



# Center for Environmental Education

of Antioch New England Institute

www.SchoolsGoGreen.org

603-355-3251

## GREEN SCHOOL SNAPSHOT, Quick Self-Assessment Tool For Schools -- (Draft 4-10-02)

Major Green School Elements	1	2	3	4
<p><b><u>Curriculum Integration</u></b> Student learning centers around environmental themes, concepts and projects in an interdisciplinary way (called <i>Environment as an Integrating Context</i>, or EIC)</p>	<ul style="list-style-type: none"> <li>√ Env. curriculum is contained wholly within science</li> <li>√ Study of the environment happens primarily through electronic media, lectures and books</li> </ul>	<ul style="list-style-type: none"> <li>√ Env. curriculum is often fragmented and tends to focus on issues that are too far away or heavy (esp. for younger kids)</li> <li>√ Going outside the classroom to learn is a rare, “special” event</li> </ul>	<ul style="list-style-type: none"> <li>√ EIC projects are common and occasionally require critical analysis of opposing views, personal reflection, and first-hand research in the local environment</li> </ul>	<ul style="list-style-type: none"> <li>√ EIC is the primary method for meeting curriculum standards</li> <li>√ Many projects require real life problem solving of local issues</li> <li>√ Students regularly and frequently study out of doors</li> </ul>
<p><b><u>School Grounds Enhancement</u></b> The school grounds are seen as a microcosm of the larger community and function as an outdoor learning laboratory.</p>	<ul style="list-style-type: none"> <li>√ School grounds are dominated by the built environment and used mostly for activities not directly connected to learning</li> <li>√ Informal opportunities may exist for nature observation</li> </ul>	<ul style="list-style-type: none"> <li>√ Students are involved at some level in taking care of outdoor and/or indoor plants</li> <li>√ Some students investigate the ecological status and history of the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>√ Gardening activities and natural areas are very prominent</li> <li>√ Some effort is made to connect school grounds activities to larger landscape restoration and conservation efforts</li> </ul>	<ul style="list-style-type: none"> <li>√ Students take a leading role in the design and maintenance of school grounds as safe, inviting places to learn and play</li> <li>√ School grounds support rich and abundant native, non-human life</li> </ul>
<p><b><u>Community-based Education</u></b> Student projects focus on real life community needs, community resources actively enhance student learning.</p>	<ul style="list-style-type: none"> <li>√ Curriculum needs are met through studying secondary resources that often focus on distant places and issues</li> <li>√ Community involvement consists mostly of newsletters sent home from school</li> </ul>	<ul style="list-style-type: none"> <li>√ Some projects require input from or accountability to community organizations</li> <li>√ “Kids teach kids” in collaborative, cross-grade level projects to build skills for working in the community</li> </ul>	<ul style="list-style-type: none"> <li>√ Community donated time, money and materials are measured and growing</li> <li>√ Many students are actively involved in service learning projects that emerged from community needs</li> </ul>	<ul style="list-style-type: none"> <li>√ Students routinely work directly with school and community decision makers</li> <li>√ Several long term school-community partnerships exist</li> <li>√ Community members strongly advocate for school needs</li> </ul>
<p><b><u>School Sustainability</u></b> The school models sustainable practices in areas such as water and energy conservation, all kinds of waste reduction, and creating a healthy indoor and outdoor environment.</p>	<ul style="list-style-type: none"> <li>√ Most aspects of the school building design would be considered typical or traditional</li> <li>√ Building operations are assumed to be acceptable without analysis of their potential health risks and environmental impact</li> </ul>	<ul style="list-style-type: none"> <li>√ Some classrooms are engaged in resource conservation efforts that focus on either reduced environmental impact or cost savings but not both</li> <li>√ Env. impact or “ecological footprint” of school operations is calculated in partial ways</li> </ul>	<ul style="list-style-type: none"> <li>√ A couple popular and effective school wide sustainability indicators and programs exist, with some student leadership</li> <li>√ Students regularly monitor and widely publish results and data about resource conservation efforts of the school</li> </ul>	<ul style="list-style-type: none"> <li>√ Many students work closely with adult decision makers to implement creative and cost saving solutions to sustainable building design and operations</li> <li>√ Students help lead projects to replicate the school’s resource conservation successes in the larger community</li> </ul>
<p><b><u>Administrative Support</u></b> Decision making structures and organizational culture within the school and district consistently and systematically promote Green School activities.</p>	<ul style="list-style-type: none"> <li>√ Green School efforts tend to meet resistance or little understanding from administrators</li> <li>√ Many decisions about building operations, curriculum &amp; professional development focus on short term costs and other immediately critical concerns</li> </ul>	<ul style="list-style-type: none"> <li>√ Some administrative support exists to use EIC projects to meet state, district or school learning standards and goals</li> <li>√ EIC instructional strategies and ecological literacy are accepted as legitimate topics for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>√ An EIC approach to instruction and testing is encouraged and supported with some time, money and material resources</li> <li>√ School literature talks about environmental issues as being important</li> </ul>	<ul style="list-style-type: none"> <li>√ Administrators and board members are consistent public advocates and leaders for Green School activities</li> <li>√ Planning, professional development, &amp; organizational change efforts focus on Green School capacity building</li> </ul>