Certified Master Environmental Educator
Portfolio Planner and Summary

The master level certification is based on knowledge and skill levels of expert career environmental educators. Certification 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 Assessment and Evaluation. Each theme includes competencies, or statements of what accomplished environmental educators are expected to be able to demonstrate.

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

Applicant Self-Assessment
This self-assessment should be completed and submitted with your final portfolio to help guide reviewers to specific evidence in your portfolio. Your portfolio may be presented in any format, but should include the elements in the following rubric. Please complete the following steps:

Step 1. Evidence: For each competency, list the evidence included in your portfolio in the appropriate box on the following rubric and 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. The 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 are 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 look 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:

Theme				
General description of a specific set of skills, knowledge or experience.				
1.1 Guideline These guidelines further describe each theme through the skills and knowledge that must be mastered to gain competency in this area.				**Suggested Response:** An optional assessment that could be used if applicant has no existing evidence from prior experiences.
Competency	Novice	Developing	Master	
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	
Applicant Review: __Novice __Developing __Master *List evidence and describe how it meets the competency:* *[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]*				

This process may at first seem daunting, but remember CAEE can help you figure out ways to document your understanding. Please call 303-273-9527 or email info@caee.org

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

Name:_____Organization:_____ _____Date:_____

<table>
<tr><td colspan="5">Theme 1 - Environmental Literacy
Environmental educators possess the knowledge and skills associated with environmental literacy. Environmental educators model environmental literacy.</td></tr>
<tr><td colspan="4">1.1 Questioning, Analysis and Interpretation Skills
Developing environmental literacy depends on asking questions about the surrounding world, seeking and evaluating information, and developing answers to questions. Environmental educators design, conduct, and evaluate investigations. (GEEC 1.1)</td><td rowspan="5">Suggested Response:

Essay: Inquiry
Describe the key ideas about the nature of inquiry. Discuss how inquiry can leads to critical thinking, judgement, and problem solving skills in environmental education.</td></tr>
<tr><td>Competency</td><td>Novice</td><td>Developing</td><td>Master</td></tr>
<tr><td>1.1.1: Understand the nature of inquiry.</td><td>Does not identify key ideas about the nature of inquiry.</td><td>Identifies few key ideas about the nature of inquiry.</td><td>Identifies key ideas about the nature of inquiry and when to use it.</td></tr>
<tr><td></td><td></td><td></td><td>Provides examples how inquiry can lead to critical thinking and problem solving skills.</td></tr>
<tr><td></td><td></td><td></td><td>Provides examples and critiques of how inquiry is used in the field of environmental education.</td></tr>
<tr><td colspan="5">Applicant Review: __Novice   __Developing   __Master
      List evidence and describe how it meets the competency:

</td></tr>
</table>

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.	**Suggested Response:** **Essay: Environmental Issue Analysis** Select a current environmental issue to analyze.
			Critically analyzes sources of information for accuracy and reliability and relates information to their own work.	The essay should identify: · 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)

Applicant Review: __Novice   __Developing   __Master
   List evidence and describe how it meets the competency:

· Natural, cultural, social historical, and scientific aspects of the issue

1.2   Knowledge of Environmental Processes and Systems
Environmental literacy hinges on understanding environmental processes and systems, including human social systems and their influences. That understanding is based across the traditional disciplines (including the natural, social sciences, and humanities). (GEEC 1.2)

· Processes or systems (i.e., biological change; cycles, physical processes that shape the earth, and energy flow; biodiversity; cultural, political and

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 demonstrate 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 some 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 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.	economic systems; human interactions with the environment; and ecological consequences) related to the issue · Different perspectives of the issue · Societal values that play a role in the issue · Key players and stakeholders and their positions related to the issue · Root causes of the issue · Possible strategies and/or actions for preventing or resolving the issue · Possible consequences of action on the issue · Methods, strategies, or activities to empower learners to take action on this issue
Applicant Review: __Novice __Developing __Master *List evidence and describe how it meets the competency:*				
1.3 Processes of Addressing Environmental Issues Environmental educators understand that environmental literacy includes the abilities to research, evaluate, and act on issues.(GEEC 1.3)				
Competency	Novice	Developing	Master	

