

State Education & Environment Roundtable



Ninth
SEER
Seminar

May 21 , 2000
through
May 25, 2000

INTRODUCTION

From May 21 through May 25, 2000 the State Education and Environment Roundtable (SEER) held its ninth seminar in San Diego, California.

This document reports on the agenda and participants, briefly describes the various exploratories and relates the discussions that characterized the Seminar.

During the eighth seminar, one particular session focused on how to generate partnerships to strengthen EIC implementation efforts. The service-learning community was identified as a possible partnership opportunity. As a result, each SEER member state was asked to invite a state service-learning representative to attend a special session of the 9th Seminar. Service-learning representatives from seven states joined SEER members for the first two days of the seminar.

Dr. David Wicks of Jefferson County School District in Louisville represented the Kentucky Environmental Education Council on behalf of Jane Eller. Arthur Mitchell, the newly appointed SEER representative from the New Jersey Department of Education, was unable to attend. An Ohio representative, to replace the recently retired Carl Carter, has yet to be identified.

SEMINAR AGENDA

The original intent was that each seminar would be organized into four major sessions including:

- education, environment and leadership skills;
- discussions focused on the critical components of effective environmental education (EE) programs;
- opportunities to observe and discuss exemplary programs, and,
- research planning and general project oversight.

SEER staff designed the 9th Seminar to achieve these objectives and meet the needs that the state EE coordinators defined during the eight preceding SEER Seminars. **The full Seminar Agenda is included as Appendix A. The list of participants is included as Appendix B.**

STATE UPDATES

Throughout the week, SEER state representatives informally shared advancements and ongoing program development within their states. The updates also contained descriptions of activities such as: funding and grants; impacts of SEER research on state reform efforts; standards and frameworks, and curriculum development. **The state updates were included in the seminar notebook.**

DAILY DISCUSSIONS AND PRESENTATIONS

Sunday, May 21, 2000

Field trip to Anza-Borrego State Park

To allow the service-learning representatives to meet and interact with the SEER members and one another, SEER staff arranged for a field experience in the Anza-Borrego Desert. The day included a short hike led by Borrego's supervising naturalist and an opportunity to explore the park's visitors' center.

Monday, May 22, 2000*Connecting Service Learning and EIC*

Dr. Lieberman began the morning session with introductions, an overview of SEER and a brief introduction to EIC (using the Environment as an Integrating Context for learning) for the service-learning participants. Discussion soon focused on the need for developing a common semantic regarding terms such as "community" and the desire to explore how the two groups can most effectively collaborate.

Dialogue among the service-learning participants and SEER members then expanded to identify the following commonalities:

- awareness that a majority of service-learning projects are environment-based and intergenerational, e.g., the Iowa team reported that 90% of the state's projects fit these categories.
- view that both EIC and service-learning incorporate "best" educational practices.
- ties to the objective of achieving state education standards.
- belief that investigations should be student-driven and based on a solid academic plan that is supported by the instructional staff.
- understanding the importance of an action component in student projects because taking action reinforces experiences and effects long-term learning.
- requirement for high quality reflection as an essential component that helps connect student work to real-world experiences.
- desire to promote the effectiveness of connecting the students' interests, investigations and needs to those of the community.
- clarity that students should not be considered a free labor force.
- understanding that EIC and service-learning have much in common.

Based on these commonalities the participants thought that it would be valuable to further explore possible partnership between service-learning and EIC programs. The group concluded that they should identify:

- state-level strategies that would capitalize on the collaboration of SEER members and service-learning representatives.
- factors that make students EIC/service-learning projects and investigations most valuable for students and teachers.
- specific examples of how to use service-learning and EIC to improve scientific knowledge and environmental literacy.
- similarities between the programs to help better understand the potential gains that might result from the association of the two groups.

The group divided into three subgroups to discuss the following questions:

- What does SEER have to offer national and state service-learning organizations, and vice versa?
- How to possibly institutionalize connections between EIC and service learning at the state level?
- What are the mutual benefits of an association between both groups?
- What are the possible impediments to a cooperative endeavor between the two groups?

Upon reconvening, the group decided that the remainder of the day should be devoted to exploring three main topic areas. Three subgroups formed to discuss:

1. Creating a mission statement emphasizing the connections between service-learning and EIC.
2. Descriptions of model programs that would “paint the picture” of what good EIC/service-learning practices would look like in a school.
3. State-level strategies for joining forces between the two groups.

