

Virginia Association for Environmental Education

# Environmental Education Certification Program Manual



## Environmental Education Certification Manual

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## **Section 1: Introduction**

Thank you for your interest in building professionalism in the field of environmental education. By considering participation in Virginia's Environmental Education Certification Program, you are taking an important step towards elevating the important work we all do. This program has been thoughtfully designed by passionate Virginia environmental educators who conscientiously planned for both rigor and accessibility. We hope you will find this program both feasible for you to complete and a robust experience that challenges you, broadens your outlook, and helps you to grow as a professional.

### **Acknowledgements**

Thank you to countless volunteers who have carried the torch of developing a certification program over the years. When the Office of Environmental Education was closed in 2016, VAAE determined that the work to develop a certification program must go on. Volunteers continue to support this program--offering continued support to evaluate both the program itself and candidate work and projects.

### **Certifying Advisory Board (CAB) members serving as of Candidate Manual publication (2021)**

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### **Thank you to our past CAB members and Certification Administrator:**

Dan Cohen, Jenna Conner-Harris, Charlotte DeMolay, Danielle Racke, and Meredith McCool

### **Special thanks to the following organizations who lent their support during certification development:**

North American Association for Environmental Education, Kentucky Association for Environmental Education, North Carolina Office of Environmental Education, Utah Society for Environmental Education, Claytor Nature Center - University of Lynchburg, Department of Forestry at New Kent

Thank you to the former Virginia Office of Environmental Education and everyone else who contributed to the process of building the Certification Program.

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## **What is certification?**

According to the North American Association for Environmental Education (NAAEE):

Professional certification ensures that individuals are fully prepared for work within a specific field of expertise. Certified environmental educators meet stringent requirements for proficiency in both the interdisciplinary content and pedagogy necessary to develop and deliver high quality, effective EE programs.

While it is not necessary to attain certification in order to be employed as an environmental educator, certification readily distinguishes highly qualified professionals and enhances the resumes of those who have attained it. Having a community of certified professionals also elevates respect for the profession.

## **Who should seek certification?**

Virginia Environmental Education Certification is for anyone who educates about some aspect of the environment, is passionate about elevating the field, and would like to strengthen their environmental and/or pedagogical expertise.

Candidates in the Virginia Environmental Education Certification Program must meet one of these criteria:

- Live in Virginia
- Work in Virginia
- Can claim residence in Virginia
- Plan on moving to Virginia in the near future\*

\*Some assignments in the Program require travel within Virginia.

## **Benefits of Certification**

*Good for the field of Environmental Education:*

Certification addresses the knowledge, skills, and ethical standards required to work as a professional in the EE field and builds the field's credibility.

*Good for you, the environmental educator:*

Certification provides robust professional development opportunities resulting in more effective professional practice. Its focus on both theory and practice leads towards greater mastery. Due to this program's multifaceted nature, networking opportunities abound.

Once you've obtained your certificate, you can be contracted and paid by the VAEE to facilitate training workshops wherever you are already located.

The VAEE is working with environmental education organizations to incentivize and promote environmental education certificate holders.

### **How the North American Association for Environmental Education (NAAEE) *Guidelines for Excellence* relate**

The NAAEE Guidelines for Excellence are the backbone of NAAEE's Core Competencies for certification. The *Guidelines* themselves were developed by a diverse team of professionals and have undergone substantive review by thousands of professionals prior to publication. These publications establish guidelines for the "development of balanced, scientifically accurate, and comprehensive environmental education programs and materials. Quality environmental education programs help develop an environmentally literate citizenry that can compete in our global economy; has the skills, knowledge, and inclinations to make well-informed choices; and exercises the rights and responsibilities of members of a community." (NAAEE)

### **Code of Ethics**

Virginia Environmental Education Certification Candidates and Certified Environmental Educators share the responsibility of educating towards an environmentally literate citizenry—people who have "the knowledge, skills and dispositions to solve problems and resolve issues individually and collectively that sustain ecological, economic and social stability."\* By working as a Virginia environmental educator, you are accepting a position of public trust. In order to meet this obligation and uphold the dignity of the profession, environmental educators will:

- Respect and obey the law, demonstrate personal integrity, and exemplify honesty.
- Comply with standard practices and exemplify ethical conduct toward students, colleagues, school officials, parents, program participants, and members of the community and shall safeguard academic freedom.
- Extend just and equitable treatment to all.
- Continually work with community partners to improve educational opportunities in the community.
- Encourage the use of sound environmental education principles in management decisions.

### **I. *Professional Practice***

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Promote competence in the field of environmental education by supporting high

standards of education, performance, and employment practices.

- Accurately and adequately represent the facts and results of research and not base decisions on theological or religious beliefs, political pressure, or client or supervisor pressure.
- Endeavor to avoid situations where a conflict of interest may arise.
- Protect confidential information of staff, program participants, and colleagues.

## **II. Professional Conduct**

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Conduct activities with honesty, fairness, and respect.
- Accept responsibility for behavior and decisions.
- Possess an adequate basis for professional judgment.
- Make no false, misleading, or deceptive statements regarding personal qualifications.
- Respect the fundamental rights, dignity, and worth of program participants, program staff, colleagues, etc. and the environment.
- Be aware of how personal belief systems may affect professional activities.
- Not accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage.

## **III. Social Responsibility**

Virginia Environmental Education Certification Candidates and Certified Environmental Educators will:

- Strive to be sensitive to cultural and individual differences including those due to age, gender, ethnicity, national origin, religion, sexual orientation, disability, and socio-economic status.
- Practice professional behavior that is free from sexual harassment or discrimination with respect to religion, gender, sexual orientation, race, national origin, age, or physical restrictions.

\*Definition of *Environmental Literacy* provided by the Virginia Department of Education.

## Section 2: How to Begin

### 1. Register to enroll in the Virginia Environmental Education Certification Program.

Visit VAAEE's website to register, pay the enrollment fee, and complete the online enrollment form.\*

- \*Those who enrolled in January 2022 pay their registration fee after completing the "Methods of Teaching Environmental Education" workshop.

### 2. Preview the remainder of this Manual.

This will help you familiarize yourself with the Program and enable you to begin making a plan for how you wish to accomplish your certification goals.

### 3. Familiarize yourself with the Certification Timeline. (included in Appendix 6a and on our [website](#))

### 4. Within the first year:

#### a. Complete Criteria 1.

b. **Attend the NAAEE Guidelines for Excellence "Professional Development of Environmental Educators" workshop.** Visit the [Upcoming Important Dates](#) webpage to learn about current offerings and registration. We strongly recommend completing the Criteria 1 online module prior to attending this workshop.

c. **Attend the "Methods of Teaching Environmental Education" workshop.** Visit the [Upcoming Important Dates](#) webpage to learn about current offerings and registration. You must complete Criteria 1 before registering to attend this workshop. The "Professional Development" workshop is a prerequisite to this workshop.

5. **If you began Criteria 3 within the year** before you started in the Program, review your training experiences and in-state travel to determine if you have captured those opportunities on the Criteria 3 Form (see Appendix 6f) and submitted the necessary forms to earn credit for each experience.

