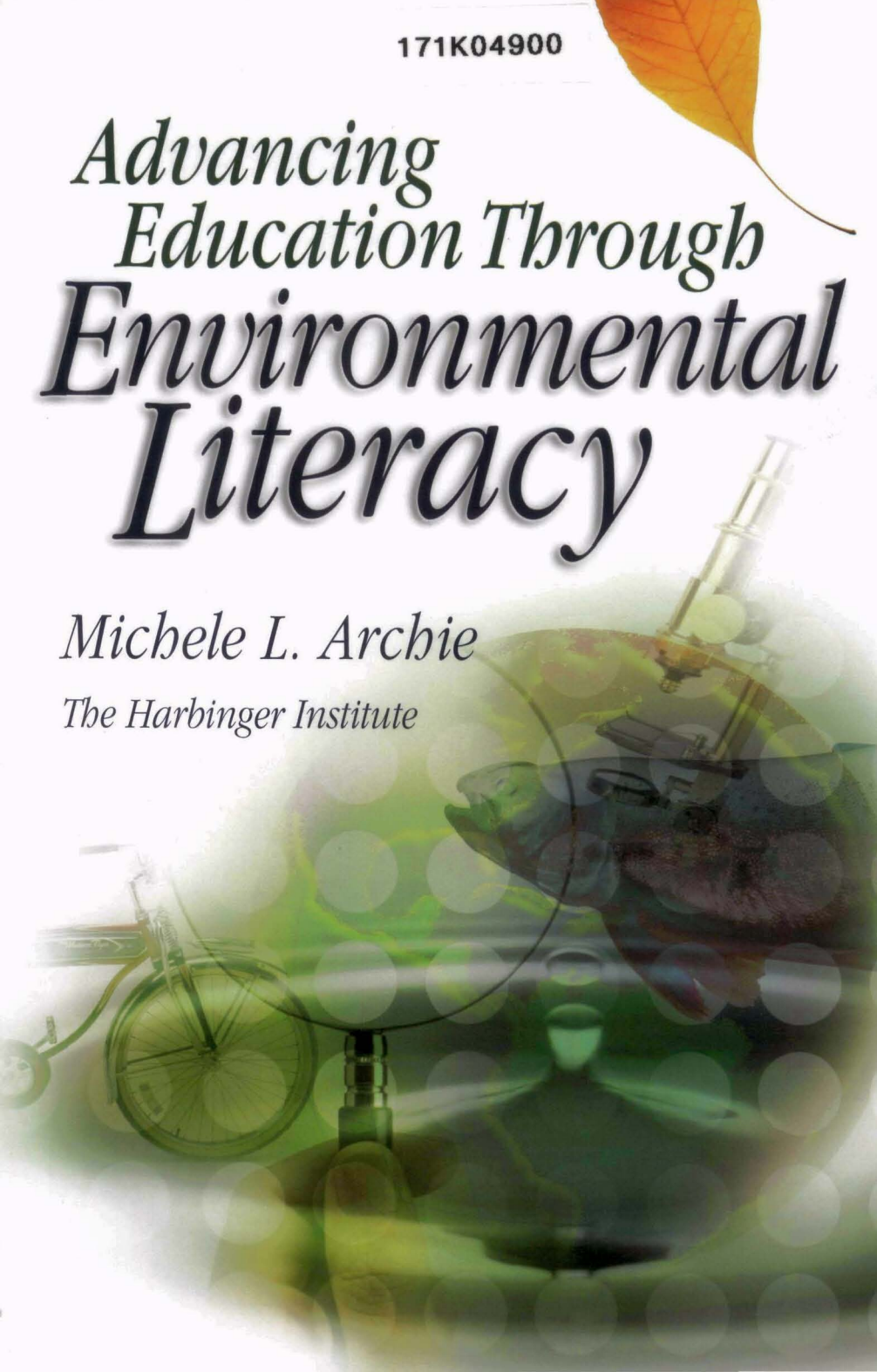
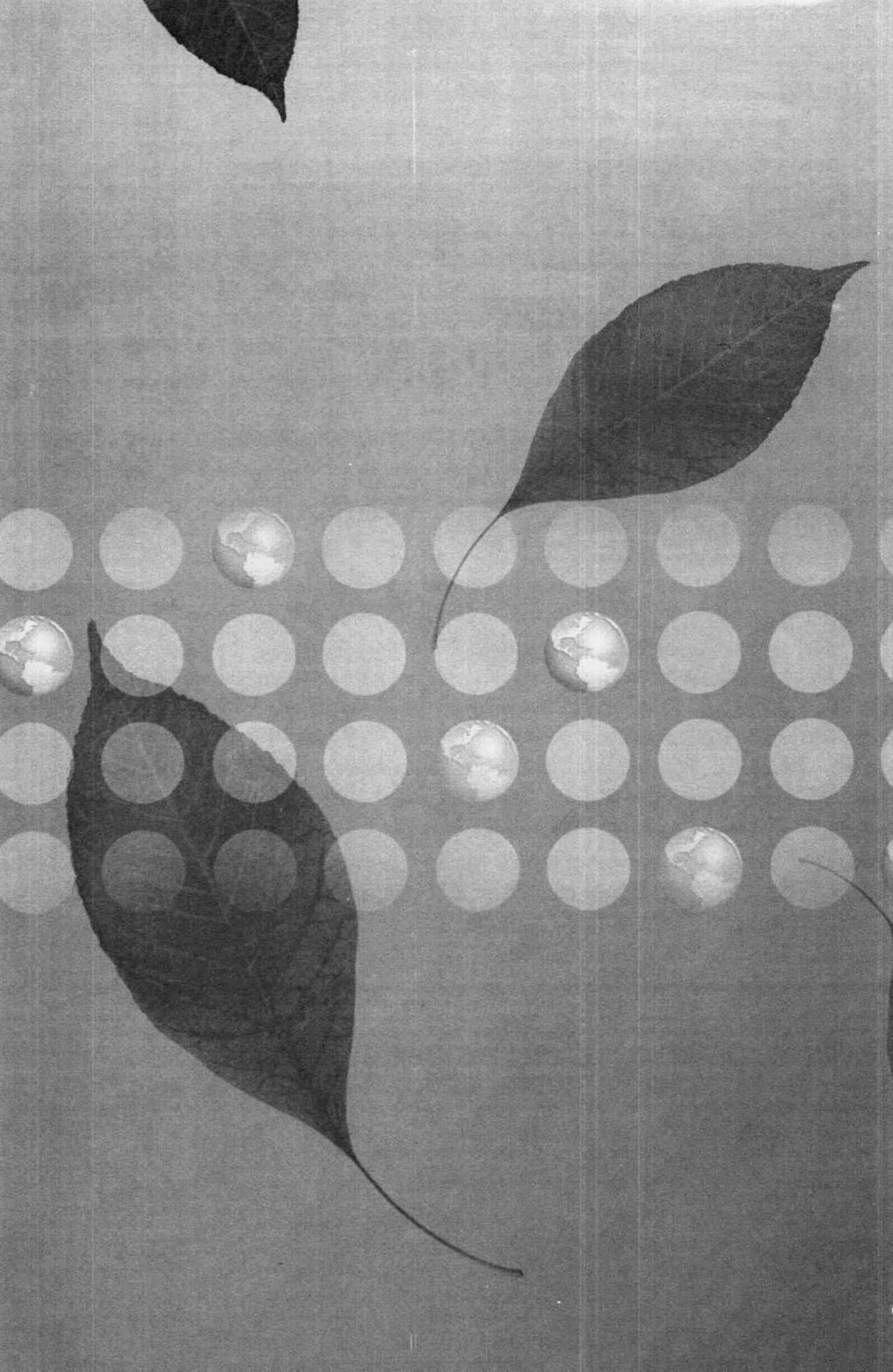


