
5. Consider participating as an individual or team in an action research project during the school year. Participants receive 2 graduate credits with tuition waived through UW-Madison Department of Curriculum and Instruction. UW-Madison staff will implement the course through distance learning.
6. Our funders request evaluation of Earth Partnership program activities. At times you will be asked to participate in program evaluations and/or provide classroom and student-based assessments you have used.

CREDIT

The 2009 institute is offered through University of Wisconsin-Madison's Department of Curriculum and Instruction for two credits. These credits are classified as “special student” credits. The credits generally (always, in our experience) can be transferred to graduate credits by the graduate department with whom you are enrolled. The course is a UW-Madison graduate level course with a graduate level course number, and tuition is waived. Tuition is worth \$654.96. Participants are responsible for the UW segregated fees of \$98.42. University credit for the Central WI Institute held at UW-Stevens Point will be arranged through UW-Stevens Point. Credit for the Western WI Institute will be arranged by Star Academy (CESA 11).

PROGRAM SCHEDULE

2009

Spring

April 30 – Application due

Summer:

One-week institutes (40 hours, M – F) with Fox Cities: N.E.W.: Cofrin Center/Fallen Timbers Nature Center July 27 –31

Fall:

Formation of an on-going curriculum team
Begin to initiate a restoration on/near schoolgrounds

2010 and Beyond

Winter:

One-day meeting to share ideas and discuss projects

Spring:

Action Research Course offering – 2 graduate credits through UW-Madison

Continue restoration implementation and use. Maintain student and staff involvement. Feel free to contact EPS staff.

Contacts for the Earth Partnership for Schools Program

Fox Cities: N.E.W. at Cofrin Center for Biodiversity, UW-Green Bay and Fallen Timbers Environmental Center, Black Creek

Vicki Medland, Cofrin Center for Biodiversity, UW-Green Bay, (920) 465-5032,
medlandv@uwgb.edu

Libby Dorn, Fallen Timbers Environmental Center, (920) 984-3700, ldorn@cesa6.k12.wi.us

Fran Meek, Fallen Timbers Environmental Center, (920) 984-3700, fmeek@cesa6.k12.wi.us

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Application Submittal

Please submit all completed application materials by mail or email on or before April 30, 2009 to your local Institute listed below.

Fox Cities: N.E.W.

Libby Dorn
Fallen Timbers Environmental Center
10 Circle Drive
Seymour, WI 54165
ldorn@cesa6.k12.wi.us

Be sure to include

___ Application forms (one per team member)

___ Signed administrator's letter



Dear School Administrator:

A teacher team of 2-4 teachers from your school is applying to participate in an Earth Partnership for Schools (EPS) Institute. The institute shows teachers how to teach a broad range of subject matter while restoring native habitats on school grounds. The EPS teacher professional development model has proven effective in increasing teacher collaboration and improving student learning. While focusing on ecology, native habitat plantings also incorporate subjects such as mathematics, history, science, social studies, language arts, art, and music. Since 1991, EPS has worked with over 400 schools restoring schoolyard habitats and improving K-12 education by engaging students in hands-on/minds-on learning. For those schools selected, the program will provide services, training, and graduate credit worth approximately \$12,000. UW-Madison graduate tuition is waived for participating teachers.

EPS offers teachers substantial support, training, and expertise as they create a native habitat planting and develop a curriculum to make the native planting project a broad educational resource that meets state standards. The program provides:

- two UW-Madison graduate credits for each teacher who attends the EPS Institute
- professional, on-site consultation by staff for the restoration site
- ongoing curriculum development support to participating schools
- inquiry-based scientific research opportunities for students