### 6. **Once you have attended both of the above workshops, you will receive your invitation to the remainder of the Virginia Environmental Education Certification Program on Canvas.**

Dive in and get started. You have three years from the date that you attended the "Methods for Environmental Education" workshop to complete the certification program. This gives candidates a total of four years to complete the entire program.

7. **Questions:** Reach out to the Certification Administrator at [certification@virginiaee.org](mailto:certification@virginiaee.org).

### **Section 3: How to Use this Manual and Canvas**

This manual will guide you through the certification process by providing all of the general instructions and procedures in one place. While Canvas will house more specific instructions within each Criteria section (Course), on some occasions you may find it easier to access this manual rather than clicking through separate Canvas modules.

The Virginia Environmental Education Certification Program is housed entirely on Canvas. You will be granted access to each Criteria section (Course) as befits your progress in the Timeline (see Appendix 6a), including workshops attended and fees paid. Completed assignments will be uploaded via Canvas. You will not be submitting your work in any other location.



## Section 4: Certification Content, Process, Instructions

### General Instructions for Assignments

As professionals in the EE field seeking certification, it is expected that candidates complete assignments with thoughtfulness. While assignments are graded on a Pass/Fail basis, candidates are expected to submit their best work. Portfolio reviewers may return an assignment to a candidate for revision in order to ensure that candidates are benefiting from their certification work. Candidates have the opportunity to resubmit twice for a total of three submissions per assignment.

Candidates can usually expect review of their work within two weeks of submission.

### Criteria 1 – The Basics of Environmental Education (online module)

#### Summary

Criteria 1 focuses on some of the foundational ideas in the field of environmental education (EE). While it is not all-inclusive, we hope that it will help orient you to the field of EE or serve as an important refresher. Perhaps this will energize you to explore other environmental education-focused works.

#### Timeframe

Ideally, Criteria 1 will be completed before attendance at the “Professional Development of Environmental Educators” workshop. Criteria 1 must be completed prior to attending the “Methods of Teaching Environmental Education” workshop.

#### How to Submit

All assignments will be completed in Canvas.

- 1.1 Personal Reflection (Pre)
- 1.2 “What is EE?” (eeLEARN Module)
- 1.3 *The Tbilisi Declaration* – The Beginnings of EE
- 1.4 “The History of EE” (eeLEARN Module)
- 1.5 WebQuest
- 1.6 “Captive vs. Noncaptive Audiences,” Sam Ham
- 1.7 “A Sense of Wonder for Young Minds,” David Orr

- 1.8 “Beyond Ecophobia,” David Sobel
- 1.9 The Effectiveness of Environmental Education
- 1.10 Addressing Environmental Education Detractors
- 1.11 “Equitable and Inclusive EE” (eeLEARN Module)
- 1.12 Personal Reflection (Post)
- 1.13 Self-Assessment and Professional Development Plan

## Criteria 2 – Workshops

### Summary

The Virginia Environmental Education Certification Program’s workshops offer candidates the opportunity to explore concepts alongside their colleagues in the field. Sharing practices and networking with other professionals in this dynamic learning environment strengthens individual EE practice and the field as a whole.

### Timeframe

Criteria 2 begins with the “Professional Development of Environmental Educators” workshop. It is recommended that Criteria 1 be completed prior to attending this first workshop. Criteria 1 must be completed prior to attending the “Methods of Teaching Environmental Education” workshop.

Workshops must be attended consecutively. Both workshops must be attended within the first year.

### How to Register

Visit the [Upcoming Important Dates](#) webpage to find information about workshop offerings and registration.

- 2.1 Attend “Professional Development of Environmental Educators” workshop
  - One-day in-person workshop or two virtual meetings
  - Usually offered in conjunction with the VAEE Annual Conference as well as at least one other time during the calendar year
  - Explores NAAEE’s *Guidelines for Excellence: Professional Development of Environmental Educators*.
- 2.2 Attend “Methods of Teaching Environmental Education” workshop
  - Hybrid workshop that includes a full day in-person meeting
  - Offered twice each year
  - Focuses on pedagogical best practices specific to environmental education

## Criteria 3 – Self-Directed Learning

### Summary

This section of the Virginia Environmental Education Certification Program is designed to encourage candidates to consider and address gaps in their experience and knowledge highlighted during the Criteria 1.13 Self Assessment. Successful environmental educators continue throughout their careers to investigate new opportunities, seek understanding, and become better versed in their particular focus area as well as ancillary areas. We hope that you gain great insight and find fruitful opportunities to grow in your profession via this section.

### Timeframe

Prospective candidates may count experiences toward Criteria 3 from up to one year prior to their official enrollment date.

### How to Submit

Submit a completed copy of the Criteria 3 Form for each separate experience and upload to Canvas. The form is located in Canvas, or see Appendix 6f for a copy.

#### 3.1 Individually Chosen Learning Opportunities

- 30 hours total
- Minimum of five different workshops, classes, or training experiences led by a qualified instructor\*  
*\*holds a degree and/or minimum 5 years experience in topic area and/or member of the Certifying Advisory Board (CAB)*
- Trainings must each be at least one hour in length.
- At least one of the trainings must include an outdoor component with a minimum of 50% of time outdoors.
- Complete the Criteria 3 Form for each learning experience.

#### 3.2 Exploration of Virginia's Regions

- 30 hours total
- Choose three of Virginia's five physiographic regions:
  - Coastal Plain
  - Piedmont
  - Blue Ridge
  - Valley and Ridge
  - Appalachian Plateau
  - See Appendix 6e for a map of the regions.
- Spend 10 hours minimum in each chosen region.

- Explorations consist of visiting any natural history site or environmental center and should involve activities such as viewing education exhibits, exploring interpretive trails or gardens, and speaking with education staff.
  - At least 50% of time in each region must be spent outside.
- Complete the Criteria 3 Form for each region visit.

### 3.3 Required Further Learning

- 15 hours total
- Review your NAAEE Self Assessment that you completed during Criteria 1.13, and note specific gaps in your knowledge or skill areas.
- Identify how you are going to address these gaps via a minimum of three different methods.
- Methods of learning may include workshops, readings, podcasts, webinars, TED Talks, etc.
- Complete one Criteria 3 Form for each action taken. Attach your 250-500 word description of each action you took, and describe how this helped you to achieve improvement in the identified area.

## **Criteria 4 – Lesson Planning and Teaching**

### Summary

Exemplary teaching practice is foundational to environmental education that works. From lesson planning to teaching to assessment, successful environmental educators use techniques backed up by research, provide their students and participants equitable access to both experiences and content, and continually evaluate both their own planning and their teaching. This section is designed to help the educator evaluate these practices and to encourage continued growth.

### Timeframe

A total of at least 20 hours of teaching time must be logged to fulfill Criteria 4. Some of this teaching time requires observation by a qualified professional.

## How to Submit

All materials will be uploaded into Canvas.

