This is a simple tool currently being developed by the Cloud Institute and Center for Green Schools. I would use it onsite to gather information from school faculty, curricular staff and leaders, and students on campus who know the curricular and organizational landscape best and have the most accurate, credible and valuable information about education taking place at the school level. It is meant to be a baseline data collection tool. It can also be used as a strengths assessment tool and to expand stakeholders' frames of reference for what is essential to the whole system of Education for Sustainability.
Jaimie Cloud

Organizational Learning and Development: Favorable Conditions, Policies and Support Structures

1. **EfS Standards Adoption**:
   Have you formally adopted EfS standards or Environmental Literacy Guidelines?
   YES ☐ NO ☐

   If so, please indicate which EfS Standards or Guidelines you have adopted

   State EfS Standards: _____ Write in STATE: _____
   Cloud Institute EfS Standards: _____
   US Partnership EfS Standards: _____
   Environmental Literacy Guidelines for Excellence: _____
   Environment as an Integrating Context (EIC): _____
   Other: _____

2. **Strategic Plan to Educate for Sustainability**
   Do you have a strategic plan, policies and practices in place to drive, monitor and evaluate sustainability education efforts?   YES☐   NO☐

3. **Policies and Practices**
   Please check organizational policies and practices that apply to your school:

   A. **Alignment with Human Resources**
      ☐ Our hiring policies and practices are aligned with our strategic goal to educate for sustainability
      ☐ We consistently orient new faculty and administrators to EfS through professional development, peer coaching, critical friends, PLCs and/or peer mentoring
      ☐ Faculty and administrator performance assessments, grants and other incentives are aligned with the strategic goal to educate for sustainability

   B. **Faculty Support Systems**
      ☐ Educators are regularly provided opportunities to build capacity, and develop knowledge and competencies in sustainability education through professional development, coaching, reading groups, conferences, etc.

      ☐ Time is allocated on a regular basis for teachers to collaborate, to plan and document curriculum units and maps, to share, to analyze student work, and to reflect on and improve their practices in EfS through professional learning communities, critical friends, department/grade level planning time, etc.

      How many hours of planning/collaborative time do faculty have per month?
      ☐0   ☐1-2   ☐3--6   ☐7-8   ☐9-12

     C. Leadership
     Please check the current leadership model for EfS in your school:

     ☐ The school leadership team that oversees curriculum and instruction embraces EfS and includes the implementation of EfS as a strategic goal.
     ☐ Someone on staff (educator, instructional specialist, administrator, facilities or sustainability staff member) is tasked by administration to coordinate/champion sustainability-related curriculum efforts
     ☐ The work being done in EfS is lead informally at the moment by passionate faculty and/or staff members
     ☐ No one is leading the implementation of EfS in our school, yet…

4. **EfS Curriculum Integration**
   Please check the appropriate boxes that apply to your school

     A. Documentation and Mapping
     ☐ Our operating curriculum is continually documented, mapped and updated regularly by our faculty.

     B. Alignment/Crosswalk
     ☐ EfS Enduring Understandings, Standards and Performance Indicators have been aligned with our curriculum and other frameworks and standards (i.e., Common Core Standards, Next Generation Science Standards, Character Education, 4Cs, Cultural Competency, etc.) and we have an "alignment chart/consensus map that guides us as we embed EfS where appropriate into our learning outcomes, assessments, performance criteria and lessons.

     C. Stage of Change
     I would describe the "Stage of Change" (Duffin) we are in with Education for Sustainability as:
     (Check ONE)

     ☐ **Pre-Contemplation/Disinterest**: We are not intending to make a change in the next six months; we are not necessarily opposed to the idea, we are just not ready to start.

     ☐ **Contemplation/Deliberation:** We are thinking about making a change in the next six months; we are still ambivalent about the costs vs the benefits of the effort required.

     ☐ **Preparation/Planning and Design:** We intend to make a change in the near future. We are convinced that the potential benefits outweigh the risks.

     ☐ **Actions are being taken/changes are happening:** We are implementing changes in our curriculum and instructional practices to incorporate EfS across the disciplines and grade levels; not everyone is involved yet.

     ☐ **Changes are maintained over time and EfS is the "new normal":** We are moving toward full participation of the faculty; we see evidence of EfS enduring understandings, standards and performance indicators in courses, units of study, assessments, performance criteria, lessons and student work; we are continually

collaborating to improve and expand the work we are doing in EfS; We monitor our progress, we analyze student work for evidence of EfS and we improve our practice over time; it just gets better and better.

Please indicate what grade levels and disciplines are in the "Stage of Change" you checked:

☐ **K-5**   ☐ **6-8**   ☐ **9-12**   ☐ **Other:** _____

☐ **All disciplines are involved**   ☐ **Social Studies/History**   ☐ **English Language Arts**   ☐ **Science**   ☐ **Math**   ☐ **Arts**   ☐ **Physical Education**   ☐ **World Languages**

5. **Typical Instructional Practices Used in the School (Please check all that apply)**

    ☐ A CONSTRUCTIVIST APPROACH
    ☐ LEARNER-CENTERED ACTIVITIES
    ☐ AUTHENTIC INSTRUCTION AND ASSESSMENT
    ☐ DIFFERENTIATED
    ☐ INTERDISCIPLINARY
    ☐ WRITING PROCESS
    ☐ INQUIRY-BASED APPROACH
    ☐ PROJECT-BASED APPROACH
    ☐ APPLIED LEARNING METHODS
    ☐ PLACE-BASED INSTRUCTION
    ☐ REFLECTIVE PRACTICE
    ☐ COOPERATIVE OR COLLABORATIVE LEARNING
    ☐ SERVICE LEARNING
    ☐ INTERACTIVE MEDIA AND TECHNOLOGY

6. **Place-based Education for Students** Learning about and taking care of the social and physical place in which the students go to school (The school buildings, grounds and community) is embedded in the curriculum and instructional practices, and students develop a sense of place by taking care of the places in which they live and study. (Please check any that apply)

    Students:
    ☐ Investigate local natural **ecological processes and systems**
    ☐ Monitor and conserve **energy** usage;
    ☐ Monitor, reduce/eliminate **waste**;
    ☐ Monitor and conserve **water** usage;
    ☐ Design, develop and maintain the **growth and health of the garden**;
    ☐ **Farm/garden to school** programs
    ☐ Study the **local food system and preparation**
    ☐ Design, develop and maintain a **composting system**
    ☐ Develop and track local **sustainable community indicators**
    ☐ Test, monitor and continuously **improve water, soil and air quality**
    ☐ Replace invasive species with **native species**
    ☐ Conduct school **community asset mapping**
    ☐ Design and conduct **Interviews with, and/or social histories** of, people in the community

Other: _____

- ☐   Students regularly leave the classroom as part of their school day
- ☐   Students regularly leave the classroom as part of their school week.
- ☐   Students regularly spend time outdoors enjoying physical activity

7. **Use of Exemplary EE/EfS Curriculum Resources**   Do you utilize exemplary "off-the-shelf" supplemental curricular resources from organizations such as Facing the Future, the Cloud Institute for Sustainability Education, Roots and Shoots, Project Learning Tree, Shelburne Farms, Project Wild, Project Wet, California EEI, The Buck Institute's , Project Based Learning Materials, and/or Center for Ecoliteracy?

   Please indicate which materials faculty regularly use in your school:

   _____
   _____

8. **Student Leadership:**
   A. Is there currently a structure to facilitate peer to peer coaching and/or mentorships?
      ☐ **YES**   ☐ **NO**

   B. Is there currently a way to solicit feedback and input from students regarding curricular effectiveness?
      ☐ **YES**   ☐ **NO**
   C. Is there currently a way to solicit feedback and input from students regarding school policies, plans and implementation?
      ☐ **YES**   ☐ **NO**
   D. Are students regularly involved through the curriculum (formal and informal) in project-based learning opportunities that allow them to make authentic contributions to sustainable school and community development?
      ☐ **YES**   ☐ **NO**

   If you answered yes to any of the above, please explain what leadership roles students have in your school and what evidence you are drawing on to make your claim.

   _____
   _____

9. **School/community partnerships:**
   On a scale of 1-5 (1 represents the lowest level and 5 represents the highest level) please circle the level that best describes the extent to which your school partners with your community/municipality in the following ways:
      A. Our school has partnerships with several local community-based groups (ex. service organizations, local government agencies, boys and girls clubs, local businesses, Elderhostels, parks and reserves, state and national forests, residential centers, nature centers, zoos, museums, 4-H clubs, scouting organizations, etc.) that serve many different purposes. These relationships are developed and nourished over time

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Please list the types of organizations (if any) with which your school partners:

_____

_____

B. Our school partners with local community-based groups (see list above) to provide service learning opportunities, project based and place based learning opportunities, internships and mentorships for our students

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

C. Our school community including students learns and works with local community-based groups on collaborative sustainable community development projects and/or joint green team initiatives.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

D. Parents, community members, volunteers, other district staff/departments are authentically integrated into sustainability education curriculum efforts.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

E. Our school is utilized as a learning hub for the community – a place where students, teachers and community members learn together and where the school and community are resources to each other.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

F. Our students, school and community work together to track our Sustainable Community Indicators to monitor our progress

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

G. Our school and community celebrate together as much as possible our successes and the learning that comes from worthy failures

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

10. **Please describe any other efforts you know about** to educate for sustainability in your school. If it's not documented and mapped--how do you know what is going on? Where do you look for evidence?

_____

_____

Is there something we're not asking that you want to tell us about?

_____

_____

_____