

LEAF/Goodman Armstrong Creek School Forest and Community Learning Partnership

Year One Evaluation Report

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Executive Summary

The LEAF/Goodman Armstrong Creek Community Partnership Project was formed to create an integrated pK-12 environmental education program focused on the interconnectivity of the school forest, the local community and the school. LEAF partnered with Goodman Armstrong Creek (GAC) School District during the 2009-2010 school year. This is the first opportunity for LEAF staff to support a local community in creating a project like this. The LEAF/GAC Community Partnership Project is designed to explore the central question, “How can student learning be the focus of creating healthy and vibrant communities?” This question, posed to the GAC community, became the context upon which the broader purpose of the GAC school forest and the school curriculum is set. As a result GAC teachers participating in the project have been able to make connections across the school forest curricula and the community, creating rich opportunities for learning and generating many new ideas for further study.

Introduction and Overview

In 2007 the Wisconsin Environmental Education Board (WEEB) made the funding of school forest education plan development a priority for the school forest grant program. To date over fifty school districts have received funding from WEEB to create their education plans. Over thirty districts have completed approved education plans with this number continuing to grow with each WEEB funding cycle. These education plans are developed in collaboration with and reviewed by school districts, other environmental educators, and resource professionals highly dedicated to school forests. Plans are then reviewed by the LEAF Wisconsin School Forest Education Specialist using a standardized rubric.

An evaluation of these plans conducted in 2009 indicated that school forest coordinators are grappling with the lack of a broader context and community within which to advance their school forest programs. As an example, the coordinators identified the creation of long-range goals for the school forest program as the most beneficial aspects of the school forest education plan -- especially when it was created collaboratively with other community members. The evaluation also suggests that the school forest coordinators are ready for and in need of an evolution of the school forest education plan and that the school forest education plan be redesigned as a tool for placing the school forest program within the broader context of a community vision and as a tool for conceiving the support systems needed to achieve and advance this vision.

Project Goals and Intended Outcomes

The LEAF/Goodman Armstrong Creek Community Partnership Project is the first opportunity for LEAF staff to support a local community in creating a mechanism for placing the school forest program within the broader context of a community vision. LEAF partnered with Goodman Armstrong Creek (GAC) School District during the 2009-2010 school year to create an integrated pK-12 environmental education program focused on the interconnectivity of the school forest, the local community and the school. The LEAF/GAC Community Partnership Project is designed to explore the central question, “How can student learning be the focus of creating healthy and vibrant communities?” This question, posed to the GAC community, became the context upon which the

broader purpose of the GAC school forest and the school curriculum is set. The goals of the project defined at the onset are as follows:

- Students will have a strong sense of place through increasing knowledge and understanding of the unique ecological and social systems in which they live.
- Students are literate about Wisconsin's forests and their value in their lives.
- Teachers will use and engage the community and utilize the school forest in their curriculum.
- Community will have ownership and engagement in the school forest and the school as a whole.

The intended outcomes include:

- Students will show increased knowledge about, appreciation of, and relationship to Wisconsin forests.
- Teachers will increase their utilization of the school forest and community across grade levels and subject areas.
- Students will indicate importance of and connection to their community (human and natural).
- Students will meet the learning outcomes identified by the district/teachers.

The overall approach to this project is as follows:

- Create a plan for curriculum integration and professional development in summer 2009. Community will be invited to participate in the planning efforts.
- Utilize the school forest and the community as the context for as much learning as possible.
- Provide on-going professional development for teachers based on the needs identified in the plan.
- Assist teachers with planning and implementation of curriculum as identified in the plan.
- Assist with and model teaching with students.
- Provide on-going evaluation to assess impact and improve teaching and learning.

Project Context and Overview of Activities

Goodman, Wisconsin was founded as one of many lumber mill towns that emerged across Northern Wisconsin as part of the logging boom at the turn of the 20th century. By the 1930's, however, much of Wisconsin had been clear cut and lumber resources were dwindling. It was at that time that R.B. Goodman, secretary of the Goodman Lumber Company, set Goodman apart from other lumber mill towns by turning to sustained yield (managing lands for permanent timber production) and selective cutting, abandoning clear cutting except for some isolated blocks of timber.

At that time the company's holdings consisted of 60,000 acres of timberland and about 20,000 acres of cutover land. In 1934, James W. Girard, assistant director of Forest survey, U.S. Forest Service, examined the Goodman forest and wrote the following to C.A. Goodman, president of the Goodman Lumber Company: "Your forest practice is absolutely the finest I have seen anywhere in the entire country. I do not know of any operation that looks as good as your area. I have had an opportunity to see most of the selective logging in this country. Your job, when compared with all other operations which I have seen, stands out as the model operation." Several other practices of the Goodman Lumber Company also set it apart from others, including insuring a higher quality of

life standards for their employees. These practices laid the foundation for the citizens of Goodman's strong community pride and a close knit relationship that are still very evident today.

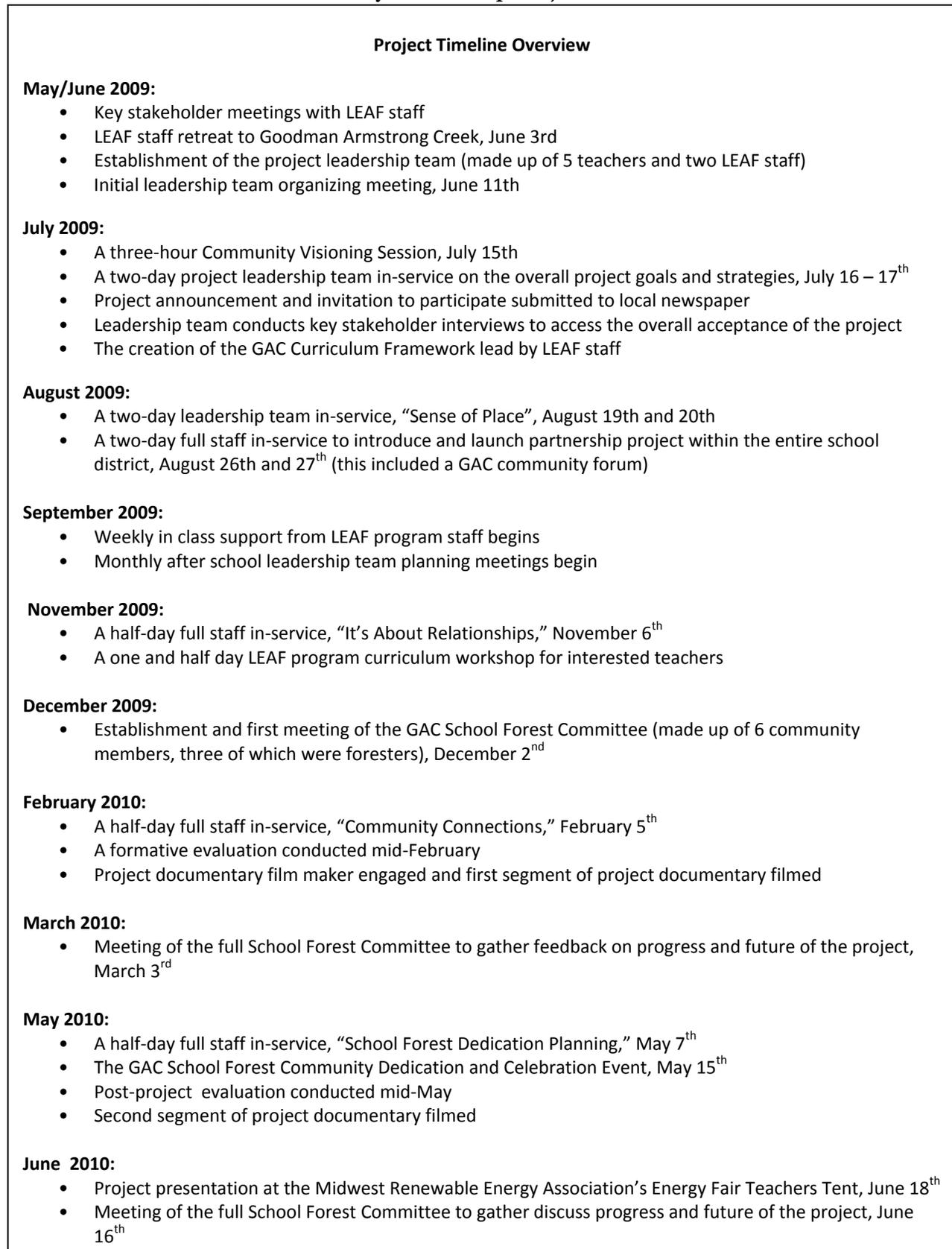
When the Goodman Lumber Company sold its operation to Calumet & Hecla Inc. in 1955, it owned 70,000 acres of timberland that it managed under selective cutting. The transaction included a stipulation that the new owners continue sustained-yield forestry for 20-30 years under the provisions of the Forest Crop Law. The eighth cutting cycle on the original Goodman Lumber Company land took place in 1999. From 1927 through 1999, 417 million board feet of timber had been removed. Yet the tract still contained about the same volume of timber that it had in 1927.

Today Goodman and its neighbor Armstrong Creek remain a small interconnected community with approximately 2000 people living in and around the area. The Goodman Armstrong Creek (GAC) school district made up of 18 teachers and a school superintendent/principle serves approximately 160 children. The lumber mill and its associated lumber industries still remain a significant employer in the area with the service sector and the school district providing the majority of the remaining job opportunities. The community continuously struggles to keep the lumber mill and the school district open – both of which are considered to be the heart and soul of the community.

The impetus for the LEAF/Goodman Armstrong Creek Community Partnership Project occurred during Goodman's 100 year anniversary celebration on August 8th and 9th of 2008. Over 4,000 people were estimated to have attended the celebration. During the celebration members of the founding Goodman family, who were in attendance, gave the GAC School District a \$25,000 grant to help continue the Goodman legacy. In March of 2009 key members the GAC School District staff approached LEAF to propose a partnership to advance the utilization of their 72 acres of school forest. The LEAF/Goodman Armstrong Creek Community Partnership Project was formally approved by the GAC School Board and was launched in the spring of 2009.

The GAC teachers, under the direction of a seven member leadership team, determined the first major curriculum component of the project should be the improvement and development of the school forest trail system. This project entailed making the school forest accessible not only for educational opportunities for the GAC students, but for all community members. Students and teachers across the district supported the development of the school forest, with the help of several community members. They researched local ecology, explored community history, learned forest management practices, helped remove trash and invasive species, and engaged in many other activities that supported the advancement of academic skills. The development of the school forest as an educational setting culminated on May 15, 2010 with a Goodman Armstrong Creek School Forest Dedication. The event was attended by over 150 community members, local and state government officials and members of the Goodman family. Additionally a GAC teacher and school board member made a presentation about the project at the Midwest Renewable Energy Association Energy Fair on June 18th. Finally, on several occasions a documentary film maker was engaged to capture the story of this project. Figure one highlights the major activities of the LEAF/GAC partnership from May 2009 to June 2010:

FIGURE 1: LEAF/GAC Community Partnership Project Timeline Overview



Methodology of Project Evaluations

The goal of the project assessment was to gather data that increases the effectiveness of the LEAF/GAC Community Partnership Project and the development of a GAC school forest (and supporting education plan and curriculum) based on the Goodman community vision for the future and the school district's curriculum and culture. Data was gathered using reflective journaling, pre- post formative and culminating surveys, field note records, and review of teacher and student products.

Results and Findings

The following sections highlight the major project activities, results and findings of the LEAF/GAC Community Partnership Project.

Community Visioning Session, July 15th

The project was launched with a three-hour evening community visioning session held on July 15, 2009. The purpose of the session was to encourage community members to explore the central project question, "How can student learning be the focus of creating healthy and vibrant communities?" Signs announcing the event were placed around the community and key community stakeholders were sent individual invitations. LEAF staff also personally visited several community businesses inviting people to attend the session.



Community Vision Session

Twenty-two people attended the community vision session. These individuals represented several sectors and community roles, the largest being that of community residents (31%). Also in attendance were business owners (17%), parents (17%), school employees (14%), and forest industry employees (8%). Others included community leaders and volunteers. A pre-visioning survey (see appendix one) indicated most people came to the session to learn more about the project and to see how they might get involved. The majority believed the project might positively impact the community's economic development and population growth. Several also indicated the project could help continue the legacy of sustainable natural resource management set forth by the Goodman Lumber Company.

When asked to describe the qualities that make the Goodman-Armstrong Creek community special, the responses generally focused on:

- The health and beauty of the forest and its associated natural resources
- The perceived positive qualities of country living, including a small community, "fairly" healthy natural environment, and minimal outside influences
- The positive qualities of a "tight knit" community including shared values, needs and wants; hard working, caring and committed people; and lots of community involvement

The most prevalent new qualities this same group felt were important to bring into the area over the next ten years were largely centered around economic development and community growth as well as an increased student population and educational opportunities that allowed people to stay in the community. One participant summed up this sentiment - “a solid future for our children.” A few others also expressed the need for open-mindedness and to work with surrounding communities.

After a brief introduction to the LEAF program, the partnership project was briefly introduced and its goal “to use the community as the setting and purpose of student learning” was shared. The visioning session activities were then facilitated by the LEAF staff as a three step process to explore a shared vision of the future, to connect that vision to existing and new opportunities and to determine action strategies for a school/community partnership around this vision. The dialog was generally organized around two main questions:

- What exists in this community that you want to preserve or protect?
- What do you wish this community had?

