

## **Certified Master Environmental Educator Portfolio Planner and Summary**

This master level certification is based on the knowledge and skill levels of expert career environmental educators. The certification process covers five themes that an applicant should be proficient in to achieve certification: Environmental Literacy, Foundations of Environmental Education, Professional Responsibilities of the Environmental Educator, Planning and Implementing Environmental Education, and Evaluation and Assessment. Each theme includes competencies, or statements of what individuals are expected to be able to demonstrate.

Completion of this portfolio planner is a required part of the certification process to help you organize and explain the various evidence you provide and assist reviewers in evaluating your portfolio. The planner also provides benchmarks the reviewers will use to evaluate your portfolio, suggestions for evidence to include, and space for you to self-assess your own progress.

### **Applicant Review Component**

This review should be completed and submitted with your final portfolio to help guide reviewers to specific evidence in your portfolio. Please complete the following steps:

**Step 1. Evidence:** For each competency, list the evidence in your portfolio and if necessary, how you think this evidence meets the competency.

**Step 2. Evaluate:** Review each of the competencies and the benchmarks listed under novice, developing and master. Evaluate yourself based on your ability to provide evidence of your knowledge, experience and comfort level. Decide which level is best for you for each competency – novice, developing, or master.

**Step 3. Summary:** Use the summary sheet to easily see areas of strength or gaps in your professional background. If you find you assessed yourself at the novice or developing levels, reflect on how you will increase your understanding for these competencies.

This assessment is for you and the reviewers of your portfolio. Please provide enough information to make it easy for the reviewers to become familiar with the knowledge and experience presented in the evidence in your portfolio. This self-assessment will be considered in the portfolio review process.

### **Reading the Rubric**

The rubric describes specific competencies for certification, benchmarks for evaluating portfolio elements, suggested responses, and provides space for a self-assessment by the applicant. The benchmarks will be used by the peer review panel to evaluate each application. Applicants for Master Certification will be required to demonstrate a high level of knowledge and skills in each of the competencies. Reviewers will be looking for evidence that demonstrates a dedication to environmental education and a body of work across the applicant's career. Applicants who receive a majority of master ratings will likely be approved but the final decision will be made by the review panel. In cases where the majority of ratings are novice or developing, applicants will receive comments and recommendations from the panel regarding how to strengthen pertinent aspects of their

application. An applicant can use any item from past experience to demonstrate a competency and must include a description of how the item meets the competency. The suggested responses are given to help provide examples or further describe expectations.

The rubric has these elements:

<b>Theme</b>				
<b>General description of a specific set of skills, knowledge or experience.</b>				
<b>1.1 Guideline</b> These guidelines further describe each theme through the skills and knowledge that must be mastered to gain competency in this area.				<b>Suggested Response:</b>
<b>Competency</b>	<b>Novice</b>	<b>Developing</b>	<b>Master</b>	An optional assessment that could be used if applicant has no existing element from prior experiences.
Indicator that suggests ways of assessing the ability of educators to meet the guideline.	Description of an unsuccessful attempt.	Description relating to the ability of the environmental educator that needs to be improved.	Description of the ability of master level environmental educators	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>  <i>This is the applicant area for you to assess your level of competency and to guide reviewers to the evidence you provided in your portfolio</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>  <i>This is the area for reviewer comments</i>		

This process may at first seem daunting, but remember CAEE and an optional mentor can help you figure out ways to document your understanding. Please call 303-273-9527 or email [info@caee.org](mailto:info@caee.org)

