

Incorporating environmental content:

An online survey of K-12 teachers in Kentucky concerning current education practices  
and preferences for education resources

*Findings and Descriptive Statistics*

Douglas Carr

August 2005

Prepared for:

Environmental Education Council, Kentucky Department of Education

Environmental content is often not taught as an independent subject in the classroom, but is typically incorporated across other content areas. This survey of Kentucky public school teachers examined the of type and extent environmental content currently incorporated in Kentucky classrooms, how this content is incorporated into current content areas, and how teachers make decisions whether or not to incorporate environmental content. The study also sought to determine what training and resources would be helpful for teachers when incorporating environmental content in the classroom.

While some individuals may associate environmental content with conservation, it includes a broader field of topics. Environmental content covers the various aspects of interactions between people and the natural world. Consequently, this study focused on the following categories of environmental content: knowledge of natural resources, interactions and interdependencies (such as a food chain or a food web, or things that cause changes in habitats), opportunities for outdoor education, conservation education, appreciation of the environment, environmental problems and problem solving, and environmental health (such as drinking water quality, air pollution and respiratory health, exposure to radon, lead poisoning, asbestos, and walkability).

By directly surveying Kentucky teachers, this study highlights the perceived needs of teachers. This can be used to ensure that future training and resources provided will be helpful to teachers. Further, teachers were asked about environmental content currently incorporated into their teaching. This provides the ability to better understand the current state of environmental education in Kentucky.

The online survey used in this study was developed in cooperation with the Environmental Education Council at the Kentucky Department of Education and the Kentucky University Partnership for Environmental Education. The survey population consisted of K-12 teachers in all public schools in Kentucky. Invitations to participate in the online survey were sent to slightly more than 5,000 teachers, and 2,041 teachers completed the survey, a 40% response rate. The invitations were sent to individual teacher's school e-mail addresses, and the invitations included a link to a web page containing the survey. The use of an online survey allowed an extensive use of contingent questions without the risk of confusing those taking the survey. The computer only displayed questions that were relevant to each teacher; relevant questions were selected according to an individual's responses to questions on the first two pages of the survey.

### Current Environmental Education

Figure 1 summarizes the extent to which various types of environmental content are incorporated at the three school levels. Of teachers who are currently incorporating environmental content, elementary teachers are slightly more likely to incorporate each aspect of environmental content than are middle school or high school teachers. Teachers who include environmental content in their teaching typically incorporate several of the various types of environmental content included in this survey.

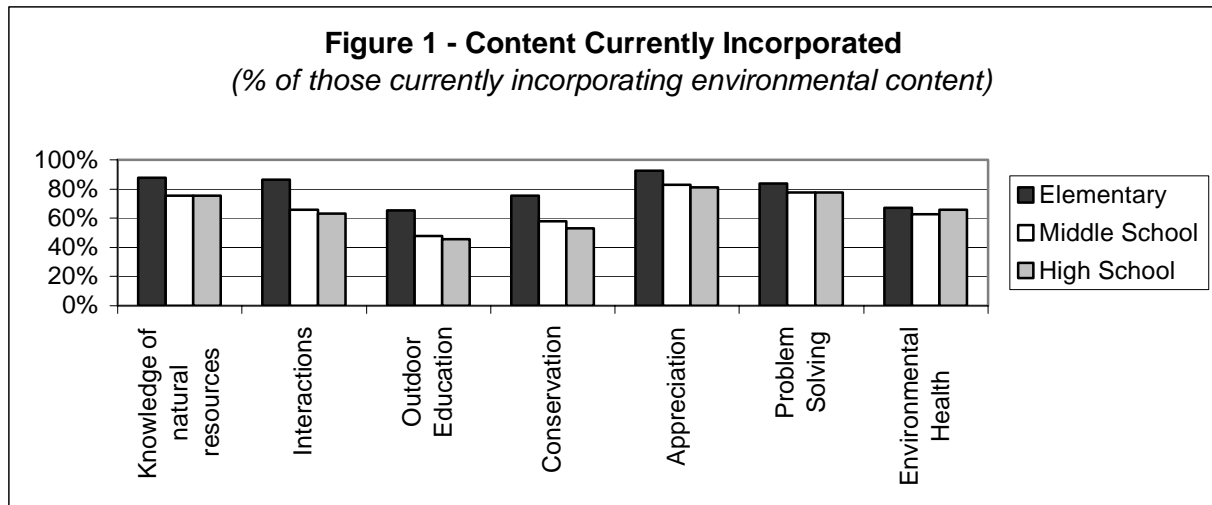
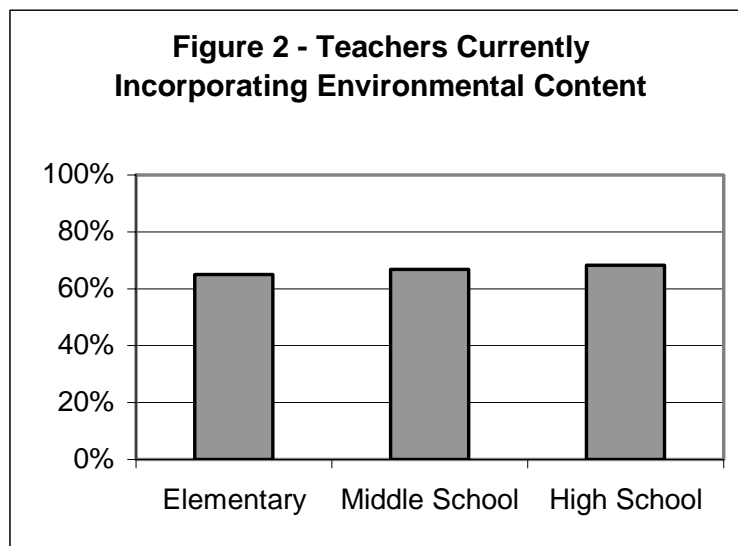
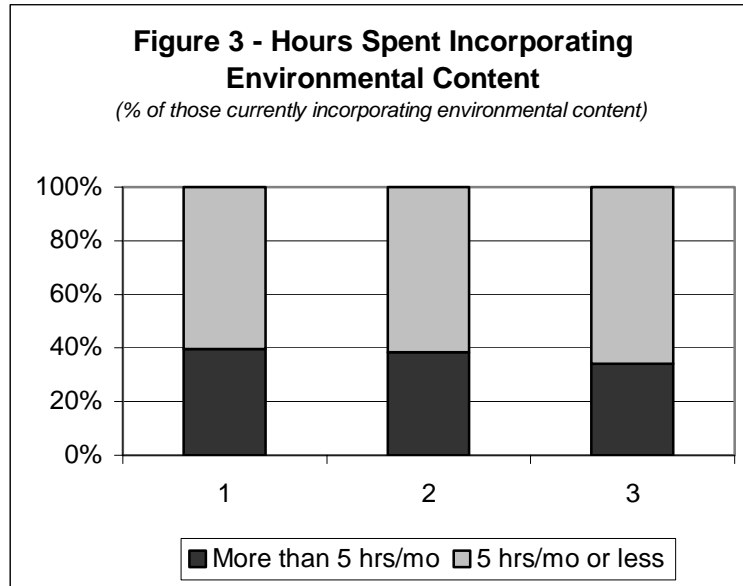


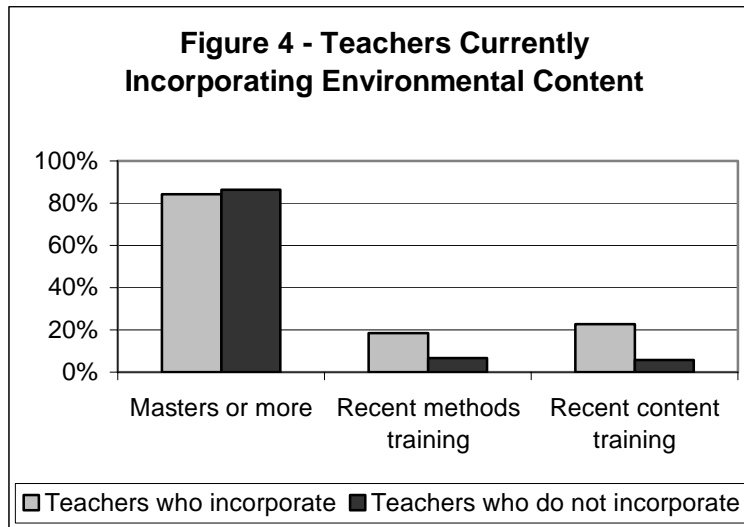
Figure 2 indicates that roughly 2/3, or 67%, of all teachers are currently incorporating environmental content into their classes. This figure was consistent across elementary, middle school, and high school teachers. However, 63% of all teachers who currently incorporate environmental education spend 5 hours per month or less on environmental content. This pattern is displayed in Figure 3. Thus, while many teachers currently incorporate environmental content, relatively few incorporate it extensively.





Educational attainment, attendance at recent training in methods for incorporating environmental content, and recent training focusing on environmental content were thought to be possibly related to the likelihood of a teacher incorporating environmental content. Figure 4 provides a graphic presentation of the actual nature of these relationships. Educational attainment of teachers, such as achieving a master's degree, does not appear to be related to the decision to incorporate environmental content. This suggests that continuing education requirements do not influence the incorporation of environmental content.

A relatively small percentage of teachers received training relating to environmental content or its incorporation in the classroom within the last three years. While few teachers received such training, those who did receive the training appear to be more likely to incorporate environmental content in their teaching.



To understand why some teachers are more likely than others to incorporate environmental content, teachers were asked about the relevance of environmental content to their teaching. As expected, teachers who incorporate environmental content are more likely to see it as being relevant than are those who do not incorporate environmental content. Figure 5 highlights this relationship. Of teachers who currently incorporate environmental content, 76% believe environmental content is either very relevant or somewhat relevant to what they teach. Only 21% of those who do not currently incorporate environmental content believe it is very relevant or somewhat relevant to what they teach. Of all teachers who teach a single subject, those who teach science, social studies, physical education, English/reading, art, and mathematics find environmental content to be the most relevant to what they teach.