Using a World Café style conversation method developed by Brown & Isaacs (2005), the visioning session began with the participants envisioning living in a healthy, vibrant Goodman Armstrong Creek community 30 years down the road. They were then asked to describe in small groups “What is life in this community like?” and “What indicates that life is good?” Ideas were generally focused around “business and industry,” “clean environment,” “community culture” and “school growth and development.” After several group rotations and share outs, the following ideas were generated under these major themes:

Business and Industry

- Job opportunities for educated young
- Summer Jobs—student tour guides
- Businesses varied and secure
- Job security
- Varied jobs for all ages
- “Green” energy jobs
- Attract youth to stay AND be productive
- Innovative ideas for world market
- Sustainable forests and forestry industry
- Tourism and tourist attractions



Community Culture

- Clean/safe community
- Family oriented community
- Government and community work toward common good
- Meet needs of all ages
- Entertainment
- School-community involvement
- Family-oriented
- Renovations which maintain our heritage
- Small, safe—yet connected because of technology

- Attractive to families because of low crime with our financial progress

Clean Environment

- Alternative energy—easier way to use wood to heat
- Safe, clean and healthy environment

School and Population

- Increase in school enrollment w/ 20+ students / class in school

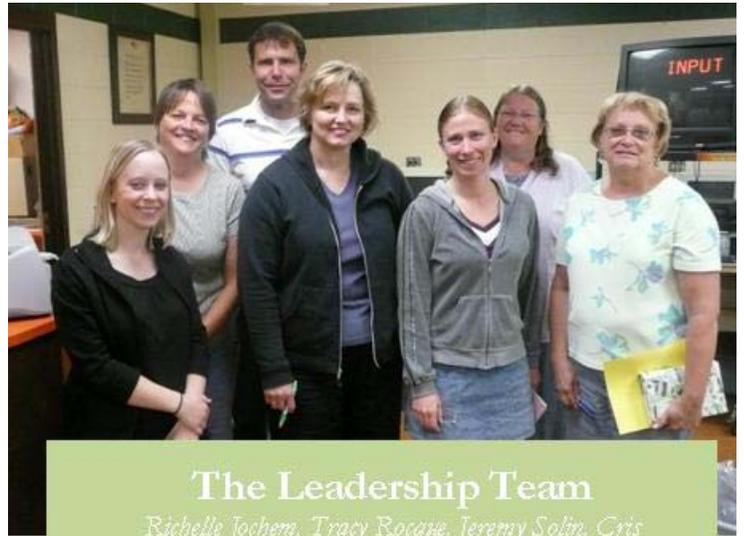
Participants were then asked to describe what more is needed to support these qualities of life in the community. Ideas included a strong arts venue; town celebrations such as Founder’ Day; a clean healthy environment; ATV, snowmobiling, skiing, bike and walking trail; retention of the youth in the community; farm land development; community gardens; a nature center; mini-workshops for job skills; increased volunteerism and youth groups; a hotel; affordable housing; a vibrant community website; new uses for forest products and by-products of production; maple syrup plant/production; and learning apprenticeships in existing jobs and industries. One group felt the best indicator that all was well in Goodman was that “our young adults are educated, productive and business oriented.” The vision session activities concluded with the participant discussing the learning opportunities that need to be expanded or created to bring forth this vision (see figure 2 below for the results).

The post-vision survey indicated that over 93% of the participants felt the visioning session had a high level of dialog as well as a high level of respect for different points of view. When asked about their participation, however, only 67% felt their level of engagement and participation was high and that the conversation was an effective use of their knowledge and skills. This may indicate that there were some very vocal individuals in the small groups or that the rotating discussion circles format of the visioning session did not draw out everyone’s contributions. All of the participants felt the process did capture who the GAC community is as well as its uniqueness. They also agreed that the session effectively captured the thinking of the entire community even though only a representative group was present. One participant commented she now had a “big picture of where we are headed as a community.”

Overall 87% of the participants found the visioning session of high value and 100% of the participants felt the session provided a good platform on which to build a community-based curriculum. One participant reflected that it was “good to see concern for the future of the children.” Another felt there was consensus amongst the group about the goals for learning in the school district and that it was important to help the teachers connect with this community vision. Several recognized that this might require teaching differently and thinking outside the box. Finally several participants indicated they would help in any way they could.

Leadership Team In-service, June 16th and 17th

Immediately following this visioning session, the seven members of the leadership team gathered for a two-day in-service to summarize the results the community visioning session and begin articulating the direction of the project. This leadership team was made up of two LEAF staff Jeremy Solin and Chris Kuntz and GAC teachers Linda Majewski, Cris Wysocki, Tracy Rocque, Anneli St. John and Richelle Jochem. This group continued to meet once a month throughout the school year to guide the project implementation.



The three members of the leadership team who were able to attend the visioning session had these reflections on the value of the session:

I was happy with the response to attend the meeting. We all basically share the same goals but need direction as to how to accomplish them. It was interesting to note that with all the adults there we forgot the most important group – the children. After all it is getting them to remain here that is our goal.

I think last night went very well... It was a very insightful meeting. I believe we have been given the building blocks to begin assembling this project.

All members of the leadership team then reflected on the challenges and opportunities they saw emerging in the project. Major themes that emerged from these reflections were:

- *Good Relationship Building Opportunities:* The project offers many opportunities for the community/school relationships to grow.
- *Good Learning Context:* The project has the opportunity to help the students and the GAC community learn about, connect with and appreciate the surroundings in which they live so that they too will want to help be part of its future.
- *The Challenge of Maintaining Momentum:* Projects like these often start off great - but then the follow-through fails (not only in year one but into the future as well.)
- *The Challenge of Time:* Finding the time required for the successful implementation of this project is the biggest challenge.
- *The Challenge of Buy-In:* Getting full staff buy-in is one of the biggest threats to the success of the project.

All the members of the leadership team also hoped to learn a great deal more about how to truly bring this project to life so that it has a lasting impact into the future. The LEAF staff members of the team both reflected a desire to become more comfortable with their effectiveness in such an organic project and to help the teachers balance the need to “get things done” with the need to “think and plan.” One LEAF staff reflected, “Sitting facing downhill among the maidenhair, trillium, and star sarita under a canopy of young maples, I ask how do I fit into this picture?”

During the in-service, the leadership team defined the following internal goals for their involvement:

- Translate the community vision into curriculum
- Create a project curriculum framework
- Get staff and community to “buy-in”
- Plan and guide professional development for the staff
- Steward the overall project

The team also began the initial development of the project curriculum framework by brainstorming the following qualities of a meaningful and effective curriculum. The team felt each project or activity should strive to meet as many of the qualities as possible:

- Student ownership in knowledge, skills, product, process
- Students involved in /with community –they are a part of the community
- Build students’ awareness and knowledge of community
- Providing experiences for kids and families
- Get kids into unique community aspects
- Has longevity
- Student-centered, student-directed
- Cross-generational
- Cross-curricular
- Integrated curriculum across multiple grades and subjects
- Ripple effect into families and community
- Using core curriculum through applied learning
- Standards/connected to benchmarks
- Addressed community need
- Community engaged with students and teachers
- Provides opportunity for local businesses and economy to benefit
- Connected to/enhances existing curriculum
- Unique experience at each grade
- Address learning goals that work towards community vision
- Nurtures community exchange
- Has a driving question

During the in-service the leadership team also explored the driving question “What makes our community possible?” using a community exploration activity. Teachers explored a local forest products company, the school building itself and the school forest and created a map representing their observations. The leadership team also summarized the community vision session dialog in the

following vision statements (figure 2) and planned the upcoming full-staff in-service. These vision statements became the foundation for the development of the project curriculum framework and for the remainder of the project endeavors.

FIGURE 2: GAC Community Vision Statement, summarized by the Partnership Project leadership team

G-AC Community Vision Statement
created June 15, 2009

The Goodman-Armstrong Creek school forests and communities will be used to enhance student learning and to work towards the community's vision of:

TOURISM: In 30 years, Goodman-Armstrong Creek will be a *destination* for outdoor enthusiasts to partake in silent sports, ATV, snowmobiling, fishing and hunting *utilizing state, county and township lands and trails*. Through *advertising*, families will come to experience small town life by *visiting or staying* on a working farm or a lumber camp providing hands-on *family activities*. Rental units will be available as well as rental equipment. *Unique shops* and *food spots* will provide creature comforts. *Activities for families* will be provided both day and night. Heritage plays will provide entertainment.

COMMUNITY AND CULTURE VALUES: In 30 years, we see the Goodman-Armstrong Creek community having a *family orientated* focus with a deep value for community *heritage*. There will be a *strong school* with a stable environment in which school and community relationships are valued and utilized. Goodman-Armstrong Creek will be a rural community that is *safe and attractive* to families due to its *economical progress* and connectivity via technology to the greater world community.

ENVIRONMENT: In 30 years, we see the GAC community maintaining and continually developing a clean *environment* as a result of *educating our students* so that they are aware of their actions and how they affect their environment. *Garbage, recycling and other ordinances* will continue to be reinforced as the population increases. *Alternative energy* will have been promoted and made available to businesses and private citizens.

JOBS: In 30 years, we see GAC having jobs that utilize *forest products* and by-products such as a pellet plant, mulch and wood chip businesses. Townspeople will have a *community based* maple syrup production business. Students will graduate from school with the skills, knowledge, and entrepreneurship to be engaged citizens and contributors to community wellbeing. The population of the town will be positively affected by secure jobs.

Finally the team determined the major curriculum component of the project should center on the improvement and development of the trail system in the school forest. This project entailed making the school forest accessible not only for educational opportunities for the GAC students, but for the community members as well. The team felt students throughout the district should be engaged in this process with the help of community resources. Students would research local ecology, community history, forest management, and other activities that exercise academic skills throughout the process. The leadership team also identified the following potential driving questions of the project:

- How can we make school forest accessible to everyone?
- How is the school forest a model of what makes our community special?
- How can we use the trail system to discovery links to our unique community and environment?

Finally the team brainstormed possible project activities including:

- Creating plaques for plant identification
- Mapping trails
- Creating a guidebook to the forest
- Working with the community and kids to build trails
- Integrating forest industry history and forest management activities/strategies
- Using GPS map systems
- Inviting community specialist (loggers, naturalists, etc.) help create a forest guidebook
- Planting trees and other woodland plants
- Inviting the community to share stories on the local history

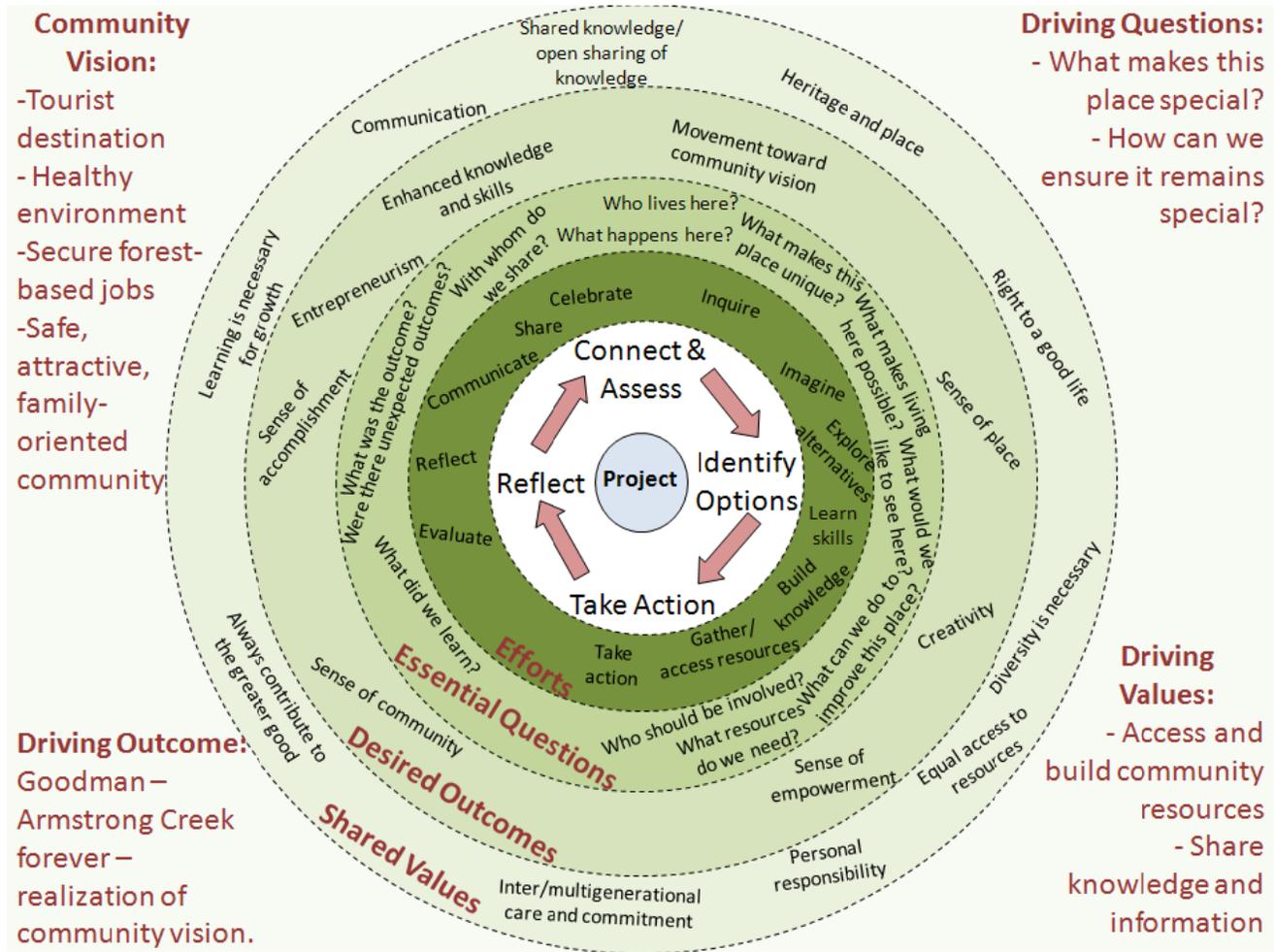
At the completion of the in-service the teachers prepared an announcement of the project to be printed in the local newspaper and created a stakeholder interview protocol to assess the overall acceptance of the project (see appendix two and three). The goals of the stakeholder interviews were to:

- Enhance implementation by gaining buy-in and getting feedback on project improvements
- Keep people informed and educate staff and the community about the project
- Build relationships and get more people involved
- Secure funding and demonstrate good stewardship of the Goodman family grant.
- Identify community engagement opportunities and resources
- Develop a sense of accomplishment and progress

The GAC Curriculum Framework

Based on the results of the community visioning session and the work of the leadership team, the LEAF staff created GAC curriculum framework titled “Creating the Future of Our Community through Our School Forest.” (A complete version of framework is in appendix four.) The framework, as seen in figure 3, is organized around the community vision and a series of driving questions, values and outcomes. These components are placed within a project-based inquiry model that uses efforts connected to essential questions as a method of achieving desired outcomes and cultivating shared values. All project activities were to be drawn from the framework.

