

# Spring Block Syllabus

Spring Quarter 2013 (ENVS 485, 486, 488, 489)

**Instructors:** Wendy Walker x3504, 371.0131, 393.6092 [Wendy.Walker@wwu.edu](mailto:Wendy.Walker@wwu.edu) Gene Myers x4775, 927.7804, 715.1676 [Gene.Myers@wwu.edu](mailto:Gene.Myers@wwu.edu)

Office hours on a week-by-week basis, posted on door, or by arrangement

**TAs:** Tim Massey [massey360@gmail.com](mailto:massey360@gmail.com) 360.393.0230 Eric Messerschmidt [messere@students.wwu.edu](mailto:messere@students.wwu.edu) 206.909.2412 John Place [placej@students.wwu.edu](mailto:placej@students.wwu.edu) 425.765.8729 Maria Ujifusa [meujifusa@gmail.com](mailto:meujifusa@gmail.com) 425.422.5135

**Grad assistants:** Courtney Blodgett [blodgec@students.wwu.edu](mailto:blodgec@students.wwu.edu) 253.579.4841 Nick Skye [skyn@students.wwu.edu](mailto:skyn@students.wwu.edu) 360.671.3599 Keegan Tarbell [tarbelk@students.wwu.edu](mailto:tarbelk@students.wwu.edu) 360.689.5295

**Class Times:** 10-3 when on campus; variable hours in field & for transportation

**Classroom:** Lakewood, Sucia Island SP, Windward HS (Ferndale), Job Corps (Sedro Woolley), Explorations Academy (EA), Blaine Elem, Birch Bay SP, Whatcom Middle School, Gordon Carter Env. Ed. Site; North Cascades wildlands; campus & Sehome Hill, Arntzen Hall 225

**Class Fees:** \$325 course fee for transportation and institutional gear costs; anticipate additional out-of-pocket for short-trip carpool cost sharing, camping & hiking food and gear

**Required Texts:**

- Natural history field guide relevant to the Pacific Northwest
- Environmental education curriculum or activity guide  
Suggestions: *Sunship Earth*, *Wet*, *Aquatic Wild*, *Rediscovery*
- Your journal!
- Readings noted on syllabus and TBA, via Blackboard or email.  
For first Sucia trip, read: Berry, W. (1981). An entrance to the woods. In *Recollected Essays, 1965-1980*. San Francisco: North Point Press. Reprinted in *Norton book of nature writing*.

**Description:** A quarter-long, field-centered environmental education experience in which students explore, study and educate others about Pacific Northwest ecosystems.

**Goal:** To help students become better environmental educators and responsible leaders

**Objectives:** That Spring Block participants will be able to.....

- develop competence and confidence in themselves as group members, leaders and educators; and awareness and understanding of group process, leadership styles and education methods.
- enhance their awareness of and knowledge about Pacific Northwest ecosystems and human interactions with those ecosystems and learn ways to reduce human impacts on ecosystems.
- explore the intellectual, ethical, emotional, artistic and spiritual dimensions of the human connection to environment and sense of place
- learn effective teaching and group facilitation skills in outdoor settings with different age groups and pass on what they have learned to others
- experience and experiment with a diversity of educational approaches including experiential education, learning communities, outdoor settings, applied knowledge and service learning.
- set forth goals about changing personal behavior to reduce environmental impact, and lead others toward more sustainable patterns of life.

# 1. Natural History for Environmental Education ENV5 485, 4 cr.

**Self-evaluation and self-assigned grade: Due June 11 at potluck.**

*A naturalist is a person who tries to delight in everything, is in love with the whole of life, and hopes to walk in harmony across this earth.* John Nichols

Objectives: That students will be able to:

1. Explain aspects of the natural processes and the structure and function of local ecosystems to each other and to learners at various developmental levels.
2. Demonstrate knowledge of natural history and creativity in the design of learning experiences for other learners.
3. Increase understanding and knowledge of common flora, fauna and abiotic components in the local ecosystems in which students will teach.
4. Build knowledge based on continuous inquiry and first-hand observation and recording observations.
5. Integrate natural history including its humanistic aspects into EE and reflect upon the process.
6. Access written and other sources of information on the natural history of the PNW.

