**RESOURCES**

**From Matt Krehbiel:**

* EQuIP rubric: <https://www.nextgenscience.org/equip>
* Science Peer Review Panel: <https://www.nextgenscience.org/prp>
* Achieve Reviews of materials: [www.achieve.org/reviews](http://www.achieve.org/reviews)
* NGSS Design badge: [www.nextgenscience.org/badge](http://www.nextgenscience.org/badge)
* NGSS Innovations: <http://bit.ly/NGSSInnov>
* Guide to Implementing the NGSS: <https://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards>
* District and state Implementation resources: <https://www.nextgenscience.org/state-and-district-implementation/state-and-district-implementation>
* Communication resources: <https://www.nextgenscience.org/communicating-about-standards/communicating-about-standards>
* Examples of quality units designed for the NGSS: [www.nextgenscience.org/hqngss](http://www.nextgenscience.org/hqngss)

**From Participants:**

* <http://beetlesproject.org/ngss/>
* [Projectwet.org](http://projectwet.org/)
* [www.projectwild.org](http://www.projectwild.org/)
* [www.indigenousroots.education](http://www.indigenousroots.education/) Native American cultural perspective on 'science
* In California, check out the CREEC network (California Regional Environmental Education Community)[www.creec.org](http://www.creec.org/)
* <https://geos.vt.edu/content/dam/geos_vt_edu/museum/documents/The%20MINTS%20Book.pdf>
* AFWA Conservation Ed toolkit. I am particularly fond of the Field investigations guide:<https://www.fishwildlife.org/afwa-informs/ce-strategy/north-american-conservation-education-strategy>
* NGSS Implementation map: <http://ngss.nsta.org/About.aspx>
* For ideas on partnerships and collaboration between formal and non-formal educators in the conservation & EE space--including funding opportunities--check out [www.handsontheland.org](http://www.handsontheland.org/) where we are moving to incorporate NGSS into this place-based education network.
* <https://www.nextgenscience.org/sites/default/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdfThe> STEM Teaching Tools also have great strategies for culturally relevant pedagogy and ideas for urban scenarios.
* MEL Matrix (evaluating models & evidence) example here<https://www.researchgate.net/publication/307981119_Critical_Design_Decisions_for_Successful_Model-Based_Inquiry_in_Science_Classrooms/figures?lo=1>
* Project Learning Tree has created and released three grade-banded e-units that are built around NGSS.<https://www.plt.org/online-environmental-education-units>
* *Linking Environmental Literacy and NGSS* (NAAEE resource): <https://naaee.org/sites/default/files/ngss_-_linking_environmental_literacy_and_the_next_generation_science_standards.pdf>
* NAAEE.org/eePRO search for Resources aligned to NGSS: <https://naaee.org/search/site/?f%5B0%5D=im_field_tag_topic%3A172&f%5B1%5D=bundle%3Aresource>

**INSTRUCTIONAL REVIEW - NGSS**

* <https://www.nextgenscience.org/resources/examples-quality-ngss-design>

**UPDATES TO NAAEE’S K-12 GUIDELINES FOR EXCELLENCE – We’d love your help!**

* NAAEE is in the process of updating the K-12 Guidelines for Excellence and we would love your feedback! Here's the link to the review draft: [https://naaee.org/eepro/resources/review-draft-available-k-12](https://naaee.org/eepro/resources/review-draft-available-k-12" \t "_blank)
* Here's a link to the document that shows the alignment between environmental literacy and NGSS: Linking Environmental Literacy and the Next Generation Science Standards <https://naaee.org/sites/default/files/ngss_-_linking_environmental_literacy_and_the_next_generation_science_standards.pdf>

**PARTICIPANTS’ VISION FOR STUDENTS (just for fun!)**

* I want all students to be environmentally literate
* I'm in WI--we have a law that says all kids need EE embedded K-12. I'd love for that to be true
* I hope EE includes Native knowledge and Indigenous ways of knowing before 12th grade
* Every child has the opportunity to spend meaningful time outside
* Inclusive environmental literacy
* I would like to be conversant and link leaders of color in science and CTE with the standards and related curricular for sustainability
* I’d like all students to be aware of their watershed and why it’s important and have a native (to their area) garden on campus or nearby
* To recognize themselves and all of human society as part of nature, to see all living things as equally valuable as humans, and to understand the patterns by which nature sustains life well enough to apply those patterns to human endeavors
* I want all students to be able to recognize the difference between good science and junk science so that they can make informed decisions about the environment
* better integrate our county ee offerings and green schools program with what students are learning at each grade. Have them leave with a good basis to understand ee issues.
* I want students to be able to observe the environment around them
* I would like to see more urban environmental education so that students appreciate the nearby biodiversity and water sources as part of nature
* That students have experienced EE and stewardship in all subjects throughout their time in school with a strong sense of place.
* all learners to be able to know how to learn about tough wicked issues (instead of being intimidated) and have the skills they need to take civic action; be advocates for their environment
* I'd like to see EE fully integrated into a more project-based, crosscurricular learning model that engages students and makes them feel at home in and connected to the natural world
* For students to know that humans have an impact on nature and an appreciation for ways they can change that impact.
* students to have the skills and habits of mind necessary to make personal and collective decisions for sustainability
* Whole-person nature connection: cognitive, social-emotional, place, and service; which stems from self-awareness and strong community bonds
* I want students to know/ connect to the natural resources and want to protect them.
* All students to have hope and a visions about a sustainable future, and a commitment to participate in working toward that vision.
* I am an early childhood educator (birth - prek) and I would like to see universal science standards that help birth to pre-k children obtain the right to outdoor time and opportunities to foster connections to nature before their k-12 journey.
* My goal is to help students of all ages understand and explore their connection with the ocean and build advocacy through their newfound appreciation.
* I would like EE to build an environmentally literate society capable of making informed decisions about our environment.
* I would like outdoor learning on a daily basis to be a part of every students K-12 education experience
* For students to have a better understanding and connection to the web of life
* I would like all students to have the knowledge and skills to navigate multidimensional, complex environmental issues.
* To feel a connection to their local environment and an understanding that allows them to take action.
* I'd like environmental education to focus on learning how to live lightly and more sustainably on this planet.
* For students to see their interconnections with the natural world and be stewards of it.
* students understand sustainable practices for their local native habitats, urban areas, and agriculture
* I'm in higher ed and informal ed. I want students to improve their environmental literacy to be able to participate in today's political environment.
* offer students an other opportunity to explore their natural world have exchange and make connections to their learning.
* streamlined urban envi ed in DC (state but not a state)
* I agree with participant above, Ms. White, that all children have the right to outdoor time to foster connections with nature.
* Opportunities for learners at every grade level, from birth to get outside - meaning families and educators are familiar and comfortable with delivering “instruction” outdoors - to make connections to all disciplines of science
* I would like to see students be able to design and implement studies and projects to answer questions about environmental health and issues.
* Providers plus teachers in one group learning about NGSS through phenomenon and student discourse