FIGURE 3: The GAC Curriculum Framework



Full Staff In-service and Pre-Project Perceptions, August 26th and 27th

The first full staff in-service was conducted on August 26th and 27th by the project leadership team. Eighteen teachers attended this in-service with periodic appearances by the school district superintendant/principal. The main purpose of this in-service was to give the staff an overview of the project, introduce the GAC curriculum framework, apply the framework to generate activities that utilize school forest as an educational setting (mainly focused around the trail development) and collaboratively build a project timeline.

The motto of the project also emerged during this in-service: “GAC Forever.” Teachers used this motto to generate specific activities within the curriculum framework using “Creating the Future of Our Community through Our School Forest” activity sheets (see appendix four). Throughout all the in-services the LEAF staff also led hands-on activities that modeled the types of learning



opportunities found in the school forest. The main hands-on activity during this in-service was the tracking and removal of Autumn Olive (a Wisconsin invasive species) and the GAC Community Forum (in which teachers interviewed invited community members about their connection to GAC and vision for its future). Forum questions included:

- How long have you lived in this community?
- Why did you choose to live/stay here?
- What do you feel the school does very effectively?
- What skills, knowledge and values do you hope GAC students will graduate with?
- What do you wish the school was doing more of?
- Do you have any ideas for potential youth-led projects in the community?



A pre-project survey (see appendix six) was administered prior to the start of the in-service to gather baseline data on the teachers' vision of the LEAF/GAC Partnership Project, the teachers' attitudes towards the project and their comfort level with key project instructional strategies. The majority of the teachers felt the most important outcome of the project was the appreciation of, connection to and utilization of the school forest. Several saw this outcome as having a broader impact on the thriving nature of the GAC community and community's values and history.

Much like the GAC community, the GAC teachers saw the close knit nature of their small community and the level of community involvement as two of the most important qualities that made GAC special. The beauty of their natural setting was also mentioned by several. When asked what new characteristics they would like GAC to have in the next 10 years, again the teachers like the community, focused on industrial development and population growth to increase the economic security and stability of their community and school. Several also mentioned the development of the school forest educational program over the next ten years. Table one highlights the teachers' overall perceptions of the project at the start.

As seen in table one, the teachers were overall positive about the project but had some misgivings about the level of support for the project and their role and expectations in the project.

TABLE ONE: Perceptions of LEAF/GAC Partnership Project at Start, N = 18 Respondents

Rating of project perceptions	Strongly Agree	Agree	Disagree
I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.	33%	67%	0%
I feel there is strong commitment, support, and involvement from the school leadership (e.g., principal, parents, teachers, and school board) for this project.	55%	39%	6%
I feel there is strong commitment and support from the community for this project.	33%	61%	6%
I understand my role and expectations in this project.	33%	44%	22%
I am excited to be a part of this project.	55%	39%	6%
I feel well prepared to continue to take on this project.	33%	44%	22%

Table two highlights the teachers' comfort with the key instructional approaches supported by the project. Results show the majority of the teachers were generally neutral to confident on these approaches with place-based education and curriculum writing around essential questions as the weakest areas.

TABLE TWO: Perceptions of Confidence in Using of Key Project Instructional Approaches at Project Start, N = 18 Respondents

Rating of confidence using project instructional approaches	Not Strongly Confident	Not Confident	Neutral	Confident	Strongly Confident
Place-based Education	6%	17%	11%	50 %	17%
Community Involvement/Engagement in Schools	0%	6%	33%	39%	22%
Project-based learning	0%	0%	22%	50%	28%
Using the environment as a theme for all subject areas	0%	0%	28%	39%	33%
Curriculum writing around essential questions	0%	6%	33%	44%	17%
Student-centered, Student-directed education	0%	6%	28%	28%	39%
Cross-curricular/ integrated curriculum	0%	6%	17%	44%	33%



At the start of the project the teachers felt the greatest benefit of the project was the access to the diversified learning experiences the school forest provided for the students, the opportunity for the teachers to “work together to create something meaningful” while expanding their teaching techniques. They also felt the project improved and deepened school/community relationships as well as helped everyone “link to the natural environment to better balance life.”

Even at the start of the project about half of the teachers were able to see the role of the school forest as a resource for the entire community. They saw the school forest had the ability to utilize a whole community approach to learning, to create intergenerational interaction, incorporate local experts, and connect to the natural rhythms of nature. Finally when asked to identify the challenges facing the advancement of the project, the teachers noted competing time demands, follow-through, overcoming resistance of others, and the challenges of totally involving everyone.

The culminating activity of the in-service was the creation of the project timeline by the entire staff. Teachers completed project activity sheets (see appendix five) that either identified general school forest education activities, forest trail and trail map development activities or forest guide book activities. All activities were organized around an essential question and each identified methods of sharing knowledge with the GAC community, promoting shared values and advancing the realization of the community vision. Key community communication points were also identified throughout the timeline as well as key meeting and decision points.

Prior to the in-service the leadership team was asked to identify indicators that this first full staff in-service was successful. The responses were as follows:

- Staff enthusiasm and excitement
- Team building and interaction
- Clear plan of action and timeline
- Teachers willingly create and embrace project ideas for their classrooms and make a commitment to contribute to the project
- A defined role for myself
- Others offering their own creative ideas
- A sense of potential

At the completion of the in-service, the full staff offered the following reflections on what was most effective:

Working with my grade school co-workers. They have many excellent ideas that I can incorporate into my curriculum.

I am finding that I am already doing some activities that apply to the school forest project.

Loved the outdoor activities and using the Autumn Olive to understand the [curriculum] framework.

I felt that having outside activities [modeled] so early in the presentation was very effective...It was also positive to have activities and discussions with a direct link to the overall [curriculum] framework.

There are many ways we can use the forest.

The teachers also reflected on their own contributions to the in-service and what they needed “tomorrow” to be successful. One teacher’s reflection largely captured the sentiment of the group: “My commitment is high, but I need a while to think of how I will do projects with my class and I need [time with] my curriculum to make those ‘ah-ha’ moments and connections.” Almost all teachers said they also needed support from the LEAF staff to identify more school forest activities, ideas and materials and to learn more general knowledge about forest communities. Many teachers emphasized the need for more planning and collaborative time as well as a clear cut plan for the development of the forest trails, maps and guidebooks. A final post in-service survey (appendix six) was administered to measure the overall impact of the training. The overall perception of the in-service was very positive. The detailed results are provided in table three.

TABLE THREE: Effectiveness of Initial Project In-service, N = 17 Respondents

Rating of project in-service	Strongly Agree	Agree
My personal knowledge about the school forest and community increased as a result of the in-services.	65%	35%
Facilitators were all well organized and prepared.	94%	6%
The facilitators created an open, engaging, and respectful learning environment.	88%	12%
I learned new methods for utilizing the school forest and engaging the community during the in-service.	88%	12%
LEAF materials I received at the in-service will help me meet the goals of the project.	82%	18%
The in-service helped me to feel comfortable using the LEAF materials I received.	82%	18%
The in-service was a valuable use of my time.	82%	18%

After reflecting on the impact of the in-service, the project leadership team felt all their indicators of a successful in-service were met and responded with much satisfaction:

Everything looks good and I think our goals/vision have been explained well. Good planning and presentations today.

I feel the staff is excited by the project and more than willing to contribute to it.

[We] got everyone involved. Teachers seem to have “bought in” - WAHOO-HOO!! 😊

“It’s About Relationships” In-service, November 6th

The November full staff half-day in-service was designed to deepen teachers’ knowledge of the school forest and the forests’ relationship to the project motto “GAC Forever.” This in-service also aimed to provide planning time and support to increase the teachers’ follow-through on school forest activity commitments.

The goal of the “It’s About Relationships” in-service was specifically stated to “enhance our work towards GAC forever” and to “strengthen staff and community relationships.” During this in-service the “Goodman Forever IS about Relationships Inquiry Project” (appendix seven) was launched to explore what qualities of a meaningful relationship are, who relationships are between, what resources are we trying to sustain and why relationships are important? As part of this activity, the staff brainstormed the



following qualities of a meaningful relationship:

- Honesty
- Trust
- Good communication
- Respect
- Beneficial to All
- Longevity (friends to the bitter end)
- Connects between people, animals, other non-humans, places, etc.
- Mutually supportive
- More than utilitarian
- Give and take
- Commitment to work through obstacles and challenges
- Deep connection
- Rewards to both

These qualities were then used to underscore what makes the GAC unique and why the cultivation of these qualities was important to the project's success.

During this in-service the staff was also asked to celebrate their accomplishments. They felt the following accomplishments were worth noting:

- A map of the trail was created
- Student pride of and excitement about the school forest had increased
- School forest trees were measured
- Students were doing sensory writing in the forest
- Forestry skills were being co-taught and shared amongst students and teachers
- Teachers and students were learning to trust instincts, explore creativity and use new leadership models.

LEAF K-12 Forestry Education Workshop, November 6th – 7th

Following the in-service, a 12-hour K-12 forestry education workshop was held for interested teachers. Six teachers participated in the workshop. Topics included basic Wisconsin forest information, forest inventory and management, and curriculum resources.

“Winter Explorations” In-service and Formative Evaluation of Project Perceptions, February 6th

The half-day full staff “Winter Explorations” in-service was held on February 6th with 12 teachers. The goal of the in-service was to have teachers further explore the relationships that exist to support life (that are particularly evident in winter) and to reflect on the relationships that allow for life in GAC. The in-service also aimed to get all the teachers on snowshoes, which were recently purchased with the Goodman Family grant funds. A spontaneous decision was also made by LEAF staff to place a road kill deer in the school forest in order to observe its decomposition. Finally a significant amount of time was set aside to plan for the May 15th school forest dedication.



The teachers generated the following list of activity ideas to be included as part of the dedication celebration (most of which would be conducted for the community on the school forest trails):

- Teaching about Aspen regeneration
- A 2nd grade play about trees
- School forest art display
- Wildflower identification activity
- Goodman town history
- Sharing the CCC history
- A presentation on the construction of the bird and bat houses and the trail bridge
- Survival in the forest activity
- An overview of the project activities to date
- A presentation of a deer decomposition
- Nature poems and stories
- A “roots run deep” activity
- Kids and family scavenger hunt

At the end of the in-service teachers completed a mid-year project formative evaluation (see appendix eight). This mid-point evaluation evidenced a high level of engagement by most GAC teachers. Teachers were better able to articulate important immediate outcomes of the project as well as a vision of the school forest 10 years in the future.

At this mid-point the teachers felt the most important outcome thus far was the level of community involvement in the project and the significant impact the school forest has had on the students’ attitudes and stewardship. The teachers also felt the ability of the school to stay motivated, organized and working as a team was an important outcome. Finally several teachers noted the impact of the school forest on their use of teaching strategies such as hands-on learning and interdisciplinary education.

Most of the teachers felt that since the launch of the project, the in-services and the exposure to new school forest activities and ideas had the most meaning for them personally. They were most surprised the level of enthusiasm the students, teachers and community had for the school forest and the willingness of everyone to contribute to its success. They were also surprised by how much the school forest easily integrated into existing curriculum and by how much they had already accomplished at this point in the school year. They reported time to be a continuing challenge. This included time to plan, time to get the kids outdoors, time to find lessons and time for their own learning about the forest community. On the whole, however, over 80% of the teachers did not feel anything was missing from the project thus far.

As part of the mid-year evaluation teachers revisited their perceptions of the project as seen in table four. Their responses showed a positive trend toward the overall value of the project even though the teachers still expressed hesitancy in understanding their role and expectations in the project. The teachers strongly agreed that the LEAF staff were helpful in the project and that there was strong commitment and support from the school leadership. When asked what they still needed to learn to reach the full potential of the project some replied more time and in-services. A significant majority were also looking for more content specific school forest activities to integrate into their curriculum. This was particularly true for the high school teachers whose subject areas, such as upper level math, did not as readily connect to the school forest. Some teachers expressed concern that everyone was not involved at the same level. This was apparent as only 12 teachers were at the in-service as compared to the 18 who started at the beginning of the year. Most teachers, as they thought about the rest of the school year and next, were focused on further curriculum development and school forest integration.

TABLE FOUR: Perceptions of Project at Mid-Year, N = 12 Respondents

Rating of project perceptions	Strongly Agree	Agree
I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.	50%	50%
I feel there is strong commitment, support, and involvement from the school leadership (e.g., principal, parents, teachers, and school board) for this project.	83%	17%
I feel there is strong commitment and support from the community for this project.	42%	58%
I understand my role and expectations in this project.	25%	75%
I am excited to be a part of this project.	67%	33%
I feel well prepared to continue to take on this project.	25%	75%
I am happy with the progress of the project and what we have achieved thus far.	25%	75%
I feel like we are staying on task and meeting our deadlines.	17%	83%
I find the curriculum framework is a helpful tool for organizing our work on this project.	17%	83%
I can see how our work is connected to insuring "Goodman Forever."	42%	58%
I feel what we are doing is a good use of the Goodman funds.	58%	42%
My personal knowledge of the school forest and the community has increased as a result of my involvement in this project.	25%	75%
The LEAF staff have been helpful in this project.	83%	17%
My involvement in the school forest project is a valuable use of my time.	58%	42%
I have learned new methods for utilizing the school forest through this project.	83%	17%
My community has benefitted from the school forest project.	42%	58%
The school forest project is effectively integrating all subject levels.	23%	67%

There was also an interesting change in the perception of teachers' personal knowledge of the school forest and community as seen in table five. At the start of the project 65% of the teachers strongly agree their knowledge had increased as a result of the project whereas at the midyear point only 25% strongly agree. This trend was also the case with learning new methods for utilizing the school forest.