**Abbreviations**

(GEEC) – reference to Guidelines for Environmental Educators in Colorado

Name: \_\_\_\_\_ Organization: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Theme 1 - Environmental Literacy</b> <b>Environmental educators possess the knowledge and skills associated with environmental literacy. Environmental educators should not only possess the competency to help their learners achieve these objectives but also embrace the spirit of environmental literacy by modeling it in their own endeavors.</b>				
<b>1.1 Questioning, Analysis and Interpretation Skills</b> Developing environmental literacy depends on a willingness and ability to ask questions about the surrounding world, speculate and hypothesize, seek and evaluate information, and develop answers to questions. Environmental educators understand and can communicate the processes of investigation; and design, conduct, and evaluate such investigations. (GEEC 1.1)				<b>Suggested Response:</b>  <b>Essay: Inquiry</b> Describe the key ideas about the nature of inquiry. Discuss how inquiry leads to critical thinking and problem solving skills, and how can it be used in the field of environmental education.
Competency	Novice	Developing	Master	
1.1.1: Understand the nature of inquiry.	Does not identify key ideas about the nature of inquiry.	Identifies few key ideas about the nature of inquiry.	Identifies key ideas about the nature of inquiry.	
			Demonstrates how inquiry leads to critical thinking and problem solving skills.	
			Demonstrates how inquiry is used in the field of environmental education.	
<i>Applicant Review:</i> ___Novice ___Developing ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice ___Developing ___Master <i>Strengths/Areas of Improvement:</i>		
1.1.2: Critically analyze sources of information for accuracy and reliability.	Does not distinguish between accuracy (validity) and reliability in research.	Distinguishes between accuracy (validity) and reliability in research.	Distinguishes between accuracy (validity) and reliability in research.	<b>Suggested Response:</b>  <b>Essay: Environmental Issue Analysis</b> Select a current local environmental issue to analyze.
			Critically analyzes sources of information for accuracy and reliability and relates information to their own work.	
<i>Applicant Review:</i> ___Novice ___Developing ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice ___Developing ___Master <i>Strengths/Areas of Improvement:</i>		The essay should identify: <ul style="list-style-type: none"> <li>• At least 3 accurate and reliable journal articles, scientific publications, or valid news articles that were used as resources for investigating the issue(1.1.2)</li> <li>• A local environmental issue</li> <li>• Natural, cultural, historical, and scientific aspects of the issue</li> </ul>
<b>1.2 Knowledge of Environmental Processes and Systems</b> Environmental literacy hinges on understanding the processes and systems that comprise the environment, including human social systems and their influences. That understanding is based on knowledge synthesized from across the traditional disciplines (especially the natural and social sciences). (GEEC 1.2)				
Competency	Novice	Developing	Master	

1.2.1 Demonstrate an understanding of the processes and systems that comprise each of these concepts: biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and economic systems; human interactions with the environment; and ecological consequences.	Does not demonstrates an understanding of these concepts: biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and economic systems; human interactions with the environment; and ecological consequences.	Demonstrates an understanding of several of these concepts: biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and economic systems; human interactions with the environment; and ecological consequences.	Demonstrates a depth of understanding of these concepts: biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and economic systems; human interactions with the environment; and ecological consequences.	<ul style="list-style-type: none"> <li>Processes or systems (i.e., biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and economic systems; human interactions with the environment; and ecological consequences) related to the issue</li> <li>Different sides and perspectives of the issue</li> <li>Societal values that play a role in the issue</li> <li>Key players and stakeholders and their positions related to the issue</li> <li>Situations or actions that created or caused the issue</li> <li>Possible strategies and/or actions for preventing or resolving the issue</li> <li>Possible consequences for action on the issue</li> <li>Methods, strategies, or activities to empower learners to take action on this issue</li> </ul>
<i>Applicant Review:</i> ___Novice ___Developing ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice ___Developing ___Master <i>Strengths/Areas of Improvement:</i>		
<b>1.3 Processes of Addressing Environmental Issues</b> Environmental educators understand that environmental literacy includes the abilities to research, evaluate, and act on environmental issues. The skills and knowledge outlined in the first two guidelines are applied and refined in the context of these issues. (GEEC 1.3)				
Competency	Novice	Developing	Master	
1.3.1 Identify a local environmental issue and, for that issue, design a plan to investigate, analyze, and evaluate its scope, causes, and consequences; and investigate and evaluate alternative solutions.	Does not apply inquiry skills and knowledge to a local environmental issue, describe the societal values associated with that issue, or articulate how to empower learners.	Using a case study, identifies: •an environmental issue •natural and cultural history related to issue •different sides and perspectives of the issue	Using a local issue, identifies: •an environmental issue •natural and cultural history related to issue •different sides and perspectives of the issue	
<i>Applicant Review:</i> ___Novice ___Developing ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice ___Developing ___Master <i>Strengths/Areas of Improvement:</i>		
<b>1.4 Personal and Civic Responsibility</b> Environmental educators understand how people exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state, national, and global. (GEEC 1.4)				
Competency	Novice	Developing	Master	
1.4.1 Describe an environmental issue and various societal values that play a role in it.		•societal values that play a role in the issue	•societal values that play a role in the issue	
		•key players and stakeholders and their positions	•key players and stakeholders and their position	
		•situations or actions that created or caused the issue	•situations or actions that created or caused the issue	