Books: Students are required to purchase at least one natural history field guide with a local perspective. The best all-round book is Kozloff. If you want a more textbook approach try Kruckeberg. If you have a mountain bias, Matthews is the best choice. If you have a passion for plants, then choose Pojar and MacKinnon. Our travelling library has more specialized books.

Kozloff, E. 2003.	<i>Plants and Animals of the Pacific Northwest.</i> UW Press
Kruckeberg, A. 1991.	<i>The Natural History of Puget Sound Country.</i> UW Press
Matthews, D. 1988.	<i>Cascade and Olympic Natural History.</i> Raven Editions
Pojar, J. & MacKinnon, 1994.	<i>Plants of the Pacific Northwest Coast.</i> Lone Pine Publishing

## Requirements:

**a. Natural History and Educational Reflections Journal:** Keep a journal for the quarter in a bound notebook. There are two purposes for the journal, calling for two qualities in your entries:

- i. to become a better naturalist through observation and recording. Your “naturalist” entries should be based on direct observation of natural processes outside—*particularly on your natural history topic in the field!*, and on reading / research on your interests and natural history topic, and on others’ interpretive presentations.
- ii. to reflect on your experiences throughout the block. “Reflective” entries might include reflecting on personal growth, group process, educational theory, discussions, your instructional roles, and other experiences.

**Note:** these two qualities need not be always be in distinct entries. Indeed, before each time you turn in your journal we ask that you complete and *flag one creative natural history writing entry which integrates these qualities, and which may be shared in class.*

**More notes:** Staff will provide some focused prompts and time for short responses to these. In addition, we expect that you *devote a one-hour block each week for more substantial journal entries.* Journal organization is up to you. Private sections may be marked off and will be respected. Please put your name in the front of your journal!

**Due dates:** Journals will be turned in to TAs for comments on **April 12, April 30, and May 22, and June 11.** Be sure to flag your creative natural history entry each time! If you would like more feedback, please contact your friendly TA's.

**b. Interpretive Presentation:** Each student will give a 15- to 30-minute presentation to the spring block group on a natural history topic related one of the places where you will be teaching. *Consult with instructors and TA's* as you develop your presentation. Base your presentation *on personal observation and study* as well as published research in the natural and cultural history and science of your topic. An interpretative presentation is a translation of knowledge into a creative and meaningful learning experience for your audience, utilizing engaging *and* effective education techniques. Your presentation should demonstrate techniques that would be effective with high school or higher learners. Possible techniques include experiential activities, guided hikes, place-specific exploration, field investigation, dramatic or artistic provocation. You may incorporate your topic into your original lesson for one of the outdoor schools. Times of the presentations will be interspersed before the final trip; some will be in the field, others outdoors on campus or in the classroom. **Draft due one week before presentation. A final written-up version including your goals, plans, materials, script or procedures and background info, will be due within one week of your presentation.**

**c. Interpretive resource sheet.** Summarize key facts, features, illustrations, -- the BEST STUFF about your natural history topic on 1 or 2 pages (8.5 x 11 paper), in a *well designed, attractive, useful format* that will be distributed to the group. Together they will compose a resource for your future work. **Due at time of your presentation to class** (suggestion: design it to be incorporated into your presentation).