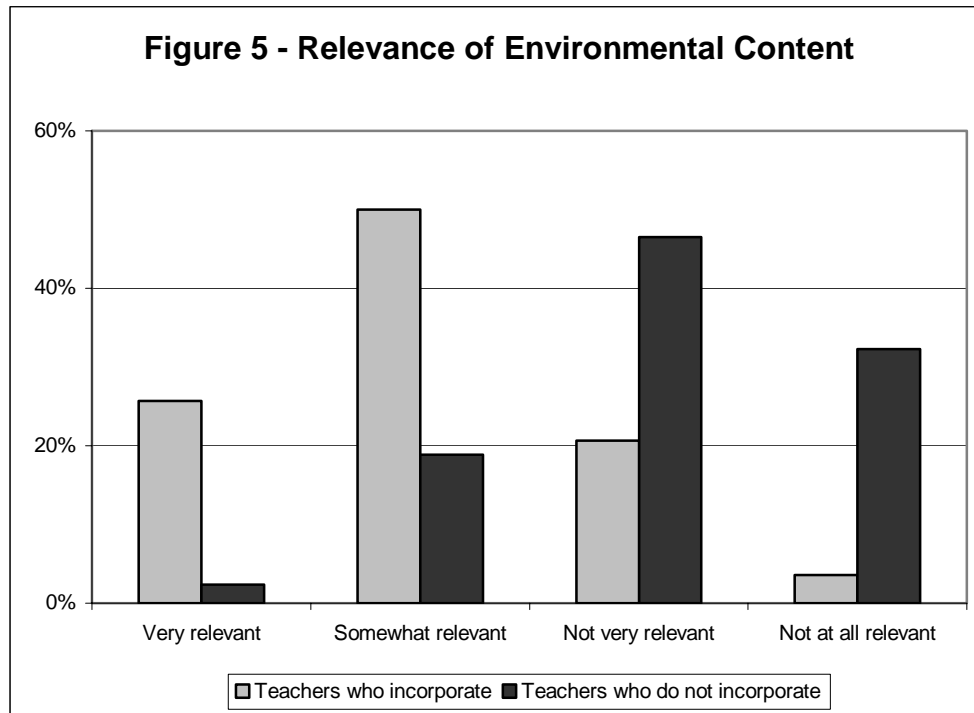
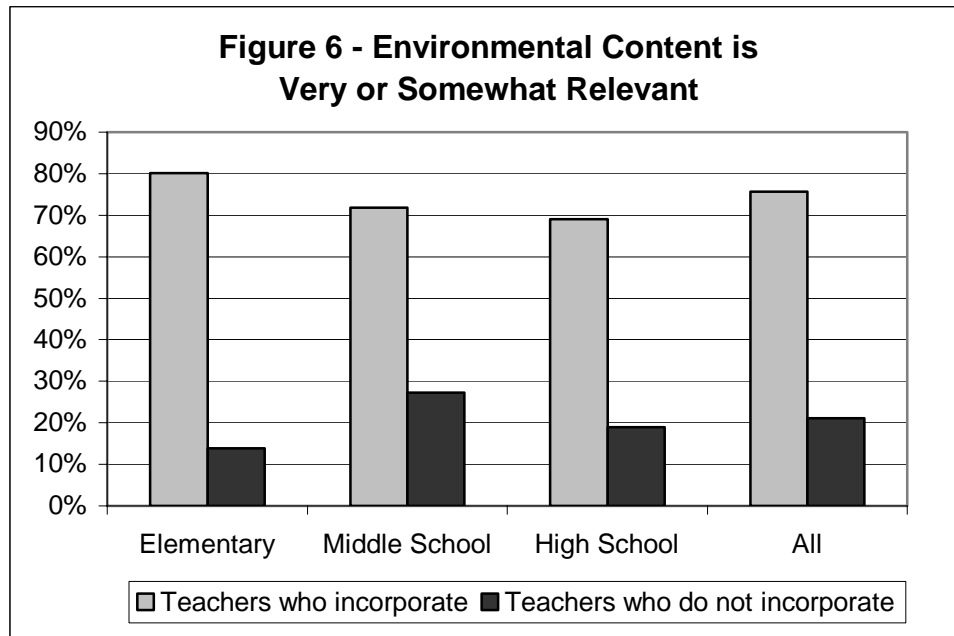
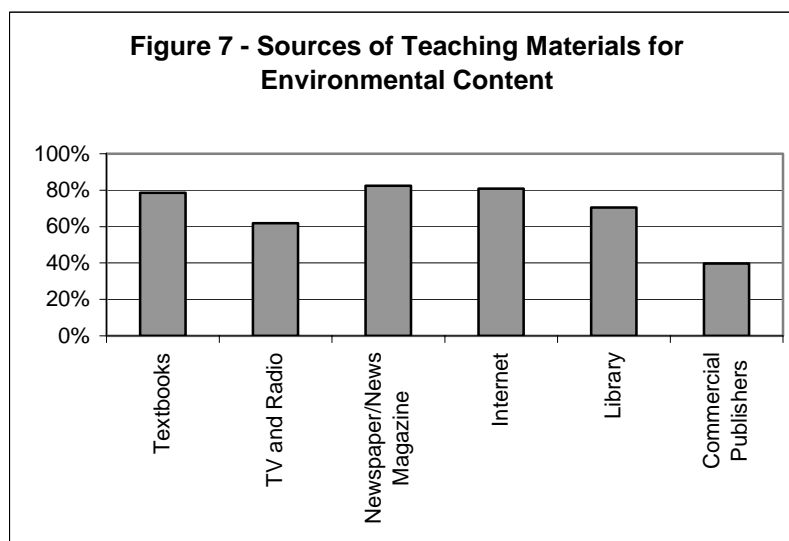


Figure 6 includes only those who believe environmental content is very relevant or somewhat relevant to what they teach. If barriers to incorporating environmental content are removed, teachers who view environmental content as relevant to what they teach are the most likely to begin incorporating it or increase their incorporation of it. Only a small percentage of teachers who do not currently incorporate environmental content view such content as relevant to what they teach. Therefore, removing barriers to incorporating environmental content without also addressing the issue of relevance will not encourage many teachers to begin incorporating it.



Teachers who currently incorporate environmental content were asked about sources they use to obtain teaching materials relating to environmental content. Figure 7 indicates that there is not a single dominate source that teachers use.



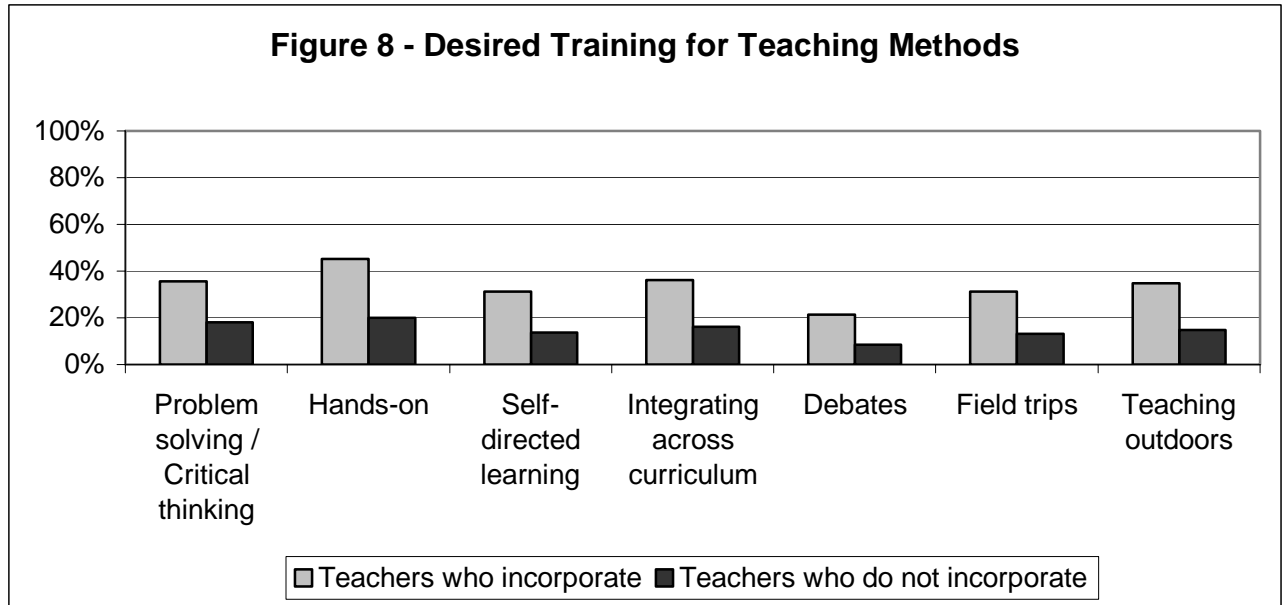
Teachers were also asked about the teaching methods they use to incorporate environmental content. The most common teaching methods used were: discussing

environmental topics covered in a textbook or other reading materials, hands-on activities or projects, and integrating environmental topics across current curriculum areas.

