



DESCRIPTION OF THE FINAL ASSIGNMENT

NRES 740 – Forestry Education in the WI K-12 Classroom

Assignment Summary

The final assignment requires you to teach a LEAF lesson in your classroom and form a list of strategies for the integration of the LEAF program into your class curriculum. You will be required to write a summary that describes your experience and outlines the strategies. You will need to turn in your written strategic plan and lesson evaluation to your instructor within one month of the final class meeting.

Due Date _____

Send to: _____

Selecting a Lesson

LEAF lessons can contain a variety of activities and range in length from one to four 50-minute class periods. In order to select a lesson that best suits your curriculum, class, and timeframe, you may want to browse through all of the lessons in the unit that corresponds to your grade level. Look at the sub-concepts and skills transmitted in the lesson and select a few that could help expand on lessons that you are currently teaching. You may also want to identify the academic standards that the lessons address and see if any lessons can be added to your curriculum or substituted to better meet the standards required in your class. Once you have narrowed down the potential lessons, take a look at the time, materials, and facilities required for each. Be sure to choose a lesson that is both feasible and adaptable to your class needs.

Involving other Teachers

You are encouraged to involve other teachers from your school to collaborate in teaching the LEAF lesson. There are a variety of benefits that may come from involving other teachers. An additional teacher can serve as a sounding board for ideas. If the teacher deals with a different subject area, they can collaborate and share the work load (e.g. teach the lessons with a social science focus as you teach the lessons with an environmental science focus). As groups of teachers are formed in your area, you are more likely to have opportunities to receive training workshops, participate in conferences, and attract guest speakers. Involving other teachers will inevitably help further forestry education in Wisconsin; the more teachers that are involved, the more students who will be reached.

Writing the Strategic Plan and Lesson Evaluation

The plan and evaluation should be no less than four pages in length and should detail the process and evaluation of integrating a LEAF lesson in your current curriculum. It should detail and critique the process of teaching a LEAF lesson in your class and help you to form strategies for integrating the LEAF program into your curriculum. The plan and evaluation should contain the following information: **1)** a description of your teaching situation and the curriculum that you currently use, **2)** a description of the process that your school or institution suggests that you follow when introducing new curricular elements, **3)** a description of the LEAF lesson that was chosen, **4)** a description of how the lesson was prepared and adapted to the class, **5)** a summary of how the students performed on assignments and activities, **6)** a brief evaluation of the process involved in selecting, preparing, and teaching the lesson, **7)** a description of how the LEAF program will help you meet Wisconsin Model Academic Standards and strengthen other elements of your educational programs, and **8)** a step-by-step plan to integrate the LEAF program into your curriculum.



RUBRIC FOR THE FINAL ASSIGNMENT – NRES 740

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Strategic Plan and Lesson Evaluation

INDICATORS	PERFORMANCE LEVEL				
	POOR	FAIR	GOOD	EXCELLENT	Comments
Teaching Situation	Does not describe current teaching situation	Partially describes current teaching situation	Fully describes current teaching situation	Fully describes current teaching situation giving details about subject area, class size, curriculum, history, and future plans.	
Curriculum Introduction Requirements	Does not explain the process for introducing new curricular elements	Briefly explains the process for introducing new curricular elements	Fully explains the process for introducing new curricular elements	Explains in detail the process that the school district requires for introducing new curricular elements and specifies individuals and steps to complete it.	
Lesson Description	Lesson is not described or partially described	Lesson is adequately described	Lesson is described in detail	Lesson description is detailed and complete, emphasizing key points and all relevant information.	
Adaptations	No adaptations are suggested	Adaptations are provided but are ineffective or impractical	Adaptations are necessary and effective	Provides adaptations that are necessary, effective, creative, and practical.	
Evaluation of Student Performance	Does not adequately evaluate the lesson or the student performance	Student and personal evaluation are sufficient	Student and personal evaluations are detailed and provide suggestions for improvement	Describes in detail the reaction of students to the lesson, their performance in activities and assignments. Provides criticism leading to improvement in the lesson.	
Meeting Model Academic Standards	Does not explain how the LEAF Unit helps to meet standards	Partially explains how the LEAF Unit helps to meet standards	Fully explains how the LEAF Unit helps to meet standards	Explains in detail how specific aspects of the LEAF Unit and other program elements help their current curriculum meet the Model Academic Standards.	
Plan for Unit Integration	This plan is incomplete	The plan is mostly complete	The plan is complete, practical, and feasible	The plan is complete, practical, feasible, and use human and material resources to help integrate the LEAF Unit and a variety of aspects of the LEAF program to meet school needs.	