

# Marsh-Billings-Rockefeller SCA Interns



Summer 2011

# Alison

So you saw me around but never really knew who I was...

- Graduated UVM in May with a B.S. in Environmental Science and minor in Spanish
- SCA/ Unilever intern
  - MBR
  - Capitol Hill

# Where was I and what was I doing?

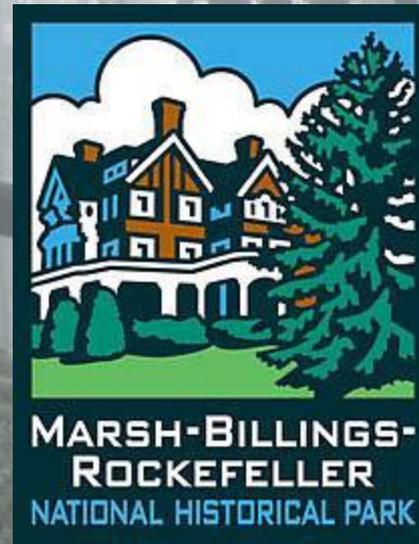
Half time spent with CSI

– Mainly with Rebecca

CONSERVATION STUDY INSTITUTE

Half time spent with park

– Mainly with Joan, Kat,  
and Christina

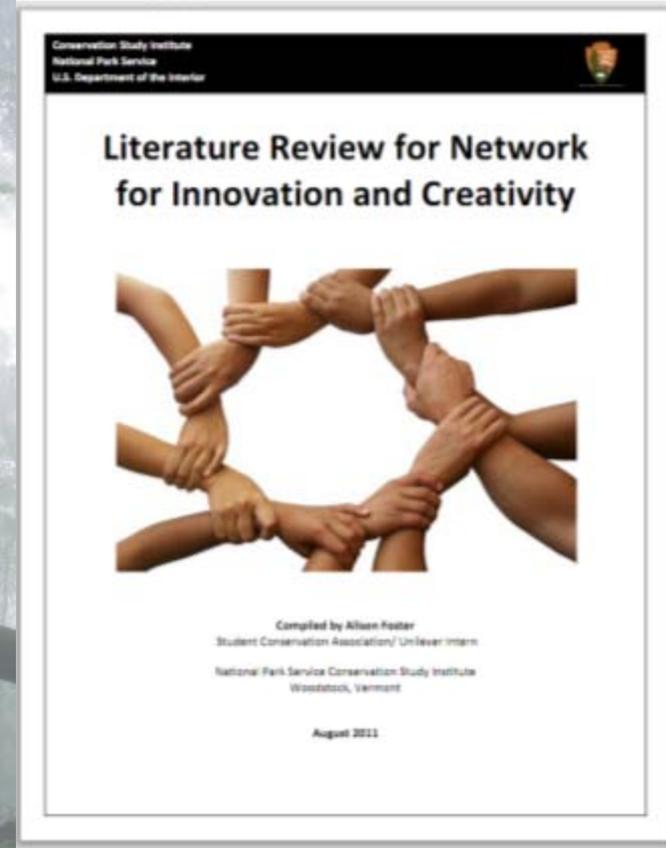


# Conservation Study Institute

Assisted in planning the Network for Innovation and Creativity, a community of practice for the National Park Service

Community of Practice

Annotated bibliography for the network on communities of practice



# Taking Landscape Conservation to Scale Conference

- Attended conference
- Wrote article for InsideNPS about conference



The screenshot shows a webpage from InsideNPS. The navigation bar includes links for HOME, COMMUNITY PARKS, REGIONS, WASH, INTER/ED, PROTECTION, TECH/TOOLS, BUSINESS, and SUPERINTENDENTS. The main heading is 'Headlines' with a sub-link for 'Interpretation/Education'. A search bar is visible with 'Google BI' and a 'Go' button. The article title is 'Institute Hosts "Taking Conservation to Scale" Workshop' by Alison Foster, dated July 13, 2011. A group photo of workshop participants is shown. The article text discusses the challenges of landscape conservation at larger scales and the workshop's focus on community-based approaches. It mentions that 30 participants from various national parks, heritage areas, NGOs, and international programs like COMPACT gathered at the Marsh-Billings-Rockefeller National Historical Park in Woodstock, Vermont. The workshop discussed the expanding roles of national parks, heritage sites, and protected areas in managing conserved areas on a landscape scale. Participants recognized common challenges and the importance of partnerships and supportive connections.

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[InsideNPS > Parks > Marsh-Billings-Rockefeller National Historical Park](#)  
**Institute Hosts "Taking Conservation to Scale" Workshop**  
By Alison Foster  
July 13, 2011



Participants in the three-day workshop.