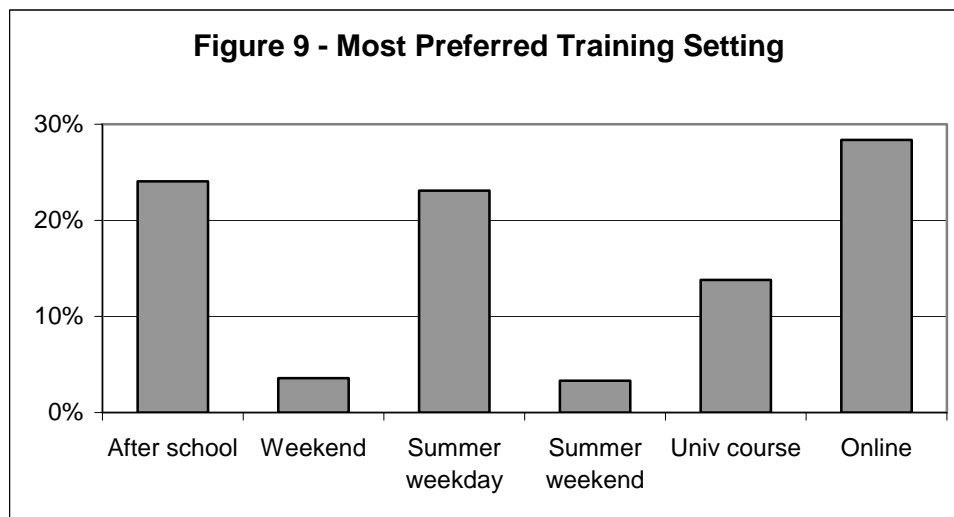
It is important to understand why teachers either do or do not currently incorporate environmental content into their teaching. The most important reasons teachers identified for incorporating environmental content were to demonstrate that what students were learning in class was relevant to everyday life and to help students understand current issues. The top reasons teachers choose not to incorporate environmental content into their teaching were: a lack of teaching time in the school day, the lack of a flexible curriculum, a lack of preparation time, outdoor activities did not align with core content, and a lack of teaching materials. It is important to note that resistance from parents or administrators was not a significant reason environmental content is not incorporated.

### Future Training and Resources

The survey asked teachers several questions concerning their preferences for different types of training and resources. Figure 8 indicates teacher preferences for training in using different teaching methods to incorporate environmental topics. While those who are currently incorporating environmental content are more likely to want training in teaching methods for environmental content than are those who do not incorporate environmental content, only roughly one third of teachers who currently incorporate environmental content are interested in this type of training.



When asked about different settings for training, teachers indicated clear preferences. Teachers ranked their preferences for training settings. Figure 9 indicates the percentage that each option was selected as “most preferred.” Teachers indicated a preference for weekday training over weekend training, and online training was most appealing to the greatest percentage of teachers.



When asked about additional resources for incorporating environmental content, teachers were most interested in curriculum supplies or lesson plan ideas, funding for activities and resources, field trip opportunities, more preparation time, and development of an outdoor learning area. Teachers were least interested in university based environmental education centers, meetings to share and network about incorporating environmental content, an environmental education resource teacher, and more support from school administration.

### Conclusion

Based on survey responses, environmental content was incorporated by a large portion of Kentucky teachers. However, this incorporation is often minimal. By examining teacher responses to this survey, appropriate strategies and resources can be developed to help teachers incorporate environmental content into their teaching.

Appendix A contains detailed frequency and percentage statistics for responses to survey questions by all teachers who completed the survey. Examination of these frequencies will allow a full understanding of specific classroom practices and teacher preferences for training and resources. Appendix B contains a verbatim listing of teacher responses to the open ended questions in the survey.

## Descriptive Statistics

### Incorporating environmental content

Teachers who incorporate environmental content	435
Teachers who do not incorporate environmental content	1,606
Total sample	2,041

### Which of the following [environmental content areas] are incorporated into your teaching?

	Yes	% Yes	No	% No
Knowledge of natural resources	1,262	69%	558	31%
Interactions, interdependencies	1,143	64%	641	36%
Opportunities for outdoor education	802	47%	910	53%
Conservation education	966	56%	773	44%
Appreciation of the environment	1,343	74%	468	26%
Environmental problems/problem solving	1,218	69%	558	31%
Environmental health	949	55%	789	45%
Please list other instructional goals that relate to the environment	<i>see page 18</i>			

### Please indicate whether or not you obtain environmental teaching materials from each of the following sources

	Yes	% Yes	No	% No
Textbooks	1157	78%	317	22%
Television and radio	813	62%	501	38%
Newspapers and news magazines	1180	83%	250	17%
Internet	1149	81%	274	19%
Library	963	70%	406	30%
Commercial publishers	445	40%	678	60%
Other	<i>see page 22</i>			

**Please indicate whether you would like to receive training for using each method to incorporate environmental content into your teaching**

	Yes	% Yes	No	% No
Problem solving/critical thinking	404	32%	854	68%
Hands-on activities or projects	515	40%	764	60%
Role playing/dramatizations	312	25%	938	75%
Independent research projects	286	23%	951	77%
Group research projects	291	24%	936	76%
Self-directed learning	343	28%	891	72%
Values clarification, analysis	269	22%	956	78%
Civic action exercises, such as examining environmental legislation	250	20%	980	80%
Simulations	321	27%	890	73%
Integrating environmental topics across current curriculum areas	394	32%	827	68%
Discuss environmental topics covered in textbook or other reading materials	223	19%	950	81%
Debates on environmental issues	226	19%	969	81%
Guest speakers	312	26%	894	74%
Data gathering and analysis	268	23%	915	77%
Field trips	329	28%	864	72%
Teach in an outdoor setting	373	31%	837	69%
Other	<i>see page 26</i>			

**How do you evaluate activities involving environmental content?**

Student writing	1024
Tests	835
Culminating events	815
Other	<i>see page 28</i>

**Have you received the following training in the last 3 years?**

	Yes	% Yes	No	% No
Instructional strategies related to teaching about the environment	319	16%	1657	84%
Content related to the environment (e.g. ecology, economics, geography)	379	19%	1582	81%

**If yes, how many times have you received this training in the last 3 years?**

Instructional strategies related to teaching about the environment	Number	Frequency	%
	1	156	56.3%
	2	73	26.4%
	3	28	10.1%
	4	7	2.5%
	5	4	1.4%
	6	3	1.1%
	8	1	0.4%
	9	1	0.4%
	10	2	0.7%
	12	1	0.4%
	15	1	0.4%

Content related to the environment (e.g. ecology, economics, geography)	Number	Frequency	%
	1	174	54.2%
	2	75	23.4%
	3	43	13.4%
	4	7	2.2%
	5	7	2.2%
	6	6	1.9%
	8	4	1.2%
	10	3	0.9%
	12	1	0.3%
	20	1	0.3%

**Please indicate your level of interest in the future offering of the following types of environmental education training**

	<i>Very interested</i>		<i>Somewhat interested</i>		<i>Not at all interested</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Factual information about environmental topics	489	26%	962	50%	454	24%
Opportunities for collaboration	473	25%	908	48%	521	27%
Methods for integrating environmental topics into current teaching	568	30%	887	47%	450	24%
Technology use relating to environmental education	606	32%	784	41%	500	26%
Identifying funding sources & grant writing skills	403	21%	634	34%	838	45%
Identifying resources for teaching about the environment	599	32%	799	42%	493	26%
Other	<i>see page 34</i>					

**Please rank the following settings for future training opportunities from 1 to 6**

	<i>Most preferred</i>				<i>Least preferred</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Inservice after school during the school year	491 (26%)	406 (25%)	330 (20%)	180 (12%)	151 (10%)	249 (10%)
Weekend inservice during the school year	73 (4%)	88 (5%)	208 (12%)	313 (21%)	401 (27%)	685 (27%)
Weekday training during the summer	471 (25%)	335 (21%)	366 (22%)	271 (18%)	178 (12%)	176 (7%)
Weekend training during the summer	68 (4%)	150 (9%)	186 (11%)	343 (23%)	432 (29%)	585 (23%)
University courses for credit or toward an endorsement in environmental education	202 (11%)	252 (16%)	277 (16%)	227 (15%)	207 (14%)	600 (24%)
Computer-based training online	549 (30%)	374 (23%)	317 (19%)	157 (11%)	132 (9%)	232 (9%)

**Please indicate how much help each of the following resources would provide in incorporating environmental content into your current teaching**

	<i>Very helpful</i>		<i>Some help</i>		<i>Little or no help</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Field trip opportunities	1010	54%	561	30%	308	16%
Development of an outdoor learning area	810	44%	626	34%	414	22%
Curriculum supplies or lesson plan ideas	1151	62%	540	29%	180	10%
Mailings regarding environmental education information and opportunities	577	31%	860	46%	420	23%
Environmental education professional development and training	596	32%	895	48%	359	19%
Environmental education resource teacher	551	30%	766	42%	523	28%
University based environmental education center	344	19%	830	45%	654	36%
Meetings to share and network about teaching environmental content	337	18%	882	48%	612	33%
More preparation time	984	53%	581	31%	283	15%
More support from administration	539	30%	790	44%	482	27%
Funding for activities and resources	1099	60%	490	27%	243	13%
Other	<i>see page 35</i>					

**Please indicate to what degree each of the following reasons explains why you incorporate environmental topics into your teaching**

*[Only teachers who currently incorporate environmental content]*

	<i>Not a reason at all</i>		<i>Somewhat of a reason</i>		<i>A significant reason</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
It is part of the curriculum	274	18%	561	38%	658	44%
To help students understand current issues	79	5%	424	28%	995	66%
To demonstrate that what students are learning in class is relevant	83	6%	334	22%	1081	72%
To encourage students to be active in environmental issues	176	12%	631	42%	686	46%
To improve test scores	362	25%	636	43%	477	32%
Environmental issues are interesting and engage students' attention	177	12%	714	48%	593	40%
It's a good way to teach problem solving or decision making skills	158	11%	676	46%	625	43%
Other	<i>see page 36</i>					

**Please indicate whether or not each of the following represents a major reason that you do not incorporate environmental content into your teaching**

*[Only teachers who do not currently incorporate environmental content]*

	No	% No	Yes	% Yes
Resistance from parents	351	99%	5	1%
Lack of principal/administrative support	336	95%	19	5%
Students are not interested	309	87%	45	13%
Outdoor activities do not align with core content	192	54%	165	46%
Issues are too controversial	344	97%	11	3%
Not appropriate for grade level	308	87%	47	13%
Lack of teaching time in the school day	151	42%	210	58%
Curriculum is not flexible enough	156	43%	206	57%
Lack of teaching materials	202	57%	155	43%
Lack of accessible natural environments	259	73%	98	27%
Lack of training opportunities	245	69%	111	31%
Lack of funding	216	61%	137	39%
Lack of preparation time	173	51%	169	49%
Other	<i>see page 37</i>			

**Are environmental topics relevant to what you teach?**

Very relevant	388
Somewhat relevant	810
Not very relevant	485
Not relevant at all	178