## **2. Outdoor Education** ENVS 488, 4 Cr.

### **Sucia program evaluation, self-evaluations and self-assigned grades & peer responses due April 30 at 10am.**

This includes the first trip to Sucia and the planning and teaching for the high school Sucia programs. The grade will be based on level of commitment, quality of participation in group activities and educational content, creativity, effectiveness and feasibility of Sucia plans. **Rough Sucia time/location schedule and curriculum outline due Apr. 16, 5pm; Draft Curriculum and Original Lesson Drafts due to SB Instructors and partner schools teachers: Weds Apr. 17, 5pm. Final Curriculum and Final Original Lessons due to same parties as above, Fri. 4/19, 5pm.**

#### **Requirements**

- a. Sucia curriculum / week program plans:** Each Sucia project group will be responsible for designing learning experiences for all five days of the trip. This curriculum should include goals for the teachers and objectives for students, a time and place schedule and descriptions of activities (to reduce time figuring out logistics, staff will designate broad days / locations for each HS team). Each plan needs lessons, service project time (staff will coordinate this with you), natural history sessions, campfire programs and transition time & activities to help get students from place to place, and weather & other contingency “Plan B’s”. Consider designating a student leader of the day to help with group travel. Describe back-up activities such as games and how you will manage safe and meaningful free time. You may need to confer with the other project groups for planning whole camp group activities like campfires and how to start and end each day and the week as a whole. Turn in 10 copies of the week’s schedules, one for each SB instructor/TA and each high school teacher. *Please clearly note which lessons you’d most like an evaluator to observe.* Turn in one copy of entire the curriculum in a 3-ring binder to your assigned instructor, and one for your HS partner teachers. The instructors / teachers will keep these copies, so make another binder copy for your group.
- b. Lesson Plans:** Each SB student needs to develop one original lesson plan for either Sucia or the outdoor schools, in draft and (after feedback) final form. This plan should teach about natural history, environmental science or humans' relationship to natural systems. It is recommended (but not required) that you use the information you researched for your natural history report. Another person should be able to teach your lessons by reading your lesson plans. Original lesson plans with creators' names on them should be part of the packet of rough draft lessons. A lesson plan format will be passed out in class and further guidance given. For other lessons, it is okay to borrow from existing curricula, lessons suggested by instructors and gifted colleagues. Each student needs to write a self- evaluation for one lesson that he/she teaches during the Sucia week. This self-evaluation should be for the original lesson if developed for this week. *Be sure to arrange instructor / TA observation and feedback for when you carry out your original lesson.* Final original lessons will be shared with everyone electronically.

## **3. Field Methods in Environmental Education** ENVS 486, 5 Cr.

### **Outdoor school evaluation, self-evaluations and self-assigned grades, and peer responses due May 22<sup>nd</sup> at 10am.**

This covers the start of May up until the planning for the last trip. It includes the planning, delivery, and evaluations for the 5<sup>th</sup> grade Blaine Elem. Birch Bay SP (“BB”) Outdoor School or the 6<sup>th</sup> grade Whatcom MS Gordon Carter EE Site (“GC”) Outdoor School. The grade includes the quality of planning, actual teaching, ability to improve teaching based on peer and instructor feedback, participation in site preparation and quality of program evaluations and group debriefing.

- **GC Rough Draft Curricula and Draft Original Lessons Due to Instructors and 6<sup>th</sup> Grade Teachers on Thurs. May 2<sup>nd</sup> by 3pm. GC Final Curricula and Original Lessons Due Weds. May 8<sup>th</sup>, 3pm.**
- **BB Rough Draft Curricula and Draft Original Lessons Due to Instructors and 5<sup>th</sup> Grade Teachers on Friday May 3<sup>rd</sup> by 3pm. BB Final Curricula and Original Lesson Due Thurs. May 9<sup>th</sup>, 3pm.**

