



Professional Learning Programs

2022-2023 Report

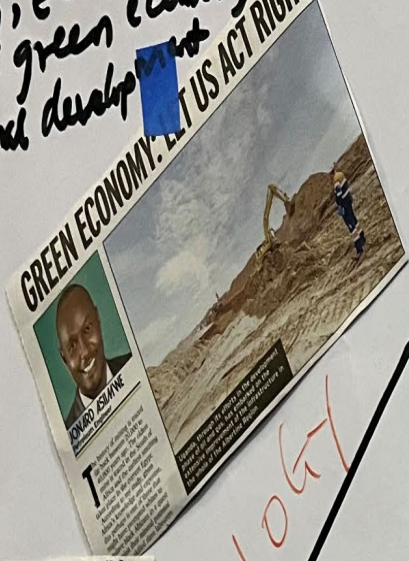
Inspiring curiosity, engagement, and leadership through transformative place-based education.

Relationships in reporting Economy, Ecology & culture in terms of green economy and national development

Landing Economy



JOB OPPORTUNITIES ARE EXPECTED FROM PROJECT

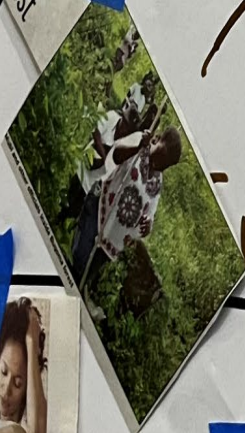


ECOLOGY

PLACE

ECONOMY

Surge in sugar factories imperils industry's future



CULTURE

He earns more from selling ground coffee

More on Economy, Culture & Ecology



Buganda, Kooki division deepens

Beach soccer endures, comes of age




This Place Triangle community poster was created for a place-based workshop in Uganda.

“The classroom is like a rest stop; we have so much outdoor space to explore. Yes, we are going to do reading and math, but it doesn’t have to be at a desk.”

– Katie Cutsford, Ruch Outdoor Community School,
Medford, OR – a Place Network School.



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Letter from Director

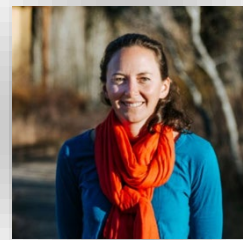
As I reflect back on our work from the last year, I am struck by the broad geographic reach of place-based education. From our 15+ year partnership supporting place-based education efforts in Bhutan to our newer partnership with Environment for Development providing place-based workshops to environmental economics faculty, place-based education is making impacts far and wide. Important to me in this reflection of reach is that place-based education is not a new idea. It has been practiced by Indigenous communities around the world for thousands of years. Connecting with local communities and with each other has experienced a resurgence in a world that is increasingly disconnected from place and people. As we emerge from the global pandemic, the desire to connect with people, place, and education feels very strong and necessary.

As I think about our work around the world, I am so impressed with how educators are making connections with various scales of “place”. Our partners at Environment for Development have been talking about “global” education efforts, where learning makes strong connections between globally important topics and ideas and the local implications and impacts of global systems.

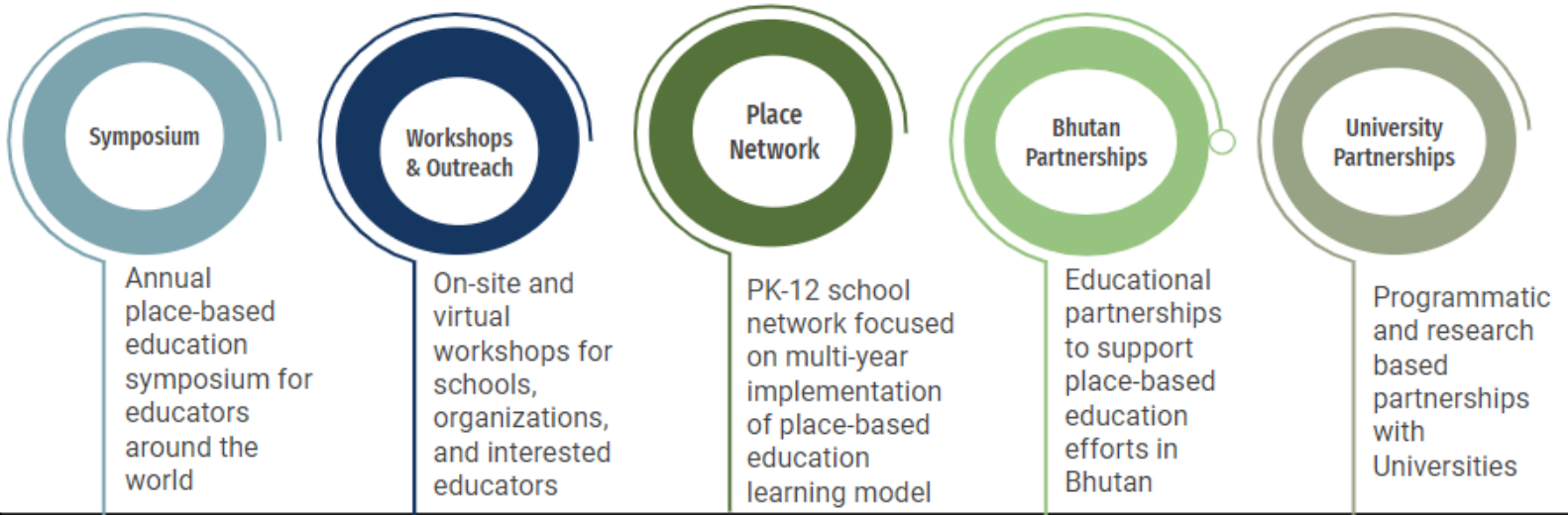
In our work, the professional learning team has been thinking about this as local ↔ global learning. Educators have the opportunity to move from large to small scales of place or vice-versa depending on the students, their curiosities, and the topics. Examples from Bhutan, environmental economics faculty, and other place-based programs in this portfolio highlight how educators are making learning relevant to their students by connecting with place.

Read on in the portfolio to find more examples of the impacts of our programming and of place-based education. We hope this inspires you with new ideas for your own teaching and learning and gives you a window into classrooms around the world.

Cheers,
Leslie Cook
Head of Professional Learning
Teton Science Schools



Professional Learning Programs



At Teton Science Schools, the Professional Learning team offers a wide range of professional development opportunities, from multi-day education workshops to multi-year research partnerships and school outreach programs. Our unique approach combines aspects of place-based education and the place triangle with innovative learning strategies, mentorship, and practical, hands-on experience for educators from a wide array of backgrounds.

Professional Learning is committed to supporting both seasoned and developing educators at all stages of learning, in both local and international communities within the Place Network. Professional Learning has broken new ground this year with the return of in-person, international programming as a part of some exciting new and long-term collaborative partnerships.

