



This framework was developed in 2023-24 by the Pacific Education Institute (PEI) with funding from Career Connect Washington. The writing team included CTE teachers representing Highline, Tukwila, and Methow Valley School Districts. Additional writing support was provided by representatives from Outdoor Schools Washington, Association of Washington School Principals, Colville Confederated Tribes, Washington Teacher Academies, ESD 112, OSPI including OSPI's Office of Native Education, and Central Washington University. This working document will be periodically updated while working with CTE teachers across Washington State to provide local resources and relevant materials and opportunities to engage youth in learning about careers in education in Washington State.

Course Information		
Course: Advanced Education through Outdoor Learning		Total Framework Actual Hours: 180 hours
CIP Code: 130101	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/19/2024
Career Cluster: Education & Training		Cluster Pathway: Teaching and Training
<p>Course Summary: This course applies educational pedagogy concepts to engage students interested in careers in education, specifically focused on facilitating learning in outdoor settings and incorporating environmental education at the K-6 level. Units include building safe and inclusive learning communities, culturally sustaining pedagogies and belonging, teaching methods, planning for instruction, and immersive learning experience. Unit topics reflect specific educator skills such as but not limited to projecting voice, reading audience, instructor reflection, and standing in front of a room are important as educators. The course aligns with and can be used in conjunction with the Introduction to Education through Outdoor Learning framework. This course is designed to meet requirements for 1.0 credit of English Language Arts credit. Students will participate in Washington State's 5th or 6th grade Outdoor Schools or other outdoor/environmental education programming throughout this course.</p>		
Requested Course Equivalency: 1.0 English Language Arts credit		Total Number of Units: 5
Course Resources: Online folder to be shared with teachers		

Unit Information	
Unit 1: Building Safe and Inclusive Learning Communities	Total Learning Hours for Unit: 30
<p>Unit Summary: This unit focuses on creating culturally sustaining inclusive, and productive learning communities within the classroom and in outdoor settings. Students will experience a learning community that allows them to feel supported, take academic risks, and make mistakes as they explore the roles of educators.</p>	
<p>Competencies</p> <ol style="list-style-type: none"> 1. Model introductory safety practices and procedures with peers. 2. Model participating in and building a safe, inclusive, and positive learning community. 	

3. Understand how establishing a healthy learning community supports academic learning and social/emotional development, and how management choices reflect beliefs.
4. Describe differences in how students learn outdoors versus indoors.
5. Understand threat assessment processes used in local schools.
6. Apply personal definitions of a healthy learning community to collaborate with others.
7. Apply learning to establish, monitor, and refine a healthy learning community in the high school and in practicum placements.
8. Practice observing, reflecting, connecting, interpreting, and applying lessons from experience to guide their own learning.
9. Understand signs of abuse and neglect and when to tell a trusted adult.
10. Understand basic health practices and prevention procedures regarding illness, communicable diseases, and accidents and trauma; and when to tell a trusted adult.

Components and Assessments

Performance Assessments: *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting voice, reading audience, and personal and instructional reflection. Students can:

- Facilitate a group activity that addresses safety competencies in Introduction to Education through Outdoor Learning framework:
 - Safe field and outdoor procedures (ex: Pacing, adequate food, water, sleep, road rights-of-way, natural hazards).
 - Safe class skills (ex: Listening, checking in, following directions, keeping other crew members safe).
 - Adhering to school and community partner safety protocols.
 - Leave No Trace and ecological impact practices in the outdoors.
 - First aid skills relevant to outdoor learning.
 - Locating and tracking locations using a compass, map, and GPS.
 - Reading a weather report and making safety decisions based on forecast.
 - Orienteering activities.
 - Geocaching activities.
- Perform site assessment to determine the risk of an outdoor activity and address those concerns (ex: Field trips, nature trails).
- Co-design and present a Learning Community Plan for a class that applies in both indoor and outdoor settings. This plan can include the following elements:
 - Ice-breaker activity that is applicable within an outdoor setting (e.g. the schoolyard or local natural area).
 - Strategy for developing community safety rules for outdoor learning activities at a real or hypothetical learning site.
 - Strategy for engaging students in co-developing, guidelines that encourage:
 - Caring and supportive relationships among everyone within the learning community.
 - Expectations for classroom & outdoor behavior, communication, and structures (routines).
 - How to redirect toward expectations when not followed.

