

Nevada Environmental Education Training Plan team meeting
2006-06-02, at Nevada State Library and Archives, Carson City NV

attendance: Mary Kay Riedl (Nevada Division of Environmental Protection), Missy Giannantonio (Sigfried & Roys's Secret Garden & Dolphin Habitat), Allison Brody (Public Lands Institute), Margie Klein (Nevada Division of Forestry), Stephanie Lefevre (Nevada Outdoor School), Dan Allison (Nevada Natural Resource Education Council)

question raised by participants: Why we are doing this if Nevada Department of Education is not on board? What is the hook for other people to be involved and supportive? We did try for NDE, district and teacher participation but it didn't happen.

Group shared outstanding training experiences:

Mary Kay - Project WET conferences, different locations, mostly content knowledge rather than skill knowledge, mostly lecture, field experiences in great locations made a difference; Iso youth conservation corps

Missy - Mirage training with Guardian Quest 3.5 days on diversity, includes strong leadership, inquiry based, used initiative like spider web, nonverbal communication and inclusion, active with some lecture, required nature creates some initial resistance,

Margie - small group interaction, took Fundamentals of EE from UWSP, feedback from peers, LNT with total immersion, didn't address multiple intelligences,

Allison - not a single experience, issues related relevant to current interests, creative aspect, new ways to reach audiences, like new ideas, ELL training where instructor had direct experience, missing was something to walk away with, the skills to implement; talked about diversity training in EE

Dan - Insight, professional growth, high impact, really challenging to change, great instructors, five day format with a lot of contact, different size groups, didn't know beforehand people, or the workshop,

Stephanie – while at Missoula Parks and Recreation, built and did training on a high and low ropes course, uses the information from this training all the time, instructors were amazing, didn't know anyone in the workshop, learned as the students would learn and built a team in the process, all the people wanted to be there, all hands-on activity, addresses all the intelligences and received printed info, went because it was her job, didn't know much about the topic beforehand, did construction and learned how to use what was being constructed, challenging being 80 feet up; fun, laughing, movement

Great professional development (brainstorm on charts)

- learn by doing, activities as a way to knowledgec
- credible, experienced instructors
- certificate
- timely: current information, offered appropriate time and format for teacher schedules
- relevant to professional life – I need this!
- something take away, goodie bag, used materials during the workshop
- a new way to look at something
- small enough to feel included, but big enough for good interaction
- engaging for participants, relevant

- variety for multiple intelligences, variety of settings and groupings
- exciting, grabs you
- fun, laughter, movement
- inspiring, personal impact
- economics: affordable, high value
- accessible location, language
- Internet offerings and distance learning format (good for some, not for others)
- knowing of the opportunities
- English language learners (ELL) techniques and cultural relevance, non-traditional entry points for ELL, literature

Why do we want a plan? What can we accomplish through training offered under the plan?
(brainstorm on charts)

- plan so that we can meet the growth
- putting our message into the forefront, raising our profile
- existing lack of knowledge of the land and community (place)
- gain credibility through plan and action – something really cool, measurable success and timeline of 2-3 years
- tools teachers can use (for example, The Carson River Watershed Map)
- buy-in by whole educational system, understanding role and commitment of each
- diagram the relationship
- themes for the whole state, but buy-in happens at the county and local level; what is the economic base? local issues? will districts adopt anything?
- key concepts that work everywhere
- connections to community resources and events
- course of basics on EE, online?
- it takes a whole community to educate a classroom

Training models:

skills training is well done at the school, in the classroom

content training may be best other places;

what are the core skills? inquiry, drawing from many resources, content based literacy, field trips, technology and Internet literacy; specific skills for working with ELL;

certification for school or individuals? might connect to green schools; peer review could be part of training;

two tracks, both individuals and schools; what is C.E.M. certified environmental manager certificate? does it relate to what we are talking about?

group consensus seems to be that we need to define our ecological literacy for Nevada before we can really figure out what training is needed to achieve that

Next steps:

meet with people at CCSD - Loretta, Gene; other districts

meet with people at UNLV – Charlie Kotulski, etc.

provide some outline info on what we developed today but be open-ended

get EETAP certification grant RFP to Margie and Allison for consideration of a Nevada program

develop an environmental literacy guide for Nevada in parallel with working on the training plan