### 4.1 Lesson Planning

- Two lesson plans required
- Lesson plans must be inquiry-based environmental education lessons that incorporate all of the contents included in the Lesson Plan Components Checklist provided in Canvas.
- One of the lesson plans must be a completely original work by the candidate.
- The second lesson plan may either be original OR it can be a revised lesson plan.
  - Revised lesson plans must exhibit substantial improvement over the original.
  - The original lesson plan must be included with the submission of the revised lesson plan, and credit must be attributed to the original lesson plan developer.

### 4.2 Self Reflection on Teaching

- Two Self Reflections required
- Immediately after teaching an environmental lesson, complete the Teaching Self Reflection assignment provided in Canvas.
- You may teach a self-developed lesson or one developed by another educator or lesson provider.
- The reflection will cover an entire lesson or a one hour segment of a lesson-- whichever is less. Tabling or walk-ups/roving interactions do not count as a lesson.

### 4.3 In-Person Instructional Evaluation

- One In-Person Instructional Evaluation required
- Enlist a professional in the field to observe you while teaching and have them complete the In-Person Instructional Evaluation which can be found in Canvas.  
*Professional* - degree in the field and/or five years of experience
- The lesson must be at least 30 minutes in length. Longer lessons are encouraged in order to present your observer with ample opportunity to address all items on the provided form. Tabling or walk-ups/roving interactions do not count as a lesson.
- The lesson you teach may be self-developed or written by another educator or lesson provider.
- It is strongly encouraged that you complete the Self Reflection on Teaching (4.2) or the In-Depth Teaching Reflection (4.5) for this same observed teaching experience.

#### 4.4 Peer\* Observations

- At a minimum, make **two** observations of two different environmental educators on two different occasions.  
*\*Peer is defined as an educator, facilitator, or instructor who is presenting a unit of teaching/learning in the field of Environmental Education.*
- Secure permission from the individual(s) observed at least 24 hours prior to the observation. Use the Observation Consent Form to document their consent, and submit each completed form via Canvas.
- The length of observation must be long enough to observe and reflect on a minimum of four items indicated on the Peer Observation Form.

#### 4.5 In-Depth Teaching Reflection

- One In-Depth Teaching Reflection required
- Read through the provided prompts carefully and plan to address each item while teaching.
- As soon as possible after you have taught your chosen lesson, provide your thoughtful answers.

#### 4.6 Program Evaluation

- Attend or observe an environmental education program.\*  
*\*An *Environmental Education Program* is defined by NAAEE as “an integrated sequence of planned educational experiences and materials intended to reach a particular set of objectives. Programs, taken together, are the methods by which an organization’s education goals are accomplished. Programs can be small or large and can range from short-term, one-time events to long-term, community capacity-building efforts.” *NAAEE Guidelines for Excellence: Nonformal Environmental Education Programs**
- You must secure permission from the educator who will be leading the program at least 24 hours prior to producing the report using the Observation Consent Form. Submit the completed form via Canvas.

#### 4.7 Data Collection, Analysis, and Evaluation

- Evaluate an existing class/program/unit using an appropriate evaluation method.
- Based on your findings, explain how you would revise the program for more effective learning.

## **Criteria 5 – Environmental Literacy (online course)**

### Summary

This online module focuses on Earth’s physical and living systems, human systems, and the intersection of our environment and society as well as the natural and cultural histories of Virginia and our bioregion. While it is impossible to cover all possible aspects of environmental literacy and environmental justice that an environmental educator may be required to know and understand, it is important that candidates understand some foundational concepts.

### Time Frame

The Environmental Literacy online module is an eight-week online course requiring about 24 hours of time. Candidates can expect to spend at least three hours each week on assignments. The course follows a weekly schedule, but enrollees will work asynchronously for the most part. There will be three class meetings as well as discussion opportunities during the course.

### How to Submit

Check the [Upcoming Important Dates](#) webpage for updates about course schedules. All work will be submitted through Canvas.

## **Criteria 6 – Community Partnership Capstone Project**

### Summary

The Community Partnership Capstone Project serves as a culmination of the candidate’s professional growth experiences during certification. This project allows the candidate to combine and apply their skills to a real environmental issue in their community.\* The candidate will act as the primary coordinator, planner, and leader of the project and will partner with at least one community agency other than their own school, agency, or workplace to fulfill a community need. The Capstone Project must engage members of a community through an event or program that will increase environmental awareness and understanding and benefit the members of that particular community.

*\*A community can be defined as a group of persons with common characteristics such as geographic, professional, cultural, racial, religious, or socio-economic similarities; communities can be defined by location, race, ethnicity, age, occupation, interest in particular problems or outcomes, or other common bonds.*

Review NAAEE’s [Community Engagement: Guidelines for Excellence](#) which are designed to help environmental educators create inclusive environments that support effective partnerships and collaborations.

## Timeframe

Projects must take a minimum of 20 hours to complete (including planning and implementation) and can take place anytime during the certification process after the official Start date.

## How to Submit

See each Criteria subsection (below) for specific instructions on how to submit.

### 6.1 Project Proposal

- Complete Project Proposal Form.
- Projects must be approved by the Certification Advisory Board (CAB) or the Certification Administrator prior to officially beginning work on the project.

### 6.2 Project Submission

After the project has been completed, please submit the following via Canvas:

- Project Submission Cover Sheet
- Project Narrative
- Supplemental Materials

#### *Project Narrative Instructions (Required)*

Upload a Word document to Canvas (no PDF) five pages maximum, no smaller than 11 point font. This heading should appear on each page in the upper right-hand corner:

*Your Name – Project Name*

Address each of the following items and include specific examples:

- Community Centered
  - How does the project anchor environmental aims within the context of community interests and issues?
- Based on Sound EE Principles
  - Identify how one of the five objectives of environmental education (awareness, knowledge, attitudes, skills, participation) is addressed by your project.



- If your project used any instructional method such as service learning, place-based education, etc., note that in this section.
- Describe one data collection tool you used to evaluate your program.
- In what ways did the evaluation of your program determine its impact?
- Collaborative and Inclusive
  - What type of collaborative and inclusive relationships did you foster as part of your participation and implementation of this project? (i.e., with your partner, community members, schools, etc.)
- Oriented toward Building Capacity and Civic Action
  - How does your project support capacity building for ongoing civic engagement in community life?
  - How does your project contribute to long-term community wellbeing, sustainability, and resilience?
- Other Considerations
  - How did you embrace change and celebrate progress over the course of the project?

*Photographs (Required)*

Submit three high resolution (300 dpi or higher) photographs depicting the project. JPEG, GIF, or PNG format. Images embedded in a PDF or Word document will not be accepted.

Photograph and Publicity Releases (Appendix 6g) must be completed and signed by anyone photographed who is not already a VAEE member.

*Digital Support (Optional)*

Provide one of the following: a three minute video/audio clip, five PowerPoint slides (please save as a PDF and upload), an article, OR a digital slideshow with no more than 10 photos highlighting the program. Digital items are supplemental and are NOT a substitute for required information. (encouraged, but not required)

Photograph and Publicity Releases (Appendix 6g) must be completed and signed by anyone photographed or videoed who is not already a VAEE member.