Place Network

Current Network Status



21

Schools in Network



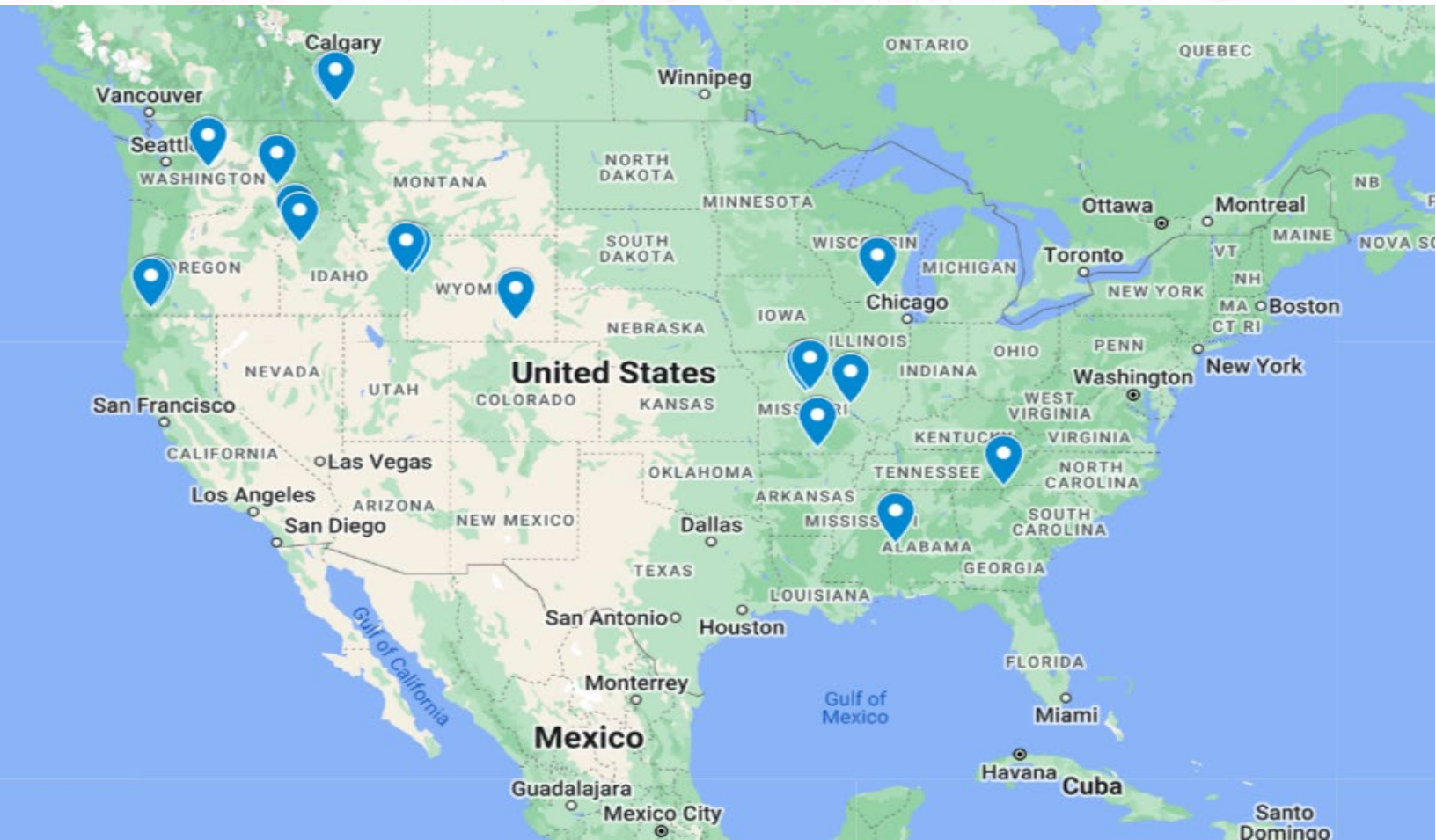
5000+

Students Impacted



330+

Educators in Network



The Place Network is a collaborative network of schools that connect learning and communities to increase student engagement, academic outcomes, and community impact. Place Network teachers and school leaders find the inspiration and solutions they need to break away from an outdated, one-size-fits-all system of education and connect students to place, leading to positive transformational impacts for students and their communities. This also leads to more meaningful and satisfying teaching experiences for educators.

Place Network



The prototype site for Place Network's **Curriculum Database** launched this year. The site offers over 180 individualized projects, units, and activities filterable by grade level and subject matter and serves as a resource and repository for teachers looking to incorporate place-based education into their lessons.



Mountain Community School (MCS) finished their first academic year with a curriculum constructed with place-based education and the place triangle in mind. All MCS eighth-grade students were tasked with completing a research capstone and presenting their finished projects to their middle school community, including teachers, parents, and fellow students.



The following schools achieved **demonstration status** this year:

- Fairview Elementary (Columbia, MO)
- Koshkonong Trails (Cambridge, WI)
- Meadows Valley School (New Meadows, ID)
- Summit Charter School (Cashiers, NC)
- University Charter School (Livingston, AL)

These schools have demonstrated proficiency in place-based education, and their success will help model what it can look like for future institutions. We are thrilled for them to serve as models for the Place Network.

Place Network

Spring Conference

Our first in-person Place Network Spring Conference took place from April 18-22, 2023. Representatives from thirteen schools across the USA and Canada were in attendance. The focus of this year's conference was *The Power of Place*. Participants spent time discussing challenges and opportunities of implementing place-based education in schools, and the event consisted of place-based education experience taking place at the Teton Science Schools' campus as well as explorations in the town and Grand Teton National Park. Attendees also had the chance to preview the Place Network's school portfolios and provide feedback on their development.



Educators at the Spring Conference also got to preview Finding My Place, a curriculum intended for students in grades 4-8, as a way for teachers and students to better connect to their communities. The course encourages participants to become "placeologists" by exploring their surroundings, either by going outside or doing online research, and asking questions about their environment through the lenses of ecology, economy, and culture.

