

West Virginia Environmental Literacy Indicator Tool (ELIT)

Contact Info



Please complete this contact information before you begin completing the Environmental Literacy Survey.

Note: You can close the survey and return at a later time to the same place as long as you use the same computer and that computer will save and retain the Qualtrics survey cookie (some work and public computers do not save and/or retain cookies). We recommend that you complete the survey in one sitting, if possible, to avoid issues with returning to the survey.

Please select your local education agency (LEA) from the dropdown list.

Is your school district at least partly in the Chesapeake Bay Watershed? If you are uncertain, refer to this map: [CB Watershed Counties.pdf](#)

☐ Yes

☐ No

Please complete this information.

Name of Individual Completing this
Form

Title of Individual Completing this Form

Email Address

Phone Number

ELIT Introduction

The purpose of the Chesapeake Bay Program's Environmental Literacy Indicator Tool (ELIT) is to help local and state schools systems collect important information that will help advance the implementation of environmental education efforts in schools in the mid-Atlantic region.

This tool, the data collected, and related efforts supporting environmental education in the region are in direct support of the Environmental Literacy Goal and Outcomes of the new Chesapeake Bay Watershed Agreement (signed 6/19/14).

Environmental Literacy Goal: Enable every student in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed.

Environmental Literacy Planning Outcome: Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement.

Student Outcome: Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported, meaningful watershed educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources.

Sustainable Schools Outcome: Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects.

The underlying principles of the outcomes and the resulting elements of this tool are founded on research-based best practices in the field of environmental education. The results from these data collection efforts will provide valuable information to states and the Chesapeake Bay Program Education Workgroup about how best to support local efforts to create and implement comprehensive strategies to support student environmental literacy. It will also be used by major funding partners, including the NOAA Bay Watershed Education and Training (B-WET) Program and the Chesapeake Bay Trust to inform funding priorities and decisions. Therefore, accurate assessments of both accomplishments and gaps are important.

Please complete the five sections of the Environmental Literacy Indicator Tool:

- Section I: Environmental Literacy Planning
- Section II: Student Participation in Meaningful Watershed Educational Experiences (MWEEs)
- Section III: Sustainable Schools
- Section IV: Continuous EE Improvement Efforts
- Section V: Feedback on ELIT

If you have questions about this tool, please contact:

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410.267.5664

Section I: Environmental Literacy Planning

Section I: Environmental Literacy Planning

Environmental Literacy Planning Outcome: *Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement.*

State departments of education and local education agencies play an important role in establishing expectations and guidelines, and providing support for the development and implementation of environmental education programs within their schools. To ensure that every student in the region graduates with the knowledge and skills to act responsibly to protect and restore their local watershed as called for in the Chesapeake Watershed Agreement, environmental education should be embedded into the local curriculum and Meaningful Watershed Educational Experiences ([MWEE Definition 2014.pdf](#)) should occur at least once during each level of instruction (elementary, middle, and high school).

In the development of plans and the delivery of programs, local education agencies can also benefit from partnerships with environmental education organizations, natural resource agencies, universities, businesses, and other organizations that have a wealth of applicable products and services as well as a cadre of scientific and professional experts that can complement the classroom teacher's strengths and heighten the impact of environmental instruction both in the classroom and in the field.

The following questions are intended to help assess the current capacity of your school division/local education agency (LEA) to implement a comprehensive and systemic approach to environmental education. **Please review the following elements (a-g) and, using the scale below, make a determination about your LEA's capacity to address them.**

a. An established program leader for environmental education (providing effective, sustained and system leadership)

- ☐ **Not in Place**
- ☐ **Fully in Place:** Program leader is in place to design, implement, and/or monitor EE program

Comments

b. An established team that facilitates multi-grade/multi-discipline curricular infusion of environmental projects and practices, such as student MWEEs

Not in Place

- ☐ **Partially in Place:** EE team established and meets to share information
- ☐ **Fully in Place:** Multi-disciplinary EE team meets regularly to design, implement, and/or monitor EE program

Comments

c. A support system in place that enables teachers and administrators to engage in **high quality professional development** in content knowledge, instructional materials, and methodology related to environmental education.

