



2018 FINAL REPORT

The following report addresses key outputs and outcomes of the 2018-19 ExPLORE NC (*Experiencing Place-based Learning Outdoors in Rivers and Ecosystems of North Carolina*) program. ExPLORE NC is led by the UNC Institute for the Environment (UNC IE) with funding provided by the Albemarle-Pamlico National Estuary Partnership (APNEP) and the Eddie and Jo Allison Smith Family Foundation.



This multi-component program provided teachers with an experiential, in-depth investigation of watersheds of eastern North Carolina and access to quality, science-based activities, tools, and resources that support the North Carolina Essential Standards. This year-long program began with the Sound Learning Summer Institute held at the Trinity Center in Salter Path, NC from July 9-12, 2018. Eighteen 4th and 5th grade teachers participated in this immersive professional development experience.

Program participants are also required to attend at least one of two weekend retreats. The fall Pamlico Retreat was held at Goose Creek State Park in Washington, NC from November 3-4, 2018, with 16 of the 18 ExPLORE NC teachers in attendance. This weekend experience reinforced the experiential investigations of watersheds initiated at the Summer Institute, included place-based lessons that support the

North Carolina Essential Standards, and provided interactions with scientists, historians, and non-formal environmental educators. Though outside the scope of this grant, ExPLORE NC teachers will be invited to participate in the spring Headwaters Retreat on March 30-31, 2019, in and around Franklin County, NC with a field trip to the Historic Cascine Mill.

The remainder of this report will focus on the Summer Institute and Pamlico Retreat activities, from approximately May 2018 through the grant end date of November 30, 2018. Earlier progress reports (attached) provided details of outputs and outcomes for funding in 2016 and 2017.

Program Goals

- Increase teacher knowledge of current watershed science in the Albemarle-Pamlico region;
- Increase teacher confidence in using the outdoors and local natural resources to teach required curriculum; and
- Support participating teachers in using watershed-focused lessons with students and establish connections with regional environmental education resources, including our partner organizations.



Program Content

During the Summer Institute and Pamlico Retreat, teachers participated in a variety of sessions and activities focused on building knowledge of watershed science and promoting awareness of curricula and online resources that help students explore their local watersheds. Programming included curricula such as *EGRET* (UNC IE) and *NC's Amazing Coast* (NC Sea Grant), along with online mapping tools and field experiences. Throughout the year,



teachers will have opportunities to engage with current content pertaining to watershed science, ecosystems, and how geography and availability of natural resources in the region affect human settlement.

Hands-on activities combined with authentic outdoor learning experiences were emphasized throughout the year. To date, participants in the 2018-19 ExPLORE NC cohort have experienced first-hand explorations of the maritime forest, estuary, salt marsh, freshwater swamp and marsh, and longleaf pine ecosystems found in the Albemarle-Pamlico region, examining biotic and abiotic features using relevant technologies.

Each teacher received instructional materials including curriculum-related maps, posters, books, and other support materials for use in the classroom. The Summer Institute and Fall Retreat agendas included team-based planning time to provide teachers with the opportunity to work alongside colleagues to integrate content covered throughout the year into classroom instruction and to adapt resources and activities featured to their schools' river basins. Teachers were introduced to online mapping tools that can be used to explore the unique features of their river basins and resources. Resources are made available to the entire group via a shared Google Drive folder and a Google Classroom is being utilized to enable discussion and feedback throughout the year.



During the entire program, teachers will earn up to 50 contact hours to apply toward Continuing Education Units (CEUs) required for the renewal of their NC teaching certificates and up to 48 hours of credit towards becoming Certified Environmental Educators in North Carolina. To date, teachers who have participated in both the Summer Institute and Pamlico Retreat have earned 38 contact hours. Teachers will receive a certificate of completion totaling all hours they earned during the program after receipt of their final program-end evaluation survey.