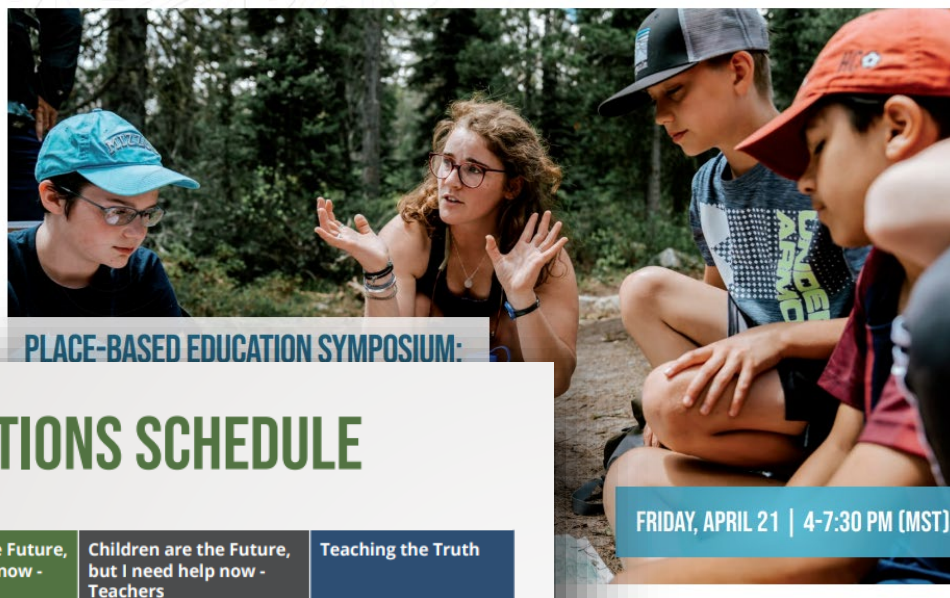


"The conference as a whole rocked my world! The way it was organized, the flow of activities, the time for reflection and deep dives into a few areas of the 'place triangle', the amazing facilitation, the incredible food, and the wonderful community we created in person!"

- Place Network Spring Conference Participant

Symposium

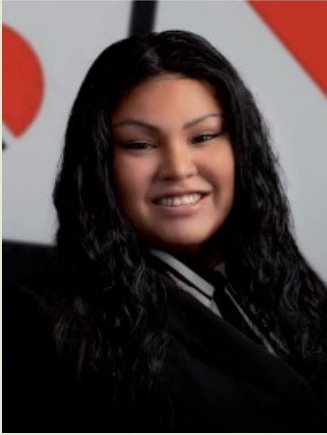
The ninth Place-Based Education Symposium took place during the Place Network Spring Conference on April 21st. The Symposium brought together the Teton Science Schools' faculty and staff community, Place Network Spring Conference attendees, and over forty other educators interested in place-based education.



INDIVIDUAL PRESENTATIONS SCHEDULE

| | This Land is Whose Land? | Children are the Future, but I need help now - Students | Children are the Future, but I need help now - Teachers | Teaching the Truth |
|------------------|---|---|--|---|
| 4:15 - 4:35 p.m. | <i>Place and People in Public Lands</i> Addie Perryman and Abbey Matre | <i>Let It Snow: Using Real World Data to Teach the Standards</i> Jennifer Frank | <i>Lessons on Managing Compassion Fatigue and Burnout from the World of Animal Welfare</i> Anna Tobin | <i>Teacher Researcher Knowledge Exchange: Addressing Climate Through Water</i> Clare Gunshenan and Martha Inouye |
| 4:35 - 4:55 p.m. | <i>Co-designing place-based educational experiences for archaeological heritage preservation and promotion in Adh Dhahirah, Oman</i> Alex Sivitskis et al. | <i>The University of Wyoming Rural Teacher Corps: Experiencing PBE Through the Eyes of Pre-Service</i> Geoff Krall and Rural Teacher Corps members | <i>Turning a Stressful Teaching Job into Type 2 Fun</i> Bradley Harrison Smith | <i>Teaching science and media literacy through local issues</i> Andrew Kinslow |
| 4:55 - 5:15 p.m. | <i>Justice Can't Wait</i> Alex Campbell | <i>Rising Educators - The next generation of educators</i> Julie Gonzalez | <i>Framing Education: Art Museums as a Resource for Place-Based Education</i> Tessa Kilmer | |