		•consequences of the actual course of action on the issue	•possible strategies and/or actions for preventing or resolving the issue	
			•possible consequences for action	
			•choose a course of action based on their analysis and explain action taken.	
<i>Applicant Review:</i> __Novice __Developing __Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> __Novice __Developing __Master <i>Strengths/Areas of Improvement:</i>		
1.4.2 Articulate how to empower learners to take action.		Identifies method to empower learners to take action on this issue.	Identifies multiple methods, strategies, or activities to empower learners to take action on this issue.	
<i>Applicant Review:</i> __Novice __Developing __Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> __Novice __Developing __Master <i>Strengths/Areas of Improvement:</i>		
1.4.3 Engage in responsible environmental actions.		Identifies responsible environmental actions they are doing and more they could do.	Identifies responsible environmental actions they are doing and more they could do.	
<i>Applicant Review:</i> __Novice __Developing __Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> __Novice __Developing __Master <i>Strengths/Areas of Improvement:</i>		
<b>Theme 2 - Foundations of Environmental Education</b> <b>Environmental educators have a basic understanding of the goals, theory, practice, and history of the field of environmental education. This knowledge provides a solid foundation on which educators can build their own practice</b>				
<b>2.1 Fundamental Characteristics and Goals of Environmental Education</b> Environmental educators understand environmental education as a distinct field and know its defining characteristics and goals. (GEEC 2.1)				<b>Suggested Response:</b> <b>Short Answer: Goals of Environmental Education</b> Explain: • the goals of EE, the major components of environmental literacy and the characteristics of EE that make it a distinct field based on an international, national, or another document(s) of your
Competency	Novice	Developing	Master	
2.1.1 Understand environmental education as a distinct field and know its defining characteristics and goals.  2.1.2 Knowledge of the Colorado Environmental Education Master Plan.	Unable to clearly state goals of EE or identify the hallmarks of environmental literacy.	Statements include the goals of EE to building an environmentally literate society.	Statements include the goals of EE to building an environmentally literate society and demonstrate an understanding of the Colorado EE Master Plan and important national and international EE documents	

<p><i>Applicant Review:</i>  ___Novice      ___Developing      ___Master  List evidence and describe how it meets the competency:</p>	<p><i>Peer Reviewer:</i>  ___Novice      ___Developing      ___Master  Strengths/Areas of Improvement:</p>	<p>choice (i.e., Belgrade Charter (UNESCO-UNEP, 1976), Tbilisi Declaration (UNESCO, 1978), Agenda 21 (UNCED, 1992), NPEEE Guidelines, Note: add short menu of important documents)</p> <ul style="list-style-type: none"> <li>• how the applicant is working towards accomplishing at least one goal of the CO Environmental Education Master Plan</li> </ul>		
<p><b>2.2 How Environmental Education is Implemented</b>  Environmental educators understand that environmental education encompasses a variety of settings, audiences, providers, and methods and that sources of support, program requirements, and other factors vary from context to context. For a statewide listing of environmental education programs and resources, visit CAEE’s online database/directory at <a href="http://www.caee.org">www.caee.org</a>. (GEEC 2.2)</p>		<p><b>Suggested Response:</b>  <b>Short Answer: Identifying resources</b></p> <ul style="list-style-type: none"> <li>• Identify two national and two state EE providers and support services.</li> <li>• Indicate how each entity can benefit you in your environmental education efforts (funding, resources, speakers, field experiences, workshops, etc.).</li> </ul>		
<p>Competency</p> <p>2.2.1 Understand environmental education encompasses a variety of settings, audiences, providers, and methods, sources of support, program requirements, and other factors vary from context to context.</p>	<p>Novice</p> <p>Demonstrates a lack of awareness of key regional, state, and national EE providers and support services and does not indicate the benefits of association with those groups.</p>	<p>Developing</p> <p>Identifies regional, state, and national EE providers and support services and indicates the benefits of association with those groups.</p> <p>Understands that school policies, state or local mandates, or federal legislation influence EE efforts.</p>	<p>Master</p> <p>Identifies regional, state, and national EE providers and support services and indicates the benefits of association with those groups.</p> <p>Understands how school policies, state or local mandates, or federal legislation influence EE efforts.</p>	<p><b>Short Answer: Influencing Environmental Education</b>  Explain how school policies, state or local mandates, or federal legislation influence your EE efforts.</p>
			<p>Presents evidence of collaboration and positive relationships with state and regional EE providers and services.</p>	<p><b>Short Answer: Partnership</b>  Identify a current or potential partnership with an organization/program and the benefits of that collaboration.</p>
<p><i>Applicant Review:</i>  ___Novice      ___Developing      ___Master  List evidence and describe how it meets the competency:</p>	<p><i>Peer Reviewer:</i>  ___Novice      ___Developing      ___Master  Strengths/Areas of Improvement:</p>			

