
Environmental Education in Wisconsin: A Teacher Survey

GENERAL INSTRUCTIONS

The purpose of this survey is to assess the quality of teacher education in environmental education. Your serious consideration and honest responses will be greatly appreciated.

This survey is divided into five sections. Please locate the two answer sheets, answer sheets A and B, that have been provided.

The purpose of Section I is to obtain general information. Responses for this section are to be placed on answer sheet A.

The purpose of Sections II through V is to obtain specific information about your involvement in environmental education. Responses to these sections go on answer sheet B.

Please record all your responses on the answer sheets. If you wish to make any written comments about the survey, write them on the back of answer sheet A. Only this place will be checked for written comments.

More specific instructions for each section are provided within the survey. If you have any questions or concerns, please contact Jennie Lane or Randy Champeau at the Center for Environmental Education, (715) 346-4973.

Thank you for taking the time to complete this survey.

Sponsors of this survey include:

Wisconsin Department of Public Instruction
Wisconsin Environmental Education Board
University of Wisconsin—Stevens Point, College of Natural Resources
Wisconsin Center for Environmental Education

This survey has been developed by the faculty and staff of the Wisconsin Center for Environmental Education (WCEE). For more information about the WCEE or the Environmental Education Assessment Project, contact:

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SECTION I

General Information

The purpose of this section is to obtain some general information about your teaching situation.

1. How many years have you been teaching in your current district?
 1. 1 to 5 years
 2. 6 to 10 years
 3. 11 to 15 years
 4. 16 to 20 years
 5. 21 to 25 years
 6. Over 25 years
2. In total, how many years have you been teaching?
 1. 1 to 5 years
 2. 6 to 10 years
 3. 11 to 15 years
 4. 16 to 20 years
 5. 21 to 25 years
 6. Over 25 years
3. When did you receive your Wisconsin teaching certificate?
 1. Before 1985
 2. 1985 or after
4. What is your gender?
 1. Female
 2. Male
5. Did you receive pre-service teacher education in environmental education (EE) from a Wisconsin institution?
 1. Yes (Go to question 6)
 2. No (Go to question 8)
6. Please write the name of the institution in the space provided on answer sheet A.
7. Rate the general value of your pre-service EE course(s) with regard to effectiveness in preparing you to teach about the environment.
 1. Very effective
 2. Somewhat effective
 3. Undecided
 4. Not very effective
 5. Ineffective
8. Have you received in-service education or taken post-graduate courses in Wisconsin relating to environmental education (EE) or teaching about the environment?
 1. Yes (Go to question 9)
 2. No (Go to question 11)
9. Fill in the number of courses you have taken (1 = one course, 2 = two courses, . . . and so on, 9 = nine or more courses, do not fill in the '0' space).
10. Rate the general value of the EE course(s) with regard to effectiveness in preparing you to teach about the environment.
 1. Very effective
 2. Somewhat effective
 3. Undecided
 4. Not very effective
 5. Ineffective

Please continue to page 2

11. What grade level or subject do you teach? (Choose only one response from the following list. If you teach more than one subject, choose the subject you teach most often or have more experience in.)

- | | |
|-------------------------------------|-------------------------|
| 1. Elementary | 7. Home Economics |
| 2. Secondary school science | 8. Music |
| 3. Secondary school social sciences | 9. Art |
| 4. Secondary school language arts | 10. Technical Education |
| 5. Secondary school math | 11. Agriculture |
| 6. Business | 12. Health |

12. Does your school district have a written EE curriculum plan?

- | | | |
|--------------------------------|------------------------------------|------------------------------|
| 1. Yes
(Go to question 13) | 2. Not sure
(Go to question 14) | 3. No
(Go to question 14) |
|--------------------------------|------------------------------------|------------------------------|

13. Do you have a copy of the plan? 1. Yes 2. No

14. Do you currently infuse education about the environment into your class curriculum?

1. Yes **If you answered YES to this question, DO NOT answer questions 15 and 16, go to Section II on page 4 and place the rest of your responses on answer sheet B.**

2. No (Go to question 15)

3. Not sure (Go to question 15)

Infusion of education about the environment refers to the integration of environmental concepts and skills into an existing course in a manner as to focus on those concepts and/or skills without jeopardizing the integrity of the original course. The aim is to "environmentalize" the existing course, while still meeting the objectives set for the course.

15. Please indicate the MAIN reason for not infusing environmental concepts into your classroom teaching. (Choose only one)

1. I do not have the knowledge or background to teach about the environment effectively.
2. I do not have the class time.
3. I do not have enough preparation time.
4. I do not have enough resources or funding.
5. Environmental concepts are unrelated to my subject area.
6. My school setting is not conducive to teaching about the environment.
7. Education about the environment is not appropriate for the grade level I teach.
8. I am not interested in teaching about the environment.
9. There are things other than EE that are more important to infuse into my teaching.
10. Other (Please write your response in the space provided on answer sheet A)

16. Please indicate which ONE statement best represents the situation which would influence you the most to infuse environmental concepts into your classroom teaching. (Choose only one)

1. More support from my administration.
2. More in-service classes on environmental education teaching methods.
3. Better access to resources and aids for teaching about the environment.
4. More preparation time.
5. More funding.
6. Other. (Please write your response in the space provided on answer sheet A)

Thank you for taking the time to respond to these questions. If you answered "No" or "Not sure" to question 14, you do not need to complete the rest of the survey.

Please return answer sheet A in the envelope provided.

If you answered "Yes" to question 14, please continue to section II on page 4. Place the rest of your answers on answer sheet B.

Sections II through V are to be filled out only by teachers who answered 'Yes', to question 14 on answer sheet A.

PLEASE PLACE YOUR RESPONSES TO THE REMAINING QUESTIONS ON ANSWER SHEET B.
SELECT ONLY ONE RESPONSE FOR EACH QUESTION.

SECTION II

Environmental Education Attitudes and Practices

The purpose of this section is to assess general attitudes and information regarding your teaching as it relates to environmental education (EE).

For questions 1 through 11, use the following key to indicate your opinion. Place your responses on answer sheet B.

1 = Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree

1. The main reason I teach students about the environment is because it is mandated.
2. EE should be considered a priority in our K-12 educational system.
3. I believe it is important to take the time to integrate environmental concepts and issues that are related to my discipline into my teaching.
4. Pre-service teachers should be required to take an EE methods class.
5. I am effective at infusing the study of environmental concepts and issues into my subject or grade level.
6. A goal of my teaching is to increase students' level of environmental responsibility.
7. Teachers should provide students with opportunities to gain actual experience in resolving environmental issues.
8. Teachers should help students develop a set of values and feelings of concern for the environment.

Questions 9 through 12 refer to the following statement:

The Wisconsin state legislature has mandated that each school district must develop, implement, and evaluate a written K-12 curriculum in environmental education.

9. I am/was actively involved in helping to implement my school district's EE curriculum plan.
10. It is a good idea to mandate that school districts develop and implement an EE curriculum plan.
11. I am pleased with the quality of my school district's EE curriculum plan.
12. How often do you refer to your school district EE curriculum plan?

1 = Never 2 = Yearly 3 = Monthly 4 = Twice a month 5 = Weekly

For questions 13 through 15, choose the answer that best fits your teaching situation.

13. What percentage of your instructional time includes infusion of environmental concepts?
1. Less than 5%
 2. 5% to 14%
 3. 15% to 24%
 4. 25% to 49%
 5. 50% or more
14. For each subject that you teach, approximately how much time per week do you spend teaching about the environment?
1. Less than 30 minutes
 2. 31 minutes to 60 minutes
 3. 61 minutes to 90 minutes
 4. 91 minutes to 120 minutes
 5. 121 minutes to 150 minutes
 6. 151 minutes to 180 minutes
 7. 181 minutes to 210 minutes
 8. 211 minutes to 240 minutes
 9. Over 240 minutes
15. For all subjects that you teach combined, approximately how much time per week do you spend teaching about the environment?
1. Less than 30 minutes
 2. 31 minutes to 60 minutes
 3. 61 minutes to 90 minutes
 4. 91 minutes to 120 minutes
 5. 121 minutes to 150 minutes
 6. 151 minutes to 180 minutes
 7. 181 minutes to 210 minutes
 8. 211 minutes to 240 minutes
 9. Over 240 minutes

End of Section II, please go on to Section III

SECTION III

Cognitive Education Methods

This section refers to the use of cognitive education methods which can be used to encourage awareness of environmental concepts and problems, to increase knowledge of ecological foundations and environmental issues, and to develop skills which can be used to help resolve environmental issues.

