

## GTSI Mini-Grant Rubric

Project grants will be awarded to the projects that demonstrate the strongest connections to the Guiding Principles for Exemplary Place-Based Stewardship Education. These principles lay out the range of skills and experiences that are possible with a project, and are not meant to suggest that all projects should include all elements. The following rubric provides a summarized version of the Guiding Principles and is recommended as a guide for project development.

Principle		Score		Explanation
Student learning and work happens in the places where students live - in the natural environment and the community.	Limited	Occasional	Frequent	Activities occur outside the classroom and off school grounds so students develop personal experiences and associations with the places in which they live, play, and grow.
Students think about how human systems (i.e. culture, laws, beliefs) interact with natural systems (i.e. watersheds, biodiversity)	Limited	Occasional	Frequent	An ability to see the connections between the human and natural world will enable more meaningful stewardship. Systems thinking allows us to see the ways in which human social and physical systems affect the natural world and how the natural world affects human designed systems.
Students engage in inquiry-based, hands-on discovery.	Limited	Occasional	Frequent	Projects without pre-determined answers, and that involve real-world, messy issues will engage students in multi-faced problem-solving.
The project integrates multiple disciplines and ways of knowing.	Limited	Occasional	Frequent	Real-world problems and solutions involve many ways of knowing, and stewards must be fluent in combining skills and knowledge.
The project includes assessments that ask students to reflect on their work, express their thinking, demonstrate skills, generate meaningful products, and receive feedback.	Limited	Occasional	Frequent	Assessment allows for active improvement and re-focus as a project proceeds. Multiple forms of assessment give students, teachers, partners, and administrators diverse forms of evidence for learning.
Project learning goals are explicitly stated and include connections to mandated education standards.	Limited	Occasional	Frequent	PBSE is a method for teaching that can integrate the many and diverse learning goals that teachers must address.
The project and its outcomes will be visible at the school, district and community level. Students engage in public dialogue about the future of the places and communities in which they belong.	Limited	Occasional	Frequent	PBSE is more powerful when it occurs throughout a school, across a district and visibly engages the community. When teachers make their work visible it is more likely to be adopted and integrated into larger school priorities. Opportunities for students to participate in the public process of discussion of local issues (community

				groups, boards, government, media, etc.) teaches them how to engage in stewardship behavior beyond the classroom.
Community partners and students work together throughout the project to the benefit of both parties. Students are co-creators in the project, working alongside adults to create ideas, make plans and decisions, and communicate about the work.	<b>Limited</b>	<b>Occasional</b>	<b>Frequent</b>	When students and community partners share ideas, resources, skills, and decision making, projects become more beneficial to all involved and students develop leadership and decision-making skills.
Students have enough time to engage with all parts of the learning cycle: identify issues, develop questions, identify appropriate sources of information, gather data and information, analyze findings, take action, assess results, communicate results, reflect, and celebrate.	<b>Limited</b>	<b>Occasional</b>	<b>Frequent</b>	Engaging with the entire learning cycle will provide students with the skills needed to confront real-world stewardship challenges.
The outcomes of the project will be beneficial to the environment and the community.	<b>Limited</b>	<b>Some</b>	<b>Extensive</b>	A purposeful project will have the most benefit for students as it will give them impact in their community. Community partners have limited resources to share and will stay engaged with PBSE when they receive tangible benefits.
The project accounts for setbacks so project outcomes can be delivered on-time and on budget	<b>Limited</b>	<b>Some</b>	<b>Extensive</b>	Students, teachers, and partners all play a role in getting the work done. A cushion of time and budget will make any setbacks manageable.
A deliberate process is used to consider the impacts of the project on the natural world and other stakeholders.	<b>Limited</b>	<b>Occasional</b>	<b>Frequent</b>	Every project involves multiple perspectives and impacts. We need to learn how to seek out alternative viewpoints and use them to strengthen the impact of our work.
Students are invited to explore their personal values related to nature and community.	<b>Limited</b>	<b>Occasional</b>	<b>Frequent</b>	When students are given focused opportunity to identify and develop their own values it is much easier to act in service to those values.
Students have opportunities to practice and develop social-emotional competencies such as communication, resilience, empathy, conflict resolution, responsibility, cooperation, and/or other soft skills.	<b>Limited</b>	<b>Occasional</b>	<b>Frequent</b>	Social-emotional skills are critical for success in life and the workplace. Since PBSE projects are, at their best, real-world experiences, many opportunities to manage behavior and relationships present themselves.