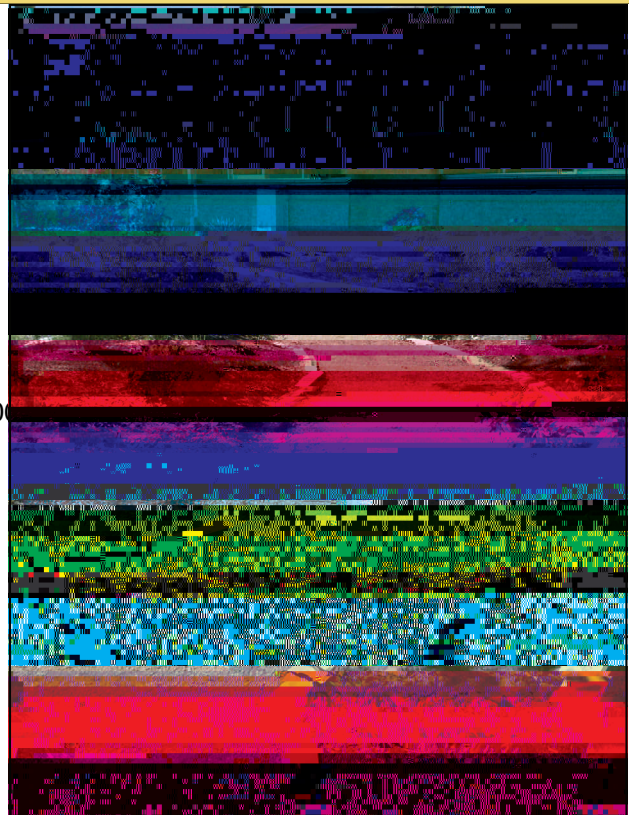


National Wildlife Federation Schoolyard Habitat: Year 1 Implementation

What is Schoolyard Habitat?

Schoolyard Habitat (SYH). To help reconnect children with the outdoors, the National Wildlife Federation (NWF) assists schools in developing outdoor classrooms called **Schoolyard Habitats® (SYH)**, where educators and students learn how to attract and support local wildlife. These wildlife habitats become places where students not only learn about wildlife species and ecosystems, but also become outdoor classrooms where students can hone their academic skills and nurture their innate curiosity and creativity.

NWF has encouraged conservation through wildlife habitats since 1973.



Dawson Elementary Schoolyard Habitat 2011 by Anne Muller.

How were teachers introduced to Schoolyard Habitat?

Professional development (PD) and use of reporting tools. In 2010 2011, principals volunteered their campuses and teachers within those schools volunteered their classes for participation. Five elementary schools participated and four middle schools participated.



All PD sessions were led by the NWF program coordinator. Separate trainings were held for elementary and middle school teachers; three trainings were held per level. The PD was designed to align with district instructional planning guides (IPGs) in elementary schools and

curriculum road maps (CRMs) in middle schools. For example, the elementary PD sessions were described in the course catalog as follows:

“The workshops will be activity based and will model activities from the IPGs. Participants will receive materials, handouts and resources to use during their science instruction. This professional development is designed to model Best Practices in science instruction written into the IPGs including science content knowledge, pacing of science lessons, AISD science philosophy, science pedagogy, Kagan structures, the 5E Inquiry Model, and Interactive Notebooks. (AISD eCampus PD database, 2010 2011)

SYH participating schools, year 1.	
Elementary	Middle
Casis	Bailey
Clayton	Burnet
Dawson	O'Henry
Ridgetop	Small
Rodriguez	

The PD introduced teachers to native plants that would be weather robust and attract local wildlife to the habitat, including birds, butterflies and insects. The PD also introduced teachers to the Access Nature Curriculum, a curriculum

