

# Document of Competency: Forest Management Skills



\_\_\_\_\_ completed 180 hours of forest management instruction through Youth Engaged in Sustainable Systems (YESS!) in [school district]. This program was offered by the [funder], the school district, Pacific Education Institute, and [community partner name].

## **Supervisor Contact Information**

<b>Teacher Name:</b>	<b>Forest Management Professional Name</b>
Title:	Title:
Organization:	Organization:
Email:	Email:

## **Summary of Projects Completed**

Site	Project Sponsor	Description

## **Agency Support**

This document was created in [year] in collaboration with: [partner organizations]

## **Funding Acknowledgement**

This program is funded in part by: The Office of the Superintendent of Public Instruction, Pacific Education Institute, [funding organizations].

## Validation of Competency

<b>E</b> = Education Session <b>D</b> = Demonstration	<b>O</b> = Observation <b>V</b> = Verbal review <b>T</b> = Written test	<b>E</b> = Excellent <b>S</b> = Satisfactory	<b>N</b> = Needs Improvement <b>U</b> = Unsatisfactory
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	Method(s) of Instruction	Method(s) of Evaluation	Grade	Hours
<b>1. Safety and Personal Well-Being</b>				
Understand and follow Basic Wilderness First Aid practices				
Complete a site safety assessment				
<b>2. Tree and Tool Identification (Unit 1)</b>				
Use field identification keys, including dichotomous keys, to identify at least three major commercial timber species in the field (1.2)				
Identify tools by sight and describe their uses in forest management practices (1.4)				
In the field, review and discuss Washington Endangered Species Act checklist. Discuss species which may be impacted by harvest (7.3)				
<b>3. Timber Cruising (Unit 2)</b>				
Use a clinometer and diameter tape to measure trees, calculate tree heights, tree diameters, and eventual board foot volume (2.3)				
Use handheld GPS units to create data points (2.8)				
In the field, describe basic ideal soil conditions for at least one commercial timber species (2.10).				
Establish a fixed plot radius and calculate the number of trees/acre (2.4, 2.8)				
<b>4. Diseases and Pests (Unit 3)</b>				
Survey, in the field, at least one plant disease impacting local forests. Demonstrate to the instructor your process of identification (3.1)				
Identify three pest species found in the region by sign and sight (3.1)				
<b>5. Timber Stand Management and Silviculture (Unit 4,7)</b>				

Participate in a site survey for reforestation, and be able to list the steps involved (4.10)				
Collect a set of data that is complete, accurate and ready to use from the site survey (4.8)				
In the field, describe basic differences between pre- and post- harvest timber stand composition. (4.1)				
Read the Forest Practice Rules regarding cultural resources and discuss with Community Partners how these rules are followed in the field (7.1, 7.7)				
<b>6. Fire Ecology (Unit 5)</b>				
Participate in a post-burn survey (5.1-5.5)				
Demonstrate the use of a sling psychrometer to determine relative humidity (5.5)				
In the field, list three weather and wind conditions that impact fire movement (5.4, 5.5)				
<b>7. Mapping (Unit 6)</b>				
Use a topographical map to move from one location to another (6.8)				
<b>8. 21<sup>st</sup> Century Career and Technical Skills</b>				
Explain why it is important for a person working in a natural resource job to think about environmental justice.				
Collaborate with others				
Use systems thinking (interconnectedness, emergent properties, causality, feedback loops in an ecosystem)				
Manage and use information.				
Demonstrate flexibility				
Demonstrate self-directed learning skills				

Supervisor Signature \_\_\_\_\_

Date of Completion \_\_\_\_\_