### 6.3 Project Presentation

- Project presentations must be made at a public forum after the project submission has been approved by the Certification Advisory Board/Administrator.
- Presentations are to occur within the required four year time frame, or the presentation date/venue must be set prior to the end of the four year time frame with the presentation occurring as soon as possible after the four years have elapsed.
- Submit your Presentation Plan at least 30 days in advance for approval

### **Program Completion**

#### Summary

Continued self-assessment aids professionals in gauging their progress and continued opportunities for growth. As a way to reflect on their progress within the program, candidates will complete three self-assessment assignments. The Program Completion Fee is also due at this time. All fees are listed on the [Certification Program's How to Enroll webpage](#).

#### Timeframe

Within one month of completing all of the Certification Program Criteria, the candidate will complete the Program Completion assignments in Canvas and pay the Program Completion Fee.

#### How to Submit

- Follow the link provided in Canvas to complete the Self-Assessment.
- Complete the Self Reflection questions in Canvas.
- Provide an updated Professional Development Plan (PDP).
- Follow the instructions in Canvas for submitting the Program Completion Fee.

### **Recertification**

Certified Environmental Educators wishing to maintain their certification with the Commonwealth of Virginia are required to complete and submit documentation of their professional development every three years. This documentation will be due December 31st of the third calendar year after initial certification completion and then every three years thereafter. For example, certification earned on March 25, 2023 results in recertification due by December 31, 2026.

To renew your certification, you must complete the following steps:

1. Look at your initial Certification Completion Date and count forward three years to find the calendar year when your Recertification Form and payment is due.
2. Complete five different methods of professional development from the Professional Development Menu of Options (*see below*), totaling 30 hours.
3. View the Recertification Form and note all information that you will need to have available to complete the Form.
4. Complete, upload information as required, sign, and submit the [Recertification Form](#) that includes details of your Professional Development actions. Only complete one form with all of your PD actions included on that one form. Please allow two weeks for review.
5. Watch your email for a message indicating approval of your recertification work. This email will include a link to the payment page.
6. Visit the provided link and pay the \$50 Recertification Fee. Once we receive your payment, we will notify you, and this will complete your recertification process.
7. Complete the above steps every three years.

Recertification Professional Development Menu of Options

Attend a conference related to your professional role in environmental education
Attend a course, workshop, or lecture focused on some aspect of your professional role in EE
Conduct a new classroom presentation or activity using EE or improve an existing lesson by applying best practices according to recent environmental education research
Conduct research on some aspect of environmental education
Develop an environmental education activity, unit of study, or curriculum
Facilitate or lead an environmental education-related workshop or course
Mentoring - mentor someone in the field of environmental education
Mentoring - seek out and consult with an environmental education mentor
Participate in or lead a field experience
Present on environmental education at a conference
Publish an article on a topic related to environmental education

Read a book on a topic related to environmental education
Use NAAEE's <i>Guidelines for Excellence</i> to improve a program/workshop/etc.
Read a professional journal article
Serve on the board, committee, or council of an environmental education organization

Rules for Certificants Coming from Out-of-State Programs Accredited by NAAEE:

- While certification from an accredited affiliate translates to certified status in Virginia, all certificants are required to recertify every three years.
- In addition, in order to maintain certified status in Virginia, certificants must complete the Criteria 5: Environmental Literacy course because of its strong focus on Virginia. This course must also be completed within three years of arrival in Virginia.
- Transferring certificants can petition to replace all or part of the Criteria 5 course with other learning experiences that address the same or similar content. Certificants must contact the Certification Administrator to discuss the options and make their formal proposal.
- Transferring certificants can count their time completing Criteria 5 towards their recertification hours.

## **Section 5: Policies and Procedures**

### **Registration**

Two three-week registration windows are offered each calendar year. Candidate slots are available on a first come, first served basis, and 25 slots are available during each registration period. The registration window is three weeks in length, but registration closes as soon as all slots are filled.

### **Refund Policy**

Due to the staff time involved as well as any cost for materials/refreshments purchased for workshops, policies regarding refunds are as follows:

#### Program Registration

The EE Certification Program Registration fee is nonrefundable.

#### Workshop Registration

Cancelled registrations will be refunded at 50% up to seven days before the first date of the workshop. Any cancellations made less than seven days before the workshop will not be refunded. Workshop fees can be applied to a future workshop of the same price.

### **Need-based Scholarships**

If certification fees are a barrier to participation, potential candidates may contact the [Certification Administrator](#) to inquire about scholarship options. Potential candidates can expect a response via email within two weeks. Inquiries may be made at any time. However, inquiries made during the last two weeks of a registration window may not receive a response in time to complete registration.

### **Communication throughout the Certification Program**

#### Information Sessions

Online information sessions are made available free of charge prior to Program Enrollment windows. Potential participants must register to attend. Every effort will be made to upload a recording of a session for those who are unable to attend.

#### Program Orientation

Enrolled candidates are required to attend one Program Orientation. At least two sessions will be offered for flexibility. This orientation details program requirements, the timeline, policies and procedures, tips, and offers a lengthy Q&A time. The Orientation requirement and schedule will be posted along with enrollment information.

### Email Communications

- The Certification Administrator will reach out at least twice a year to each candidate individually to check in regarding candidate progress.
- The Administrator will email candidates as they complete each Program Criteria and upon Program Completion.
- In addition, the Administrator will send Program updates, announcements, and news of opportunities.
- Finally, the Administrator will communicate regularly with candidates as needed.
- It is the responsibility of the candidate to read Program emails and to ensure that emails are not going to their junk mail or spam.

### Assignment, Course, and Workshop Communications

- Course instructors and workshop facilitators will communicate in Canvas about any components thereof that are housed in Canvas.
- Assignment comments and feedback will be given in Canvas.

### **Submissions and Scoring**

All candidate work will be submitted via the online learning management system, Canvas. Candidates are expected to conduct themselves in a professional manner and to submit their best work. Submissions are scored as Pass/Fail, and rubrics are provided in Canvas as appropriate. If reviewers find work unsatisfactory, the reviewers will provide feedback and offer the candidate two more opportunities to complete the work in a satisfactory manner. Candidates must earn a Pass on every assignment in order to earn certification.

Reviewers may suggest a temporary mentorship for certification candidates who would benefit from a certification guide.

Candidates may request to leave the program and reapply again at a later date. Reapplications will be reviewed by the Certifying Advisory Board.

### **Administrator/Candidate Meetings**

Candidates may request a meeting with the Administrator at any time for Program guidance. The Administrator may require meetings at any time with candidates to provide Program guidance.

### **Requesting Accommodations**

Contact the Certification Administrator or a member of the Certifying Advisory Board (CAB) to make requests for accommodations. Requests must be made prior to completing work in the certification program. The CAB will make every effort to offer reasonable accommodations as appropriate.

