

About the Rubric

This rubric* focuses on educator implementation of the Harmony program. It includes two areas:

- 1. **Harmony Program Practices:** Concrete look-fors to determine if active ingredients were implemented for each of the four Harmony program practices.
- 2. **Harmony Implementation Quality:** Educator and student behaviors that demonstrate how well the Harmony program practice are implemented.

I. Harmony Program Practices Scoring

The Harmony Program Practices section provides a checklist of specific behaviors and interactions that should occur for each of the four Harmony program practices if an educator implements them the way they are intended: (1a) Meet Up, (1b) Buddy Up, (1c) Storybooks, and (1d) Lessons & Activities.

Each of the four practices includes the following:

- The **core components** that make up that practice (far left column) reflect the sequence of the Harmony program practice and should be implemented in the order outlined to be counted.
- The **active ingredients** that make up each core component (second column from left) reflect what educators should do to effectively implement the core components and the practices.

You, as the observer, can use the checklist as you observe to indicate whether each active ingredient occurs in a way that promotes active engagement and relationship-building amongst students and between the educator and students. We would expect that an observer would witness at least one Harmony program practice in any given observation, but not all four in one observation. As you observe the Harmony activity, make sure to take notes.

For each practice observed (Meet Up, Buddy Up, Storybooks, or Lessons & Activities), you will create a score in three steps:

- 1. Count (C) check marks for each core component observed.
- 2. Create a percentage (P) for that core component by taking your count and dividing by total number of active ingredients observed for that core component.
- 3. Average the percentage scores across the core components.

For example, for Buddy Up an educator may score a 2 out of 3 (or 66.7%) for Buddy Pairs Assigned and 3 out of 3 (or 100%) for Students Work Together in Pairs. You would average 66.7% and 100% to get a final score of 83.4% for Buddy Up.

For Lessons & Activities, you may observe only a portion of the lesson. If that is the case, only provide a score for the ingredients that you observed and indicate “N/A” for the ingredients that you did not observe.

II. Harmony Implementation Quality Scoring

The Harmony Implementation Quality Rubric should be used across all four of the Harmony practices when they are observed for a holistic measure of quality that is consistent across all four practices. The rubric identifies concrete educator and student behaviors related to four key areas: (2a) deepening SEL knowledge, (2b) building relationships, (2c) student support and follow-up, and (2d) consistency and routines.

As you observe the targeted Harmony practice, pay attention to the educator and student behaviors related to each key area. You do not have to observe all behaviors to score “high.” Then use the rubric rating descriptions to determine if the quality of implementation is high (score of 3), medium (score of 2), low (score of 1), or limited (score of 0). To obtain an implementation quality score, you will average scores for the four key areas.

** This rubric is a tool for formative assessment and has not been validated in a research study.*

1a. Harmony Program Practices: Meet Up



Core Components	Active Ingredients	Occurred	Score	Notes
Greeting	Students and educator sit in a circle		C: ___/5	
	Greeting includes a joyful, short routine			
	Greeting is interactive			
	Students and educator use names during greeting		P: ___%	
	Each student is seen and/or heard in the greeting			
Sharing and Responding	Students (fewer than 5) share something special		C: ___/4	
	Sharing student(s) calls on other students to respond			
	Other students (at least 1 to 3) respond or ask questions of each sharing student			
	Sharing and responding students make relevant comments or ask relevant questions		P: ___%	
Checking in	Class Harmony Goals are posted		C: ___/5	
	Class reviews Harmony Goals (Personal or Class)			
	Class reflects on highs related to Harmony Goals			
	Class reflects on lows related to Harmony Goals		P: ___%	
	Class follows up (celebrates highs or problem-solves lows)			
Connecting	Students participate in predictable and joyful routine (from the Community Builder QCC, Mindful Minute, or other community game)		C: ___/3	
	Students build connection with self or others			
		The connector sets the tone for the next activity (students and educator are ready to engage together in the next task)		

TOTAL SCORE _____ **A final score takes three steps:**

1. Count (C) check marks for each core component. **2.** Create a percentage (P) for that core component by taking your count and dividing by total active ingredients. **3.** Average the percentage scores across the four core components.