Symposium



Lynnette Grey Bull, this year's featured keynote speaker, has been an active advocate for Indian Country for over 10 years. Ms. Grey Bull is the Founder/Director of Not Our Native Daughters - an organization that focuses on the work of and education regarding human trafficking and the missing,

murdered Indigenous women and girls. She helps to cultivate conservation leadership in native youth through the group Indigenous Youth Voices. In her presentation, "Pursuing Environmental Justice Through the Indigenous Voice," Ms. Grey Bull discusses practical ways to advance environmental justice, elevate impacted communities, and work towards a greater collective.

SCAN HERE

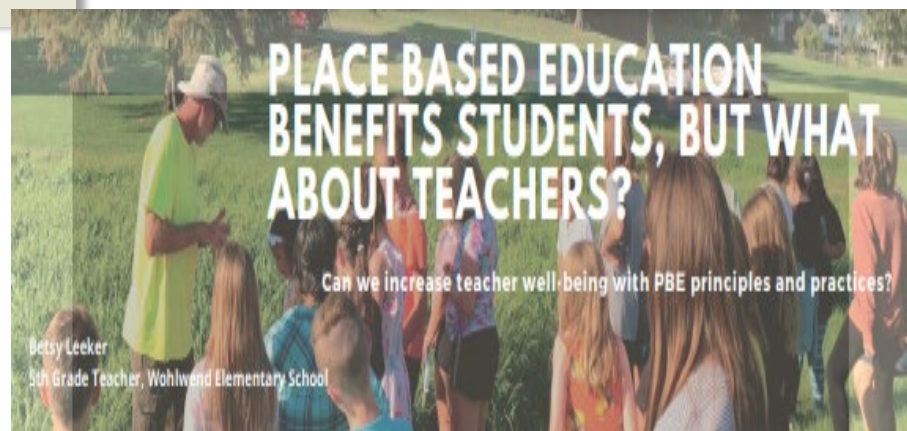


TO SEE ALL OF THIS
YEAR'S SYMPOSIUM
POSTERS!

A Place-based Education Partnership that Spans Time and Oceans: The children are the future of Bhutan



Example posters from this year's Place-Based Education Symposium.



PBE: THE KEY CURRICULUM YOU'RE LACKING
BY: AMY M. SAMPSON, HS ELA, MONETT MISSOURI

WHAT YOU'RE
MISSING

ADDING PBE TO YOUR CURRICULUM ALLOWS YOU TO:

- TAKE THE WORLD TO YOUR STUDENTS WHEN THEY CAN'T SEE THE WORLD.
- HELP STUDENTS LEARN ABOUT THEIR AREA AND TOWN OR CITY'S HISTORY.
- ALLOWS STUDENTS TO MAKE CONNECTIONS TO PLACES BOTH NEAR AND FAR.



Bhutan Partnership



Over the past fifteen years, Teton Science Schools has partnered with education entities in the Kingdom of Bhutan to advance place-based education in teaching and learning across the country. Since 2008, our collaborative efforts have resulted in astounding growth, with about 40% of the country's educational curriculum being revised to include place-based principles and thousands of Bhutanese educators having received place-based training.

In January 2023, Professional Learning hosted two in-person workshops in Bhutan that were part of a longer Advanced Place-Based Education course that included online and in-person components.

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The first in-person workshop was three days for teachers with the Bhutan Youth Development Fund, and a second four-day event for teachers with the Ministry of Education. Lastly, in October 2023, Teton Science Schools welcomed nine educators from Bhutan as part of the ongoing education partnerships and for the Murie Spirit of Conservation event.



Educators led place-based activities when students came for part of the workshop.

This year, Bhutan was the first country to ever receive the Spirit of Conservation award and Queen Mother Tseyring Pem Wangchuck received the Champion of Rising Leaders award. The awards honor Bhutan's status as the first-ever carbon-negative nation and its status as a paragon of environmental excellence.



Her Majesty, conservation organization leaders, and the educator delegation from Bhutan who were present for the Spirit of Conservation Awards.