### **Dismissal from Program**

Candidates are provided with opportunities to address issues with submissions via the policies listed above. When the above options have been exhausted or infractions have occurred, candidates may be dismissed from the program. In addition, candidates may be dismissed for the following reasons:

- Failure to meet deadlines, pay required fees, or meet other program requirements
- Failure to meet defined competency levels within submission limits
- Harassment of any form - the Virginia Environmental Education Certification Program (VEECP) has a zero-tolerance policy.
- Violations of the VEECP Code of Ethics

### **Disciplinary Procedures**

The Certifying Advisory Board (CAB) has the authority to censure, suspend, or revoke certification on finding that an individual has willfully misrepresented the facts at the time of certification or violated the Virginia Environmental Education Certification Program Code of Ethics.

Such an allegation must be presented to the CAB in writing. Anonymous allegations will not be entertained. Anyone named in a disciplinary proceeding shall be informed in a timely manner of the evidence brought forward and be given an opportunity to respond to the allegations. The CAB will review the case and will render a written decision to the certified individual and the individual who initiated the allegation. Any such action of the CAB may be appealed to the Virginia Association for Environmental Education (VAEE) Executive Board whose decision will be final.

### **Appeals Procedure**

Candidates have the opportunity to appeal any decision made by the Certifying Advisory Board (CAB). Decisions may be appealed in writing to the CAB. Appeals must be made within one year from the date of denial, dismissal, or disciplinary procedures.

### **Reapplication to the Program**

Formerly enrolled certification candidates are invited to reapply to the Program. As reasons for unenrollment vary from person to person, the CAB and the Administrator will together review each application on a case-by-case basis.

### **Prior Certifications from Outside of Virginia**

Per the North American Association for Environmental Education's (NAAEE) guidance, environmental educators who have earned certification from an NAAEE accredited program are automatically certified in Virginia.

The Virginia Environmental Education Certification Program does encourage those certified individuals who are new to Virginia to request access to complete Criteria 3.2 in the Certification Program.

Please review the “Rules for Certificants Coming from Out-of-State Programs Accredited by NAAEE” in the Recertification section of this manual.

### **Nondiscrimination Statement**

We believe environmental literacy and mutual respect are inherently linked with environmental and social justice and that environmental education and resources should be accessible to all communities. Just as biodiversity is critical to success in our natural world, the diversity of humanity makes us stronger. We recognize that we are never done learning and growing as an organization and as individuals, and we strongly encourage participation by all who have an interest in bringing the finest of environmental education to everyone that we can.

VAEE and the Virginia Environmental Education Certification Program do not and shall not discriminate on the basis of race, color, religious creed, gender, gender expression, national origin, ancestry, marital status, age, sexual orientation, military status, or disability. In other words, all are welcome.



# Certification Timeline

## WITHIN THE FIRST YEAR

- Criteria 1: Complete\*
- Criteria 2: Attend both workshops\*\*
- Criteria 3: Available - begin working on this at any time

## WITHIN THE NEXT THREE YEARS

- Criteria 3: Continue
- Criteria 4 and 5: Acquire access after 'Methods' workshop
- Criteria 6: Capstone Project Application and Approval

## DUE WITHIN THREE YEARS OF METHODS WORKSHOP

- Criteria 3, 4, and 5
- Criteria 6 implementation

## OFFICIAL END OF THE PROGRAM

- Criteria 6: Capstone Presentation
- Program Completion \*\*

\*It is recommended that candidates complete Criteria 1 before the 'Professional Development' workshop. It is required to complete Criteria 1 before the 'Methods' workshop

\*\*Denotes associated fee. See additional information for details.

## VAEE Certification Checklist

*This form is not required, but you are encouraged to use it to document your progress in the Certification Program.*

### Applications, Fees, and Registrations



Completed	Date Submitted	Assignments	Notes
		Program Registration - paid fee and completed questionnaire	Jan. 2022 cohort pays this fee after the Methods wkshp.
		Signed and submitted Code of Ethics and Media Release	
		Professional Development workshop registration	
		Methods workshop registration	
		Criteria 5 Environmental Literacy course registration	
		Certification Program Completion Fee	

### Criteria 1: The Basics of Environmental Education (online module)

*Complete all items, in order, in Canvas.*

*This Criteria must be completed prior to Methods of Environmental Education workshop.*



Completed	Date Submitted	Assignments	Notes
		1.1 Personal Reflection (Pre)	
		1.2 "What is EE?" (eeLEARN Module)	
		1.3 <i>The Tbilisi Declaration</i> - The Beginnings of EE	
		1.4 "The History of EE" (eeLEARN Module)	
		1.5 WebQuest - National Organizations	
		1.5 WebQuest - State Organizations	
		1.5 WebQuest - Your Interests	
		1.6 "Captive versus Noncaptive Audiences," Sam Ham	
		1.7 "A Sense of Wonder for Young Minds," David Orr	
		1.8 "Beyond Ecophobia," David Sobel	
		1.9 The Effectiveness of Environmental Education	
		1.10 Addressing Environmental Education Detractors	
		1.11 "Equitable and Inclusive EE" (eeLEARN Module)	
		1.12 Personal Reflection (Post)	
		1.13 Self Assessment (eeLEARN Module)	

## VAEE Certification Checklist

### Criteria 2: In-Person Workshops

Attend the workshops/trainings listed below in order.

Follow the directions in Canvas to submit proof of workshop attendance.



Completed	Date Completed	Notes
		2.1 Attend Professional Development of Environmental Educators workshop
		2.2 Attend Methods of Teaching Environmental Education workshop

### Criteria 3: Self-Directed Learning

Complete chosen training, travel, and further learning.

Complete the Criteria 3 Form for each separate training, region visit, and further learning experience.

You will complete a total of 11 forms minimum. You may complete more if you utilize more than the minimum required number of methods to address 3.1 and 3.3.

Submit forms via Canvas.



Completed	Date Submitted	Notes
		3.1 <i>Individually Chosen Learning Opportunities - 30 hours total, one hour minimum per training</i>
		Training 1:
		Training 2:
		Training 3:
		Training 4:
		Training 5:
		3.2 <i>Exploration of Virginia's Regions - 30 hours total, visit and write about three of the five physiographic regions</i>
		Region 1:
		Region 2:
		Region 3:
		3.3 <i>Required Further Learning - 15 hours total, address self-assessed gaps in learning/experience</i>
		Method 1:
		Method 2:
		Method 3:

## VAEE Certification Checklist

**Criteria 4: Lesson Planning and Teaching**

*Develop environmental education lessons, teach, and observe.*



Completed	Date Submitted	Notes
		4.1 <i>Lesson Planning - two required</i>
		1. Lesson Plan - original lesson plan
		2. Lesson Plan - either original or revised
		4.2 <i>Self Reflection on Teaching</i>
		1. Self Reflection 1
		2. Self Reflection 2
		4.3 <i>In-Person Instructional Evaluation</i>
		4.4 <i>Peer Observations - Two required</i>
		Observation Consent Form for Observation 1
		Observation 1
		Observation Consent Form for Observation 2
		Observation 2
		4.5 <i>In-Depth Teaching Self Reflection</i>
		4.6 <i>Program Evaluation</i>
		Observation Consent Form
		4.7 Data Collection, Analysis, and Evaluation
		Teaching Hours Log