The subgroup's reports were as follows:

Group 1 — Joint Mission Statement

We believe that the environment, community and natural settings, can be an integrating context for teaching and learning. Studying the interactions between people and natural systems create opportunities for all students can master state standards and improve citizenship.

SEA-Net and SEER recognize the importance of collaboration to achieve shared goals. Our goals are to leverage educational and community resources and foster shared leadership to meet state learning goals and commitments. By leveraging resources, we are committed to improving teaching and learning. As a result, students will become active citizens as they address community issues and needs.

Group 2 — Model Programs of EIC/Service-learning Practices

Model programs need to have a:

- dynamic team
- supportive administration
- supportive community structure

The student's must:

- be involved in the entire process
- have ownership to further sustainability
- understand service-learning process as well as the teacher

The teacher's role is to:

- pass responsibility to the students
- understand their (teacher's) role in service-learning process
- insure that the service component is “doable”
- tie the service to learning, academic achievement and insure that learning drives the service and that projects fit into units as a means of furthering learning
- use Gardener's multiple intelligences to involve students and effective reflection
- look at knowledge, skills and behaviors that students should get from a unit

Teacher education (pre-service) should:

- incorporate the EIC and service-learning models into higher education, especially, pre-service teachers
- establish policies to require that service-learning is built into higher education systems, e.g., Minnesota's model

Group 3 — State-level Strategies

The group discussed the need to:

- build infrastructure support
- connect districts to schools through the use of volunteer centers and other strategies
- establish regional databases to coordinate resources
- facilitate teacher-to-teacher networking
- work to impact teacher training and certification in order to include service-learning and EIC
- demonstrate that EIC and service-learning help students meet educational standards
- promote strong case examples
- support EIC and service-learning through joint grant programs
- create a “unified” method of endorsing programs
- strategize at state level to connect the two programs
- work to “move agenda” at state level with SEER and SL representatives
- promote models of good programs

The special session with the service-learning guests closed.

Tuesday, May 23, 2000

The morning began with a debriefing of the days spent with the service-learning guests. The SEER members felt that the time spent together had been very productive.

Scaling-up

Various states’ models for “scaling-up” the EIC implementation process were discussed. State models included efforts in Florida, Minnesota, Maryland, Pennsylvania and New Jersey.

Florida

Kathy Shea Abrams and Robert Raze gave an update on the efforts in Florida. The 13 schools, throughout the state, that have been tracked since receiving their EIC implementation grants have reported program evaluation data. The evaluation factors were chosen and tracked by the teachers. Many of the programs reported benefits to students both in academic achievement and behavioral areas. The Regional Service Projects (RSP) continue to act as “resource brokers” for the schools.

The RSPs recently received intensive training as they joined in an EIC Implementation Seminar led by SEER staff at a school in the Tampa Bay area. This professional development opportunity served to bolster the effort to initiate EIC demonstration sites across the state.

Minnesota

Kathleen Lundgren and Pam Landers shared the strategy for scaling up EIC implementation in Minnesota. They see networks as the backbone for accomplishing their goals. They discussed establishment of the best practices network of EIC teachers. State educational coordinators are also connected with the best practices teachers. For further support, professional education organizations have been restructured to match the state regions.

EIC demonstration sites are being initiated in each region. These schools each have a matching Regional Environmental Learning Center that offers ongoing support. Other support comes from the Blandin Foundation and School Natural Areas Program (SNAP) staff.

Maryland

Gary Heath shared the efforts in Maryland centering on a collaborative relationship between the Chesapeake Bay Foundation (CBF), Maryland State Department of Education (MSDE) and SEER. CBF has selected nine Maryland schools as partners in the pilot phase of the Bay Schools Project (BSP), a program that will use the environment to help improve academic achievement, school behaviors and environmental stewardship. BSP coordinators will serve as liaisons between CBF, MSDE, SEER and the partner schools to support and assist each site. Key CBF personnel attended a recent EIC Implementation Seminar, led by SEER staff, to have training in the EIC model and SEER's professional development methods. A SEER staff member will also be leading principal sessions at the BSP summer institute, a week of professional development scheduled for August.