If selected, the teachers who are currently applying will attend a one-week institute at one of the following locations:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|----------------|
| <input type="checkbox"/> Central WI: UW-Stevens Point (in collaboration with LEAF Program) | July 6 – 10 |
| <input type="checkbox"/> Fox Cities N.E.W.: Cofrin Center for Biodiversity,
UW-Green Bay/Fallen Timbers Environmental Center | July 27 - 31 |
| <input type="checkbox"/> Milwaukee: Urban Ecology Center | August 10 – 14 |
| <input type="checkbox"/> Northern WI: Northern Great Lakes Visitor Center, Ashland | June 15 – 19 |
| <input type="checkbox"/> Southwest WI: Kickapoo Area Schools, Viola | August 10 –14 |
| <input type="checkbox"/> Western WI: River Falls | August 3 – 6 |

Earth Partnership staff work with teachers to envision, design and undertake a cooperative ecological restoration at their school. We provide guidance for curricular material development related to the site restoration. This approach provides a broad, involved teacher team that can give momentum to the restoration and its use as an integrating educational tool in their school.

Funding for this current series of institutes comes from Wisconsin ESEA Improving Teacher Quality and U.S. Forest Service. We have been supported by the National Science Foundation, Eisenhower Professional Development Program, Wisconsin Environmental Education Board, Howard Hughes Medical Institute, the Institute for Museum and Library Services, the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment, and the Environmental Protection Agency.

We ask that the following requirements be met to satisfy guidelines from our funders and our desire to maintain a high-quality program:

1. Each participating school will provide space (1,000 ft² minimum) that is suitable for a long-term native planting.
2. The school commits to the development of a native planting at the school or in the community and its subsequent use as a teaching tool in keeping with the school's long-range plan, professional development plan, and mission.
3. Schools will form an ongoing curriculum planning team to infuse and integrate the native planting project into the school's curriculum.
4. The school will participate in a research project carried out by students that relates to their native planting. Schools will be provided with necessary materials, training, and staff support.
5. Our funders request evaluation of Earth Partnership for Schools Program activities. At times your school will be asked to participate in program evaluations and/or to provide classroom and student assessments. Student names are not required.
6. At times, we may take photographs of students participating in the native planting process. Teachers will attempt to obtain parental consent for EPS.

We are very excited about this opportunity and look forward to working with your teachers and school. If you have any questions or concerns, feel free to contact me at 608/262-5264 or e-mail: cherylbauer@wisc.edu.

Sincerely,



Cheryl Bauer-Armstrong, Director
Earth Partnership for Schools Office
University of Wisconsin-Madison Arboretum

I have read the above and agree to the requirements of the program:

_____ (signature)

_____ (title)

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Application Form for teacher or staff support members

Complete 1 form per participant



Please check preferred EPS Institute

- Central WI: UW-Stevens Point (in collaboration with LEAF Program) July 6 – 10
- Fox Cities N.E.W.: Cofrin Center for Biodiversity,
UW-Green Bay/Fallen Timbers Environmental Center July 27 - 31
- Milwaukee: Urban Ecology Center August 10 – 14
- Northern WI: Northern Great Lakes Visitor Center, Ashland June 15 – 19
- Southwest WI: Kickapoo Area Schools, Viola August 10 – 14
- Western WI: River Falls August 3 – 6

Name (Please Print) _____

Grade/Curriculum Area(s) _____

Preferred Name _____

E-mail Address _____

School Name _____

School Address _____

Home Address _____

School Phone _____

Home Phone _____

Years of Teaching Experience _____

Please summarize why you would like to be a participant in the Earth Partnership for Schools Program.

What history of collaboration do you have with teachers and others in your school community?

What experiences have you had which you could bring to this program?

I understand that as a participant in Earth Partnership for Schools I will:

1. Commit a minimum of two years to the Earth Partnership for Schools project.
 2. Attend the EPS Summer Institute at • Fox Cities N.E.W.: Cofrin Center for Biodiversity, UW-Green Bay/Fallen Timbers Environmental Center on July 27 - 31
3. Form an ongoing EPS site committee at the school.
4. Work with students and my school team to develop a native planting at the school site or within the community.
5. Consider as an individual or as a school team conducting an action research project during the 2009/2010 school year.
6. Participate in program evaluation as requested by Earth Partnership for Schools Program funders.

_____ (Signature)