

**Name of Professional Development/Where**  
**Date of PD**  
**Facilitators**

**Oregon Natural Resources Education Program (ONREP) Vision, Mission and Outcomes:**

**Vision**-Students become environmentally literate citizens equipped to make informed decisions, exhibit responsible behavior, and take constructive action to ensure a sustainable future for Oregon's natural resources.

**Mission**-Prepare educators to engage students in relevant, meaningful, and inspiring classroom and outdoor learning experiences that contribute to student academic achievement.

**Outcomes-**

1. Educators use Oregon's natural resources content in their teaching and seek additional opportunities to engage with ONREP.
2. Educators engage students in actively learning about Oregon's environment inside and outside the classroom using high-quality curriculum, strategies, tools and resources.
3. Educators engage students in experiences that connect to their environment and community,...,projects that have a real-world application.
4. Educators' build and use network of support that enables them to integrate to use their understanding about Natural Resources in other contexts. Extend their learning and application.

**Learning Styles Model:**



### **Professional Development Specific:**

#### **Goals:**

- Goals are broad statements about intention that provide a framework for determining outcomes and objectives. They provide the “big picture” about what the PD intends to accomplish. Ex.: Students become environmentally literate.

#### **Outcome(s):**

- Outcomes define what the educators will be able to do in real time as a result of the program in which they are participating. Outcomes may have short or long term elements. Determining your outcome prior to developing an agenda will drive the knowledge, skills, and strategies you will include in your program. Ex.: Teachers engage their students in authentic outdoor field investigations as an integrated part of their teaching.

#### **Objectives:**

- Objectives define what educators actually do at the PD event that prepares them to meet the outcomes. Objectives are action and task oriented, specific and measurable. Ex.: Teachers will participate in a field investigation.

#### **Focus Standards:**

- If applicable, review the standards of the grade band that is marketed. Consider posting them here for easy reference.
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#### *Notes to Facilitators:*

**Sequencing Possibilities** (The order of events is up to you and the co-facilitator. Please arrange the workshop in a way that makes educational sense):

- AKCA model (Awareness, Knowledge, Challenge, and Action.)
- Performance Assessment Task Elements (Essential Question, Setting the Context, Building Background Knowledge, Student Task, Rubrics)
- Service Learning (Setting the Context, Investigation, Planning, Action, Reflections. Demonstration)

#### **Checklist:**

Did you include:

- Introductions?
- Guide familiarization?
- Standards connection?
- Work session for the educators?
- OFRI and OFRI Resources?
- Additional ONREP Workshops

An ONREP workshop should be a balance of activities, content delivered through resource professionals, networking, and familiarization of resources. If you have any questions or want more information about anything mentioned in this document please contact ONREP via [LeeAnn.Mikkelson@oregonstate.edu](mailto:LeeAnn.Mikkelson@oregonstate.edu)

Please submit a draft to ONREP for review 6 weeks prior to the scheduled workshop. [LeeAnn.mikkelson@oregonstate.edu](mailto:LeeAnn.mikkelson@oregonstate.edu). Call if you have any questions: 541-737-9121.

Day and Date	
<p><b>Intent:</b> The intent is the reason you are choosing to do this activity at this time in the agenda. The intent of Room set up could be: <i>Be prepared for the P.D. and be ready to focus on the educators as they arrive.</i></p> <p><b>Who:</b> Who is lead facilitator for this session?</p> <p><b>Time:</b> What time will you begin and end?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign-in sheet</li> <li><input type="checkbox"/> Objectives and Agenda</li> <li><input type="checkbox"/> Table supply bins</li> <li><input type="checkbox"/> Projector?</li> <li><input type="checkbox"/> Computer?</li> <li><input type="checkbox"/> All boxes</li> <li><input type="checkbox"/> All workshop materials</li> </ul>	<p><b>Room Set-up:</b> For example:</p> <ol style="list-style-type: none"> <li>1. Sign-in table with sign in sheet, name tags and markers</li> <li>2. Set up projector and computer and check to see that everything is working.(if needed)</li> <li>3. Set up tables and chairs to facilitate communication as a whole group and as small groups. There should be plenty a space to get up and move.</li> <li>4. Check the outdoor spaces for outdoor activities.</li> <li>5. Check the indoor spaces in case of inclement weather.</li> <li>6. Group workshop materials in an organized way.</li> <li>7. Put supply bins on each table.</li> <li>8. Post Goals, Outcomes, and Objectives and Agenda.</li> </ol> <p><b>Facilitators' Notes:</b> <i>It is important to discuss roles and expectations before we start the workshop: recorder, timekeeper, trackers. Be sure to do this before we begin setting up.</i></p>
<p><b>Intent:</b> The intent is the reason you are choosing to do this activity at this time in the agenda. Intent of Registration could be: <i>Register and warmly greet educators so they can focus on learning.</i></p> <p><b>Who:</b> Who is lead facilitator for this session?</p> <p><b>Time:</b> What time will you begin and end?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nametags</li> <li><input type="checkbox"/> Registration list</li> <li><input type="checkbox"/> Highlighters</li> <li><input type="checkbox"/> Pencils and pens</li> <li><input type="checkbox"/> Participant Agendas</li> </ul>	<p><b>Registration:</b> Set up the registration table in a place that can greet and provide direction to participants as they come into the workshop space.</p> <ul style="list-style-type: none"> <li>● Check people in</li> <li>● Name tags</li> <li>● Agendas</li> </ul>

