



### Welcome to Our Survey

Dear Teacher or Administrator:

Welcome and thank you for opening the *Environmental Education: Inventory of Current Practices* survey!

With support from the Rhode Island Foundation and the Pisces Foundation, the Rhode Island Environmental Education Association (RIEEA) has designed this survey to gain an accurate understanding of the current state of environmental education (EE) in RI schools and to assess what educators need to successfully implement EE practices. Ultimately, the survey will be shared with other states to improve EE and professional development at the national scale.

We would appreciate it if you could complete the survey by March 9, 2018. The survey should take about 10 minutes to complete.

As a token of appreciation for your time and effort for participating in the survey, we will be raffling off \$100 gift cards to TEN survey respondents.

Thank you for your time. It's only with the generous help of people like you that our project can be successful.

Sincerely,

Rhode Island Environmental Education Association

\* 1. In your opinion, what is Environmental Education? How would you explain Environmental Education in your own words?

2. Please indicate your level of agreement with each of the following statements.

Environmental education:

	Strongly disagree	Disagree	Agree	Strongly agree
Is an "add on" to current classroom curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes time away from mandatory classroom curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be used to enhance curriculum and instruction in ALL subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is used to enhance curriculum and instruction only in science and social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes place INSIDE the classroom and school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes place OUTSIDE the classroom and school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consists of providing environmental information or facts about specific environmental problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weaves real world experiences and environmental issues into students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attempts to indoctrinate students to a certain point of view about the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is successfully taught only by science teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is NOT my responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a way to enhance the curriculum and instruction of multiple subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides meaningful, authentic, and applied learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes place in the schoolyard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes place in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 3. What is your current role at your school?

- ☐ Teacher
- ☐ Administrator

*Environmental Education* has a two-pronged definition.

First, it is the learning process through which students and citizens attain Environmental Literacy. The Partnership for 21st Century Skills defines an environmentally literate student as one who can:

- demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) (Partnership for 21st Century skills, 2011)

Second, Environmental Education is any learning process that takes place in the natural world—i.e., outdoors, such as in a school yard, an outdoor classroom, an outdoor habitat, a park, a nature center, etc.

4. Please indicate your level of agreement with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
Environmental Education should be considered a priority in our PK-12 school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All pre-service teachers should be required to take an Environmental Education content and methods class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to mandate that school districts develop and implement an Environmental Education curriculum plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to take the time to integrate environmental issues and concepts that are related to my discipline into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is important to me personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about environmental problems/issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am active in environmental protection efforts in my community or region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental literacy is an important component of scientific literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Prior to filling out this survey, how aware were you of the following?

Environmental Education:

	Not at all aware	Somewhat aware	Moderately aware	Very aware
Improves student academic engagement and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves critical thinking, inquiry skills, and problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds democratic citizenship skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves student proficiency in core academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases student performance on standardized assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduces negative behavior among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases collaboration among educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a positive effect on students' physical and mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a positive effect on students' career interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases students' environmentally friendly behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enables students to develop the confidence/motivation/ability to make responsible decisions as a member of a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recall our definition of Environmental Education.

*Environmental Education* is:

1. The learning process through which students and citizens attain Environmental Literacy. The Partnership for 21st Century Skills defines an environmentally literate student as one who can:

- demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) (Partnership for 21st Century skills, 2011)

2. Any learning process that takes place in the natural world—i.e., outdoors, such as in a school yard, an outdoor classroom, an outdoor habitat, a park, a nature center, etc.

\* 6. Given this definition of Environmental Education, approximately how often do you include Environmental Education in your instruction? Select the best option below.