Alignment to APNEP's Comprehensive Conservation and Management Plan

UNC IE's efforts to engage teachers is directly relevant to APNEP's Comprehensive Conservation and Management Plan Component D; Engage. In particular, the efforts described in this report directly address *Objective D2: Conduct targeted environmental education efforts regarding sustainable use, habitats, and ecosystem services*. In particular, activities support *Actions D2.1: provide and promote opportunities for outdoor experiences that connect individuals with the Albemarle-Pamlico ecosystem* and *D2.2: provide environmental education training opportunities for educators in the region*. To improve awareness and understanding of environmental issues facing the Albemarle-Pamlico region, teachers engaged in hands-on, field-based activities designed to provide authentic and meaningful outdoor experiences with terrestrial, aquatic and marine ecosystems within the APNEP region. By using the interdisciplinary approach of environmental education, teachers learned how to address important watershed





issues with their students, both in the classroom and in outdoor environments, as they moved from the sounds to the headwaters. Furthermore, activities fostered individual and collective stewardship of the region's resources, including interactions with scientists and others conducting relevant research in this region through experiences that modeled current research efforts including citizen science projects. For example, teachers learned about living shorelines and oyster restoration efforts by direct observation and monitoring of a living shoreline project at the Trinity Center with the NC Coastal Federation.

Participant Recruitment and Demographics

Fourth and fifth grade teachers were recruited using a variety of outlets: the NC-EE listserv and NCSciTeach listserv, posting on the UNC IE and APNEP websites, the UNC IE and APNEP Facebook pages, as well as emails to past IE workshop participants. In addition, APNEP region teachers were targeted specifically by emailing district level science and professional development coordinators,



requesting that they forward the application materials to teachers in their districts. Emails were also sent directly to 4th and 5th grade teachers in the Tar-Pamlico river basin, a target audience for the Smith Family Foundation. In this competitive application process, teachers from the APNEP region are given priority during the selection process. Twenty teachers were accepted into the program with a waitlist by May 2018. Two withdrew from the program prior to the summer institute and we were unable to fill their spots from the waitlist at short notice, leaving 18 participants in the 2018-19 cohort.

The eighteen participants came from the piedmont and coast of NC, representing five river basins (Broad, Cape Fear, Neuse, Tar-Pamlico, and Yadkin). Eleven counties were represented by program participants: Beaufort, Cleveland, Cumberland, Guilford, Harnett, Hoke, Jones, Nash, Orange, Pitt, and Union. All participants taught fourth and/or fifth grade, and 11% of participants also taught other grades. Collectively, these eighteen teachers are estimated to have the opportunity to reach approximately 540 students in the 2018-19 school year.

Evaluation

Eighteen teachers completed a post-institute evaluation and 16 teachers completed an evaluation of the fall retreat. While outcomes from the full program cannot be known until the end of the program in Spring 2019, results based on the evaluations completed thus far are summarized below. Overall, 100% of respondents believed the Summer Institute component of ExPLORE NC to have been an "Excellent" or "Very Good" experience, and they would recommend it to other educators. In addition, 100% of respondents indicated that the Pamlico Retreat was a valuable use of their time.

Highlights of the program cited by participants included hands-on field experiences in the watershed and increased knowledge of natural and cultural history of the region, access to researchers and environmental education experts, including opportunities to have experts model cross-curricular activities that can be used in the





classroom, access to resources, technology and field equipment for classroom use, and time for networking and planning with colleagues. Goal specific evaluation data are reported below.

Goal 1: Increase teacher knowledge of current watershed science in the APNEP region:

100% of respondents to the post-institute survey self-reported an **increase in their knowledge of current watershed science** after participating in the Summer Institute compared to their knowledge before participating in the program. 94% of the Pamlico Retreat participants agreed or strongly agreed that their knowledge of watershed science increased as a result of retreat activities. One teacher mentioned in relation to the institute's influence on their knowledge of watersheds: *"It helped me see the smaller picture (in relations to my school) and then the bigger picture (how it effects everyone)."*