**Is there anything else you would like to share with us?**

*see page 39*

**Demographics**

<b>Age</b>	<i>Frequency</i>	<i>%</i>
24 and under	30	2%
25-29	217	11%
30-39	507	26%
40-49	624	32%
50-59	541	28%
60 and over	48	2%

<b>Gender</b>	<i>Frequency</i>	<i>%</i>
Male	370	19%
Female	1590	81%

<b>Racial/ethnic background</b>	<i>Frequency</i>	<i>%</i>
Caucasian	1889	97%
African-American	32	2%
Hispanic	6	0%
Asian/Pacific Islander	0	0%
Other	20	1%

**Please indicate your average classroom size in the past year**

	<i>Frequency</i>	<i>%</i>
Less than 10	205	10%
10-15	179	9%
16-20	237	12%
21-25	680	35%
26-30	518	26%
31-35	119	6%
36-40	12	1%
41-45	0	0%
46-50	3	0%
More than 50	10	1%

**What is the highest level of education you have attained?**

	<i>Frequency</i>	<i>%</i>
BS/BA	299	15%
Masters	949	49%
Masters +30	675	35%
Ed.D./Ph.D.	19	1%

## Open Response Questions

**Please list any other instructional goals that relate to the environment.**

- Open Response in informational reading
- Protecting Animal Habitats
- water cycle as well as some meteorology
- participate in enviorthon event
- recycling
- use of technology in problem solving
- recycling
- support any goals targeted in the regular education setting
- mainly look at natural resources
- make public service announcements on environment
- Any instruction on the environment is incidental. That is, if we read something that deals with environmental issues, we discuss them.
- does not apply
- I teach an entire unit on ecology covering State Core Curricular goals
- painting solvents and the environment, what materials are made from ect.
- Recycling
- I try to find reading material to use in class to make students aware of issues.
- survival
- This is an area of concentration for fourth grade art in my art program.
- recycling
- recycling
- Use of the environment in human geography
- Although I do not teach conservation I do participate in a grade level convservation program for all 5th graders.
- government intervention to environmental problems
- Occassionally, these topics will come up in application problems, but I do not "incorporate" them on a regular basis.
- CONSERVATION PRACTICES WITHIN YOUR HOME AND OTHER COMMUNITIES
- the value of natural resources to the economy
- Citizen's responsibility - we have written several articles and letters concerning the environment and endangered species.
- How students can make a difference.
- introduce vocabulary including: reduce, reuse, recycle
- We do school-wide recycling & make our own paper.
- Cultural Awareness and Basic Conversation
- Develop an appreciation and respect for environmental concerns addressed in class.
- Natural Resources Availability
- Geography, Environment Factors
- mining

- Natural disasters (hurricanes, torandoes, etc.)
- Depends on what the students has selected to study as to whether any or all the above listed applies.
- populationand its effects on the environment
- Only use these topics for researching and writing editorials and business letters.
- recycling
- Just an overall respect for the environment, but it's not part of my direct curriculum
- My student go to Science classes and are exposed to these topic and I reinforce them. various living biomes in home area and how they affect each other.
- recycling in class
- earth science, and life science
- How environment affects music - instruments made, type of song, etc.
- Appreciation for the beauty of the world around them.
- environmentally productive people
- social skills
- recycling
- People may have different perspectivies concerning the use of land. (building developments, cutting down rainforests)
- Crop - Livestock Production & Horticulture
- responsible citizenship
- Geochemical cycles, Interdependence of organisma
- Civic responsibility toward our environment
- Specifically taught during summer school
- Environmental Camp and some outdoor classroom
- stream testing at lbl
- to many to list+
- Environmental Issues Science Fair
- appreciation for beauty outside
- Water Cycle Unit
- Understanding of human role. Appreciation for our role as conservationists
- energy
- I focus on Social Studies and what we have done to our land over time, and how we can learn from this to conserve our resources and preserve our environment.
- geochemical cycles; global circulation patterns in the atmosphere and oceans
- recycling,
- patterns in world & earth day
- Environment as it relates to development of our health
- Acoustics (Music / Noise)
- problem solving as applied to topic
- Students receive information in regular classroom
- Movement of people due to natural disaster, etc
- personal responsibility for the quality of environment

- County, State, Country, and World awareness of environmental problems and issues
- Impact on environment due to economic activities
- traveling through different environments, geography
- Focus on Ecosystem
- recycling
- recycling and reusing
- recycling
- Endangered Animals
- I follow the Kentucky Core Content
- Visual Art- Understanding Landscapes (foreground, middleground, and background)
- While these items are not regularly addressed within my content, I do periodically bring in feature articles and editorials that relate to the environment.
- social environments
- resicline
- Daily Living/Life Skills
- Science core content areas
- Only when I assist with upper level social studies language
- Real life connections- What I can do to help
- ecosystems
- none
- None
- not a classroom teacher any longer
- We collect aluminum tabs for recycling for the Ronald McDonald house.
- Naturalism & Transcendentalism & Anti-T
- Recycling in community
- Care and protection of wild life
- Use by early peoples of things in their environment in order to meet their human needs
- Recycling
- Recycling
- recycling
- recycling
- coal and strip mining
- recycling and reusing
- human-environmental interaction
- Natural events that affect environmental conditions
- KERA GOALS 2 & 4
- How the environment plays a part of architecture
- recycling
- ecology, population issues, global warming, fossil fuels, ozone depletion
- landscapes
- I do a complete environmental conservation unit.

- Someone comes into the classroom and teaches these concepts unless it is something that I can incorporate in my lesson
- animal habitats

**Please indicate whether or not you obtain environmental teaching materials from each of the following sources. (Other, please specify:)**

- content from workshops
- collaboration with other teachers
- Food/Land/People, Project Wet, etc.
- collected items: pictures, videos etc.
- some from the regular classroom teachers
- UK Extention/4-H
- Project Wild
- Leveled Readers
- 4-H
- Extension Office
- art contests
- art teacher: sometimes we do posters dealing with environmental issues.
- Comic Books from Soil Conservation District
- Language workbooks with curriculum based lessons
- Experience
- trade books
- Conservation Club Meetings
- newsletter
- Learning Center only does not apply
- professional literature and international media
- I incorporate as it pertains to my subject matter
- environmental concerns used in grant writing for projects
- Conferences, Seminars
- vocabulary workbooks
- Project Wet and Project Wild
- Materials provided by local sanitation district
- PRIDE Professional Development
- recycling project
- Conservation Ed. program
- county conservation office
- Economy Councils/Conservation groups
- Conservation officers
- we teach science subjects through songs
- Workshops and trainings
- gross motor time outdoors
- create from my content and own ideas
- Mammoth Cave presenters
- Kentucky Wildlife and Conservation Office
- Forestry dept.
- fliers and materials provided by outside sources
- videos
- Local Businesses

- Scholastic News magazines
- videos
- very limited amount of resources
- Community members
- county extension office
- self
- ARSI, University of Ky. Science workshops, training in Project learning tree. e
- Past experiences
- Video
- music
- Rep. of the KY Fish and Wildlife comes about six times a year and does activitie
- environmentla education resource teacher
- pictures and info from vacations in national parks,etc.
- personal experiences
- Workshops that I have participated in
- CBI trips
- personal library
- News both local and national
- resource materials I have bought
- NRCS & FSA offices County Extension
- Eastern Ky PRIDE
- prescribed intervention materials
- local Conservation District Office
- Personal Knowledge
- workshops
- In novels or short stories we read
- speakers
- Common sense conservation knowledge
- Historical Park Naturalists, County extension Agent
- KY Widelife Dept.and some 4-H materials
- activities provided by extension, conservation, wildlife, etc.
- outdoor education at lbl
- Professional Journals
- state information
- Project Wild, Project Wet, Project Learning Tree, and other materials
- Project Learning Tree, Project Wild
- Materials from other teachers
- Project Wild and Tom Snyder Productions
- in the past have used items from the State Forestry Dept.
- personal knowledge
- Discovery School
- Ky Need Project
- workshops
- Weekly Readers

- Pamphlets from TVA, LBL, American Heart Assoc. and Amer. Cancer In. use sometime
- interviews
- Field Trips
- community partners such as 4-h, soil and water conservation, and fish and wildli
- KY State Parks and travel department
- Student Discussion
- health department
- When I answered that I incorporate it, I meant that I include or mention it to
- guest speakers/experts
- Health Dept. Speakers
- Videos / DVD's / Computer Software
- MarcoPolo!
- resource people
- Jim Claypool Conservation poster contest
- WalMart and insect larva from educational suppliers
- picture books
- Personal photographs and slides
- env. edu. classes
- Eastern KY Univ. and Riverkeepers Club
- My own resources that I have developed
- teacher lesson plans
- videos
- Local people
- special guests, PDs
- local university
- community resources
- Weekly Reader Science Spin once a month
- oral
- Salato Wildlife Center, Living Arts & Science Center
- Local agencies
- Reading programs
- Computer for Portfolio
- cnn
- Local businesses
- Need Project materials
- epa resources
- none
- Northern Ky. Water treatment, NEED
- Videos
- None
- State Publications
- Include discussions, what other students can share.
- sanitation district, 1 water unit

- video
- County Conservation District
- conservation teacher
- workshops
- science teacher
- Environmental organizations
- Cooperative extension office
- Project Learning Tree
- Agriculture/Environment Mag. of Kentucky
- Scholastic News
- weekly reader
- books/ novels
- PRIDE
- During the sections of the Science book on Ecology I spend most time
- Time For Kids Magazine
- Scholastic News Third Grade Edition & Software
- personal knowledge
- teacher made materials
- Project Wild
- town hall meetings
- Scientific journals
- discussion
- ideas from other teachers
- Mammoth Cave National Park Environmental education department
- videos
- KY NEED
- Sanitation District
- Visiting Speakers
- Ky Farm Bureau, Univ of Ky Ag Dept
- unit or theme books
- Parents and students, resource people
- handouts
- private collection/other teachers
- Personal Knowledge
- student interest
- own materials from teacher magazines
- Trade books
- DVD, VHS for Science
- Videos
- Pride Program, 4-H, Electric Comp. , and other outside resources

