



## STEWARDSHIP FINAL REPORT GUIDELINES

Final reporting requirements consist of (1) a completed profile of the grant for posting to the public GLFT website (see below), (2) a narrative response to GLFT final report questions (see following section), and (3) a final financial report (form and instructions attached).

### PROJECT PROFILE

**PROJECT TITLE:** Field School Outdoor Learning Initiative

**GRANTEE ORGANIZATION:** Northview Public Schools

**PROJECT TEAM:** Mike Posthumus, EcoGeek Solutions, LLC  
Liz Cotter, Northview Public Schools  
Rich Youngberg, Northview Public Schools  
Jenna Rykse, Northview Public Schools  
Matt Fenech, Northview Public Schools  
Sarah McCormack, Northview Public Schools  
Kyle Braun, Northview Public Schools  
Josie Martin, Northview Public Schools

**CONTACT PERSON:** Liz Cotter, Deputy Superintendent  
Northview Public Schools  
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**GRANT AMOUNT:** \$80,100

**TIME FRAME:** JUNE 2019-JUNE 2020

**FOCUS AREA:** STEWARDSHIP

**PROJECT SUMMARY:** In 2018, Northview Public Schools embarked on an aggressive plan to launch a comprehensive outdoor learning program for students in grades K-4. Five months later, 'Field School' opened its doors to nearly 50 students in two multi-age K-3 classrooms, with countless students on a waiting list hoping for admission. Northview's Field School has continued to grow and now includes five teachers, an Outdoor Learning Coordinator, two elementary buildings and serves well over 100 students. In partnership with the Great Lakes Fisheries Trust, Field School staff spent a full year developing a comprehensive outdoor-themed curriculum focused on the interconnections of science and social studies standards using an aligned progression of Trail Maps and Adventure Cycles to guide all Field School teachers. More information can be found at: [nvps.net/field-school/](http://nvps.net/field-school/)

## ***Project in Context***

Northview Public Schools' Field School provides an immersive outdoor learning environment along with student-centered teaching practices that foster students' mastery of core subjects while encouraging curiosity, leadership, stewardship, community and adventure. Students attending Field School develop a connection to the natural world, a strong growth mindset, the capacities to understand and solve complex problems, and the skills to communicate with the world.

Integral to the work of the Field School staff is a curriculum that extends established learning standards into the natural world. Our teaching staff has created a unique and exciting method for curriculum development that includes Trail Maps, overarching Adventure Cycles, and Capstone Projects. In partnership with the Great Lakes Fisheries Trust, Northview teachers had the opportunity to spend designated time identifying and aligning key science and social studies standards into comprehensive learning modules within their curriculum.

EXAMPLE OF EXECUTED CURRICULUM: Field School students in second grade were tasked with answering the following question as one of their Trail Maps: "*How do Biomes of the world compare to the one that I live in?*" In answering this question, students studied various biomes of the world in relation to their climate, wildlife, plants and geography. They also had to consider how those biomes compared to the biome in which they, themselves live. As part of their culminating project, students had to present their information to the class using a poster, book or writing piece.

We are proud of the creative work of our staff in reimagining the way they deliver instruction. Student assessment scores demonstrate that Field School students are at, or above, local proficiency averages and behavior and truancy referrals are below average. We believe that students who engage with the natural world around them see benefits that are both quantifiable and immeasurable. Amazing things happen all the time at Field School. As one of our Field School students shared, "I just had three once-in-a-lifetime things happen in one day!"

## ***Goals of the Effort***

The goals of the development of a robust Field School curriculum is to ensure that every student is engaged in aligned, rigorous and engaging learning throughout their progression in Field School.

## ***Results***

The Field School curriculum was successfully created and implemented in all classrooms during the 20-21 school year. Teachers meet regularly to ensure alignment, adjust activities and share feedback around their Trail Maps and Adventure Cycles. They report that the time used to create the curriculum was valuable and instrumental in launching the learning modules.

## ***Products and Resources***

Information about our Field School program can be found at: [nvps.net/field-school/](https://nvps.net/field-school/)

## **FINAL NARRATIVE REPORT**

### ***Background/Overview***

1. Briefly summarize the project description as outlined in the original proposal.

The original scope of work proposed in our application outlined curriculum development for 4th, 5th, and 6th grade over 12 months. We subsequently requested a modification to our original proposal because our team determined

that the addition of a 6th grade Field School classroom was not a realistic possibility in the near future. Instead, our focus shifted to supporting our current K-4 classrooms and planning the expansion to 5th grade.