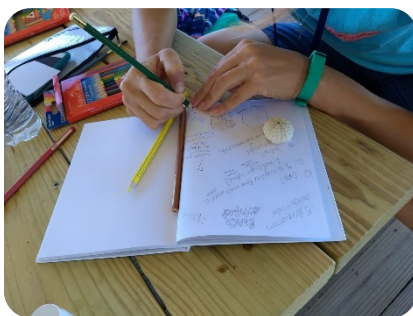
Goal 2: Increase teacher confidence in using the outdoors to teach required curriculum:

Preliminary results show that 89% of respondents to the post-institute survey reported a **statistically significant increase in confidence in using the outdoors to teach required curriculum**. Teachers who did not report an increase already had a high level of confidence using the outdoors at the start of the program. The final program evaluation in Spring 2019 will shed light on whether this increase in confidence will attenuate over time. As one teacher said, *"[The Institute] opened my eyes up to all of the different ways to take my classroom outdoors."*



Goal 3: Support participating teachers in using watershed-focused lessons with students and establish connections with regional environmental education resources:

100% of respondents to the post-institute survey reported that they **planned to incorporate one or more of the lessons, activities, materials or ideas into their instruction in the upcoming academic year**. In particular, the NC's Amazing Coast activities from NC Sea Grant, lessons featured by the NC Coastal Federation and NC Coastal Reserve/National Estuarine Research Reserves, and nature journaling were mentioned by all 18 teachers as activities they planned to use in the coming year. In addition, 100% of respondents to the Pamlico Retreat evaluation strongly agreed or agreed that they were provided with resources at the retreat to integrate environmental education into their science and social studies instruction.



Conclusion

While it is too early to fully understand outcomes of this year-long program, based on the evaluation results highlighted above as well as anecdotal observations, we are satisfied in concluding that this professional development program is tracking towards meeting its objectives of providing teachers with an in-depth investigation of watershed science and increasing their confidence in using outdoor learning approaches in instruction by the end of the program year in 2019. The content



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covered and activities conducted throughout the Sound Learning Summer Institute and Pamlico Retreat are relevant to a range of content areas, and teachers indicated their intent to use these activities in their classrooms over the 2018-19 school year.



Overall, participant satisfaction was high and teachers enjoyed the variety of experiences, access to scientific experts, and hands-on activities. Teachers indicated that the training was effective at increasing their knowledge of watershed science and their confidence in using the outdoors to teach. They benefited from immersion in the unique ecosystems of the Albemarle-Pamlico region, and learned how to replicate these inquiry- and place-based learning approaches with their students. Teachers indicated that having time for planning during these sessions was valuable, and that they would like to see

even more of it. Teachers also indicated that they plan to continue to use the resources shared with them during the Institute and Retreat over the next school year.



APPENDIX

Program Partners & Facilitators

The following individuals and organizations have contributed directly to the 2018-19 program to date, by delivering content and/or facilitating field experiences:

- Rachel Bisesi, NC Coastal Federation
- Bill Crowell, Albemarle-Pamlico National Estuary Partnership
- Lori Davis, NC Coastal Reserve/National Estuarine Research Reserve
- Kelsey Ellis, Albemarle-Pamlico National Estuary Partnership
- Chris Goforth, NC Museum of Natural Sciences
- Jenna Hartley, US EPA
- Ranger Joseph Hawley, Goose Creek State Park
- Terri Kirby Hathaway, North Carolina Sea Grant
- Wayne Justice, NC Aquarium at Pine Knoll Shores
- Superintendent Doug Lequire, Goose Creek State Park
- Megan Rodgers, UNC Institute for the Environment
- Kim Smart, NC Museum of Natural Sciences
- Ranger Melanie Strnad, Goose Creek State Park
- Sarah Yelton, UNC Institute for the Environment

Leveraged Funding

APNEP provided \$24,000 to support the ExPLORE NC Program in 2018-19. This contribution is leveraged by an additional \$54,000 in support provided by the Eddie & Jo Allison Smith Family Foundation, an anonymous donor and institutional support from the UNC Institute for the Environment.

In addition, partner organizations and facilitators contributed an estimated 63 hours preparing and facilitating program content. Using the Independent Sector value of volunteer time at \$24.69/hour, this amounts to an additional \$1,555 leveraged.

