

Guidelines for the Preparation and Professional Development of Environmental Educators was funded by the United States Environmental Protection Agency through the Environmental Education and Training Partnership (EETAP) under agreement number EPA-NT90289701-3 with the North American Association for Environmental Education.

Additional funding and support for this project have been received from Northern Illinois University and the National Environmental Education and Training Foundation.

The contents of this document do not necessarily reflect the views and policies of the United States Environmental Protection Agency, nor does mention of trade names or commercial products constitute endorsement or recommendation for use.

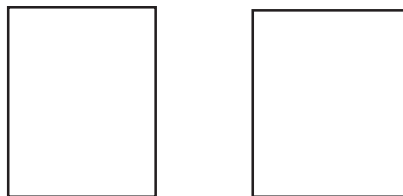
Special thanks to Carol Adkins, Bob Carter, Jane Eller, Joe Heimlich, John Lancos, Colleen Murakami, Al Stenstrup, Susan Toth, Sally Wall and Sarah Wilcox for kindly providing input into the 2004 revision of the National Project for Excellence in Environmental Education publications.

Additional copies of this book can be obtained by contacting:

NAAEE
2000 P Street, NW
Suite 540
Washington, DC 20036
(202)419-0412 (phone) • (202)419-0415 (fax)
Email: email@naaee.org
Web site: www.naaee.org; www.eelink.net

ISBN #1-884008-78-X

Copyright © 2000, 2004 by the North American Association for Environmental Education (NAAEE). Commercial reproductions of any material in this publication is strictly prohibited without written permission from the publisher, NAAEE. Educators may photocopy up to 100 copies of these materials for noncommercial educational purposes.



Preface

Guidelines for the Preparation and Professional Development of Environmental Educators represents another in a series of documents published by the North American Association for Environmental Education (NAAEE) as part of the National Project for Excellence in Environmental Education. These guidelines and others produced as part of the Project synthesize the best thinking about environmental education through an extensive process of review and discussion. Thus far, thousands of individuals and organizations representing all aspects of environmental education have reviewed materials, working outlines, and drafts for the guidelines projects. Reviewers have included teachers, educational administrators, environmental scientists, curriculum developers, university faculty, staff from natural resource agencies and education departments, and people from many other areas of expertise. The National Project for Excellence in Environmental Education has been funded by the U.S. Environmental Protection Agency through the Environmental Education and Training Partnership (EETAP), under agreement with NAAEE.

Members of the Guidelines Writing Team

Bora Simmons, Chair	Department of Teaching and Learning Northern Illinois University, DeKalb, Illinois
Michele Archie, Writer	The Harbinger Institute
Lori Mann, Copy Editor	Environmental Education, Consultant Layout & Design Burlingame, California
Mary Vymetal-Taylor,	Northern Illinois University, DeKalb, Illinois Project Assistant
Caroline Alston	Project Learning Tree, Washington, DC
Judy Braus	World Wildlife Fund–US, Washington, DC
Matt Hayden	ITW Hi-Cone, Itasca, Illinois
Don Hollums	Department of Education State of Colorado, Denver, Colorado
Rosalyn McKeown-Ice	University of Tennessee, Knoxville, Tennessee
Mary Paden	GreenCom, Academy for Educational Development, Washington, DC
Margaret Paterson	Tacoma Public Schools, Tacoma, Washington
Robert Raze	Office of Environmental Education Florida Gulf Coast University, Tallahassee, Florida
Brenda Weiser	Environmental Institute of Houston University of Houston–Clear Lake, Houston, Texas
Peggy Soong Yap Lee	Seattle Public Schools, Seattle, Washington



Table of Contents

Introduction	1
Environmental Education: A Vision for the Future	1
The Instructional Vision of Environmental Education	2
How to Use these Guidelines	4
The Guidelines at a Glance	5
Theme #1—Environmental Literacy	7
Theme #2—Foundations of Environmental Education	8
Theme #3—Professional Responsibilities	11
 of the Environmental Educator	
Theme #4—Planning and Implementing	14
 Environmental Education Programs	
Theme #5—Fostering Learning	21
Theme #6—Assessment and Evaluation	23
Appendix: Executive Summary,	27
 Excellence in Environmental Education—	
 Guidelines for Learning (Pre K–12)	