

## Environmental Literacy Indicator Tool (Self-Assessment)

### DRAFT

The purpose of the **Environmental Literacy Indicator Tool** is to identify and track the implementation of teacher-supported Meaningful Watershed Educational Experiences (MWEEs) and related environmental education efforts in school systems in the mid-Atlantic region. This tool provides local education agencies (LEAs) an opportunity to document the scope of existing programs, identify program strengths, and highlight areas requiring greater focus.

The program areas and criteria within this tool are founded on research-based best practices in the field of environmental literacy. This self-assessment will measure LEA capacity, implementation, and efforts to provide MWEEs and related programming consistent with the goals outlined in the *Mid-Atlantic Elementary and Secondary Environmental Literacy Strategy*. Data from this tool will be compiled and provided to each state and its partners to assist with ongoing efforts to support development of high quality programming.

The results of this self-assessment will provide valuable information to the state(s) and the Chesapeake Bay Program Education Workgroup about the progress LEAs are making toward the established goal to:

***Enable students in the region to graduate with the knowledge to use scientific evidence and citizenship skills to act responsibly to protect and restore their local watershed.***

### Completing the Environmental Literacy Program Capacity Tool:

<b>Section I:</b>	<b>Local Education Agency Information:</b> LEA descriptive information
<b>Section II</b>	<b>Program Capacity</b>
<b>Section III:</b>	<b>Program Implementation</b>
<b>Section IV:</b>	<b>Continuous Improvement</b>
<b>Section V:</b>	<b>LEA Summary Report:</b> pre-populated from the data entered

## SECTION I: Local Education Agency (LEA) Information - Districtwide

State: Choose an item.

LEA Name:

Name of Individual Completing Assessment:

Title of Individual Completing Assessment:

E-mail address:

School/Grade Level	Number of Schools	Number of <u>Certified Sustainable Schools</u>	Cumulative Number of <u>USDE Green Ribbon Schools</u>	
			Nominated	Awarded
<b><i>Elementary:</i></b>				
<b><i>Middle:</i></b>				
<b><i>High:</i></b>				
<b><i>Other: (please specify):</i></b>				

**Section II - Program Capacity** - Please review the following elements and using the scale below make a determination about your LEAs capacity to address them. For those elements that are “Partially or Fully in Place” please provide (by commenting and/or uploading) supporting evidence demonstrating that the element is tangible, observable or measurable.

Environmental Literacy Program Elements	Not in Place	Planning Stage	Partially in Place	Fully in Place	Evidence
a. an <b>established program leader</b> for environmental education (providing effective, sustained and system leadership)	<input type="checkbox"/>	Point of contact identified but without authority/ understanding to coordinate development	Program leader identified with appropriate skills, authority and knowledge to coordinate development of program and monitor implementation	Program leader is a well-established member of administrative team and reports progress to Superintendent or Director of Curriculum	<i>Title, Job Description, # of hours dedicated to EE</i>
b. an <b>established team</b> that facilitates multi-grade/multi-discipline curricular infusion environmental projects and practices	<input type="checkbox"/>	Program leader identified	EE team established but without multi-grade/multi-discipline representation	EE team established with multi-grade/multi-discipline representation	<i>Agenda, meeting dates/notes, team description</i>
c. an <b>integrated program</b> infusing environmental concepts in appropriate curricular areas	<input type="checkbox"/>	Connections with other LEA initiatives identified	Several connections can be made between the EE curriculum and other LEA initiatives.	EE connections can be found in many LEA initiatives in multiple disciplines PK-12	<i>Lesson plans, examples of curriculum</i>
d. well-articulated plan to ensure opportunities for all students to engage in <b>teacher-supported meaningful watershed educational experiences</b> at the elementary, middle and high school levels	<input type="checkbox"/>	MWEEs are integrated into one curriculum and provided once in each grade band	MWEEs are integrated across curricula and provided once in each grade band	MWEEs are trans-disciplinary, provided for students annually, and integrated within PK-12 curriculum	<i>Written plan, dedicated funding</i>
e. a system in place to support educators that fulfills <b>essential elements of professional development</b> to support meaningful watershed educational experiences (MWEEs)	<input type="checkbox"/>	PD plan is established and approved by school system	Professional development is scheduled and implemented	Professional development is ongoing and adjusted based on participant feedback	<i># of PD hours, certificates, designated days</i>
f. plan or initiative to maintain <b>school buildings, grounds and operations as models of sustainability</b> for students and the community including the use of school grounds as <b>outdoor learning spaces</b>	<input type="checkbox"/>	Plan /initiative has been identified	Plan implemented in some schools	Plan implemented in all schools (districtwide)	<i>Copy of plan or policy</i>
g. <b>established community partnerships</b> for delivery of environmental education including implementation of <b>teacher supported meaningful watershed educational experiences</b>	<input type="checkbox"/>	Potential partnerships have been identified	Partner organizations provide onsite or school-based EE activities targeted to one grade band	Partner programs are integral part of PK-12 student learning experiences which are enhanced by participating in partner programs delivered in natural or local community setting.	<i>MOU/MOA, list of partners,</i>

