

How to Use the Rubric

The Conscious Discipline Rubrics are two documents designed to help you assess your understanding and application (fidelity) of Conscious Discipline in the classroom. One rubric focuses on Conscious Discipline Structures, the other focuses on Conscious Discipline Skills. These rubrics also offer a way to increase learning and understanding by providing a concrete measure of what the next level of implementation looks like. There are two ways to use these rubrics:

- 1. Self-assessment:** You can use the rubrics as a self-check of your progress with Conscious Discipline. Begin by assessing yourself using the Structures Rubric, and only assess the structures you are currently using. Use your results as a tool for growth: If you score a 2, look to the next level to see what implementation as a 3 looks like and then focus on achieving that level of fidelity. Complete a new assessment twice a year or whenever you feel you have experienced a shift in understanding/implementation. Once you have achieved 3s and 4s for most of the Structures Rubric, you are ready to add the Skills Rubric to your self-assessment process.
- 2. Formal assessment:** A formal assessment allows teachers and administrators to measure fidelity to Conscious Discipline in each classroom. **This method of assessment is necessary if you intend to conduct any sort of research or results-tracking with Conscious Discipline.** A formal assessment can be accomplished in three steps: 1. The administrator asks for willingness from the teachers involved with the research/study 2. The same person will conduct the rubric assessments to insure continuity in scoring 3. Every classroom involved in the research/study is assessed using **both** the Structures Rubric and the Skills Rubric.

Generally, when combined with academic and social-emotional data gathered separately, the results from a formal assessment will show a correlation between program fidelity and program effectiveness.



Rubric Rating Sheet

Structure	1: Inadequate Little or no implementation	2: Minimal Partial development or implementation	3: Good General development and mostly functional implementation	4: Excellent Fully functional development and implementation
Greetings	1	2	3	4
Safe Place	1	2	3	4
Brain Smart Start	1	2	3	4
Meaningful Jobs	1	2	3	4
Friends and Family Board	1	2	3	4
Ways to be Helpful	1	2	3	4
Time Machine	1	2	3	4
Visual Daily Schedule	1	2	3	4
Visual Routines	1	2	3	4
Picture Rule Cards	1	2	3	4
Celebration Center	1	2	3	4
We Care Center	1	2	3	4
Safekeeper Ritual	1	2	3	4
Wish Well Board	1	2	3	4
I Love You Rituals	1	2	3	4
Shubert Books	1	2	3	4



Progress Assessment

Comments:

Indicator & Description

Greetings

Greetings connect with children and families. They are used to assess the child's state, and help in the transition from home to school.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
Children are not individually greeted when they arrive.	The greeting routine is haphazard and does not include all children. Teacher is not present in the moment with the children.	The teacher uses a prop such as a greeting apron to greet each child every day. The greeting is at eye level and includes eye contact, a smile, novelty and fun.	The teacher's eyes light up when the children enter the room. The teacher is present in the moment while individually greeting every child. The greeting is at eye level, includes eye contact, a smile, novelty and fun, and is genuine.



Progress Assessment

Comments:

Indicator & Description

Safe Place

The Safe Place is an inviting space where teachers instruct and encourage children in self-regulation. Children may remove themselves from the group to practice ways to handle emotional upset through active calming in the Safe Place.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>There is no Safe Place in the classroom or it is used for time out.</p>	<p>There is a Safe Place with visual icons of balloon, pretzel, drain and S.T.A.R. that are posted but there is no active teaching of how to do the activities or how they relate to upset.</p>	<p>There is a comfortable Safe Place with visual icons of balloon, pretzel, drain and S.T.A.R. Teachers teach how to do these stress reducing activities and coach their use during upset times. You can hear words such as, "Breathe with me. You can handle this."</p>	<p>Children go to the Safe Place with teacher assistance or independently. Teachers constantly remind children to be a S.T.A.R., etc., and calm themselves using the same strategies. The Safe Place has visual icons for balloon, drain and S.T.A.R., pictures of children using these strategies, iChoose board or equivalent, class made books showing how to use the Safe Place, and feeling chart to identify the emotional state. Children can explain the purpose and use of the Safe Place.</p>



Progress Assessment

Comments:

Indicator & Description

Brain Smart Start

The Brain Smart Start is a routine composed of activities to unite, reduce stress, connect and commit. It helps class members shift to an organized internal state, and creates a biochemistry that balances and integrates brain, mind and body.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>There is no class meeting, morning circle time or Brain Smart Start.</p>	<p>Some days the teacher begins with some elements of a Brain Smart Start. Some of the children are active participants.</p>	<p>The teacher starts each day with most elements of the Brain Smart Start. The teacher can explain the purpose for each of the activities. Most children participate.</p>	<p>The teacher starts each day with a Brain Smart Start including activities to unite, disengage stress, connect and commit. The teacher can explain the purpose for each of the activities. The children are actively engaged and having fun.</p>



Progress Assessment

Comments:

Indicator & Description

Meaningful Jobs

All children have a meaningful job each day that provides them with opportunities to be significant contributors to others and the running of the School Family.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
No job board is displayed, or job board is displayed but not used.	Teacher displays a job board and some children have jobs.	Teacher displays a job board at children's eye level in a convenient location. Every child has a job every day.	Teacher displays a job board at children's eye level in a convenient location. The jobs are authentic responsibilities, contribute to the classroom community and rotate in a predictable order. Children can explain the jobs and enjoy them.