**Criteria 5: Environmental Literacy**

*Complete the Environmental Literacy online course through Canvas.*



Completed	Date Completed	Notes
		5 VAEE Environmental Literacy Course Course dates

## VAEE Certification Checklist

### Criteria 6: Community Partnership Capstone Project

*Plan, submit for approval, complete, and present your Community Partnership Capstone Project.*



Completed	Date Submitted/ Completed		Notes
		6.1 <i>Project Preapproval</i>	
		Plan project idea	
		Submit Project Proposal	
		6.2 <i>Project Submission</i>	
		Implement project	
		Submit Project Narrative and Supplemental Materials	
		6.3 <i>Project Presentation</i>	
		Submit Capstone Presentation Plan	
		Present	Note venue

### Self Assessment

*Assess and share your progress*



Completed	Date Submitted/ Completed		Notes
		NAAEE Self Assessment	
		Reflection Questions	
		Professional Development Plan	

## **NAAEE Core Competencies**

*Utilize this list of core competencies to match up any core competencies referenced within the Virginia EE Certification Program materials and assignments.*

### **Theme 1: Environmental Literacy**

#### **1.1 Questioning and Analysis Skills**

1.1.1 Certified environmental educators will compare and contrast three different investigative approaches/methods/ modes and apply at least one of them to an environmental topic.

1.1.2 Certified environmental educators will describe two scenarios in which environmental knowledge is incomplete and will explain how environmental knowledge continues to change as discoveries are made.

1.1.3 Certified environmental educators will critically analyze two or more sources of information for accuracy and reliability.

#### **1.2 Knowledge of Environmental Processes and Systems**

1.2.1 Certified environmental educators will demonstrate an understanding of the processes and systems that comprise:

- Earth's physical and living systems (e.g., cycles, processes that shape the earth, energy flow).
- Human systems (e.g., individuals, groups and societies, culture, political systems, economic systems).
- Environment and society (e.g., human-environment interactions, resource distribution and consumption, places, change and conflict).

1.2.2 Certified environmental educators will demonstrate knowledge of the certifying state and bioregion's natural and cultural histories.

#### **1.3 Skills for Understanding and Addressing Environmental Issues**

1.3.1 Certified environmental educators will differentiate between an environmental event, problem, and issue.

1.3.2 Certified environmental educators will identify an environmental issue and for that issue design a plan to:

- Investigate, analyze, and evaluate its scope, causes, and consequences (including societal values)
- Investigate and evaluate alternative solutions
- Propose and justify a course of action
- Design a plan to carry out that action
- Critique that plan, to include probable outcomes and consequences

## **1.4 Personal and Civic Responsibility**

Certified environmental educators will:

- 1.4.1 Describe the relationships between exercising their individual rights and responsibilities and addressing environmental, social, and economic sustainability
- 1.4.2 Exhibit personal agency by working independently and making choices to bring about change in their community that addresses environmental, social, and economic sustainability
- 1.4.3 Evaluate the broad environmental, social, and economic consequences of their actions

## **Theme 2. Foundations of Environmental Education**

### **2.1 Fundamental Characteristics and Goals of Environmental Education**

Certified environmental educators will be able to describe the goals, objectives, and characteristics of environmental education that contribute to making it a distinct field.

### **2.2 How Environmental Education Is Implemented**

Certified environmental educators will be able to identify two major national EE providers and two state EE providers and the resources they offer.

### **2.3 The Evolution of the Field**

2.3.1 Certified environmental educators will be able to explain the evolution of the field of environmental education by citing and describing the significance or impact of two historical documents, three movements (historical and emerging), two policies, and three individuals in making the field what it is today.

2.3.2 Certified environmental educators will be able to discuss how at least one current policy impacts their day-to day work.

## **Theme 3: Professional Responsibilities of the Environmental Educator**

### **3.1 Exemplary Environmental Education Practice**

3.1.1 Certified environmental educators will model responsible, respectful, and reasoned behavior during two presentations and an interaction (e.g., committee meetings, activities, communications, etc.) with a local community.

3.1.2 Certified environmental educators will correlate two inquiry-based lessons to national and/or state academic standards.

### **3.2 Emphasis on Education, not Advocacy**

3.2.1 Certified environmental educators will illustrate with two examples the differences between advocacy and education.

3.2.2 Certified environmental educators will identify two instructional strategies and two curriculum materials/ resources (e.g., apps, podcasts, videos, posters, books, websites) and explain how they can be used to encourage learners to gain/explore different perspectives, form their own opinions, and support their beliefs.

3.2.3 Certified environmental educators will implement one of the instructional strategies they identified and explained.

### **3.3 Ongoing Learning and Professional Development**

Certified environmental educators will identify their own past and present professional development activities, conduct a self-assessment of the degree to which they currently meet the core competencies, and create a plan for their future professional development, identifying:

- Specific gap(s) in knowledge and skills
- Three different methods to achieve improvement (e.g., membership in professional associations, professional journals, mentoring, conferences, and field experiences)

## **Theme 4: Planning and Implementing EE**

### **4.1 Knowledge of Learners**

Certified environmental educators will demonstrate and/or document appropriate instructional approaches that meet the needs of diverse learners, taking into account differences in:

- Cultural and socioeconomic backgrounds
- Age and grade level
- Levels of knowledge and experience
- Special needs
- Developmental abilities

### **4.2 Knowledge of Instructional Methodologies**

Certified environmental educators will demonstrate three distinct instructional methods that are particularly suited to environmental education. (See the list on page 19 of the *Professional Development of Environmental Educators: Guidelines for Excellence*.)

### **4.3 Planning for Instruction**

Certified environmental educators will articulate the scope of what constitutes environmental knowledge and skills as well as the sequence in which they should be learned, by aligning one program's content to the *K–12 Environmental Education: Guidelines for Excellence*. For adult programs refer to "Theme 1: Environmental Literacy" of



the *Professional Development of Environmental Educators: Guidelines for Excellence*, as a framework.

#### **4.4 Knowledge of Environmental Education Materials and Resources**

4.4.1 Certified environmental educators will be able to list and critically evaluate two types of EE materials obtainable from community and corporate organizations, agencies, professional development training programs, and/or the Internet. (Note: Evaluations should be based on *Environmental Education Materials: Guidelines for Excellence*.)

4.4.2 Certified environmental educators will be able to critically evaluate one state or local EE program. (Note: Assessments should be based on *Nonformal Environmental Education Programs: Guidelines for Excellence*.)

#### **4.5 Technologies that Assist Learning**

Certified environmental educators will describe three types of instructional tools or technologies and give examples of their safe, effective, appropriate use in instructional settings.

#### **4.6 Settings for Instruction**

4.6.1 Certified environmental educators will analyze one of their teaching environments citing three ways to address potential safety issues and three ways in which the teaching environment is appropriate for the subject matter.