Climate change, biodiversity loss, regional planning and other factors are challenging us to work at larger geographic scales. How do we leverage public investments in parks and protected areas at the landscape scale? How do we incorporate community-based approaches into the heart of the theory of change for conservation? How can the overlapping and connecting of scales help sustain ecological and cultural resource integrity? These and other questions were the subject of the workshop on "Taking Conservation to Scale" hosted in June by the Conservation Study Institute at the Marsh-Billings-Rockefeller National Historical Park in Woodstock, Vermont.

The three-day workshop was convened to discuss the expanding roles of national parks, heritage sites, and protected areas in managing conserved areas on a landscape scale.

Thirty participants gathered at the park's Forest Center from national parks, heritage areas and related programs from across the country. NPS staff were joined by counterparts from NGOs, academia and other government agencies. Discussions were enriched by six international participants from the COMPACT program, Community Management of Protected Areas for Conservation, bringing experience from Mount Kenya, Belize Barrier Reef, Sian Ka'an Biosphere Reserve, Mexico; Dominica and Madagascar.

In examining the need for advancing landscape scale conservation, participants recognized many common challenges among both natural and cultural sites, despite differences in location and purpose. They identified the importance of partnerships, supportive connection

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# Grand Tetons Evaluation

Worked on completing an evaluation of the  
NPS Academy at Grand Teton



# Park for Every Classroom

- Helped prepare materials for conference
- Listened in on planning, learned about all the pieces that are necessary to run a conference

**Park for Every Classroom Application Matrix**  
Sample Comments by Allison Foster- CSI Intern

| Criteria  | Park Applicants  |  |   |   |  |   |   |
|---|--|--|---|---|--|---|---|
|   | War Farm NHS   | Valley Forge NHP   | Morristown NHP  | Fort Mifflin NM & Historic Shrine   | New England Nat. Scenic Trail  | Salmon Maritime NHS   | Gateway Nat. Rec. Area  |
| Participated or viewed webinar  | No- had issues accessing it, but have plans to view later  | Yes  | Yes   | Yes   | Yes  | Yes   | Yes   |
| Able to do August training  | Yes  | Yes  | Yes   | Yes   | Yes  | Yes   | Yes   |
| Infrastructure in place to develop and implement the program  | Current youth coordinator will manage program and staff will be around to answer questions. It is expected that teachers will be able to develop their own curriculum after experiencing the PEC training, which will be done by park staff. | Appears that program will have good support including Nat Resource Manager, Bio Technician, and Interpret Rangers.                                       | Archives technician and museum educator has experience running workshops and a high school ambassador program.  | Education Coordinator has developed small program with Early Learning Pre-K Manager from public school system. Otherwise, does not appear that there is much support. | Education Director would have the ability to administer PEC given her past experience.   | Education Specialist appears new, but to have the necessary tools to create and manage programs.  | Education Specialist/ Park Ranger has lots of experience managing similar projects and connecting with teachers.  |
| Identified a community partner; who is the partner? How long have they worked with this partner? Have they developed a variety of programs with the | The Community Development Coordinator of the CT Girl Scouts has been identified. She has previously worked with the park on similar events and projects to those that will be conducted through the school system.                           | The park holds several well-established relationships with various organizations and has identified three specific partners, including Friends of Valley | Began working with local public libraries and have worked with historical societies in the past. Also have partnered with colleges, but does not appear that they have much | Have many previous and existing partnerships with school and art programs. Would like to work with the Maryland School for the Blind on this project.                 | Hold several long standing partnerships, and would like to continue working with the local YMCA and Wesleyan University. It does not appear that they have developed a | Have several partnerships established for PEC who have experience in education even if it is not been with the park. It appears that they park is just beginning to establish | Have identified a community partner, who is fairly different from other proposed partners. This park is interested in working with the City University of New York and Gateway Institute. |

# Work with Joan

## Forest for Every Classroom and Park Research

- Many smaller scale projects

**Park Research Partnership Year End Report 2010-2011**

Students in the greater Woodstock, VT area have been given the opportunity to spend more time in their local National Historical Park and become more involved in Place Based Education thanks to the newly developed Park Research Partnership. Developed out of the successful Forest for Every Classroom (FFEC) program, the Park Research Partnership grew from a collaboration of several passionate teachers and the educational program at Marsh-Billings-Rockefeller National Historical Park (MBSRHP). The collaboration has seen the growth of a strong partnership between both systems that has benefited not only the students, but also the greater community.

The Park Research Partnership includes educators and resource specialists from Windsor Central Supervisory Union, MBSRHP, Sherburne Farms, as well as several other Vermont based organizations and agencies. The Partnership was created to engage Windsor Central Supervisory Union schools in authentic inquiry-based projects to connect students to their community and discover the connection between classroom learning and real-world application. Teachers work with local resource experts to develop and conduct their own activities relating to community needs and the Vermont Standards of Learning. Each project also contains a service-learning component where students participate in stewardship work related to their research. Students share their findings through public forums, guided tours, publications, blogs, and other media.