- ☐ **Not in Place**
- ☐ **Partially in Place:** PD in environmental education is offered periodically to teachers and/or administrators
- ☐ **Fully in Place:** PD in environmental education is provided regularly for all relevant teachers and administrators

Comments

d. An **integrated program** infusing environmental concepts and student MWEEs in appropriate curricular areas

- ☐ **Not in Place**
- ☐ **Partially in Place:** EE is represented in some LEA curricula (science, social studies, math, reading, etc.) or initiatives (STEM, Service Learning, etc.)



Fully in Place: EE is fully embedded in the curriculum across all relevant PK-12 LEA curricula and initiatives

Comments

e. A plan to ensure opportunities for all students to engage in meaningful watershed educational experiences at the elementary, middle and high school levels

- ☐ **Not in Place**
- ☐ **Partially in Place:** LEA has a plan to provide MWEEs in one or two grade bands (elementary, middle, and high)
- ☐ **Fully in Place:** LEA has a plan to provide MWEEs at least once in each grade band (elementary, middle, and high)

Comments

f. A plan or initiative to create **sustainable schools** to reduce negative environmental and human health impacts of school buildings and grounds

- ☐ **Not in Place**
- ☐ **Partially in Place:** LEA has identified sustainable schools as a priority
- ☐ **Fully in Place:** LEA has a plan or initiative to implement sustainable practices in all schools

Comments

g. **Established community partnerships** for delivery of environmental education, including implementation of MWEEs

- ☐ **Not in Place**
- ☐ **Partially in Place:** Partners are offering environmental education programs in schools, but these are not coordinated with the LEA
- ☐ **Fully in Place:** Partners are working with LEA to coordinate delivery of environmental education programs in support of a LEA environmental education plan or priorities

Comments

Section II: Student Participation

Section II: Student Participation in Meaningful Watershed Educational Experiences

Environmental Literacy Student Outcome: Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported, **meaningful watershed educational experiences** and rigorous inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources.

All four of these components are required for the experience to qualify as a MWEE (for a more detailed definition, see [MWEE Definition 2014.pdf](#)):

***Issue Definition:** Students identify an environmental question, problem, or issue and explore through background research and investigation.*

Outdoor field experiences: Students participate in one or more outdoor field experience sufficient to collect the data required for answering the research questions and informing student actions.

Action projects: Students participate in an action project during which students take action to address environmental issues at the personal or societal level.

Synthesis and conclusions: Students analyze and evaluate the results of their investigation of the issue and synthesize and communicate results and conclusions.

On the following pages, please describe the participation of your school district's elementary, middle, and high school students in MWEEs in the 2014-2015 school year.

In your school district, how many students were enrolled in each of these grades during the 2014-2015 school year?

Kindergarten	<input type="text" value="0"/>
1st grade	<input type="text" value="0"/>
2nd grade	<input type="text" value="0"/>
3rd grade	<input type="text" value="0"/>
4th grade	<input type="text" value="0"/>
5th grade	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

For each grade level, please indicate student participation in MWEE programs during the 2014-2015 school year.

	A system-wide MWEE experience is in place for students in this grade	Some schools or classes in this grade participate in MWEEs	No evidence that students in this grade participate in a MWEE
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1st grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the system-wide MWEE programs that are in place to reach all elementary school students

(i.e., grade, description of unit, partnerships, etc.).

Please provide examples of MWEE programs in which students participate that are currently not offered to all elementary school students (i.e., grade, description of unit, partnerships, school(s), etc.).

In your school district, how many students were enrolled in each of these grades during the 2014-2015 school year?

6th grade	<input type="text" value="0"/>
7th grade	<input type="text" value="0"/>
8th grade	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

For each grade level, please indicate student participation in MWEEs during the 2014-2015 school year.

	A system-wide MWEE experience is in place for students in this grade	Some schools or classes in this grade participate in MWEEs	No evidence that students in this grade participate in a MWEE
6th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the system-wide MWEE programs that are in place to reach all middle school students (i.e.,

grade, description of unit, partnerships, etc.).

Please provide examples of MWEE programs in which students participate that are currently not offered to all middle school students (i.e., grade, description of unit, partnerships, school(s), etc.).

How many students TOTAL were enrolled in grades 9-12 in your school district during the 2014-2015 school year? (please provide a number rather than a range)

Number of high school students

For each **required** course, please indicate student participation in MWEEs during the 2014-2015 school year.

	System-wide, a MWEE is included in this course	Some schools or classes include a MWEE in this course	No evidence that students in this course participate in a MWEE
Science (indicate course) <div></div>	<div></div>	<div></div>	<div></div>
History and Social studies (indicate course) <div></div>	<div></div>	<div></div>	<div></div>
English (indicate course) <div></div>	<div></div>	<div></div>	<div></div>
Mathematics (indicate course) <div></div>	<div></div>	<div></div>	<div></div>
Other (indicate course) <div></div>	<div></div>	<div></div>	<div></div>
Other (indicate course) <div></div>	<div></div>	<div></div>	<div></div>

For each **elective**, please indicate student participation in MWEEs during the most recent school year.

	System-wide, a MWEE is included in this elective	Some schools or classes include a MWEE in this elective	No evidence that students in this elective participate in a MWEE
Environmental Science/Ecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AP Environmental Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Technical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Science Course (indicate course) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other History or Social Studies Course (indicate course) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other elective (indicate course) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other elective (indicate course) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the system-wide MWEE programs that are in place to reach all high school students (i.e., grade, description of unit, partnerships, etc.).

Please provide examples of MWEE programs in which students participate that are currently not offered to all high school students (i.e., grade, description of unit, partnerships, school(s), etc.).

Section III: Sustainable Schools

Section III: Sustainable Schools

Environmental Literacy Sustainable Schools Outcome: Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects.

Sustainable Schools Pillars (as defined by the U.S. Department of Education Green Ribbon Schools):

- Reduce environmental impact and costs,
- Improve the health and wellness of schools, students and staff, and
- Provide effective environment and sustainability literacy, incorporating STEM, civic skills and green career pathways

Qualifying sustainable schools have a formal recognition and/or certification process that evaluates school performance in more than one U.S. Green Ribbon School Pillar, include student-led action projects, and allow for continuing improvement and multi-year participation. The Chesapeake Bay Program Education Workgroup has compiled a list of certification programs that meet this criteria.

For the purposes of this survey, only the following sustainable schools certifications should be included:

- **U.S. Department of Education Green Ribbon Schools** (<http://www2.ed.gov/programs/green-ribbon-schools/index.html>)
- **Eco Schools (National Wildlife Federation)**
- **Project Learning Tree Green Schools**
- **Maryland Green Schools (MAEOE)**
- **Virginia Naturally Schools**
- **West Virginia Sustainable Schools**

If you believe that another sustainable schools certification program meets these criteria, please contact:

Shannon Sprague

Co-chair, Chesapeake Bay Program Education Workgroup

NOAA Chesapeake Bay Office

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410-267-5664

Please indicate the number of schools in your LEA:

Elementary

Middle

High

Please indicate the number of schools in your LEA that hold a sustainable schools certification/recognition (see list of programs above).

Elementary

Middle

High

Other than those sustainable schools programs identified above, what best practices are schools implementing and/or in what environmental certification programs do schools in your LEA participate (e.g. LEED)?

Please select one answer per question.

	Yes	No	I don't know
Does your LEA have a staff lead or team responsible for coordinating sustainable schools efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your LEA have policies or programs that go beyond state requirements to reduce impacts of school buildings and ground on the watershed and larger environment? (if Yes, please describe) <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your LEA have policies or programs that go beyond state requirements to improve the health and wellness of schools, students, and staff? (if Yes, please describe) <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

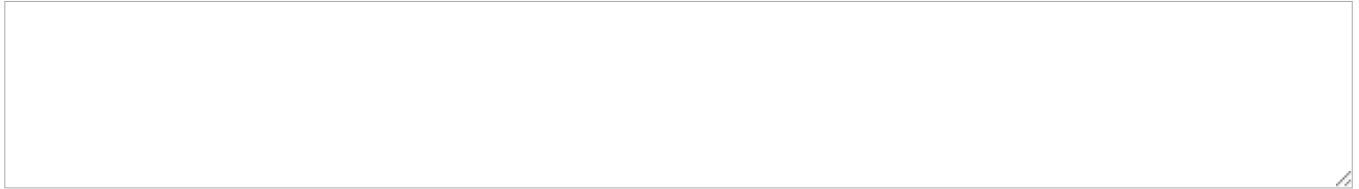
Section IV: Continuous EE Improvement Efforts

SECTION IV: Continuous Environmental Education Improvement Efforts

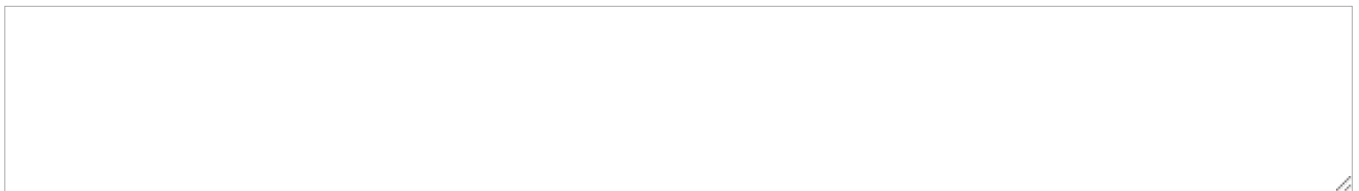
What are the strongest elements of your environmental education program for students? What data or subjective assessments support this?



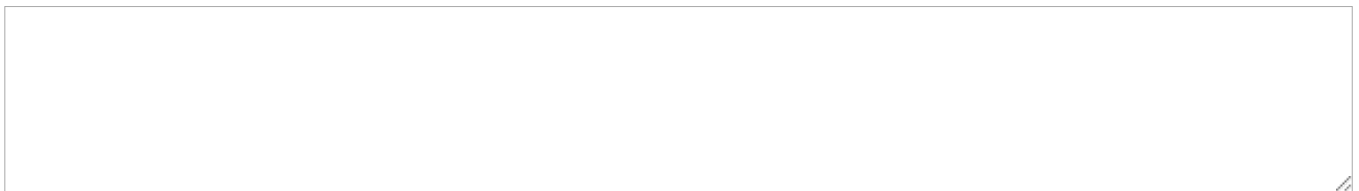
What are the strongest elements of your environmental education program for teachers? What data or subjective assessments support this?



Please share any success stories as exemplars and models of best practice that are not detailed above. (Please provide links to websites, articles, etc. if possible.)



What are the greatest challenges related to establishing/implementing your environmental education program?



What are opportunities to grow your environmental education program?

What are your highest priority needs for improving your environmental education programs?

Please rate each of the items below as low, moderate, high, or no need.

	0=No need	1=Low need	2=Moderate need	3=High need
Outdoor Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased Alignment with Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Board of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable Schools Technical Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Planning/Integration Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe) <div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V: Additional Feedback

Section V: Feedback on ELIT

On a scale from 1 to 10, how difficult was it to provide the data for the ELIT survey overall?

12345678910

Very difficult

☐☐☐☐☐☐☐☐☐☐

Very easy

Do you have any suggestions for improving the design and/or functionality of the ELIT survey?



THANK YOU for completing this survey! Please click on the SUBMIT button below to complete the survey.

After you submit the survey, you will see a summary of your entered responses. Click on the Adobe symbol to download a PDF and save a copy of your data.