

Earth Partnership Summer 2019 Institute Syllabus
CURRIC 630 (Section 45): *Professional Development for School and Community Educators*

Credit Hours: 2 or 3

Course Department: Offered through UW-Madison Department of Curriculum and Instruction in conjunction with Earth Partnership, UW-Madison Department of Planning and Landscape Architecture

Locations: *Offered at various times and locations (Tues-Thurs, 8:30AM-4:30PM):*

1. **Bad River and Red Cliff Indigenous Arts and Sciences: June 18-20**

Homework Due: **Friday, July 5** by 11:59PM

2. **Ho-Chunk Indigenous Arts and Sciences: June 25-27**

Homework Due: **Friday, July 12** by 11:59PM

3. **Lac du Flambeau Indigenous Arts and Sciences: July 9-11**

Homework Due: **Friday, July 25** by 11:59PM

4. **Urban Indigenous Arts and Sciences (Madison): July 23-25**

Homework Due: **Friday, August 8** by 11:59PM

Course Contacts

For general course queries: earthpartnership@dpla.wisc.edu or (608) 262-9591

To contact Earth Partnership director (Cheryl Bauer-Armstrong): cheryl.bauerarmstrong@wisc.edu

Each institute location has additional personnel associated with it. You will receive a more extensive contact list specific to your location during the institute week.

Course Description

Each Earth Partnership institute is specific to the environment and community in which it happens.

However, every institute will seek to achieve the following goals:

- Bring together educators, parents, and community partners interested in linking environmental and health concerns to academic achievement in science, technology, engineering and mathematics (STEM), social studies, language and the arts
- Integrate diverse community perspectives and experience with Earth Partnership's ecological restoration education programs in diverse watersheds and ecosystems
- Partner with communities to broaden participation and generate enthusiasm among youth of all backgrounds, building capacity to meet future workforce needs in science and technology
- Address the needs of K-20 educators for culturally accurate and authentic resources across the curriculum

Wisconsin Teacher Standards Addressed

- **Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

- **Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

- **Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- **Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Course Requirements and Expectations

1. Attend and fully participate (see below) in a Summer 2019 Institute.
2. Submit course assignments (see below) before the specified deadline.
3. Attend a one-day follow-up meeting during the 2019-20 school year (date TBD). 3-credit participants must also attend at least 2 days of seasonal cultural events sponsored or approved by EP-IAS staff and write a reflection summarizing their experiences and lessons learned.
4. Develop an action plan at the institute to implement Earth Partnership restoration projects, field work, data collection and outreach with students at your school or community center.
5. Identify at least one lesson to implement and assess during the 2019-2020 school year. Share your experience at the follow-up meeting.
6. Meet regularly as a team throughout the school year and involve additional colleagues, parents and students.
7. Participate in program evaluation as requested by our funders.

Grading

- 10% Study recommended readings and be prepared to contribute to discussions
- 30% Keep a Reflective Journal
- 25% Complete projects listed under course assignments
- 35% Attend and participate in all class activities

A letter grade will be given based on the course assignments and participation. Assignments are due on the date indicated. Your active participation is a crucial aspect of this course.

96-100 = A+

87-95 = A

85-86 = AB

84-83 = B

80-82 = BC

77-79 = C

75-76 = CD

70-74 = D

65-69 = F

Course Assignments: DUE TWO WEEKS AFTER the institute (corresponding Friday by 11:59PM)

1. Reflective Journal

Part 1: Keep a Personal Reflective Journal (not submitted). During the institute, use your journal as a tool to reflect on your observations and experiences during the Earth Partnership institute. The purpose of this journaling activity is to enhance your understanding of course topics as well as to provide evidence of what you have learned during the course. Take at least 10 minutes each day to describe how the concepts you are learning here will be brought back to your professional work and/or into your classroom and work with your colleagues.

Part 2: Summarize your Reflective Journal in a 2-4 Page Paper (uploaded as a PDF document via the UW-Madison Box course folder). Reflect on your journal entries **and** include a reaction to one of the suggested readings from the class. This is a twofold assignment that is a combination of your thoughts from your time at the institute, as well as a reaction to a recommended reading that you found particularly meaningful. Please refer to the suggested readings in the resource binder for this assignment. Reflect on those activities, course topics, and readings, and how you will direct this learning experience toward your own professional and personal interests. The paper should be well-organized, use proper grammar and appropriate reference format as needed.

2. Team Action Plan

(Uploaded as a PDF document via the UW-Madison Box course folder). During the summer institute, you and your colleagues will develop a strategic plan for implementing Earth Partnership in the following years. Identify a colleague to type up and hand in your Team Action Plan including goals, objectives and action steps along with specific learning experiences (lessons/activities) planned for students for the 2017-2018 school year. **NOTE:** The action plan should include at least one specific “next step” that individual team members will take to support the implementation of Earth Partnership and to meet the goal(s) of your project. Make sure all team members’ names are included at the top of the assignment.

To submit assignments: Upload in PDF format to the UW-Madison Box shared folder. Course participants will receive an email invitation granting permission to access this folder for uploading purposes. Earth Partnership staff are able to troubleshoot any issues with assignment submission, but questions must be directed to staff PRIOR TO the homework deadline.

Academic Integrity

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the University for violation of the principles of academic and professional integrity fundamental to the purpose of the University. For

more information regarding the Student Misconduct Policy, please visit the UW website at:
<http://students.wisc.edu/doso/acadintegrity.html>

Discussion Etiquette

All learners must be respectful of other learners. Should inappropriate comments occur, the instructor will intervene as s/he monitors the dialogue in the course. The instructor will remove inappropriate content and may recommend disciplinary action be taken by the university. Learners as well as instructors should be guided by common sense and basic etiquette. The following are a few guidelines to follow:

- Make a personal commitment to learning about, understanding, and supporting other participants.
- Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, ageism, and ableism on the lives of class members.
- Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- Participate actively in the discussions, having completed the readings and thought about the issues. Be sure to re-read your comments before you post.
- Pay close attention to what other participants write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Be open to being challenged or confronted on your ideas and/or prejudices.

Resources for Students

Additional Assistance: If you are taking this course for UW-Madison credit you may have access to various campus resources. For a listing of those resources see
<http://www.dcs.wisc.edu/info/resources.htm#support>.

Students with disabilities: Students with disabilities will be fully included in the course. Please inform the instructor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained. If you have questions about the campus disability related policies and services, the McBurney Center for Disability Services is located at 702 West Johnson Street, Suite 2104,
<http://www.mcburney.wisc.edu/>.