

GRADUATE SCHOOL OF EDUCATION

Continuing Education (CEED) Program

**GARDEN EDUCATION PROFESSIONAL LEARNING COMMUNITY
SPRING 2018****Instructor:** Amoreena Guerrero**Office:** 2203 NE Oregon Street, Portland OR 97232**Office Hours:** Email instructor for appointment**Phone:** 503-284-8420**Email:** Amoreena@growing-gardens.org**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.

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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, Pasha (2016). *Portland School Garden Assessment*. Portland, OR: Growing Gardens. Available from <http://www.growing-gardens.org/portland-gardening-resources/school-gardens/>