Portland State

U N I V E R S I T Y

GRADUATE SCHOOL OF EDUCATION

Continuing Education (CEED) Program

GARDEN EDUCATION PROFESSIONAL LEARNING COMMUNITY
SPRING 2018

Instructor: Amoreena Guerrero
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Course CRN(s): 10625
Credits: 2
Course Location: TBD. The goal is to rotate schools to see different school gardens.
Course Meeting Schedule: Once each month on Wednesday evenings from 5-8pm including 1/17, 2/21, 3/21, and 5/30, plus eight hours of garden education lab and peer observation (March through May)

Course Catalog Description

Designed for classroom teachers to expand knowledge of, and experience in, using school gardens as outdoor classrooms. Schools gardens provide hands-on, experiential learning opportunities for students that enhance learning in core subjects including math, science, language arts, social studies, and art. This cohort of teachers will inspire, support, and hold each other accountable while they each work to develop and implement standards-based lessons and units that integrate garden education into their curriculum.

DISABILITY ACCESS INFORMATION

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please register with the Disability Resource Center (DRC) (503-725-4150 or drc@pdx.edu) to establish reasonable accommodations. Once you have registered with the DRC, please feel free to schedule a time to talk to me so that we can discuss your needs for the term.

GRADUATE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Vision: Preparing professionals to lead life-long learning and development within our diverse communities.

1. **Diversity and Inclusiveness – Advocacy for Fairness and Respect.**
1.1 Candidates work effectively with diverse populations.
1.2 Candidates promote inclusive and therapeutic environments.

Vision: Preparing professionals to lead life-long learning and development within our diverse communities.
2. Research-based practices and professional standards – Professionalism. 2.1 Candidates critically analyze and implement research-based practices. 2.2 Candidates demonstrate appropriate professional knowledge, skills and dispositions.
3. Impact on Learning and Development – Commitment to learning. 3.1 Candidates ensure that all learners and clients succeed. 3.2 Candidates use technology to enhance learning and development. 3.3 Candidates influence policy and provide leadership for organizations.
4. Evidence-informed decision making – Reflection. 4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

CONTENT AREAS

Education

PROGRAM OUTCOMES

By the end of this course, students will be able to:

- Articulate a vision for integrating garden-based education into curriculum
- Understand different case studies of school gardens in the Portland area
- Develop strategies for interacting with students from diverse backgrounds
- Write a garden-based education unit plan that links to state standards and benchmarks
- Demonstrate student academic achievement through assessments connected to garden-based learning
- Evaluate and analyze garden education implementation
- Share learning with peers and the community
- Create a plan to support sustainability of school garden education program: administrator and staff involvement, increase parent and community engagement

COURSE REQUIREMENTS

All assignments must be submitted to instructor electronically.

1. Active participation in class activities and online (10% of grade):
Attend all class sessions, thoughtfully contribute to group discussion, and actively participate in group activities. Participate via email in between classes.

2. Assignment 1 (20% of grade) - due February 21th
Compose a vision for integrating garden-based learning into classroom curriculum.

3. Assignment 2 (50% of grade) – due March 21th
Create unit plan that utilizes garden-based learning as an instructional tool.

4. Assignment 3 (20% of grade) – due May 30th

Final reflection: spring garden education successes/challenges, goals for upcoming year and materials list.

METHODS OF INSTRUCTION OVERVIEW

Course will use a variety of instructional methods including group discussion, reflection, student presentations, and research.

GARDEN SUPPLIES AND CURRICULUM SUBSIDY

All participants who attend all sessions and complete assignments will receive $100 to purchase garden supplies and curriculum. Participants will determine their own list of supplies and curriculum relevant to their own school garden and teaching practice.

REQUIRED TEXTS

Hayden-Smith, R. (2006, Winter). *Soldiers of the Soil: A Historical Review of the United States School Garden Army.* 4-H Center for Youth Development University of California.