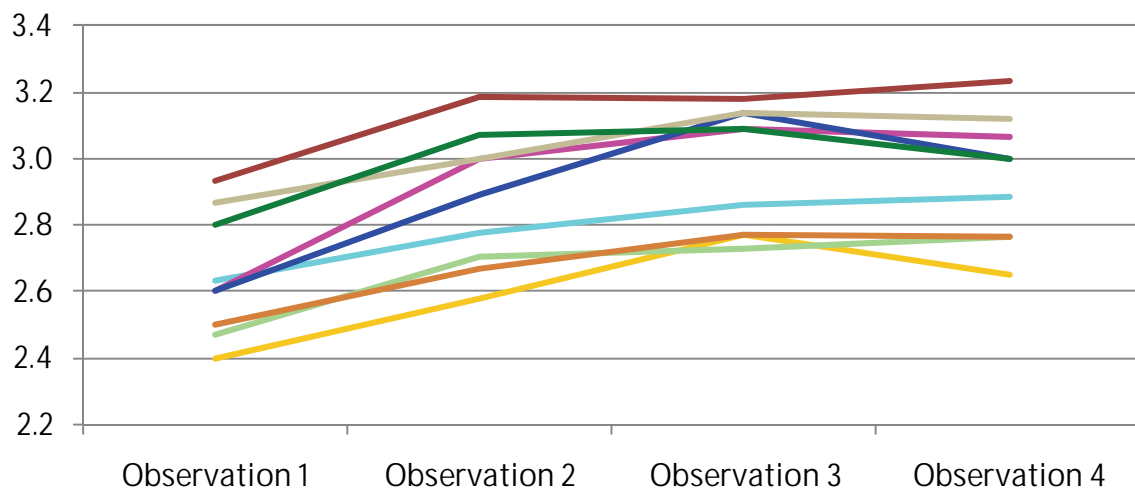
NWF SYH: Year 1

What data were used and how were they analyzed?

Methods used in this report. In accordance with Department of Research and Evaluation (DRE) standard recommendations, this year 1 report focuses on implementation rather than on student academic outcomes. Data for this report were from two sources, PD attendance records and online reporting tools. Initially, PD attendance was measured using the eCampus database maintained by the district. However, data were not entered into this system consistently and were deemed inaccurate. Sign in sheets collected by the NWF were used to measure PD attendance.

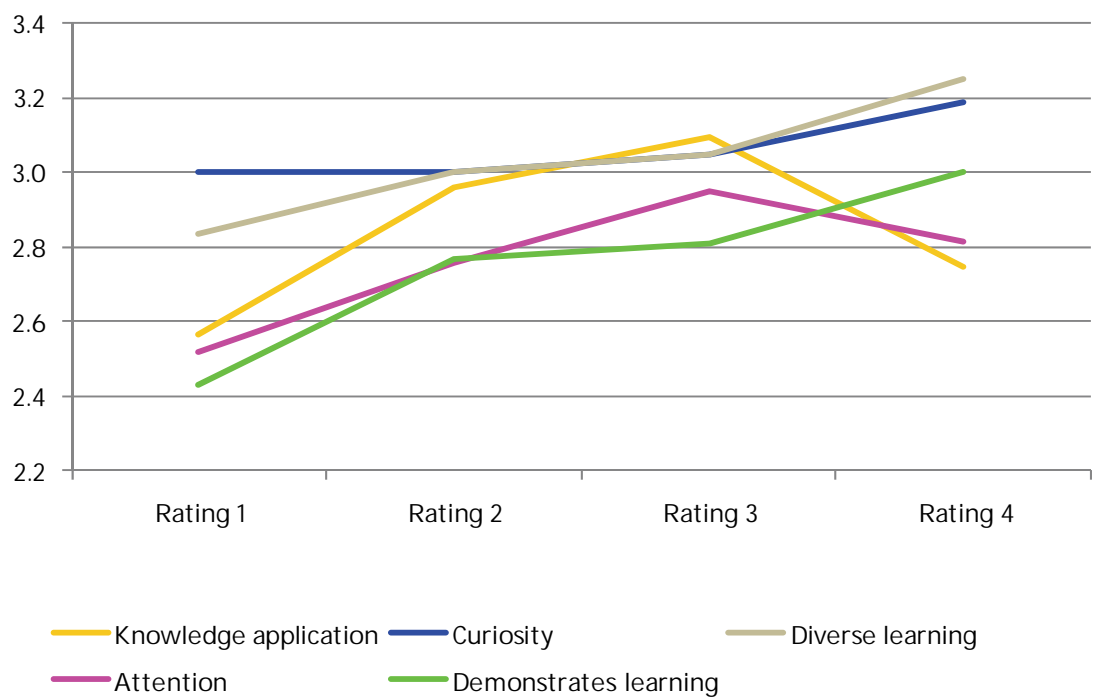
Several online reporting tools were provided to participants using SurveyMonkey®. Teachers were asked to complete at least 10 habitat related activities during year 1 and to record all activities. However, they only needed to complete an observation form for two activities. Many teachers logged an observation for more than two activities. A complete account of PD attendance and use for than

PD



- Focus
- Self regulation
- Self direction
- Cooperation
- Student engagement
- Positive attitude
- Helpfulness
- Respect
- Well behaved

Did teachers observe changes



About the