**Please indicate whether or not you currently use each of the following methods when teaching environmental content. Please also indicate whether you would like to receive training for using each method to incorporate environmental content into your teaching. (Other, please specify:)**

- use of manipulatives; direct instruction
- overnight environmental camp field trip through 4H
- types of landscapes etc.
- I assist students with every subject in their curriculum
- students are included with peers
- If the topic of the environment somehow pertains to therapy, then it is incorporated.
- posters, competitions, ect.
- Mammoth Cave Rangers Visit & Assist in Activities
- We have an outdoor classroom in our district.
- Training would be great but it would be a matter of time and application
- Learning Center -Does not apply
- not a classroom teacher
- We get a grant to do a creek study at LBL with our pen pals in April.
- I teach Kindergarten I teach thematic units.
- songs and dramatic activities
- I follow regular class, just assist in Braille
- Kentucky Wildlife and Conservation Department
- Not in classroom; administration position
- I teach these some of these methods but not the environment
- I am no longer a teacher. I now work at the Central Office as an administrator.
- Nature Walks
- Performance events (artwork)
- i work as a collaborative teacher
- I don't teach a class I work with Sp. Ed. students
- plays
- Environmental issues are taught for only 5 weeks
- we applied for a grant to build an outdoor classroom
- I have used all at one time or another.
- 36 hour camp out and hikes
- I teach English and Math. Environmental things are incorporated in them for real life information or problem-solving.
- connect with what we are studying when appropriate.
- This is my last year of teaching. I don't want training on this.
- all work is done on the computer - Credit Recovery software
- Difficulty in comprehending these statements for Visual Art.
- Paint, Photog., Poetry, Pottery of our KY River Watershed
- I teach only Language Arts so a lot of this stuff does not pertain to that area at all
- Environmental issues are geared more for the higher grades.

- I teach low functioning special education students. Much of this is too complicated for them to understand.
- science fair, scientific method
- Recycling of materials
- I am teaching Arts & Humanities and Geometry not Science
- limited because I am in a computer lab setting
- incarcerated facility can't go on field trips
- gym
- I don't teach this subject
- I teach in an Alternative Learning Center

**How do you evaluate activities involving environmental content? (Other, please specify:)**

- Verbal
- Open response questions
- artwork - graded on effort, creativity & craftsmanship
- questioning
- lab
- Fininshed projects
- discussion
- discussion
- Problem based process evaluations
- Art work reflects
- open response questions
- discussions
- participation, teacher observation and projects.
- student led discussions
- adapted individual assignments
- Discussions and application
- Portfolio pieces
- homework
- teacher observations
- goals are measured through progress data
- using learning logs, poster contest, etc.
- lab activities
- verbal assessment
- Participation
- hands on projects
- classroom activities
- Discussions on issues and get student opinions
- activities done in conversation club
- Student art product
- observation, practice
- targeted goals and objectives
- grant evaluation and volunteer hours
- student involvement
- technology products
- case studies in class, analysis, discussion
- artworks both expressive and narrative
- student observation during activities
- I teach work skills to students with significant disabilities. I am interested in this but it isn't what I do.
- discussion, anecdotal notes
- class discussion
- hands on

- discussion
- check homework application problems
- QUESTIONNAIRES/STUDENT INTERACTING
- informal classroom discussion
- Teacher observation and anecdotal notes
- Projects
- Teacher observations
- Progress data
- discussions
- performance
- Labs and Participation
- Field trips
- projects and journals
- informal
- Inquiries/presentations and projects
- teacher observation
- application of knowledge to new topics
- Student feedback - informal
- discussion participation
- Student performance
- oral discussion and feedback
- Discussion
- Art Projects
- Student discussions and questions
- discussion
- Doesn't apply
- Holistically
- research papers
- oral responses
- questioning and observation
- NA
- discussion
- discussions, compositions
- teacher observation
- Environmental content is usually enrichment in my history classes so there is no assessment directly
- None
- discussion
- Journals, Discussion Groups
- class discussions
- project based
- Student Product
- Take daily data
- observation

- discussion
- hands-on participation
- field trips - observation
- observation
- n/a
- Environmental related FFA proficiencies
- reading together when environmental topics occur in prescribed materials
- discussion
- class discussion and participation
- group projects and discussions
- student's appreciation for the environment
- Task analysis, work samples
- projects
- not enough info is given to test on
- checking folders kept specifically for this information
- Observations of development of responsible behaviors
- Technology
- observations
- art work
- assessments
- lab reports
- permanent products
- Portfolio at grade 7
- I do not evaluate environmental content
- incorporated in life science (biology) class
- art projects
- Oral test & observation
- discussion
- discussios
- Interactive Internet Site
- observation, orally
- discussion & observation
- participation
- OPEN RESPONSE QUESTIONS
- observations
- Asking students questions
- It's not a focus of my curriculum.
- daily informal assessment
- Participation in discussions
- group discussion
- oral response/discussion
- poster contests, intergration with art core content
- PROJECTS
- Class discussion participation grade

- Textbook problems
- Rubrics that I create
- art, posters, etc
- These concerns are just a tangent to my content.
- class discussion
- Oral Presentations / Oral Debate
- observation
- hands on, language
- answers from math problems
- this topic really doesn't apply very well to what I teach
- art projects
- Teacher observation
- Short Problem Solving (Word Problems)
- na
- responses
- discussions
- discussion
- Teacher observation and class discussion
- teacher observation
- art work
- Visual Art Projects on landscapes.
- visual 2 & 3 D art work
- open response
- na
- speeches
- observation
- labs
- Discussion
- discussion
- observation
- Science Journals
- class discussion
- Lab Reports
- classroom observations
- drawing
- Observation/task analysis
- Products, Debates
- Performance rubric developed
- observation of classroom work and involvement
- Teacher observation
- I teach arts/humanities. The environment is not a large concept in this content area.
- Portfolio and Power Point
- teacher observation

- Student observations
- observation
- discussion
- teacher observation
- None
- hands on recycling activities
- student participation
- observation
- In art only recycling of materials
- class discussion (informal)
- art projects
- task performances
- discussion/debate
- student presentations to class
- Exercise games
- open response
- discussions
- not applicable
- Open Response
- Teacher Observations
- Oral informal
- Students ability to discuss the covered topic
- N/A
- monitoring student progress
- teacher observations
- Ag Units--Bees, trees, gardening, etc.
- projects
- projects
- discussion and projects
- classroom discussions
- teacher observation
- informal observations
- participation
- art work of students
- published products
- observations
- rubrics
- observations& students drawings
- hands-on
- comprehension activities
- presentations
- Grading of specific math problems
- Questioning
- group participation and work

- Observations
- Projects
- discussion content
- art projects, posters
- Projects may include the topic
- Open Response
- quizzes, observation
- student process activities that address individual learning styles
- Open Response Questions
- class discussions
- group discussion, I teach preschoolers
- none
- observation
- Web Scavenger Hunts
- DISCUSSIONS
- student participation in activities and discussion
- such as projects
- homework sheets
- teacher observations
- discussion
- discussions
- Class discussions
- Group discussions
- observation/questioning
- group discussion
- Drawing answers
- I was a long term sub

**Please indicate your level of interest in the future offering of the following types of environmental education training (Other, please specify:)**

- Yes, of course, I am interested in the environment. However, as an English teacher I have to be more concerned with getting the Portfolios in shape for state evaluation, and not environmental issues.
- use of problem based curriculum relative to environmental issues
- The environment doesn't really pertain to therapy; however, I do incorporate functional skills ( i.e. how to cross the road, ask for directions, etc.) into therapy that may include the environment
- writing open response
- Jason Project
- am retiring
- I would love to have more songs that deal with core content for 3rd and 4th grades
- anything I could use with the curriculum
- Looking for resources to fund outdoor classroom for our school
- hands-on activities
- will not be teaching this subject next year
- Mathematics problems to integrate in my content involving info about the environment.
- i am retiring.
- this does not relate to what program I operate
- retiring, so will not be taking workshops
- more labs simulating problems dealing with environment
- place-based education/writing
- sorry to be negative, but I don't have much opportunity for specifically teaching env. education
- I plan to retire from teaching at the end of this school year.
- This is not my field but I feel satisfied with what I've been doing.
- Presently I am interested in Geometry and Arts & Humanities
- I checked not at all because I am retiring
- How to help the environment through classroom activities
- Retired, and serve as long term sub or interim counselor

**Please indicate how much help each of the following resources would provide in incorporating environmental content into your current teaching. (Other, please specify:)**

- I can easily adapt a lesson if needed. I don't think training is needed.
- more time with students
- does not apply
- Does not fit my current test-driven curriculum
- not applicable
- I don't think we have time for any more meetings
- time to cover these topics and incorporate into the current curriculum
- administration support is already excellent.
- Have trained teachers give instruction to classes and do follow up. The classroom teacher has too much on his/her plate. Help!!!
- preplanned school projects and field trips
- We have to concentrate on state testing.
- funding for parent/child programs
- related stories in reading series
- I am an in school suspension teacher
- no curriculum map to follow
- I would not incorporate environmental content
- environmental info in a language other than English
- this doesn't apply
- Time to teach it since we have much more core content to cover and so little time to do so.
- NA
- TIME - MONEY
- Art Materials
- this subject not relevant to my teaching
- I checked little or no help because I will be retiring at the end of this school year.
- more instructional time, I have to teach content for math and haven't got time in one semester to cover all the core content as is. Then they require me to teach reading on top of this.
- I don't think these really apply to homebound teaching
- Develop web site with information for teachers/lesson plans,etc
- I don't teach this subject
- Funding is a major issue
- Materials in Spanish, German, Russian and American Sign Language
- sub

**Please indicate to what degree each of the following reasons explains why you incorporate environmental content into your teaching. (Other, please specify:)**

- I want my students to care for our environment
- does not apply
- Gets students involved
- Environment probably not used as survey intends. What environment is hospitable to network equipment? In what environment does it operate optimally?
- career choices
- develop vocabulary in the target language
- We need to train future caretakers for our environment
- moral and ethical reasons, to promote responsible citizenship.
- To help students develop a sense of civic responsibility for the world around them
- It is an opportunity to teach using different learning styles
- to have students take ownership of their natural resources
- I do not incorporate environmental content into my teaching
- It would depend on the lessons given to me by the regular classroom teacher and if they want it included or not
- does not apply
- It's a great way to teach poster design and a worth and often overlooked content area. Also the Courier does it so well.
- To help students understand Visual Art projects and art materials.
- recycling
- Students are learning functional skills, which connect to environment. They, teach the lessons to elementary teachers.
- creativity depends on nature
- Can't change the world if you don't know what is happening on it, or to it.
- Conservation poster contests provide additional classroom funds
- sub

**Please indicate whether or not each of the following represents a major reason that you do not incorporate environmental content into your teaching. (Other, please specify:)**

- I used to enjoy teaching the annual environmental essay to my students, but I can't do it anymore. There is no place for it in my Core Content. WE HAVE TO TEACH TOWARD THE CATS TEST1
- Not part of my responsibility
- I do not teach. I test students for possible special education services.
- I am retiring this year, thus nothing would be valuable.
- Not interested in teaching this
- Not applicable to my job
- special ed. teacher-teaching kids to read is main concern
- I am a collaborative teacher.
- Not relevant to what I do
- What I teach is IEP driven
- not often applicable in a counseling setting
- not my content area
- not a part of our exit expectations
- I teach special ed...writing, reading, and math only
- Not appropriate for my specific students
- I Teach Music
- If it's not on the Ky core content, it cannot be taught.
- Not related to art as far as Core Content is concerned
- I spend all my time working on writing portfolios in 6 & 7th grade to meet the state requirements & have no time for anything thing else. I would LOVE to do something besides writing because you can't make all children writers.
- Environmental issues very rarely are relevant in a choral classroom
- Doesn't relate to course
- I only see students in a math lab setting
- Not Core Content for my subject area
- Not applicable
- Does not apply to my area of teaching
- I teach children with significant mental disabilities
- does not apply to subject area
- not applicable to my job as a literacy coach
- Not in my area
- Not part of the reading core content, science teaches it
- does not relate to speech therapy
- I'm pressured enough as it is with Core Content. Don't bother me with something new.
- not relevent to my teaching area
- chemically ind. students/not time to include in 20 days
- Doesn't fit into computer software program for Credit Recovery
- I don't teach that area

- no relation to subject
- I teach American History To the Civil War N/A
- How do you incorporate the environment into my music or band class?
- Too many other "things" to try to incorporate into lessons.
- we are asked to put everything into the language art curriculum--we don't need one more thing
- I have enough to do with music and dance core content....no time
- My focus is on helping primary students grasp reading, writing & mathematics
- not relevant
- Due to portfolios and on-demand writing time
- Does not apply much to high school English
- motivation
- not in the classroom
- Is not relevant to what I teach.
- not really my subject area
- does not apply to my area

### Is there anything else you would like to share with us?

- It is unfortunate that The official Curriculum Guide does not allow me time to emphasize environmental issues to a greater extent in my classes. Unfortunately, we are constricted by directives from Frankfort. I can't speak for my colleagues in other content areas; perhaps they are allowed to bring more environmentally related issues into the classroom. I miss the days when teachers could actually teach on a topic that would be relevant to the student as he/she became a citizen of their community/world. The Conservation Essay was on of these topics. Does anybody still teach it?
- Environmental education is one of the most significant content areas students can be involved in. It impacts our current and future generations enormously.
- This is a great concern and important topic, but our content requires most of our time. I will mention the issue and ask questions as it relates to the World History content that I teach, but it is limited for those reasons!
- In a new position this year as curriculum coach, but do model lessons & teach in classes k-5 in two schools. Love Eastern's center & environmental summer courses they've had. Would love to see an endorsement offered in this area.
- I teach students with moderate to severe disabilities in resource and collaboration. I teach and modify what the general education teachers are doing.
- With the data above it is possible to identify the respondent.
- In the summer I design and teach the technology component of Teacher Academies based in environmental context that generally run for a 5 day period.
- ECOLOGY IS A COURSE TAUGHT AT OUR SCHOOL
- I taught elementary school for 20 years. During that time we built and maintained a wonderful outdoor learning facility that I helped to manage and develop lessons for teaching in that classroom. I feel that at the high school level we are more "book" - "test" oriented and are wasting wonderful resources that could increase test scores by simply giving students a stake in the community. I am a collaborating special education teacher, a self-taught naturalist and biology teacher. I sometimes feel that we are not recognized as being able to bring good ideas and knowledge into the classrooms that we collaborate in.
- Funds always seem to be the problem. We have a Nature Trail/Outdoor Classroom that can't really be used because there are no funds for its upkeep or stocking of important materials to make it child and teacher friendly.
- About the only thing that comes to mind that I could do in my math classes dealing with environment is using graphs to track trends. The trends could be temperature or precipitation to name two, but I can not see it as a broad enough topic in core content to justify a lot of time being spent on it with everything else I have to cover in a year.
- "I am retiring at the end of the school year.
- I have had Project Wild, Project Learning Tree, PRISM, Project Aquatic training. I am also responsible for the outdoor classroom at my school and the recycling program (began the program in 1993) until this year. There are not many programs left for me to participate in. I have also wrote units of study for the PRISM program. I have been the science specialist in my school for 4 years and

am still consulted on science related matters by others (even though I now teach 5th grade).

- I am a Special needs resource teacher. I teacher environment as it pertains to there behavior and responsibility in the immediate surroundings.
- "I mainly only discuss environmental issues if its a major thing in the news or if it's in our text book and it goes along with the math lesson. I have soooo much to cover in my tested area it's hard for me to add extra. I could see where it would be beneficial for the science teacher and me to cordinate activities. I teach math all day.
- thanks,"
- By answering the questions on your survey, I would skew the results. As a speech-language pathologist, I provide therapy to students to remediate language deficits. I target specific skills and deficits. I do not target core content, resultng in no opportunities to utilize information regarding the environment. If you would like for me to answer the questions knowing that they do not apply, I would be more than happy. I just do not want to be responsible for "messing up" your research. If you have any questions, comments feel free to email me at [ajenkins@montgomery.k12.ky.us](mailto:ajenkins@montgomery.k12.ky.us)
- I am a Reading Recovery teacher. In the past I have taught K, 1, 4, and 5
- More training is not what is needed. Planning time that is not interrupted by meetings, etc., is what would be most helpful in planning my lessons.
- I think it is important to teach about conservation of resources at the elementary level. It is vital that these topics are seen as real world to students. I am afraid they seem too theoretical. Like this is just something else to learn, and not something important to apply.
- Get rid of CATS assessment. The paper used is killing no telling how many trees.
- My focus in teaching throughout the semester is to raise our scores in Arts and Humanities. This is difficult task. I could very easily incorporate a environmental lesson but class time is very valuable and I would rather concentrate on core content.
- Incorporating Environmental Ed into your curriculum is the only way to prepare students in Science and in preparing to care for our planet.
- This is not relevant to me. I teach at risk first graders how to read.
- "If there becomes an opportunity for an area Environmental Ed. Resource Teacher, I would appreciate the notification. I am very much interested in a position of that type. I have often thought about trying to work for the Forstry Service, that is how much I enjoy this type of teaching.
- Angie"
- no
- My answering this survey is not applicable to a technology resource teacher.
- I teach special education in resource and collaboration setting.
- This survey is only relative to grant work we have done with PRIDE and other local grants.
- I teach Accounting and Business Management. Environmental issues come up sometimes in the Management course. Accounting has none.

- I have received some training from the Jason project. Very interesting topic-
- "I generally teach math reading and writing
- only"
- It would be great to do more environmental kinds of lessons. I have went to many tranings and was a facilitator for Project Wild and Wild Aquatic. However, since I have been in 4th grade I am told pretty much what I will teach and when. Unless it is on the state test, forget it. :(
- I am sure students could benefit from this knowledge of environments however, I do not directly teach content relating to this subject matter.
- I incorporate environmental issues in classroom discussions when I hear/see things in the news. I do not currently teach any units on environmental issues.
- I actually have a Rank II which is equivalent to a Masters. Most of the time I teach just math, but when Special Ed. number switch, we also teach other subjects.
- Why did you ask everyone to complete this? This is in no way relevant to what I do and took away time from more important things I had to do.
- We really need to help teachers incorporate all subject matters in all areas. Continuity in teaching allows all of the special area teachers to help the children learn. I would love music/drama materials that really address the environmental needs specific to core content so that I do not have to do so much research and spend so much time and precious financial resources purchasing music/drama activities that we cannot use.
- I am a technology resource teacher for the school district. I work with teachers as my primary audience.
- Rank I with National Board in Science
- There are so many great topics to teach, but I am bogged down with writing instruction to get higher test scores on 4th grade writing portfolios. I teach second grade, and at our school, the emphasis is on test scores. I would love to be able to teach in-depth topics, but until we have the freedom to teach what really matters, our hands are tied.
- Much of this survey was not applicable to itinerant special education teacher.
- This is the first year that I have taught science, but environmental issues have always been a part of whatever I taught because it affects everyone.
- I am a guidance counselor.
- I would like to be made aware of grants that are out there to provide for after school learning for our students. We do not have funds for after school help for our students this year. I think this will hurt our students in the long run.
- I do not have time to teach my own core content, much less the content of another area.
- "Why isn't recycling encouraged with the garbage pickup?"
- I attended an ""Environmental"" 4H overnight stay for 5th-6th graders, the pop cans weren't even recycled!! I was shocked!"
- The biggest problem with fully implementing environmental education is seamless integration with Core content within a tight schedule.

- I am in the health and physical education field. There is very seldom any professional development given in our district that is related to my field. There is a professional conference every year that I usually attend, but there was no money this year for me to go. I learn more at this conference and have more resources when I can attend.
- I teach resource room special education language arts and math only. There is really no opportunity for environmental education - that is covered with their regular education teacher and in our science lab.
- I teach reading and math remediation. We are a Reading First school and my "pull out" time does not lend itself to teaching other subjects.
- I could incorporate environment into my classroom but I have 77 bullets to teach and there is not enough class time to cover it all. My science teacher on my team does this and my students along with me go on field trips and they also go to an outdoor classroom in her class.
- I have not responded to the questions because I am no longer in the classroom. I am now the Instructional Supervisor, which encompasses the PD Coordinator's role.
- I help in the regular science classroom when my students are in the class.
- I am a Technology Resource Teacher so don't teach the same kids each day.
- Very interested in science. I have gone to week long workshops on my own and look for resources in this area. I must admit there is not much of a need for this in the grade I teach, but you never know! I would like very much for our school to incorporate and use an outdoor classroom, in conjunction with our resources. We could use the help of the Division of Forestry, local Agricultural decisions, and many others. Our area has many environmental resources, and I worry without education about these resources our student will not understand major effects on their environments ( homes) and the consequences that follow.
- I teach students and teachers how to use computers. The content covered is the responsibility of the classroom teacher. I do not choose the content.
- I am an itinerant special education teacher. I do cover environmental topics, but not to the extent of a regular classroom teacher.
- I don't really feel I have much time to devote to environmental education. The volume of things required is more than can be handled within our day as it is. It would be very helpful to have stories about environmental topics that we could use during reading groups for guided reading and writing activities.
- Even though I personally have a concern about the environment, I only have students for a 6-weeks period of time with many concepts to teach during this time so conservation is only a small part of my curriculum and I hope that the science teachers spend more time on the subject than I can allot. Due to the scheduling of my classes from different teams, field trips are not an option and it is difficult to schedule a guest speaker because they would have to devote the entire day and present 4 different times. I do feel that the teaching of conservation and an awareness of taking care of our environment are essential concepts for students to study.

- I would like to incorporate more environmental ed. into my classroom but we have a science teacher and I am responsible for Social studies. I incorporate it into Social Studies when it is feasible.
- I am a history teacher with a geography minor and I used to teach World Geography as a year long course. Environmental topics were very relevant at that time and in that course. But, we no longer have a geography course offering and it is very difficult to integrate physical geography and environmental issues into the social studies curriculum. We now have to rely on the science department to cover this part of the core content. Much is the pity, because I loved teaching physical geography.
- I spend some of my time discussing how environment affects music (people make instruments from the available resources), but not much.
- I am a collaborative special education teacher. This made the survey very difficult to answer. I based it on my time in the science teacher's room.
- I am looking for some curriculum resources and plans for an outdoor classroom.
- we all need to keep our students informed about the environment and how it is changing. Something needs to be done before it is too late.
- We already have a small outdoor classroom --would love to have recycling opportunities available in our area--not at this time.
- I TEACH MSD STUDENTS AT THE HIGH SCHOOL. MANY OF THE THING LISTED IN THIS SURVEY DOES NOT APPLY TO MY TYPE OF STUDENT. TEACHING THEM ABOUT THE ENVIRONMENT IS LIMITED.....WE FOCUS ON FUNCTIONAL SKILLS.
- I love to teach and that is my gift. However, in the last 10 years the fun of teaching has been taken out of the schools. I spend all my instructional time with my 100 sixth graders trying to get them ready for the writing portfolios needed in 7th grade. With my 7th grade classes I spend all my time on rewriting portfolio pieces. I remember when as teachers we taught writing and children enjoy it because teachers made it fun and we weren't required to make all students writers. As educators, we have made writing a method that students hate as well as teachers. Think of all the money, we have spent on training, scoring, and teaching the writing process. Could we have used that money for other important things our children & schools need. Thanks for listening. Maybe our new governor will clean up the educational messes we have from the past leadership.
- I am an administrator, so many of these questions did not apply to me.
- I teach the gifted/talented classroom, so I really do not deal very much with environmental issues. If we do it is because it is something that is happening at the time such as the recent tsunami.
- Environmental education is only a small portion of my curriculum, however more information is always welcome
- The elementary teachers' responsibilities have increased to the point of overload/burnout. Our workload is beyond comprehension. Having little or no planning time is incomprehensible and cruel. There are many days the administration takes away planning time for a whim. No one appears to care as these issues have been addressed. The assistants and administration have very

- little to do while classroom teachers are expected to carry a work load that is unjust and much too arduous.
- I am as Technical Liaison person at Eastside Technical Center in the Fayette Co. School System. I work with the Special Ed. Students that attend the Tech. Center. I don't have a class load or class room of students.
  - I love environmental topics, etc. but being a self-contained 5th grade teacher and the CATS testing I tend to be more Soc. Studies, Practical Living, Arts/Humanities and Math involved leaving not much time for the environmental activities.
  - Environmental issues do not fit well into an AP English curriculum!
  - I chose Environmental Education as my focus for 30 hours above the Masters degree. It is very important to incorporate as much information on this topic into the curriculum as possible.
  - This does not specifically hit on the core content covered in my curriculum but I often bring issues to the for front in class discussions that are important in the enviroment as current issues in our community.
  - I am not a classroom teacher. I am the Instructional Coach and work with teachers and provide information and resources to help with their specific needs.
  - I have taught sixth and eighth grades in the Language Arts Content area. For seven years, I taught a self-contained 1st grade. I am currently in Title I working with reading, math, and writing in grades 1-5.
  - I am a national board certified teacher.
  - As a music teacher, I don't have or make the opportunity to "teach" about the environment, but the students know how I feel about it and they know my hobby is planting and studing trees.
  - In my opinion the type lessons I teach are not worht a hoot if the children are not required to apply the knowledge on a daily basis and not just to show they listened to a lesson. In fact most are not a "lesson" taught from a lesson plan but just reminders on a daily basis of how we should act and reminders to take care of our environment and to remember why we should do so.
  - Environmental issues are important to my content area due to the following cultures I teach( Native American, Early American, & West African Art). We constantly talk about the natural resouces of each culture and how they use them to create art.
  - yes, if this is anonymous, how did you know I hadn't sone it?
  - I am currently in administration and have not taught this year, but I based the survey on last year.
  - I answered thes questions based on my 9 years of teaching-this is my first year without teaching science. I have been concentrating my PD on math this last year due to my switch.
  - Our school is obligated to stick to a reading series- with little variation. For this reason, I am unable to do much with environmental education.
  - No
  - Since I collaborate or teach in any science classes, environmental issues are not a part of the curricula that I teach. My collaborating teacher(s) and I just try to

- bring up the subject of conservation and other environmental issues when appropriate such as a news story or the topic arises.
- I find it difficult to add more when I already feel that there is not enough time in a day to cover what needs to be covered with the understanding I desire for my students. Unless we lengthen the school day.
  - I am at the preschool level--it was not a choice on the first page
  - This is totally irrelevant to what I do as a developmentally delayed teacher. My children need the basics such as the alphabet, decoding skills, and basic math concepts at this young age.
  - "I am an In School Suspension Instructor. I work with all teachers in my building and provide instruction based on the individual student assignments.
  - Special education Teacher -
  - It would be helpful to have a way to initially respond when my current position does not apply to the survey content.
  - I cannot spend a lot of time on any subject in Science. I only teach Science for half of the year. Since it is not tested in my grade, I teach Measurement to help the Math teacher, KY History to help the Social Studies teacher. Then, I can try to fit in some Practical Living (Health).
  - I teach in an alternative school setting.
  - Teachers need more money for supplies!!
  - I was a special education teacher prior to this year, now I am a School Reading First Coach and not a lot of this pertains to me at the current time.
  - "I would be interested in attending a seminar
  - on this issue.
  - Susan Ross
  - 210 May Street
  - Hopkins School
  - Somerset, KY 42501"
  - I have small groups at a time.
  - The survey wasn't really hitting my particular classroom curriculum--not really designed for non-science type teachers at a secondary level. Also, don't ask teachers how many hours a month we teach...silly question.
  - As a music teacher I have our students present an "Earth Day" program every 4 years. As a unit on instruments we make instruments from "recycled materials". We have an excellent resource at MSU and often have MSU students visit to help with these units.
  - I am sorry I can not be of more help. I have been a classroom teacher for several years in the past, but for the past five years I have been an educational diagnostician for the district. I think what you are doing here is a good idea and wish the best. : )
  - I feel environment is a very important part of our community and saving our natural resources is a must for generations to come and enjoy.
  - I do not tend to stress environmental issues with my students. We do discuss recycling and conservation. We do not spend much time on other topics at such a young age.

- I try to incorporate environmental activities into my teaching as they relate to the students' vocational and practical living learning skills.
- "As soon as you ask me my district, I feel my confidentiality is non-existent if I answer the other questions about experience, etc.
- This makes me reluctant to participate in such surveys."
- "Reading prompts would be useful that have math integrated in them.
- Open response types of questions would also be useful."
- I am not teaching in the classroom but travel from classroom to classroom teaching reading-when I was in the classroom, I did teach using the environment.
- When I teach Wellness I cover more of this kind of content but I have not taught in 2-3 years. I am a 1 teacher program.
- I TEACH IN AN ALTERNATIVE EDUCATION SITUATION. THERE IS NO FLEXIBILITY AS TO MY CURRICULUM, AS I TEACH THE MATERIAL PASSED ON TO ME BY THE REGULAR CLASSROOM TEACHERS.
- Good survey.
- I teach special education one hour a day, the rest of the time I work with other teachers in all subjects.
- I am a special education collaborator and have responded as to the science classes with which I collaborate.
- This survey really does not apply to the reading intervention program that I teach.
- This is not accurate since I am retiring and I will have no further training in teaching. I left out the next to last page for this reason.
- I am an Orientation and Mobility Specialist for the blind and visually impaired and that is where/how I do most of my environmental teaching. I assist my students with their regular classes so I do teach some environmental studies as the regular classroom teacher dictates.
- This survey was not too relevant to me as I teach and collaborate with regular teachers in Math and Social studies for students with disabilities.
- environmental issues are not stress at our school. No one is interested. If site base doesn't come up with it, it is not deemed important by the administration. They are open to input from certain people.
- I am not a teacher. I am a Professional staff assistant.
- I like your idea about an endorsement or certification because I believe this is a neglected area, but I'm not sure that there will be money for a new position in the school. Also I won't spend another dime on higher education. Try to make this important area as accessible as you can so we can teach it. Summer is the time to get teachers and students outside to do hands-on environmental education. That's the secret. Look for teachers who are passionate about nature and the outdoors. Make their training and resources user friendly and make sure they are paid. Let me know if I can be of any future help, John T. Bensing
- "This survey should be sent to class room teacher
- who cover these topics in a primary setting and
- not to special rotation teachers such as music, art, drama and dance since it really does not apply."

- I am very unhappy with CATS testing and feel that we are teaching to a test. Teachers are under extreme pressure and quite frankly too many of our students do not care. My schedule does not lend itself to adequate training. I see my 5th and 8th graders only twice per week. This is hardly adequate time to get them prepared for their test in the spring.
- I teach general and vocal music. We sing many different kinds of song, which includes some song of the environment. This is the only way it is incorporated into my classroom
- Yes, a few years ago, Murray State University spent thousands of dollars on teacher training in this area. Nothing ever became of it and I hate to see wasteful spending again.
- This topic doesn't really apply to me. I consult and collaborate with classroom teachers and, to some extent must follow their curriculum content when I do pullouts. I only touch on environmental issues as they relate to problem-solving and in a unit on economics.
- "This is to be a private survey, yet you know a lot about me.
- I did not choose to do this survey, but was ""forced to do it as it kept showing up on my e-mail, so therefore, you KNOW who answers the survey. "
- I appreciate the simplicity of your survey!
- Mayfield Elementary "Shaped by Water" visual and performing art show/reception is April 18, 2005, 5:30-7 p.m. at Community Trust Bank, Richmond, KY. The show will be up until Thursday, April 21. You are invited! Included will be work of Artist in Residence, Pat Banks, watercolor artist and Potter, William B. Whitt.
- There is soooooo much to teach in first grade and not nearly enough time to fit in everything!!! I truly try to include environmental topics in my lessons whenever possible.
- I have developed a Nature Center at my previous school about 8 years ago. I know the importance of students learning through the environment because of its relevance to their lives and the motivation factor. I think a workshop for special education teachers where materials could be developed based on the state standards for each grade level that incorporates the IEP goals in reading and math.
- I believe that the environment is very important, but I am getting discouraged with trying to emphasize its importance because of the current political environment, etc.
- I am currently working on my masters. I need three more hours to have my master in school counseling
- Please do not put too much emphasis on my answers since I may not be teaching next year.
- Please don't bother me with this again. I am a Sierra Club supporter but I have so much to teach that this doesn't fit in
- I have begun to fill out this survey earlier, but as I got into it I realized that much of it did not pertain to my day-to-day teaching. Of course I will bring up "environmental issues" frequently, but not as part of the curriculum. When I received the 3rd request for the survey I followed up on finishing it. I apologize if you are not getting pertinent information.

- I teach music. Not much correlation with environmental education other than some mention that Native American Indians, African Tribes and Colonial Americans made music instruments from their natural resources.
- " I enjoy teaching students about the environment and environmental problems. I have participated in some environmental education workshops through WKU and Murray State University. It is easy to teach through the multi-intelligences when teaching environmental education.
- Some of my responses are incomplete due to the fact that I plan to retire at the end of this school year and will not be participating in PD. "
- I teach Special Education in a resource room with all disabilities.
- I teach preschool and kindergarten special ed. students. My classroom is a resource room to teach and reinforce mostly academic skills.
- I zone in on the health issues related to environmental education: drinking water, clean air, diseases, and other health related issues.
- Please eliminate our current testing system for fourth grade and let us take the CTBS or some other norm-referenced test. Please take the portfolio requirement out of fourth grade testing.
- Much of this survey will not pertain to the type of students that I teach. My students are low functioning MMD, FMD, and MD.
- Please keep in mind that strategies or any type of purchased curriculum or help from resources should not focus on extra paperwork for the teacher. State and federal laws concerning NCLB have good intentions, but the burden of extra paperwork will adversely affect teaching. Teachers want to focus ALL energy toward working with the students. We do not want to spend all of our energy on unnecessary paperwork.
- I am no longer a teacher within Fayette County. I am now an associate principal.
- We must focus so much on reading and math there is little time for environmental education in the elementary school.
- I did not answer most of the questions because I have not been a classroom teacher for the past 6 years. I am a special education facilitator. I taught sp. ed. for 22 years prior to becoming a facilitator.
- As an ECE instructor, I focus on the needs of my students which are usually improvement of reading and writing skills. I do try to stress and discuss periodically environmentally friendly practices, but don't teach environmental issues per say.
- I am a preschool teacher. So a lot of this survey did not even apply to me.
- I have 15 hours towards my Master's.
- We need lower student teacher ratios. We need funding.
- I teach special education. My areas that I teach are math, reading, and writing.
- I would love to teach more environmental education related topics but I am constrained by time, core content, and CATS preparation.
- I am no longer in the classroom
- I am extremely interested in environmental issues and would enjoy very much participating in a collaborative teaching situation in a regular classroom setting.

Our focus as special education teachers; however, is to implement a variety of structured academic programs to help our kids learn to read, write and do math.

- "I teach a functional curriculum to students with severe disabilities. However, I am able
- to include my students in science and social studies classes from time to time. I especially try to do this when environmental issues are being taught."
- I use recycling only in relation to environmental concerns. I have so much to teach that I rarely use the environment as the focal point of a lesson.
- Please do not give us one more thing to do and worry about.
- I would like Environmental classes that could be used towards my rank I. I would like to receive a rank I in Environmental Education if it is possible.
- I use environmental issues when it specifically pertains to the music concepts that I am working on. There are a few times in the year that there is an emphasis on environmental ed. and I collaborate with the reg. classroom teachers. I believe it is a successful way in which to prepare the students.
- Due to preparing and raising the portfolio and on-demand writing scores, there is no time left to teach anything else in my classroom/
- I am a Special Education teacher who both collaborates and resource students.
- I have two 1/2 day classes. A.M. and P.M. They go to school Monday through Thursday. They don't come to school on Fridays. We use Fridays as a planning day.
- Funding that would allow us to go for training and purchase materials to have hands on experiences with my children would have the greatest impact on my instruction.
- From time to time, we discuss environmental issues as they relate to life. However, in my special needs resource room more time is spent learning the basics of reading and math rather than other things.
- Even though I teach reading/English, I think it is important to include environmental issues whenever I get the opportunity to tie it in with the lesson I am teaching. I also give the students journal entries about environmental issues.
- "We need to get back to the basics! Let's teach
- the children materials that will be useful, as they enter into higher education or the workforce.
- We were told for many years that a teacher should not, "teach the test" and now everyone knows that you are expected to, "teach the test". Let's get "real".
- We have had several "Ag-Enviro Day" with fifth grade students from our school district. My students are in charge of centers, bat caves, bee hives, Fred the Fish center, etc. My students help prepare a book for the fifth graders based on information that they have learned. Students make word searches in the computer lab, create worksheets for the centers, etc. to help fifth graders learn. When the fifth graders circulate through the centers, my students help present the program. We have done many activities in connection to the centers, plus we have Jeopardy games, Wheel of Fortune and art studio activities. The best activities that we have sponsored is the Ag-Enviro Books and the poster contest. My students help grade the books and the posters and they give awards, first, second and third place to

- winners of both contests. Providing a positive role model for the younger students helps my students develop a sense of importance that is so crucial to them.
- I do not teach any environment topics due to focusing only on reading decoding and comprehension, math and writing. The students receive environment topics in their regular classroom.
  - National Board Certified Teacher
  - As long as we are preparing for CATS testing, environmental issues will not be given the amount of time they should get.
  - (Add 12 hours over a Masters)
  - I'm not sure that my answers are what you are expecting, but nature and the environment are the basis of art and creativity and my students learn so much from observation and awareness of the beauty around all of us.
  - Due to restrictions in my facility it is hard to do outdoor classrooms and field trips
  - Environmental issues are discussed as they come up in reading or writing assignments.
  - We use materials such as newsletters, newspapers, conservation papers, internet activities, and our curriculum to teach about the environment. We usually try to do special activities on days like Earth Day.
  - I am a title I teacher who works with 3rd grade reading, 4 and 5 grades drama and dance, and 5th grade reading and accountability areas.
  - I am a Special Education Facilitator and don't teach
  - I have taken many Env. Ed classes in the past including PLT. I have stayed at Env Ed Center for a week in the summer. I have taught more in the past concerning Env Ed than I do now due to change in class assignments. However, I still feel the subject is very important and do still teach/integrate it in my curriculum.
  - My time is limited. MJH
  - This survey wasn't really relevant to homebound teachers. I only teach environmental lessons if they are assigned by a classroom teacher.
  - No
  - I did not complete survey since it applied to teaching, that is the reason I did not complete when I first received it. Thanks,
  - Working through the local conservation districts could be very effective in some of our counties. Contact Hannah Browning at the Bell County Conservation district. She facilitates numerous activities in our county's schools and would welcome ideas on how to interact more with our area schools.
  - I am a preschool teacher but that was not one of the choices on question one.
  - I am a special education teacher who is mainly responsible for teaching students with disabilities with basic reading and writing skills, math skills, and functional skills. Most of the items in this survey are done within the regular classroom curriculum (e.g., field trips and outdoor lessons). I wasn't sure how to answer some of the questions or if it was applicable.
  - This survey did not really apply to what I teach, therefore I did not respond to most of the answers.

- If I had more time I would teach environmental issues.
- As an educator and a parent, I wish we were asked more questions about all aspects of education and our opinions would help to promote changes.
- Any materials available in the languages I teach (Spanish, German, Russian, and American Sign Language) would increase my teaching about this significant issue. As it is, I only address the issue in the units designed to address the issues and they are extremely limited.
- Thanks for the great Unitedstreaming resources that we have enjoyed already.
- My input may be misleading. I have served as a Spec Ed Crisis teacher for 4 years and doing long term sub and interims for a 5th year.