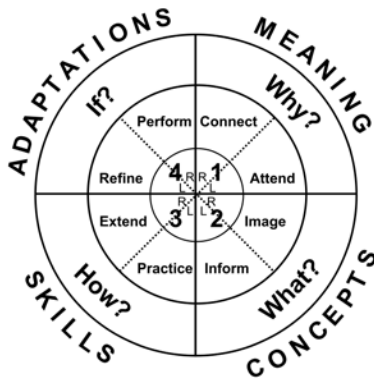
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**Materials:**

- What will you need?



**Hook Activity: Activity Title/Guide and page #**

*A Hook activity is one that helps participants anticipate the content of the workshop and get to know one another in some way. This activity can be before or after the welcome.*

This space is for further explanation or modifications and notes about the procedure of the activity that are not in the guide- you do not have to write out the whole procedure of the activity as it is included in the guide unless it is helpful to have it here in the agenda.

**Set-up:**

1. This set up section is for steps to do to prepare the space for the activity.

**Debrief:**

- This section is for potential debrief questions that lead the thought process from the activity to classroom to application of concepts to the broader picture of the objectives and mission. You may choose to debrief each activity or a cluster of activities.
- The debrief discussion is one of the most critical parts of the ONREP workshop. Using these four types of questions and some standard facilitative skills generally insures that the subject is amply discussed. These questions are listed from simple to complex and are designed to allow deeper thinking and application of content, skills, strategies and prior experience. Not all types of questions have to be used every time you debrief.

**Open:** a very general question. It opens discussion on the topic, solicits a lot of unstructured input and information, and allows everyone to participate at some level.

**Focus:** zeroes the group in on the topic to be discussed. It is within the context established by the OPEN question, but leads the group toward a specific zone of discussion.

**Interpretive:** looks for contrasts, cause and effect, interpretations and other aspects of the subject. Frequently there are no "right" or "wrong" answers to this. It may go beyond the factual into the realm of feelings, impressions, values or themes.

**Summary:** allows the group to reflect on their findings and reach some personal or group conclusions based on their discussions.

**Facilitators' Notes:**

*Special directions*

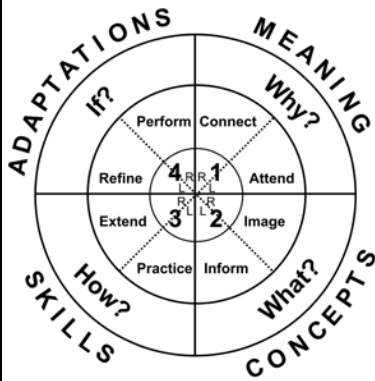
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Debrief Questions:

- **Open:**
- **Focus:**
- **Interpretive:**
- **Summary:**

*Facilitators' Notes:*  
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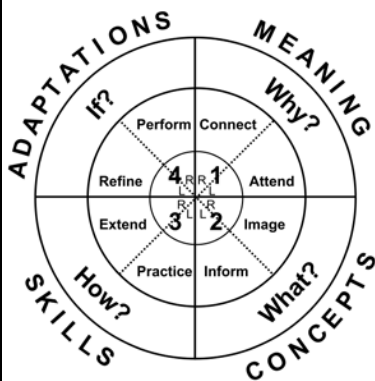
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**Break**

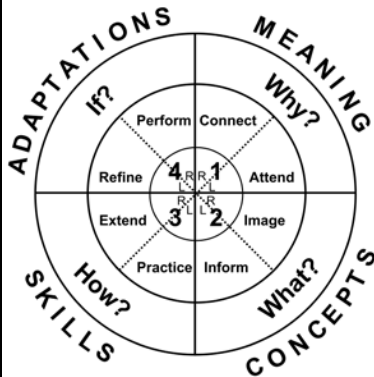
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**Lunch (45 minutes is usually adequate)**

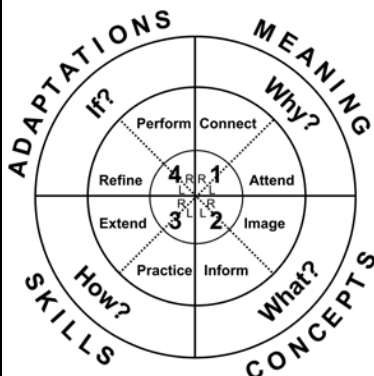
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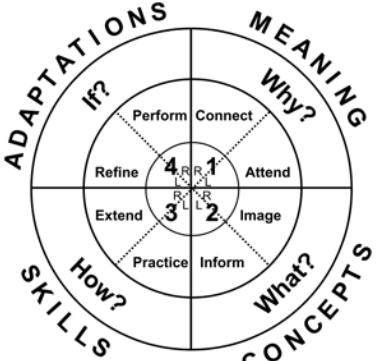
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<p><b>Who:</b></p>	<p><b>Review what was done and tie it all up!</b></p>
<p><b>Surveys and Thanks</b></p>	