

**Environmental Education Self-Assessment**

**Use of Best Practices and Curriculum Elements in Environmental Education Program Delivery**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Please mark the circle that provides the best response.*

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Fully Met** | **Partly Met** | **Not Met** | **Not Relevant** | **Notes** |
| 1 | Staff have received training on environmental education, to include definitions, research-based best practices, and progressions/sequencing. | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 2 | The organization has established environmental education learning goals, environmental education activities designed to meet those goals, and assessments to evaluate goal achievement. | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 3 | The organization’s environmental education curriculum incorporates these knowledge acquisition/skill development elements of a comprehensive environmental education program:   * 1. Ecological concepts   2. Environmental sensitivity   3. Knowledge of issues   4. Beliefs, values   5. Locus of control   6. Knowledge of action strategies   7. Skill in using action strategies | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 4 | The organization’s environmental educations goals are linked to the goal of environmental sustainability: to support the development of knowledge, skills, abilities and values in learners to effectively foster environmental sustainability—meeting the needs of current generations without compromising the ability of future generations to meet their own needs. | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 5 | The organization actively considers the methodologies, such as experiential education, adventure-based learning, inquiry-based learning, and progression, used in environmental education programming, and trains staff in their application. | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 6 | The organization’s curricular materials:   1. Are accurate and inclusive 2. Emphasize skill-building 3. Foster deep conceptual understanding 4. Foster a sense of personal & civic responsibility 5. Use effective instructional principles 6. Are easy to use | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 7 | The organization incorporates these themes in its curricular materials:   1. Questioning, Analysis, and Interpretation Skills 2. Understanding Environmental Processes and Systems 3. Skills for Understanding and Addressing Environmental Issues 4. Personal and Civic Responsibility | **⃝** | **⃝** | **⃝** | **⃝** |  |
| 8 | Service delivery staff (program/field staff) use and understand syllabi (program outlines) that summarize an intentional progression of environmental education activities. | **⃝** | **⃝** | **⃝** | **⃝** |  |