

## Education Outside Best Practices Rubric

Category	Best Practice	Accomplished: <i>Connects effort with impact. Uses Best Practice successfully and consistently; working for most students most of the time.</i>	<input checked="" type="checkbox"/>	Developing: <i>Uses Best Practice, but inconsistently; working some of the time for some of the students.</i>	<input checked="" type="checkbox"/>	Beginning: <i>Uses Best Practice minimally or not at all; students are not benefiting.</i>	<input checked="" type="checkbox"/>	Notes
<b>PRE LESSON SET-UP</b>	<b>Organized Materials</b>	Educator has consistently prepared materials so they are ready for student use by: -selecting and grouping materials appropriately for grade level, -placing them in an accessible location, -and predicting student need.	<input type="checkbox"/>	Educator has organized materials, but without regard for grade level and location.	<input type="checkbox"/>	Educator has minimally organized materials for students or not at all.	<input type="checkbox"/>	
	<b>Delineated Areas</b>	Educator has consistently set up "kid friendly" markers prior to the lesson to clarify for students the areas of the Outdoor Classroom that will be in use (i.e. flags, chalk.)	<input type="checkbox"/>	Educator has thought about areas students will be using but did not use visual markers to clarify.	<input type="checkbox"/>	Educator has not identified areas where students will be, prior to lesson. Educator has identified inappropriate areas for student activities.	<input type="checkbox"/>	
	<b>Clear and Consistent Agenda and Visuals</b>	Agenda is consistently displayed with language and visuals of the activity. Educator refers to the agenda throughout lesson. Visuals are consistently prepared and easily accessible during class.	<input type="checkbox"/>	Agenda is displayed but not referred to during lesson. Visuals are difficult to access during the lesson	<input type="checkbox"/>	No Agenda is present for students No visuals are present for students	<input type="checkbox"/>	
<b>BEGINNING CLASS</b>	<b>Incorporates Engaging Invitations</b>	Educator consistently uses a routine to begin class and invites students into lesson with a quick story, tasting, game, challenge, or mystery to build curiosity and excitement in students before launching into content.	<input type="checkbox"/>	Educator often uses a routine to begin class and invites students into lesson with a story, tasting, game, challenge or mystery to build curiosity and excitement, but is inconsistent.	<input type="checkbox"/>	Educator introduces topic without story, challenge or mystery.	<input type="checkbox"/>	
<b>DURING CLASS</b>	<b>Incorporates Attention-Getters</b>	Educator consistently and effectively uses attention-getters that use multiple modalities (verbal & kinesthetic) Educator knows when to use attention-getters, and attempts to achieve 100% attention each time	<input type="checkbox"/>	Educator uses attention-getters, but does not engage the entire class. Educator uses the same attention-getter over and over without success.	<input type="checkbox"/>	Educator does not use attention-getters to recenter the class.	<input type="checkbox"/>	
	<b>Incorporates Multiple Learning Modalities</b>	Educator is consistently and appropriately engaging different learning modalities in the lesson: visual, kinesthetic (movement), auditory, reading/writing, and/or songs/chants/catchy phrases.	<input type="checkbox"/>	Educator uses multiple learning modalities during the lesson, but not all or is inconsistent.	<input type="checkbox"/>	Educator does not consistently or at all use multiple learning modalities during the lesson.	<input type="checkbox"/>	
	<b>Calm Clear Voice/Clear Language/Varied Tone</b>	Educator consistently uses a warm, friendly, audible, and engaging voice when speaking with students. Educator consistently uses language students can understand. Educator consistently varies tone throughout lesson and keeps students engaged.	<input type="checkbox"/>	Educator often, but inconsistently, uses engaging voice and varied tone. They often, but inconsistently, use language that students can understand. Sometimes students have a hard time hearing or understanding.	<input type="checkbox"/>	Educator does not use a clear, audible voice; students have trouble hearing or understanding educator.	<input type="checkbox"/>	
	<b>Clear Instructions</b>	Educators consistently gives clear and concise instructions; they use a variety of strategies to increase the amount of thinking and speaking done by students. Educator consistently answers and anticipates student questions. Educator consistently checks for student understanding of instructions.	<input type="checkbox"/>	Educator often gives clear and concise instructions, but sometimes uses language and explanations that are fuzzy, confusing or not age appropriate. Educator answers student questions as they come. Educator often, but not consistently, checks for understanding of instructions.	<input type="checkbox"/>	Educator does not provide clear and concise instructions and students have trouble understanding. Educator does not anticipate student questions. Educator does not check for student understanding of instructions.	<input type="checkbox"/>	
	<b>Effective Behavior Management</b>	Educator consistently and positively narrates behavior of students. Educator consistently ties appropriate consequences to student behavior. Educator consistently takes action to manage conflicts between students or collaborates with classroom teacher to do so. Educator creatively addresses behavior management challenges.	<input type="checkbox"/>	Educator addresses student misbehavior or conflict with some creativity and engages the classroom teacher for help, but does not consistently or effectively address student misbehavior or conflict overall; it sometimes has not been properly addressed as a learning opportunity by the end of class.	<input type="checkbox"/>	Educator gives inappropriate consequences to student behavior that do not result in learning or growth for student(s) involved. Educator does not attempt to maintain behavior management for the entirety of class.	<input type="checkbox"/>	
<b>ENDING CLASS</b>	<b>Effective Closing &amp; Clean Up</b>	Educator creates at least one opportunity for students time to reflect upon lesson objective. Educator has established and communicated clean up routines before activity that are efficient and effective	<input type="checkbox"/>	Educator gives efficient OR effective instructions for clean up. Educator attempts to create a reflective closing for students but Educator is not able to demonstrate for check for understanding.	<input type="checkbox"/>	Educator does not have established routines for clean up and does not organize students to check for understanding on lesson. Educator does not give efficient or effective instructions for clean up.	<input type="checkbox"/>	
	<b>Garden Agreements</b>	Educator created garden agreements with students and set behavior expectations for the year and refers back to them during class.	<input type="checkbox"/>	Educator created garden agreements with students and set behavior expectations for the year, but does not refer back to them during class.	<input type="checkbox"/>	Educator did not create garden agreements with students and set behavior expectations for the year.	<input type="checkbox"/>	
	<b>Thoughtful Transitions</b>	Students know where to go and sit when class starts. Educator consistently anticipates transitions and breaks up instructions into clear steps for students. Educator consistently introduces transitions before students enter into activities. Students move smoothly and briskly through transitions and are able to refocus after transition is over. Educator uses consistent routines to help students transition out of the garden at the end of a class.	<input type="checkbox"/>	Students know where to go and sit when class starts. Educator often anticipates transitions and breaks up instructions into clear steps for students, but can be inconsistent. Educator sometimes introduces transitions before students enter into activities. Students often move smoothly and briskly through transitions and most of the time are able to refocus after transition is over. Educator uses routines to help students transition out of the garden at the end of a class, but is inconsistent.	<input type="checkbox"/>	Educator gives little or no instruction to students on how to transition from one space or activity to another.	<input type="checkbox"/>	