#### **Requirements:**

- a. Curricula:** Existing curricula will be provided for portions of both two-day long outdoor schools. For GC, you will be trained in teaching major portions, and there will be room for additional original lessons, other activities and creative themes. For BB more adjustments to fit your group’s approach and goals are okay. This curriculum should include goals for you as a teacher and objectives for the students, your theme and creative approach for the week. The lesson plans should meet your goals and fit your theme. A day may require four to six lesson plans, making a total of around a dozen plans. Circulation of groups at either site will need to be coordinated; include a schedule for each of the days indicating when and where you will be doing each activity (much of this may be predetermined at GC). List and describe back-up activities such as games. Another person should be able to teach your lessons by reading your lesson plans. The original lesson plans with creators' names on them should be part of the packet of rough draft lessons. Complete curriculum is due to your assigned instructor in a 3-ring binder. Include 8 copies of the schedule for the week, one for each instructor/TA and one for your teacher. *Indicate original lessons and other lessons you’d like an evaluator to observe.* The staff will keep the final curriculum, so make a second copy for your group.
- b. Lesson Plans:** See text above for Outdoor Education ENVS 488, requirement b. Same applies here if you are doing your original lesson during your Outdoor School.

#### 4. **Leadership for a Sustainable Future** ENV5 489, 4 Cr.

**Self-evaluation and self-assigned grade: Due Tues. June 11<sup>th</sup> at potluck.**

The goals of this course include developing competence and confidence as group members, leaders and educators, and awareness and understanding of group process and facilitation, leadership styles and experiential education methods. Sustainability entails behavior change and accordingly a goal is to consider processes of personal and social change to build harmony and connection between human and natural systems while also addressing social equity and economic welfare. This goal is approached with special attention to the role of experiential connection to place, broadly construed. The grade for this course covers the entire quarter but with emphasis on the last three weeks of the quarter including the wilderness trip. It applies to overall personal and professional growth related to the educational experience of Spring Block. It includes the adventure education component of the quarter such as risk management, ropes course, short trips, working with peers as co-learners. Further, it includes trip planning, contribution to overall group functioning, leadership and quality participation in assignments like "the letters to the group," resume, peer evaluations.

##### **Requirements**

##### **a. Full and responsible participation in all Spring Block activities including:**

- a. training, preparation and evaluation days
- b. island trip, wilderness trip and outdoor skills trips
- c. site preparation, lesson planning and teaching for Sucia and outdoor schools
- d. responsibility for, and awareness of, self and participation in group process
- e. active demonstration of excellent institutional risk management attitudes and behaviors
- f. attention to group dynamics and your individual role

Please be on time, bring energy and commitment and dress, speak and act appropriately for the place and the activity. For instance, dress in fleece and polypropylene for the wilderness...and in mainstream "nice" clothes for public schools. This may involve some sacrifice of personal freedom of expression, but the reward comes when clothes and words don't come between you and the success of your teaching. We'll discuss this further.

##### **b. Wilderness Expedition and Solo, including expedition plan**

Full and responsible participation in final wilderness trip. Expedition assignments include an expedition route and evacuation plan, risk management plan, minimum impact plan, leadership and group plans, and pre- and post-trip reflection discussion. Solo assignments include natural history observation, journaling and pre- and post-solo reflection discussion. **Expedition plan due May 28.**

##### **c. Course Evaluations**

Each student is responsible for writing the following evaluations:

- i. Overall Spring Block Evaluation—**due Tues. June 11<sup>th</sup> at potluck.**
- ii. Instructor & TA Evaluations—**due Tues. June 11<sup>th</sup> at potluck.**

##### **d. Your philosophy of Environmental Education. Due Tues. June 11<sup>th</sup> at potluck.**

Write a 1000- to 1200-word essay that describes, explains and supports your philosophy of EE. *Synthesize* your personal experiences as well as anything and everything you have done, seen, read, learned about from others, or in other ways acquired that have shaped your most significant thoughts and feelings about EE. This may include the history, goals, theories, methods and research base of environmental education—refracted through your personal experience, insights, trial-and-error learning, and beliefs, at this time.