Pounders, S. (2006). *The Garden for Learning – Creating and Sustaining Your School Garden.* Irvine, CA: California School Garden Network. Available from www.csgn.org

Williams, Dilafruz R. and Brown, Jonathan D. (2012). *Learning Gardens and Sustainability Education: Brining Life to Schools and Schools to Life.* New York: Routledge.

Garwood, Anna W. and Wasserstrom, Pesha (2016). *Portland School Garden Assessment.* Portland, OR: Growing Gardens. Available from http://www.growing-gardens.org/portland-gardening-resources/school-gardens/

COURSE SCHEDULE

	Date	Overview	Assignment
1	January 17, 5-8 pm	- Introductions - Establish group norms - Set goals for PLC - Discuss readings - Group agenda planning - Learn from case study from one school (PLC location will rotate) - Dinner is provided	**Read:** 1) Read part 1 (pages 1-54) of <u>Learning Gardens and Sustainability Education</u> by Dilafruz R. Williams and Jonathan D. Brown 2) Hayden-Smith, R. (2006, Winter). *Soldiers of the Soil: A Historical Review of the United States School Garden Army.* 4-H Center for Youth Development University of California, pages 1-12. 3) Garwood, Anna W. and Wasserstrom, Pesha (2016). *Portland School Garden Assessment*. Portland, OR: Growing Gardens.

	Date	Overview	Assignment
2	February 21, 5-8 pm	- Share spring garden education goals - Collaboration time: share resources and ideas regarding overarching themes for garden education plan - Discuss how to engage diverse student population and embed assessments into unit - Learn from case study from one school - Dinner is provided	***Read:*** 1) Pounders, S. (2006). *The Garden for Learning – Creating and Sustaining Your School Garden.* Irvine, CA: California School Garden Network. Available from www.csgn.org , pages 20-28. *2)* Read part 2 (pages 55-157) of <u>Learning Gardens and Sustainability Education</u> by Dilafruz R. Williams and Jonathan D. Brown **Review:** Oregon Farm to School and School Garden Curricular Resources guide (2013) **Assignment 1 due:** *Vision for integrating garden-based learning into curriculum*
3	March 21, 5-8 pm	- Present lesson, project, or unit each participant plans to implement - Collaboration time with peers to brainstorm and share ideas - Learn from case study from one school - Dinner is provided	***Read:*** Read part 3 (pages 159-203) of <u>Learning Gardens and Sustainability Education</u> by Dilafruz R. Williams and Jonathan D. Brown ***Assignment 2 due:*** *Unit plan*
	March → May, eight hours of garden-based education implementation	- Instruct garden-based education unit including at least 6 hours of garden-based learning - Connect garden education activities to grade-level standards, include embedded assessments - Share your experience with a group of staff at your school (for example at staff meeting, informal gathering in the garden, wellness committee, etc.)	Ongoing reflection and tracking. Online support from peers and instructors.

	Date	Overview	Assignment
		- Learn from case study from one school	
5	May 30, 5-8 pm	- Reflect and share successes from spring garden education experiences - Set goals and plan for upcoming school year - Learn from case study from one school - Dinner is provided	***Assignment 3 due***: *Final reflection*

ASSIGNMENT DESCRIPTIONS:

All assignments must be submitted to instructor electronically.

Assignment 1 (20 points) – due February 21th:
Compose a vision for integrating garden-based learning into classroom curriculum. Vision includes:
  o *Garden-based education theme, overall description of teaching and learning focus/unit, essential question(s), standards to be addresses, link to grade-level curriculum, and student learning objectives/learning targets*
  o *Timeline and scope of garden-based learning experiences*
  o *Plan to differentiate instruction and assessment in order to meet the needs of all students in a learning gardens context*
  o *List of specific resources that will help with planning and implementing garden education (books, websites, grade-level teaching partner, volunteer recruitment, administrative support, etc.)*