<b>2.3 The Evolution of the Field of Environmental Education</b> Environmental educators are familiar with the growth of the field of environmental education. (GEEC 2.3)				<b>Essay: Environmental Education Research</b>
Competency	Novice	Developing	Master	Discuss one current environmental education research study and the impact of it on your practice or understanding about environmental education. Include the research citation.  <b>Note:</b> include examples of where you can get research in assessment
2.3.1 Be familiar with the growth of the field of environmental education, and the connection between research and practice.	Does not draw appropriate conclusions from EE research and reports and does not connect research to practice.	Draws appropriate conclusions from EE research and reports and describes the connection between research and practice.	Draws appropriate conclusions from EE research and reports and describes the connection between research and practice.	
			Applies best practices shown through EE research and demonstrates how the programs and methods they are using are supported by EE research.	
<i>Applicant Review:</i> __Novice __Developing __Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> __Novice __Developing __Master <i>Strengths/Areas of Improvement:</i>		
<b>2.4 Knowledge of Environmental Education Materials and Resources</b> Environmental educators are aware of a range of materials and resources for their environmental education efforts and understand how to access, evaluate, and use these resources. See <a href="http://www.cae.org">http://www.cae.org</a> for an online database/directory of environmental education resources. (GEEC 4.8)				<b>Suggested Response: Resource Review</b> Participate in resource review training, submit a resource for review, and/or become a reviewer
Competency	Novice	Developing	Master	
2.4.1 Demonstrate familiarity with, and ability to critically evaluate, a variety of EE materials, programs, and resources.	Does not demonstrate familiarity with or ability to critically evaluate a variety of EE materials, programs or resources.	Displays familiarity with or ability to critically evaluate a variety of EE materials, programs or resources.	Is fully aware of and able to critically evaluate a variety of EE materials, programs or resources.	
<i>Applicant Review:</i> __Novice __Developing __Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> __Novice __Developing __Master <i>Strengths/Areas of Improvement:</i>		
<b>Theme 3 – Professional Responsibilities of the Environmental Educator</b> <b>Environmental educators understand and accept the responsibilities associated with practicing EE.</b> <b>Environmental Educators maintain consistent and high standards for instruction and professional conduct.</b>				
<b>3.1 Exemplary environmental education practice</b> Environmental educators understand their responsibility to provide environmental education that is appropriate, inclusive, constructive, and aligned with the standards of the field.				<b>Suggested Response: Letter of Reference</b>
Competency	Novice	Developing	Master	Include a letter of reference from a colleague that describes examples of the applicants' responsible, respectful and inclusive behavior.
NAAEE 3.1 Model responsible, respectful and reasoned behavior as an environmental education professional.	Makes no attempt or attempts incorrectly to model appropriate behavior.	Models responsible, respectful, inclusive behavior with learners, co-workers, and peers.	Models responsible, respectful inclusive behavior with learners co-workers, and peers.	

