



PEEC

Pajarito Environmental
Education Center



Animal Habitat



PEEC Field Science Partnership

Evaluation Goals

- **Teacher Goal:** Develop and maintain robust relationships with teachers in support of the field science partnership program.
- **Student Goal:** Improve student knowledge, confidence, and agency in science investigation, inquiry, and problem-solving.
- **Community Goal:** Foster community interest and investment in students' learning, as well as connecting with teachers seeking family involvement.

PEEC Field Science Partnership

Evaluation Goals

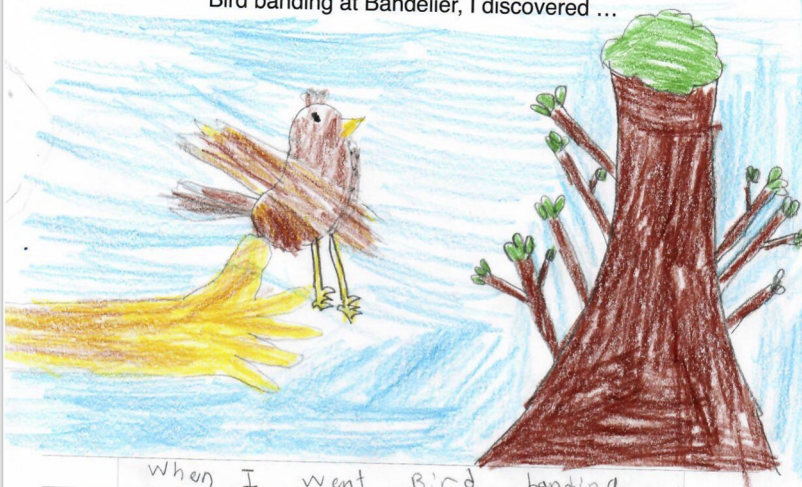
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Data Collection Methods

- Post-program teacher surveys
 - In the upcoming year, we plan to align our evaluation surveys with the goals we've identified.
- Student and teacher reflections
 - Currently using an open-ended reflection sheet (at right)
 - In the upcoming year, we hope to develop a coding protocol to analyze these
 - And consider asking a more directed question to address a specific goal
- Teacher focus group

Name Zoe

Bird banding at Bandelier, I discovered ...



When I went Bird banding
I discovered what it felt like to
hold a bird in my hand. I also
learned how the banders the
birds. Another thing I learned is
about the mist nets and how
they catch birds. It was fun to
let the bird go of my hand. It
was also fun to go on the
hike and seeing all the birds
and the chimpunks. I really
enjoyed the field trip to go bird banding.

With thanks to Anna Brown and Long and Long for providing the paper.

Teacher Focus Group

- Held a virtual focus group in May for teachers involved in our Animal Guide project
- Coded responses with evaluation goals in mind
- Working on drafting a report illuminating main findings: what we did well, and what we'll need to work on more!

What went well with the collaboration?	What could be improved?

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1	Evaluation goals:		
2	Students feel like they are a part of their natural environments and feel responsibility for them.		
3	Students have improved confidence in using scientific inquiry and investigation to answer questions about natural environments.		
4	Teachers have improved confidence and competency in applying field science tools and techniques in their classrooms.		
5	Develop and maintain robust relationships with teachers and community members in support of the field science partnership program		
6	How did students feel about completing the nature guide project?	Codes	Themes
7	Students enjoyed drawing their pictures; they wanted to work	Enjoying and wanting to improve artistic work	Self-expression is motivating
8			Students enjoyed the project
9	St	Responding positively to research	Students enjoyed the project
10	St	Taking pleasure at relaying learned facts	Students enjoyed the project
11	Ti	Engaging in positive conversations about what they've learned	Learning and sharing led to confidence
12	Sc	Tech support is essential	Technology requires support
13	Cl	Choice is important	Self-expression is motivating
14	Pr	Parent involvement in language learning	Parental engagement was valuable
15	ar		Living language/cultural connection
16	Pr	Parents learning from the students	Parental Engagement
17			
18	How did teachers feel about completing the nature guide		

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2021 Teacher Focus Group Report

Pajarito Environmental Education Center

Kha'p'o Community School

McCurdy Charter School

Field Science Partnership

Prepared by Mariana Freeman Rivera and Siobhan Niklasson

The Pajarito Environmental Education Center (PEEC) Field Science Partnership was launched in 2019 in collaboration with Kha'p'o Community School (KCS) on Santa Clara Pueblo, and McCurdy Charter School (MCS) in Española. It was important to maintain strong relationships with our partner teachers, so that we could best serve their, and their students', needs with the Partnership. We encouraged teachers to be comfortable reaching out with ideas, to participate actively in building the Partnership, and to collaborate in every aspect of the project for our pilot year.

The coronavirus pandemic prevented us from going forward with our plans to take the teachers and students into the field, but we took the opportunity to work with the students on asking questions, conducting research, and sharing their knowledge. These fundamentals are critical to both the scientific process and appreciation of nature. With this in mind, we were able to work with a class at KCS on creating a Nature Guide for the PEEC website, which would also be shared in a presentation with their families and community.

Timeline of evaluation for upcoming year's project

- Fall:
 - Work with collaborating teachers to develop goals for the project
 - Revise surveys and reflection sheets to address goals
 - Develop protocol for analyzing surveys
 - Start distributing surveys after lessons
- Winter:
 - Check in with teachers and update goals
 - Work with teachers to create reflective assignments for students
- Spring:
 - Collect reflections from students
 - Convene teacher focus group
- Summer:
 - Code and analyze results from focus groups, reflections, surveys
 - Write report