Questions 16 and 17 refer to cognitive education methods which could include but are not limited to:

- | | |
|--|---|
| 1. Outdoor teaching strategies | 11. Simulations |
| 2. Guided discovery | 12. Self-directed learning |
| 3. Lectures | 13. Cooperative learning |
| 4. Experiments | 14. Computer-oriented activities |
| 5. Role playing and dramatizations | 15. Writing, art, and music |
| 6. Problem-solving/critical thinking | 16. Independent or group projects |
| 7. Case studies | 17. Community resource use |
| 8. Data gathering and analysis | 18. Observations (field trips, demonstra- |
| 9. Audiovisuals | tions, bulletin boards/displays, guest |
| 10. Environmental issue investigations | speakers, etc.) |

16. Indicate how many of the above methods you feel are valuable for teaching about the environment.

1. Less than 3
2. 3 - 5
3. 6 - 8
4. 9 - 11
5. 12 - 14
6. 15 - 18

17. For question 17, note that the above list has been printed on answer sheet B. Please do the following two things:

- a. On the answer sheet, please put a check by each of the methods you have used effectively to teach students about the environment.
- b. Total the number of methods you checked and using the following key, place the total in the space provided for question 17 on answer sheet B.

- | | | |
|---|---|-------------|
| 1 | = | Less than 3 |
| 2 | = | 3 - 5 |
| 3 | = | 6 - 8 |
| 4 | = | 9 - 11 |
| 5 | = | 12 - 14 |
| 6 | = | 15 - 18 |

For questions 18 through 23, use the following key to indicate your opinion. Place your responses on answer sheet B.

1 = Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree

18. As a result of attending my class, students are more aware of environmental concepts and problems.
19. As a result of attending my class, students are more knowledgeable of ecological foundations and environmental issues.
20. I am effective at teaching students the skills needed to resolve environmental issues.
21. As a result of attending my class, students are more aware of the impact their individual behaviors have on the environment.
22. (Leave question 22 blank if you did not receive pre-service teacher education in environmental education)
My pre-service teacher education effectively prepared me in using cognitive education methods to teach students about the environment.
23. (Leave question 23 blank if you have not taken any in-service or post-graduate courses in environmental education)
My in-service or post-graduate courses effectively prepared me in using cognitive education methods to teach students about the environment.

Thank you for completing Section III

Please continue on to Section IV

SECTION IV

Affective Education Methods

This section refers to the use of affective education methods which can be used to examine attitudes and values related to environmental issues.

Question 24 through 26 refer to the following environmental values education (EVE) methods:

1. Sensory or awareness activities
2. Action learning
3. Behavior modification
4. Moral development activities
5. Incultation
6. Values clarification
7. Values analysis

24. Indicate how many of the above approaches you feel are valuable for helping students examine attitudes and values pertaining to environmental issues.

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. Not sure

25. For question 25, note that the above list has been printed on answer sheet B. Please do the following two things:

- a. On the answer sheet, put a check by each of the methods you have used effectively to help students examine attitudes and values pertaining to environmental issues.
- b. Total the number of methods that you checked and place the total in the space provided for answer 25 on answer sheet B then go to question 27.

If you do not use any of these methods, darken circle 8 and go to question 26.

If you are not sure if you use any of these methods, darken circle 9 and go to question 26.

26. Please indicate the MAIN reason you have not used or are not sure if you have used any of the above environmental values education (EVE) approaches. (Choose only one)

1. It is not my responsibility to teach EVE.
2. I do not feel comfortable teaching EVE.
3. I feel it is unethical to teach EVE.
4. Many of the methods are inappropriate for the grade level I teach.
5. EVE is unrelated to my subject.
6. I do not know enough about these methods to use them.
7. I may have used these methods, but do not know them by these names.
8. My school district doesn't allow values education.
9. None of the above.