<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>3.2 Ongoing Learning and Professional Development</b> Environmental educators are active learners in their professional lives. (GEEC 3.2)			<b>Suggested Response: Professional Development</b> For one professional development opportunity you participated in within the last year, explain: Why you chose to participate in that professional development How you applied what you learned professionally, and How the training benefit you professionally  List active participation/membership in an EE Organization (i.e. CAEE/ NAAEE/ NAI/ CAST/etc.) or network (local group of environmental educators or community groups).	
Competency	Novice	Developing		Master
3.2.1 Examine and improve skills through ongoing learning and professional development.	Makes no attempt at professional development.	Attends professional development activities and reflects about the benefits.		Demonstrates continued professional development and reflects about the benefits.
				Implements new skills and knowledge.  Shares knowledge to benefit the field.
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>Theme 4 – Planning and Implementing Environmental Education</b> <b>Environmental educators combine high-quality education with the unique features of environmental education to design and implement effective instruction. Environmental educators enable learners to engage in inquiry and investigation, especially when considering environmental issues that are controversial and require learners to seriously reflect on their own and others’ perspectives. Proper preparation should enable environmental educators to provide the interdisciplinary, place-based, hands-on, investigative learning opportunities that are central to environmental education. Environmental educators foster an environment such that student interactions are conducive to learning.</b>				

<b>4.1 Emphasis on Education, Not Advocacy</b> Environmental educators provide accurate, objective, balanced, and effective instruction that acknowledges different views and opinions about environmental conditions, issues or actions. (GEEC 3.1)				<b>Suggested Response:</b> <b>Short Answer: Two Hats</b> Read "Two Hats," by John Hug and respond to the following questions: How do the "two hats" differ? When is it appropriate and when inappropriate to wear each of these hats? Describe a scenario for wearing each hat. Where have you worn each hat? Why is it important to be aware of which hat you are wearing in any given situation?
Competency	Novice	Developing	Master	
4.1.1 Illustrate the differences between advocacy and education.	Does not identify distinctions between advocacy and education	Identifies a majority of the key components of accuracy, balance, and objectivity, and attempts to apply to own experience.	Identifies key components of accuracy, balance, and objectivity, and attempts to apply to own experience.	
<i>Applicant Review:</i> __Novice      __Developing      __Master List evidence and describe how it meets the competency:		<i>Peer Reviewer:</i> __Novice      __Developing      __Master Strengths/Areas of Improvement:		
4.1.2 Provide accurate, objective, balanced, and effective instruction that acknowledges different views and opinions about local environmental conditions, issues or actions.	Makes no attempt or attempts incorrectly.	Demonstrates accurate and objective instruction.	Demonstrates accurate, objective, and balanced instruction.	<b>Suggested Response:</b> <b>Program Outline or Lesson Plan and Reflection</b> Submit at least 2 program outlines or lesson plans with the following details: 1. Content: Accurate and balanced information that explores multiple sides of the issue (if appropriate). Include material and/or information specific to the state of Colorado and/or a region within Colorado (for at least one lesson/program). Topics for the two lessons/programs should represent two different aspects of environmental education (i.e. science, social, issue, system, or action aspects). Identify local references, informational factual references, or other references used to create the lesson/program. <ul style="list-style-type: none"> <li>▪ Strategies to encourage learners to gain/explore different perspectives, form their own opinions and support their beliefs</li> <li>▪ A defined learning cycle,</li> <li>▪ Defined opportunities for audience participation, feedback and/or opinions.</li> </ul>
<i>Applicant Review:</i> __Novice      __Developing      __Master List evidence and describe how it meets the competency:		<i>Peer Reviewer:</i> __Novice      __Developing      __Master Strengths/Areas of Improvement:		
4.1.3 Identify instructional strategies and curriculum materials/resources and explain how they can be used to encourage learners to gain/explore different perspectives, form their own opinions and support their beliefs.	Makes no attempt or attempts incorrectly.	Encourages learners to explore different perspectives.	Encourages learners to explore different perspectives, form their own opinions and support and act on their beliefs.	
<i>Applicant Review:</i> __Novice      __Developing      __Master List evidence and describe how it meets the competency:		<i>Peer Reviewer:</i> __Novice      __Developing      __Master Strengths/Areas of Improvement:		
<b>4.2 Knowledge about Learners and Learning</b> Environmental educators tailor instructional approaches to meet the needs of different learners in an engaging and challenging way. Whenever possible, accommodations for learners with special needs will be made. (This range may include adults, especially for educators in informal settings.) (GEEC 4.1)				
Competency	Novice	Developing	Master	
4.2.1 Knowledge about learners and learning.	Does not recognize learner needs or background.	Recognizes learner needs or background, and attempts to accommodate for differences.	Assesses learner needs and background, and makes appropriate accommodations for differences.	

