



# THE EETAP BULLETIN

An update of activities for advancing education  
and environmental literacy  
January 2010 Vol. 10 (2)

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## **EETAP LAUNCHES NEW WEB SITE**

The EETAP web site has a new look and new content has been added. Users should find it easier to locate information of interest and browse the site. The home page now highlights content from across the site. The main sections of the site include:

- **About Us:** This section describes EETAP's purpose, history, and staff.
- **Activities:** The Activities section describes the activities EETAP is implementing.
- **Achievements:** This section highlights recent project achievements.
- **Features:** The section highlights EETAP Bulletins, EE articles, EE profiles, and special studies completed by EETAP.
- **Environmental Literacy:** The Environmental Literacy section uses every day language to explain environmental literacy, environmental education, and how environmental education supports educational achievement.
- **Resources:** The resources section highlights key resources under six themes. Links to, or information on how to access the resources, are provided. The six themes include:
  - Environmental Literacy
  - Quality EE
  - Improving Education
  - Cultural Diversity



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- Professional Development
- Building EE Capacity
- Evaluation
- Classroom Resources
- Partners: This section identifies EETAP's nine partners, the EETAP activities they are implementing, provides a brief description of each partner, and provides contact information for each partner.

You are invited to visit the site and provide feedback that will help us make it a better resource for education professionals. [Click here to access the site.](#) Please send feedback to: [info@eetap.org](mailto:info@eetap.org).

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## EETAP STUDY IDENTIFIES EE PROFESSIONAL DEVELOPMENT PRIORITIES

Using interview, focus group and questionnaire data, the **Environmental Education Professional Development Needs and Priorities Study** identified 89 professional development needs for environmental educators, the top priorities for the next 5 years (2010-2015), gaps in current offerings, and work needed to advance education for environmental literacy. Of immediate need is professional development that helps environmental educators:

- Conduct comprehensive EE programs with diverse audiences in local communities
- Share models of what works, work together, and network
- Address environmental sustainability, stewardship, and climate change
- Apply research knowledge to practice about how to
  - motivate for citizen participation, action, attitude and behavior change
  - connect others with nature
  - engage diverse audiences and partners
  - help students learn
  - instruct adults
- Comprehend and apply basic EE fundamentals, core concepts and instructional techniques, and the Guidelines for Excellence
- Teach and implement critical thinking skills, problem solving skills, and inquiry
- Integrate EE into K-12; Science, Technology, Engineering & Math projects; No Child Left Behind; and state standards
- Increase funding, leadership, administrative/executive skills, and communication skills
- Perform needs assessments, build evaluation into program design, develop objectives, and conduct outcomes evaluation



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[Click here to access the executive summary, complete study, and study appendices.](#)

- EE PD Priorities Study - Executive Summary (PDF = 578 KB)
- EE PD Needs and Priorities (complete study, includes Executive Summary) (PDF = 2.53 MB)
- EE PD Priorities Study - Appendices (PDF = 3.80 MB)

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## EETAP RELEASES NEW EE ARTICLES

EETAP has released two new and one updated article in its series of popular articles on environmental education. The first article is about how environmental educators are weaving EE into the fabric of preservice education. The second article is about how environmental educators are aligning EE resources to national and state education standards. The third is an updated article on how the North American Association for Environmental Education's involvement in the National Council for the Accreditation of Teacher Education is increasing the visibility of environmental education and its influence in the broader field of formal education. Abstracts of the articles along with a link to each article, which are posted on the EETAP web site, follow.

### **Reaching the Teachers: Integrating Environmental Education into Teacher Education Programs at Colleges and Universities**

Can training in environmental education give tomorrow's teachers a competitive edge? Christine Moseley thinks so. She and her University of Texas-San Antonio teacher education colleagues have woven environmental education throughout their Interdisciplinary Studies program. Moseley says this approach offers students skills, knowledge, and local resources that help them hit the ground running as graduating teachers.

Across the country, environmental educators are reaching out to preservice teachers, and to the faculty members and administrators who determine what those aspiring teachers learn. Brenda Weiser, professor of science education at the University of Houston at Clear Lake sees these efforts as a way of creating leverage for the field of environmental education, pointing out that one teacher may educate, inspire, and influence thousands of students in the course of a career.