4.6.2 Certified environmental educators will describe three field experiences in which they have been able to link content to the learners' immediate environment.

#### **4.7 Curriculum Planning**

4.7.1 Certified environmental educators will give two examples of how they have successfully integrated environmental education into curricula, programs, or an organization's mission.

4.7.2 (nonformal only) Certified environmental educators from the nonformal community will be able to demonstrate strategies for supporting and enhancing teachers' efforts in environmental education at the PreK–12 level.

### **Theme 5: Fostering Learning and Promoting Inclusivity**

#### **5.1 A Climate for Learning About and Exploring the Environment**

Certified environmental educators will demonstrate that they successfully stimulated learners' interest in the environment.

#### **5.2 An Inclusive and Collaborative Learning Environment**

5.2.1 Certified environmental educators will demonstrate that they successfully engaged children/adults in their own learning and provided first-hand, inquiry-based, developmentally appropriate experiences, indicating ways in which they collaborated.

5.2.2 Certified environmental educators will demonstrate that their lesson/presentation was relevant and interdisciplinary.

5.2.3 Certified environmental educators will cite two instances where they used the diverse backgrounds and perspectives of learners not just as context but also as an instructional resource.

### **5.3 Flexible and Responsive Instruction**

Certified environmental educators will demonstrate that they are able to take advantage of “teachable moments” by being flexible and open to student questions and ideas.

## **Theme 6: Assessment and Evaluation**

### **6.1 Learner Outcomes**

Certified environmental educators will demonstrate the use of two assessment tools designed to measure cognitive, affective, and/or psychomotor outcomes that align with instructional objectives. (NOTE: Instructional objectives should be drawn from state standards and/or EE goals and objectives.)

### **6.2 Assessment That Is Part of Instruction**

6.2.1 Certified environmental educators will demonstrate the implementation of one strategy to engage learners in setting their own expectations for learning and evaluating their performances.

6.2.2 Certified environmental educators will demonstrate how one assessment strategy was used to shape instructional planning and/or delivery.

### **6.3 Improving Instruction**

Certified environmental educators will demonstrate one example of how assessment and/or evaluation data were used to improve instruction.

### **6.4 Evaluating Programs**

Certified environmental educators will describe:

6.4.1 One way they used evaluation to design or develop an environmental education program

6.4.2 One way they used evaluation during program implementation to improve an environmental education program

6.4.3 One way they used evaluation to determine the impact of an environmental education program

6.4.4 Certified environmental educators will display three data collection tools and the analysis used to evaluate an EE program.

## **VAEE-developed Core Competency**

### **Theme 7: Advancing Diversity, Equity, Inclusion, Social Justice, and Environmental Justice in Environmental Education**

Diversity, Equity, Inclusion, and Environmental Justice: Educators must be committed to the fair treatment and meaningful inclusion of all people regardless of age, disability, gender identity, ethnicity, national origin, race, religion, sexual orientation, or socio-economic status.

#### **7.1 Foundations of Diversity, Equity, Inclusion, and Justice**

7.1.1 Certified environmental educators will be able to define diversity, equity, inclusion, social justice, and environmental justice terminology in environmental education.

7.1.2 Certified environmental educators will communicate a commitment to cultural humility, i.e., a lifelong process of self-reflection and self-critique whereby an individual not only learns about another's culture but starts with an examination of their own beliefs and cultural identities, especially as it relates to engagement with and shaping of the natural environment.

7.1.3 Certified environmental educators will be able to identify and describe two DEIJ challenges they have observed or experienced which are opportunities for growth.

7.1.4 Certified environmental educators will be able to summarize and describe the historical context and contemporary barriers leading to the underrepresentation and exclusion of some communities/groups in environmental settings and programs.

#### **7.2 History and Current Issues Related to Environmental Justice**

7.2.1 Certified environmental educators will be able to describe the history of the environmental justice movement from its origins to the present, including key events and issues in Virginia.

### **7.3 Application of Diversity, Equity, Inclusion, Social Justice, and Environmental Justice to Environmental Education**

7.3.1 Certified environmental educators will critically evaluate existing policies and practices (individual and organizational) in EE and develop a plan for advancing diversity, equity, and inclusion in EE programs.

7.3.2 Certified environmental educators will review existing curricula for their programs and/or grade level and identify ways to integrate environmental justice issues in developmentally appropriate ways.

*Language and ideas that contributed to the development of this document came from:*

- Hamline University
- JEDI 101 course developed by EENC/KAEE/KACEE, Ecoinclusive, and Justice Outside
- NAAEE *Guidelines for Excellence: Community Engagement*
- NAAEE *Guidelines for Excellence: Professional Development of Environmental Educators*
- National Institutes of Health (NIH)

## Definitions

**The following terms are defined in order to clarify terminology used within this Certification Program.**

*Canvas* – web-based learning management system (LMS)

*Certifying Advisory Board (CAB)* – the group of volunteer professionals who establish standards, requirements, and procedures for certification

*Community* - a group of persons with common characteristics such as geographic, professional, cultural, racial, religious, or socio-economic similarities; communities can be defined by location, race, ethnicity, age, occupation, interest in particular problems or outcomes, or other common bonds

*Core Competencies* – developed by the North American Association for Environmental Education (NAAEE) and based on their *Guidelines for Excellence: Professional Development of Environmental Educators*, this list serves as the framework upon which the Virginia Environmental Education Certification Program was built. Candidates in the program are to show mastery in all of the core competencies in order to become certified.

*Criteria* – any of the six main assignment categories in the Virginia Environmental Education Certification Program. Each Criteria will be presented as a Course in Canvas.

*Environmental Education Program* - an integrated sequence of planned educational experiences and materials intended to reach a particular set of objectives. Programs, taken together, are the methods by which an organization's education goals are accomplished. Programs can be small or large and can range from short-term, one-time events to long-term, community capacity-building efforts (NAAEE)

*Guidelines for Excellence* - a series of guidelines developed by the North American Association for Environmental Education (NAAEE) that set the standards for high-quality environmental education. Each of these publications was developed by a diverse team of professionals, and each has gone through a substantive review by thousands of professionals prior to its publication. (NAAEE)

*Peer* - an educator, facilitator, or instructor who is presenting a unit of teaching/learning in the field of Environmental Education

*Program Administrator* – VAAEE staff or contractor who is responsible for the day-to-day operations of the program and may assist the Certifying Advisory Board (CAB) with program development

*Physiographic Region or Physiographic Province* – areas delineated and defined by their predominant types of landforms