In the course of this past year, the Park Research Partnership involved sixteen teachers from six different schools in the greater Woodstock area. Students from kindergarten to 12<sup>th</sup> grade participated in a variety of curriculums, frequently centering on the park's forested landscape. The diversity in these curriculums included tools ranging from using probability in salamander monitoring to earning an art as a result of the freedom provided in Park Research. Several teachers have flourished as a result of the opportunity to create their own curriculum and have earned the distinction of having their project be labeled as "exemplary" by MBSRHP. At the seventh grade level, Debra Czapka of Woodstock Union Middle School developed the "From Farm to Park" unit, which served as an introduction to world geography by applying the unit to the local area. Through a study of the Monticello farm on the park's land, students learned how much of Vermont's lands transformed from agricultural farms to forest. A link to a summary of Czapka's lesson plan can be found <http://www.parkresearch.com/wordpress/wp-content/uploads/downloads/2011/02/Curriculum>.

At the high school level Susan Czapka, instructor for the 12<sup>th</sup> grade Honors and AP U.S. History class at Woodstock Union High School has constructed a unit titled "Nature, Art, and Conservation in MBSRHP" by reading George Perkins Marsh's *Man and Nature*, exploring the forest, pond, and trails, studying the Hudson River School paintings, and more, students discovered how nature inspired artists and how their art helped inspire the conservation movement. A link to a summary of Czapka's creative curriculum can be found <http://www.parkresearch.com/wordpress/wp-content/uploads/downloads/2011/02/Curriculum>.

Possibly one of the most exciting projects created through the Park Research Partnership, has been that of Jan Spjutovic with her 8<sup>th</sup> grade Integrated Environmental Sciences class. This group of students from Woodstock Union High School studied the presence of mercury in the environment, particularly within dragonfly nymphs found within the Pogue, a pond within the park's boundaries. In developing her curriculum Spjutovic worked in collaboration with Acadia National Park's *Schools* Education and Research Center, MBSRHP, and Dartmouth College's Toxic Metals Research Program. After developing their own experiments related to data collected, learning about Marsh, Billings, and Rockefeller, and

**What professional development opportunities could the park or WCSU provide you with to better support your Park Research project?**

Teachers mainly wanted to increase their own knowledge of different aspects of the park through summer course work or a district in-service day. They requested ongoing connections to park specialists for research and support and more courses on animals in the park, insects, tree identification, and similar topics. The opportunity to present work to colleagues was also suggested.

**Are you interested in doing a Park Research project again next year?**

|     |   |
|-----|---|
| Yes | 8 |
| No  | 1 |

**If yes, would you like to continue with your current project or work on a new one?**

|                               |   |     |
|-------------------------------|---|-----|
| Continue with current project | 4 | 40% |
| Work on new project           | 3 | 30% |

**Do you have any suggestions for improvements?**

There were varying suggestions, recommendations, and offers from teachers. There appeared to be some frustration with the repetition in the salamander project and it was suggested that there should be an adult for each monitoring group when in the field. Teachers requested clarity in regard to the expectations of their project and more background knowledge. There was an interest in possibly doing a wetland pond project next year and also in developing park introductory activities for the first grade to lead into the Junior Ranger program in the second grade. One teacher offered to lead a professional development to encourage park projects and help other teachers facilitate projects. Maintaining funding and teacher partnerships also appeared important.

# Facebook Page and Wiki

The screenshot shows the Facebook page for 'A Forest for Every Classroom (FFEC)'. The page header includes the Facebook logo, a search bar, and navigation links for Home, Profile, and Account. The main content area features a cover photo of a forest, the page name 'A Forest for Every Classroom (FFEC)', and a 'Like' button. Below this, there are several posts from the page, including one about a photo book and another about a newly created database of teacher materials. The left sidebar contains navigation options like 'Get Started', 'Wall', 'Hidden Posts', 'Info', 'Photos', and 'Like', along with a list of libraries and a '5 people like this' notification.

The screenshot shows a Wiki page for 'A Forest for Every Classroom'. The page has a green header with navigation links for 'Wiki', 'Pages & Files', 'Uses', and 'Settings'. The main content area features a title 'A Forest for Every Classroom' and a welcome message: 'Welcome to A Forest for Every Classroom Wiki Page'. Below the welcome message is a large image of a forest. The page also includes sections for 'Material Provided' and 'Program Assessment'. The right sidebar contains a search bar and a list of actions like 'Create a page', 'Upload files', and 'Share this page'. The bottom of the page has a footer with contact information and a link to the FFEC website.