2. Was the project completed as originally intended? If not, indicate how the final outcome(s) differed from what was anticipated. Does your experience suggest that original expectations were realistic? What factors hindered or helped progress?

During the grant award period, our project team developed and completed curriculum for 4th and 5th grade Field School students. These resources were utilized in the existing Field School 4th grade experience that will continue, as well as by future 5th grade educators who will eventually expand Field School to higher grade levels at a new building. The Field School team also produced teaching resources in the form of unit plans for educators throughout the district teaching kindergarten and grades 1, 2, and 3 (4 total units). These units were shared with district educators so Field School and Great Lakes-based learning experiences could benefit more learners. Our team also created “vertical alignment” between these units and completed curriculum in grades 4 and 5 so that students revisit content in new and deeper ways as they progress.

### ***Outcomes***

3. What activities were pursued in relationship to intended outcomes, and to what extent did you achieve the following intended outcomes listed in your proposal? (Merge intended outcomes from proposal.)

Our team met regularly over the course of a year to create and implement the new Field School Curriculum (see Attachment A). We achieved the intended outcomes of developing a Field School curriculum for K-5th grade Field School classrooms.

4. What audience(s) were you particularly hopeful of reaching? To what extent did you reach them? Did you receive any feedback?

Our goal was to support our Field School teachers, along with our Field School students. All teachers participated in the curriculum development and utilized their new Adventure Cycles/Trail Maps in their classrooms.

5. What relationships or opportunities were developed or strengthened through the work?

Our teachers found the collaborative time together valuable to their work.

6. Was an evaluation included as part of this project? If so, what were the key findings? (Please attach a copy of the evaluation report).

Our team evaluated the overall completion of the Adventure Cycles/Trail Maps. They were successfully completed and utilized in the classroom. We will continue to adjust and modify the curriculum as we learn from its implementation.

7. Whether they were intended or unintended, what do you consider the most important benefits or outcomes of this stewardship project?

The most important benefits of this project were positive team collaboration as well as student engagement in aligned and engaging curriculum.

### ***Related Efforts***

8. Was this project a standalone effort or was there a broader effort beyond the part funded by the GLFT? Have other funders been involved either during the time of your GLFT grant or subsequently?

The GLFT project was part of a larger effort to expand our Field School program. In 2018 we began Field School with just two multi-age classrooms. We are now proud to support 5 classrooms with the

expectation that we will continue to expand. Our team is also actively engaged with the [Van Andel Institute](#) in Grand Rapids to develop our work in project based learning. We have also partnered with [EcoGeek Solutions](#) to develop our Field School curriculum.

9. Has there been any spinoff work or follow-up work related to this project?

Our team continues to work on curriculum development and meets bi-weekly to collaborate on teaching and learning within Field School.

### ***Communication/Dissemination***

10. List publications, presentations, websites, and other forms of formal dissemination of the project deliverables, tools, or results, including those that are *planned* or *in process*.

We have not formally published the Field School curriculum.

11. Please characterize your efforts to distribute and encourage use of products, processes, programs, etc. developed through this grant.

While we have not formally published the Field School curriculum in its entirety, there are many resources for families regarding the Field School philosophy on our website at: [nvps.net/field-school/](http://nvps.net/field-school/) including a family handbook and guide to teaching/learning.

### ***Reflections***

12. Please describe any unanticipated benefits, challenges, surprises, and/or important lessons learned over the course of the project.

COVID-19 presented many unanticipated challenges to the development of our curriculum as well as our ability to to achieve the original goals of our project. Due to funding uncertainties, we were not able to commit to the original goal of expanding Field School to the 5th/6th grade and our meeting and collaboration time was shifted to delivering a robust and engaging Field School learning experience in a virtual setting.

13. What recommendations (if any) would you make to other project directors working on similar efforts or to the GLFT?

Our staff is grateful for an investment in their time and expertise. I would encourage other directors to support their own teams by providing guidance, space and autonomy in their work.

### ***Attachments***

14. An example of one Field School Adventure Cycle that was created as part of our GLFT grant project is attached as 'Attachment A'.

## ATTACHMENT A

### WHAT'S THIS ADVENTURE ALL ABOUT?

#### ORGANIZING THEME AND QUESTION

What does it mean to be a member of a community?