Altogether, APNEP's \$24,000 contribution leveraged \$55,555 from other sources.





Describe your current confidence in managing students outdoors:

- 1 (Not at all confident)
- 2
- 3 n=3, 16.7%
- 4 n=8, 44.4%
- 5 (Very confident) n=7, 38.9%

How did this institute influence your confidence in managing students outdoors?

No Response- n =2, 11.1%

Boost of Confidence- n=5, 27.8%

- "Walking through some experiences myself has increased my confidence."
- "It increased my confidence by 100%. I was always afraid to teach science."
- "It boosted my confidence because the activities were so engaging. I think that [the] more engrossed they are in the activity, the fewer the discipline problems will be."

Student Engagement- n=7, 38.9%

- "The ideas learned here will give me more information to use to keep their interest peaked, so behavior won't be as big an issue."
- "I think it gave me more ideas as to engage them in learning."
- "It gave great ideas to keep students engaged outdoors and when kids are engaged in something they enjoy doing, management is simplified."

Variety of Activities- n=2, 11.1%

- "It gave me a variety of ideas for what to do with student to engage them in the content."
- "I loved how we discussed alternatives for 'high energy' friends (i.e. roll a ball of yarn as opposed to throwing, etc.) or making plot dimensions for lower while allowing higher to plot together."

Miscellaneous- n=2, 11.1%

- "I have a newfound energy and enthusiasm for incorporating outdoor experiences into daily/weekly lessons."
- "Provided structured activities."

Describe your current confidence in teaching core curriculum content outdoors:

- 1 (Not at all confident)
- 2
- 3 n=2, 11.1%
- 4 n=11, 61.1%
- 5 (Very confident) n=5, 27.8%

How did this institute influence your confidence in teaching core curriculum content outdoors?

Teaching Curricular - n=3, 16.7%

- "So many of the activities taught cross into so many curricular areas that it makes doing them and their relevance to the standards easy to incorporate throughout the year."
- "I haven't yet sat down to map out exact standards to align with activities, but the lesson plans provided are well aligned with old/new and other states."

Increased Uses of Outdoor Education- n=4, 22.2%

- "I have become much more knowledgeable about watersheds and estuaries. Some of the example lessons will add to the bank of my current activities."
- "I have learned a lot of ways to incorporate the outdoors in my lessons. I LOVE the hands-on visual lessons."
- "It opened my eyes up to all of the different ways to take my classroom outdoors."

Tools Provided- n=4, 22.2%

- "Providing resources helped increase my confidence."
- "Feeling great with the tools I am walking away with."

New Ideas- n=5, 27.8%

- "Lots of ideas in a variety of subject area to teach my Sci/ SS/ ELA/ math content."
- "I have additional ideas for integrating content across disciplines."
- "Lots of ideas on teaching outside."

Miscellaneous- n=2, 11.1%

- "Pushed me to set aside specific time to do so."
- "I was able to see how these high level concepts are adjusted to the elementary level. Easier for me and the students."

Describe how your knowledge of current watershed science related to the eastern NC river basins has changed as a result of the institute.

- None
- Limited Limited/Medium- n=1, 5.6%
- Medium n=15, 83.3% Medium/High- n=1, 5.6%
- High n=1, 5.6%

How did this institute influence your knowledge of current watershed science related to NC's eastern river basins and estuaries?

No Prior Knowledge of Watershed- n=7, 38.9%

- "Greatly! I really didn't know anything other than the name of any river basin."
- "I had no idea what a watershed was before this wonderful experience. I feel now I can go into my classroom and teach my students about a watershed and how it affects them."
- "Well...my prior knowledge was more than embarrassing."

Had Little Prior Knowledge- n=7, 38.9%

- "Maps provided and discussions helped gain better knowledge of our local watersheds."
- "I understand watersheds a whole lot more now!"
- "It is dramatically improved! I knew very little about NC's eastern river basins and estuaries prior to this program."