Progress Assessment

Comments:

Indicator & Description

Friends and Family Board

The Friends and Family Board consists of picture boards and books that include photos of everyone in the School Family, including school personnel and the children’s extended family.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
There is no Friends and Family Board.	The Friends and Family Board represents some families and personnel.	Friends and Family Board represents most personnel and families, including the teacher’s. The display is attractive, at children’s eye level and convenient.	Friends and Family Board represents all families and relevant school personnel like special area teachers and principal. The display is attractive, at children’s eye level and convenient. Students can explain its purpose and new pictures are added as families grow and change. Children have a class-made Friends and Family Book for comfort or sharing with others.



Progress Assessment

Comments:

Indicator & Description

Ways To Be Helpful

The Ways to be Helpful Board or Book displays illustrations of expected behaviors. It is supported by helpful language.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>No visual images are present to remind children of ways to be helpful. Teacher does not encourage children to be helpful.</p>	<p>The teacher posts visual images of ways to be helpful, but children are rarely encouraged to be helpful. Phrases like “good job” and “thank you” are often used for helpfulness.</p>	<p>The teacher posts visual images of ways to be helpful at children’s eye level and refers to them often. Children are encouraged to be helpful and helpful with phrases like “you did it” and “that was helpful.”</p>	<p>The teacher posts visual images at children’s eye level, refers to them often and acknowledges acts in ways that show how they contribute to others. The phrase “You _____ so _____, that was helpful” is commonplace. Ways to be Helpful class-made books change and grow throughout the year.</p>



Progress Assessment

Comments:

Indicator & Description

Time Machine

The Time Machine helps children learn to assertively handle verbal aggression (name calling, teasing) and physical aggression (pushing, grabbing) through role-play that changes hurtful interactions into helpful behaviors.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The teacher does not teach children to handle verbal or physical aggressive acts. The teacher ignores, punishes or removes involved children.</p>	<p>The teacher manages conflict but tends to go to the aggressor first with goal of stopping behavior. Comments like “look how you made her feel” are common.</p>	<p>The teacher coaches children to use the Time Machine to smile, take a deep breath, wish well, regain composure and assertively address the issue. The children are learning to say phrases like, “I don’ t like it when you _____. Please _____.”</p>	<p>The teacher coaches children to use the Time Machine to smile, take a breath, wish well, regain composure and assertively address the issue. Children use the Time Machine with assistance or independently, and can explain the basic processes and language.</p>



Progress Assessment

Comments:

Indicator & Description

Visual Daily Schedule

A consistent and predictable visual daily schedule helps build predictability and safety into a children's day.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The teacher does not provide a visual schedule or the schedule lacks visuals that make sense to the children.</p>	<p>The teacher displays a visual schedule but does not refer to or use it with children as a way of telling time (what comes next).</p>	<p>The teacher displays a visual schedule at children's eye level, in a convenient location, reviews it often and uses it to help children tell time.</p>	<p>The teacher displays a visual schedule at children's eye level in a prominent location and reviews it often. Teachers refer children to the schedule so they can find the answers to their own questions. Teachers create individual schedule books for children who require additional security/assistance.</p>



Progress Assessment

Comments:

Indicator & Description

Visual Routines

Visual routines are the foundation for creating a safe, organized classrooms. Teachers M.A.P. expectations for daily routines like going to the bathroom, coming to circle and turning in homework. M= Model A= Add visuals P= Practice

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
No visual routines are displayed. The teacher does not actively teach children how to meet expectations; they are expected to pick it up over time.	Some visual routines are displayed, but chaotic times still exist and are not being M.A.P.ed.	Visual routines are clearly posted for children at eye level near the place the routine occurs (line up routine near the door). The teacher M.A.P.s, reviews and teaches regularly.	Visual routines are clearly posted for children at eye level near the place the routine occurs. The teacher M.A.P.s, reviews and teaches regularly. S/he adds new visual routines as needed for the class, individuals or families, and has created visual routine books.