TABLE FIVE: Effective of Project at Mid-Year, N = 12 Respondents

Rating of project perceptions	Strongly Agree	Agree
My personal knowledge about the school forest and community increased as a result of my involvement.	25%	75%
LEAF staff have been helpful in this project	83%	17%
My involvement in the school forest project is a valuable use of my time	58%	42%
I learned new methods for utilizing the school forest and engaging the community during the in-service.	58%	42%
My students have benefitted from the school forest project	83%	17%
The community has benefitted from the school forest project	42%	58%
The school forest project is effectively integrating all subject levels	23%	67%

At the mid-point of the project the teachers reported leading more than 80 activities in their classrooms as part of the school forest project with the average being 7 activities per teacher. The highest number of activities led by one teacher was 12 and the lowest was 2. The teachers also reported taking the students into the school forest over 80 times. Most teachers also felt that they would lead at least 3 to 5 school-forest based activities before the end of the school year. And while the teachers reported talking about the school forest project more than 120 times to those outside the school, they still lacked a sense of how many people in the community were aware of the project. The teachers also seemed to feel the project, up to this point, had done an effective job at incorporating the qualities of a meaningful curriculum that were identified by the project leadership team at the outset of the project (see table six). The weaker qualities were generally correlated to community members' direct connection and access to the curriculum.

TABLE SIX: Level of Project Incorporated Qualities of Meaningful Curriculum at Mid-Year, N = 12 Respondents

Rating of the level in which the project has incorporated the following qualities of meaningful curriculum	Rating (1 – 5, w/5 being highest)
Students have ownership of the knowledge and skills	4
Students have ownership of the process and product	4
Student awareness and knowledge of the community is increased	4
Kids and family experiences are provided	3
Activities have a lasting impact	5
Activities are cross-generational	4
Activities are cross-curricular	5
Activities are integrated across grade levels	4
Activities have a ripple effect into the lives of families and the community as a whole	4
Learning is applied	5
Activities address a community need	3
Community is engaged with students and teachers	3
Activities benefit the local businesses and the economy	2
Activities are connected to and/or enhance existing curriculum	5
Unique experiences are occurring at each grade level	5
Activities nurture community exchange	3
Activities are organized around a driving question	4

“School Forest Dedication Planning” In-Service and Post-Project Survey, May 7th

The main goals for the May 7th “School Forest Dedication Planning” in-service were to prepare for the School Forest Community Dedication and Celebration event to be held on May 15th, to complete the cumulative evaluation (see appendix nine) and determine the desire and needs for year two of the project. After completing team challenge activities that reemphasized the importance of relationships, the teachers participated in a World Café style discussion that explored the following key questions:

1. What was most successful from this past year that you want to have more of?
2. What do you need/want to more fully accomplish the vision?
3. What would the school look like if we were fully engaged in reaching the vision?

Teachers envisioned the school as exciting, positive, overflowing, and green school with a wide regional reputation if everyone was fully engaged in reaching the vision. They envisioned lots of volunteers, guest speakers and community workshops that expanded learning beyond the classroom. As a result they felt other schools would visit to learn more about their work, the GAC staff would expand and ultimately their own students able to stay in the community and raise their families.

In order to accomplish this vision they strongly felt that more time was needed to share, plan and implement lessons and ideas. They felt some of this additional time should be structured activities. Structured activities might take the form of team teaching, apprenticeships and additional professional development and training. They also felt a more flexible school day and schedule would allow for more innovative teaching and learning. Finally several felt more appreciation and a simple “thank you” from the school and community leadership would go a long way.

The teachers had a wide and diverse list of the project successes they wanted to see more of during the second year of the project. The affective traits included:

- Kids enjoying being out in the woods
- Kids excited about learning
- Kids feeling like they made a difference
- Gaining awareness and appreciation of the forest as a great place to be
- Flexibility and support to use the school forest
- Sharing the school forest project with community members

The more tangible traits included:

- Maple Tree tapping and syrup production
- School Forest Wednesdays (this was the day the LEAF program staff spent at GAC)
- Plant and flower identification
- Taking photos of Spring wildflowers and changes in the forest
- School forest clean-up
- More snowshoeing
- Recharging in-services
- Field trips (ex: the Rookery)
- Sharing LEAF activities each month in a bulk mailer

It should be noted that the support and caring of the LEAF staff Chris Kuntz was exceptionally noted throughout all the teachers' reflection and clearly had a large and significant impact on the overall success of the project.

The teachers shared the following when asked what they felt was the most important outcome of the project:

“The bringing together of people from different areas of the community and school and surrounding areas to bring about and cause this vision to become real.”

“I feel the most important outcome of the project is that these people have joined together with a common goal and have accomplished many things.”

These reflections demonstrate an evolution in thinking of the teachers from the start of the project. Initial reflections on the most important outcomes of the project at the start of the school year were focused on the impact of getting students into the forest. At the conclusion of the school year teachers were now able to see the value of shared goals and relationships in helping a community bring a vision to reality.

Throughout the entire project teachers expressed surprise in how seamlessly school forest activities integrated into their existing curriculum and how the school forest helped make connections across the curriculum. This same surprise was still being expressed at the end of the school year:

“I was surprised at how many options there were to facilitate learning across the curriculum. There were challenges but nothing insurmountable.”

Teachers also continued to identify more planning time as their greatest need. When asked what they felt was the benefit of the project, they shared the following:

“[The greatest benefit is] a more unique form of education in the school district that may attract residents.”

“The greatest benefit has been to take learning out of the classroom and into the outdoors. [Now] students have access to a “living” laboratory, teachers have had access to meaningful curriculum, the school community has united with common goals, and the local community is finding firsthand what their children are learning about in school.”

“Anything that gets us up and outside is a benefit. The walking is great for our physical health. The beauty does wonders for our mental well-being. Our clean air is a gift. That’s all just for starters—then there are all the plants to look at, wildflowers (or tracks) that we hope to see; math lessons, science lessons, writing, art work – the list could go on and on! The students have gotten such a feeling of ownership as evidenced when we picked up the trash. So what we have at this point is a school/community forest that is “owned” by all of us. This is truly a positive force in connecting the students, staff, and the citizens of two towns. It’s a win-win situation.”

As part of the final evaluation teachers once again reflected on their perceptions of the project. As seen in table seven, all held an overall positive perception of the project. In comparing these

perceptions to those held at the start of the project, there was a slight decline in the percentage of people strongly agreeing with most of the statements. This is in part due to the difference in the number of respondents but also due to the fact that staff morale was low over concern about two staff dismissals. This also impacted the teachers' perception of the commitment, support and involvement of school leadership, which fell from a mid-project high of 83% to 30% at the end of the school year. Despite this low morale teachers most strongly agreed (60%) with the statement "I am excited to be a part of this project."

TABLE SEVEN: Perceptions of Project at Completion, N = 10 Respondents

Rating of project perceptions	Strongly Agree	Agree	Disagree
I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.	40%	60%	0%
I feel there is strong commitment, support, and involvement from the school leadership (e.g., principal, parents, teachers, and school board) for this project.	30%	70%	0%
I feel there is strong commitment and support from the community for this project.	50%	50%	0%
I understand my role and expectations in this project.	30%	70%	0%
I am excited to be a part of this project.	60%	40%	0%
I feel well prepared to continue to take on this project.	50%	50%	0%

Finally teachers once again ranked their confidence in the instructional approaches the LEAF staff deemed as most important to the success of the project, as seen in table eight. A comparison and discussion of these results to those at the start of the project is provided in the conclusion of this evaluation.

TABLE EIGHT: Perceptions of Confidence in Using of Key Project Instructional Approaches at Project Completion, N = 10 Respondents

Rating of project instructional approaches	Not Strongly Confident	Not Confident	Neutral	Confident	Strongly Confident
Place-based Education	0%	0%	10%	70 %	20%
Community Involvement/Engagement in Schools	0%	10%	20%	50%	20%
Project-based learning	0%	0%	0%	70%	30%
Using the environment as a theme for all subject areas	0%	0%	20%	60%	30%
Curriculum writing around essential questions	0%	0%	30%	50%	20%
Student-centered, Student-directed education	0%	0%	20%	50%	30%
Cross-curricular/ integrated curriculum	0%	0%	10%	60%	30%

School Forest Dedication and Celebration, May 15th

The school forest dedication was held on May 15th and was attended by over 150 community members, local and state government officials and members of the Goodman family. The agenda for the celebration was as follows:

- 11:30 – 12:30 A community picnic (food and drinks were provided)
- 12:30 – 1:00 The dedication of the school forest with presentations made by:
 - The leadership team
 - A school board member
 - An actively involved community member
 - Mr. Goodman
- 1:00 – 1:10 Second grade tree play
- 1:15 – 1:30 A PowerPoint picture slideshow of the year's activities in the school forest and a large group activity led by 5/6 class demonstrating the ties we all share
- 1:30 – 3:00 On-going activities in the school forest (and building for art projects)

During the event a plaque placed on the entrance to the school forest created by the shop students was unveiled, dedicating the school forest to the Goodman family.

A letter written to Mr. Goodman by Valerie Barribeau, a GAC elementary student best describes the sentiment shared by many of the GAC students, teachers and community.

Dear Mr. Goodman,

Thank you so much for everything you did for our School Forest. Wednesday is my favorite day of the week because every Wednesday we go to the School Forest. I love to look at all the tall trees and the animals that live there. It was so much fun when we went snow shoeing and I loved when we made sap. Thank you for everything you did for this forest. The animals and the plants are so pretty. I love coming here and just listen and hear all the sounds like the birds singing, leaves blowing, bugs crawling, and trees standing. My favorite part of the forest is the plants. There are so many different kinds! Even though I don't like getting wood ticks, I still love coming here! It is my favorite place to be. Some kids like staying inside and just watch TV. Well I don't. I like to come to the School Forest and admire all the pretty animals and plants. Thank you for everything! I'm glad our school is dedicating it to you.

Thank you,
Valerie Barribeau

The School Forest Utilization and Student Reflections

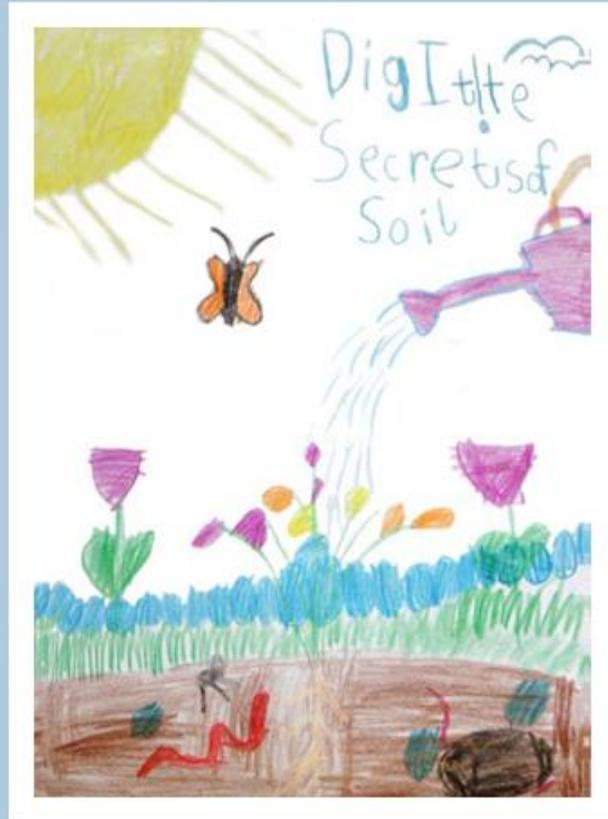
The evidence of much of the impact of the LEAF/GAC Community Partnership Project lies in the work and reflections of the GAC students. While this evaluation was not designed to directly assess the students' contributions, the following inventory of student activities provided by the GAC teachers interspersed with student project stories, student work artifacts and students own work should speak for itself.

Pre-Kindergarten

- Forest exposure and exploration
- Getting connected to our environment
- Nature walks
- Comparing and contrasting, tree size, leaves, bare trees, moss, seed and cones
- What's in a forest?
- Winter bird and bird feeders

Kindergarten:

- What do you see? Exploring basic concepts of the forest
- What's in your world?
- Dead and alive search
- Snowshoe walking and track identification



2009 Environmental Poster Contest
1st Place State Winner, Primary Division. (K-1)
Katelyn Nelson
Goodman-Armstrong Creek Elementary School



My kids wrote letters to Mr. Goodman, telling him what they liked doing in the school forest. The winter experiences stand out in my mind. Snowshoeing was one of the favorites. My son is in college and was home on 2 different Fridays. I gave him \$20 (figuring I'd have to give him spending \$\$ anyway) each time to be our guide. Having an extra hand with snowshoes was a blessing in itself. They explored tracks, trees, plants, animal droppings, the deer carcass, and much more. One of my students shouted, "This was the best day ever!!" The possible scenarios that they come up with when looking at tracks and other animal sign are amazing! I can't begin to describe the enthusiasm and excitement that I see in my kids. If we're supposed to go to the school forest and the weather is not cooperating, they nag day after day until we get there. They are so much more appreciative of the things they find in the forest such as plants and insects. At the beginning of the year, they just wanted to run and find sticks to swing. Now they explore and go crazy over finding the littlest thing. Each year this appreciation will grow and before they know it, they'll be teaching their own kids and grand-kids what they know and how fortunate we are to have it all right here!