1.3.1 Identify an 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.	Identifies and describes an environmental issue, but does not provide a plan to investigate, analyze and evaluate its scope, causes, and consequences. Does not provide alternative solutions.	Using a case study, identifies an environmental issue including:	Identifies and analyzes an environmental issue including:
		•natural and cultural history related to issue	•natural and cultural history related to issue
		•different perspectives of the issue	•different perspectives of the issue

Applicant Review: *__Novice*   *__Developing*   *__Master*
    List evidence and describe how it meets the competency:

1.4 Personal and Civic Responsibility
Environmental educators understand 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 civic participation within the context of an environmental issue.	Describes an environmental issue, but does not identify and fully articulate the role of civic participation.	•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 of action	
			•choose a course of action based on their analysis and explain action taken or actions that could be taken.	

Applicant Review: __Novice   __Developing   __Master
    List evidence and describe how it meets the competency:

1.4.2 Articulate how to empower learners to take action.	Identifies non-empowering methods or presents no evidence	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.	

Applicant Review: __Novice   __Developing   __Master
    List evidence and describe how it meets the competency:

1.4.3 Engage in responsible environmental actions.	Does not identify responsible environmental actions.	Identifies responsible environmental actions they are doing.	Identifies several responsible environmental actions they are doing and more they could do.	

Applicant Review: __Novice   __Developing   __Master
     List evidence and describe how it meets the competency:

Theme 2 - Foundations of Environmental Education
Environmental educators understand the goals, theory, practice, and history of the field. They use this knowledge to build their own practice

<table>
<tr>
<td colspan="4">2.1 Fundamental Characteristics and Goals of Environmental Education
Environmental educators understand environmental education as a distinct field with defining characteristics and goals. (GEEC 2.1)</td>
<td rowspan="2">Suggested Response:
Short Answer: Goals of Environmental Education</td>
</tr>
<tr>
<td>Competency</td>
<td>Novice</td>
<td>Developing</td>
<td>Master</td>
</tr>
<tr>
<td>2.1.1 Understand environmental education as a distinct field and know its defining characteristics and goals.

2.1.2 Knowledge of recent plans and important national and international EE documents.</td>
<td>Unable to clearly state goals of EE or identify the hallmarks of environmental literacy.</td>
<td>Identifies the goals of EE and makes a clear connection to building an environmentally literate society.</td>
<td>Demonstrates understanding of the goals of EE for building an environmentally literate society.

Demonstrates an understanding of how their work supports the most recent EE Plans and important national and international EE documents.</td>
<td>Explain:
· the goals of EE, the major components of environmental literacy and the characteristics of EE that make it a distinct field based on a foundational document(s) of your choice (i.e., Belgrade Charter (UNESCO-UNEP, 1976), Tbilisi Declaration (UNESCO, 1978), Agenda 21 (UNCED, 1992), NPEEE Guidelines, etc.)
• how the applicant is working towards</td>
</tr>
</table>

				accomplishing at least one goal from a recent state or national EE Plan (i.e. EE Master Plan, Colorado EE Plan, school district EE Plan, GEEP Call to Action, etc.)
Applicant Review: __Novice __Developing __Master* *List evidence and describe how it meets the competency:*				
2.2 How Environmental Education is Implemented 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. (GEEC 2.2)				**Suggested Response:** **Short Answer: Identifying resources**
Competency	Novice	Developing	Master	

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.	Demonstrates a lack of awareness of regional, state, and national EE providers and support services and does not indicate the benefits of association with those groups.	Identifies regional, state, and national EE providers and support services and indicates the benefits of association with those groups. Understands that school policies, state or local mandates, or federal legislation influence EE efforts.	Identifies regional, state, and national EE providers and support services and indicates the benefits of association with those groups. Understands how school policies, state or local mandates, or federal legislation influence EE efforts.	· Identify two national and two state EE providers and support services. · Indicate how each entity can benefit you in your environmental education efforts (funding, speakers, resources, workshops, field experiences, etc.). **Short Answer: Influencing Environmental Education** Explain how school policies, state or local mandates, or federal legislation influence your EE efforts.
			Presents evidence of collaboration and positive relationships with state and regional EE providers and services.	**Short Answer: Partnership** Identify a current or potential partnership with a program/ organization and the benefits of that collaboration.
Applicant Review: ___*Novice* ___*Developing* ___*Master* *List evidence and describe how it meets the competency:*				
2.3 The Evolution of the Field of Environmental Education Environmental educators are familiar with the growth of the field of environmental education. (GEEC 2.3)				**Essay: Environmental Education Research**

Competency	Novice	Developing	Master	Discuss one recent environmental education research study and the impact of it on your practice or understanding about environmental education. Include the research citation.
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.	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.	