- ☐ Never
- ☐ Rarely (e.g., a few times a year)
- ☐ Sometimes (e.g., once or twice a month)
- ☐ Often (e.g., once or twice a week)
- ☐ In all or almost all lessons

7. Approximately how often does your instruction:

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g. once or twice a week)	In all or almost all lessons
Include Environmental Education topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take place in the natural world?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Which teaching methods and strategies do you commonly use to teach Environmental Education? Select all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom discussions                               | <input type="checkbox"/> Cooperative learning                        |
| <input type="checkbox"/> Going outside on school grounds                     | <input type="checkbox"/> Inquiry-based activities                    |
| <input type="checkbox"/> Field trips to museums, nature centers, parks, etc. | <input type="checkbox"/> Hands-on activities                         |
| <input type="checkbox"/> Exploring students' environmental values            | <input type="checkbox"/> Service Learning                            |
| <input type="checkbox"/> Lectures  | <input type="checkbox"/> Textbook readings and/or exercises          |
| <input type="checkbox"/> Labs  | <input type="checkbox"/> Guest speakers                              |
| <input type="checkbox"/> Projects  | <input type="checkbox"/> Partnering with environmental organizations |
| <input type="checkbox"/> Other (please specify)                              |  |



9. Which Environmental Education issues do you include in your subject matter? Check all that apply.

- ☐ Quality of Life
- ☐ Careers
- ☐ Sustainable Agriculture and/or Forestry
- ☐ Environmental Justice
- ☐ Human Impact on the Natural World
- ☐ Habitat Restoration
- ☐ Renewable Energy
- ☐ Civic Engagement
- ☐ Climate Change
- ☐ Resource Conservation
- ☐ Other (please specify)

10. How prepared do you feel to engage your students in the following:

	Not at all prepared	Somewhat prepared	Moderately prepared	Very prepared
Students engage in scientific practices (e.g. make observations, collect information, ask questions, design or conduct investigations, draw conclusions, communicate, etc.) about the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students demonstrate their understanding of ecological systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students demonstrate their understanding of the ways that humans impact the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students demonstrate their understanding of the ways that technology impacts the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students recognize their responsibility and role as citizens in regard to environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students design a solution for reducing the impacts of human activities on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What method(s) do you use to assess your students' environmental knowledge and/or skills? (Check all that apply.)

- ☐ I don't assess my students' environmental knowledge and/or skills
- ☐ Classroom discussions
- ☐ Scientific notebooks
- ☐ Student-led presentations and/or demonstrations
- ☐ Teacher observations
- ☐ Essays or written reports
- ☐ Charts, posters, drawings, or models
- ☐ Quizzes or tests (e.g. multiple choice, true/false, short answer, etc.)
- ☐ Standardized assessments
- ☐ Performance tasks/assessments
- ☐ Project-based activities/learning
- ☐ None of these
- ☐ Other (please specify)

12. For each of the following concepts, indicate how accurately it describes the way or ways in which you include Environmental Education in your teaching.

	Not accurate	Somewhat accurate	Accurate	Not sure
I blend environmental concepts into my existing lessons when the opportunity arises (also known as "infusion")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intentionally design my lessons to incorporate environmental concepts (also known as "integration")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I insert separate activities about the environment into my curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach one or more units on the environment during the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach a separate course about the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach an integrated course, where concepts from many disciplines—including Environmental Education—are addressed simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach Environmental Education through an After-School program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invite guest speakers to present on Environmental Education issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is embedded in the resources provided by my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. Can you give some examples of how you incorporate Environmental Education into the school day?

14. To what extent does each of the following motivate you to engage in Environmental Education?

	Not at all	Very little	Somewhat	To a great extent
My commitment to the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-service teacher preparation experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful experiences from Environmental Education in-service courses/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is mandated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is part of my curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It makes learning relevant to my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It makes learning fun for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My responsibility to address the Next Generation Science Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My responsibility to address the Common Core State standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief in interdisciplinary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that students be environmentally literate for the good of future generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student concerns about or interest in the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

15. To what extent does each of the following make it difficult for you to teach or engage in Environmental Education?

	Not at all	Very little	Somewhat	To a great extent
My teacher preparation did not include Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know enough about environmental concepts to engage in Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to fit Environmental Education into an already crowded curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is unrelated to the content area(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have the necessary background to teach Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is not included in state or district accountability systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in teaching about the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not comfortable with taking students outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in taking students outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about parental objections to integrating Environmental Education in my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues do not support the integration of Environmental Education into our common content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have any/sufficient resources for integrating Environmental Education into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration does not support the integration of Environmental Education into my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

16. What would be most helpful to you in including more Environmental Education in your teaching? Please rank the following options from 1 (most helpful) to 5 (least helpful).