- Response plan to address threats indoors and outdoors.
- Signs of abuse and neglect and when to tell a trusted adult.
- Basic health practices and prevention procedures regarding illness, communicable diseases, and accidents and trauma; and when to tell a trusted adult.

Leadership Alignment:

- Students **develop, implement, and communicate new ideas to others effectively (1.B.1), demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas (1.B.3), act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur (1.C.1), use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation (2.A.1), identify and ask significant questions that clarify various points of view and lead to better solutions (2.D.2), articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (3.A.1), listen effectively to decipher meaning, including knowledge, values, attitudes and intentions (3.A.2), use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade (3.A.3), communicate effectively in diverse environments (including multi-lingual) (3.A.5), demonstrate ability to work effectively and respectfully with diverse teams (3.B.1), exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal (3.B.2), assume shared responsibility for collaborative work, and value the individual contributions made by each team member (3.B.3), and inspire others to reach their very best via examples and selflessness (11.A.3).**

Industry Standards and/or Competencies

Name of standards: Family and Consumer Science National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards

Website: [Family and Consumer Science National Standards](#)
[RWT - CIE Competencies](#)
[InTASC Core Teaching Standards](#)

Family and Consumer Science National Standards

- 4.4.3 Implement strategies to teach health, safety, and sanitation habits.
- 4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, and accidents and trauma.
- 4.4.7 Demonstrate security and emergency protocols.

Recruiting Washington Teachers

- Understand that establishing a healthy learning community is essential to supporting academic learning and social/emotional development, and that management choices reflect beliefs.

- Draw on research, theory, observations and practice to develop and identify elements of /and strategies to promote a culturally responsive and productive learning community.
- Apply their personal definitions of a healthy learning community to collaborate with others to establish, monitor and refine a healthy learning community in the high school and in practicum placements.
- Lay the foundation for reflective practice; observing, connecting, interpreting and applying lessons from experience to guide their own learning.

InTASC Core Teaching Standards

- Standard #3: Learning Environments- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Aligned Washington State Learning Standards

<p><u>English Language Arts</u></p>	<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><u>Environment & Sustainability</u></p>	<p>Click or tap here to enter text.</p>

Unit Information

Unit 2: Culturally Sustaining Pedagogies and Belonging**Total Learning Hours for Unit: 30**

Unit Summary: In this unit, high school students will consider issues of belonging and opportunity to explore how K-6 students learn in the natural and human-built places. Students will consider how these issues affect learning and development. Students will explore differentiated instruction strategies that support all learners.

Competencies:

1. Describe basic concepts that relate to Social Emotional Learning.
2. Describe basic concepts that relate to belonging.
3. Reflect on how belonging and opportunity affect learning environments inside and outside of the classroom.
4. Understand key principles of how K-6 students learn (ex: Motivation, prior knowledge, goal-directed learning).
5. Describe how topics such as race, poverty, language, ability, gender, Indigenous sovereignty, and immigration can affect K-6 students' learning in and out of the classroom.
6. Describe a list of classroom strategies to address barriers to belonging outdoors (ex: provide each student with adequate outdoor clothing; support students that are fearful of outdoor learning spaces).
7. Describe how local cultural relationships enhance educational communities.

Components and Assessments

Performance Assessments: *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting voice, reading audience, and personal and instructional reflection. Students can:

- Create a personal learner profile that reflects on their learning in the course.
- Develop and teach a short lesson for their peers that focuses on how an accessibility-related topic of (ex: Race, poverty, language, ability, gender, Indigenous sovereignty, immigration) can impact the opportunity for K-6 students to physically and emotionally access the outdoors.
- Conduct an interview with an elder about their formal or informal educational experience:
 - Build a list of interview questions.
 - Provide and receive feedback on interview questions from peers.
 - Interview an elder using questions.
 - Communicate what they learned from the interview that addresses the guiding question: "What have I learned about this elder's educational history, and how is it similar/different or how has it influenced my beliefs and attitudes towards education?"

Leadership Alignment:

- Students **use information accurately and creatively for the issue or problem at hand (4.B.1), manage the flow of information from a wide variety of sources (4.B.2), apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information (4.B.3), know when it is appropriate to listen and when to speak (9.A.1), conduct themselves in a respectable,**

professional manner (9.A.2), respect cultural differences and work effectively with people from a range of social and cultural backgrounds (9.B.1), respond open-mindedly to different ideas and values (9.B.2), leverage social and cultural differences to create new ideas and increase both innovation and quality of work (9.B.3), act responsibly with the larger community in mind (11.B.1), and learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (12.A.2).