Wednesday, May 24, 2000*Pennsylvania*

The day began with Dr. Patti Vathis sharing a video recently produced for the Pennsylvania Department of Education. The video presented an overview of the Commonwealth's Governor's Institute on Environment and Ecology (summer, 1999) and described Pennsylvania's environment-based educational program efforts with an emphasis on the EIC model. The video was distributed to 500 schools throughout Pennsylvania.

Discussion next focused on what SEER members hoped to accomplish with SEER and EIC implementation. Members expressed a desire to:

- concentrate on developing and strengthening teams/networks as they view them as the potentially most profitable;
- avoid workshops that may inappropriately consume SEER's staff time, energy and resources;
- assess, understand and differentiate staff development needs for specific audiences;
- insure that staff development is site-based and focused on identified needs;
- make professional development ongoing and take a variety of forms (e.g., workshops, site visits, mentoring, action research, peer coaching, etc.);
- record the EIC program development process (including practitioners' "road map" for success, where they went for resources, their informal process steps, solutions to problems along the way, etc.);
- insure that states provide EIC implementation follow-up and regular monitoring; and,
- use these efforts to develop camaraderie, cohesiveness and create a focus.

In a discussion of how SEER representatives can work to develop or incorporate additional assessment tools, participants identified a need to:

- create a rubric to look at content, actions and thinking skills in order to assess environmental literacy of the student body.
- collect and assess student project work to create benchmarks or anchor projects as a basis for identifying student learning, reflection and application.
- develop a rubric for assessing EIC projects as a means of demonstrating strategies for new EIC teachers and students.

SEER's Professional Development Toolkit

SEER staff members, Linda Hoody and Grace Lieberman, shared the new EIC professional development outline and revised workshop plan with the seminar participants. Since the professional development process has been revised considerably in the last few months, it was beneficial for SEER staff to conduct this session in which the group was lead through the new EIC workshop format. Ms. Hoody and Ms. Lieberman also presented new workshop support materials and activity sheets that have recently been developed.

Readiness Rubric for New EIC Projects

The group discussed whether or not we need to establish a system to determine what makes a school or district ready for EIC. The conversation focused on the need to create an application process or rubric to determine readiness. Other possibilities included completion of an application, requiring a letter of recommendation, or required sign-off by teachers, a written commitment from administration, or a site visit.

It was determined that an outline for EIC school/project readiness already exists in the form of the self-evaluation rubrics entitled "Developing Leadership and Community to Support an EIC Program in Your School." The group decided that this document could be adapted and used as a filter/rubric for evaluating readiness and that a new source for readiness rubrics need not be explored further at this time.

Thursday, May 25, 2000

The morning began with a discussion on strategies employed by SEER members to address Michael Sanera's visits to their states.

David Wicks gave a brief report on the North American Association for Environmental Education (NAAEE). He discussed the NAAEE's decision to split from Mexico and Canada. He also talked about the separation from EETAP and the proposed shift of the association to that of a professional organization.

Tenth SEER Seminar

The group discussed potential agenda items for the 10th SEER Seminar. Ideas centered on the possibility of holding a national SEER conference. This event would be a professional development forum to present the EIC model. The conference could also bring together EIC program practitioners and students to share their programs, successes and challenges.

Suggestions included following the Eisenhower model, wherein each group is given a short period to present their program. State EIC representatives and others would write pre-selected questions. The meeting could be organized so that participants would have the opportunity to visit several sessions and EIC practitioners would be able to view other presentations.

The conference could possibly be in conjunction with a spring SEER seminar (11th Seminar). SEER staff will develop a possible model for review.

It was proposed that the 10th SEER Seminar be held December 2-7, 2000. The location is to be determined at a later date.

There was consensus that SEER has been a very positive source of professional development for its members, an important vehicle for continued dialogue and professional growth.

The 9th SEER Seminar closed.