	Instruction is inappropriate for the audience.	Includes the majority of the audience.	Everyone participates enthusiastically.	<ul style="list-style-type: none"> <li>▪ Describe the appropriate location and setting for the lesson/program. The location/setting for the two lessons/programs should reflect two different kinds of locations/settings (e.g., indoor and outdoor)</li> <li>▪ Amount of time appropriate for the lesson/program.</li> </ul> <p>2. Identify the materials required for the program and where and/or how they will obtain them.</p> <p>3. Audience: Describe the audience and plan to make the topic relevant to this audience. The audience for the two lessons/programs should reflect two different types of learners (e.g., ages, abilities and backgrounds). Content and activities are age and audience appropriate.</p> <p>4. Teaching Strategies: Identify the teaching strategies and learning styles and modalities that are employed in the lesson/program (e.g., inquiry, cooperative learning, etc.), and reasoning for their use. Describe multiple disciplines addressed and integrated.</p> <p>5. Instructional tools and technologies: List instructional tools and technologies used to support instructional goals and engage students.</p> <p>6. Safety/Preparation: Explain the consideration made to ensure a safe learning environment for the lesson/program.</p> <p>7. Prior Knowledge and Experience Assessment: List the concepts important to assess prior to the lesson/program and</p>
	Setting and or activities are not accessible to all participants.	Setting is appropriate for abilities of the group.	Setting is appropriate for abilities of the group.	
		Instruction is appropriate for the audience.	Goals and objectives are tailored to the various learning needs and abilities of the audience.	
	Provides no stimulus variation for engagement (uses only one modality or learning style).	Addresses more than one learning style during the lesson.	Incorporates a variety of appropriate learning styles and modalities. Tailors and adapts instruction to fit learning styles and modalities of individuals in the audience throughout the lesson	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>4.3 Knowledge of Various Teaching Methods</b> Environmental educators are familiar with and can employ a range of instructional methods. (GEEC 4.2, 4.9, 4.10)				
Competency	Novice	Developing	Master	
4.3.1 Knowledge of various teaching methods, strategies, and tools. Methods examples include: inquiry; hands-on; cooperative; service learning; problem-solving; role playing; case studies; discovery; models, etc.	Program or lesson plans demonstrate inappropriate matching of strategies to audience, content, and setting.	Program or lesson plans demonstrate the use of one teaching strategy appropriate for the content, audience, and setting.	Program or lesson plans demonstrate the use of a variety of creative and appropriate teaching strategies for the content, audience, and setting.	
	Presents content that does not adequately address a content discipline.	Presents content that adequately addresses at least one discipline.	Presents content that integrates multiple disciplines.	
	Instructional tools and technologies selected for the lesson do not support the instructional goals or engage the learners in meaningful learning.	Incorporates at least one instructional tool or technologies to support at least one goal of the program or lesson.	Instructional tools and technologies chosen support all of the instructional goals and engage the students in meaningful learning.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		