Workshops

Early Childhood Workshops & Programs



In Mud Workshop

Our 6th annual In Mud: Nature-Based Early Childhood Education workshop explored topics of storytelling and movement in a nature-based context. Forty-six educators attended the workshop, including several local Wyoming and Place Network educators. The event featured speaker Carla Beebe Comey and her keynote presentation, “We ARE the Salamander: Connecting to the Natural World Through Imagination, Story, and Movement.” Her workshop led attendees on various movement journeys and guidelines nearly 30 years in the making. Participants walked away with practical examples and a framework for creating journeys for their own classrooms, as well as a certificate of completion for their attendance.

“I really love the hands-on aspects and discussions!”

[The most engaging parts of the In Mud program were] “actually doing the activities that they were teaching us about” and “learning some of the risks children should take.”

Outreach

Big Piney & La Barge Elementary

A team of Teton Science Schools' graduate student educators developed and led a two-day program with fifth graders at Big Piney and LaBarge Elementary Schools. Students spent the first day in the classroom where they explored animal adaptations to local ecological communities. They created watercolor paintings of the landscape, compared animal coats, and modeled bird beaks.



On the second day, students traveled up to Middle Piney Creek to experience different ecological communities. They discovered macroinvertebrates in the mountain stream and early spring plants on the melting alpine hillside. At the end of the program, students designed and painted their own fish using natural pigment watercolors.

Wyoming Rural Teacher Corps

"I think this is a marvelous program, especially for out-of-staters or people coming from larger cities. I would highly recommend it for them, it was also a wonderful place for forging connections and getting a small, tight community. I still think the program is of great worth and would love to see it grow."



The Wyoming Rural Teacher Corps program launched this year, with an inaugural cohort of twelve pre-service teachers interested in teaching in rural schools. With continued challenges of recruiting and retaining teachers in rural schools, the Wyoming Rural Teacher Corps provides prospective rural teachers with the knowledge, skills, networks, and connections that they need to thrive in rural schools and communities. The Wyoming Rural Teacher Corps also supports new rural teachers with funding to get their classroom established and invites experienced rural teachers to serve as mentors for prospective rural teachers. The activities in the first year of Rural Teacher Corps included monthly cohort meetings, a family STEM night at Rock River School, and a spring retreat to Teton Science Schools in Jackson.



Partnership Updates: Universities

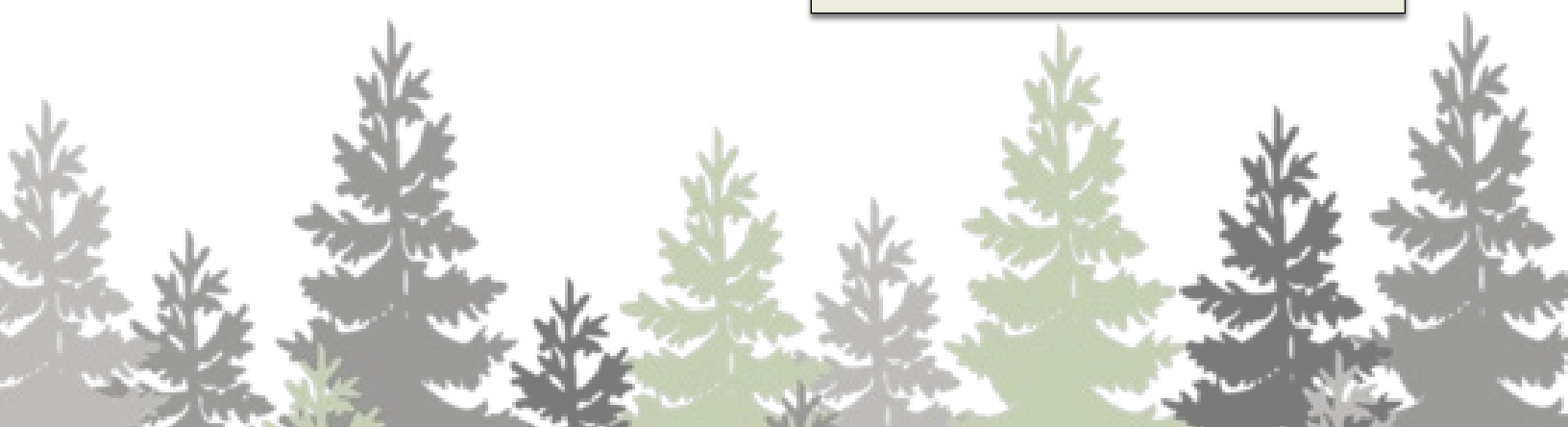
Teton Science Schools' Professional Learning team works with university partners across the U.S. to research and evaluate the impact of place-based education and our programming. The following updates highlight current collaborative projects.