[Click here to access the complete PDF article.](#)



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## **Standard Practice: Aligning EE Resources to National and State Curriculum Standards**

Preparing students for standardized tests is now the central focus of most teachers in American schools. Fighting the stereotype that environmental education materials are little more than a diversion from today's rigorous, standards-based curriculum, environmental education providers are ensuring that their materials conform to and support the educational standards the tests evaluate.

This strategy has become so central to EE programs that the Environmental Education and Training Partnership (EETAP) has made correlating EE materials to state education standards a priority. A recent evaluation of their efforts reveals that the correlations are helping get more EE materials used in classrooms. And new approaches like one being used in California are integrating environmental education into the standards-based curriculum in more fundamental ways than ever before.

[Click here to access the complete PDF article.](#)

## **Setting High Standards: Teacher Education Accreditation Incorporates Environmental Education**

What's exciting enough to make Dr. Terry Wilson postpone his retirement? It's a bold move by the North American Association for Environmental Education (NAAEE)—one that Wilson, director of the Center for Mathematics, Science and Environmental Education at Western Kentucky University, notes is making it "easier to get support for new environmental education courses."

In 2002, NAAEE joined the National Council for Accreditation of Teacher Education (NCATE). A coalition of 33 organizations, NCATE is the professional accrediting body for college and university programs that prepare preschool through high school teachers and administrators. Two-thirds of the nation's new teacher graduates come from NCATE-accredited schools.

Wilson says that participating in NCATE's national accreditation program provides a long-awaited opportunity to weave environmental education into the fabric of teacher education. In November 2007, NCATE adopted NAAEE's standards for environmental education teacher education programs. This opens the door for institutions across the country to improve or develop environmental education programs as their teacher education programs come due for seven-year NCATE accreditation reviews.

[Click here to access the complete PDF article.](#)



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## CONFERENCES OF INTEREST

### EECOM CONFERENCE

May 19-22, 2010 - Simon Fraser University  
Burnaby, British Columbia, Canada

#### DIVERSITY, SUSTAINABILITY AND ENVIRONMENT: EXPLORING CULTURAL AND PRACTICAL DIVERSITY FOR ENVIRONMENTAL LEARNING

Diversity in sustainability and environmental learning is compounded when one considers the various cultures, practices and research traditions that inform the field. This complexity accounts for a range of forms for learning whether it occurs in formal, informal or non-formal contexts. Cultural diversity is often talked about in educational circles, and it is assumed that great benefits are to be gained by educators through careful attention to the range of perspectives that the world has to offer. In terms of curriculum content, pedagogy, and practice, there is a good deal of evidence that, in order to be more responsive to the needs of diverse populations, program developments around the world are beginning to reflect the variation in our society.

In summary, what we are planning for the EECOM 2010 conference is a focus on the diversity present within the field of environmental learning, both culturally and practically. We therefore encourage high quality, collaborative proposals which celebrate diversity in perspectives, methods and/or cultural contexts for the 2010 conference.

[Click here for more information about the conference.](#)

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### NAAEE's 39th Annual Conference

September 29 - October 2, 2010



ENVIRONMENTAL EDUCATION

*Building Connections-Bridging Gaps*

Buffalo-Niagara, New York  
Proposals Due by February 1, 2010

[Click here for information about strand descriptions, proposal review and submission process, and review criteria.](#)

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## ASCD CONFERENCE



[Click here for information about the ASCD conference.](#)

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## NSTA CONFERENCE

### 2010 National Conference in Philadelphia



#### Connecting Science Past to Science Future

Join your colleagues in the City of Brotherly Love for NSTA's 58th National Conference on Science Education. Conference registration and exhibits will be at the Pennsylvania Convention Center. Most sessions and events have been scheduled at the Convention Center and the Doubletree Philadelphia Hotel, Loew's Philadelphia Hotel, Philadelphia Marriott Downtown, and Sheraton Philadelphia City Center Hotel.

The conference will begin with concurrent sessions on Thursday, March 18, at 8:00 AM, and end on Sunday, March 21, at 12 Noon. (some special events/meetings may be scheduled on Wednesday). Exhibits will close on Saturday, March 20, at 5:00 PM.

[Click here for more information about the conference.](#)