	<input type="text"/>	Administrative Support
	<input type="text"/>	Funding
	<input type="text"/>	Materials
	<input type="text"/>	Professional Development
	<input type="text"/>	Resources

17. Is there anything else that would be helpful to you in including more Environmental Education in your teaching? If so, please describe it below.

<div></div>
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18. What science or Environmental Education curricula or resources, if any, do you have? (Check all that apply.)

- ☐ I don't know
- ☐ Project Learning Tree
- ☐ Project Wet
- ☐ Project Wild
- ☐ Schoolyard Habitat
- ☐ FOSS
- ☐ STEMscopes
- ☐ Insights
- ☐ STC
- ☐ Science textbooks
- ☐ Science resource books
- ☐ Other (please specify)

19. To what degree do/does the curriculum and/or resource(s) you indicated above support teaching or engagement in Environmental Education?

- ☐ Not at all
- ☐ Very Little
- ☐ Somewhat
- ☐ To a great extent



20. Please check the grade levels that you are teaching this year. (Select all that apply.)

- |                               |                            |                             |
|-------------------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> PreK | <input type="checkbox"/> 4 | <input type="checkbox"/> 9  |
| <input type="checkbox"/> K    | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1    | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2    | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3    | <input type="checkbox"/> 8 |                             |

21. In what type of setting is your school?

- ☐ Rural
- ☐ Suburban
- ☐ Urban

22. In what type of school are you employed?

- ☐ Public
- ☐ Private
- ☐ Charter
- ☐ Other (please specify)

23. What is your primary teaching area? (Select one. If you have other/multiple teaching areas, list them in the Other option.)

24. What science course(s) do you teach? (Check all that apply.)

- ☐ General Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Physical Science
- ☐ Earth Science
- ☐ Life Science
- ☐ Environmental Science
- ☐ Other (please specify)

25. By the end of this school year, how many years will you have worked as a teacher? Please round to the nearest whole number.

26. To the best of your knowledge, which of the following is true of your teacher preparation training? (Check all that apply.)

- ☐ I took a standalone course in Environmental Education.
- ☐ Environmental Education was infused into one or more of my methods courses.
- ☐ Environmental Education was infused into one or more of my content courses.
- ☐ None of the above.

27. What is the total amount of time you have spent on professional development in Environmental Education in the last 12 months? In the last 3 years? (Include attendance at professional meetings, workshops, and conferences, but do not include formal courses for which you received college credit or time you spent providing professional development for other teachers.)

In the last 12 months?

In the last 3 years?

Total amount of time you spent on professional development in Environmental Education

*Environmental Education* has a two-pronged definition.

First, it is the learning process through which students and citizens attain Environmental Literacy. The Partnership for 21st Century Skills defines an environmentally literate student as one who can:

- demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) (Partnership for 21st Century skills, 2011)

Second, Environmental Education is any learning process that takes place in the natural world—i.e., outdoors, such as in a school yard, an outdoor classroom, an outdoor habitat, a park, a nature center, etc.

28. To what degree to do you see Environmental Education being implemented in multiple disciplines at your school?

- ☐ Not at all
- ☐ Very little
- ☐ Somewhat
- ☐ To a great extent

29. Please indicate your level of agreement with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
Environmental Education should be considered a priority in our PK-12 school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All pre-service teachers should be required to take an Environmental Education content and methods class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to mandate that school districts develop and implement an Environmental Education curriculum plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for teachers to take the time to integrate environmental issues and concepts that are related to their discipline into their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is important to me personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about environmental problems/issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am active in environmental protection efforts in my community or region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental literacy is an important component of scientific literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Prior to filling out this survey, how aware were you of the following?