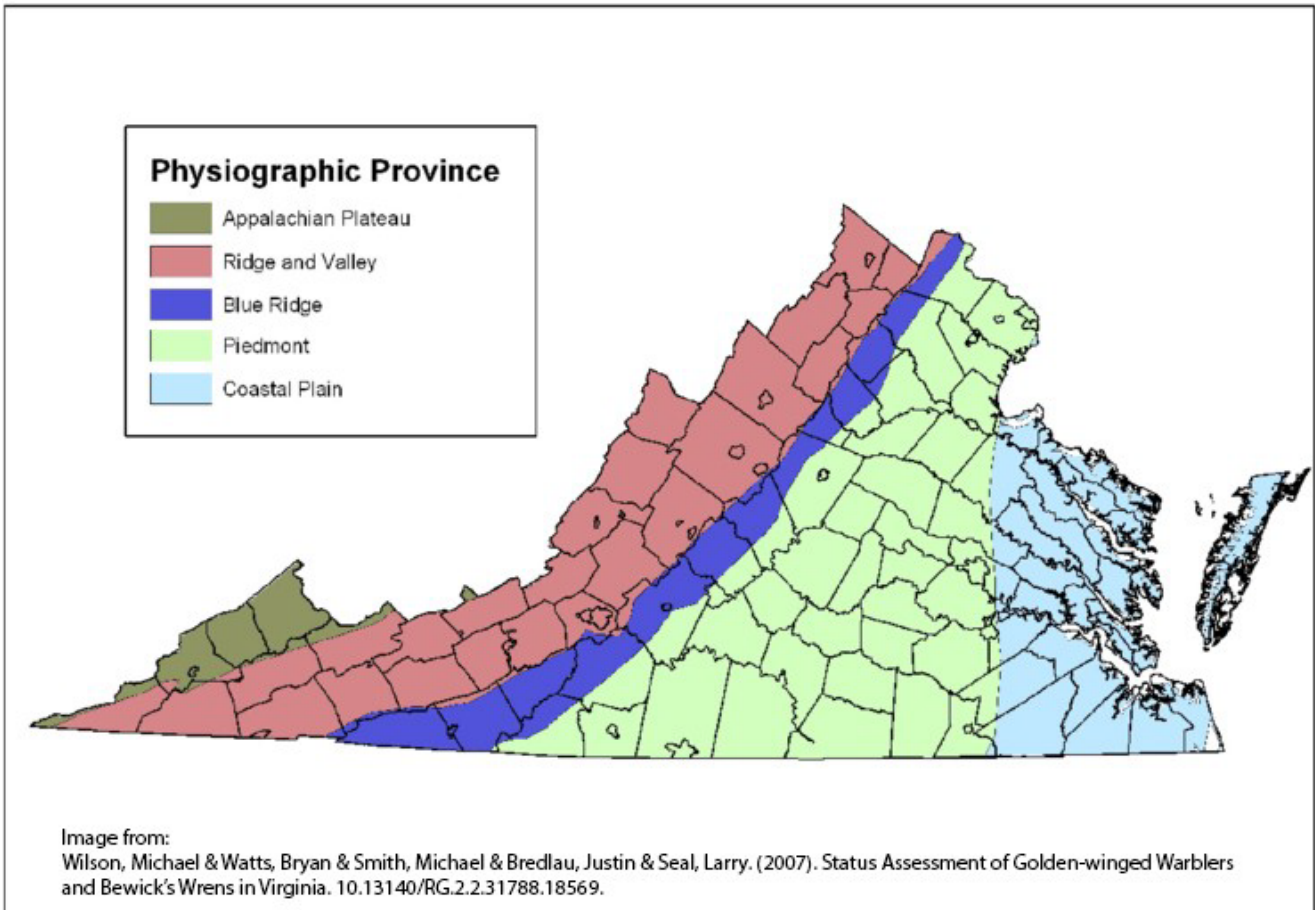
*Professional* – an environmental educator with a degree in the field and/or five years of experience

*Qualified Instructor* – holds a degree and/or minimum 5 years experience in topic area and/or member of the Certifying Advisory Board (CAB)

*Qualified Professional* - Certification Advisory Board (CAB) members, workshop facilitators, and volunteers/personnel reviewing certification candidate work must have a deep familiarity with NAAEE's *Professional Development of Environmental Educators: Guidelines for Excellence* and of the Virginia Environmental Education Certification Program. In addition, the CAB will review these key personnel to determine if their degree and experience are suitable to their given tasks.

*Socioscientific issues* - controversial, socially relevant, real-world problems that are informed by science and often include an ethical component (Sadler, Barab, and Scott, 2007)

## Virginia Physiographic Regions Map





Name: \_\_\_\_\_

Questions? Email [certification@VirginiaEE.org](mailto:certification@VirginiaEE.org)

**Indicate hours in one of the following areas:**

**3.1** \_\_\_\_\_ **Individually Chosen Learning Opportunities** 30 hours total. At least five different, one-hour minimum programs, workshops, classes, or trainings led by a qualified instructor. At least one of the trainings must incorporate a minimum of 50% of time outdoors.

**3.2** \_\_\_\_\_ **Exploration of Virginia's Regions** 10 hours per region. Choose three of the five physiographic regions listed below. Explorations consist of visiting any natural history site or environmental center and should involve activities such as viewing education exhibits, exploring interpretive trails or gardens, and speaking with education staff. At least 50% of time in each region must be spent outside.

\_\_\_\_\_ **Appalachian Plateau**    \_\_\_\_\_ **Valley & Ridge**    \_\_\_\_\_ **Blue Ridge**    \_\_\_\_\_ **Piedmont**    \_\_\_\_\_ **Coastal Plain**

**3.3** \_\_\_\_\_ **Required Further Learning** 15 hours total. Refer to your Self Assessment (Criteria 1.13). Choose how you are going to address your gaps in experience and knowledge via a minimum of three different methods. Submit one form per action taken and attach a description (250-500 words) of the action you took and how this helped you to achieve improvement in this area of growth.

**Activity Details**

Title of Activity:
Date of Activity: (M/D/Y) ____ / ____ / ____      Location of Activity:
Brief Description of Activity:

**For Program Instructor or Interpreter Only:**

<u>Print</u> Name & Title:
Signature: _____      Date: (M/D/Y) ____ / ____ / ____
Phone Number: (    )      -      Email:



## Photograph and Publicity Release Form



I, \_\_\_\_\_, give the *Virginia Association for Environmental Education (VAEE)* permission to use my name, likeness, image, voice, and/or appearance as such may be embodied in any photos, videos, audio, or digital images taken or made on behalf of *VAEE and its programs, including the Virginia Environmental Education Certification Program*. I agree that *VAEE* has complete ownership of such material including the entire copyright and may use them for any purpose consistent with the *VAEE* mission. These uses include, but are not limited to newsletters, promotional material, videos, social media, website, reprints, reproductions, publications, advertisements, and any promotional or educational materials in any medium now known or later developed. I acknowledge that I will not receive any compensation for the use of such media material and hereby release *VAEE* and its agents and assigns from any and all claims which arise out of or are in any way connected with such use.

I have read and understood this consent and release.

***I give my consent*** to *VAEE* to use my name and likeness to promote *VAEE and its programs*.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Legal Guardian (if under 18)

\_\_\_\_\_  
Date

***I do not give my consent*** to *VAEE* to use my name and likeness to promote *VAEE and its programs*.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Legal Guardian (if under 18)

\_\_\_\_\_  
Date