



Teacher to Ranger to Teacher



The intent of the Teacher to Ranger to Teacher program is to provide opportunities for teachers to have well-rounded work experiences in a National Parks. Teachers will develop lesson plans Based on their experience for use in the classroom. The program focuses on teachers from schools that have diverse student populations, who have had no experience with national parks or little opportunity to explore the relevance these areas can have in their lives.

Background

The challenge for the National Park Service (NPS) is to provide opportunities for all Americans to connect to their national heritage as embodied by national parks. The Teacher to Ranger to Teacher (TRT) Program focuses on the education community and engages teachers from schools that are not currently being reached with park programs, paying particular attention to areas with large ethnically diverse populations. This program hopes to offer additional opportunities for these populations to connect to the resources of their national parks.

Teachers are detailed as park rangers to parks through an Inter-governmental Personnel Act (IPA) agreement between their public school district and the National Park Service. This program links national park units and teachers from under-served urban and rural school districts. Teachers spend the

summer working and often also living in their park. The parks provide a uniform, housing, and a supplementary payment for the teachers. They perform various duties depending on their interests and the needs of the park, including developing and presenting interpretive programs for the general public, staffing the visitor center desk, developing curriculum-based materials for the park, or taking on special projects.

During the school year Teacher-Rangers bring the parks into the classroom by developing and presenting curriculum-based lesson plans that draw on their summer's experience. In April, during National Park Week, Teacher-Rangers will wear their NPS uniforms to school, discuss their summer as a park ranger, and engage students and other teachers in activities that relate to America's national parks.

Concepts Learned and Incorporated into the Classroom

This place-based experience provides more opportunities for Teacher-Ranger to deeply connect with park resources. Exposure to our American heritage offers teachers a chance to gain a better understanding of civic engagement, of the relevance these places have for all Americans, and of the diversity of sites that have been set aside by and for the American people. They, in turn, can provide opportunities for their students and other teachers to find their own connections to parks.

Teacher-Rangers learn about the complexities of interpreting and researching cultural resources. For example, Teacher-Rangers learn how:

- parks research and interpret American Indian heritage and regularly consult with tribes who have a government-to-government relationship with the park and its resources;
- a variety of resources can be used for research, and how these resources will be used to tell complex stories from a variety of viewpoints;
- a variety of partners contribute to projects being researched in the park;

- parks manage funds and delineate schedules and how various aspects of park projects can be accomplished;

Many Teacher-Rangers will work in parks with with significant natural resources. For example, Teacher-Rangers learn how:

- to increase their understanding of scientific research and the complex issues related to these resources.
- scientific research is applied and interpreted.
- adjacent lands that may or may not have compatible resource management philosophies affect park project outcomes;
- to apply National Park Service mission ethics to resource management decisions;
- the public becomes involved in the decision-making process; and
- science in parks relates to urban areas and issues.

Benefits of Being a Teacher-Ranger

- ✓ Participating Teacher-Rangers have the opportunity to develop a personal connection with national parks.
- ✓ These Teacher-Rangers develop a wide array of teaching examples based on real life experience in parks and create “curricula enhancers” that highlight issues surrounding heritage conservation.
- ✓ Teacher-Rangers become life-long friends of the National Park Service and begin teaching an ethic of heritage conservation in the schools where much of America’s future resides.
- ✓ Teacher-Rangers obtain a wide range of knowledge and skills by working with personnel of other divisions such as Resource Management, Maintenance, and non-law-enforcement specialties of Resource Protection.

Program Benefits to the School District

- ✓ Other educators exposed to a Teacher-Ranger in their schools benefit from “curricula enhancers” and other resources. They also gain access to a wide array of resources and teaching tools.
- ✓ Teacher-Rangers develop a network with resource specialists, scientists, historians, curators, and the teaching programs and resources of the National Park Service and the Department of the Interior.
- ✓ School districts profit from having Teacher-Rangers who have been exposed to current resource-based issues and teaching activities.

Program Benefits to Urban School Children

- ✓ This program provides the opportunity for students to connect to the nation’s heritage through the experiences of their Teacher-Rangers.
- ✓ A variety of resource issues, based on the teacher’s summer experience, are discussed in class. These might include historic preservation, interpretation, fire, exotic species, endangered species, and air and water issues.
- ✓ Students learn about opportunities for summer and permanent employment with the National Park Service.
- ✓ Students share the enthusiasm of a teacher who has had the opportunity to be a National Park Ranger.



Rocky Mountain National Park

Application

Teachers apply to individual parks. The contact information for parks currently offering this program is listed at www.nps.gov/wupa/forteachers/professionaldevelopment/trt.htm. Interested teachers should contact the parks directly and the parks will send applications and position descriptions specific to the positions that they are offering.

If your school district does not already have an agreement and you are interested in applying to the program, we will help guide you through the agreement process with your administrators.

Contacts

Linda Lutz-Ryan,
Interpretive Specialist, Denver, Colorado
303-969-2638
linda_lutz-ryan@nps.gov

Diana Wiggam,
Park Ranger, Denver, Colorado
303-969-2404
diana_wiggam@nps.gov

Leslie DuBey,
Big Thicket National Preserve, Texas
409-951-6805
leslie_dubey@nps.gov

Jacob Fillion,
Grand Canyon National Park, Arizona
928-638-7762
jacob_fillion@nps.gov

David Wyrick,
Grant-Kohrs Ranch National Historic Site, Montana
406-846-2070 x230
david_wyrick@nps.gov



San Antonio Missions National Historic Park

Christine Beekman,
Pecos National Monument, New Mexico
505-757-6414
christine_beekman@nps.gov

Nancy Holman,
Canyonlands National Park, Utah
435-259-4712 x15,
nancy_holman@nps.gov