Miscellaneous- n=4, 22.2%

- “It helped me see the smaller picture (in relations to my school) and then the bigger picture (how it effects everyone).”
- “Firsthand experiences and presenter information has influenced my knowledge.”
- “I needed to study the topic more.”
- “Many hands-on lesson ideas shared that I can use.”

The following lessons/resources were featured during the institute. Please indicate **your plans to use the following during the 2015-2016 academic year**. Check more than one column, if applicable.

NR=No Response

	Plan to Use Next Year	Unlikely to Use Next Year
Lesson: Exploring the Ecosystems of the Tar-Pamlico River Basin (describe/compare ecosystems) NR: n=5, 27.8%	n=10, 55.6%	n=3, 16.6%
Lesson: We All Live in a Watershed (5'x5' plot)	n=17, 94.4%	n=1, 5.6%
Lesson: Observing Ecosystem Response to Human Activity: Exploration of the School Yard (including IR thermometers, tree ID) NR: n=1, 5.6%	n=17, 94.4%	n=0, 0%
Lesson: Exploring the Waters of the Tar-Pamlico (Tar-Pam map work, google maps, locate your stream)	n=14, 77.8%	n=4, 22.2%
Nature Journaling	n=18, 100%	n=0, 0%
Citizen Science Projects	n=14, 77.8%	n=4, 22.2%
Outdoor Field Experience or Field Trip (hiking nature trail, kayaking, beach walk, etc.)	n=16, 88.9%	n=2, 11.1%
NC Sea Grant lessons (North Carolina's Amazing Coast) (with Terri Kirby Hathaway)	n=18, 100%	n=0, 0%
NC Coastal Reserve lessons (with Lori Davis)	n=18, 100%	n=0, 0%
NC Coastal Federation lessons (with Rachel Bisesi)	n=18, 100%	n=0, 0%
EnviroAtlas lesson/resources (with Jenna Hartley) NR: n=2, 11.1%	n=14, 77.8%	n=2, 11.1%

What additional training would you like to have prior to using these materials/activities in your classroom?

None- n=7, 38.9%

- “None”
- “N/A”
- “I don’t think I need additional training but I will know better after I teach the lesson.”

Access to Resources- n=2, 11.1%

- "Access to these resources on digital format."
- "Google share of lessons or charts we use in our classrooms as we implement these lessons."

More Information- n=4, 22.2%

- "I would love info for how to use different technologies with all these."
- "I'd like more information on integrating SS into science projects."
- "More information on the topics. I am a little rusty."
- "I feel like the EnviroAtlas presentation was rushed- would love more info."

Miscellaneous- n=5, 27.8%

- "I will have a better idea after reviewing the materials again."
- "Reference resources or video examples"
- "I would love to be involved in some type of 'rain garden' from the very beginning."
- "participate in doing more of the lessons (vs. talking through them)"

Identify some of the things that were most valuable about this institute.

Lesson Plans and Hands-On- n=9, 50%

- "The hands-on activities and how they can be adjusted."
- "Loved all the speakers and their ideas. I am glad I got lesson plans to use that are easy access."
- "Love how I can take the lessons and use them in my classroom. Loved the hands-on!"
- "Hands on experiences. I loved being outside and experiencing and discovering new things."

Specifics- n=3, 16.7%

- "I loved the NC Sea Grant lessons, Coastal Reserve lessons, and journaling."
- "Human resources and educational resources."
- "Availability of staff for questions at meals. Hands on activities, discussion of how to implement, and cross circular (not just science connections). Location specific 'extras' like ghost crab walk."

Miscellaneous- n=6, 33.3%

- "Honestly, time to rejuvenate and get a plethora of new ideas."
- "The expertise of the presenters was amazing! The specific plans and supplies are wonderful!"
- "Learning about watersheds and how they work."

Identify some of the things that were least valuable about this institute.

No Changes- n=10, 55.6%

- "Nothing, even if it was something I could not/ would not use it gave me ideas to do other lessons."
- "Nothing...can it be longer?"