Applicant Review:
   __Novice   __Developing   __Master
   List evidence and describe how it meets the competency:

2.4 Knowledge of Environmental Education Materials and Resources 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. (GEEC 4.8)	**Suggested Response:** Participate in a Materials Guidelines (Part of the NAAEE Guidelines for Excellence in EE) training or self-review. Submit a review of a resource against the Guidelines for Excellence. Provide a formal, written justification for selection of a particular EE material.

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.

Applicant Review:
__Novice   __Developing   __Master
List evidence and describe how it meets the competency:

Theme 3 – Professional Responsibilities of the Environmental Educator
Environmental educators understand and accept the responsibilities associated with practicing EE. Environmental Educators maintain consistent and high standards for instruction and professional conduct.

3.1 E**xemplary environmental education practice** Environmental educators understand their responsibility to provide environmental education that is appropriate, inclusive, constructive, and aligned with the standards of the field.

Competency	Novice	Developing	Master
3.1 Model responsible, respectful and reasoned behavior as an environmental education professional.	Makes no attempt or poorly models appropriate behavior.	Models responsible, respectful, inclusive behavior with learners, co-workers, and peers.	Responsible, respectful, inclusive behavior with learners, co-workers, and peers is recognized by others. Includes letter of recommendation Includes signed Code of Ethics

Suggested Response:
Letter of Reference
Include a letter of reference from a colleague that describes examples of the applicants' responsible, respectful and inclusive behavior.

Applicant Review: __Novice   __Developing   __Master
List evidence and describe how it meets the competency:

3.2 Ongoing Learning and Professional Development Environmental educators are active learners in their professional lives. (GEEC 3.2)				**Suggested Response: Professional Development**
Competency	Novice	Developing	Master	For one professional development opportunity you participated in within the last year, explain:
3.2.1 Examine and improve skills through ongoing learning and professional development.	Makes no attempt at professional development.	Attends professional development activities.	Demonstrates continued professional development and reflects about the benefits.	Why you chose to participate in that professional development, How you applied what you learned professionally, and
			Implements new skills and knowledge.	How the training benefited you professionally.
			Shares knowledge to benefit the field.	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).

Applicant Review: __Novice   __Developing   __Master
   List evidence and describe how it meets the competency:

Theme 4 – Planning and Implementing Environmental Education

Environmental educators combine high-quality education with distinguishing 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 central to environmental education.

Competency	Novice	Developing	Master	**Suggested Response: Short Answer: Two Hats**
				Read "Two Hats," by John Hug and respond to the following questions:
4.1.1 Illustrate the differences between advocacy and education.	Does not identify distinctions between advocacy and education	Identifies a few 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.	Distinguish education practice from environmental advocacy. 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?
Applicant Review: __Novice __Developing __Master *List evidence and describe how it meets the competency:*				
4.1.2 Provide accurate, objective, balanced, and effective instruction that acknowledges different views and opinions about local	Makes no attempt or attempts incorrectly.	Demonstrates accurate and objective instruction.	Demonstrates accurate, objective, and balanced instruction.	**Suggested Response: Program Outline or Lesson Plan and Reflection**

				Submit at least two program outlines or lesson plans with the following details:
environmental conditions, issues or actions.				

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. Include:

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.	Includes multiple perspectives in instruction and facilitates learners in forming their own opinions and supporting and acting on their beliefs.

