

MWEE Program Capacity Assessment Tool

The purpose of the Meaningful Watershed Educational Experience (MWEE) Program Capacity Assessment Tool is to track the implementation of activities at the school system, or similar scale, to enable, support, and/or implement MWEE with students. This self-assessment will provide local education agencies (LEAs) with an opportunity to inventory current environmental education programs, identify areas of strength, and highlight areas requiring greater focus in order to support MWEE implementation and environmental education more broadly. The program areas and criteria have been informed by researched based best practices in the field of environmental education. The results of these assessments will also provide critical information to the state and the Chesapeake Bay Program Education Workgroup about the progress schools are making towards the *Mid Atlantic Elementary and Secondary Environmental Literacy Strategy* and the MWEE commitment signed in 2000 by the Chesapeake Bay Program Executive Council, which includes the Governors of the states in the region, the mayor of the District of Columbia, the Chesapeake Bay Commission, and the Administrator of the EPA on behalf of the Federal government.

The goal of the Education Workgroup is:

Every student in the region graduates environmentally literate having participated in meaningful watershed educational experiences in elementary, middle, and high school that were supported by teachers who have received professional development in environmental education and schools that are models of environmental sustainability.

Using the Self-Assessment

Rating
1 Emerging
2 Foundational
3 Proficient
4 Distinguished

The self-assessment is designed to be completed by each local education agency on an annual basis at the close of the school year.

Results for the school year should be compiled by the state department of education (or a designated alternate) and submitted to the office of the Governor or the Mayor for official transmission to the Chesapeake Bay Program. Submissions should be received by September 30th.

The local education agency is asked to review the assessment rubric for each program criteria and then, based on supporting evidence, make an overall determination about the level of implementation using the 4-point rating scale described here.

Comment [SWS1]: Every two years?

A Summary Table is provided at the end of the self-assessment instrument to record the rating for each Program Criteria and supporting Elements. This, along with any necessary documentation, should be submitted to the following state contact for compilation:

Name:	
Agency:	
Phone:	
E-mail:	

MWEE Self-Assessment Data

To be completed by the LEA Superintendent or designee: Please provide the following background information.

Name of LEA:	
Person completing assessment:	
Title:	
Phone:	
E-mail:	

Signature of Superintendent

LEA Statistics

Number of school buildings	
<i>Elementary:</i>	
<i>Middle:</i>	
<i>High:</i>	
Number of students	
<i>Elementary:</i>	
<i>Middle:</i>	
<i>High:</i>	
Number of classroom teachers	
<i>Elementary:</i>	
<i>Middle:</i>	

High:	
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Number of Schools Recognized for Sustainable Practices. Please indicate the number of schools in your district achieving the following:

State Certification or Award Program*: _____
 U.S. Green Ribbon Schools nominated: _____
 U.S. Green Ribbon Schools awarded: _____
 Other National Program Certification or Award*: _____
 Total awards/certifications: _____

Elementary: _____ New awards/ _____ Total awards
 Middle: _____ New awards / _____ Total awards
 High: _____ New awards / _____ Total awards

*=provide examples

Methods

Indicator:

- # of LEAs proficient in ensuring students graduate environmentally literate

Metrics:

- Comprehensiveness of Environmental Literacy Program
- Level of capacity to implement Environmental Literacy Program

Distinguished	•xx-xx Points
Proficient	•xx-xx Points
Foundational	•xx-xx Points
Emerging	•xx-xx Points

Self-Assessment Questions

Goal: Local education agencies establish and support a system wide curricular framework for environmental education, including meaningful watershed educational experiences

The successful integration of the environmental standards into a system wide curricular framework is the cornerstone of an effective environmental literacy program. The development and implementation of this framework requires the guidance of an effective leadership team with instructional representation from key disciplines and across all grade levels. A skilled and positioned leader of the team is needed to provide effective, sustained and systemic guidance. Local partnerships can support the delivery of the program by providing curricular and professional development as well as resources, and provide opportunities that extend and enrich the learning experience into the local community.

Elements of LEA Support:

I. Environmental Literacy Program:

- a. Established program leader for environmental education who provides effective, sustained, and systemic leadership.
- b. Established environmental education team that ensures multi-grade and multi-discipline program development.
- c. LEA has developed an integrated program that infuses environmental standards within appropriate curricular areas and courses and provides synergy of effort with other LEA initiatives, e.g., STEM, service learning, CTE.
- d. Program details how all students will have repeated opportunities to engage in outdoor lessons, including meaningful watershed educational experiences at elementary, middle, and high school.
- e. Program includes support for educators including access to teacher professional development, administrative support, peer learning, and community resources.
- f. LEA has regulations, policies, or initiatives in place to ensure maintenance of school buildings, grounds, and operations as models of sustainability for students and the community, including the use of school grounds as outdoor learning spaces.
- g. LEA has established community partnerships for the delivery of programming, including implementation of MWEs.
- h. LEA monitors implementation and effectiveness of their Environmental Literacy Program

II. Implementation of Environmental Literacy Program:

- a. Percentage of students participating in outdoor environmental lessons, including meaningful watershed educational experiences in elementary, middle, and high school for XXXX-XXXX school year.
- b. Percentage of educators participating in high quality professional development related to environmental education content, outdoor learning strategies and pedagogy, for XXXX-XXXX school year.
- c. Percentage of schools currently holding green school certification or recognition from a third party organization.
- d. Evaluate your capacity to implement your plan in each students, educators, schools...
- e. What are your greatest challenges related to implementation?
transportation funding, hours, etc.

Comment [SWS2]: Level 4 would necessitate an evaluation strategy or at least effective implementation. May include environmental literacy questions or standardized assessments, but may not. Make sure to incorporate the effectiveness of teachers – not just students.

Comment [SWS3]: Preface with discussion of how this is in part a needs assessment so please give us an honest assessment.

Comment [SWS4]: Be sure to define this.

Comment [SWS5]: Not scored...just informational.