# King Farm Charrette

- Developed a charrette for use with Woodstock Union High School students through CLI
- Purpose
- Background research/ preparation



# King Farm Charrette

- Different stations of charrette
- Student response
- Development of PowerPoint
- Development of resource binder
- Hopeful use in the future!



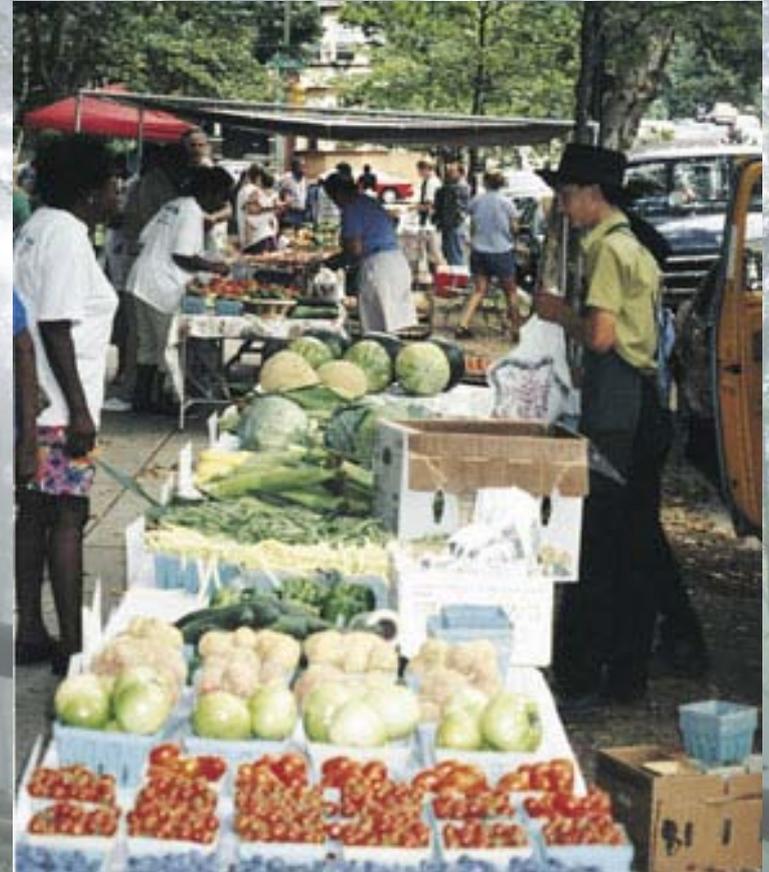
# Leadership Workshops

- Led two- Diversity & Sensitivity, Case for National Service, Stress Management and dealing with transition
- Learning experience



# Parks Where Farm and Food Matter

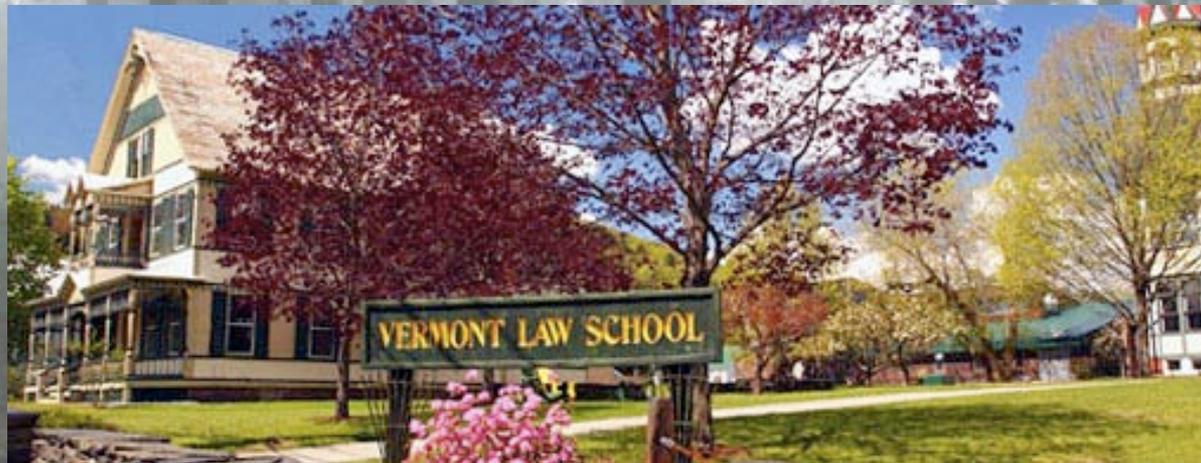
Helped create matrix of parks that are somehow tied to agriculture



# Fun!

Among other things,

- Worked trail closures
- Visited to Vermont Law School for talk agriculture and carbon emissions



# Removing Invasives at King Farm