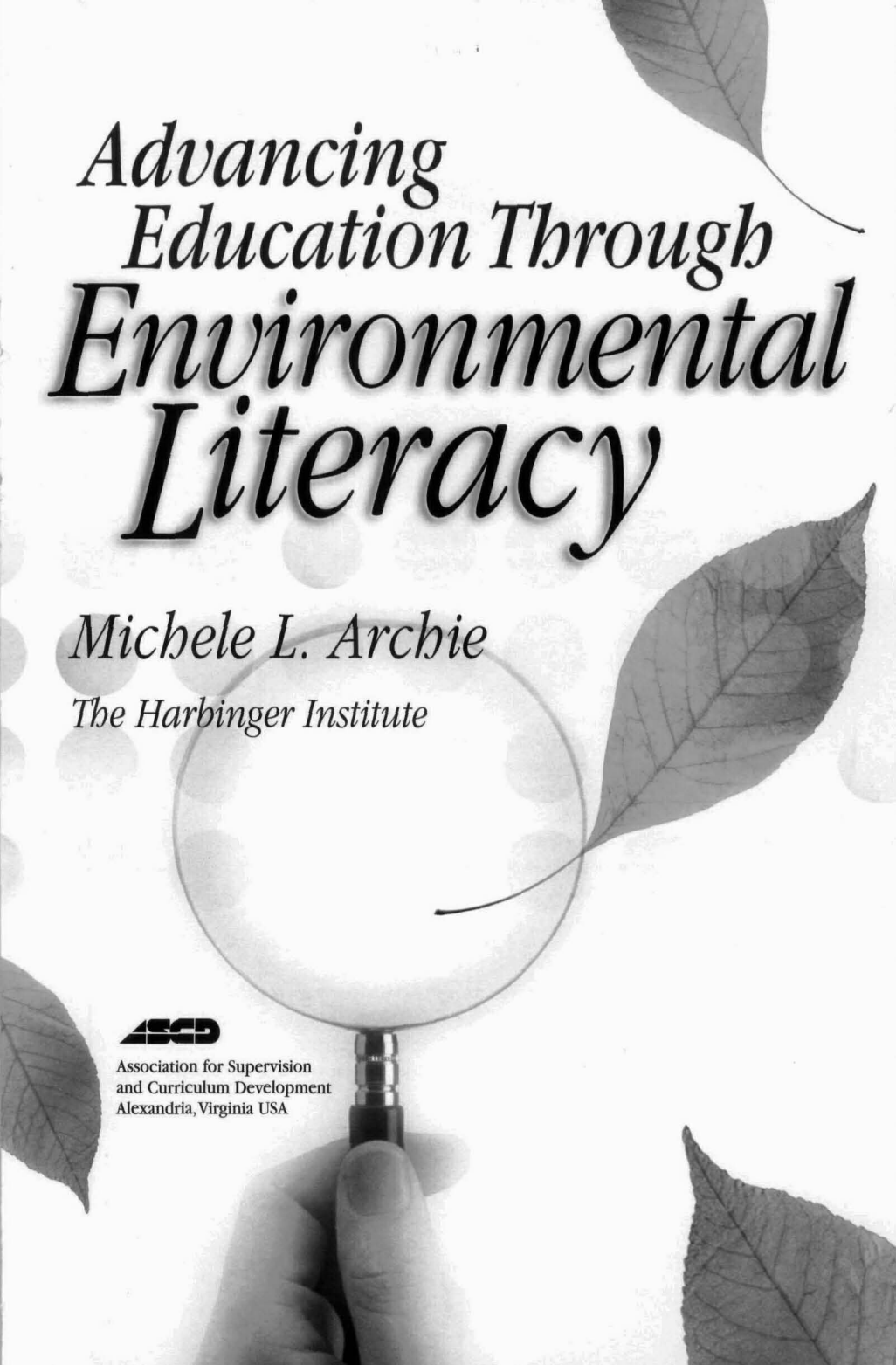
Advancing Education Through Environmental Literacy