Assignment 2 (50 points) – due March 21nd:
Create unit plan which utilizes garden-based learning as an instructional tool. Unit includes:
  o *Description of school community and students*
  o *Unit description/overview*
  o *Standards addressed, Learning targets / learning objectives*
  o *Essential question(s)*
  o *Key vocabulary*
  o *Materials needed*
  o *Lesson plans/activity descriptions*
  o *Assessments: how to measure student academic achievement throughout garden-based education unit?*

Assignment 3 (20 points) – due May 30th:
Final reflection includes answers to the following questions:
  o *What was the focus of the spring garden-based education experiences? How did garden education activities enhance existing curriculum and link to classroom learning goals?*

- *Reflect and share successes from spring garden education experiences: what are you most proud of? What were the challenges?*
- *How did you share the experience you had in the garden with your colleagues at your school?*
- Impact within school community: *Did any volunteers, staff, or administrators participate in your garden education work? Did you collaborate with any co-workers at your school site? If yes, please explain the benefits of this involvement.*
- Set goals and plan for upcoming school year regarding garden-based learning: *what are your garden education goals for next school year, how can lessons/units be improved, and how can you encourage increased staff and community involvement to support sustainability of school garden education program?*
- *What additional support or resources would be useful to help achieve your garden education goals?*
- *What specific garden supplies and/or curriculum would you like to purchase with the $100 stipend? Please include line item costs for each item.*

GRADING: ASSIGNMENT SUMMARY AND EVALUATION

Assignments		Grading Scale			
Participation in class activities and by email	10 points	94–100 points	A	71–74 points	C+
		90–93 points	A-	67–70 points	C
Garden-based education vision	20 points	87–89 points	B+	63–66 points	C-
Unit plan	50 points	83–86 points	B	60–63 points	D
Final reflection and goal setting	20 points	80–82 points	B-	0–59 points	F

COURSE AND UNIVERSITY POLICIES

Late Assignments	Late assignments will not be awarded full credit. Typically, late assignments will be penalized 10%. Please be sure that you receive an email reply to any email submissions. It is your responsibility to arrange for any missing work due to absence. Personal contact (email or phone) must be made to arrange for make-up work or possible assignment adjustments. In emergencies, family members may contact the instructor. The plan for make-up work is totally the responsibility of the student.
Attendance and Tardiness	Attendance and participation are critical for your learning in this program. Students must attend 80% of class time.
Classroom Demeanor and Courtesy	Because students may not share the same opinions on different topics on this class, it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times." Please refer to the Student Conduct Code: http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdfhttp://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf
Incompletes	A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply: 1. Quality of work in the course up to that point is C level or above.

	2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. 3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. 4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period. See http://pdx.smartcatalogiq.com/en/2014-2015/Bulletin/Graduate-Studies/Enrollment/Incompletes
Academic Integrity	The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action: (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place. (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data. PSU Student Conduct Code # 577-031-0136
Policy: Returning Student Work	Feedback and evaluation at end of course will be sent electronically. If you want a hard copy of your work returned, please provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.

Student Health Insurance	PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.
	See http://www.pdx.edu/shac/insuranceplan for more information.
	Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.
	All eligible students will be charged for insurance <u>unless they waive out</u> by the waiver application deadline, the second Sunday of each term.
	See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and a link to the online waiver application.
	Contact insurancehelp@pdx.edu for more information.
Safe Campus Module	Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled *Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault*. See http://www.pdx.edu/sexual-assault/safe-campus-module. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault
LGBTQ Resolution Statement	As part of its commitment to social justice and human dignity, the Curriculum and Instruction Department demonstrates LGBTQ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive.
Counselor Ed Policy Statement	**Department Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.
	Students are expected to attend all class meetings; however, one absence is not considered excessive*. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.
	Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.
	The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in

	meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture). All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth by the American Counseling Association: http://www.counseling.org/ Failure to do so can result in termination from the program.