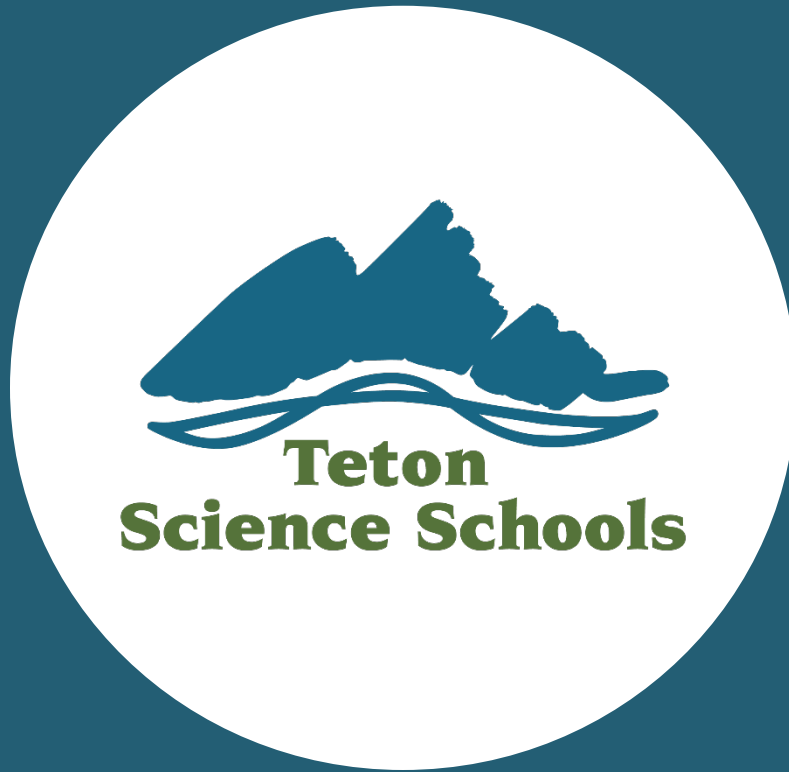
University of Wyoming: Teton Science Schools is partnering with Dr. Alison Mercier to better understand implementation and outcomes of place-based learning. One project uses a collaborative research method to document the impact of place-based education efforts by a diverse range of school communities within the Place Network.

Antioch University: Teton Science Schools and Antioch University have been interested in the role that place-based education coordinator positions can have on schools. To build on our existing partnership and to study this topic further, Teton Science Schools is partnering with Dr. Paul Bocko to study schools with place-based education coordinators and their implementation of place-based practices.

University of Houston: Teton Science Schools is collaborating with Dr. Brad Smith from the University of Houston and the Columbia Public School district to evaluate if participation in Field Education programs impacts teacher retention. These outdoor learning programs are designed to engage students and encourage teachers to implement place-based education in their classrooms. Results of this study could provide data on the impact of these outdoor learning programs and lead to future studies that investigate the reasons for higher retention.

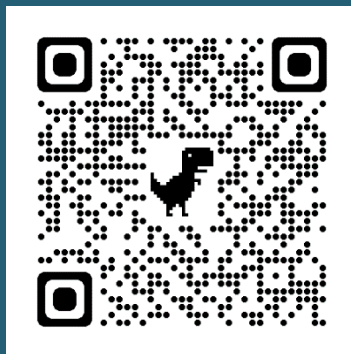
Slippery Rock University: During a Community Engaged Learning project, graduate student Maria Delgado Gomez, M. Sc., completed a systematic literature review focused on Place-Based Education for Students and Communities with Non-Dominant Identities. This product will greatly inform future Professional Learning curriculum and evaluation and research trajectories for our department.





Thank you for your support!

*Inspiring curiosity, engagement, and leadership through
transformative place-based education.*



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