<b>CLASSROOM ROUTINES</b>	<b>Organized and Consistent Materials Use &amp; Distribution</b>	Materials distribution is consistently organized and communicated to students to allow for little to no disruption to instruction. Educator has student model how to receive and use materials.	<input type="checkbox"/>	Educator has organized materials and sets them up for student distribution, but does not give instruction for how to interact with various materials.	<input type="checkbox"/>	Educator has not organized lesson materials and does not communicate how student should engage with various materials.	<input type="checkbox"/>
	<b>Effective Participation Strategies</b>	Educator consistently uses techniques that engage the whole class in discussion. Educator efficiently makes groups of students.	<input type="checkbox"/>	Educator often uses techniques that engage the whole class in discussion, but is inconsistent.	<input type="checkbox"/>	Educator does not use techniques that engage the whole class in discussion.	<input type="checkbox"/>
	<b>Plan for Early Finishers</b>	Students who finish activities early consistently know what to do.	<input type="checkbox"/>	Students who finish early sometimes know what to do.	<input type="checkbox"/>	Students who finish activity early do not know what to do.	<input type="checkbox"/>
	<b>Rituals</b>	Educator consistently uses rituals that build classroom culture and community in the outdoor classroom throughout the year.	<input type="checkbox"/>	Educator sometimes uses rituals in the outdoor classroom, but is inconsistent and therefore not contributing as deeply to building culture and community.	<input type="checkbox"/>	Educator does not use rituals that build classroom culture and community in the outdoor classroom throughout the year. There is no cohesive culture in the outdoor classroom.	<input type="checkbox"/>
<b>OTHER</b>	<b>Lesson Planning</b>	Educator consistently identifies a clear lesson objective that is achievable, rigorous, and measurable. Educator has adapted and created a written lesson plan that meets student needs.	<input type="checkbox"/>	Educator often identifies a clear lesson objective, but is inconsistent. There often is a written lesson plan.	<input type="checkbox"/>	Educator does not identify a clear lesson objective. There is no written lesson plan.	<input type="checkbox"/>
	<b>Relationships</b>	Educator shows warmth, care, and respect for all students and builds strong relationships. Educator uses inclusive language and creates a space where all students feel welcome, valued, and empowered.	<input type="checkbox"/>	Educator is equitable and respectful when interacting with students, resulting in some positive relationships. Educator acknowledges student requests and actions, but makes minimal adaptations/options for students to feel comfortable in space.	<input type="checkbox"/>	Educator makes minimal or no effort to acknowledge and make changes based on student needs. Educator uses developmentally inappropriate language and/or methods to connect with students.	<input type="checkbox"/>

## References:

1. KIPP Framework for Excellent Teaching. (2012). Retrieved June 19, 2019, from [http://www.kipp.org/wp-content/uploads/2016/11/KIPP\\_Framework\\_for\\_Excellent\\_Teaching\\_2.0.pdf](http://www.kipp.org/wp-content/uploads/2016/11/KIPP_Framework_for_Excellent_Teaching_2.0.pdf)
2. Marshall, K. (2011, August 11). Teacher Evaluation Rubrics. Retrieved June 19, 2019, from <http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/MarshallTeacherRubric.pdf>
3. Massachusetts Model System for Educator Evaluation. (2018, August). Retrieved June 19, 2019, from [http://www.doe.mass.edu/eval/model/PartIII\\_AppxC.pdf](http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf)