

APNEP Environmental Education Institute Follow-up Meeting
“Environmental Education in the Albemarle-Pamlico Sounds Region”

Teacher Evaluation

BACKGROUND

1. What grade level do you teach? **9-12 (3), 6-8 (4), 4-6 (3) DPI (recently left teaching to work at DPI)**
2. How valuable was the institute to you as a way to try out new environmental education science activities?

Not valuable Somewhat valuable Very Valuable **(11)**

3. Do you feel your content knowledge in environmental education has increased as a result of the institute? **Yes (10) “Resources increased greatly in paper materials as well as resource people,” “It was wonderful to learn more that correlates with SCOS in weather, solar system, and animal/plant relationships, rocks and minerals, and ecosystems,” “...Have learned a huge amount that I was directly able to implement in my classroom,” “especially for water ecosystems,” “I now incorporate the environment in all areas of instruction.”**

“Somewhat, I feel like my knowledge about best practices with land management improved.”

4. Do you feel the institute prepared you to teach your required curriculum in an interactive and investigative manner? **Somewhat (1), Yes (10) “Has helped with a lot of different ideas,” “Feel more comfortable branching out into science topics that are environmentally based,” “Loved the hands-on activities and exploratory hikes and free visual aids and teacher resources,” “relationships to the SCOS were easily developed,” “Used the curriculum more outdoors for camps and Envirothon,” “Were given the material resources and demonstrations of how to prepare and incorporate.”**
5. Did the institute help you integrate environmental concepts into your required curriculum/lessons? **Yes (11) “Both with working with teachers and my students,” “Always helps to hear things in a number of different ways,” “Can easily take what I learned and received here and enrich existing lessons,” “I like the lichens and Project Wet,” “Weather & Climate (air quality), human body (allergies from pollution), physics, environmental reaction to acts of nature.”**
6. Was the training you received at the institute sufficient for using the material/activities in your classroom? **Yes (9) “Hearing ideas from others during reunion week-end**

stimulated more ideas & possibilities,” “Feel very comfortable taking ideas to my students...now I know what to buy and where to buy them,” “We learn by doing. We did a lot,” “You had a good number of examples we enacted,” “Some materials I share with our science supervisor for lower grades.”

If not, what additional training would you recommend? “No, but detailed instructions are included,” “Somewhat – often need more conceptual underpinning, ex fluid physics to understand air currents and water/ocean current interactions,” “Only to deepen my understanding and keep current with new technologies.”

7. As a result of the institute, do you feel your confidence level in regards to teaching environmental education or science has changed? How? “No (1), I feel that other teachers are utilizing their materials much better.” Yes (9) “Have resources and contacts,” “Better understanding of environmental education,” “Have more confidence in my ability to share information with students and teachers and have gained more credibility with the science dept.” “Activities are very child-oriented and child-directed,” “Have gone on to be a leader in my community,” “Needed to know how to teach aquatic ecology.”
8. Have you used materials/activities from the institute with your students? _____
- All (2) Most (3) Some (6) Few None
- “By the time I’m done it will be all.”
9. How many new environmental education activities did you teach in your classroom as a result of the institute?
- 1-2 (2) 3-4 (2) 5-6 (3) 7-8 9+ (4)
10. List the subjects or classes in which you used the materials/activities. **Science, biology, earth/environmental science, marine biology (barrier island ecology, estuary to ocean), natural resources, horticulture, social studies, Envirothon, Green River Preserve summer camp, Math, English, Weather & Climate, Health, Human Biology, Genetics**
11. Have you served as an informal or formal resource for teachers as a result of the institute? **Yes (7) No (4)** _ If not, do you feel comfortable serving as in this capacity in the future?
- With more training, knowledge and experience**
12. How can we improve the delivery of the institute? “**Include more technology (modeling and mapping),**” “**more speakers,**” “**Encourage more sharing of ideas throughout the year via a listserv,**” “**Workshop with new theme each day,**” “**Read certain materials ahead of time,**” “**Business cards/contact info for facilitators and sponsors.**”

QUESTIONS FROM THE OFFICE OF ENVIRONMENTAL EDUCATION

1. Do you pass environmental education information or resources to your colleagues through the EE Clearinghouse? Please indicate which distribution method you use:

- DPI List Serves or message boards **1**
- Staff meetings **9**
- E-mail forward **6**

2. Do you utilize the Environmental Education Clearinghouse?

- News Tips newsletter **3**
- NC EE List Serve **4**
- Web site online publications: **8**

If yes, please indicate which publications you use online:

- DENR Library online catalog **4**
- River basin materials **3**
- Teachers' Guide **4**
- Environmental Education Centers Guide **8**
- Discover Your Ecological Address brochure/information **1**

Office Publications – hard copies **7**

If yes, please indicate which publications you use:

- River basin materials **4**
- Teachers' Guide **5**
- Environmental Education Centers Guide **7**
- Discover Your Ecological Address brochure/information **2**

3. What is the best way to send you EE publications/notices?

- Email **8**
- Postal Service **3**
- Post of web site **1**

4. What other programs/services could the Office of Environmental Education could provide teachers that would help them integrate EE in the classroom? Explain. **“More workshops like at Trinity Center,” “Offer sessions/modules that count toward teacher renewal credit,” “More on EE specifics in goals other than 3 and 5 for the**

state,” **“Connecting EE with literacy,” “Continue tapping different people with different ideas/methods,” “Continued integration of content through meaningful investigation,” “More email as to what is available.”**

5. Are you familiar with the environmental education curriculum available in NC? Do you have a need for additional EE publications and/or curriculum? If so, please describe what types of EE materials you would like to see offered. **No (2), Yes (9) “schedules to schools-again consider writing/reading credit given,” “Access to more information about the Native American communities of NC (historical and present day),” “More local resources and activities,” “Can we have more EELE trainings? They seem to be offering fewer and fewer.”**

Do you use the Department of Environment and Natural Resources’ Library? **_Yes (3)_** If so, are there workshops/books/videos that you would like to see the library offer for educators? Please explain. **“Used Ecology of a Cracker Childhood by Janisse Ray,” “Just beginning to learn about DENR,” “Try to find resources locally,” “Need more resources that tie in with NC history curriculum,” “Is it online?”**

6. Please give us any other feedback about the office that you feel would help us better serve teacher in NC.

“More help with containing certification”

EELEs for certification”

“Information on grants and where to get money for projects”

“Include ‘Reading CEU’s’ as this is now a priority in certification”

“Onsite visits for possible grant opportunity – were not available as promised. - schoolyard enhancement – no one returned calls or emails”

“More activities to make teachers aware of available resources”

“Continue to offer exciting educational opportunities. It seems some teachers are ‘into’ environmental education and some aren’t. These are wonderful workshops, too bad more teachers don’t participate.”