

Watershed for Every Classroom 2020-2021

A professional development program for educators who teach in the Lake Champlain Basin
Presented by the Lake Champlain Basin Education Initiative (CBEI)

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Champlain Basin Education Initiative

The [Champlain Basin Education Initiative](#) (CBEI) is a consortium of environmental and place-based education groups throughout the Lake Champlain Basin. CBEI holds workshops on teaching about the Lake Champlain Basin for K-12 educators, and interested citizens. The workshops feature diverse and exciting presentations by local experts on topics such as climate change, water quality, cultural heritage, and natural resources. CBEI is dedicated to offering rich learning opportunities to teachers so that they might be better qualified to offer them to their students. Since 1992, more than 650 educators have participated in CBEI workshops and forums.

Course Gathering Dates

- **Monday - Friday, July 6-10, 2020:** Shelburne Farms, LaPlatte River, Mt. Philo, Maritime Museum, Adirondack Park, New York, Burlington, Vermont
- **Friday - Saturday, October 2-3, 2020:** Northern Vermont & Southern Quebec
- **Friday, January 11, 2021:** UVM, Burlington, Vermont
- **March 2021:** Date TBD, Local Celebration of World Water Day; Burlington, Vermont
- **Saturday, April 10, 2021:** Shelburne Farms, Vermont
- **Friday - Saturday, May 7-8, 2021:** Lake Champlain Islands, Vermont

Enduring Understanding: The stories of the Lake Champlain Basin offer multiple ways to teach all subjects, engage students in learning in and from their community and provides a way to integrate content, service and a sense of belonging to one's home place.

Learning Methods and Outcomes: KNOW – UNDERSTAND -- DO

Teachers participating in the Watershed for Every Classroom program will engage in place-based and experiential learning in and on Lake Champlain throughout the Watershed. Through this participants will:

- Increase knowledge of watershed topics and issues,
- Increase confidence and skills of participants' educational practice and pedagogy,
- Engage with local and regional experts engaged in watershed science and education,
- Practice Understanding by Design curriculum design,
- Use the Watershed as an organizing construct for planning learning,
- Learn ways to embed standards/Common Core in rich, local and authentic learning experiences,
- Develop, articulate and communicate personal stance towards essential question,
- Engage in dialogue with other teachers on the how and the why of place-based education,
- Provide and receive feedback in a professional learning community,
- Locate/choose/explore primary sources and readings related to unit design/action plan,
- Participants will share learning with colleagues and a broader audience (school, community),
- Implement impactful watershed education practices with a network of classroom teachers in their classroom and communities.

Essential Education Elements:

- Youth Voice
- Equity and Justice Engagement
- Climate Change Education
- Interdisciplinary Approaches
- Systems Thinking Approaches
- Place-based Educational Approaches
- Watershed Content Knowledge Building & Deepening
- Stewardship & Advocacy

Grading

- Curriculum unit & Action Plan- 50 points
- Readings - 15 points
- Participation - 10 points
- Community Connections - 10 points
- Reflections & Evaluation - 15 points

Total Course Assignments = 100 points

<p style="text-align: center;">Curriculum Unit/Action Plan</p> <p>Construction of these curricular plans will be created during the year/with ongoing feedback from peers and partners. Submitted as digital portfolio Tuesday, April 23, 2020 via your WEC Google folder.</p>	50 points
1. ___ Overview of year long plan with brief summary of lessons and action steps	May
2. ___ First "Sites of Engagement" Lesson Plan (implemented by Oct. session)	October
3. ___ Assessment Tool and Student Work	January
4. ___ Second "Sites of Engagement" Lesson Plan (planned as part of unit/action plan)	January
5. ___ Student Work	January
6. ___ Community Action Plan/Project	May
7. ___ Annotated Bibliography of Top Five List of Resources	May
Readings	15 points
1. ___ Assigned readings	July, October, January, April, May
2. ___ Participant selected readings (specific sites of engagement and/or community action project and provide an annotated bibliography)	May
Participation	10 points
1. ___ Attendance at all WEC sessions (dates listed above)	July, October, January, April, May
2. ___ Participation in peer consultancy	January
3. ___ Final Presentation shared internally (and externally, optional)	May
Community Connections	10 points
1. ___ Citizen science experience	May
2. ___ World Water Day	March
3. ___ Action Plan/ Project	May
4. ___ Field Experience with WEC/CBEI Partner	May

<p style="text-align: center;">Reflection* & Evaluations *Reflections are stored in individual WEC Google folder</p>	<p style="text-align: center;">15 points</p>
1. ___ Reflection on “Sites of Engagement” 1	October
2. ___ Reflection on “Sites of Engagement” 2	January
3. ___ Reflection on assigned readings	July, October, January, April, May
4. ___ Final Reflection on Community Action and WEC Program experience	May
5. ___ Completed program evaluations	July, January, May

*Failure to communicate or complete tasks on time—without prior communication —will result in partial credit for work completed. Please communicate with us before the due date about any special needs or accommodations.