##### **e. Gift to the Group—Optional—but fun**

We each have something to offer the group as a whole. What is your gift? Think about something you can do to help the spring block experience sing! Some examples: teaching the group some great warm-up games, writing a spring block song or poem and teaching it to the group, designing a spring block tee shirt and arranging to have it silk-screened, collecting photos from group members and creating a spring block "annual" and arranging to have it copied or burned as powerpoint CD, visiting an existing EE center and gathering some great ideas for teaching groups, writing a creative piece about a spring block event and giving people copies, creating a songbook for spring block and teaching the songs... endless possibilities!

## Spring Block 2013 due dates

<i>Assignment</i>	<i>Due Date</i>
Read Berry, "Entrance" and write in journal about it before Sucia	April 8
Natural History Interpretive Presentation plan: Specific goals, plans, materials and background info.	Draft due one week before your presentation; final due one week after presentation
Natural History Interpretive Resource Sheet	In conjunction with presentation
Natural History and Educational Reflection Journal #1, including flagged creative natural history entry. To TAs	April 12th
Sucia: Rough time /location schedule and curriculum outline	April 16th
Sucia: Draft Curriculum & Original Lessons to staff & teachers*	April 17th, 5pm
Sucia: Final curriculum & Original Lessons to staff & teachers *	April 19th, 5pm
Natural History and Educational Reflection Journal #2, including flagged creative natural history entry. To TAs	April 30th
Sucia Outdoor School Program Evaluation (forms with syllabus)	April 30th, 10 AM
Self-Evaluation & self-assigned grade ENVS 488 (Sucia)	April 30th, 10am
Gordon Carter Rough Draft Curriculum & Original Lessons*	May 2nd, 3pm
Gordon Carter Final Draft Curriculum & Original Lessons*	May 8th, 3pm
Blaine: Rough Draft Curriculum & Original Lessons*	May 3rd, 3pm
Blaine: Final Draft Curriculum & Original Lessons*	May 9th, 3pm
Blaine or Gordon Carter Outdoor School Evaluation	May 22nd, 10am
Self-evaluation & self-assigned grade ENVS486 (Outdoor sch)	May 22nd, 10am
Natural History and Educational Reflection Journal #3, including flagged creative natural history entry. To TAs	May 22nd
Group expedition plans	May 28th
Environmental Education Philosophy Essay	June 11th at potluck
Self-Evaluation, self-assigned grade for ENVS 485 (nat hist)	June 11th at potluck
Self-Evaluation, self-assigned grade for ENVS 489 (final trip, leadership, overall - forms on syllabus; plus WWU forms)	June 11th at potluck
Completed Journal #4, including flagged creative natural history entry. To instructors	June 11th at potluck
Overall Spring Block Evaluation	June 11th at potluck
Instructor & TA evaluations	June 11th at potluck

\*Each student has to create one original lesson. The lesson is taught during Sucia Outdoor Program or one of the Outdoor Schools.