Michele L. Archie

The Harbinger Institute







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Association for Supervision
and Curriculum Development
Alexandria, Virginia USA



Association for Supervision and Curriculum Development
1703 North Beauregard St., Alexandria, VA 22311-1714, USA
Phone: 1-800-933-2723 or 1-703-578-9600
Fax: 1-703-575-5408
Internet: <http://www.ascd.org>

Project Team

Bora Simmons, Northern Illinois University
Augusto Medina, Environmental Education and Training Partnership
Kathleen MacKinnon, U.S. Environmental Protection Agency
Pamela Karwasinski, Association for Supervision and Curriculum Development

ASCD Staff

Gene R. Carter, *Executive Director*
Theresa Lewallen, *Director, Health in Education Initiative*
Pamela Karwasinski, *Program Coordinator, Special Projects*
Gary Bloom, *Director, Design and Production Services*
Mary Beth Nielsen, *Manager, Editorial Services*
Lisa Post, *Associate Editor*
Georgia McDonald, *Senior Designer*
Eric Coyle, *Production Specialist*

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An Invitation to Educators

Across the country and around the world, growing numbers of educators are using the environment as a focal point for teaching. Many schools are also incorporating the environment into the curriculum, sometimes as a central focus, using local issue explorations, community service projects, outdoor learning experiences, and themes that cross disciplinary boundaries.

Across disciplines, teachers find that students are engaged in learning, feel challenged, and often perform better in school when they are studying their local environment. Learning about the environment can help students meet state academic standards while providing them with the knowledge and citizenship skills they will need to participate effectively in environmental decision making.

In today's world, *environmental literacy* is not a luxury. Simply defined, *environmental literacy* means understanding how human decisions and actions affect environmental quality as well as using that understanding as the basis for responsible and effective citizenship. Increasingly, people are asked to grapple with decisions ranging from land-use zoning to consumer choices that can affect air and water quality. Personal choices and societal policies have consequences for the natural world. People need the knowledge and skills to seek sound decisions that maintain public health and the quality of the environment. Students must be prepared for those responsibilities, as well.

Packaged with this booklet is *Meeting Standards Naturally*, a CD-ROM that offers a compendium of free activities to help educators promote academic excellence and environmental literacy. Activities featured on *Meeting Standards Naturally* focus on a range of subject areas including social studies, language arts, mathematics, fine arts, science, and health. This broad focus speaks to the diversity of educators who are using the environment as a focal point for top-quality education.

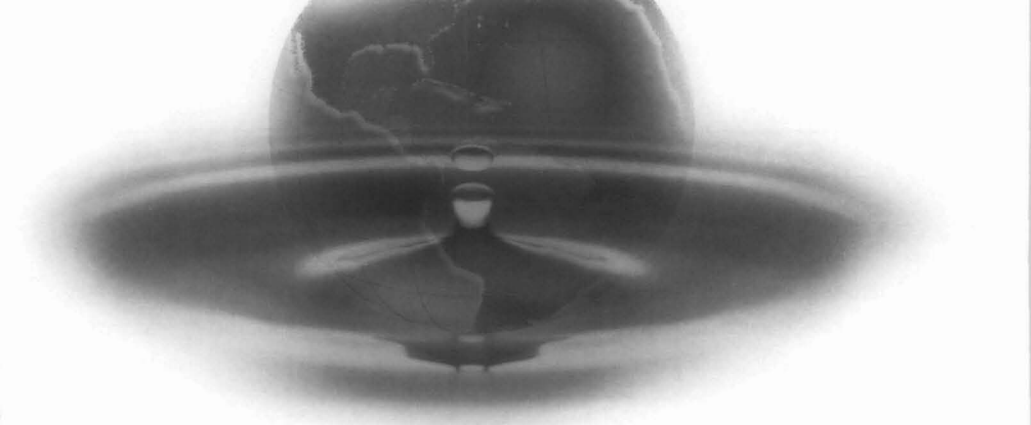
Together with the CD-ROM, this booklet is an introduction to using the environment as a context for learning and a means to help students develop essential skills. Both of these resources connect you with other sources of information and support that can help you continue your professional exploration of the tools and educational strategies used to advance both education and environmental literacy.