#### DESCRIPTION

Field School students are part of a larger community. To be successful and function well in a variety of settings, students need to understand the importance of caring for themselves and others. Students need to identify both their role and the roles of others at school and in the broader community. Students need to develop self-care skills, understand how people are connected to the environment, and reflect on how their actions impact themselves and others.

In this Adventure Cycle, students will investigate the best way to take care of themselves at both home and school. They will explore the various roles of different community members and describe how the roles are interdependent. Students will demonstrate their understanding by designing a self-care plan/routine, creating a classroom compact and establishing an agreed upon set of classroom roles and responsibilities. Students will understand the important role of each individual and his or her actions in the broader community. Students will also have their first introduction to biological communities as we complete an insect study and explore the biodiversity of our outdoor spaces at school.

#### TARGET VALUES

Community  
Curiosity  
Stewardship  
Leadership

#### TARGET CONTENT STANDARD/S

##### Social Studies Standards

- **1.C1.0.1:** Explain the need for and purposes of rules.
- **1.G2.0.2:** Describe the unifying characteristics and/or boundaries of different school regions.
- **1.G5.02:** Describe ways in which the physical environment in a place or region affects people's lives.
- **2.C2.0.2:** Describe the purpose of the Pledge of Allegiance.
- **2.C1.0.1:** Explain why people form governments.
- **2.G1.0.2:** Use maps to describe the spatial organization of the local community by applying the concepts including relative location, and using distance, directions, symbols, and the key or legend.
- **2.P4.2.2:** Participate in projects to help or inform others.

##### Science Standards

- **2.LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats.

##### Math Standards

- **1.MD.C.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- **2.MD.10:** Draw a picture graph and a bar graph (with

single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

#### **ELA Standards**

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.2.1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **W.1.7:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- **W.2.7:** Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).
- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - **SL.1.1.A:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - **SL.1.1.B:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - **S.L.1.1.C:** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - **SL.2.1.A:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - **SL.2.1.B:** Build on others' talk in conversations by linking their comments to the remarks of others.
  - **SL.2.1.C:** Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### **ARTS INTEGRATION**

[Self Portrait Mural Inspired by Todd Parr](#)  
[Insects: Anatomy and Ecosystems \(pg. 38\)](#)  
[Map Your Space \(pg 18\)](#)  
[Nature Journal Covers & Inside Pages](#)

#### **PHYSICAL EDUCATION INTEGRATION**

**Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.**

Physical Activity Knowledge

- Grade 1: Discusses the benefits of being active and exercising and/or playing
- Grade 2: Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).

Fitness Knowledge

- Grade 1: Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- Grade 2:
  - a. Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength.
  - b. Identifies physical activities that contribute to fitness.

Nutrition

- Grade 1: Differentiates between healthy and unhealthy foods.
- Grade 2: Recognizes the “good health balance” of nutrition and physical activity.

**Standard 4: Exhibits personal and social behavior that respects self and others.**

Personal Responsibility

- Grade 1: Accepts personal responsibility by using equipment and space appropriately.
- Grade 1: Follows the rules and parameters of the learning environment.
- Grade 2: Practices skills with minimal teacher prompting.
- Grade 2: Accepts responsibility for class protocols with behavior and performance actions.

Rules and Etiquette

- Grade 1: Exhibits the established protocols for class activity.
- Grade 2: Recognizes the role of rules and etiquette in teacher-designed physical activities.

**FINAL PRODUCT**

**DUE DATE**

**Classroom Rules/Responsibilities:** As we work through this first adventure cycle we will be reflecting on how we are functioning as a class and what rules and responsibilities might help our days run smoother. By the end of the unit students (with the guidance of the teacher) will create class rules and responsibilities. Students may decide that we need to have class “jobs” as a way to show shared ownership of our space.

**8/31/2020**  
(Living document that may be amended during the school year)

**Self Care Plan:** After learning about making healthy choices in regards to nutrition, exercise, and social emotional health, students will work to create an individualized self care plan that they can use at home and school to help them track and reflect on their choices.

**9/11/2020**

**Classroom Compact:** Students will work collaboratively to create a classroom compact. This document will serve as our agreed upon expectations for how we interact with each other and our space. Students will focus on answering the following questions: How do we want to treat each other? How do we want to treat our space? How do we want to treat each other during times of conflict? Students will also reflect on our behavior and functioning during the last four weeks of school and set goals for the future.