**2013 Spring Block SCHEDULE \*Some dates subject to change**

<b>APRIL</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31 (gray = off campus)	1 3pm staff mtg AH 221	2 moon ☉ Lakewood	3 Lakewood, low ropes course	4 Curric & Sucia logistics	5 Nat. hist. pres's; Sucia prep	6
7	8 Snow Goose to Sucia <i>Low: 11:20AM 2.01 High: 5:26 PM 7.52</i>	9 Sucia, lessons, nat hist, etc. <i>L: 11:54 AM PDT / 1.17</i>	10 moon ☀ Sucia, lessons, nat hist, etc. <i>12:27 PM / 0.48</i>	11 Sucia <i>12:41 AM 3.95 1:00 PM -0.03</i>	12 site visits JC 10-2:30; Woodward 11-11:40; EA w/ staff 12-1:30	13
14	15 Sucia Plan & prep	16 Sucia Plan & prep. <i>EA:10-12:15</i>	17 Sucia Plan & prep	18 moon ☉ Sucia Plan & prep	19 Sucia Plan & prep	20
21	22 SG takes EHS, & WHS <i>L: 10:20a/2.39</i>	23 Sucia SG takes JC <i>L: 10:49a/1.32</i>	24 Sucia <i>L: 11:21a / 0.20</i>	25 moon ☽ Sucia <i>L: 11:57a / -0.83</i>	26 Sucia EHS & WHS return <i>L: 12:10a 4.51</i>	27 Sucia SG returns JC <i>L: 1:20p/-2.17</i>
<b>MAY</b>						
28	29 Day off	30 Sucia Debrief; Outdoor school prep	1 Outdoor school prep Blaine to BB	2 moon ☉ Outdoor school prep WMS to GC	3 on campus Nat history Outdoor school prep	
5	6 Outdoor school prep	7 Outdoor school prep	8 Outdoor school prep/ schools visit	9 moon ☀ G. Carter #1	10 G. Carter #1 BB visit GC	11
12	13 G. Carter #2 Blaine #1	14 G. Carter #2 Blaine #1	15 Regroup Class visits	16 G. Carter #3 Blaine #2 <i>3:41 PM / 1.69</i> <b>Potluck @ ww</b>	17 moon ☀ G. Carter #3 Blaine #2 <i>3:41PM/1.69</i>	18
19	20 Day off	21 10am-12 OS debrief. 12:30 wildr trip intro, risk	22 Map Libr. Map read; exped routes; meals, LNT	23 Solo prep. Fri. logistics. gear logistics Pack demo	24 moon ☽ shakedown hike, demos.	25
<b>JUNE</b>						
26	27 Memorial Day	28 Risk, cont. First aid/stabilization food purchase	29 Caravan to 25Mi Cr. CG	30 Lady of Lake to Stehekin. Exped, solos	31 moon ☉ Backcountry: Solos / exped	1 Backcountry: Solos / exped
2 Backcountry: Solos / exped	3 Backcountry: Solos / exped	4 Backcountry: Solos / exped	5 Backcountry: Solos / exped	6 Backcountry: Solos / exped	7 Off Solos / exped; to town. Group camp	8 moon ☀ Boat out, caravan home
9	10	11 Noon-3pm Final essay, evals & <b>potluck @gm</b>	12	13	14	15

## Sucia Outdoor Program Evaluation

(includes preparation, teaching and evaluation --please type & submit by email attachment and printed paper copy)

1. Describe some of the strengths of the program: (things to keep for next year)
2. Describe some of the weaknesses of the program: (things to get rid of next year)
3. Describe some ways the program could be improved: (how can we make it better?)
4. Should we keep this program in place for next year? Why?
5. Describe some aspects of this program that you'd like to adapt for use in your career.

## Blaine OR Gordon Carter Environmental Education Program Evaluation

(includes preparation weeks, teaching week and evaluation days-- please type & submit by email attachment and printed paper copy)

1. Please describe some of the strengths of the program:
2. Describe some ways the program could be improved:
3. Comments and suggestions about working with Blaine / Geneva teachers:
4. Logistics suggestions: gear, site prep, SB staffing, teacher roles, parent roles? buses?
5. Describe some aspects of this program that you would like to adapt for use in your career:
6. Describe aspects of this program you do not want to use in future jobs/study:
7. Should Spring Block work with Blaine fifth / Bellingham 6th grades again next year? Why?
8. Compare and contrast the Blaine / Bellingham 6th and Sucia programs.

## Overall Spring Block Program Evaluation

(whole quarter— please type & submit by email attachment and printed paper copy)

1. Describe some of the strengths of the Spring Block program: (things to keep for next year)
2. Describe some ways that Spring Block could be improved:
3. How has Spring Block met or not met your educational needs at WWU?
4. Please comment on these areas:    A. Selection and sequencing of activities, B. Overall staff coordination  
  C. Assignments & Grading

## Spring Block Instructor Evaluation

(fill out one for each instructor and TA— please type & submit by email attachment and printed paper copy)

Instructor name: \_\_\_\_\_

Please describe the instructor's teaching and leadership:

Instructor Strengths:

Ways the instructor could improve:

Other Feedback:

SB Self Evaluation -- ENVS 488—Outdoor Education-4 Credits – Sucia

Please evaluate yourself in the following areas. Add other categories as necessary to address your experience. This grade covers most of the month of April and focuses on the Sucia Outdoor School. Please type & submit by email attachment and printed paper copy with peer comments.