Gene R. Carter, Executive Director

Association for Supervision and Curriculum Development





Linking Education and the Environment

As education reform efforts continue, substantial agreement is emerging about what to teach in our schools. Education reform experts have identified essential content and skills, in large part through the process of developing national and state educational standards for the core academic disciplines, as well as state assessments that measure student performance. For the most part, these assessments are designed to measure not only students' knowledge of facts, but also their ability to write well, think critically, solve problems, and integrate knowledge.

Now the question in the forefront of many educators' minds is how best to teach. Which instructional strategies will best help students gain the knowledge and skills that will prepare them to pass state exams and meet the demands of future schooling, jobs, and societal responsibilities? How can curricula, school days, and teacher responsibilities best be organized to support this essential knowledge?

Many educators and schools are answering these questions by linking education and the environment. "Teachers are overburdened," says Susan Toth, former director of education at Florida's Pine Jog Environmental Education Center. "We can't expect them to add one more thing to their curriculum plates. But we can use environmental education to restructure what's already on their plates and make it more manageable."

Educators at Pine Jog have created partnerships with 11 nearby schools, helping them organize activities, curricula, and multidisciplinary instructional units around environmental themes. The results for the diverse schools that have taken up the challenge of systemic school change are remarkably similar: Students are more enthusiastic about learning and perform better academically. Teachers are more enthusiastic about teaching, bringing more innovative instructional strategies into the classroom and taking more leadership in school change (Glenn, 2000).

"I think environmental literacy is a right. Without it, people can do harmful things they would never intend to do."

Jane Eller
Kentucky Environmental
Education Council

"The school days seem shorter and shorter," notes Reeda Hart, a teacher at Grant's Lick Elementary School in Alexandria, Kentucky. "With so much to do, integrating everything through environmental education just makes sense. The curriculum not only gets covered, but also extended. Reading, writing, mathematics, science, and social studies, as well as group dynamics, problem solving, and real world issues . . . We're accomplishing so many things with the environment as a context."

Environmental education is a powerful and flexible tool that provides a focus for many of the strategies that educators are using to reorganize their full plates. Many educators use the environment as a foundation for project-based learning, service learning, and theme-based learning. These educational approaches tend to emphasize hands-on learning, the development of critical thinking and problem-solving skills, and student initiative, as well as a grasp of concepts that span academic disciplines.

"Learning out of context is a waste. We don't have time for children to ask, 'Why am

I doing this?'" notes Jane Weaver, a 5th grade teacher in Texas. Weaver's approach to teaching is entirely project-based. Her students learn by tackling complex, real-world projects, many of which focus on the local and regional prairie environment. In taking on everything from prairie restoration to designing and building a bridge, the

"I know my students are interested in environmental issues when I see them making weekend or after-school trips to do research for class. I don't require this, and I don't give extra credit for it. They do it because they want to."

Nancy Piraino
Memorial High School, Madison, Wisconsin

5th graders learn science, mathematics, history, social studies, language arts, and more.

This instructional approach is an example of using the environment as an integrating context for learning (Lieberman & Hoody, 1998). Using a school's surroundings and community as a focal point, educators integrate subject-area knowledge and skill development. Students learn standards-based subject matter, build thinking and problem-solving skills, and develop basic life skills such as cooperation and interpersonal communication. Students also gain an appreciation for how their community and natural surroundings relate to each other.

Organizing instruction around environmental themes boosts the educational relevance to students. Teachers who incorporate the environment into their teaching often report that students show new interest in academics and learning—and the teachers themselves sometimes find that their own interest in teaching has been renewed. Because environmental topics lend themselves to hands-on instruction, this kind of education can appeal to students with diverse learning styles.

Advancing Environmental Literacy and Citizenship

"The environment is a great integrator. It's hands-on and engages students," says Bora Simmons, professor of environmental education at Northern Illinois University. But Simmons cautions that simply using the environment to teach a standard curriculum may not do enough to improve environmental literacy.

In its most general sense, environmental literacy means understanding how human actions and decisions affect environmental quality and acting on that understanding in a responsible and effective manner. Environmental literacy consists of four essential aspects (NAAEE, 2000):

1. Developing inquiry, investigative, and analysis skills.
2. Acquiring knowledge of environmental processes and human systems.
3. Developing skills for understanding and addressing environmental issues.
4. Practicing personal and civic responsibility for environmental decisions.

Students may get some of the environmental literacy equation from instruction that uses environmental themes. According to Simmons, however, it takes a well-designed scope and sequence to give students the best chance at achieving all four environmental literacy goals. "Schools can take a comprehensive view of environmental literacy and provide experiences in a way that develops the knowledge and skills necessary for responsible citizenship."