For questions 27 through 31, use the following key to indicate your opinion. Place your responses on answer sheet B.

1 = Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree

27. As a result of being in my class, students better understand the roles that values play in environmental issues.
28. I believe students are more sensitive toward the environment as a result of attending my class.
29. Students have a better understanding about their beliefs, attitudes, and values regarding environmental issues as a result of taking my class.
30. (Leave question 30 blank if you did not receive pre-service teacher education in environmental education)
My pre-service teacher education effectively prepared me to use affective education methods to help students examine values relating to environmental issues.
31. (Leave question 31 blank if you have not taken any in-service or post-graduate courses in environmental education)
My in-service or post-graduate courses effectively prepared me to use affective education methods to help students examine values relating to environmental issues.

You have just completed Section IV. Only one more section to go!

SECTION V

Environmental Action Strategies

This section refers to categories of action strategies which individuals or groups can use to help resolve environmental issues. Descriptions of each category are provided.

- Persuasion** The process of trying to convince others that a certain source of action is correct. Examples include letter writing, debates, posters, etc.
- Economic action** The process of using economic pressure to support or oppose a business or industry. Examples include buying environmentally friendly products, boycotting, raising funds for an environmental group, etc.
- Political action** Any action that brings pressure on political or governmental agencies. Examples include writing letters to representatives, lobbying, voting, etc.
- Ecomanagement** The process of taking physical action toward the environment for the purpose of either maintaining a good environment or improving a weakened environment. Examples include picking up litter, conserving energy, planting trees, etc.
- Legal action** This action involves using legal processes to alter the behavior of an individual or a business or industry that is damaging the environment. Examples include reporting environmental offenses, bringing suit against polluters, etc.

32. Have you involved students in action strategies, such as those described above, to provide them with opportunities to gain experience in the resolution of environmental issues?
1. Yes (If you choose this response, answer question 33, then go on to question 35)
 2. No (Go to question 34)
 3. I don't know (Go to question 34)
33. For question 33, please note that the list of environmental action strategies has been printed on answer sheet B. Please do the following two things:
- a. On the answer sheet, please put a check by each of the strategies you have used effectively to provide students with experiences they can use to help resolve environmental issues.
 - b. Total the number of methods that you checked and place the total number in the space provided for answer 33 on answer sheet B then go to question 35.

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34. Please indicate the MAIN reason you have not involved your students in one or more of the above actions. (Choose only one)
1. There is not time for me to assist my students in taking any of these actions.
 2. It is inappropriate for students of the grade level I teach to get involved in these actions.
 3. I do not have the knowledge or training necessary to assist my students in taking any of these actions.
 4. These actions are not related to my subject area.
 5. My administration/school district does not support student involvement in environmental actions.
 6. None of the above.

For questions 35 through 40, use the following key to indicate your opinion. Place your responses on answer sheet B.

1 = Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree

35. After attending my class, students are aware of the need to become involved in resolving environmental issues.
36. As a result of taking my class, students have gained actual experiences in resolving environmental issues.
37. I am effective at teaching students how to use action strategies to resolve environmental issues.
38. (Leave question 38 blank if you did not receive pre-service teacher education in environmental education)
My pre-service teacher education was effective at providing me with strategies I can use to give students experience in resolving environmental issues.
39. (Leave question 39 blank if you have not taken any in-service or post-graduate courses in environmental education)
My in-service or post-graduate courses were effective at providing me with strategies I can use to give students experience in resolving environmental issues.

Last Question:

40. I believe my instruction contributes to the development of environmentally literate citizens.

Thank you very much for completing the survey. Your responses will be valuable in assessing the quality of training teachers have received in environmental education. Please return both answer sheets (A and B) in the envelope provided.

If you have any comments or questions about any of the questions asked throughout the survey, or about the survey itself, please write them on the back of answer sheet A. If you are referring to a specific question or questions, please include the number of the question. This is the only place that will be checked for comments. Thank you.