Effort and Ability related to lesson planning and teaching  
Personal and Professional Growth  
Completion and Quality of Assigned Work  
Responsibility to Self and Group  
Organization, Class Management and Ability to Motivate Kids  
Punctuality and Attendance

Suggested Topics:

1. How you are feeling and thinking about your teaching. How does the high school age level look to you now? What was hard or easy or fun or rewarding or enlightening about teaching on Sucia?
2. How is our overall SB group functioning? Are there some things you would like to change or intensify during the last trip? How are you feeling about all this "group stuff"?
3. Do you have any thoughts to share about your project groups... how they worked? How were they different than the larger group? How did you function within your teaching group?

Please grade yourself for this class

Grade: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Attach Peer Responses to the back of this evaluation.

Peer Responders: Your responses to this evaluation should be specific and phrased constructively: e.g. "I agree that you created a fascinating lesson on right whales, but it didn't have much local applicability. I noticed that you came in late on several mornings and it frustrated me when you missed my natural history seminar. I appreciated your supportive comments during my compass skills session. I think your "B" grade seems appropriate."



ENVS 486—Field Methods in Environmental Education—5 credits—Outdoor School

This covers the much of May and the lesson planning and teaching for the 5th or 6th grade Outdoor Schools. This should include your self evaluation of your original lesson planning and teaching. The grade will be based on level of commitment, quality of participation in group activities and the educational content, creativity and workability of schedule and lesson plans for outdoor school. Please type & submit by email attachment AND printed paper copy with peer responses.

Effort and Ability related to lesson planning and teaching  
Personal and Professional Growth  
Completion and Quality of Assigned Work  
Responsibility to Self and Group  
Organization, Class Management and Ability to Motivate Kids  
Punctuality and Attendance

Suggested Topics:

1. How you are feeling and thinking about your teaching. How does the elementary school age level look to you now? What was hard or easy or fun or rewarding or enlightening about teaching at Blaine or Gordon Carter?
2. How is our overall SB group functioning? Are there some things you would like to change or intensify during the last trip? How are you feeling about all this "group stuff"?
3. Do you have any thoughts to share about your teaching group.. how it worked? How were these groups different than the project groups on Sucia? How did you function within your teaching group?

Please grade yourself for the class:

Grade: \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Attach Peer Responses to the back of this evaluation.

Peer Responders: Your responses to this evaluation should be specific and phrased constructively: e.g. "I agree that you created a fascinating lesson on right whales, but it didn't have much local applicability. I noticed that you came in late on several mornings and it frustrated me when you missed my natural history seminar. I appreciated your supportive comments during my compass skills session. I think your "B" grade seems appropriate."

ENVS 485—Natural History for Environmental Education—4 Credits – April and May

This grade covers your natural history and reflections journal, your natural history presentation and your natural history info sheet. It also covers your attendance at and participation in natural history activities. Evaluate yourself on effort and accomplishment. See syllabus for more details on student learning objectives, requirements and expectations.

Please type & submit by email attachment AND printed paper copy.

Please grade yourself for this class

Grade: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

ENVS 489 Leadership for a Sustainable Future, 4 cr, -- Whole Quarter and Final Trip

This grade covers the whole quarter but with major emphasis on the last trip. It applies to overall personal and professional growth related to the educational experience of Spring Block. Keep in mind your commitment to the group, your ability to learn from both positive and negative experiences, your level of support for others and the extent to which you took on new challenges this quarter. It includes the quality of letter to the group, responses to the letters of others and your program evaluations. See syllabus for more details.

Please type & submit by email attachment AND printed paper copy.

Please grade yourself for this class:

Grade: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_