

**KEY COMPETENCIES A TEXAS EE PROFESSIONAL SHOULD KNOW & DO
REGARDING PROFESSIONAL RESPONSIBILITIES (THEME 3)**

PDS NUMBER	WHAT A Professional EE WILL KNOW	WHAT A Professional EE WILL BE ABLE TO DO	NAAEE INITIAL PREP CORRELATION	Assessment
3.1a*	Identify ways in which ee can be used as a tool for meeting curriculum standards and addressing education reform goals.	Document how you use EE to meet TEKS and demonstrate how your ee program addresses education reform goals.	3.1.a, 2.2.c., 4.3.c., 6.1.b.	lesson plan
3.1b	Recognize role of partnerships with community members and organizations, government agencies, businesses, the formal and informal education systems	Describe how each of these organizations supports EE in Texas.	3.1b, 2.2a, 2.2b	competency worksheet
3.1c*	Know what is responsible, respectful and reasoned behavior during instruction.	Model responsible, respectful and reasoned behavior during instruction.	3.1.c	video of instruction
3.1d*	Understand the process of inquiry and application of environmental investigations in instruction.	Model inquiry process and include environmental investigations in instruction in an appropriate manner.	3.1.d., 1.3,	video of instruction

3.2a*	Be familiar with instructional techniques for presenting differing viewpoints and theories in a balanced manner. Be able to identify potential sources of bias in information.	Model techniques for presenting differing viewpoints and identify bias in information sources.	3.2.a	either video of instruction or lesson plan
3.2b*	Differentiate among instructional materials on the basis of their factual accuracy.	Select and use materials that together present a range of differing viewpoints and interpretations where there are differences of opinion or competing scientific explanations. Weigh evidence regarding environmental problems based on validity of data (e.g. from scientific societies or reputable journals.)	3.2.b	lesson plan
3.2c*	Identify instructional strategies and techniques that learners can use to explore different perspectives, form their own opinion, and explain their beliefs.	Implement at least one strategy that learners can use to explore different perspectives, form their own opinions, and explain their beliefs.	3.2.c., 5.4.a.	either video of instruction or lesson plan
3.3a*	Identify ways of continually updating information and training about the environment and issues, current research, environmental education materials, and instructional methods.	Document professional development you've participated in, professional journals you subscribe to, and organizations associated with ee that you are an active member of or provide volunteer services to.	3.3.a., 4.4.c	Resume

3.3b*	Identify potential mentors, advisors, and others who can challenge you to expand and upgrade your knowledge and skills, and expand your firsthand understanding of differing points of view.	Develop a relationship with a mentor, advisor, or others and document how this relationship has impacted your professional growth.	3.3.b	2 letters of reference
3.3c*	Learn from personal practice as an environmental educator, both individually and with other professionals and colleagues.	Reflect on what you've learned from personal practice as an environmental educator.	3.3.c	self-reflection writing as part of competencies worksheet
3.3d*	Seek out opportunities to learn essential content and skills in real-world environmental settings or contexts, especially within the communities and ecosystems in which one lives and teaches.	Document real-world environmental education opportunities you have participated in.	3.3.d., 4.6.b.	resume
3.3e*	Understand what research and analytical skills would be needed to expand existing knowledge about the environment and environmental education	Describe research and analytical skills you've used to expand your knowledge about the environment, related issues, and environmental education.	3.3.e	written report as part of competencies worksheet