Not Sure- n=2, 11.1%

- "I am not sure. I took everything in and enjoyed it."

Specific Activities- n=3, 16.7%

- " EnviroAtlas"
- "EnviroAtlas"

- "Locating your Stream activity"

Miscellaneous- n=3, 16.7%

- "I never had the feel... 'Good grief. Why are we doing this crap.'"
- "Not enough time to work/ plan with co-teacher daily to figure out how to make it work with what we do."
- "Discussing resources without USING them."

How can we improve the institute in the future?

No Change- n=7, 38.9%

- "Everything was great!"
- "Thing went very smoothly...wouldn't change."
- "N/A"

Extended Time- n=4, 22.2%

- "Longer"
- "I would like more time with Jenna and using those tools."
- "Add in more planning and sharing time."
- "More daily planning time"

Activities According to Region- n=2, 11.1%

- "Having activities and retreats to the three regions to explore piedmont and coast in as much depth."
- "Because so many of the teacher come from throughout the state and would have loved to discuss how to change or modify for a specific region in NC."

More Outdoor Activities- n=2, 11.1%

- "More hands on and outdoor experiences."
- "More outdoor lessons instead of 'sit and get'"

Miscellaneous- n=3, 16.7%

- "'End product' to share with group"
- "More Gummy Bears"
- "I will be able to answer this better once I can process this information."

What is your overall evaluation of this professional development experience?

- Excellent n=15, 83.3%
- Very Good n=2, 11.1% No Response- n=1, 5.6%
- Good
- Fair
- Disappointing

Would you recommend this workshop to other educators? If not, please comment on why not.

- Yes n=17, 94.4%
- No No Response- n=1, 5.6%

Is there anything else you'd like us to know? (Feel free to comment on quality of instruction, food, lodging, etc.)

Lodging- n=2, 11.1%

- "I have never been to the Trinity Center and found it to be a really GREAT place with lots of fun things to do and places to visit."
- "Food was great, variety, etc. Room had a few bugs (door at bottom had large gap)."

Sharing Information- n=2, 11.1%

- "Thank you very much! I look forward to our next retreat and Google Classroom resources."
- "You all were awesome. I loved getting to meet everyone and making connections and sharing ideas."

Positive Experience- n=7, 38.9%

- "Thank you for providing this opportunity to all educators!"
- "Everything was great! I really just want to come back next year!"
- "Everything was great! Thank you for this wonderful experience."
- "Everything was really wonderful and well balanced. Thank you so much for this opportunity."

Miscellaneous-n= 3, 16.7%

- "I will be telling others."
- "Amazing atmosphere and environment. You all were kind and made sure to answer all of our questions. I learned soooo many new things."
- "Truly, this was an incredible "adventure," thanks for choosing me! I was impressed with each person's knowledge of each of the facilitators, Sara, Megan, Kelly."

No Response- n=4, 22.2%

n= 16

Please indicate your level of agreement (from Strongly Agree to Strongly Disagree) with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This retreat was a valuable use of my time.	n-11, 68.75%	n-5, 31.25%	○	○
2. My knowledge of watershed science has increased as a result of participating in this retreat.	n-7, 43.75%	n-8, 50%	n-1, 6.25%	○
3. This retreat provided me with resources to integrate environmental education into my science and social studies instruction.	n-12, 75%	n-4, 25%	○	○

Which resources will be most useful to you:

Various Activities: n-11, 68.75%

- "The NC history-historical pieces.
- "Walk around building"
- "Food web-very helpful for tying into my ecosystems"
- "The poster, the Private Eye, Lesson Plans that correlate to activities"
- "Lessons to use in the classroom"
- "Goose Creek State Park"
- "All"
- "The bacteria game!"
- "The game played, as well as the history of the longleaf tree and the activity that went along with it."
- "Tar kiln demonstration"
- "Information about adding different environment habitats/gardens to school grounds"

No Response: n-5, 31.25%

4. During this retreat, I learned techniques & strategies for integrating outdoor learning experiences into my instruction.	n-11, 68.75%	n-3, 18.75%	n-1, 6.25%	○
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No Response: n-1, 6.25%

Which techniques are you planning to use this year?

