

The background features a stylized landscape. The top portion shows several overlapping, semi-transparent green mountain peaks. Below this, a horizontal band of bright yellow-orange color, resembling a field or a sunset, stretches across the width of the slide. The bottom edge of the slide returns to the green mountain pattern.

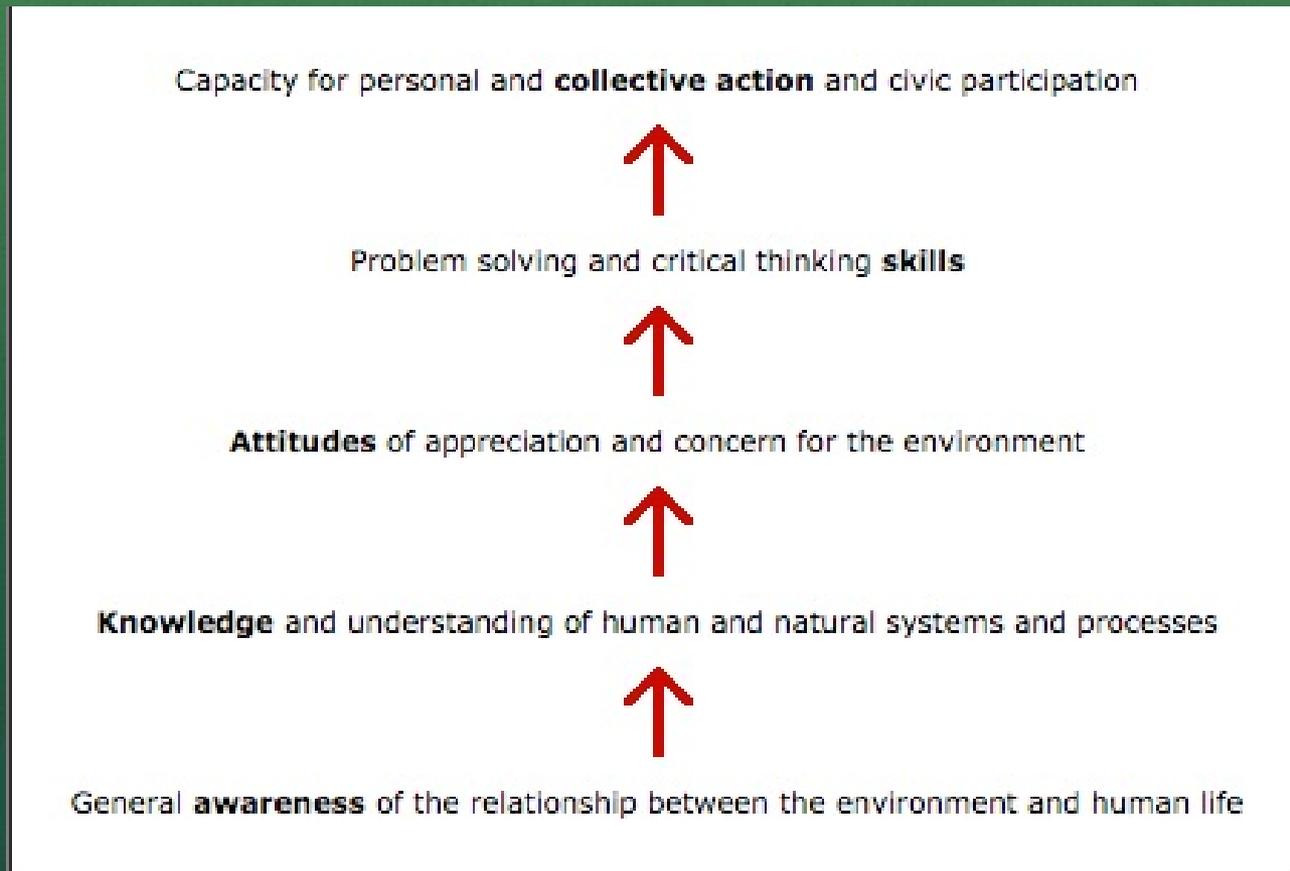
Understanding Our Shared EE Expectations

ACNW Authorized Charter Schools and the Audubon Center of the North Woods

What is environmental education?

- The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.
- Each school is required, as a condition of its contract, to provide opportunities to instill a connection and commitment to the environment through experiential learning.

What is environmental literacy?



Source: <http://www.fundee.org/facts/envlit/whatisenvlit.htm>

Indicators

OUTCOMES	Indicator 1: Awareness	Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.
	Indicator 2: Knowledge	Students have knowledge of how natural systems function and how human systems interact with and depend on them.
	Indicator 3: Attitudes	Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.
	Indicator 4: Skills	Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.
	Indicator 5: Action	Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.
INPUTS	Indicator 6: Environmental Education Program	The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.
	Indicator 7: Governance	The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school's progress toward its goals.
	Indicator 8: Operations	Operational decision-making and purchasing, reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

Outcome Ratings

Exceeds Standard

The school exceeded its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Meets Standard

The school met its contractual goal and provided evidence of increasing environmental literacy among its students and faculty.

Approaches Standard

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students and faculty.

Does Not Meet Standard

The school did not meet its contractual goal and provided insufficient evidence of environmental literacy among its students and faculty.

Insufficient Data

Indicator Area 1: Awareness

- **Standard:**

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

- **School Goal:**

Students and staff *NAME OF SCHOOL* have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Indicator Area 2: Knowledge

- **Standard:**

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

- **School Goal:**

Students and staff *NAME OF SCHOOL* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Indicator Area 3: Attitudes

- **Standard:**

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

- **School Goal:**

Students and staff *NAME OF SCHOOL* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Indicator Area 4: Skills

- **Standard:**

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

- **School Goal:**

Students and staff *NAME OF SCHOOL* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Indicator Area 5: Action

- **Standard:**

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

- **School Goal:**

Students and staff *NAME OF SCHOOL* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Indicator Area 6: Environmental Education Program

- **Standard:**

The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.

Indicator Area 6.1: Curriculum and Instruction

- Environmental education is integrated into the core curricula or used as an integrating theme across the curriculum.

Well-Developed

The school employs environmental education as a strategy for teaching and learning across the majority of disciplines; ample cross-curricular collaborations are evident.

Approaching Well-Developed

The school employs environmental education as a strategy for teaching and learning within its science curriculum and at least one other discipline (e.g. language arts or physical education).

Partially Developed

The school employs environmental education as a strategy for teaching and learning within its science curriculum. Its application is not evident in other disciplines.

Minimally Developed

The school occasionally teaches concepts related directly to the natural environment but does not employ environmental education as a pervasive educational strategy for teaching and learning in any discipline.

Undeveloped

The school does not employ environmental education as a strategy for teaching and learning.

Indicator Area 6.2: School Culture

- The school creates a positive social and academic environment to support students in the process of learning, asking questions, and thinking critically about environmental issues and solutions.

Well-Developed

Evidence of a school culture of environmental sustainability and stewardship is observable in the classroom, work spaces, and school yard and readily evident when interviewing students, leadership, and faculty.

Approaching Well-Developed

Evidence of a school culture of environmental sustainability and stewardship is observable in some classrooms or other areas of the school and evident in most interviews with students, leadership, and faculty.

Partially Developed

Evidence of a school culture of environmental sustainability and stewardship is inconsistent and limited across classrooms and individuals.

Minimally Developed

Evidence of a school culture of environmental sustainability and stewardship is inadequate or falls far short of satisfying the standard.

Undeveloped

All or nearly all students, school leadership, staff, and faculty are unaware of the school's environmental education requirements or are actively resistant to environmental stewardship, sustainability, or education.

Indicator Area 6.3: Alignment to Mission or Community

- The school adapts environmental education to the needs and unique aspects of the school's educational program or the needs of the school community.

Well-Developed

The school fully integrates environmental education in the majority of school-related activities and events, and is central to mission fulfillment.

Approaching Well-Developed

Environmental education values and strategies are readily evident in the school's projects and programs, but not central to its mission fulfillment.

Partially Developed

Environmental education values and strategies are evident in some of the school's projects and programs, but not central to its mission fulfillment and limited in execution.

Minimally Developed

The school has minimally undertaken environmental education or is carrying it out in a way that is not relevant to its mission or community.

Undeveloped

The school does not implement any aspect of environmental education in projects and programs related to mission fulfillment or community service.

Indicator Area 7: Governance

- The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school's performance toward its goals.

Well-Developed

The school meets four or more of the following criteria:

- The board of directors allocates appropriate funding to implement an environmental education program, as evidenced by the school budget and budget discussion recorded in the board meeting minutes;
- The board of directors monitors the school's progress toward its EE goals at a minimum quarterly, as evidenced by board meeting minutes;
- Discussions about facilities, food program, transportation, schoolyard, and purchasing include consideration for environmental sustainability, as evidenced by board meeting minutes;
- The school's mission statement indicates a strong commitment to EE principles or practices;
- Staff and faculty receive appropriate training to implement the school's environmental education and recycling programs; and
- The school has systems in place to track its progress toward increasing student, faculty, and school leader environmental literacy.

Approaching Well-Developed

The school meets three of the criteria listed above.

Partially Developed

The school meets two of the criteria listed above.

Minimally Developed

The school meets one of the criteria listed above.

Undeveloped

The school meets none of the criteria listed above.

Indicator Area 8: Operations

- Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

Well-Developed

The school has a waste reduction and recycling program in place and provides ample, observable evidence that its decision-making and operations reflect a commitment to environmental sustainability in four or more of the following areas:

- Facilities (e.g. lowering energy costs, refillable water bottle stations, low-VOC cleaners)
- Food (e.g. locally sourced food, low or no waste packaging, ort collection, composting)
- Schoolyard and outdoor areas (e.g. school garden, native plantings)
- Transportation (e.g. incentivizing carpools or biking, offset carbon footprint of buses)
- Purchasing (e.g. purchasing office supplies made from recycled materials, contracting with low-impact service providers, ensuring end-of-life recycling for purchases)
- Teacher training (e.g. school-wide or individual professional development, EE in PLCs)

Approaching Well-Developed

The school has a waste reduction and recycling program in place and meets three of the criteria listed above.

Partially Developed

The school has a waste reduction and recycling program in place and meets two of the criteria listed above.

Minimally Developed

The school has a waste reduction and recycling program in place and meets one of the criteria listed above.

Undeveloped

The school does not have a waste reduction and recycling program in place or does not meet any of the criteria listed above.

Contracting

- Exhibit H is identical for all schools, which outlines the goals as stated previously and refers to *Exhibit P: Ongoing Evaluation Criteria* for inputs.
- Evaluating progress toward the goals is the school's responsibility – gathering data, identifying methods to measure change, and reporting to ACNW.
- Schools will be required to develop an Implementation and Evaluation Plan over the summer to be implemented the following school year.

Evaluation and Implementation Plan

- Goal → destination
- Strategy/activities → road to get to the destination
- Evaluation → compass to keep you on track, and let you know if you're heading in the right direction

Indicator Area 1: Awareness

Goal: Students and staff Sunrise Charter School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Strategy:

Grade 1 students will participate in nature walks in the neighborhood around the school at least once a month.

Evaluation method:

All Grade 1 students will keep a nature journal, documenting the changing seasons and its impact on their behavior (e.g. clothes they wear, activities they can do outside, etc.).

Evaluation and Implementation Plan

Indicator Area 4: Skills

Strategy:

All students in Grades 6-8 will read a news story, magazine article, or web publication related to the environment weekly and share their learning, connections, and advice for an audience outside the school (e.g. family, community members, mentors) via the school blog.

Evaluation method:

80% of students will score an average 3.25 or higher on a four-point blog writing rubric to meet this goal.

Indicator Area 5: Action

Strategy:

All students in Grade 6 will work in teams to research a waste reduction solution, hypothesize results, prototype implementation at the school, and report on the results.

Evaluation method:

Students will gather, graph, and report on ort quantity, copy count, energy use, and pounds of recycling.

All students will score an average 4.0 on a five-point project rubric to meet this goal.

What does this mean for your school?

- Your existing contract won't change...
- ...but you're welcome to update!
- Your EE performance evaluation will align with your contract goals.
- Schools in renewal this year will use this EE performance framework.

Questions?

A photograph of a dense forest with a large, dark, circular graphic overlay in the center containing text. The forest is filled with tall, thin trees and a thick canopy of green leaves. The lighting is bright, suggesting a sunny day. The circular graphic is semi-transparent, allowing the forest background to be visible through it.

WHEN ONE
TUGS AT A
SINGLE THING
IN NATURE,
HE FINDS IT
ATTACHED TO
THE REST OF
THE WORLD