

Rubrics used by the Ohio Environmental Education Fund to evaluate completed grant projects for the pre-school to university audience

Professional Development

Level Five

The experiences are engaging and result in true professional growth. They are interactive and occur over an extended period of time, allowing participants' time to try out and reflect upon ideas and techniques. Educators are often in small groups, exchanging ideas and thinking about how to apply new techniques in their classrooms. Choices are available so participants can tailor the experience to best meet their needs. The formats used to educate teachers are consistent with the formats they should use with their students. The use of a variety of sites as well as hands-on and inquiry learning are modeled and materials distributed reflect these ideas. Teachers have experiences in integrating their curriculum and authentically assessing student learning. Workshops or in-services are developed collaboratively between educators and outside resource people and the educators play an important role in the planning and execution. Throughout the workshop, activities are connected and build toward broad concepts. Major ideas are conveyed in a variety of ways to allow for differences in styles of learning. Professional development is clearly linked to the environment and includes active involvement by teachers in examining and/or resolving environmental issues. Information given in the workshop and/or in the materials is accurate, current, and considers different points of view. The experiences that the teachers have are very well organized and can be replicated in a variety of settings. Specific attention is devoted to helping teachers align teaching and learning with appropriate state or national standards or guidelines, e.g. Ohio's Learning Standards for Science; national science standards; or NAAEE guidelines for environmental education. Rich documentation of the professional development allows the experience to be easily replicated.

Professional Development Level Four

The professional development experiences are active and take place both indoors and outdoors. Teachers make some decisions about their learning throughout the workshop. Information is given in a variety of ways and is connected throughout by a central theme or concept. Strategies used to educate the teachers are similar to strategies that should be used in the classroom. Participants spend some time reflecting on how to apply the new ideas in their classroom. Some methods of integration and authentic assessment are included. Techniques to encourage discussion and resolution of environmental issues are included. The information given is accurate, current and considers different points of view. The professional development experiences are well organized, occur over a period of time, and have been planned collaboratively by educators and outside resource people.

Professional Development Level Three

The professional development experiences take place over a shorter period of time. Some collaboration in planning between educators and outside resource people is apparent. Many of the activities and materials reflect hands-on learning. Teachers work in a variety of groupings and settings. Many of the designed activities and experiences can be replicated in other places. Integration into existing curriculum is mentioned. A majority of the strategies used to educate the teachers model strategies that should be used with students. Information given is accurate, current, considers different points of view, and demonstrates a connection to environmental education issues. Minimal collaborative planning is apparent.

Professional Development Level Two

The professional development experience is short in duration. Teachers are put through a prescribed set of activities that may or may not be related to a central theme. Large group instruction is the predominant style. The experience may be difficult for many to replicate in other areas and/or materials may not be easily accessible. Learning is confined to one location. Materials used are inconsistent in design and format. Some signs of active learning or hands-on learning are documented. Collaborative planning is not apparent.

Professional Development Level One

The professional development is a short, one shot experience. Teachers are given information mostly in a lecture format that does not reflect quality environmental education. Activities are not connected nor do they reflect good educational learning processes. The information provided may not be accurate, current or consider different points of view. Materials used may not be easily accessible.

For more information on these rubrics, contact:



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