<b>4.4 A Climate for Learning About and Exploring the Environment</b> Environmental educators provide an age-appropriate environment for learning that is physically, emotionally, and intellectually safe, relevant and engaging for learners (GEEC 4.3, 4.4, 4.5, 4.7)				<p>how the concepts will be assessed. Include how common misconceptions revealed in the Prior Knowledge Assessment will be addressed in the lesson /program.</p> <p>8. Theme, Goals and Objectives: Include a theme or goal statement and objectives for the instruction.</p> <p>Standards: Identify the Colorado state standards and/or NAAEE Guidelines for learning addressed by each lesson/program. Where applicable, each lesson plan or program outline should address standards in at least (2) disciplines</p> <p>9. Responsibility, stewardship and action: One of the lesson plans or program outlines includes an opportunity for personal and civic action and responsibility, stewardship, etc.</p> <p>10. Evaluation: Identify how the program goals and objectives will be evaluated. (Formal and non-formal evaluation, authentic, activities, etc.) Identify times and opportunities to assess the student learning/progress.</p> <p><b>Reflection Section (Post Instruction)</b></p> <p>Reflect on instruction experiences and provide short answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What teaching strategies have worked best? Why?</li> <li>• Which strategies were least effective? Why? And what would you do differently?</li> <li>• How did you integrate multiple disciplines?</li> </ul>
Competency	Novice	Developing	Master	
4.4.1 Provide an age-appropriate environment for learning that is physically, emotionally, and intellectually safe, relevant, and engaging.	Ignores or brushed aside learner questions or interest.	Attempts to accommodate learner questions or interests.	Successfully accommodates learners' questions or interests (may include seizing an opportunity to enhance learning by building on a spontaneous event).	
	Makes no attempt to connect the learners to the relevance or meaning of the lesson content or environment.	Attempts to connect the learners to the relevance or meaning of the lesson content or environment to the learners' personal experience, life, needs and home environment.	Connects the relevance and/or meaning of the lesson content or environment to the learners' personal experience, life, needs and home environment.	
	Educator interaction with at least some learners is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Learners exhibit disrespect for the educator.	Educator-learner interactions are generally friendly, inclusive and demonstrate general warmth, caring, and respect.	Educator-learner interactions are friendly, inclusive and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and culturally sensitive. Students exhibit respect for educator.	
	Educator or learners convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Communicates importance of the subject, content, or theme.	Conveys genuine enthusiasm for the subject, and learners (through their active participation, curiosity, and attention to detail) demonstrate consistent commitment to its value.	
	The environment is unsafe, or is not suited to the lesson or activity or both, physical resources are used poorly, and learning is not accessible to the audience.	The environment is safe and appropriate to the lesson. Physical resources are used adequately, and at least essential learning is accessible to all.	The environment is safe and appropriate to the lesson. The physical resources are used skillfully, and all learning is equally accessible to all learners.	
	Learners are not productively engaged in learning.	At least some learners are productively engaged in learning.	All learners are productively engaged and take responsibility for their learning.	
<p><i>Applicant Review:</i></p> <p>___Novice      ___Developing      ___Master</p> <p>List evidence and describe how it meets the competency:</p>		<p><i>Peer Reviewer:</i></p> <p>___Novice      ___Developing      ___Master</p> <p>Strengths/Areas of Improvement:</p>		

<b>4.5 Planning for Instruction</b> Environmental educators plan environmental education instruction and programs that meet specific instructional goals. (GEEC 4.6)				<ul style="list-style-type: none"> <li>• How do you excite and engage the audience?</li> <li>• Describe a teachable moment that came up during a lesson/program and how you taught in the moment.</li> <li>• Describe one moment when you were distracted by the learner and how you handled the situation.</li> <li>• How have you incorporated opportunities for the learners to have first-hand experience of the world around them?</li> <li>• How did you incorporate the learners' prior knowledge and experience to make the topic relevant?</li> <li>• How were learners' conclusions and decisions influenced by different assumptions and interpretations about the environment?</li> <li>• What did you learn from your pre-program assessment or formative assessment that resulted in a change in your lesson/program? What changes did you make?</li> <li>• How did you change your instruction or delivery as a result of information that you learned from a formative program assessment?</li> <li>• How did you change your instruction or delivery as a result of information that you learned from a summative program assessment?</li> <li>• How did you change your lesson/program, instruction or delivery as a result of evaluation?</li> </ul>
Competency	Novice	Developing	Master	
4.5.1 Plan for instruction that meets specific instructional goals and objectives. Instructional objectives should be drawn from state standards and/or EE goals and objectives.	Goals and objectives are not clear, not important, or not present.	Most of the goals and objectives are clear.	The goals and objectives are clear, appropriate, and permit viable methods of assessment.	
	Activities and content are not aligned with goals and objectives.	Some lesson activities and content are aligned with the goals and objectives.	All lesson activities and content are aligned with the goals and objectives.	
	Activities or lessons do not fit within the program goals or mission of the entire organization.	Activities or lessons address the program goals or mission of the entire organization.	Activities or lessons support the program goals or mission of the entire organization.	
	Activities and content do not address state standards or EE goals and objectives.	Activities and content address state standards (if appropriate for audience) or EE goals and objectives.	Activities and content address state standards (if appropriate for audience) and EE goals and objectives.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>Theme 5 - Assessment and Evaluation</b> <b>Environmental educators possess the knowledge, abilities and commitment to make assessment and evaluation integral to instruction and programs. Proper preparation should give environmental educators tools for assessing learner progress and evaluating the effectiveness of their instruction.</b>				
<b>5.1 Learner Outcomes</b> Environmental educators understand the importance of tying assessment to learning. (GEEC 5.2)				
Competency	Novice	Developing	Master	
5.1.1 Demonstrate the use of assessments to measure cognitive, affective and/or psychomotor outcomes that align with instructional objectives.	No assessment is planned or attempted.	Uses at least one assessment that aligns with instructional objectives.	Uses assessment(s) that aligns with instructional objectives.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		