Environmental Education:

	Not at all aware	Somewhat aware	Moderately aware	Very aware
Improves student academic engagement and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves critical thinking, inquiry skills, and problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds democratic citizenship skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves student proficiency in core academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases student performance on standardized assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduces negative behavior among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases collaboration among educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a positive effect on students' physical and mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a positive effect on students' career interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases students' environmentally friendly behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enables students to develop the confidence/motivation/ability to make responsible decisions as a member of a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recall our definition of Environmental Education.

*Environmental Education* is:

1. The learning process through which students and citizens attain Environmental Literacy. The Partnership for 21st Century Skills defines an environmentally literate student as one who can:

- demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) (Partnership for 21st Century skills, 2011)

2. Any learning process that takes place in the natural world—i.e., outdoors, such as in a school yard, an outdoor classroom, an outdoor habitat, a park, a nature center, etc.

\* 31. Given this definition of Environmental Education, approximately how often do teachers in your school include Environmental Education in their instruction? Select the best option below.

32. Approximately how often does the instruction of teachers in your school:

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	In all or almost all lessons
Include Environmental Education topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take place in the natural world?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Among teachers at your school, which teaching methods and strategies are commonly used to teach Environmental Education? Select all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom discussions                               | <input type="checkbox"/> Cooperative learning                        |
| <input type="checkbox"/> Going outside on school grounds                     | <input type="checkbox"/> Inquiry-based activities                    |
| <input type="checkbox"/> Field trips to museums, nature centers, parks, etc. | <input type="checkbox"/> Hands-on activities                         |
| <input type="checkbox"/> Exploring students' environmental values            | <input type="checkbox"/> Service Learning                            |
| <input type="checkbox"/> Lectures  | <input type="checkbox"/> Textbook readings and/or exercises          |
| <input type="checkbox"/> Labs  | <input type="checkbox"/> Guest speakers                              |
| <input type="checkbox"/> Projects  | <input type="checkbox"/> Partnering with environmental organizations |
| <input type="checkbox"/> Other (please specify)                              |  |



34. To the best of your knowledge, which Environmental Education topics or issues do teachers at your school address in their teaching? Check all that apply.

- ☐ Quality of Life
- ☐ Careers
- ☐ Sustainable Agriculture and/or Forestry
- ☐ Environmental Justice
- ☐ Human Impact on the Natural World
- ☐ Habitat Restoration
- ☐ Renewable Energy
- ☐ Civic Engagement
- ☐ Climate Change
- ☐ Resource Conservation
- ☐ Other (please specify)

35. Can you give some examples of how teachers at your school incorporate Environmental Education into the school day?

36. How prepared do you feel to support teachers in implementing these practices:

Students:

	Not at all prepared	Somewhat prepared	Moderately prepared	Very prepared
Engage in scientific practices (e.g. make observations, collect information, ask questions, design or conduct investigations, draw conclusions, communicate, etc.) about the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate their understanding of ecological systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate their understanding of the ways that humans impact the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate their understanding of the ways that technology impacts the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize their responsibility and role as citizens in regard to environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a solution for reducing the impacts of human activities on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. For each of the following concepts, indicate how accurately it describes the way or ways in which you believe that Environmental Education should be integrated into instruction at your school.

	Not accurate	Somewhat accurate	Accurate	Not sure
Environmental concepts should be blended into existing lessons when the opportunity arises (also known as "infusion")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons should be intentionally designed to incorporate environmental concepts (also known as "integration")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separate activities about the environment should be inserted into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should teach one or more units on the environment during the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be a separate course about the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be an integrated course, where concepts from many disciplines—including Environmental Education—are addressed simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education should be taught through an After-School program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest speakers should be invited to present on Environmental Education issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education should be embedded in the resources provided by the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

38. To what extent does each of the following motivate you to support teachers' engagement in Environmental Education?

	Not at all	Very little	Somewhat	To a great extent
My commitment to the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-service teacher preparation experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful experiences from Environmental Education in-service courses/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is mandated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is part of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It makes learning relevant to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It makes learning fun for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our responsibility to address the Next Generation Science Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our responsibility to address the Common Core State standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief in interdisciplinary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that students be environmentally literate for the good of future generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student concerns about or interest in the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

39. To what extent does each of the following make it difficult for teachers at your school to teach or engage in Environmental Education?

	Not at all	Very little	Somewhat	To a great extent
Their teacher preparation did not include Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They don't know enough about environmental concepts to engage in Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to fit Environmental Education into an already crowded curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is unrelated to the content area(s) they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers don't have the necessary background to teach Environmental Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Education is not included in state or district accountability systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are not interested in teaching about the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are not comfortable with taking students outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are not interested in taking students outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are concerned about parental objections to integrating Environmental Education in their content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their colleagues do not support the integration of Environmental Education into their common content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They do not have any/sufficient resources for integrating Environmental Education into their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a whole, the administration does not support the integration of Environmental Education into their content areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

40. What would be most helpful to you in supporting teachers to engage in Environmental Education in their teaching? Please rank the following options from 1 (most helpful) to 5 (least helpful).

		Administrative Support
		Funding
		Materials
		Professional Development
		Resources

41. Is there anything else that would be helpful to you in supporting teachers to engage in Environmental Education? If so, please describe it below.

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42. What science or Environmental Education curricula or resources, if any, does your school have? (Check all that apply.)

- ☐ I don't know
- ☐ Project Learning Tree
- ☐ Project Wet
- ☐ Project Wild
- ☐ Schoolyard Habitat
- ☐ FOSS
- ☐ STEMscopes
- ☐ Insights
- ☐ STC
- ☐ Science textbooks
- ☐ Science resource books
- ☐ Other (please specify)

43. To the best of your knowledge, to what degree do/does the curriculum and/or resource(s) you indicated above support teaching or engagement in Environmental Education?

- ☐ Not at all
- ☐ Very Little
- ☐ Somewhat
- ☐ To a great extent



44. In what type of setting is your school?

- ☐ Rural
- ☐ Suburban
- ☐ Urban

45. In what type of school are you employed?

- ☐ Public
- ☐ Private
- ☐ Charter
- ☐ Other (please specify)

46. Which of the following best describes the structure of your school?

- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ PK-8
- ☐ PK-12
- ☐ Other (please specify)

47. Were you a teacher before you became an administrator?

- ☐ Yes
- ☐ No

48. What was your primary teaching area before you became an administrator? (Select one. If you had other/multiple teaching areas, list them in the Other option.)

49. What science course(s) did you teach in the past? (Check all that apply.)

- ☐ General Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Physical Science
- ☐ Earth Science
- ☐ Life Science
- ☐ Environmental Science
- ☐ Other (please specify)

50. By the end of this school year, how many years will you have worked as an administrator? Please round to the nearest whole number.

51. To the best of your knowledge, which of the following is true of your teacher preparation or administrator preparation training? (Check all that apply.)

- ☐ I took a standalone course in Environmental Education.
- ☐ Environmental Education was infused into one or more of my methods courses.
- ☐ Environmental Education was infused into one or more of my content courses.
- ☐ Environmental Education was infused into one or more of my administrator preparation courses.
- ☐ None of the above.

52. What is the total amount of time you have spent on professional development in Environmental Education in the last 12 months? In the last 3 years? (Include attendance at professional meetings, workshops, and conferences, but do not include formal courses for which you received college credit or time you spent providing professional development for other teachers.)

In the last 12 months?

In the last 3 years?

Total amount of time you spent on professional development in Environmental Education



Thank you

53. Thank you very much for completing this survey. As a token of appreciation for your time and effort, we will be distributing \$100 gift cards to TEN survey respondents. If you would like to be entered into the raffle for a chance to win one of ten \$100 gift cards, please enter your email address below. Please be aware that your email address will not be connected to your survey responses in any way.

Email Address