State Education & Environment Roundtable

Appendix A Seminar Agenda

Ninth SEER Seminar — Agenda

May 21– May 25, 2000

Special Session with National Service Learning Guests May 21– May 22, 2000

(858) 676-0272

(858) 676-1088 Fax

www.seer.org

16486 Bernardo Center Dr.

Suite 328

San Diego, CA 92128-2530

Saturday - May 20, 2000

Various Airport pick-up for trip to: **Radisson Suite Hotel**
11520 West Bernardo Court, San Diego, CA 92127
(858) 451-6600 (phone) 592-0253 (fax)
Dinner: **Independent, at hotel or nearby restaurant**

Sunday - May 21, 2000

7:30 a.m. Breakfast: Radisson Suites
8:00 Hotel pick-up for trip to Anza-Borrego State Park
10:00 Hike at Anza-Borrego ridge
11:15 Depart for Anza-Borrego State Park Headquarters
11:45 Park Headquarters
(slideshow, lunch and teaming activity)
1:45 p.m. Depart for Santa Ysabel
2:30 Visit Santa Ysabel
4:00 Depart for Radisson
5:00 Arrive Radisson
6:15 Pick-up at hotel for dinner
6:30 Dinner at Lieberman home
8:30 Return to hotel

Monday - May 22, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Greetings and opening comments**
9:15 **Overview of SEER's program**
9:45 **Exploratory:** Recent accomplishments by states
10:30 Break
10:45 **Exploratory:** (continued)
12:00 p.m. Lunch: Outdoor café at the Radisson
1:00 **Exploratory:** Connecting Service Learning and EIC
3:00 Break
3:15 **Exploratory:** (continued)
5:00 Close of special session
6:15 **Depart hotel** for dinner
6:30 Dinner at Chevy's Restaurant

California
Department of Education
Colorado
Department of Education
Florida
Office of Environmental Education
Iowa
Department of Education
Kentucky
Environmental Education Council
Maryland
State Department of Education
Minnesota
Dept. of CFL & EE Advisory Board
New Jersey
Department of Education
Ohio
Department of Education
Pennsylvania
Department of Education
Texas
Education Agency
Washington
Supt. of Public Instruction

Sponsored by
The Pew Charitable Trusts

Administered by
Council of Chief State School Officers

Director
Gerald Lieberman, Ph. D.

Tuesday - May 23, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Exploratory:** Change Processes – “The Making Change Game”
11:00 Break
11:15 **Exploratory:** Strategic Thinking – Planning for the further dissemination of EIC
12:00 p.m. Lunch: Outdoor café at the Radisson
1:00 **Exploratory:** Strategic Thinking (continued)
2:45 Close of session
3:00 **La Jolla visit**
Dinner: Independent
7:30 **Pick-up in La Jolla for return to Radisson**

Wednesday - May 24, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Exploratory:** Developing tools for identifying schools' readiness for EIC
11:00 Break
11:15 **Exploratory:** Developing readiness tools continues
12:00 p.m. Lunch: picnic at Lake Poway
2:00 **Exploratory:** Reviewing SEER's Professional Development toolkit
4:30 Close of Session
5:30 Depart for Closing Dinner: The Mining Company

Thursday - May 25, 2000

8:00 a.m. Breakfast: Radisson Suites
9:00 **Planning for 10th Seminar and Other business**
10:15 Break
10:30 **Administrative Matters and Seminar Evaluation**
11:45 Close of 9th Seminar

Appendix B List of Participants

CALIFORNIA**Mr. Bill Andrews**

Office of Environmental Education
California Dept. of Education
P.O. Box 944272
Sacramento, CA 95814
Phone: (916) 657-5374
Fax: (916) 657-4964
E-mail: bandrews@dee.ca.gov

Mr. Mike Brugh

CalServe
California Dept. of Education
P.O. Box 944272
Sacramento, CA 95814
Phone: (916) 653-7971
Fax: (916) 657-4964
E-mail: MBrugh@cde.ca.gov

COLORADO**Mr. Don Hollums**

Regional Education Services
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, CO 80203
Phone: (303) 866-6787
Fax: (303) 866-6836
E-mail: Hollums_D@cde.state.co.us

Dr. Kate Cumbo

Service Learning
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, CO 80203
Phone: (303) 866-6969
Fax: (303) 866-6888
E-mail: cumbo_k@cde.state.co.us

Ms. Mary Gromko

Colorado Springs District 11
1115 N. El Paso
Colorado Springs, CO 80903
Phone: (719) 520-2034
Fax: (719) 520-2165
E-mail: msgromko@iex.net

FLORIDA**Dr. Kathy Shea Abrams**

Office of Environmental Education
1311 Paul Russell Road, Suite 201A
Tallahassee, FL 32301
Phone: (850) 487-7900
Fax: (850) 487-7908
E-mail: kabrams@polaris.net