Progress Assessment

Comments:

Indicator & Description

Picture Rule Cards

Picture rule cards display your class rules in pictures showing two positive choices of acceptable behavior and one negative choice of unacceptable behavior.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>No picture rule cards exist. Rules may be listed in writing, not as a useful tool but as a requirement of the district, school or agency.</p>	<p>The teacher displays picture rules, but doesn't use or refer to them as a tool for managing behavior.</p>	<p>The teacher displays picture rules throughout the classroom, posted at eye level, reviewed often and used when needed. The teacher consciously uses them to provide children with two positive choices.</p>	<p>The picture rules are attractively displayed and posted at eye level where needed in the classroom (line up rule card posted near the door). The rules are reviewed when needed and used to help children make appropriate choices. The teacher creates individual rule cards for children needing more assistance. The teacher uses role-play and games to support the rules cards, and children can explain their choices if asked.</p>



Progress Assessment

Comments:

Indicator & Description

Celebration Center

The Celebration Center provides children and adults a way to honor each other's efforts and achievements.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>There is no celebration center in the classroom or rewards given for good behavior.</p>	<p>The teacher creates a Celebration Center, but doesn't use it regularly (for example, only milestones like birthdays are celebrated).</p>	<p>The teacher creates a Celebration Center, and provides children with materials and time to post their celebrations. Most children participate.</p>	<p>The teacher creates a Celebration Center, and provides children with materials and time to post their celebrations. All children participate, and are excited to share their successes and the successes of others.</p>



Progress Assessment

Comments:

Indicator & Description

We Care Center

The We Care Center allocates time and materials for children to express their appreciation, concern and caring.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The teacher does not provide a We Care Center. Children are not encouraged to care for each other. The focus is on keeping your hands and feet to yourself.</p>	<p>The teacher provides a We Care Center, but does not give children time or encouragement to express their concern or caring for each other.</p>	<p>The teacher provides a We Care Center. Most children use the materials to express their appreciation, care and concern for others. The “We Care Person” is a classroom job.</p>	<p>The teacher provides a We Care Center and encourages children to express their feelings to others. All children have the opportunity to use the We Care Center and it is assigned as a classroom job. Children can share the purpose of and the ways to use it when asked.</p>



Progress Assessment

Comments:

Indicator & Description

Safekeeper Ritual

The Safekeeper Ritual is a way to verbally and nonverbally show children that the teacher's job is to keep the class safe and the children's job is to help keep it safe.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
No Safekeeper ritual in place. The classroom is not based on safety, but on teacher control.	Visual items indicate a Safekeeper ritual, but the teacher does not use it or the language of safety. Teacher uses phrases like "stop running" or "walking feet."	The teacher occasionally uses visual representation of a Safekeeper ritual, and is recognized by most students as the person who is responsible for keeping the classroom safe. The language of safety is occasionally used. "Keep your hands by your side so everyone is safe."	The teacher conducts a Safekeeper ritual daily and is recognized by children as responsible for keeping the classroom safe. Children can state their job as "helping to keep the classroom safe," and give examples of how to do that. The teacher and children use the language of safety. "Walk in the room so everyone is safe."



Progress Assessment

Comments:

Indicator & Description

Wish Well Board

A Wish Well Board and Ritual helps children express caring for those who are absent or feel upset, and situations that seem out of their control.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The class does not use a Wish Well Board, and does not acknowledge absent or upset children.</p>	<p>Teacher has a Wish Well Board and uses it for attendance.</p>	<p>Teacher uses a Wish Well Board to help the class wish absent children well every day.</p>	<p>Teacher uses a Wish Well Board and Ritual every day. Children are responsible for adding their picture to the board when they enter the classroom. They use the board to help wish well for those they feel concern about and absent children. Children can explain the function of the Wish Well Board and are encouraged to wish well throughout the day.</p>



Progress Assessment

Comments:

Indicator & Description

I Love You Rituals

I Love You Rituals are activities that promote connection through eye contact, touch, presence and playfulness. They help children increase attention span, reduce hyperactivity, build self-esteem and develop language skills.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
<p>The teacher does not use I Love You Rituals and seems unaware of the importance of connection.</p>	<p>The teacher sometimes uses I Love You Rituals as an activity or song without emphasis on authentic connection.</p>	<p>The teacher often uses I Love You Rituals with the group. Every ritual incorporates eye contact, touch, presence and playfulness.</p>	<p>The teacher uses I Love You Rituals with the group every day, and schedules daily one-on-one Rituals with children who require additional opportunities to connect. Every ritual incorporates eye contact, touch, presence and playfulness. The teacher can explain the purpose of the Rituals.</p>



Progress Assessment

Comments:

Indicator & Description

Shubert Books

The Shubert series builds character through conflict for both children and adults. Shubert demonstrates helpful ways for children to solve problems, while Mrs. Bookbinder models Conscious Discipline strategies for adults.

Performance Levels

1 Little or no implementation	2 Partial development or implementation	3 General development and mostly functional implementation	4 Fully functional development and implementation
There are no Shubert books in the classroom.	The teacher has Shubert books in the class library and reads them occasionally.	The teacher reads Shubert books to the children and discusses the skills. The children show interest and enjoy reading about Shubert.	The teacher uses Shubert books to teach the skills demonstrated within (composure, seeing the best, helpfulness, etc.). The teacher emphasizes the skills throughout the day, and uses tools like role-play and mind mapping to support children's understanding.