

Teacher Observations

Student Enthusiasm and Interest: Natural Resources teacher, Jeff DeJarnett, commented that all students involved with the program absolutely loved it. Following a presentation by Chelan County PUD's education specialist, Bob Bauer, DeJarnett observed that one student who was actively interacting with the presentation throughout the class, usually sat in the back without comments or any involvement and DeJarnett had never seen this student show so much interest and participation.

Student Participation and Attendance: Science teacher, Steve Niccum, observed that several students, who usually had very poor attendance, were always in attendance for program days. One student in particular earned only a quarter credit for science throughout the entire school year. He earned .75 credit for his participation in our program and was one of two students who showed nearly perfect attendance throughout our program. Niccum also observed a reduction in recidivism between first and second semester. Historically, in a typical classroom of 25-30 students approximately 15-18 students drop-out of the science class at semester change. He attributes this program specifically for the reduction to only three students leaving the class at this past semester break. He has observed increased interest, involvement and willingness to participate more actively in classroom work.

Student Academic Performance/Quality of Work: Science teacher, Steve Niccum, commented that his students rarely do presentations in class. This program offered students a chance to give presentations on a quarterly basis. Niccum observed an incredible improvement of student confidence and speaking skills throughout the program. Several students gave a final presentation for the Wenatchee School Board and Niccum noted that it was a great leap for these students, one that they would have never made without their participation and skills gained through this program.

Student Leadership and Decision Making: Veterinary Science teacher, Beth Hammerberg, observed her students

stepping into leadership roles throughout the wildlife guzzler project. She commented that the project empowered students to be involved with the entire process from planning to implementation. The process allowed the students to voice their ideas and learn how to work together to make decisions and complete a plan.

Student Communication and Interaction with Others: A very common observation from teachers was in regard to how this program allowed students to interact and create relationships with other peers, teachers, professionals and administrators that they would have never known or tried to know.