

Key Competencies for Professional Environmental Educators in Texas

Theme 2: Foundations of EE				
PDS Number	What A Professional EE Will Know	What A Professional EE Will Be Able To Do	NAAEE Initial Prep Correlation	Assessment
2.1a*	Fundamental characteristics and goals of environmental education. Educators understand environmental education as a distinct field and know its defining characteristics and goals.	Identify the goals and objectives of environmental education as laid out in founding documents of the field such as the Belgrade Charter (UNESCO-UNEP, 1976) and Tbilisi Declaration (UNESCO, 1978), as well as in more recent definitions such as Agenda 21 (UNCED, 1992).	2.1a	reflections writing included as part of competencies worksheet
2.1b		Describe the broad view that environmental education takes of "environment," incorporating concepts such as systems, interdependence, and other living organisms, the physical environment, and the built or designed environment.	2.1b, 1.2, 4.4d, 4.6a, 4.6d	essay as part of competencies worksheet
2.1c*		Discuss environmental education as an interdisciplinary field and provide examples of ways in which it draws on and integrates knowledge from across disciplines, such as science, social studies, economics, and culture.	2.1c, 3.1a, 4.3a, 4.3b, 4.3c, 4.5a, 4.5b	lesson plan
2.1d		Identify major components of environmental literacy. Discuss influences that have contributed to the evolution of these concepts.	2.1d, 1.1, 1.2, 1.3, 1.4	essay as part of competencies worksheet
2.1e*		Relate environmental education's focus on environmental literacy and citizenship with the need to provide opportunities for learners to enhance their capacity for independent thinking and effective, responsible action.	2.1e, 1.1, 1.4, 4.3b, 4.6d	essay as part of competencies worksheet

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2.2a*	How environmental education is implemented. Professional environmental educators should understand that environmental education takes place in a variety of settings and that sources of support, program requirements, and other factors vary from context to context.	Identify a range of individuals, organizations, and agencies delivering environmental education programs, including formal and nonformal programs in Texas and surrounding home area. Include efforts made to link formal and nonformal programs through partnerships and other collaborations within Texas and local community. Describe an example where you did this.	2.2a, 2.2 b, 3.1 b, 3.3b, 3.3d, 4.3a, 4.3b, 4.4b, 4.4c, 4.4 d, 4.7a, 4.7b, 5.1c, 5.1d, 5.2a, 5.2b, 5.2c	Competency worksheet
2.2b		Discuss how school policies, state or local mandates for environmental education, and federal legislation influence environmental education efforts.	2.2c, 4.3c, 4.5a, 4.7c, 4.7d, 4.7e, 6.1a	Competency worksheet
2.2c*		Describe a variety of national, regional, state, and local environmental education programs and support services, including funding sources and resources.	2.2d, 3.3b, 4.3a, 4.3b, 4.4a, 4.4c, 4.7d, 5.1c, 5.1d, 5.2a, 5.2b, 5.2c	Competency worksheet

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2.3a*	The evolution of the field and goals of environmental education. Professional environmental educators should be familiar with how the field of environmental education has changed over time and continues to change.	Discuss how educational movements, including nature study, outdoor education, conservation education, and ecology education, contributed to the development of environmental education and how they differ from environmental education.	2.3a	Competency worksheet
2.3b		Discuss how the work of bodies such as the Brundtland Commission (Brundtland, 1987), the United Nations Conference on Environment and Development (UNCED, 1992), and the International Conference on Environment and Society (UNESCO 1997) has influenced - or might influence - environmental education.	2.3b	Competency worksheet
2.3c		Describe specific findings from environmental education research and discuss their effect on how environmental education might be perceived, defined, or practiced.	2.3c, 3.1a, 3.2c	Competency worksheet
2.3d*		Identify current and emerging issues in the field of environmental education. For example, evaluate assertions that environmental education focuses more on advocacy rather than education and research. Discuss how these assertions are affecting environmental educators and education programs.	2.3d, 3.2c, 4.4b, 4.4d	Competency worksheet
2.3e		Describe the key EE organizations and state agencies involved with the Texas EE efforts.		Competency worksheet
2.3f		Describe the history of Texas EE and how it has developed and changed over the years.		Competency worksheet