- Strategies to encourage learners to gain/explore different perspectives, form their own opinions and support their beliefs
- A defined learning cycle,
- Defined opportunities for audience participation, feedback and/or opinions.
  - Describe the appropriate location and setting for the

4.2 Knowledge about Learners and Learning 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.
	Setting and or activities are not accessible to all participants.	Setting is appropriate for abilities of the group.	Setting and activities are accessible and appropriate for abilities of all participants.
	Instruction is inappropriate for the audience.	Instruction is appropriate for the audience.	Goals and objectives are tailored to the various learning needs, developmental stages, and abilities of the audience.
	Provides no stimulus variation for engagement (uses only one modality or learning style).	Addresses more than one learning modality during the lesson.	Incorporates a variety of appropriate experiences. Tailors and adapts instruction according to learning modalities of individuals in the audience throughout the lesson

Applicant Review: __Novice   __Developing   __Master
  List evidence and describe how it meets the competency:

4.3 Knowledge of Various Teaching Methods
Environmental educators are familiar with and can employ a range of instructional methods. (GEEC 4.2, 4.9, 4.10)

lesson/program. The location/setting for the two lessons/programs should reflect two different kinds of locations/settings (e.g., indoor and outdoor)
- Amount of time appropriate for the lesson/program.

2. Identify the materials required for the program and where and/or how they will obtain them.

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.

4. Teaching Strategies: Identify the teaching strategies 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.

5. Instructional tools and technologies: List

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.

Applicant Review:
  __Novice   __Developing   __Master
  List evidence and describe how it meets the competency:

4.4 A Climate for Learning About and Exploring the Environment 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)

Competency	Novice	Developing	Master
4.4.1 Provide an age-appropriate environment for learning that is physically,	Makes no attempt to accommodate learner questions and interests. .	Attempts to accommodate learner questions or interests.	Successfully accommodates learners' questions or interests (may include seizing

instructional tools and technologies used to support instructional goals and engage students.

6. Safety/Preparation: Explain the consideration made to ensure a safe learning environment for the lesson/program.

7. Prior Knowledge and Experience Assessment: List the concepts important to assess prior to the lesson/program and how the concepts will be assessed. Include how common misconceptions revealed in the Prior Knowledge Assessment will be addressed in the lesson /program.

8. Theme, Goals and Objectives: Include a theme or goal statement and objectives for the instruction. 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

9. Responsibility, stewardship and action: One of the lesson plans or program outlines includes an opportunity for personal and civic action and

emotionally, and intellectually safe, relevant, and engaging.			an opportunity to enhance learning by building on a spontaneous event).	responsibility, stewardship, etc.

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. |
| | 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, culture, needs and home environment. | Connects the relevance and/or meaning of the lesson content or environment to the learners' personal experience, life, culture, needs and home environment. | **Reflection Section** (Post Instruction)

Reflect on instruction experiences and provide short answers to the following questions: |
| | 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 stages and culturally sensitive. Students exhibit respect for educator. | · What teaching strategies have worked best? Why? |
| | 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. | • Which strategies were least effective? Why? And what would you do differently?
• How did you integrate multiple disciplines?
• How do you excite and engage the audience?
• Describe a teachable moment that came up during a lesson/program and how you taught in the moment. |
| | 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. | • Describe one moment when you were distracted by |

			Includes diverse cultures, races, genders, social groups, ages, and perspectives with respect, equity, and an acknowledgment of the value of such diversity. Uses diverse backgrounds and perspectives.

Applicant Review: *__Novice*   *__Developing*   *__Master*
    List evidence and describe how it meets the competency:

4.5 Planning for Instruction Environmental educators plan environmental education instruction and programs that meet specific instructional goals. (GEEC 4.6)

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 organization.	Activities or lessons address the program goals or mission of the organization.	Activities or lessons support the program goals or mission of the organization.

- the learner and how you handled the situation.
- How have you incorporated opportunities for the learners to have first-hand experience of the world around them?
- How did you incorporate the learners' prior knowledge and experience to make the topic relevant?
- How were learners' conclusions and decisions influenced by different assumptions and interpretations about the environment?
- What did you learn from your pre-program assessment or assessment that was part of your instruction that resulted in a change in your lesson/ program? What changes did you make?
- ·How did you change your instruction or delivery as a result of information that you learned from a program assessment embedded in your instruction?