<b>5.2 Assessment that is Part of Instruction</b> Environmental educators incorporate assessment into environmental education. (GEEC 5.3)				
Competency	Novice	Developing	Master	
5.2.1 Demonstrate how formative assessment was used to shape instructional planning and/or delivery.	No assessment is planned or attempted.	Uses formative assessment(s) during teaching and attempts to adapt the program to meet the needs of audience.	Uses formative assessments to adapt the program to meet the needs of audience during planning or delivery.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>5.3 Improving Instruction</b> Environmental educators use instructional experiences and assessments to improve future instruction. (GEEC 5.4)				
Competency	Novice	Developing	Master	
5.3.1 Demonstrate how summative assessment data and evaluation results were used to improve instruction.	No assessment or evaluation is planned or attempted.	Summative assessments are implemented, but evaluation results are not reported.	Summative assessments are implemented, and evaluation results are used to improve future instruction.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>5.4 Evaluating Programming</b> Environmental educators understand the importance of evaluation, and how evaluations can be used to change environmental education programming. (GEEC 5.5)				
Competency	Novice	Developing	Master	
5.4.1 Explain how evaluation is used before, during, and after to alter environmental education programming.	Does not describe the importance and application of evaluation	Describes the importance and application of evaluation for either formative or summative purposes in environmental education programming.	Describes the importance and application of evaluation for both formative and summative purposes in environmental education programming.	
<i>Applicant Review:</i> ___Novice      ___Developing      ___Master <i>List evidence and describe how it meets the competency:</i>		<i>Peer Reviewer:</i> ___Novice      ___Developing      ___Master <i>Strengths/Areas of Improvement:</i>		
<b>Suggested Response:</b> <b>Essay: Programming Evaluation</b> Describe the importance and application of evaluation for both formative and summative purposes in environmental education programming.				

## Summary Sheet

### Theme 1 - Environmental Literacy

1.1 Questioning, Analysis and Interpretation Skills	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
1.2 Knowledge of Environmental Processes and Systems	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
1.3 Processes of Addressing Environmental Issues	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
1.4 Personal and Civic Responsibility	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master

### Theme 2 - Foundations of Environmental Education

2.1 Fundamental Characteristics and Goals of Environmental Education	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
2.2 How Environmental Education is Implemented	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
2.3 The Evolution of the Field of Environmental Education	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
2.4 Knowledge of Environmental Education Materials and Resources	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master

### Theme 3 – Professional Responsibilities of the Environmental Educator

3.1 Exemplary environmental education practice	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
3.2 Ongoing Learning and Professional Development	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master

### Theme 4 – Planning and Implementing Environmental Education

4.1 Emphasis on Education, Not Advocacy	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
4.2 Knowledge about Learners and Learning	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
4.3 Knowledge of Various Teaching Methods	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
4.4 A Climate for Learning About and Exploring the Environment	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
4.5 Planning for Instruction	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master

### Theme 5 - Assessment and Evaluation

5.1 Learner Outcomes	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
5.2 Assessment that is Part of Instruction	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
5.3 Improving Instruction	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master
5.4 Evaluating Programming	<input type="checkbox"/> Novice	<input type="checkbox"/> Developing	<input type="checkbox"/> Master

**If you selected the novice or developing level for any of the competencies, how do you plan to improve your knowledge and skills?**