**SECTION III: Program Implementation –Student Participation in Teacher-Supported Meaningful Watershed Educational Experiences** Please provide data for your LEA about student participation in [teacher-supported Meaningful Watershed Educational Experiences \(MWEEs\)](#). For each grade level, indicate the number of students per grade, the number of students participating in [Outdoor Learning Experiences](#), and the number of students participating in [MWEEs](#) (percentages will auto-populate for both). Please also indicate the 'Data Confidence Level': low, medium, or high about the information you are providing.

*Outdoor learning experiences are field experiences that do not fulfill all requirements of a teacher supported MWEE. Because these efforts also contribute to environmental literacy for students, it is important to document these efforts.*

	Student Participation <i>Elementary Level</i>					Data Confidence Level		
	Total # of Students	# of Unique Students Participating in...				<i>Low estimate (data not currently collected)</i>	<i>Medium based on some available data (not systemic)</i>	<i>High based on data collected systemically</i>
		<a href="#">Outdoor Learning Experiences (OLEs)</a>	<i>% Participating in OLEs</i>	<a href="#">Meaningful Watershed Educational Experiences (MWEEs)</a>	<i>% Participating in MWEEs</i>			
K	800	250	31%	100	12.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 <sup>st</sup>	850	300	35%	200	24%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <sup>nd</sup>	900	450	50%	250	28%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <sup>rd</sup>	Sample	Sample	Sample	Sample	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <sup>th</sup>	Sample	Sample	Sample	Sample	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <sup>th</sup>	Sample	Sample	Sample	Sample	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Sample	Sample	Sample	Sample	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<b>2550</b>	<b>1000</b>	<b>39%</b>	<b>550</b>	<b>22%</b>			

The Chesapeake Bay Program is responsible for reporting student participation in MWEEs: every Meaningful Watershed Educational Experience (MWEE) qualifies as an Outdoor Learning Experience (OLE) but not every Outdoor Learning Experience (OLE) qualifies as a Meaningful Watershed Educational Experience (MWEE).



### SECTION III: Program Implementation – Student Participation in Teacher-Supported Meaningful Watershed

**Educational Experiences** Please provide data for your LEA about student participation in teacher-supported Meaningful Watershed Educational Experiences (MWEEs). For each grade level, indicate the number of students per grade, the number of students participating in Outdoor Learning Experiences, and the number of students participating in MWEEs (percentages will auto-populate for both). Please also indicate the 'Data Confidence Level': low, medium, or high about the information you are providing.

*Outdoor learning experiences are field experiences that do not fulfill all requirements of a teacher supported MWEE. Because these efforts also contribute to environmental literacy for students, it is important to document these efforts.*

	Student Participation <i>Middle School Level</i>					Data Confidence Level		
	Total # of Students	# of Unique Students Participating in...				<b>Low</b> estimate (data not currently collected)	<b>Medium</b> based on some available data (not systemic)	<b>High</b> based on data collected systemically
		<u>Outdoor Learning Experiences (OLEs)</u>	% Participating in OLEs	<u>Meaningful Watershed Educational Experiences (MWEEs)</u>	% Participating in MWEEs			
6 <sup>th</sup>	800	250	31%	100	12.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 <sup>th</sup>	850	300	35%	200	24%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 <sup>th</sup>	900	450	50%	250	28%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Sample	Sample	Sample	Sample	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<b>2550</b>	<b>1000</b>	<b>39%</b>	<b>550</b>	<b>22%</b>			

The Chesapeake Bay Program is responsible for reporting student participation in MWEEs: every Meaningful Watershed Educational Experience (MWEE) qualifies as an Outdoor Learning Experience (OLE) but not every Outdoor Learning Experience (OLE) qualifies as a Meaningful Watershed Educational Experience (MWEE).

### SECTION III: Program Implementation – Student Participation in Teacher-Supported Meaningful Watershed

**Educational Experiences** Please provide data for your LEA about student participation in [teacher-supported Meaningful Watershed Educational Experiences \(MWEEs\)](#). For each grade level, indicate the number of students per grade, the number of students participating in [Outdoor Learning Experiences](#) (choose subject from drop-down), and the number of students participating in [MWEEs](#) (choose subject from drop-down). The percentages for both will auto-populate. Please also indicate the 'Data Confidence Level': low, medium, or high about the information you are providing.

