


MWEE SUPPORTING PRACTICES

TEACHER FACILITATION

Evaluate the extent to which classroom teachers support student learning for the duration of the MWEE within all of the essential elements. Teachers balance roles of facilitation, direct instruction, and coaching to create an experience where the essential elements of the MWEE come together to support goals for learning and create opportunities for students to take active roles in the learning process.

	 MISSING MWEE COMPONENTS	 NEEDS IMPROVEMENT	 GREAT JOB!
Classroom teachers are involved in implementing each of the MWEE essential elements in the following ways (check one box per row):	<i>Classroom teachers are not involved in the implementation of this MWEE essential element.</i>	<i>Classroom teachers participate in the implementation of this MWEE essential element, but the majority of the facilitation and teaching is conducted by a partner.</i>	<i>Classroom teachers implement or co-implement this MWEE essential element. Partners may support or deliver specific activities or lessons, but classroom teachers are actively involved.</i>
Issue Definition			
Outdoor Field Experiences			
Synthesis and Conclusions			
Environmental Action Projects			

How will you incorporate missing MWEE components?

How will you improve Teacher Facilitation?

What are the best aspects of Teacher Facilitation? How can they be strengthened or expanded?

For help, check out the [Environmental Literacy Model \(ELM\)](#) planning tool and look for opportunities for classroom teachers to increase their level of engagement and facilitation.

LEARNING INTEGRATION

Evaluate the extent to which the MWEE is meaningfully embedded into the school curriculum to support goals for learning and student achievement. Keep in mind that the MWEE is not meant to be something extra, but rather a means of enriching lessons for deeper student learning while meeting academic standards.

	 MISSING MWEE COMPONENTS	 NEEDS IMPROVEMENT	 GREAT JOB!
The learning objectives (knowledge, skills, and attitudes) are clearly defined.	<i>Learning objectives are not present.</i>	<i>Learning objectives are present but there is no or little evidence that MWEE activities will affect the learning objectives.</i>	<i>Learning objectives are present and there is strong evidence that the MWEE clearly and explicitly supports the learning objectives.</i>
The MWEE clearly and explicitly supports academic standards and/or curriculum.	<i>Specific standards and/or curriculum are not identified.</i>	<i>Standards and/or curriculum are identified but there is no or little evidence of how the MWEE supports them.</i>	<i>There is evidence that the MWEE clearly and explicitly supports standards and/or curriculum.</i>
The MWEE connects learning across multiple disciplines or content areas.	<i>There is no attempt to connect the MWEE to multiple disciplines or content areas.</i>	<i>The MWEE connects to multiple disciplines or content areas, but only supports academic standards for one discipline or content area.</i>	<i>The MWEE supports academic standards in multiple disciplines or content areas. Teachers in other disciplines are included as appropriate.</i>

How will you incorporate missing MWEE components?




How will you improve Learning Integration?

What are the best aspects of Learning Integration? How can they be strengthened or expanded?

For help, check out the Curriculum Anchor section of the [Environmental Literacy Model \(ELM\)](#) planning tool.

SUSTAINED EXPERIENCE

Evaluate the extent to which the MWEE provides rich learning opportunities, where each essential element builds upon and reinforces the others and each lesson or experience is explicitly connected to the larger learning sequence of the MWEE.

	 MISSING MWEE COMPONENTS	 NEEDS IMPROVEMENT	 GREAT JOB!
The MWEE includes a variety of rich and connected learning opportunities.	<i>The MWEE does not contain multiple learning opportunities, or it includes multiple learning opportunities but there is no meaningful connection among these learning opportunities.</i>	<i>The MWEE includes multiple learning opportunities, but there are limited connections between these learning opportunities.</i>	<i>There is a clear arc of inquiry in the MWEE where all of the essential elements cohesively come together into multiple, connected learning opportunities.</i>
MWEE activities are sustained over time.	<i>MWEE activities occur over three or fewer class periods during one or two school days.</i>	<i>MWEE activities occur over four or five class periods during a week or two.</i>	<i>MWEE activities occur over a unit or multiple units and include a substantial amount of learning time.</i>

How will you incorporate missing MWEE components?

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How will you improve Sustained Experience?

What are the best aspects of Sustained Experience? How can they be strengthened or expanded?

For help, check out the Curriculum Anchor section of the [Environmental Literacy Model \(ELM\)](#) planning tool.

LOCAL CONTEXT

Evaluate the extent to which the MWEE uses the local environment and community as a context for learning that is relevant to students’ lives. The MWEE is situated within local contexts (e.g., students’ school, neighborhood, or community). Local resources (e.g., partners, expertise, field sites) should be incorporated. Emphasizing local contexts enables students and teachers to develop stronger connections to, and appreciation for, their local environments and communities.

	 MISSING MWEE COMPONENTS	 NEEDS IMPROVEMENT	 GREAT JOB!
The MWEE is centered on a local issue, problem, or phenomenon that is directly connected to the lives of the students.	<i>There is no local relevance.</i>	<i>A local issue is explored, but does not directly connect to the students’ lives.</i>	<i>A local issue is explored and directly connects to the students’ lives.</i>
The MWEE provides opportunities to explore the impacts of locally relevant (e.g., school, neighborhood, or community) environmental and social issues.	<i>Students are not exploring their local school, neighborhood, or community.</i>	<i>Students are exploring their local school, neighborhood, or community, but this is not directly, or is only peripherally, related to investigating the issue.</i>	<i>Students are exploring their local school, neighborhood, or community and it is directly related to investigating the issue.</i>
The MWEE incorporates local resources (e.g., partners, expertise, field sites).	<i>No local resources are incorporated into the MWEE.</i>	<i>Local resources are minimally incorporated into the MWEE.</i>	<i>Multiple local resources are incorporated throughout the MWEE to provide continuous and intentional connections to the community.</i>

How will you incorporate missing MWEE components?

How will you improve Local Context?

What are the best aspects of Local Context? How can they be strengthened or expanded?

For help, check out the Incorporating [Outdoor Field Experiences](#) planning tool and the [Environmental Literacy Model \(ELM\)](#) planning tool and look for opportunities to incorporate local resources.