

# Final Climate Education Professional Development Award Narrative: **Fryeburg Academy's CAPT**

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*Deliverable: Narrative of the program with photos. Consisting of 2-5 single spaced pages and training photos;*

The director of the Outdoor Learning and Research Center convened the first meeting with both teachers and community partners on March 14th, 2024. During this hour-long zoom meeting the grant terms were introduced and the community partners shared their proposals. The notes from this meeting proved to be a useful resource throughout the grant process to determine which teachers were interested in working with which community partners and to keep information about reimbursement and logging hours accessible to everybody. A timeline was proposed during that meeting:

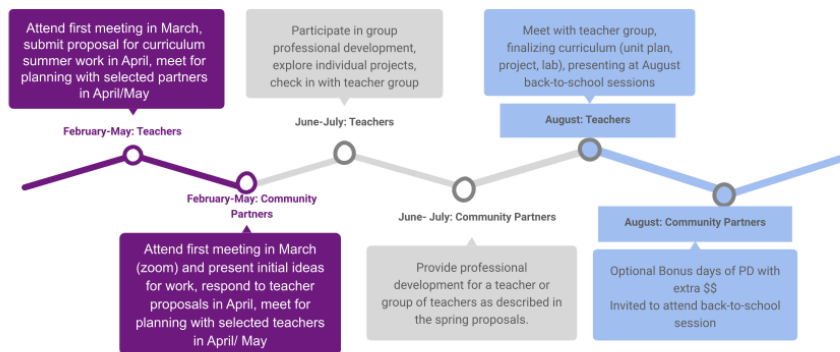


Image 1: The proposed timeline

A longer follow up meeting on the 28th of March was focused on planning specific professional development activities and reiterating the terms of the grant. During both of the meetings there were diverse and interesting ideas and priorities that were discussed; several teachers remarked on the refreshing interdisciplinary nature of the conversations and proposed projects. In the time between the first and second meetings the business office at Fryeburg Academy worked to establish systems for payroll and invoicing. Following the second meeting the OLRC director sent a communication that outlined next steps: Community partners were to reach out to an established subset of the teacher participants to plan their spring and summer PD. A few of the community partners were able to immediately execute and plan follow up meetings (MWOBS, MCAN, APCAW), while others were slower to take the initiative and needed additional prompting and structure. MCAN was able to zoom individually with several teachers during the spring to share their resources and the teachers were very impressed and motivated by those sessions.

As the summer began in June, teachers connected with MWOBS librarian Peter Crane for perspectives on local histories and the observatory as well as CEBE for help with proposing a revised plan for ongoing campus landscaping projects that emphasized native plants. There was a zoom workshop with APCAW on the 10th discussing their work with ash tree protection, forming relationships with indigenous tribes in Maine, and planning an in-person seed collection and ash tree session for July. Our first in-person day was with MWOBS at their offices in North Conway. There were presentations from several of their educators as well as their executive director, followed by time spent using the GLOBE citizen science app and learning about their local weather monitoring station. There was a focus on asking scientific questions about weather and climate, as well as using a new CodeAPP integration with NOAA weather data that was very exciting for the science teachers. We finished with a tour of the library and archives. We all left feeling that some level of ongoing collaboration with this organization, which is somewhat unique in conducting both rigorous scientific research and providing education around that research, would be invaluable.



Image 2: Our group at the weather station in North Conway

In the weeks that followed we spent time working individually on our own curricula, then reconvened for our next in-person PD with APCAW on the topic of ash tree identification, seed collection, and the cultural importance of basket making to the indigenous peoples of Maine. We met in Pondicherry Park in Bridgton, then made our way to some recently conserved swampland that contained black ash trees.



Image 3: Our Pondicherry Park session

In the weeks that followed our session with APCAW we found ourselves inundated with the new summer program, but when that ended in late July we were able to continue with the work. Some individual follow up meetings between educators and community partners occurred, including the first of many sessions with Tin Mountain Conservation Center that focused on revamping and expanding the citizen science curricula, more meetings with MCAN and MWOBS, and trainings with Maine TREE. The final in-person training day for the large group happened on 8/21 with Maine TREE, and involved an overview of applicable Project Learning Tree curricula, their FERN citizen science program, and a data collection activity in nearby forests. The teachers were introduced to the pre-existing FERN plots which were also re-tagged and marked for easier use. As an extension to this, one of the teachers also invited the middle school science teacher to see the plots and discuss collaboration- observing the forest over seven years with different experiments. Around this time two teachers also visited the summit of Mt. Washington and took a tour of the meteorological research station and weather museum with the goal of planning field trips to that location at a future date.



Image 4: Teachers on top of Mt. Washington

Our final wrap up meeting took place on 8/28 in a conference room on campus and involved a reflection process, a final sharing of resources, and a goal setting activity. Full of ideas and energy, this meeting was an affirmation of the meaningful experiences and group cohesion that were created within this grant process. Since then we've presented to the faculty, arranged workshops with MCAN, co-taught some lessons, planned for outreach to local indigenous communities, and engaged hundreds of students in learning about our local ecosystems and communities and the environmental threats that we face together. In creating space and knowledge for pedagogical experimentation at our school we have energize our search for learning activities and structures that support students in engaging with complex real-world challenges like climate change.



Image 5: A Tin Mountain Conservation Center educator working with two students on the newly designed Bioblitz project as part of the implementation in September that followed the closure of the grant.