	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.

- How did you change your lesson/program, instruction or delivery as a result of a program evaluation?

Applicant Review:
    __Novice   __Developing   __Master
    List evidence and describe how it meets the competency:

Theme 5 - Learner Assessment and Program Evaluation
Environmental educators apply learner assessment and program evaluation to improve their practice. Environmental educators use tools to assess learner progress and evaluate the effectiveness of their program.

5.1 Learner Outcomes Environmental educators understand the importance of tying learner assessment to learning. (GEEC 5.2)

Competency	Novice	Developing	Master
5.1.1 Demonstrate the use of learner assessments to measure cognitive, affective and/or psychomotor outcomes that align with instructional objectives.	No assessment is planned or attempted.	Uses at least one learner assessment.	Uses learner assessment(s) that aligns with instructional objectives.

Applicant Review:
    __Novice   __Developing   __Master
    List evidence and describe how it meets the competency:

5.2 Assessment that is Part of Instruction Environmental educators use learner assessment in their practice. (GEEC 5.3)

Competency	Novice	Developing	Master
5.2.1 Demonstrate how learner assessment was used to shape instructional planning and/or delivery.	No assessment is planned or attempted.	Uses some learner assessment(s) during teaching and attempts to adapt the program to meet the needs of audience.	Uses learner assessments to adapt the program to meet the needs of audience during planning or delivery.

Applicant Review:
   __Novice   __Developing   __Master
   List evidence and describe how it meets the competency:

5.3 Improving Instruction Environmental educators use instructional experiences and learner assessments to improve instruction. (GEEC 5.4)

Competency	Novice	Developing	Master
5.3.1 Demonstrate how learner assessment data and program evaluation results were used to improve instruction.	No learner assessment or program evaluation is planned or attempted.	Learner assessments are implemented but results are not reported or shared.	Learner assessments are implemented and results are used to improve future instruction.

Applicant Review: __Novice   __Developing   __Master
   List evidence and describe how it meets the competency:

5.4 Evaluating Programming Environmental educators use program evaluation to improve environmental education programming. (GEEC 5.5)				*Suggested Response: Program Evaluation*
Competency	Novice	Developing	Master	*Provide a program evaluation plan or report that includes evaluation design, methods/tools for data collection, results and analysis of data, and conclusions/decisions made as a result of the program evaluation.*
5.4.1 Explain how program 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 program evaluation.	Distinguishes between learner assessment and program evaluation and the importance of each.	
			Provides evidence of application of program evaluation including evaluation purpose and development of evaluation questions.	
			Provides evidence of data collection and analysis for program evaluation.	
			Provides evidence of decisions made as a result of evaluation.	
Applicant Review: __*Novice* __*Developing* __*Master* *List evidence and describe how it meets the competency:*				

Summary Sheet

Theme 1 - Environmental Literacy	Novice	Developing	Master	Comments
1.1 Questioning, Analysis and Interpretation Skills				
1.2 Knowledge of Environmental Processes and Systems				
1.3 Processes of Addressing Environmental Issues				
1.4 Personal and Civic Responsibility				
Overall Theme:				
Theme 2 - Foundations of Environmental Education				
2.1 Fundamental Characteristics and Goals of Environmental Education				
2.2 How Environmental Education is Implemented				
2.3 The Evolution of the Field of Environmental Education				
2.4 Knowledge of Environmental Education Materials and Resources				
Overall Theme:				
Theme 3 – Professional Responsibilities of the Environmental Educator				
3.1 Exemplary environmental education practice				
3.2 Ongoing Learning and Professional Development				
Overall Theme:				
Theme 4 – Planning and Implementing Environmental Education				
4.1 Emphasis on Education, Not Advocacy				
4.2 Knowledge about Learners and Learning				
4.3 Knowledge of Various Teaching Methods				
4.4 A Climate for Learning About and Exploring the Environment				
4.5 Planning for Instruction				
Overall Theme:				
Theme 5 - Assessment and Evaluation				
5.1 Learner Outcomes				
5.2 Assessment that is Part of Instruction				
5.3 Improving Instruction				
5.4 Evaluating Programming				
Overall Theme:				

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