Industry Standards and/or Competencies

Name of standards: Family and Consumer Science National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards

Website: [Family and Consumer Science National Standards](#)
[RWT - CIE Competencies](#)
[InTASC Core Teaching Standards](#)

Family and Consumer Science National Standards

- 4.2.3 Analyze cultural and environmental influences when assessing the development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.

Recruiting Washington Teachers

- Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students.
- Represent their cultural identity and family history in two personal narratives that explore their views of education and highlight funds of knowledge and sociocultural context.
- Understand issues of bias and discrimination, and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching.
- Intentionally build relationships with professionals, peers, families, and their students to support all students learning, agency and development of positive identity.

InTASC Core Teaching Standards

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Aligned Washington State Learning Standards

<p><u>English Language Arts</u></p>	<p>CSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p><u>Environment & Sustainability</u></p>	<p>ESE Standard 1: Ecological, Social, and Economic Systems Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, tribal, and global levels.</p> <p>ESE Standard 2: The Natural and Built Environment</p>

	Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.
--	--

Unit Information

Unit 3: Teaching Methods	Total Learning Hours for Unit: 30
---------------------------------	--

Unit Summary: In this unit, students will examine teaching methods that support belonging, productive classroom dialogue, formative assessments and feedback, and tools that support K-6 learners’ reflection on their learning.

Competencies

1. Demonstrate how to use phenomena, place, or project-based learning to support student learning.
2. Recognize the importance of using formative and summative assessments in teaching.
3. Identify strategies of differentiated instruction.
4. Describe the role of differentiated instruction in K-6 student learning.
5. Compare and contrast models of education.
6. Explore the process of designing a learning activity that utilizes differentiated instruction.

Components and Assessments

Performance Assessments: *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting voice, reading audience, and personal and instructional reflection. Students can:

- Create profiles of the different types of educator roles and responsibilities in formal and informal education careers.
- Observe different teaching methods for environmental/outdoor education at their school or local learning center: project-based learning, place-based learning, Social Emotional Learning, play, culturally sustaining teaching, etc.
- Keep a journal of observations, reflections, and case studies and participate in Socratic Seminars. At the end of the semester, these entries form the basis for a final reflection on learning.
- Facilitate an activity with peers to brainstorm and discuss teaching methods that acknowledge creativity, problem-solving, and interpersonal skills needed in the 21st century.
- Create an assessment tool that measures understanding in outdoor learning. Evaluate the assessment for alignment with learning objectives and effectiveness.

Leadership Alignment:

- Students **use a wide range of idea creation techniques (such as brainstorming) (1.A.1), view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes (1.B.4), reflect critically on learning experiences and processes (2.C.5), identify and ask significant questions that clarify various points of view and lead to better solutions (2.D.2), listen effectively to decipher meaning, including knowledge, values, attitudes and intentions (3.A.2), use communication for a range of purposes (3.A.3), assume shared responsibility for collaborative work, and value the individual contributions made by each team member (3.B.2), adapt to varied roles, jobs responsibilities, schedules and contexts (7.A.1), work effectively in a climate of ambiguity and changing priorities (7.A.2), set goals with tangible and intangible success criteria (8.A.1), and utilize time and manage workload efficiently (8.A.3).**

Industry Standards and/or Competencies

Name of standards: Family and Consumer Science National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards

Website: [Family and Consumer Science National Standards](#)
[RWT - CIE Competencies](#)
[InTASC Core Teaching Standards](#)

Family and Consumer Science National Standards

- 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.

Recruiting Washington Teachers

- Understand that current commitment to equity and diversity as deeply connected to our democratic ideals and part of a long struggle for educational equity and opportunity.
- Apply knowledge of how schools are governed at federal, state, local, school and classroom levels to identify possible avenues of action to address a current issue in education.
- Research and present one issue of civil rights in education, tracing the history and current status of laws, policies, practices and educator responsibility to address it through policy, practice and interaction.

InTASC Core Teaching Standards

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Aligned Washington State Learning Standards	
<p><u>English Language Arts</u></p>	<p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><u>Environment & Sustainability</u></p>	<p>Click or tap here to enter text.</p>

Unit Information	
<p>Unit 4: Planning for Instruction</p>	<p>Total Learning Hours for Unit: 30</p>
<p>Unit Summary: In this unit, students will apply their understandings from previous units to analyze an existing environmental education unit and create their own lesson plan.</p> <p>Competencies:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of how K-6 students learn by reviewing and revising a provided lesson plan. 2. Demonstrate knowledge of teaching methods by reviewing and revising a provided lesson plan. 3. Demonstrate basic knowledge of applicable Washington State Academic Standards (ability to use resources). 	

Components and Assessments

Performance Assessments: *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting voice, reading audience, and personal and instructional reflection. Students can:

- Review and revise a reviewed environmental/outdoor education lesson for a specific audience and place.
- Present findings from their environmental/outdoor education lesson review. Review should focus on Washington State Academic Standards, essential or driving questions, conceptual storyline, and performance-based summative assessment.
- Students apply understandings from previous units to analyze the given unit for opportunities for differentiation, application of Universal Design for Learning, formative assessment and feedback, and culturally sustaining strategies.
- Provide a revised lesson plan that specifies a given learning space, specific types of learners, and alignment with relevant learning standards.
- Reflect on provided teaching case studies or observe an online or in person teaching activity.
 - Reflect on instruction methods used with guided prompts.
 - Create a list of strengths and areas that could be improved.
 - Describe which differentiated instruction methods were used (if any).
 - Make recommendations for other methods that could be used.

Leadership Alignment:

- Students **develop, implement and communicate new ideas to others effectively (1.B.1), elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts (1.A.3), analyze how parts of a whole interact with each other to produce overall outcomes in complex systems (2.B.1), access information efficiently (time) and effectively (sources) (4.A.1), evaluate information critically and competently (4.A.2), use information accurately and creatively for the issue or problem at hand (4.B.1), manage the flow of information from a wide variety of sources (4.B.2), use technology as a tool to research, organize, evaluate and communicate information (6.A.1), use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy (6.A.2), and act responsibly with the interests of the larger community in mind (11.B.1).**

Industry Standards and/or Competencies

Name of standards:

Family and Consumer Sciences Education National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards, NAAEE: Guidelines for Excellence Professional Development of Environmental Educators

Website:

[Family and Consumer Science National Standards](#)
[RWT - CIE Competencies](#)
[InTASC Core Teaching Standards](#)
[NAAEE Professional Development Guidelines](#)

National Standards for Family and Consumer Sciences Education

- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.3 Integrate curriculum that incorporates a learner's language, learning style, early experiences, and cultural values.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision-making skills when working with children, youth and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.

Recruiting Washington Teachers

- 6.1 Practice and refine reflective practice. Observing, connecting, interpreting, assessing, and applying lessons from experience to guide own learning.
- 6.2 Employ inquiry to guide own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions.
- 6.3 Participate in leadership opportunities that contribute to development of a professional identity and improvement of the school, community, or profession.
- 5.1 Explore higher education options and connect type of institution to educational and career opportunities.
- 5.2 Understand the costs and possible funding sources for higher education; complete FAFSA/WAFSA and grant and scholarship applications.
- 5.3 Draw on life history, self-assessment of strengths and goals, and education and work experiences to develop applications for college and scholarships.
- 5.4 Develop an educational plan that begins in high school and leads through higher education to a career in education or a field where your learning will be helpful.

NAAEE: Guidelines for Excellence Professional Development of Environmental Educators

- Theme Two: Foundations of Environmental Education: Educators must have a basic understanding of the goals, theory, practice, and history of the field of environmental education.
 - 2.1 Fundamental characteristics and goals of environmental education
 - 2.2 How environmental education is implemented
 - 2.3 The evolution of the field
- Theme Three: Professional Responsibilities of the Environmental Educator: Educators must understand and accept the responsibilities associated with practicing environmental education.
 - 3.1 Exemplary environmental education practice

Aligned Washington State Learning Standards

English Language Arts

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Environment & Sustainability

ESE Standard 1: Ecological, Social, and Economic Systems

Students develop knowledge of the interconnections and interdependency of ecological and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, tribal, and global levels.

ESE Standard 2: The Natural and Built Environment

Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

Unit Information

Unit 5: Immersive Learning Experience

Total Learning Hours for Unit: 60

Unit Summary: Students will participate in a K-6 teaching experience. Potential experiences could include but are not limited to teaching environmental education lessons to local elementary students, teaching “stations” at a school-wide field day or participating in a local internship at an environmental/outdoor learning center or camp. Students will be given time to develop lessons and spend at least 15 hours practicing teaching concepts during their experience. Students will also learn more about post-secondary opportunities and pathways to achieve the goals they set for themselves.

Competencies

1. Ability to develop, implement, evaluate, and reflect on two formal lessons.
2. Demonstrate knowledge of units one through four through outdoor teaching experience.
3. Understand the key components to include in applications, cover letters, and resumes.
4. Describe individual skills and experiences that are relevant to outdoor/environmental education jobs.
5. Understand components of a professional introductory email.
6. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
7. Know about job shadowing and internship opportunities.
8. Understand aspects of verbal and non-verbal communication in professional settings.
9. Recognize the importance and impact of one’s digital presence on future employment opportunities.

Components and Assessments

Performance Assessments: *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting voice, reading audience, and personal and instructional reflection. Students can:

- Develop, implement, and evaluate two formal lessons taught outdoors. In the lesson, students use multiple instructional strategies to address K-6 students' academic language, cultural, and linguistic backgrounds, as well as apply principles of differentiated instruction and practice redirecting behavioral expectations.
- Reflect on their experiences teaching outdoors. Including but not limited to, which strategies work well, which need work, and how they could improve instruction.
- Share their experiences from their practicum with peers.
- Analyze, create, and present their own post-secondary opportunities and pathway goals.
- Complete a self-assessment to identify qualifications and reflect on opportunities for future job skill growth.

- Create a list of gained individual skills and experiences that are relevant to outdoor/environmental education jobs.
- Gather evidence and develop a portfolio that demonstrates course completion, attainment of skills, and personal growth. The portfolio includes:
 - Letter/s of Recommendation
 - Transcript
 - Resume
 - Certificates
 - "I'm A Good Investment" essay that utilizes Professional Educator Standards Board (PESB) guidelines.
- Write a professional introductory email.
- Create an Indeed or Linked In profile.
- Prepare and participate in a mock interview for an education position.
- Demonstrate professional introduction of self to stakeholders.
- Conduct a job search.

Leadership Alignment:

- Students **develop, implement, and communicate new ideas to others effectively (1.B.1), view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes (1.B.4), incorporate feedback effectively (7.B.1), deal positively with praise, setbacks, and criticism (7.B.2), understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments (7.B.3), go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise (8.C.1), demonstrate initiative to advance skill levels towards a professional level (8.C.2), demonstrate commitment to learning as a lifelong process (8.C.3), reflect critically on past experiences in order to inform future progress (8.C.4), demonstrate additional attributes associated with producing high quality products including the abilities to: Work positively and ethically (10.B.1.a), manage time and projects effectively (10.B.1.b), multi-task (10.B.1.c), participate actively as well as be reliable and punctual (10.B.1.d), present oneself professionally and with proper etiquette (10.B.1.e), collaborate and cooperate effectively with teams (10.B.1.f), respect and appreciate team diversity (10.B.1.g), be accountable for results (10.B.1.h), use interpersonal and problem-solving skills to influence and guide others toward a goal (11.A.1), inspire others to reach their very best via example and selflessness (11.A.3), demonstrate integrity and ethical behavior in using influence and power (11.A.4), and understanding other nations and cultures, including the use of non-English languages (12.A.3).**

Industry Standards and/or Competencies

Name of standards: Family and Consumer Science National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards

Website: [Family and Consumer Science National Standards](#)
[RWT - CIE Competencies](#)
[InTASC Core Teaching Standards](#)

National Standards for Family and Consumer Sciences Education

- 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
- 4.1.3 Summarize education and training requirements and opportunities for careers paths in early childhood, education, and services.
- 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.3 Integrate curriculum that incorporates a learner's language, learning style, early experiences, and cultural values.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision-making skills when working with children, youth and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.
- 4.6.1 Explore opportunities for continuing training and education.

Recruiting Washington Teachers

- Practice and refine reflective practice; observing, connecting, interpreting, assessing and applying lessons from experience to guide their own learning.
- Employ inquiry to guide their own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions.
- Participate in leadership opportunities that contribute to development of a professional identity and improvement of the school, community, and/or the profession.

InTASC Core Teaching Standards

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Aligned Washington State Learning Standards

English Language Arts

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.3.1 Read to learn new information. (CCSS RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Environment & Sustainability

ESE standard 2: The Natural and Built Environment

Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

	ESE Standard 3: Sustainability and Civic Responsibility Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.