[school district and community partner logos]

**Document of Competency: Introduction to Urban and Community Forestry**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed 180 hours of Introduction to Urban and Community Forestry course activities This program was offered by [school district], Pacific Education Institute, and [community partner name].

**Supervisor Contact Information**

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| **School District Teacher**  | **Community Partner Lead** |
| Name: | Name: |
| Title: | Title: |
| Organization: | Organization: |
| Email: | Email: |

**Summary of Projects**

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| **Site** | **Project Sponsor** | **Description** |
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**Agency Support**

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

**Funding Acknowledgment**

This program is funded through a collaboration that includes Career Connect Washington, The Office of the Superintendent of Public Instruction, Pacific Education Institute, [the school district, community partner name(s), other funding] organizations.

**Validation of Competency**

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| **Methods of Instruction** | **Methods of Evaluation** | **Grading Scale** |
| **E =** Education Session**D =** Demonstration | **O =** Observation**V =** Verbal review**T =** Written test | **E =** Excellent **N =** Needs Improvement**S =** Satisfactory **U =** Unsatisfactory |

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| **Topics and Competencies** |  | **Instruction Method(s)** | **Evaluation Method(s)** | **Grade** | **Hours** |
| 1. **Safety and Well-Being**
 |  |  |  |  |
| Practice basic first aid through role play activities.  |  |  |  |  |
| Adhere to community partner’s safety plans and protocols. |  |  |  |  |
| Use Leave No Trace and low ecological impact practices in the field.  |  |  |  |  |
| Demonstrate safe crew practices (includes skills in listening, following directions, keeping other crew members safe). |  |  |  |  |
| Locate and track locations using a compass, map, and GPS.  |  |  |  |  |
| Role play how to prevent slipping, trips, and falls on wet surface |  |  |  |  |
| Identify the signs of hypothermia, dehydration, heat exhaustion |  |  |  |  |
| Perform field work safely and properly (ex: pacing, adequate food, water, sleep, and use of personal protective equipment, road rights-or-way). |  |  |  |  |

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| **2. Trees and People** |
| Identify at least 3 social and ecosystem benefits of trees in an urban/community setting |  |  |  |  |
| Identify features of at least 1 dominant local species that plays a role in the cultural practices of a local tribe |  |  |  |  |
| By role playing as part of a tree planting crew, practice responding to the ideas and values of homeowners by choosing a differing opinion and proposing a new idea that solves the problem. |  |  |  |  |

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| **3. Plant Identification/Anatomy** |
| Use appropriate terminology to identify basic plant parts and plant life cycles. |  |  |  |  |
| Identify 10 or more dominant, regional trees and/or shrubs by common name. |  |  |  |  |
| Assess a tree planting site for environmental factors (sunlight, water, and soil, at a minimum) to determine the “right tree for the right place” |  |  |  |  |

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| **4. Tree Health** |
| Identify and explain at least 3 biological and/or cultural interactions between trees and their environment that impact tree health. |  |  |  |  |
| Correctly identify at least 3 tree health characteristics and symptoms of poor health (ex: Chlorosis). |  |  |  |  |
| Identify the basic soil types (sand, silt, and clay) and relevancy to tree requirements for survival (water retention, nutrient-holding capacity).  |  |  |  |  |
| Identify an interaction between trees (ex: competition for resources; shading younger trees; warning signals in the presence of disturbance, pests, and diseases) that is impacting the health (for better or worse) of another tree |  |  |  |  |

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| **5. Tree Planting** |
| Dig a hole to meet the proper depth and width of the root system. |  |  |  |  |
| Prepare root system (no J-root, girdling) for transplanting to proper depth at root flare. |  |  |  |  |
| Apply correct amount of water to transplant seedling (i.e. “watering in”). |  |  |  |  |
| Install staking to provide stability |  |  |  |  |
| Apply adequate mulch to retain moisture and weed suppression. |  |  |  |  |

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| **6. Remote Sensing/Data Analysis** |
| Using Excel, collect data on tree characteristics in a local neighborhood and compare data to the community tree inventory data |  |  |  |  |
| Participate in setting up sample and/or transect plots to extrapolate full stand composition of a local community forest |  |  |  |  |
| Identify the reasons a tree might be a risk based on height/age/life span and proximity to a target |  |  |  |  |
| Participate in a planting site analysis considering all the different data points required to make an informed decision as to the “right tree, right place |  |  |  |  |

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| **7. Career Pathways** |
| Create a list of gained individual skills and experiences that are relevant to natural resource jobs. |  |  |  |  |
| Complete a practice job application. |
| Produce clear, reasoned and coherent written and/or visual communication in a mock job interview for a natural resources position. |  |  |  |  |

Community Partner Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Completion\_\_\_\_\_\_\_\_\_