A primary goal of public education is to prepare young people for the responsibilities of citizenship. Many schools, particularly middle schools and high schools, require community service as part of the educational program. Service learning—in which these service experiences are integrated into an investigative curriculum—is also gaining acceptance in classrooms, linking students with their schools and surrounding communities. Because of the interest they hold for young people, environmental topics and issues are commonly at the heart of these service projects.

Informed and active participation is a key component of environmental literacy and a common goal of service learning and citizenship education. In fact, all four of the major aspects of environmental literacy are applicable to, and necessary for, successful citizenship. This is especially true today when so many of our public and private decisions can affect public health and environmental quality.

"In my classes, I have students deal with things in their community, not necessarily big issues, but local concerns. When these issues come up in the news later, students remember talking about them in class and can make informed statements. I see the response, 'Maybe what I'm learning is relevant.' And I think that feeling transfers to other topics they're learning about."

Scott Stankowski
Lincoln High School
Wisconsin Rapids, Wisconsin

School Snapshots



The snapshots on these pages demonstrate how schools across the nation are using the environment to boost academic performance, increase student motivation, and enhance environmental literacy.

Huntingdon Area Middle School, Huntingdon, Pennsylvania

Science Teams in Rural Environments for Aquatic Management Studies (STREAMS) started as a way to make study hall less boring. Students could choose to use their study hall to get involved in hands-on outdoor learning and environmental studies. Over time, STREAMS has evolved into a program for all 6th graders. Social studies, science, math, and language arts teachers collaborate to help students work on complex environmental projects.

After they complete this core course, many students continue their studies and projects in an after-school club. The club takes on environmental projects that benefit the community. Students fund their activities by writing their own grant proposals. Projects have included assessing watersheds, repairing broken sewage lines, constructing wetlands, and restoring stream banks.

In addition to forming valuable community partnerships, STREAMS students have revitalized their passion for learning. Their enthusiasm has rubbed off on parents, who volunteer their support for student projects. Students have increased their comprehension, retention, and assimilation of concepts skills, and the school's discipline problems have decreased.

Helen M. King Middle School, Portland, Maine

In 1993, Helen M. King Middle School retooled its curriculum to focus on environmental themes. Struggling with discipline and attendance problems, poor academic performance, and minimal parental involvement, the principal and a team of teachers eliminated tracking and built the curriculum around focus units. Each of these "learning expeditions" culminates in projects showcased for the school and the community. With names such as "Rock the House," "Weathering the Storm," and "Yuckology," the units invite students to explore their local environment and how it affects their lives.

Despite steady population increases in King's low-income students and those with limited English proficiency, which can correlate to lower test scores,

the school's standardized test results have shown marked improvements in all disciplines, including writing. Parental involvement has grown from one percent to 27 percent. Seventy-five percent of all teachers at King now participate in summer professional development programs, and student behavior, attendance, and attitudes have all improved dramatically.

School of Environmental Studies ("Zoo School"), Apple Valley, Minnesota

High school juniors and seniors attend the School of Environmental Studies, which is located on the grounds of the Minnesota Zoo. The zoo and a nearby regional park function as learning labs for this school. The curriculum, unified by environmental themes, helps students draw connections between disciplines. Three hours are devoted daily to a seamless integration of language, social studies, and environmental science classes. For 10 days during each trimester, students pursue independent studies. Often these studies involve fieldwork or service projects.

The integrated curriculum, community mentoring and internship programs, and faculty advising add up to significant benefits for students. ACT scores are higher than those of their peers, students are well prepared for college, and they tend to graduate with experience as active citizen leaders.

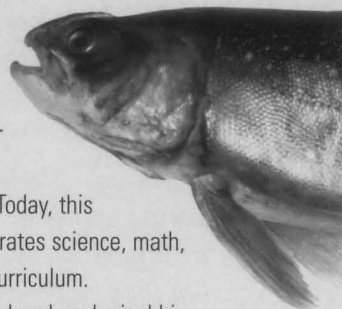
Gililland Elementary School, Fort Worth, Texas

Eleven years ago, one teacher and her 5th grade class at Gililland Elementary School started studying a nearby plot of former prairie. Today, this school is nationally recognized for the Prairie Project, which incorporates science, math, history, social studies, language arts, and more in a project-based curriculum.

Students have helped restore the prairie, studied the area's social and ecological history, and published literary research on the legends of prairie flowers. They have designed and built a bridge to improve public access to the prairie, added a greenhouse for growing native plants and collecting the seeds, planted trees and an herb garden, and made quilts. Students help write applications for grants to support their own learning projects.

District middle school teachers note that Gililland graduates show a sustained interest in science. Gililland has earned several awards based on student achievement, and an above-average proportion of students pass all sections of the Texas Assessment of Academic Skills. The Prairie Project has also given the town a focal point for community pride and involvement.

Source: From Environmental education and educational achievement: Promising programs and resources. (2002, October). Washington, D.C.: National Environmental Education and Training Foundation.



