Program Report for the Initial Preparation of Environmental Educators
North American Association for Environmental Education (NAAEE)
Option A

COVER SHEET

1. Institution Name

2. State

3. Date submitted
   MM  DD  YYYY

4. Report Preparer's Information:
   Name of Preparer:
   Phone:  Ext.
   (  ) -
   E-mail:

5. NCATE Coordinator's Information:
   Name:
   Phone:  Ext.
   (  ) -
   E-mail:

6. Name of institution's program

7. NCATE Category

8. Grade levels\(^{(1)}\) for which candidates are being prepared

\(^{(1)}\) e.g., K - 12, K - 5, 7 - 12, 9 - 12

9. Program Type
   \(\checkmark\) First Teaching License
   \(\checkmark\) Advanced Teaching
   \(\checkmark\) Other School Personnel
   \(\checkmark\) Unspecified

10. Degree or award level
    \(\checkmark\) Baccalaureate
Is this program offered at more than one site?
Yes
No

If your answer is "yes" to above question, list the sites at which the program is offered

Title of the state license for which candidates are prepared

Program report status:
Initial Review
Response to One of the Following Decisions: Further Development Required or Recognition with Probation
Response to National Recognition With Conditions

Is your unit seeking
NCATE accreditation for the first time (initial accreditation)
Continuing NCATE accreditation

State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
Yes
No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAAEE standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:
NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: Indicate the role of the faculty member (4)</td>
<td></td>
</tr>
<tr>
<td>Faculty Rank (5)</td>
<td></td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)</td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (9)</td>
<td></td>
</tr>
</tbody>
</table>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAAEE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment #2: Content knowledge in early childhood education (required)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment #4: Student teaching or internship (required)
Assessment #5: Candidate effect on student learning (required)
Assessment #6: Additional assessment that addresses NAAEE standards (required)
Assessment #7: Additional assessment that addresses NAAEE standards (optional)
Assessment #8: Additional assessment that addresses NAAEE standards (optional)

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAAEE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAAEE standards.

1. Nature of Environmental Education and Environmental Literacy. Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice.

2. Environmental Literacy of Candidates. Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment.

3. Learning Theories and Knowledge of Learners. Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students in environmental education.

4. Curriculum: Standards and Integration. Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.

5. Instructional Planning and Practice. Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.

6. Assessment. Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment. Candidates use assessment as a means of on-going evaluation of effective teaching and learning.

7. Professional Growth in Environmental Education. Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education.
SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- **Content knowledge (Assessments 1 and 2)**
- **Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)**
- **Focus on student learning (Assessment 5)**

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge” assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. **#1 (Required)-CONTENT KNOWLEDGE:** Data from licensure tests or professional examinations of content knowledge. NAAEE standards addressed in this entry could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV

2. **#2 (Required)-CONTENT KNOWLEDGE:** Assessment of content knowledge in environmental education. NAAEE standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations, GPAs or grades, portfolio tasks, and products/performances that show analysis of environmental issues and civic engagement.

   (13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. **#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates can effectively plan instruction. NAAEE standards that could be addressed in this assessment include but are not limited to Standards 3-6. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, review of environmental education instructional materials, individualized educational plans, learner needs assessments, intervention plans, and reflections.

Provide assessment information as outlined in the directions for Section IV

4. **#4 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. NAAEE standards that could be...
addressed in this assessment include but are not limited to Standards 3-7. The assessment used in student teaching or an internship should be submitted.

The assessment should include evidence of candidate reflection.

5. #5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NAAEE standards that could be addressed in this assessment include but are not limited to Standards 3-6. Examples of assessments include those based on teacher work samples, portfolio tasks, case studies, action research reports, follow-up studies, and employer surveys.

The assessment should include evidence of candidate impact on student learning, including use of assessment products and communication of assessment results.

Provide assessment information as outlined in the directions for Section IV

6. #6 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Additional assessment that addresses NAAEE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, case studies, and environmental issue analysis and civic engagement products.

Provide assessment information as outlined in the directions for Section IV

7. #7 (Optional): Additional assessment that addresses NAAEE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, case studies, and environmental issues analysis and civic engagement products.

Provide assessment information as outlined in the directions for Section IV

8. #8 (Optional): Additional assessment that addresses NAAEE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, case studies, and environmental issues analysis and civic engagement products.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section.

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.