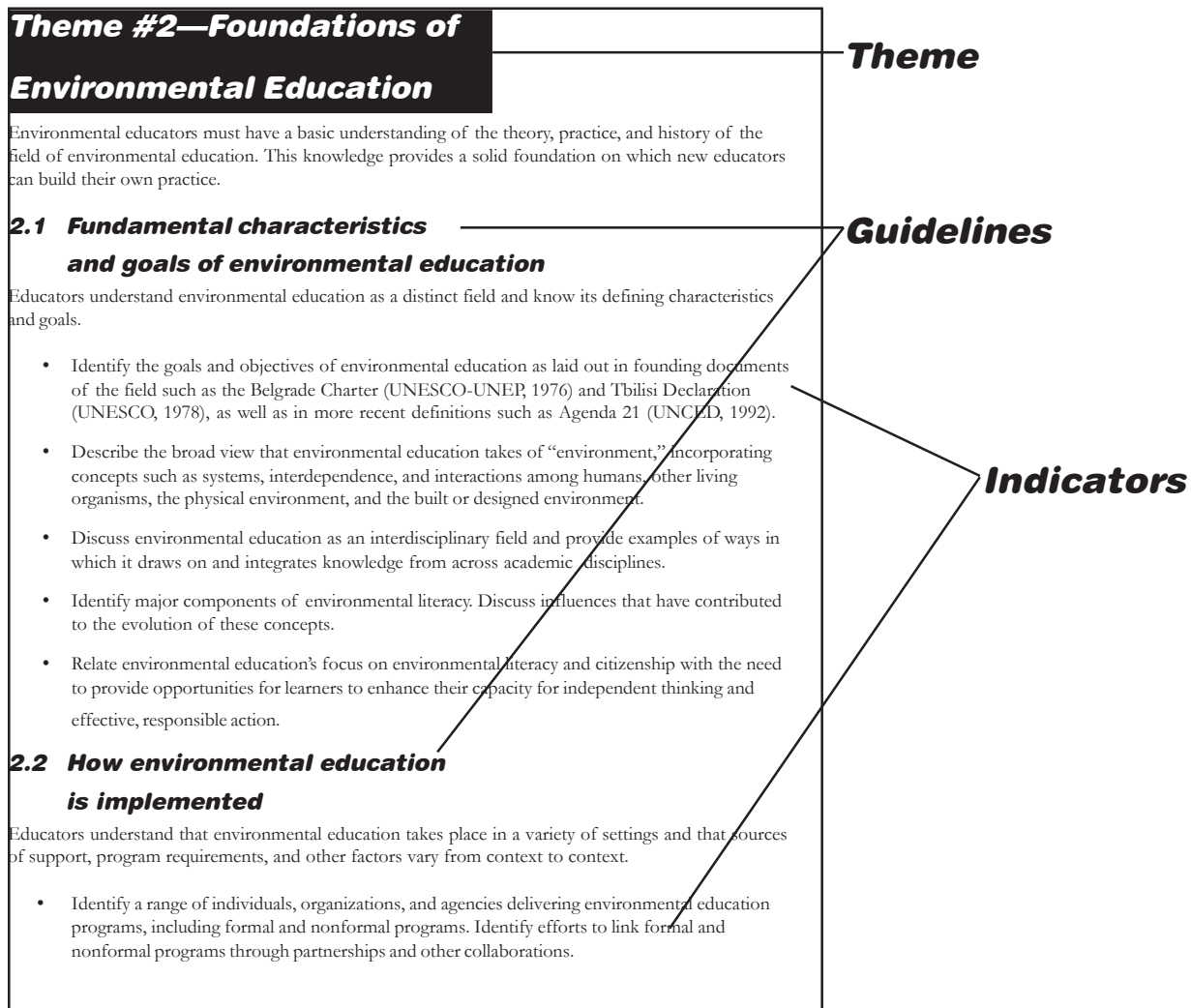


that anticipate the ways in which problem-solving happens in the community, on the job, and in the family. A **strong emphasis on developing communication skills** helps learners demonstrate and disseminate their knowledge.

How to Use the Guidelines

Guidelines for the Preparation and Professional Development of Environmental Educators is organized around six **themes**. Each theme describes a knowledge or skill area that must be included in the pre-service and in-service training of an environmental educator. Under each theme, general **guidelines** further articulate the knowledge and skills that must be mastered to gain competency in that area. Finally, each guideline is accompanied by several more specific **indicators** that suggest ways of assessing the abilities of new environmental educators, as well as the quality of the programs that prepare them for their profession. Indicators are to be used simply as examples and do not represent an all inclusive listing of abilities.

Sample Format for the Guidelines:



To assist in the development of programs for pre-service and in-service preparation, each theme is accompanied by references to several relevant articles and books. These references enable developers and instructors of professional development programs and environmental education courses to delve more deeply into the content of each theme.

The Guidelines at a Glance

This list includes the six themes and general guidelines required for competency in environmental education. Each guideline is further articulated in the sections following this summary.

#1—Environmental Literacy

Educators must be competent in the skills and understandings outlined in *Excellence in Environmental Education—Guidelines for Learning (Pre K–12)*.

- 1.1 Questioning, analysis, and interpretation skills
- 1.2 Knowledge of environmental processes and systems
- 1.3 Skills for understanding and addressing environmental issues
- 1.4 Personal and civic responsibility

#2—Foundations of Environmental Education

Educators must have a basic understanding of the goals, theory, practice, and history of the field of environmental education.

- 2.1 Fundamental characteristics and goals of environmental education
- 2.2 How environmental education is implemented
- 2.3 The evolution of the field

#3—Professional Responsibilities of the Environmental Educator

Educators must understand and accept the responsibilities associated with practicing environmental education.

- 3.1 Exemplary environmental education practice
- 3.2 Emphasis on education, not advocacy
- 3.3 Ongoing learning and professional development