Outdoor Classroom: n-8, 50%

- "Outdoor seating. Taking advantage of the ecosystem around the school."
- "Doing outdoor learning experiences more frequently."
- "I'm planning to use the outdoor classroom info and the NWF certification info. Thank you!"
- "Nature trail. I'm going to find a microscope to project to my SmartBoard."

Supplemental Reading: n-2, 12.5%

- "Reading the informational packet before we could create the poster and presentations."
- "Reading about a particular plant/animal/tree and having the students decide the value to the community."

Miscellaneous: n-3, 18.75%

- "Using the actual building to include in the moon/sun unit."
- "Actual school visit and chat"
- "I will use the ecosystem lessons and game from Sunday."

No Response: n-3, 18.75%

5. What aspects of this retreat were most valuable to you?

Tar Kiln and tar/pitch: n-7, 43.75%

- "History of tar and "tar heels" and how it relates to forestry and maritime trade. Also the history of Bath."
- "Watching the rangers make tar and pitch. As well as the walk through the woods/boardwalk."
- "Being able to witness/participate in the tar/pitch process and how it applied to ship maintenance."
- "Tar Kiln demo was super cool! Longleaf v. Loblolly activity."

What was learned to the classroom: n-3, 18.75 %

- "Participating in lessons we could implement in our own classrooms."
- "Lessons to take outside classroom."
- "The discussions about how to incorporate an outdoor learning space into your school space were particularly useful to me."

Hand on: n-3, 18.75%

- "Participating in the actual activities."
- "Hands on!"
- "Getting outdoors to participate in hands on learning."

Miscellaneous: n-3, 18.75%

- "Lessons on food webs."
- "Ideas, hikes, information, modeling ideas and resources, and actually being in the environment."
- "Truly loved the school visit- it's different to see in person that to talk, read, or watch a clip on it."

6. What could we do to improve this retreat?

No Response/ Positive Response: n-8, 50%

- "Nothing. It was great!"
- "This was great!"
- "Nothing. You're amazing! This retreat as awesome!"

Curriculum Connection: n-2, 12.5%

- "Talk more about ways to integrate it into the curriculum."
- "More direct correlation to specific grade level curriculum when working through lessons provided."

Timing: n-3, 18.75%

- "Timing as good. I was worried folks would back out due to timing (report cards, 1st quarter testing) but was glad we nearly all reunited."
- "Maybe do a Friday/Saturday rather than Sat. /Sun. for people who go to church or have a lot of travel time."
- "Maybe do it on a long 3-4 day weekend and build in time on Sunday to allow for church services."

Miscellaneous: n-3, 18.75%

- "Tour of Bath. Fossil sediment collecting and history of Aurora."

- "Reduce (or eliminate?) the time spent focusing on the tar-making process. While it is an attention-grabbing activity and has historical significance, it's also an environmentally destructive extractive industry which caused significant damage to the landscape and the social fabric of North Carolina during the years in which it was a dominate industry for the region. It would be preferable to focus on the environment of the region instead."
- "Show more technology resources to use in the classroom."

7. Please share any additional comments you may have about this retreat on the back of this form.

Positive Comments: n-5, 31.25%

- "Thanks so much for all your efforts to organize this retreat!"
- "I very much enjoyed this experience."
- "Had a great time outside."

Meaningful Comments: n-4, 25%

- "Really loved seeing everyone and talking through ideas. Loved getting to see another teacher's classroom and how they use outdoor spaces."
- "I had a F2C where we brought an activity with us and had a set time to share/watch. Math or science and we chose who to listen to and it was great for seeing hands on what and how to integrate in any classroom."
- "Loved it! I would love for this kind of course to be offered for each region of NC- very beneficial."
- "Loved going to Bath. Also, seeing tar/pitch being made was amazing, as well as the story to connect the meaning of 'Tar Heel'."

No Response: n-7, 43.75%