Results That Count

As the snapshots suggest, linking education and the environment can result in dramatic improvements in the quality of education. In schools, it can improve the effectiveness of education overall (measured in a variety of ways, including standardized testing), boost enthusiasm for learning and pride in accomplishments, and decrease discipline and attendance problems, all the while building environmental literacy.

A report issued in 2000 by the National Environmental Education and Training Foundation reviewed schools that adopted environmental education as the central focus of their academic programs. According to that report, “The results in all of the schools studied are impressive and heartening, as the nation searches for effective ways to improve the quality of education our children receive in public and private schools” (Glenn, 2000, p. 3). This study showed

- Reading and mathematics scores improved.
- Students performed better in science and social studies.
- Students developed the ability to transfer their knowledge from familiar to unfamiliar contexts.
- Students learned to “do science” rather than just “learn about science.”
- Classroom discipline problems declined.
- All students have the opportunity to learn at a higher level.

Similarly, a 1998 report by the State Education and Environment Roundtable found that using the environment as a context in which to integrate science, math, social studies, and language arts can result in greater academic achievement. *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning* reported remarkable improvements in academic achievement and behavior among students at 40 schools in 12 states (Lieberman & Hoody, 1998).

“There’s no question that environmental education can help boost student performance in traditional subject areas,” notes Margaret Tudor of the Washington State Department of Fish and Wildlife. Preliminary comparisons of academic performance in Washington schools show that schools with environmental education programs perform significantly better on standardized tests in reading, writing, mathematics, and science than do other schools.

“Furthermore,” says Tudor, “we’re just beginning to collect and assess samples of student work to learn more about how environmental education is advancing environmental literacy in these schools—including higher-order thinking skills and the ability to integrate knowledge across subject areas. When we piloted our integrated assessments

last year, we found that students in environmental education-based schools did better than those in schools with [less] experience with environmental programs.”

Hallmarks of Quality

Teaching and learning about the environment can bring up controversies that must be handled in a fair and balanced manner in the classroom. Because environmental issues involve differing opinions, perspectives, and values, environmental education helps students develop skills for understanding and addressing those issues from a personal and social standpoint, as well as a scientific one. Because of the broad range of skills and knowledge needed for environmental literacy, this kind of education lends itself well to team teaching or thematic approaches that focus on an environmental subject from a number of disciplinary perspectives.

Whether you teach alone or with a team of teachers, selecting developmentally appropriate topics and materials is crucial to success. Environmental education fits across all grade levels, but topics and instructional strategies that are appropriate for middle school will not necessarily work in 1st grade. As an educator, you must rely on your professional judgment to match your students’ development level with skills, concepts, and instructional techniques as presented through your educational materials. Top-quality programs and materials will assist you by noting essential skills and concepts, recommending an appropriate age range, and identifying the disciplinary standards an activity or module will help attain.

Top-quality environmental education materials and programs also offer a variety of means for assessing learner progress that are tied to learner outcomes. They provide examples of how to use specific performance-based assessments such as portfolios, open-ended questions, group or independent research, or other appropriate culminating projects to indicate mastery. Culminating activities can also help students reach beyond themselves and practice the

“For me, environmental education is a ‘two-fer.’ I get to do something that will help the environment and help kids. Those are two great payoffs. It’s great education. I’ve watched kids really grow and shine because they’re connected with something that encourages them to learn.”

Jane Eller
Kentucky Environmental Education Council

kind of informed, responsible citizenship that is the ultimate aim of environmental literacy.

Jane Eller of the Kentucky Environmental Education Council calls assessment “a constant feedback process.” She notes, “Culminating activities are critical tools for assessing student learning. But if students are going to do well on those culminating activities, teachers should continually assess student understanding and adjust their own

teaching strategies as necessary to ensure that all students do well. So teachers are assessing both the students' performance and their own at the same time." When reviewing environmental education programs and materials, teachers should look for suggested means of assessing learners' baseline knowledge and skills and an ongoing assessment process as another hallmark of quality.

As support for designing balanced, accurate, and pedagogically sound educational materials or school programs, the National Project for Excellence in Environmental Education has produced guidelines for excellence. These documents—one set for environmental education materials and another for learner achievement benchmarks at different grade levels—are practical tools for classroom teachers, school administrators, and curriculum developers (see Internet Resources, p. 15, to find out more). The learner guidelines are correlated to national disciplinary standards for easy integration with core disciplines.

Taking the Next Steps

"Most environmental education programs I've seen in schools are instigated by a couple of teachers who get really excited about the idea," observes Dawn Dubats, an educator with the nonprofit Tree Trust in St. Paul, Minnesota. Like the Prairie Project, which began with one teacher taking her class outdoors, or STREAMS, which started as a study hall enrichment

program, some of the most successful school-based environmental education programs had simple beginnings. The first step is to begin.

If you are intrigued by what you have just read, you may want to take the next step by reviewing the *Meeting Standards Naturally* CD-ROM included with this booklet. Insert the CD-ROM into your computer's CD drive to find more information about using the environment as an educational vehicle.

Free activities on the CD-ROM are linked to different grade levels and subject areas, making it easy for you to choose the ones that are right for your situation. These activities were selected as an introduction to environmental education. Using them in your classroom will let you explore how environmental education can help meet academic standards, boost student learning, and promote environmental literacy.