Tracy Rocque, 1st Grade Teacher

1st Grade:

- Living versus not living
- Parts of a plant and their function
- Types of needles
- Wildflower identification
- Changes from fire
- Insect identification, homes and food
- Why snags should be left standing
- Sounds in the forest
- Water cycle
- Food chains
- Garbage clean-up
- Types of roots
- Seed distribution
- Types and color of leaves
- Picking berry safety
- Nature appreciation and respect
- Track identification
- Winter signs of life
- Tree identification
- Homes for animals

2nd Grade

- Historical significance of the Goodman forest and sustained forestry practices
- Nature walks to gather leaves, identify wood products, and “gifts from tree”
- Tree part labeling and costume construction (crown, trunk, roots)
- Tree life cycle and trees as homes
- Tree skit a Parent/Teacher Organization Fun Night
- Reading “In Grandpa’s Woods” in forest
- Sign of spring poster activity

3rd and 4th Grade

- Classifying living and non-living things
- Making tree identification books
- Writing descriptive papers about the forest
- Comparing ecosystems forest and pond ecosystems
- Identifying different types of track and snowshoeing
- Descriptive writing in the forest
- Nature walks and explorations
- Nature poems
- Forest scavenger hunt
- Classifying leave
- Deer decomposition observations
- Snowshoeing and track identification lead by high school student
- Plaster cast of tracks
- Tapping maples trees



School Forest Cleanup Day...

I loved doing the School Forest Cleanup Day because it was good for the environment. I found a sled and a couple of glass bottles... When I'm in the School Forest I feel tranquil. It's just so peaceful. Lots and lots of animals live there. I feel protective of the forest. If the forest were about to be torn down, I would be there to defend the forest!

-Kimberly Cole, 4th Grade

It made me feel good cleaning up the forest because I felt like I was helping the trees. It kind of felt like Earth Day when we were cleaning up! I feel awesome when I get to do activities in the School Forest.

-Tieley Schwöchel, 4th Grade

The Mystery Place

I'm going going up there,
Walking walking who knows where.
To where Mrs.Majewski onced saved a tree,
Where people can come to be free.

It's so beautiful and quiet,
Come take a look, just try it.
It is April 28th and buds are coming,
The weather is warm and it's stunning.

The gorgeous flowers are everywhere,
Birds are chirping here and there.
I like what they say," April showers,
Bring beautiful may flowers.

There is not much litter,
For there are many critters.
We filled up a big garbage bag,
And BOY what a drag.

The high schoolers made bat houses for the bats,
but I haven't seen the bobcat.
For all my life time I grew up here,
I can walk around and have no fear.

You would not believe your eyes,
That in July there is many fireflies.

It smells so fresh out in this place,
Rabbits are running and aren't being chased.
This place is green and can you guess where,
It's a place that's filled with cool, crisp air.

It is the school forest,
And as you can see.
I love the school forest,
And the school forest loves me.
By: Annie Taylor

5th and 6th Grade

- Maple tree tapping, collecting and processing
- Leaf collections
- Compass activities
- Snowshoeing and winter tracks
- Trail clean-up
- Deer decomposition study
- Hibernation study
- Wildflower identification
- Bloodroot dye
- Rock collecting
- Tree measurements
- Chromatography
- Writing in the forest
- Garbage collection
- Terminal bud identification
- Water sampling



7th and 8th Grade

- Comparison of school forest temperature and precipitation to places around the world
- Deforestation and land reclamation around the world
- Snowshoeing
- Russia and Northern Wisconsin climate comparisons, weather influences, and vegetation comparisons
- Latin America and Northern Wisconsin climate comparisons, weather influences, and vegetation comparisons
- Mapping the east trail
- Forest field survey and GPS unit
- Forest photography (submitted to the local newspapers)

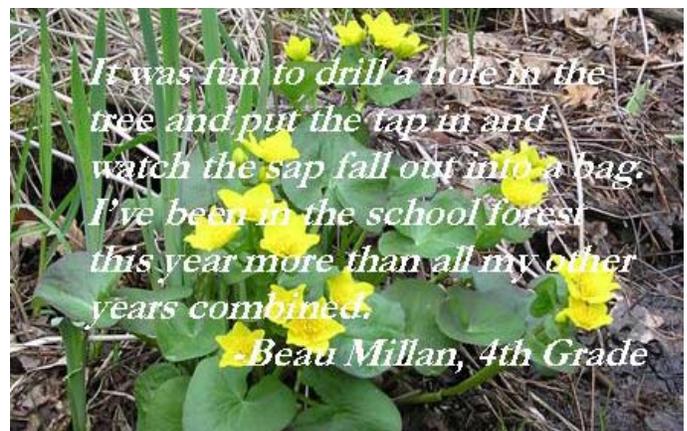


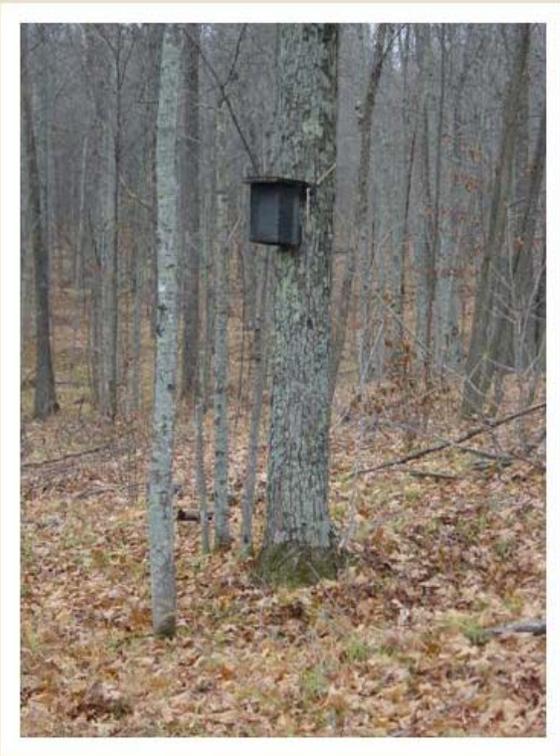
Trail Mapping

Seventh and Eighth grade students in Mrs. Milan's World Geography class recently completed a project mapping the east trail in the Goodman School Forest. Students worked on skills such as creating legends, mapping the scale of an object, and measuring angles to complete the map of the east trail.

Special Needs Class:

- Snow shoe activities
- Various writing activities
- Tree measurement and statistics





Home for the Bats...

On November 5, 2009 the 7th grade class and the 5th hour shop class went into the school forest. They were on a mission — to give the bats in the school forest a home. The 7th grade had been working on the bat houses since the beginning of the school year. “It took a lot of work,” said some of the 7th graders, “but it was for a good cause.” A total of ten bat houses were placed in the school forest with the help of the 5th hour shop students.

Shop Class:

- Bat house construction
- School forest entry construction

High School Computer Class:

- Forest photography with computer class for end-of-year calendar

High School Engineering Class

- Engineering student design and build snowshoes
- Compasses and electricity
- Post and rails construction

The School Forest!

By Ashley Neumann

I'm in the school forest it's so peaceful, the birds chirping, and the leaves rustlings in the wind. I love it here; it's my favorite place to be. Although it's boring at school I like to come to school on Wednesday because that's the day we go to the school forest. And right now I'm sitting in my favorite place its right in the middle of the forest; I'm sitting on a little bridge where a stream sometimes flows. The wildlife is awesome here. I love to come and do all the projects we do. I loved one project the most it was the day we cleaned up the forest but on the 27th when we came back to the school forest there was junk in the forest and we just cleaned it too. So I hope people change their attitude about littering. But still this is my favorite place to be and in time there will be more to write, but for now this is the end of my story.

Snowshoe Hour...



In the first week of February our 5th hour PE 8 class and 6th hour Computer Applications class had the opportunity to strap on our new snowshoes and head into the school forest trails. The students were excited to go for the first time and weren't really sure what they were getting into. On our way into the forest we noticed a bald eagle cruising the skies just above the tree line and a bobcat feasting on a deer carcass. Also, on our journey, we noticed several different animal tracks and different signs of life during the heart of winter. It was great experience for all of us and we look forward to our next snowshoeing adventure!

High School Physical Education

- Snow shoeing
- P.E. class helped install bat houses in school forest

1st – 12th grade art

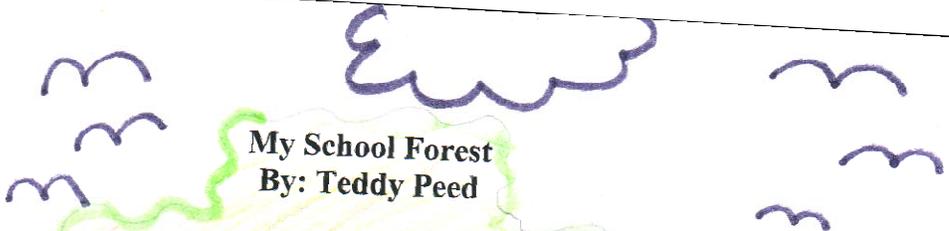
- Positive and negative leaf symmetry, 1st and 2nd grade
- Ceramic Leaf trays, 9th -12th
- Bark boxes, 9th – 12th
- Trees as symbols of Life, 5th – 6th
- Trees lines and shadowing, 2nd and 3rd
- Leaf guide and outdoor sketching/painting, 7th and 8th



High School Science

- Tree identification using dichotomous keys
- Tree and flower identification collections
- Water testing of local water
- Soil testing of local soils
- Team building in the school forest
- GPS mapping of school forest trail
- Winter shelter building
- Deer decomposition study
- Bird watching
- Tree boring and tree age identification and height estimation
- Frog habitat study





**My School Forest
By: Teddy Peed**

**Wondering around like an innocent bee,
Then sitting calmly under a shady Maple tree.**

**While a loud buzzing noise flew past my ear,
Thinking here I have no fear.**

**A beautiful white flower next to me,
A deer far in the distance that I can see.**

**To Mother Nature we give thanks,
And also for the flowing stream banks.**

**Colorful big birds sit chirping,
Squirrels and chipmunks nearby lurching.**

**Leafy trails whirling round and round,
A carpet of pine needles on the ground.**

**So many things to do and see,
That's why the school forest is for me. 😊**



The Little Bare Tree...



In November the pre-k class took a hike in the school forest. We were looking for how the forest had change since our last visit. Green was no longer the dominant color. The trees were “naked” as four-year olds say. All the leaves had fallen to the ground in yellow, rust, and brown hues.

As we approached the bottom of the hill, one student started trying to break branches off a small maple tree no taller than himself. He said it was o.k. because the tree was dead. This lead to a discussion of all the trees around us. “Were all the trees dead? No, they were just getting ready for winter, when the cold air and snow would come. The trees big medium and tiny were just “sleeping” until the warmth of spring came again.” A fascination came across the boy’s face as he realized his tree was just a baby and if we let it be we can come back after the snow and see little leaves growing where the tiny buds now existed.

Many people, young and old, have lost the connection and fascination with the natural world. The School Forest offers us vast opportunities to learn not only how the natural world functions, but also how humans can benefit from nature and learn lessons that can be connected to other areas of their lives—social, physical, emotional and spiritual. Lesson such as this, when started young and carried through life will have a strong, lasting, positive outcome on Goodman and beyond. It will instill a sense of stewardship that will strengthen as we continue to learn more from the world around us.

Anneli St. John, Pre-K Teacher

Conclusion

Admittedly the LEAF/Goodman Armstrong Creek Partnership Project is a challenging project to evaluate. In any evaluation process a project is naturally assessed by its desired goals and outcomes. However, in this project each group involved had their own desired set of goals and outcomes. The stated goal of the project as defined by the LEAF and GAC school district leaders was to create an integrated pK-12 environmental education program focused on the interconnectivity of the school forest, the local community and the school by exploring the central question, “How can student learning be the focus of creating healthy and vibrant communities?” The leadership team’s goal was to translate the community vision into school curriculum, to increase staff and community buy-in to the project, and to steward the overall project and the development of the trail system in the school forest. The school teaching staff acknowledged the broader context of the project, but on a daily basis had more pragmatic goals such as getting the kids into the forest, integrating forest activities into their curriculum and contributing to the forest trail development and school forest dedication. Finally the goals held by the GAC community that emerged out of the visioning session were to advance active tourism, community heritage values, a clean environment, and secure jobs. The desired outcome of these goals was to create a safe family-oriented community that has a stable and growing population and economy supported by a vibrant school.

It is important to note that none of these goals compete with each other – rather they simply operated at different levels of scale within the overall context of the project, spanning from the quality of life for all living things for generations to come to the health and future of GAC and its natural resources in 30 years to an enriched student learning opportunity on Wednesday afternoon. All involved in this project did an excellent job in recognizing the interconnectivity of these goals – with their stated motto “GAC Forever” as a regular reminder of the larger purpose for all that they were doing.

Many of these goals were achieved or advanced at some level, the specific details of which have been shared throughout the results section. It is, however, not possible to draw a singular conclusion from the evaluation of these goals. The following sections rather highlight an interesting story of complexity and change within the Goodman Armstrong Creek community resulting from the pursuit of these goals.

The Challenge of Getting Things Done

A tendency of any evaluator is to describe what didn’t get done as much if not even more than what did get done. And there was much of the stated intention at the start of the LEAF/GAC Community Partnership Project that did not get done. Much of this has to do with the magnitude and complexity of the project that only became evident as the project unfolded. The initial community visioning session quickly evidenced that the ability of the GAC community to promote a high quality of life was less about their immediate circumstances and more about what was happening in the world around them. This community, like rural communities across America, is struggling for its existence. From the new urbanization trends to the economic crisis and its impact on many of the commodities produced in rural communities, places like GAC have less capacity to be self-sufficient and fewer options to change their plight. Arising from the community visioning session were questions such as “how do we as a school district help create and/or affect jobs and

industry (and its development).” This and similar questions were placed in the “parking lot” in hopes that an answer might surface along the way.

While implementing the first leadership team in-service that followed the visioning session, the LEAF staff expressed concern about how little was known about the capacity of everyone involved to take on such as project. During this in-service the LEAF staff members both reflected a desire to become more comfortable with their effectiveness in such an organic project and to help the teachers balance the need to “get things done” with the need to “think and plan.” And finally as the project progressed the complexity of interpersonal relationships and the integration of a new school administrator become ever more apparent.