Dr. Robert Raze

Office of Environmental Education
1311 Paul Russell Road, Suite 201A
Tallahassee, FL 32301
Phone: (850) 487-7900
Fax: (850) 487-7908
E-mail: rraze@polaris.net

Mr. Daniel Hayes

Service Learning Consultant
P.O. Box 1429
Palatha, FL 32178
Phone: (904) 329-4291
Fax: (904) 329-4103
E-mail: daniel_hayes@district.sjrwm.d.state.fl.us

IOWA**Ms. Nina Carran**

Bureau of Instructional Services
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: (515) 281-4158
Fax: (515) 242-6025
E-mail: nina.carran@ed.state.ia.us

Mr. Joe Herrity

Bureau of Children, Family & Community Services
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: (515) 281-3290
Fax: (515) 242-6019
E-mail: joe.herrity@ed.state.ia.us

Ms. Kathy McKee (As of July)

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: (515) 281-7697
Fax: (515) 242-6025
E-mail: kathy.mckee@ed.state.ia.us

Mr. Duane Toomsen

4216 38th Street
Des Moines, IA 50310
Phone: (515) 278-2167
E-mail: Dtoomsen@aol.com

KENTUCKY**Dr. David Wicks**

JCPS Center for EE
546 South First Street
Louisville, KY 40202
Phone: (502) 485-3295
Fax: (502) 485-8851
E-mail: wicks@louisville.edu

Mr. Howard Bowden**Service Learning Consultant**

4344 Simpson Lane
Richmond, KY 40475
Phone: (606) 624-5453
Fax: (606) 624-5453 (call 1st)
E-mail: howbowden@aol.com

MARYLAND**Mr. Gary Heath**

Division of Instruction and Staff Devel.
Maryland State Dept. of Education
200 W. Baltimore
Baltimore, MD 21201
Phone: (410) 767-0324
Fax: (410) 333-2379
E-mail: gheath@msde.state.md.us

Mr. Luke Frazier

Maryland Student Service Alliance
Maryland State Dept. of Education
200 W. Baltimore
Baltimore, MD 21201
Phone: (410) 767-0356
Fax: (410) 333-2050
E-mail: lfrazier@msde.state.md.us

MINNESOTA**Ms. Kathleen Lundgren**

Teaching & Learning - System Services
Minnesota Department of Children
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: (651) 582-8815
Fax: (651) 582-8876
E-mail: kathleen.lundgren@state.mn.us

Ms. Pam Landers

Environmental Education Advisory Board
1022 Edna Lake Road
Nisswa, MN 56468
Phone: (218) 568-5016
Fax: (218) 568-8288
E-mail: pam.landern@dnr.state.mn.us

PENNSYLVANIA**Dr. Patricia Vathis**

Environment and Ecology Program
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
Phone: (717) 783-6994
Fax: (717) 787-7066
E-mail:
PVATHIS@northstar.csiu.k12.pa.us

TEXAS**Ms. Irene Pickhardt**

Division of Curriculum Development
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78071
Phone: (512) 463-9566
Fax: (512) 463-8057
E-mail: ipickhar@tmail.tea.state.tx.us

Ms. Elizabeth Manning

Texas Center for Service Learning
The Charles A. Dana Center
The University of Texas at Austin
2613 Speedway
Austin, Texas 78712
Phone: (512) 232-3400
Fax: (512) 463-8057
E-mail: e.manning@mail.utexas.edu

WASHINGTON**Mr. Tony Angell**

Office of Environmental Education
Office of the Super. of Public Instruction
2800 NE 200th Street
Seattle, WA 98155-1418
Phone: (206) 365-3893
Fax: (206) 367-4540
E-mail: tangell@inspire.ospi.wednet.edu

STATE EDUCATION AND ENVIRONMENT ROUNDTABLE

16486 Bernardo Center Drive, Suite 328
San Diego, CA 92128
Phone: (858) 676-0272
Fax: (858) 676-1088

Dr. Gerald Lieberman

Director
E-mail: gerald@SEER.org

Ms. Linda Hoody

Professional Development Coordinator
E-mail: linda@SEER.org

Ms. Grace Lieberman

Curriculum Integration Specialist
E-mail: grace@SEER.org