Beyond the activities and ideas offered on the *Meeting Standards Naturally* CD-ROM,

"I'd say the most important aspect of teaching about the environment is to look at all aspects involved with an issue or problem. Teach from an unbiased position no matter how strong your ideas are about the topic. Let the kids make decisions for themselves—that's the most valuable experience for them."

Scott Stankowski
Lincoln High School, Wisconsin Rapids, Wisconsin

you will find more sources of information, support, and instructional materials in the Resources section that follows. These resources provide a rich ground for you to explore the tools and educational strategies that you can use to improve the quality of education, enhance your students' experiences in school, and prepare students for a lifetime of informed and active citizenship.

References

- Glenn, J. L. (2000, September). *Environment-based education: Creating high performance schools and students*. Washington, DC: National Environmental Education and Training Foundation.
- Lieberman, G. A., & Hoody, L. L. (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. San Diego, CA: State Education and Environment Roundtable.
- North American Association for Environmental Education. (2000). *Excellence in environmental education: Guidelines for learning (K-12)*. Washington, DC: Author.

Resources

National Organizations and Programs

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org> 1-703-578-9600

Founded in 1943, ASCD, an international, non-profit association, is one of the largest professional development organizations for educators. It provides education information services, offers cutting-edge professional development for effective teaching and learning, and supports activities to provide educational equity for all students. ASCD's 160,000 members reside in 135 countries and include teachers, principals, superintendents, professors of education, and other educators. ASCD's position on environmental education states, "Because people in developed nations are rapidly consuming earth's natural resources and because the world population is increasing rapidly, human beings must take individual and social responsibility for the environment. Schools should provide environmental education." (Excerpted from *What We Believe: Positions of the Association for Supervision and Curriculum Development*. Revised 2001.)

ASCD Environmental Education Network

Facilitator: Bora Simmons, Northern Illinois University 1-815-753-9069 boras@niu.edu

ASCD's Environmental Education Network is an independent association of persons and organizations interested in environmental education and sharing resources, information, and ideas.

Environmental Education and Training Partnership (EETAP)

<http://www.eetap.org> 1-715-346-4958

EETAP supports classroom teachers and other educators by providing professional development, resources, and other support services to help them teach effectively about the environment.

National Environmental Education and Training Foundation (NEETF)

<http://www.neetf.org> 1-202-833-2933

NEETF's Education and Environment (K-12) program helps connect environmental education and the formal K-12 education system. Related publications are available on the Web site.

North American Association for Environmental Education (NAAEE)

<http://www.naaee.org> 1-706-764-2926 email@naaee.org

NAAEE is a professional environmental education association that conducts an annual conference, publishes resource materials, and promotes the professional development of its members and the field of environmental education. One of its projects, the National Project for Excellence in Environmental Education, has developed guidelines for environmental education materials, programs, and teacher education.

Project Learning Tree (American Forest Foundation)

<http://www.plt.org> 1-202-463-2462

This interdisciplinary K–12 program provides instructional materials on topics ranging from forests, wildlife, and water, to community planning, waste management, and energy. PLT offers activities in English and Spanish correlated to national science, social studies, and environmental education standards, as well as activities correlated to state curriculum standards.

Project WET (Montana State University)

<http://www.projectwet.org> 1-406-994-5392

Project WET is an interdisciplinary K–12 program that fosters knowledge and stewardship of water resources while helping students meet academic standards. WET offers activities that are correlated to state standards.

Project WILD (Council for Environmental Education)

<http://www.projectwild.org> 1-713-520-1936 info@projectwild.org

This interdisciplinary K–12 program focuses on wildlife as a means of engaging student interest in learning and academic achievement. WILD offers activities that are correlated to national science, environmental education, and state standards.

State Education and Environment Roundtable (SEER)

<http://www.seer.org> 1-858-676-0272

This cooperative endeavor of 16 state departments of education works to enhance student achievement, improve K–12 instructional practices, and help schools achieve their improvement goals by implementing the Environment as an Integrating Context model.

U.S. Environmental Protection Agency (EPA) Office of Environmental Education

<http://www.epa.gov/enviroed>

This agency spearheads national efforts to advance and support environmental education. The Office of Environmental Education administers grants, educator training, and student fellowships; facilitates federal agency projects; and develops and supports publications and Web resources.

Windows on the Wild (World Wildlife Fund)

<http://www.worldwildlife.org/windows> 1-800-225-5993

Windows on the Wild (WOW) is an environmental education program that uses biodiversity to explore connections among science, geography, economics, community development, communications, and other disciplines. Its Web site offers teacher guides, classroom activities, professional development resources, and information related to biodiversity. The World Wildlife Fund (WWF) offers activities that are correlated to the national science and social studies standards.

Publications

Archie, M. (2001, August). Moving into the educational mainstream: Environmental education. *Infobrief*, 26. Alexandria, VA: ASCD. <http://www.ascd.org/readingroom/infobrief/issue26.html>

This publication examines how environmental education can work within the formal education system to help achieve educational goals.