As with most complex longitudinal projects, the daily business of life hampered the ability of many of the participants to reach their intended goals. Time was, as always, the truly limiting factor across all aspects of the project. The LEAF staff had a limited amount of time to plan for and provide professional development and in class support. They also struggled to find the time to handle the interpersonal relationships at the school and/or to address their impact on the project. The leadership team had limited time to coordinate and “steward” the overall project much less translate the community vision into curriculum. Finally the teachers had a limited amount of time to consider the new curriculum framework, plan new school forest lessons or to take the students out into the school forest. Individual follow-through on commitments was also problematic whether the commitment was to complete an agreed upon school forest activity, formally explore a relationship (through the assigned “Relationship Project”), get the students into the forest, map a trail or to simply think in advance how to best utilize the LEAF staff during in-class weekly visits. Larger, more ambitious project goals such as developing the school forest trail system, trail signage, a trail guide book, or a school forest calendar (which all required significantly more coordination and collaboration across the teaching staff and community) were realistically sized to activities that generally could be achieved by one teacher and/or class. The teacher end-of-year reflections accurately noted that the traditional school day schedule and the inflexibility of this structure hampered their work on these school-wide efforts and their ability to collaborate and innovate their teaching approaches.

At the same time seemingly competing values also challenged the capacity of the project. The new school district administrator came on board at the start of the project with a strong emphasis on basic academics and effective classroom management. The teaching staff’s sense of these competing values was evidenced in the rating of school leadership support for the project, which went from 55% strongly agreeing at the start to 83% strongly agreeing at the mid-point of the project to 30% at the end of the year (see table nine). This is a significant drop from midpoint to the end of the project and had an overall impact on staff morale. This was evidenced through end-of year reflections that sought appreciation and a simple “thank you” from the school and community leadership.

TABLE Nine: Perceptions of Project Comparison Pre/Mid/Post Project

Rating of project perceptions	Strongly Agree			Agree			Disagree		
	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post
I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.	33%	50%	40%	67%	50%	60%	0%	0%	0%
I feel there is strong commitment, support, and involvement from the school leadership (e.g., principal, parents, teachers, and school board) for this project.	55%	83%	30%	39%	17%	70%	6%	0%	0%
I feel there is strong commitment and support from the community for this project.	33%	42%	50%	61%	58%	50%	6%	0%	0%
I understand my role and expectations in this project.	33%	25%	30%	44%	75%	70%	22%	0%	0%
I am excited to be a part of this project.	55%	67%	60%	39%	23%	40%	6%	0%	0%
I feel well prepared to continue to take on this project.	33%	25%	50%	44%	75%	50%	22%	0%	0%

While the values of basic academics and classroom management were not actually in competition with the LEAF/Goodman Armstrong Creek Partnership Project, the integration of these values with those of the project would have required a much different school leadership style and teaching and learning approach to successfully pursue strong academics within the context of a school-wide school forest project. This would also have required a conscious change in the school culture and a great deal of staff professional development – another effort that in and of itself is both complex and time consuming.

Evolving Teaching Pedagogy

Within this complex project the growing interconnectivity of the teachers’ approach to instruction and their real-world desire to develop the school forest for the benefit of the students and the community allowed for an evolution of the teachers’ pedagogy. This was most reflected in the teachers’ periodic ratings of their knowledge of the instructional approaches the LEAF staff deemed as central to the project. While the overall trend was a growth in teacher confidence from the beginning to the end of the year, there were a few exceptions. In five of the approaches (see table ten) the teachers downgraded their “strongly confident” assessment. Some of this variance can be attributed to the difference in the number of respondents in the pre and post surveys. It is however this researcher’s opinion that much of this downgrading is connected to teachers “not knowing what they don’t know.” In other words the teachers’ over assessed their confidence in these instructional approaches largely because their confidence remained untested. The LEAF/GAC Community Partnership Project required these teaching approaches to be authentically implemented within the real-world context of the school forest. The approaches that were downgraded included “community-involvement/engagement in schools,” “project-based learning,” “using the environment as a theme,” “student-centered/student-directed education,” and “cross-curricular/integrated curriculum.” These approaches are strongly correlated with the larger, more ambitious project goals of developing the school forest trail system with the help of the community, creating a school-wide trail guide book with contributions from local loggers and naturalist, and making plant identification plaques as a cross-grade level project. The growing awareness of their

lack of experience with these instructional approaches was also evidenced in the teachers' final reflections, "I was surprised at how many options there were to facilitate learning across the curriculum." The teachers regularly remarked that the exposure to new and different school forest lessons and activities shared by the LEAF staff was one of the most beneficial outcomes of the project.

TABLE Ten: Perceptions of Confidence in Using of Key Project Instructional Approaches Comparison Pre/Mid/Post

Rating of project instructional approaches	Strongly Not/ Not Confident		Neutral		Confident		Strongly Confident	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Place-based Education	23%	0%	11%	10%	50 %	70 %	17%	20%
Community Involvement/Engagement in Schools	6%	10%	33%	20%	39%	50%	22%	20%
Project-based learning	0%	0%	22%	0%	50%	70%	28%	30%
Using the environment as a theme for all subject areas	0%	0%	28%	20%	39%	60%	33%	30%
Curriculum writing around essential questions	6%	0%	33%	30%	44%	50%	17%	20%
Student-centered, Student-directed education	6%	0%	28%	20%	28%	50%	39%	30%
Cross-curricular/ integrated curriculum	6%	0%	17%	10%	44%	60%	33%	30%

It also appears that the more teachers were able to realistically assess their own teaching practices the more prepared they felt. As seen in table nine, the percentage of teachers who felt "prepared to continue to take the project" went from 33% at the start of the project to 50% at the end. At the same time 60% of the teachers strongly agreed with the statement, "I am excited to be a part of this project." The teachers' final reflections also showed a pride in the work they have accomplished and a strong commitment to continue to advance their teaching skills and evolve the vision of the school forest. "I think we have grown by leaps and bounds with utilizing our school forest. We need to continue to build on this in the future. There is always room for growth."

Tipping Points and School Forest Ownership

Over the life of the LEAF/GAC Community Partnership Project there was strong evidence that a sense of school forest ownership was both expanding and deepening. At the start of the project few teachers had taken their students into the school forest (which is less than 200 feet behind the high school building) with any regularity. The early infusion of the LEAF program staff at the school one day a week quickly resulted in getting more elementary classes outside. At the same time the leadership team teachers (of which 4 of the 5 teachers were from the elementary school) by early fall were making a concerted effort to get their student into the forest. By the second in-service many elementary teachers were able to report school forest related activity. This was not as much the case at the high school.

Two events, one spontaneous and one planned, simultaneously conspired to tip the scales and motivate many more students and teachers into the forest. The first was the planned purchase of snowshoes for use by the entire school. The second was the spontaneous decision of the LEAF staff to pick up a deer killed on the side of the road and place it (with the help of several high school boys) in the school forest to witness its decomposition. One of these high school students was then motivated to install a motion activated hunting camera aimed at the deer. Within a day there were both bobcats and bald eagles photographed on the deer. The party in the school forest had begun. Multiple classes were now putting on snow shoes to inspect the tracks around the deer. A fourth grader commented “I’ve been in the school forest this year more than all my other years combined.” The simple act of providing strong motivation to both the teachers and the students to get out into the forest had a rapid and strong impact on their connection to the forest. Student reflections gathered as part of the end of year school forest dedication evidenced that they held strong ownership of the forest: “When I’m in the school forest I feel tranquil...I feel protective of the forest. If the forest were about to be torn down, I would be there to defend the forest.”

At the start of the project the GAC teachers outside the leadership team had a limited vision of what the potential of the school forest could be beyond a set of trails for recreation. By the end of the year teachers had a much broader vision of the school forest project and its impact on the school over the next several years. They envisioned the GAC school district as an exciting, positive, overflowing, and green school with a wide regional reputation. They envisioned lots of volunteers, guest speakers and community workshops that expanded learning beyond the classroom. They saw schools visiting to learn more about their work. At the same time they had very specific ideas on how to evolve the forest as a place of learning and community. Many of these ideas were often very personally connected to something they sought within the school or GAC community. Their ideas included maple syrup production, an annual school forest clean-up event, woodland photography, a fishing pond, and outdoor shelter classroom that could double as a community arts and music venue. The deepening, personalizing and broadening of the vision and ownership of the school forest represented a significant willingness and therefore capacity of the GAC students and teachers to further create an integrated pK-12 environmental education program focused on the interconnectivity of the school forest, the local community and the school in the years to come. As one teacher expressed “...what we have at this point is a school/community forest that is ‘owned’ by all of us. This is truly a positive force in connecting the students, staff, and the citizens of two towns. It’s a win-win situation.”

The Immeasurable

A quote often attributed to Albert Einstein best captures what this evaluator feels is the overall outcome of the LEAF/GAC Community Partnership Project:

“Not everything that can be counted counts, and not everything that counts can be counted.”

The impact of the project should not be determined by counting the number of intentions and activities that were or were not completed. For while everyone involved in the project likely fell short of their own expectations in some way or another, the totality of what was accomplished was amazing and immeasurable through any standard counting methods. In the midst of all the best laid plans gone astray, the LEAF staff were regularly amazed at what the GAC did accomplish and often on seemingly very short notice. Here the trait that almost all GAC community members and teachers felt made their community special—their close tight ties to each other and the forest—prevailed. It seemed that whenever they reached out to each other, a helping hand was found. This

was evidenced in simple ways like how the materials for the construction of the school forest entrance were acquired or how the school was able to take the entire student body ice fishing to how the community organized when a tragic car accident took the lives of two GAC students. While the complexity of the project at times made it feel complicated as well, throughout the entire LEAF/GAC Community Partnership Project the GAC teachers, students and community members reinforced the power of community to together take care of what truly matters, formal goals and outcomes aside. This sentiment was well expressed by a teacher in her final reflection, “I feel the most important outcome of the project is that these people have joined together with a common goal and have accomplished many things.” With this outcome there is very little GAC will not be able accomplish as a community. And for those of us who were newly welcomed into this community as a part of this project, we will remain forever connected to this community.

Recommendations

On the practical side there are several areas that should receive more attention as the project moves into its second year. This includes further scaffolding the evolution of the teachers pedagogy, continuing support for a shared vision of the school forest, evolving the school forest education plan and fostering the immeasurable value of meaningful relationships.

Scaffold Evolving Pedagogy

There is a clear need and desire as determined both by the teachers and the LEAF staff for further exploring the GAC teachers’ newly evolving pedagogy and providing direct professional development opportunities to learn more about the instructional approaches that best support this pedagogy. The GAC teachers do now know what they don’t know about these critical instructional approaches and are seeking to learn more. Therefore specific trainings should be provided on:

1. Community involvement in schools, such as a service learning training that envisions both the service and the learning as mutually shared between the students and the community (rather than the traditional service learning model in which the students are the main recipients of learning and the community of the service).
2. Student-centered/directed education, using hands-on inquiry-based learning lessons such as those developed by the San Francisco based Exploratorium.

The teachers now seem to be much more interested in conceiving the school forest as a school wide project-based learning activity. But rather than provide a project-based learning in-service, in which the teachers are left to their own devices once the in-service is complete; it is recommended that the LEAF staff facilitate and oversee an appropriately scaled school-wide school forest project as an action research opportunity for both the LEAF staff and the GAC teachers. This school-wide project should be designed in such a way as to also model integrated cross-grade level curriculum as well as the use of the environment as a theme for all subject areas. The project should also reinforce student center instruction and community involvement. It is not intended that this LEAF facilitated project be done “for the teachers” rather it should be done “with the teachers.” LEAF staff’s role in such as project would be to scaffold the teachers attempt at project-based learning, to alleviate some of the time burden of project coordination and to insure the integrity and intentionality of both the teacher and the student learning goals. Care should be given to not blow the project so out of proportion that the teachers would never conceive of being able to do such a project without LEAF support. It may be a project that takes only a few days to complete – or something that is

accomplished in a series of Fridays over the semester. Ideally the project would be one that is replicable each year (not a one shot project that once it is done it is done). Finally the project should be managed intentionally as an action research endeavor. Teachers should be able to answer a compelling question about project-based learning through their own observations and data collection by the completion of the effort.

Continue Building Shared Vision

The motto of the school forest project, “GAC Forever,” represents a very real need in this community. Many important foundational elements were accomplished this year that have now increased the capacity of this community to realize its motto – the most important element being the feeling held by many teachers and community members that they created a shared vision and collaboratively took steps to make the vision a reality. Every effort should be made to not let this feeling be just a onetime unique occurrence. The first year of the school forest project has deepened both the relationship amongst the community and the forest. This deepened relationship has now cultivated intentionality and motivation to continue growing the impact of the school forest. With a year under their belt, the GAC community is likely more able to answer the central project question “how can student learning be the focus of creating healthy and vibrant communities?” as well as “how is the school forest a model of what makes our community special?” It is important that the community be given a chance to do just that. It is therefore recommended that the GAC community, building off the momentum of the school forest dedication, be gathered once again for a World Café style conversation about the new vision of the school forest. This time children should also be invited to the table and a stronger representation of teachers should be present. (It might be worth considering hosting the World Café during the first school forest project in-service – setting a precedence for a more active role of the community in the school.) The results of this vision can be used to define year two project goals and to possibly identify the project-based learning activity that LEAF staff will facilitate (such as the creation of the guide book designed as an inquiry into what makes this place special). This second conversation should also encourage community members to take a more active role in the project and to encourage them to organize themselves in a way to make this a reality. (It might also be interesting to connect the community with one or more of the community reading group programs such as those created by the Northwest Earth Institute or The Natural Step program so that they too can start their own learning journey.)

The value of these community gatherings and conversations is central to building the community’s sense of a shared vision and to underscoring what GAC can accomplish when they work together. If it is possible for LEAF staff to help “institutionalize” these conversations it would leave a lasting legacy that would serve the GAC community well beyond this partnership project.

Evolving the School Forest Education Plan

The impetus for the LEAF/GAC Community Partnership Project was directly related to the desire to redesign the school forest education plan into a tool for placing the school forest program within the broader context of a community vision and as a tool for conceiving the support systems necessary to achieve and advance this vision. The first year of the LEAF/GAC Community Partnership Project was largely about the discovery of what it means to build a program and curriculum from shared community vision. With many lessons learned, it is now possible in the second year to intentionally work with the GAC to create a new school forest education plan template that more effectively reflects the driving context of a community vision. It is recommended that this new template become an integration of the effective elements of the current

school forest education plan, the central features of the GAC curriculum framework set around the central questions “how can student learning be the focus of creating healthy and vibrant communities?” and “how is the school forest a model of what makes our community special?” The second year of the LEAF/GAC Community Partnership Project is well positioned to build and test the new template for the school forest education plan and to create a working prototype of the plan than can be evaluated in other school forest projects.

Furthering the Immeasurable

Jeremy Solin the director of LEAF and a member of the leadership team of the LEAF/GAC Community Partnership Project underscored time and again with all involved that this project was all about cultivating meaningful relationships. There is nothing more true. Jeremy’s LEAF colleague, Chris Kuntz embodied this in all that she offered the GAC community – even going so far as to directly connect her children and husband to the school and community. Chris, through her warm and welcoming style and through the care she gave each relationship she cultivated, was a key and central element to the success of the project. As one teacher expressed, “Chris Kuntz taught me so much! I love watching her teach. [I am] quietly learning so much from her.” And there are similar such stories for each member of the project leadership team. Circumstances will require that the nature of the relationships within this project change and evolve. It is already necessary for the members of the leadership team from both the LEAF staff and the school district staff to change. But even with these changes there will also remain a central social fabric.

Clay Shirky, a social network researcher, has been observing two types of self-organized community engagement. The first is communal engagement in which the value created by the participants is mainly for the enjoyment of the participants – such as a cat fancy photo swapping group. The second type is civic engagement in which the value is created/contributed by the participants but enjoyed by society as a whole. Clearly the intention of the LEAF/GAC Community Partnership Project is one of civic engagement. The unasked question at the start of this project was how do we design a collaborative effort such as the school forest project that is able to effectively get things done so that the output is of lasting civic value. As we look back on the first year of this project with this question in hand, we recognize we had the answer all along. Intentionally design the collaborative effort to build meaningful relationships around a shared goal or vision and things do get done. This key ingredient, now made transparent, must remain the organizing and central design feature of any new GAC school forest effort going forward. With each strategic step we must first ask – does this build and/or deepen meaningful relationships – for the construction of such a central component should not be assumed or hastened. As the GAC teachers brainstormed mid-project, a meaningful relationship is built on honesty and trust, requires good communication, is respectful and mutually supportive, has longevity and deep connection, is mutually rewarding yet more than utilitarian, is committed to work through the obstacles and challenges and is the connective tie of all things past, present and future.

In closing, the LEAF/Goodman Armstrong Creek Partnership Project is at its heart about the survivability of a small rural lumber mill town. This is not an elusive desire but a very real and ever present reality. It had daily reminders -- when a student left the school and the school came one step closer to closing or when the lumber mill once again furloughed all its employees and the families of GAC struggled to make ends meet. At times the one community, the forest community, upon which this project was centered, seemed the most likely community to go on forever as its vibrant and resilient relationships proved to withstand many changes. Yet this resiliency was in large part due to the effective partnership between the forest and the founders of the Goodman

community over 70 year ago. Ultimately the LEAF/Goodman Armstrong Creek Community Partnership Project proved to be just that – an amazing community partnership. It is partnership build on meaningful relationships not only between LEAF and the GAC school district, but between community ancestors and their forest legacy, between a struggling community and its threatened school, between teachers who prior to the project had little interaction, between the students and the teachers who together learned what is truly important about community, between the students and the community they hold in care for their own future generations, and ultimately it is a stronger partnership between a caring community and their treasured forests. The LEAF/Goodman Armstrong Creek Community Partnership Project is also at its heart about communities big and small across the world facing their own sustainability and what vision and set of meaningful relationships they will choose to cultivate as a result.

Appendix One



LEAF/Goodman-Armstrong Creek Community Partnership Pre-Survey

Name: (optional): _____

7/15/09

Please select all that apply: Business Owner Community Leader School Employee

Goodman-Armstrong Creek Resident Parent Forest Industry Employee Other:

1. Please share with us why you came tonight.

2. What do you hope will be the result of this LEAF/Goodman-Armstrong Creek Community partnership?

3. What are three characteristics or qualities that you think make Goodman-Armstrong Creek special today?

4. What are three NEW characteristics that you would like Goodman-Armstrong Creek to have in the next 10 years?



LEAF/Goodman-Armstrong Creek Community Partnership Post-Survey

Name: (optional): _____

7/15/09

Please select all that apply: Business Owner Community Leader School Employee

Goodman-Armstrong Creek Resident Parent Forest Industry Employee Other:

Please rate the following aspects of this visioning process:

Level of meaningful dialog about Goodman-Armstrong Creek Community's vision and uniqueness:

Very High High Average Low Very Low

Level of respect and support for different points of view:

Very High High Average Low Very Low

Your level of participation and engagement in the process:

Very High High Average Low Very Low

Effective use of your knowledge and experiences:

Very High High Average Low Very Low

Overall value of the visioning process:

Very High High Average Low Very Low

Other comments on the visioning process:

Please share what you felt like were the most effective elements of the visioning process thus far as well as your thoughts on how this process could be improved:

Please rate the information gathered tonight.

Effectively captures who our community is and its uniqueness:

Strongly Agree Agree Disagree Strongly Disagree

Effectively captures the thinking of the entire community:

Strongly Agree Agree Disagree Strongly Disagree

Reflects on your own personal vision of the future:

Strongly Agree Agree Disagree Strongly Disagree

Provides a good platform on which to build a community-based curriculum:

Strongly Agree Agree Disagree Strongly Disagree

What had real meaning for you from what you have heard today? What surprised you? What challenged you?

What do you think the Goodman-Armstrong Creek School District needs to do differently to help realize this vision of the future?

Please describe what you feel are the most appropriate next steps in this process. What role if any would you like to play in these next steps?

Please share any additional thoughts or reflections you have:

Appendix Two



Goodman Armstrong Creek Community/School Forest Partnership

Recently, the Goodman family made a donation to be used to increase the educational use of our school forest. UW-Stevens Point LEAF (K-12 Forestry Education Program) and the GAC school district are partnering to utilize our school forest to educate about and enhance what is important and unique about our community. Twenty-two community members gathered on July 15th to generate a vision that is now guiding the project. The main components of this vision include developing tourism; ensuring a clean, healthy environment; maintaining community, culture, and values; and creating jobs. From this vision the partnership leadership team, made up of LEAF staff and GAC teachers met July 16th and 17th to generate a specific school project ideas.

The first proposed School Forest Partnership project will be to improve and develop the trail system in the school forest. This project entails making the school forest accessible not only for educational opportunities for our students, but the community members as well. This project will include school forest trail development and creation. Some activities with-in this project may include creating plaques for plant identification, mapping trails, and creating a guidebook to the forest. Students throughout the district will be engaged in this process with the help of community resources. Students will be able to research local ecology, community history, forest management, and other activities that exercise academic skills throughout the process.

As members of our community, you are encouraged to become involved in our School Forest Partnership. If we have peaked your curiosity and you are interested in more information on how you can become an involved member in the School Forest-Community Partnership please call us:

Linda Majewski at 336-2408
Cris Wysocki at 336-2022
Tracy Roque at 336-2943
Anneli St. John at 589-4264
Richelle Jochem at 906-367-8945

Appendix Three:



Goodman Armstrong Creek Community/School Forest Partnership
Project Interview Protocol

Name/Group: _____

Position/Title: _____

Check all that apply: Business Owner Community Leader School Employee
 Goodman-Armstrong Creek Resident Parent Forest Industry Employee Student
 Other: _____

General Information:

Feedback on goals/purpose:

Feedback on project idea:

Other new project ideas:

Ways willing to contribute to project:

Other helpful information:

Specific Questions:

1. How well do you feel you understand the project goal and purpose?

(high) 1 2 3 4 5 (low)

2. How willing you are to personally participate and contribute to this project?

(high) 1 2 3 4 5 (low)

3. How excited are you feeling about this project?

(high) 1 2 3 4 5 (low)

4. How much do you feel this project will enhance the community?

(high) 1 2 3 4 5 (low)

5. How easily can you integrate this project into your curriculum? (teachers only)

(high) 1 2 3 4 5 (low)

Overall General Reflection:

Necessary Next Steps:

___ Ready to Go/Act ___ On Board ___ On the Fence but OK ___ Needs a follow-up

Appendix Four

Creating the Future of Our Community through Our School Forest

Vision statement

The Goodman-Armstrong Creek school forests and communities will be used to enhance student learning and to work towards the community's vision of:

TOURISM: In 30 years, Goodman-Armstrong Creek will be a *destination* for outdoor enthusiasts to partake in silent sports, ATV, snowmobiling, fishing and hunting *utilizing state, county and township lands and trails*. Through *advertising*, families will come to experience small town life by *visiting or staying* on a working farm or a lumber camp providing hands-on *family activities*. Rental units will be available as well as rental equipment. *Unique shops* and *food spots* will provide creature comforts. *Activities for families* will be provided both day and night. Heritage plays will provide entertainment.

COMMUNITY AND CULTURE VALUES: In 30 years, we see the Goodman-Armstrong Creek community having a *family orientated* focus with a deep value for community *heritage*. There will be a *strong school* with a stable environment in which school and community relationships are valued and utilized. Goodman-Armstrong Creek will be a rural community that is *safe and attractive* to families due to its *economical progress* and connectivity via technology to the greater world community.

ENVIRONMENT: In 30 years, we see the GAC community maintaining and continually developing a clean *environment* as a result of *educating our students* so that they are aware of their actions and how they affect their environment. *Garbage, recycling and other ordinances* will continue to be reinforced as the population increases. *Alternative energy* will have been promoted and made available to businesses and private citizens.

JOBS: In 30 years, we see GAC having jobs that utilize *forest products* and by-products such as a pellet plant, mulch and wood chip businesses. Townspeople will have a *community based* maple syrup production business. Students will graduate from school with the skills, knowledge, and entrepreneurship to be engaged citizens and contributors to community wellbeing. The population of the town will be positively affected by secure jobs.

Target messages

Target messages are the broad themes/topics that will be covered at the school forest. Educational goals and specific learner objectives will be addressed in the “educational connections” section.

Sense of Place: We all have a responsibility to know, understand, develop relationships with and contribute to the place that we live.

Creativity and Entrepreneurism: We all need to be entrepreneurial and creative as we address challenges and contribute to the health of our community

Citizenship: We all have a responsibility to be engaged citizens dedicated to the providing for the common good of the human and natural community and to work towards creating the desired features of our community.

Community: We are all important members of our natural and human community. The health of our human community is dependent upon the health of our environment.

Goodman – Armstrong Creek pK-12 Project

The first proposed School Forest Partnership project will be to make the school forest accessible as a learning and recreational resource for our students and the community. This project will include school forest trail development and creation. Some activities with-in this project may include creating plaques for plant identification, mapping trails, and creating a guidebook to the forest. Students throughout the district will be engaged in this process with the help of community resources. Students will be able to research local ecology, community history, forest management, and other activities that exercise academic skills throughout the process. Each class will contribute to the overall project by selecting a sub-project or activity. What each class will contribute will be determined by each teacher in collaboration with other staff. It is expected that each teacher will select a project or activity that contributes to their identified curriculum goals. For example, the music class may want to create a sound map of the school forest and share that with community via an interactive map on the website, while the fourth grade may interview elder residents about G-AC history and how the area has changed for contribution in collaboration with the high school English class to a school forest guidebook. Following is a curriculum framework that should guide the development of each project. The framework is meant to act as both a filter and a prompter in the development of the project. As a filter: Project or ideas that don't include an aspect of each layer of the framework will minimally address the goals and vision for the overall project. As a prompter: as a project or activity idea is generated, working through the framework by layers will encourage consideration of aspects that will enhance the project and ensure that it contributes towards the vision and goal of the overall project. The curriculum chart is provided to document the framework aspects included in the project and to provide some planning guidance in developing the project for implementation in each classroom.

Goodman – Armstrong Creek Curriculum Framework

Values

Values are the characteristics that we agree are important. The values should be incorporated into each project. Each of the two driving values: access and build community resources, and share knowledge and information should drive aspects of every project and activity (that is how does the project or activity demonstrate the importance of these two driving values). The remainder of the shared values are:

- Shared knowledge/open sharing of knowledge and information
- Heritage and place
- Right to a good life
- Diversity if necessary
- Equal access to resources
- Personal responsibility
- Inter/multigenerational responsibility
- Always contribute to the greater good
- Learning is necessary for growth
- Communication

Outcomes

Outcomes are the overall learning goals of the project or activity. The driving outcome of: Goodman – Armstrong Creek forever – realization of community vision indicates that every project or activity should be working towards the community vision. Other potential desired outcomes the project or activity should work toward are:

- Sense of community
- Sense of place
- Sense of empowerment
- Sense of accomplishment
- Entrepreneurism
- Creativity
- Enhanced knowledge and skills
- Movement toward community vision

Questions

Driving and essential questions capture the theme of the project or activity and help to frame inquiry and critical thinking. Each project or activity should contribute towards answering the driving questions of: What makes the place special? How do ensure it remains special? Other essential questions to be incorporated into a project or activity include:

- Who lives here?
- What happens here?
- What makes this place unique?
- What makes living here possible?
- What would we like to see here?
- What can we do to improve this place?
- Who should be involved?
- What resources do we need?
- What did we learn?
- What was the outcome?
- Were there unexpected outcomes?
- With whom do we share information and knowledge?

Efforts

The efforts are some of the key steps and activities that take place in each of the project stages. They are included as prompts to consider in developing a full project or activity idea.

- Inquire
- Imagine
- Explore alternatives
- Learn skills
- Build knowledge
- Gather/access resources
- Take action
- Evaluate
- Reflect
- Communicate
- Share
- Celebrate

Project Stages

The project stages represent the cycle of a full project or activity. An activity exists in a specific project stage. The goal is to develop projects that incorporate all 4 project stages. Moving through the project stages helps to create a full, meaningful, student-driven project with longevity. The project stages are:

- Connect and assess – determine what exists and what the needs are. This is a stage of exploration.
- Identify options – based on needs, what options exist to address those needs. This is a stage of imagination and design.
- Take action – based on analysis of option, select an option and take action. This is a stage of trial and implementation.
- Reflect – reflect on the project process and determine its outcomes, celebrate successes, share results and examine failures. Reflection leads naturally back into connecting and assessing.

Qualities of meaningful curriculum

The qualities of meaningful curriculum incorporate many of the layers of the curriculum framework and also include other qualities of what we believe to be meaningful and effective curriculum. Each project or activity should strive to meet as many of the qualities as possible.

- Student ownership in knowledge, skills, product, process
- Students involved in /with community –they are a part of the community
- Build students’ awareness and knowledge of community
- Providing experiences for kids and families
- Get kids into unique community aspects
- Has longevity
- Student-centered, student-directed
- Cross-generational
- Cross-curricular
- Integrated curriculum
 - Multi grades and subjects
- Ripple effect into families and community
- Using core curriculum through applied learning
- Standards/connected to benchmarks
- Addressed community need
- Community engaged with students and teachers
- Provides opportunity for local businesses and economy to benefit
- Connected to/enhances existing curriculum
- Unique experience at each grade
- Address learning goals that work towards community vision
- Nurtures community exchange
- Has a driving question

Appendix Five

Creating the Future of Our Community through Our School Forest - *Revised Activity*

Activity Type Code

Name (s) of Participating Teachers:

Activity Type: G – General Activity

-  - Trail/Trail Map Development
-  - Guidebook Activity
-  - Communication Point
-  - Meeting/Decision Point

Time of Year:

Grade Level/Subject Area:

One sentence/phrase summary description of your effort. Please write big below. Provide more details about the effort on the back:

Essential Question(s):

Method of Communicating/Sharing Knowledge with the GAC Community (as applicable):

Outcomes (highlight all that apply):

- Sense of community
- Sense of place
- Sense of empowerment
- Sense of accomplishment
- Entrepreneurism
- Creativity
- Enhanced knowledge and skills
- Movement toward community vision

Shared Values:

- Shared knowledge/open sharing of knowledge and information
- Heritage and place
- Right to a good life
- Diversity is necessary
- Equal access to resources
- Personal responsibility
- Inter/multigenerational responsibility
- Always contribute to the greater good
- Learning is necessary for growth
- Communication

Project stage:

- Connect & Assess
- ID Options
- Take Action
- Reflect

Brief Description of Student Assessment:



LEAF/Goodman-Armstrong Creek Community Partnership Teacher Pre-Survey

Name: _____

8/26/09

What do you feel is the most important outcome of this LEAF/Goodman-Armstrong Creek Community Partnership that we should be sure is achieved?

What are three characteristics or qualities that you think make Goodman-Armstrong Creek community special?

What are three NEW characteristics that you would like Goodman-Armstrong Creek community to have in the next 10 years?

Please rate the following statements

I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment, support, and involvement from school leadership, (e.g., principal, parents, teachers and board), for this project.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment and support from the community for this project.

Strongly Agree Agree Disagree Strongly Disagree

I understand my role and expectations in this process.

Strongly Agree Agree Disagree Strongly Disagree

I am excited to be a part of this process.

Strongly Agree Agree Disagree Strongly Disagree

I feel well prepared to take on this project.

Strongly Agree Agree Disagree Strongly Disagree

What do you feel will be the greatest benefit of the school forest to your a) students, b) teachers, c) the school community and d) the local community?

How do you think the school forests can be the best learning environment for the entire community?

What challenges do you feel we face in advancing this project?

For the following areas, please select the response that describes how confident you are of your abilities.

- | | | | | | |
|--|------------------------|---------------|---------|-----------|--------------------|
| 1. Place-based Education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 2. Community Involvement/Engagement in Schools: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 3. Project-based learning: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 4. Using the environment as a theme for all subject areas: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 5. Curriculum writing around essential questions: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 6. Student-centered, Student-directed education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 7. Cross-curricular/ integrated curriculum: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |



LEAF/Goodman-Armstrong Creek Community Partnership Teacher Post-Survey

Name: _____

8/26/09

As a result of the in-service, what do you now feel is the most important outcome of this LEAF/Goodman-Armstrong Creek Community Partnership that we should be sure is achieved?

What had real meaning for you today? What surprised you? What challenged you?

What is missing from our work so far? What is it we're not seeing? What do we need more clarity about?

Please re-rate the following statements

I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment, support, and involvement from school leadership, (e.g., principal, parents, teachers and board), for this project.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment and support from the community for this project.

Strongly Agree Agree Disagree Strongly Disagree

I understand my role and expectations in this process.

Strongly Agree Agree Disagree Strongly Disagree

I am excited to be a part of this process.

Strongly Agree Agree Disagree Strongly Disagree

I feel well prepared to take on this project.

Strongly Agree Agree Disagree Strongly Disagree

What do you still need to learn about utilizing school forests?

Is there any specific professional development that you would like to help learn these things?

What is the next level of thinking we need to do about the school forest program?

What needs our immediate attention going forward in order to make the most out of our work these two days?

For the following areas, please select the response that describes how confident you are of your abilities.

- | | | | | | |
|--|------------------------|---------------|---------|-----------|--------------------|
| 1. Place-based Education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 2. Community Involvement/Engagement in Schools: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 3. Project-based learning: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 4. Using the environment as a theme for all subject areas: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 5. Curriculum writing around essential questions: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 6. Student-centered, Student-directed education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 7. Cross-curricular/ integrated curriculum: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |

Appendix Seven

“Goodman Forever IS about Relationships” Inquiry Project

Name: _____ Date: _____

Who are the people/things you would like target for your project? (Include at least one non human relationship to target.)

Why is it important to grow/ nurture this relationship?

<i>Connect and Assess...</i> What quality of a meaningful relationship would you like to cultivate and with whom?	<i>Identify Options... Take Action...</i> What is your strategy for fostering this quality?	<i>Reflect...</i> What are the indicator(s) that your strategy is working?

What is this relationship like now?

What do you hope will change?

Project Scoring:

Category	Highest Possible Score	Actual Score
Impact on “Goodman Forever” Project	10 points	
Innovative Strategy	5 points	
Impressive Indicator	5 points	
Cooperation Value	5 points	
Long lasting	5 points	
Ripple Effect	8 points	
Smile/Laughter/Feel Good Effect	5 points	
Community-building	5 points	
Supports values within the framework	7 points	
We’re Inspired Too	10 points	
TOTAL	65 points	

Appendix Eight

Goodman Armstrong Creek School Forest Project Formative Evaluation, February 5, 2010

Key Components of the Evaluation:

- Assess overall project progress toward goals and benchmarks
- Assess perception of project worth and effectiveness
- Assess overall involvement and commitment to the project
- Document current activities to date
- Conduct a current and future needs assessment
- Survey additional opportunities/relationships to leverage

Overall output of the formative evaluation is the creation of a GAC School Forest “Moment of Appreciation” book that can be both shared with Mr. Goodman as a demonstration of what his gift has made possible and will grow over time and with the community as a call for engagement.

Guiding Questions:

1. Are we on time and on task?
2. Are people happy with the progress of the project and the process we are using?
3. Does the current design of school forest project allow for the integration of all subjects?
4. Are people still excited by and committed to the school forest project?
5. What type of support are teachers seeking? Do teachers have the necessary materials and/or training?
6. Is Chris’ time being used effectively?
7. What do people really need to advance the project?
8. How can more time be made available to dedicate to the advancement of the school forest project?
9. Are there additional opportunities or relationships that should be leveraged we have not yet tapped?

Data sources:

- Teachers:

LEAF/Goodman-Armstrong Creek Formative Survey

Name: _____

2/5/10

What do you now feel is the most important outcome of the School Forest Project that we should make sure is achieved?

Since the launch of this project...

What has had real meaning for you?

What has surprised you?

What has challenged you?

What is missing from our work so far? What is it we are not seeing? What do we need more clarity about?

Please rate the following statements:

I think this project can help achieve the new characteristics I would like to see in this community over the next 10 years.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment, support, and involvement from the school leadership (e.g., principal, parents, teachers, and school board) for this project.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment and support from the community for this project.

Strongly Agree Agree Disagree Strongly Disagree

I understand my role and expectations in this project.

Strongly Agree Agree Disagree Strongly Disagree

I am excited to be a part of this project.

Strongly Agree Agree Disagree Strongly Disagree

I feel well prepared to continue to take on this project.

Strongly Agree Agree Disagree Strongly Disagree

I am happy with the progress of the project and what we have achieved thus far.

Strongly Agree Agree Disagree Strongly Disagree

I feel like we are staying on task and meeting our deadlines.

Strongly Agree Agree Disagree Strongly Disagree

I find the curriculum framework is a helpful tool for organizing our work on this project.

Strongly Agree Agree Disagree Strongly Disagree

I can see how our work is connected to insuring "Goodman Forever."

Strongly Agree Agree Disagree Strongly Disagree

I feel what we are doing is a good use of the Goodman funds.

Strongly Agree Agree Disagree Strongly Disagree

What do you still need to learn to reach the full potential of this project?

What professional development would help you most?

What needs our immediate attention to make the most out of work on the school forest project?

What do you feel are the most important next steps in this project? What role, if any, would you like to play in these steps?

What would you most like to achieve...

In the next month:

By the end of this school year:

Next school year:

Describe what the school forest project is like in 10 years and what is happening in the community as a result?

Please rate the following statements:

My personal knowledge of the school forest and the community has increased as a result of my involvement in this project.

Strongly Agree Agree Disagree Strongly Disagree

The LEAF staff have been helpful in this project.

Strongly Agree Agree Disagree Strongly Disagree

My involvement in the school forest project is a valuable use of my time.

Strongly Agree Agree Disagree Strongly Disagree

I have learned new methods for utilizing the school forest through this project.

Strongly Agree Agree Disagree Strongly Disagree

My students have benefitted from the school forest project.

Strongly Agree Agree Disagree Strongly Disagree

The community has benefitted from the school forest project.

Strongly Agree Agree Disagree Strongly Disagree

The school forest project is effectively integrating all subject levels.

Strongly Agree Agree Disagree Strongly Disagree

Please indicate the following:

- The number of times you have lead an activity with your class as part of the school forest project: _____
- The number of times you have taken students into the school forest: _____
- The number of additional times you will lead a school forest-based activity in your classroom before the end of the school year: _____
- The number of times you have talked to someone outside the school community about the school forest project: _____
- The percentage of people in the community who are aware of the school forest project: _____

Please rate on a scale of 1 to 5 (with 1 being lowest) the level at which the project has incorporated the following qualities of meaningful curriculum:

- _____ Student have ownership of the knowledge and skills
- _____ Student have ownership of the process and product
- _____ Student awareness and knowledge of the community is increased
- _____ Kids and family experiences are provided
- _____ Activities have a lasting impact
- _____ Activities are cross-generational
- _____ Activities are cross-curricular
- _____ Activities are integrated across grade levels
- _____ Activities have a ripple effect into the lives of families and the community as a whole
- _____ Learning is applied
- _____ Activities address a community need
- _____ Community is engaged with students and teachers
- _____ Activities benefit the local businesses and the economy
- _____ Activities are connected to and/or enhance existing curriculum
- _____ Unique experiences are occurring at each grade level
- _____ Activities nurture community exchange
- _____ Activities are organized around a driving question
- _____ Activities help move towards the larger community vision

Please list the activities and projects your students have done this year that contribute to the project:

Please list what you and/or your students can contribute to the school forest report that will be shared with Mr. Goodman as a demonstration of what his gift has made possible. This can include student work, thank you notes, pictures, photographs, etc.

Appendix Nine:



LEAF/Goodman-Armstrong Creek Community Partnership Teacher End-of-Year-One Survey



Name: _____

5/7/10

As a result our work this past year, what do you feel is the most important outcome of this LEAF/Goodman-Armstrong Creek Community Partnership?

What had real meaning for you over this past year as it related to this project? What surprised you? What challenged you?

What is missing from our work so far? What do we need more clarity about?

What are three NEW characteristics that you think Goodman-Armstrong Creek community will have in the next 10 years as the result of our work together?

Please rate the following statements

I think this project helped achieve the new characteristics I would like to see in this community over the next 10 years.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment, support, and involvement from school leadership, (e.g., principal, parents, teachers and board), for this project.

Strongly Agree Agree Disagree Strongly Disagree

I feel there is strong commitment and support from the community for this project.

Strongly Agree Agree Disagree Strongly Disagree

I understand my role and expectations in this process.

Strongly Agree Agree Disagree Strongly Disagree

I am excited to be a part of this process.

Strongly Agree Agree Disagree Strongly Disagree

I feel better prepared to continue on with this project.

Strongly Agree Agree Disagree Strongly Disagree

What do you feel has been the greatest benefit of the school forest to your a) students, b) teachers, c) the school community and d) the local community?

How do you think the school forests can become an even better learning environment for the entire community?

What challenges do you feel we still face in advancing this project?

What do you still need to learn about utilizing school forests?

Is there any specific professional development that you would like?

What is the next level of thinking we need to do about the school forest program?

For the following areas, please select the response that describes how confident you are of your abilities.

- | | | | | | |
|--|------------------------|---------------|---------|-----------|--------------------|
| 1. Place-based Education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 2. Community Involvement/Engagement in Schools: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 3. Project-based learning: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 4. Using the environment as a theme for all subject areas: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 5. Curriculum writing around essential questions: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 6. Student-centered, Student-directed education: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |
| 7. Cross-curricular/ integrated curriculum: | Not Strongly Confident | Not Confident | Neutral | Confident | Strongly Confident |

Other thoughts or comments??