*Outdoor learning experiences are field experiences that do not fulfill all requirements of a teacher supported MWEE. Because these efforts also contribute to environmental literacy for students, it is important to document such efforts.*

	Student Participation <i>High School Level</i>							Data Confidence Level		
	Total # of Students	# of Unique Students Participating in...						Low estimate (data not currently collected)	Medium based on some available data (not systemic)	High based on data collected systemically
		<a href="#">Outdoor Learning Experiences (OLEs)</a>		% Participating in OLEs	<a href="#">Meaningful Watershed Educational Experiences (MWEEs)</a>		% Participating in MWEEs			
9 <sup>th</sup>	800	200	Drop down*	25%	100	Drop down*	12.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 <sup>th</sup>	850	400	Drop down*	47%	200	Drop down*	24%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 <sup>th</sup>	900	450	Drop down*	50%	250	Drop down*	28%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 <sup>th</sup>	Sample	Sample	Drop down*	Sample	Sample	Drop down*	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Sample	Sample	Drop down*	Sample	Sample	Drop down*	Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<b>2550</b>	<b>1050</b>		<b>41%</b>	<b>550</b>		<b>22%</b>			

The Chesapeake Bay Program is responsible for reporting student participation in MWEEs: every Meaningful Watershed Educational Experience (MWEE) qualifies as an Outdoor Learning Experience (OLE) but not every Outdoor Learning Experience (OLE) qualifies as a Meaningful Watershed Educational Experience (MWEE).

\*Drop-down menu will include list of course subjects (biology, environmental/earth science, government, history, other)

### SECTION IIIA: Program Implementation – Professional Development for Teacher-Supported Meaningful Watershed Educational Experiences

Please provide data for your school system about the **need for** professional development for teacher-supported Meaningful Watershed Educational Experiences (MWEEs). For each grade level, indicate the number of educators per grade, the number of teachers providing instruction specific to environmental education, and the number of educators who **need** formal environmental education professional development.

	<b>Elementary School Level – Teacher PD</b>			
	<b>Total # of Teachers Per Grade</b>	<b># of Teachers Providing Instruction Specific to Environmental Education</b>	<b># of Teachers Who Need Formal PD in Environmental Education</b>	<b>% of Teachers Who Need PD</b>
<b>K</b>	40	20	10	50%
<b>1<sup>st</sup></b>	42	15	5	33%
<b>2<sup>nd</sup></b>	45	15	3	20%
<b>3<sup>rd</sup></b>	Sample	Sample	Sample	Sample
<b>4<sup>th</sup></b>	Sample	Sample	Sample	Sample
<b>5<sup>th</sup></b>	Sample	Sample	Sample	Sample
<b>Other</b>	Sample	Sample	Sample	Sample
<b>Total</b>	<b>127</b>	<b>50</b>	<b>18</b>	<b>36%</b>

### SECTION IIIA: Program Implementation – Professional Development for Teacher-Supported Meaningful Watershed Educational Experiences

Please provide data for your school system about the **need for** professional development for teacher-supported Meaningful Watershed Educational Experiences (MWEEs). For each grade level, indicate the number of educators per grade, the number of teachers providing instruction specific to environmental education, and the number of educators who **need** formal environmental education professional development.

	<i>Middle School Level – Teacher PD</i>			
	Total # of Teachers Per Grade	# of Teachers Providing Instruction Specific to Environmental Education	# of Teachers Who Need Formal PD in Environmental Education	% of Teachers Who Need PD
6 <sup>th</sup>	40	20	10	50%
7 <sup>th</sup>	42	15	5	33%
8 <sup>th</sup>	45	15	3	20%
Other	Sample	Sample	Sample	Sample
<b>Total</b>	<b>127</b>	<b>50</b>	<b>18</b>	<b>36%</b>



### SECTION IIIA: Program Implementation – Professional Development for Teacher-Supported Meaningful Watershed Educational Experiences

Please provide data for your school system about the **need for** professional development for teacher-supported Meaningful Watershed Educational Experiences (MWEEs). For each grade level, indicate the number of educators per grade, the number of teachers providing instruction specific to environmental education, and the number of educators who **need** formal environmental education professional development.

	<i>High School Level – Teacher PD</i>			
	Total # of Teachers Per Grade	# of Teachers Providing Instruction Specific to Environmental Education	# of Teachers Who Need Formal Environmental Education PD	% of Teachers Who Need Formal Environmental Education PD
9 <sup>th</sup>	40	20	10	50%
10 <sup>th</sup>	42	15	5	33%
11 <sup>th</sup>	45	15	3	20%
12 <sup>th</sup>	Sample	Sample	Sample	Sample
Other	Sample	Sample	Sample	Sample
<b>Total</b>	<b>127</b>	<b>50</b>	<b>18</b>	<b>36%</b>

#### **SECTION IV: *Continuous Environmental Education Improvement Efforts***

1. What are the strongest elements of your environmental education program? What data or subjective assessments support this?
2. What are the greatest challenges related to establishing/implementing your environmental education program?
3. What are opportunities to grow your environmental education program?
4. What do you plan to do in the next three years?
5. Please share any success stories as exemplars and models of best practice: