



# The Newsletter of the Environmental Education Association of New Mexico



## CONNECTIONS

Vol. 17, No. 3: Winter 2009

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**Visit the EEANM  
website for:**

**Grants**

**Jobs**

**Teacher Workshops**

**Calendar of Events**

**EE News**

**[www.eeanm.org](http://www.eeanm.org)**

### Environmental Literacy Planning

State EE communities nationwide are working toward creating Environmental Literacy Plans for their states. The plans are developed for the preparation of our school-children from kindergarten through high school graduation, with the hope and expectation that improved environmental education throughout our public school curricula will result in future adult citizens that become responsible stewards of our natural resources.

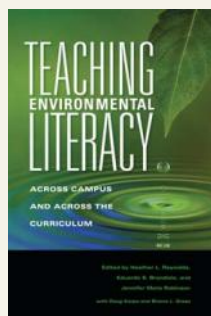


The Center on Education Policy's 2008 report, *Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects*, demonstrated the narrowing of educational focus brought by the No Child Left Behind legislation, with a majority of school districts adding time to teach language arts and math, while reducing time spent teaching social studies and science. Students and society are shortchanged by the dramatic reduction in the breadth of edu-

cation of our students, brought on by efforts to comply with the No Child Left behind Act. Further, a 2005 study by the National Environmental Education and Training Foundation, *Environmental Literacy in America*, found that 68% of Americans failed a basic quiz on awareness of environmental topics.

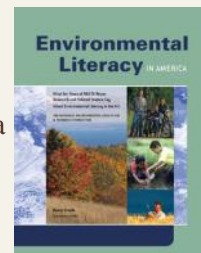
With problems such as climate change, childhood obesity, habitat destruction and other rampant environmental problems, we must respond by defining and formalizing environmental education.

The No Child Left Inside Coalition has led this campaign, and there is a nationwide effort to create state environmental literacy plans, in part, to be ready for implementation funding that may result from currently proposed federal legislation, the No Child Left Inside Act. The Act includes funding of \$500,000,000 over five years for teacher trainings and other expenses required to implement the plans.



The requirements of the plan are quoted below from the No Child Left Inside proposed federal legislation, Senate Bill 866:

(1) A description of how the State educational agency will measure the environmental literacy of students, including--



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## Message from

## the President:

*Christy Tafoya*

Dear Members:

Happy New Year! I want to thank our outgoing board members for their hard work and welcome our new members. Susie Davis, our outgoing Secretary, provided diligent and thoughtful commitment to the board and her skills will be greatly missed. Also, we say goodbye to Michael Casaus of the Sierra Club and thank him for his insight and guidance.

Welcome to our newest board members, Stephanie Bestelmeyer and Maceo Martinet. Stephanie hails from Las Cruces and is the Executive Director of the Asombro Institute for Science Education. Maceo comes to us from the US Fish and Wildlife Service and has an extensive background in environmental restoration and education.

Returning board members include Becky Kerr who was instrumental in our successful fall conference in Ruidoso and is also now the President of the New Mexico Science Teachers Association (NMSTA) (congrats!). Donna Grein from the Public Education Department was also re-elected to the board. Members who are continuing their existing terms are: Vice President Kimi Sheerer, Treasurer Amy Landers, and members Jeremy Philipp, Elizabeth Barriga, and Steve Blake. And a big thanks as always to our Executive Director, Barbara Garrity.

The year 2009 was very exciting for EEANM. The number and diversity of grants that our organization oversaw was more than any year in the past. Also, our annual conference, a partnership between NMSTA and the Mexico Council of Teachers of Mathematics in Ruidoso in October was a huge success.

Finally, EEANM gave out five awards recognizing environmental education excellence and service to: Kevin Holladay and Colleen Welch, Project WILD and Aquatic Resources Education, NM Game and Fish; Harlow Pinson, Indepth Learning; Debaura James, Aldo Leopold High School, Silver City; and Elaine Smith, Santo Domingo Middle School, Santo Domingo Pueblo.

What's up for 2010? Two very exciting initiatives have taken front and center. First, EEANM has received grants to continue work on environmental education certification, a nationwide initiative with statewide support. This is the second year EEANM will oversee planning grants, will include stakeholder meetings and a more in-depth statewide certification program plan.

The second and equally important initiative that EEANM is hoping to undertake is a statewide Environmental Literacy Plan. EEANM has applied for a grant to help create such a plan to determine a path to create environmentally literate children, who have critical thinking skills enabling them to make sound decisions about the future of our environment. This plan will be created in conjunction with the NM Public Education Department, various stakeholders, governmental and non-governmental agencies and will include ties to existing benchmarks and standards. This is an important initiative and is a mechanism for our state to receive federal funding through the No Child Left Inside Act, when passed by Congress.

EEANM will also continue its hard work on past programs as well, to include Project Learning Tree and the Sandia Youth Conference on the Environment. Look for some future bylaw changes as well.

Take care of yourselves and thanks as always for your hard work.

-Christy

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Vacant

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## EXECUTIVE DIRECTOR

Barbara Garrity

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(A) relevant State academic content standards and content areas regarding environmental education, and courses or subjects where environmental education instruction will be integrated throughout the prekindergarten to grade 12 curriculum; and

(B) a description of the relationship of the plan to the secondary school graduation requirements of the State.

(2) A description of programs for professional development for teachers to improve the teachers'--

(A) environmental subject matter knowledge; and

(B) pedagogical skills in teaching about environmental issues, including the use of--

(i) interdisciplinary, field-based, and research-based learning; and

(ii) innovative technology in the classroom.

(3) A description of how the State educational agency will implement the plan, including securing funding and other necessary support.

Those states that are pursuing Environmental Literacy Plans begin with gathering a stakeholder group including state and federal agencies; school superintendents and administrators; classroom teachers; non-formal EE providers; agricultural and ranching interests; and interested individuals. The planning often begins with correlation of the NAAEE *Excellence in EE: Guidelines for Learning (PreK-12)* to the State Curriculum Standards. This demonstrates where and when EE can be taught with current standards, and where gaps may occur. Those gaps may be addressed by changing or adding standards. The stakeholder group defines Environmental Literacy for their state and determines what educational courses, field experience, teacher training, and other educational inputs would result in environmentally literate high school graduates. To qualify for future funding from the No Child Left Inside Act, the plan must be adopted by the state's public education department or a natural resource agency.

## Climbing the Environmental Literacy Ladder

Capacity for personal and collective **action** and civic participation



Problem solving and critical thinking **skills**



**Attitudes** of appreciation and concern for the environment



**Knowledge** and understanding of human and natural systems and processes



General **awareness** of the relationship between the environment and human life

The Environmental Education Association, along with state agency partners and other nonprofits, are pursuing funding to begin an Environmental Literacy Planning process for New Mexico. For more information, contact Barbara Garrity, Executive Director of EEANM, or Jeremy Philipp, EEANM Board Member and Committee Chair. See page 3 for contact information.

## News from the North American Association for Environmental Education (NAAEE)



*Dr. Deb Thrall, Member, Board of Directors of NAAEE*

In 2009, NAAEE has gone through many exciting changes and has begun to work toward future partnership opportunities. The board and staff have spent an enormous amount of time working to strategize about the future of the association while continuing to support our members. They, along with input from your affiliate leaders and other EE professionals have crafted a new vision and strategic plan and I'm tremendously pleased to be able to unveil this strategic plan to you at this time!!

Our proposed new vision is:

**By 2015, the North American Association for Environmental Education (NAAEE) will be the premier organization in Canada, the United States, and Mexico providing environmental educators, and the organizations that train, employ, and support those educators with professional development, guidelines for excellence, networking, and advocacy, all within a culture of inclusivity.**

To support this new vision, five strategic initiatives were crafted:

- 1. Provide the highest quality, research-based programs, products and services for diverse individuals and organizations engaged in environmental education.**
- 2. Strengthen organizational capacity to operate a thriving enterprise as a model for fiscal and environmental sustainability.**
- 3. Increase NAAEE's presence and partnerships with organizations that train, employ, and support environmental educators in Canada, the United States and Mexico.**
- 4. Increasing the diversity of NAAEE's membership and leadership within a culture of inclusivity.**
- 5. Serve as a highly trusted, inclusive and visible advocate for environmental education in Canada, the United States and Mexico.**

As I come to the end of my second year on the board of NAAEE, I find that this opportunity has been invaluable in terms of my understanding of Environmental Education on the National and International level.

My roles as chair of the Leadership Development Committee, as a member of the Strategic Planning Committee and co-chair of the Financial Development Committee have given me a much greater feel for the important work that NAAEE has been doing. Thank you for electing me to this position and I hope that many of you will consider running for office as well!



## Update & News on Wildlife Corridors Happenings

by Peter Callen, Laura Robbins and Cirrelda Snider-Bryan



*The 3rd panel depicting grasslands ecosystem got grouted by over 20 volunteers the last day of May, 2009. Pictured here are Janis Hirsh, Shannon Van deRiet, Jackie Greene, Shelby Coen, Kelly Hughes, Riha Rothberg, Jordan and David Humble crowding in to clean and polish the recently applied grout. Jackie, Shelby, Kelly and Riha also made tiles for the panel. Photo by Peter Callen.*

Members and supporters of our local group *Pathways-Wildlife Corridors of New Mexico* and all who have been involved in the "Protect Our Wildlife Corridors" mural project on the Recycling Center wall feel supported by recent events in our government. A Memorandum of Understanding signed by Governor Richardson and Governor Ritter of Colorado formalizes the intent to cooperate along the shared state borders regarding wildlife corridors. This MOU states that the respective wildlife management agencies (New Mexico Department of Game and Fish and Colorado Division of Wildlife) will recognize the two states as part of the Western Governors Association initiative to identify and protect key habitat connectivity, travel and migration corridors across the Western United States, irrespective of political boundaries. Scientific data will be collected and evaluated, Native American tribes will be consulted, geospatial mapping systems and consistent protocols will be developed, existing and potential land use changes that may limit or eliminate the viability of key wildlife corridors will be identified. Shared strategies will be developed.

"Wildlife Corridors" and "connectivity" are terms that are beginning to enter our common consciousness and speech. Secretary of the Interior, Salazar, when recently speaking in Copenhagen on climate change stated, "Entire *wildlife corridors* are

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changing" and "Through the use of landscape and seascape-level conservation initiatives, we will strengthen the *connectivity* and resiliency of our parks and protected areas and the wildlife and ecosystem services they support. These efforts will prove critical."

There are many groups in New Mexico and neighboring states working to these ends. Some are beginning to share information through a new umbrella, *New Mexico Wildways*. Core members of NMW include: *Wildlands Network, Earth Works Institute, Wildlife Habitat of NM, Rewilding Institute, NM Wildlife Priority Linkages, Pathways: Wildlife Corridors of NM and New Mexico Wilderness Alliance*.

Many individuals and groups work towards meaningful changes: from backyard habitats - to passageways for animals through interstates - to reintroduction/protection of species due to lack of balance of our public lands monitored by the BLM. We are growing more aware and knowledgeable regarding our own carbon footprints and are paying attention to the local and global uses/protection of water. We humans have jurisdiction over our own behaviors and each small change towards respecting and honoring *all* who share the gifts of this planet shifts the weight on the fulcrum.

Our thanks to Governor Richardson for sending a positive message that wildlife corridors exist, are important and are worth protecting. We look forward to future advancements from the Western Governor's Association.

The grassroots organization Pathways: Wildlife Corridors of NM offers two forms of outreach, one you have heard about before in EE Connections, The Protect Our Wildlife Corridors Mural, and second, Tracker Monitor Training. We recently presented at the joint EEANM, NMSTA, NMCTM conference and would like to keep the information on wildlife corridors flowing with educators, thus this article. Peter and Cirelda will also present at the 4 Corners Bioregional Outdoor Education Project's 2010 annual conference this March in Blanding, Utah, an important gathering of our region's environmental educators.

On our mural front - Bosque School seventh grade classes will complete whimsical cacti and these will be installed directly on the PNM substation walls, adjacent to the Placitas Recycling Center. A 4'x8' panel of Wild Horses will be placed to the right of the "Protect Our Wildlife Corridors" and join the other ecosystem/ animal panels. Stamped clay tiles of EVERYONE who has helped in some way will be placed on the Recycling Center Wall to the left of the driveway opening.

The 4th 9 foot by 6 foot mosaic panel - focusing on the riparian ecosystem, "the bosque" - will be started in January by the 8th grade Advanced Art class at Bernalillo Middle School who will design and make the big animals. We are lucky to have guest speaker Timothy Smith, Biology Technician at Sandia Pueblo, join the class for a first Monday field trip to the bosque at Kuaua (Coronado Monument), and come into the classroom the next day to share about the Pueblo's efforts to re-introduce wild Turkeys to their lands. Algodones Elementary students will participate making plant tiles for the 4th panel, as Placitas Elementary students did last year for the Grasslands panel.

Tracking/ Monitoring: We now have our transects numbered and their GPS coordinates recorded, so with our trained staff of volunteers we can now begin collecting official data. Some members are building up hours in the field, and need to attend additional training(s.) All are welcome to come with us when we go out to monitor. January dates will be coordinated.

The main purpose of the monitoring is to be able to tell a credible story, to our community, to the scientific community, and the public agencies, about the wildlife in our area. Track and sign identification is one way to be able to tell this story. We are also using motion triggered cameras as well to help tell this story of the animals who live here with us. As we increase our abilities to observe and record what we see, hear, feel and think, we can then tell a more complete story, one that grows in complexity but also in clarity.

For more information, please visit [www.pathwayswc.wordpress.com](http://www.pathwayswc.wordpress.com)

There is also a page on Facebook, under "Protect Our Wildlife Corridors Community Mosaic."

## Earth Care International

*By Amy L. Roberts*

Earth Care International, a non-profit located in Santa Fe, is grounded in the philosophy and vision that youth have an essential role to play in the process of change. This change is envisioned through the lens of sustainability and encompasses a wide net. It includes not only caring for the earth but also transforming the systems- both social and economic- that may diminish the ability of the earth's ecosystems to thrive. Earth Care works with youth and those that educate youth to create viable, sustaining communities.

### Youth Allies for Sustainability

For eight years Earth Care has empowered youth, aged 13-19, with leadership opportunities that improve their relationship to the earth and to one another. The benefit of these opportunities for both the youth and the community cannot be understated. Not only do youth receive leadership training, cross cultural communication skills and environmental and social awareness – but their participation in service projects also changes how communities envision the value of youth.

Executive Director, Christina Selby, explains that communities often view youth as problem-makers instead of assets - and youth often feel disenfranchised and hopeless. In working to change this cycle, Earth Care is engaging youth to become visionary leaders within their communities. "These leaders make choices that improve their relationship to the earth, one another, and ultimately the world." As a consequence, the role of youth changes from one that was perceived as detracting from community into one that energizes and reinvigorates it.

Earth Care provides several key leadership opportunities for youth. Each fall Earth Care accepts 35 youth from Native, Hispano, Latino Immigrant, Anglo and other diverse backgrounds to participate in the Leadership Institute. This group meets one weekend each month from October to May and focuses on developing leadership as well as the ability to work and communicate across cultures and build environmental and social awareness. Participants spend the fall learning the broad content of sustainability issues which includes an extensive analysis of systems thinking and an understanding of the connection between action and results. In the spring participants implement service projects. Selby explains, "We help them identify what their passion is and what they are drawn to."

These students also have the unique opportunity to sit on the nine person Youth Advisory Board to the Sustainability Commission. This commission works with the City of Santa Fe's Sustainability Commission to develop policies that improve the community's long-term health and to implement Santa Fe's Sustainability Plan. The Chair of the Youth Advisory Board is also a voting member of the Mayor appointed Sustainability Commission.

Youth who have completed the Leadership Institute or have served on the Youth Advisory Board to the Sustain-



*Earth Care's Youth Allies prepare and serve healthy meals twice a month in a Santa Fe City Park (Catherdral Park pictured here) as part of their Food Not Bombs project. Food that would otherwise be part of the waste stream is diverted and distributed to those in need.*

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ability Commission have the opportunity to participate in the Organizing Program. This advanced training program offers 10 youth \$1,000 each to develop their own programs and educate the public and their peers about sustainability issues. Selby notes that the impact of the Organizing Program on the community is great. "There is a strong thread of education that includes educating peers and adults to take action and create sustainability." Selby estimate that each youth reaches approximately 500 to 600 people. "The outcome is that communities see the value of youth again." A few of the projects for the 2009-2010 year include Youth Voices for Change; Food Not Bombs; Community Gardening; and Alternative Transportation.

For youth who are interested in joining a group of young people

who care about the earth and the future of it, Earth Care has established the Youth Allies Network. This network helps young people connect with other young people with similar interests and is open to any interested youth. Bianca Sopoci-Belknap, Director of Youth Programs, explains that Earth Care works with the Youth Allies to coordinate involvement in the community projects.

### **Teacher Institute for Sustainability Education and Service Learning**

Not only does Earth Care support opportunities for change through youth, but it also holds a one-year Teacher Institute for Sustainability Education and Service Learning. By advocating for sustainable schools, this program serves as yet another way that Earth Care is reaching youth through educating the teachers. During the Institute educators learn how to empower youth in working towards a sustainable and just society. Teachers then write their own curriculum for integrating sustainability into their classrooms. From the Santa Fe Public Schools, 33 teachers partnered with several organizations –such as the Sustainable Santa Fe Commission, Farm to Table, and Earth's Birthday Project – to implement sustainable service-learning projects.

### **Sustainable Santa Fe**

Earth Care reaches out the greater Santa Fe community by publishing 40,000 copies of its yearly magazine *Sustainable Santa Fe*. This publication serves as guide and a service to the community of Santa Fe. It not only examines water conservation, energy efficiency and green building, it also addresses community and social issues such as viable regional food sources; affordable housing and public transportation; opportunities for education and advancement; embracing cultural diversity; social justice and environmental consciousness.

To learn more about Earth Care International please visit <http://www.earthcare.org>. P.O. Box 885, Santa Fe NM 87504-0885. Phone: 505-983-6896; Fax: 505-983-2622.

*Amy Roberts is an Educator Naturalist for the Randall Davey Audubon Center in Santa Fe.*



*2009-10 class of teens in Earth Care's Youth Allies Leadership Institute. 35 teens from diverse backgrounds meet regularly for 9 months to train in leadership, organizing, cross-cultural understanding, sustainability, & social change.*

# WORKSHOPS

## Project Learning Tree & Project WILD



### Professional Development

Watersheds, Forests and Habitats Natural History Workshop



*Join us for a fun, interactive weekend of learning* using Project Learning Tree (PLT) PreK-8 and Project WILD K-12. You will learn

- how to integrate these award-winning activity guides with your curricula requirements
- tips and tricks for taking students outside
- engaging and inquiry-based activities that incorporate field investigations, reading, writing, math and science

#### What You Will Get

- ▲ PLT and Project WILD guides, with over 200 classroom activities
- ▲ Additional free resources for your classroom
- ▲ A stipend and certificates of completion
- ▲ Networking with other teachers
- ▲ Field experiences to invigorate your teaching
- ▲ Snacks
- ▲ Fabulous Prizes!

**Who:** Any formal, non-formal, pre-service educator, scout troop/den leader, church youth leader, etc.

**When:** February 26<sup>th</sup> at 7pm through February 28<sup>th</sup> at noon.

**Where:** Hardman Hall, Western New Mexico University, Silver City, NM

#### Registration

Registration deadline is February 5<sup>th</sup>. Email Jean Szymanski at [jszymanski@fs.fed.us](mailto:jszymanski@fs.fed.us). Include your name, phone number, email and where you work and/or teach. Participation is limited, so register early. Participants will provide their own meals and lodging.

#### *Sponsored By*

New Mexico Game and Fish - Project WILD

Forest Service, Southwestern Region - Project Learning Tree

New Mexico State University - Scientifically Connected Communities



## EEANM Award Winners 2009



*Colleen Welch, Kevin Holladay, Harlow Pinson, Debaura James, Elaine Smith, and Christy Tafoya, EEANM President*

This year's EEANM awards for Excellence in Environmental Education were awarded at our annual meeting on November 7 at the Rio Grande Nature Center.

### **For Outstanding Environmental Educator, two awards were given:**

#### **Debaura James**

Over the past four years, Ms. James has organized eight backpacking trips, three trips to Mexico to study marine biology and ecology, and led sixteen field trips to orient students new to Aldo Leopold High School to the community and the natural environment. Among her teaching duties, Debaura created the curriculum for and teaches a human geography course that focuses on economic, social and environmental sustainability.

#### **Elaine Smith**

Ms. Smith graduated from Eastern Michigan University with a degree in Biology and Chemistry. She earned her Master's in Secondary Education at the University of New Mexico. This is her third year of teaching Science with Santo Domingo Middle School. Each year, for many years, Elaine has taken her 7<sup>th</sup> grade students multiple times to the Bosque Ecological Monitoring Program (BEMP) site at Santo Domingo Pueblo and ties her work in the classroom to the inventory and monitoring projects undertaken at the BEMP site.

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## For Outstanding Service to Environmental Education, three awards were given:

### Harlow Pinson

Harlow Pinson has been involved with EEANM since 1995, and currently donates web hosting services to the organization. Harlow currently is webmaster for the USAID Development Resource Management Portal, and provides distance learning and web content-management services to countries around the world. He has a long-standing interest in environmental education and sustainable building practices. In his spare time he teaches Celtic music at the University of New Mexico.

### For Colleen Welch

Colleen taught in public and private schools in Colorado and Alaska before moving to NM in 2000. Her career includes teaching as a science curricula specialist for K-6 and at the University of CO-Boulder for The Science Discovery Program. As the NM Co-Coordinator for Project WILD she has been actively involved with EEANM and the NM Science Teachers Association. Colleen was on the revision team for the BEG in 2003 and she was on the writing team for the Discover-A-Watershed, The Colorado in 2005.

### Kevin Holladay

Kevin Holladay started with the Department in 1994 as an Assistant Project WILD Coordinator and has been serving as Conservation Education Coordinator for the past 10 years. He has a strong interest in program evaluation and creating community partnerships. He has grown a dedicated group of aquatic education volunteers, moved Project WILD teacher trainings into several pre-service teacher university programs and elevated the awareness of conservation education within the New Mexico Department of Game and Fish. He is a past President of EEANM and currently serves as the national Project WILD Coordinator representative to the Council for Environmental Education.

Before working for the Department he worked in education and resource management at several National Parks including Grand Canyon, Arches, Glacier, Katmai, Olympic, Mount Rainier, Canyonlands, and Glacier Bay National Parks. He has also worked as a consultant for wildlife conservation/education non-profit organizations in Bolivia, Belize and Botswana. Kevin holds a B.S. in Biology from the University of Kansas and an M.A. in Environmental Education from Humboldt State University, Arcata, CA.

**Melissa Howard**

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Environmental education  
projects are my favorites.

**EDITORIAL  
SERVICES**



## EE Certification Program for New Mexico Funded!

EEANM is pleased to announce the procurement of funding to develop an EE Certification program for New Mexico Environmental Educators. Thanks to funding from the Albert I. Pierce Foundation and the North American Association for Environmental Education (NAAEE), our EE community will be on its way to having a program for professional certification in New Mexico, with reciprocity to other states. Requirements for accreditation by NAAEE are based on their *Guidelines for Preparation and Professional Development of Environmental Educators*. A certification program will increase the level of recognition and professionalism of environmental education in New Mexico. Environmental educators in New Mexico come from many different backgrounds and work in different types of employment. Most do not have college or graduate degrees in Environmental Education, as there are currently no such programs in New Mexico. A certification program would allow Environmental Educators to establish their competencies in the profession at a high level of rigor. Earlier this year EEANM was held six meetings around the state to determine the interest and level of support for developing a certification program in New Mexico. Most of the 43 participants were in favor. A few suggested that we might wait until NAAEE develops a national certification, but our contacts there indicate that that will not happen for quite some time. Meanwhile, other states are developing programs, and we would like to offer NM environmental educators the same opportunity.

The certification program will be developed by a committee of stakeholders, including environmental educators, key federal and state agencies, teachers, and regional representatives from different regions of the state. EEANM will coordinate the committee constitution and the program development. Please contact us if you would like to help!

The NAAEE requirements for accreditation are the following:

**1. Program Administration** - the program must show evidence of the following:

- ♦ certifying agent
- ♦ program administrator
- ♦ advisory board
- ♦ finances and fiscal management
- ♦ program personnel
- ♦ program records
- ♦ program communications
- ♦ program marketing
- ♦ application support services
- ♦ program code of ethics

**2. Program Operations** - the program must show evidence of the following:

- ♦ application process (what goes in the application, expected costs, requirements, completed application, timeline, etc.)
- ♦ recertification Process (procedures, requirements, time limits, etc.)
- ♦ assessment of Applicant's Competencies (scoring tools, rubrics, support materials, forms of assessment, etc.)
- ♦ grievance and Appeal Process (process, time line, grievance committee members)
- ♦ Competencies

**3. Systems for Assessing Candidates and Evaluating Programs** - The program must show the following:

- ♦ accommodating diversity and special needs of candidates
- ♦ alignment among competencies, program requirements, assessment methods, and scoring tools
- ♦ establishing that assessment tools are valid and reliable
- ♦ front-end evaluation efforts for the program
- ♦ how evaluation efforts improve the program

The *Core Competencies* listed below must be demonstrated by candidates of certification programs that are recognized by NAAEE. New Mexico may add, as appropriate, supplementary competencies that certification candidates must satisfy. The competencies are from the National Project for Excellence in Environmental Education *Guidelines for the Preparation and Professional Development of Environmental Educators* (2004).

**Theme 1: Environmental Literacy**

- Questioning and Analysis Skills
- Knowledge of Environmental Processes and Systems
- Skills for Understanding and Addressing Environmental Issues
- Personal and Civic Responsibility

**Theme 2. Foundations of Environmental Education**

- Fundamental characteristics & goals of environmental education
- How environmental education is implemented
- The evolution of the field

**Theme 3: Professional Responsibilities of the Environmental Educator**

- Emphasis on education, not advocacy
- Ongoing learning and professional development
- Exemplary environmental education practice

**Theme 4: Planning and Implementing EE**

- Knowledge of learners
- Knowledge of instructional methodologies
- Planning for instruction
- Knowledge of environmental education materials and resources
- Technologies that assess learning
- Settings for instruction
- Curriculum planning

**Theme 5. Fostering Learning**

- A climate for learning about and exploring the environment
- An inclusive and collaborative learning environment
- Flexible and responsive instruction

**Theme 6: Assessment and Evaluation**

- Learner outcomes
- Assessment that is part of instruction
- Improving instruction
- Evaluating Programs

These Core Competencies are proven by a variety of methods, to be determined by the project Steering Committee. Other state programs use self-reflections, courses, workshops, videos of instructions, mentors, and other methods for demonstrating competencies. Often the programs are hybrids of other existing programs and adapted to local circumstances. As the program is developed, EEANM will keep our members involved in the process, either through your participation on the committee or by asking for your feedback on proposed components of the program.

If you would like to help develop the program, please contact either Barbara Garrity, EEANM Executive Director, or Amy Landers, EEANM Committee Chair. Contact information is on Page 3 of this newsletter.

# MEMBERSHIP APPLICATION

Name:

Affiliation:

Year-round Mailing Address:

City/:

State:

Zip Code:

Phones:

Work (     )

Home (     )

Cell (     )

Email Address:

Web Address:

## CHECK ONE OF THE MEMBERSHIP TYPES

☐ Limited Income/Student Membership.....\$10.00

☐ Individual Membership.....\$25.00

☐ Organizational Membership.....\$50.00

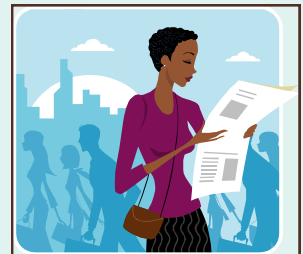
(Allows for 1 voting member and 2 general members)

Name and **email address** of voting member

Names and **email addresses** of 2 additional newsletter recipients

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Problems? contact Barbara Garrity, (505) 859-3366 or [info@eeanm.org](mailto:info@eeanm.org)