**9/25/2020**  
(Living document that may be amended during the school year)

*Example:*



## WHAT TRAIL MAPS WILL WE NEED?

Seq.	DESCRIPTION	TIME FRAME
#1	<p><b>Trail Map 1.1 - Daily Routines &amp; Building Relationships</b></p> <p>Students will identify the daily Field School routines and will follow the schedule. They will be introduced to and practice the routines for our reading, writing and math workshops. Students will learn transitional routines from our indoor to outdoor spaces and expectations for each space. Students will learn how to use Field School materials and supplies in a way that shows respect and responsibility. We will learn about lunch routines such as dish washing, recycling, and composting. We will spend time building our classroom community and getting to know each other as learners and individuals. We will begin to build the foundation for our Field School Family.</p>	<p>8/24 - 8/31 6 days</p>
#2	<p><b>Trail Map 1.2 - Taking Care of Me</b></p> <p>Students will identify what healthy nutrition choices are and why it is important to make them. They will describe routines and ways to best take care of their bodies at home and at school focusing on health and hygiene. Students will describe the importance of rest and daily quiet time. Students will create a self care plan to help guide their choices at school and home.</p>	<p>9/1 - 9/11 7 days</p>
#3	<p><b>Trail Map 1.3 - Explorers of our Community</b></p> <p>Students will describe the purpose and role of a variety of community helpers (school staff, community workers, environmental activists/conservationists, etc). Students will learn the expectations for neighborhood walks and exploration time in our community (Dean Lake/Northville Park, etc). Students will identify ways in which we as individuals are connected to a broader community and describe ways we can make a positive impact in our school and the community in which we live.</p>	<p>9/14 - 9/18 5 days</p>
#4	<p><b>Trail Map 1.4 - What's in Our Space?</b></p> <p>Students will participate in their first field study of the year as they study insects and biodiversity in the outdoor space at their school. They will learn the principles of ethical capture of creatures and will observe and record quantitative and qualitative data. Students will analyze the data collected to reflect on what lives in our space and why. They will problem solve to create new ways to increase biodiversity in our space.</p>	<p>9/21 - 9/25 5 days</p>



## \*Field School Text Set with Suggested Titles for Teaching

### **ADVENTURE LOGISTICS**

\*\*Description of adventure, transportation, details, partners, other budget, and other information necessary to complement the Capstone Project\*\*

#### **Walking Field Trips**

- Northville Park
- Dean Lake
- Neighborhood Walk
- Family Fishing Day - Dean Lake

#### **Field Trips Requiring Transportation**

- Fulton Street Farmers Market
  - Print Shop
  - Vans Bakery
  - Cost \$5.00 - Transportation
- Plainfield Fire Department - 1/2
  - NV Public Safety Officer - Deputy Kozal
  - Fire Department - Kyle Svobda
  - Bus Garage - Tim Christian

#### **Transportation Cost**

- \$18.98 per hour
- \$1.00 per mile
- Drivers are contractually obligated to stay during the entire field trip. Only on rare occasions can we request a “drop trip”

#### **Guest Speakers**

- Healthcare- Pediatrician/Nurse/Dentist
- Environmentalists- WMEAC/DNR/Biologist

#### **Special Events/Community Gatherings**

- Rogue River Clean-up (9/7/2019)
  - Yearly event with Nomad Anglers and Trout Unlimited
- Forest Fire Friday (9/27/2019)
- Back to School Bonfire and Hotdog Roast for Families? Friday/Saturday evening in September?
- Hike-a-thon (similar to Walk-a-thon, but for Field School PTC, raise money then Saturday morning hike with lunch or other activities for kids and families)
  - Goal of raising \$ for additional programming (overnight camp for 4th/5th grade, pay artists in residence, etc.)

#### **Recreation**

- Playground Physics: slides, swings, running, walking, pulling, monkey bars, etc.
- Team building/trust and leadership activities

- Learning happens best with emotion, challenge and the requisite support. Students discover their abilities, values, “grand passions” and responsibilities in situations that offer adventure and the unexpected. They must have tasks that require trust, teamwork, perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A primary job of the educator is to help students overcome their fear and discover they have more in them than they think.
- Initiatives/Activity ideas to develop awareness, problem solving, teamwork and fun
  - Warm-ups
    - Elbow Tag
    - People to People
    - Blob Tag
    - Circle the Circle
    - Park Ranger
    - Group Juggle
  - Leadership/Problem-solving
    - Group Jump Rope
    - Trust falls/salute to the sun
    - Lead/Follow/See
  - Group Challenge:
    - Human Knot
    - Team Tarp
    - Line Ups
    - Tent challenge