Braus, J., & Wood, D. (1994). *Environmental education in the schools: Creating a program that works!* Washington, DC: North American Association for Environmental Education. <http://www.naeee.org/publications/pubdescriptions.php>

This book contains a wealth of ideas to help plan an environmental education program or incorporate environmental content into teaching, including teaching strategies, fundraising and evaluation tips, resources, and dozens of activities.

Environmental Education and Training Partnership. (2002). *Teaching with the future in mind* [poster]. <http://www.eetap.org/eetapwhatsnew.html#poster>

This colorful poster includes a resource section on the back with classroom activities ideas.

Heimlich, J.E. (2002). *Environmental education: A resource handbook*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

This handbook of collected articles provides a reference guide on topics including integrating environmental education into the formal education system.

Lieberman, G. A., & Hoody, L. L. (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. San Diego, CA: State Education and Environment Roundtable. <http://www.seer.org/pages/GAP.html>

Lieberman and Hoody document improvements in student achievement and behavior from using the environment as a context for learning. This report is a result of a qualitative study of 40 schools based on surveys, interviews, observations, and achievement tests.

Mann, L. (Ed.). (1999, Spring). *EEducator: Advancing education reform* (special ed.). North American Association for Environmental Education. <http://www.naeee.org/publications/pubdescriptions.php>

This special edition from the North American Association for Environmental Education includes collected articles that offer ideas for integrating curriculum, activities, and resources, as well as descriptions of exemplary programs and partnerships.

National Environmental Education and Training Foundation. (2002, October). *Environmental education and educational achievement: Promising programs and resources*. Washington, DC: Author. <http://www.neetf.org/Education/reports.shtm>

This report provides 10 accounts that illustrate promising strategies and practices for integrating environmental education into educational settings, as well as a listing of environmental education resources.

Internet Resources

EE-Link

<http://www.eelink.net>

EE-Link is a project of the North American Association for Environmental Education that makes high-quality environmental education materials available to teachers and other educators.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education

<http://www.ericse.org/eeindex.html>

This site is part of the federally supported Educational Resources Information Center. Its database includes descriptions of nearly a million articles, reports, curriculum guides, books, and other information sources.

"Fundamentals of Environmental Education" online course

<http://www.uwsp.edu/natres/rwilke/eetap>

Contact Dr. Rick Wilke, University of Wisconsin-Stevens Point, at 1-715-346-4766 or rwilke@uwsp.edu.

Nationally known environmental educators developed and reviewed this course in basic environmental education. The Environmental Education and Training Partnership and the University of Wisconsin-Stevens Point offer this course to online participants, who can earn two undergraduate or graduate credits. Participants can also elect to take the course as a noncredit workshop. Other universities will also offer the course.

GreenCOM Resource Center

http://www.greencom.org/greencom/resource_center/resource_center.asp

This searchable collection of classroom materials offers more than 3,000 high-quality items in several languages.

Kentucky Environmental Education Council

<http://www.state.ky.us/agencies/envred>

The Kentucky Environmental Education Council (KEEC) coordinates environmental education activities throughout the Commonwealth. KEEC developed standards for environmental education, maintains a database of resources, and promotes the development of environmental education-based resource schools throughout the state.

National Project for Excellence in Environmental Education

<http://www.naaee.org/npeee>

This site offers online versions of published guidelines for environmental education materials and programs, a workbook for applying the guidelines, as well as resource guides identifying high-quality environmental education materials.

Pine Jog Environmental Education Center's collaboration with schools

<http://www.pinejog.org/WebPages/ModelSchools.htm>

Pine Jog provides comprehensive services to assist with planning, professional development, implementation, and evaluation of environmental education programs. The Model Schools program ties student performance goals in individual Schools Improvement Plans into a program that uses the environment as a theme for student learning in reading, writing, science, social studies and math.

U.S. EPA Office of Environmental Education resource page

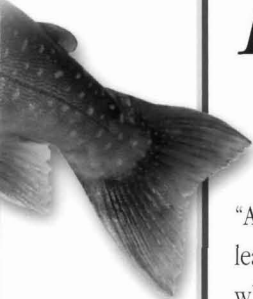
<http://www.epa.gov/enviroed/resources.html>

This page offers an array of EPA-supported resources for environmental education including Web sites, publications, and a database of educational materials sorted by environmental topic.

Washington Forest Protection Association (WFPA)

<http://www.wfpa.org/ee>

WFPA works with schools and communities to foster education programs that prepare youth to use critical thinking skills to make wise decisions about forests in Washington State. See Current Research ("Better Test Scores Through Environmental Education"), Secondary Integrated Teams, and Environmental Study Site Program pages, among others on the site.



Advancing Education Through Environmental Literacy

"Across disciplines, teachers find that students are engaged in learning, feel challenged, and often perform better in school when they are studying their local environment. Learning about the environment can help students meet state academic standards while providing them with the knowledge and citizenship skills they will need to participate effectively in environmental decision making."

*Gene R. Carter, Executive Director
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About the Author

Michele L. Archie is an ASCD consultant and freelance writer. She has a background in environmental education and is involved with promoting civic engagement around environmental issues.



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Association for Supervision and Curriculum Development
Alexandria, Virginia USA