1b. Harmony Program Practices: **Buddy Up**



Core Components	Active Ingredients	Occurred	Score	Notes
Buddy Pairs Assigned	Educator displays Buddy Board (physical or electronic) where students know who their buddy is		C: ____/3	
	Educator or student references working with new or different buddies weekly			
	Educator describes the importance of Buddy Up or the actual activity from the Collaboration or Conversation QCC		P: ____%	
Students Work Together in Pairs	Students work together in pairs to learn more about each other or to accomplish activity goal		C: ____/3	
	Students engage in a simple and fun conversation or collaborative activity with their buddy			
	Educator reinforces SEL skills or relationships as students talk or engage with their buddy		P: ____%	

TOTAL SCORE _____ **A final score takes three steps:**

1. Count (C) check marks for each core component. **2.** Create a percentage (P) for that core component by taking your count and dividing by total active ingredients. **3.** Average the percentage scores across the four core components.

1c. Harmony Program Practices: Storybooks



Core Components	Active Ingredients	Occurred	Score	Notes
Connecting the Story to SEL	Educator introduces the story		C: ____/4	
	Educator reads the story in an engaging way			
	Educator asks questions related to SEL objectives throughout the story (stops 2 to 3 times)		P: ____%	
	Students respond to questions throughout the story, connecting the story to the lesson SEL objectives and success criteria			
After the Story Reflections	Students respond to the reflective questions provided		C: ____/2	
	Students connect the SEL objectives and success criteria in the story to their lives		P: ____%	

TOTAL SCORE _____ **A final score takes three steps:**
1. Count (C) check marks for each core component. **2.** Create a percentage (P) for that core component by taking your count and dividing by total active ingredients. **3.** Average the percentage scores across the four core components.

1d. Harmony Program Practices: Lessons & Activities



Core Components	Active Ingredients	Occurred	Score	Notes
Set the Stage	Activate knowledge: Students (majority) participate in activity that helps connect their background or a real-life situation to the lesson's social and emotional skills and concepts		C: ____/5	
	Introduce lesson concepts: Students (majority) build knowledge of lesson concepts throughout the Set the Stage			
	Share lesson purpose: Educator reviews or shows the lesson purpose to students		P: ____%	
	Discuss success criteria: Educator explains what students will learn and be able to do by the end of the lesson			
	Communicate content clearly: Educator communicates lesson material in a way that demonstrates mastery of lesson skills and concepts			
Facilitate the Activity <i>*Observer will have a copy of the lesson</i>	Describe the activity: Educator provides an overview of the activity		C: ____/5	
	Model the activity: Educator provides clear directions and models how to engage in the activity			
	Engage in the activity: Students (majority) engage in an activity that leads them towards mastery of success criteria, in which educator modifies or adapts content if needed		P: ____%	
	Debrief the activity: Students (at least 2) share out about their experience with the activity and SEL skills learned			
	Complete the activity: Educator completes most or all activity steps in order as specified in lesson			
Reflect & Review	Reflect on activity: Students (at least 5) engage in a classroom discussion that allows them to reflect on SEL skills and concepts learned		C: ____/3	
	Review success criteria: Students (at least 2) share out the skills and concepts that they learned			
	Connect skill: Students (at least 2) share how they will connect the way they have used or will continue to use skills in other parts of their lives		P: ____%	

TOTAL SCORE _____ **A final score takes three steps:**

1. Count (C) check marks for each core component. **2.** Create a percentage (P) for that core component by taking your count and dividing by total active ingredients. **3.** Average the percentage scores across the four core components.

2. Harmony Implementation Quality



Use across all four practices. Educators and students do not have to exhibit all behaviors to score “high.” However, you should see most of the behaviors (or consistency with some of the behaviors across the lesson) for both educators and students as you observe.

2a. Deepening SEL

Definition	Educator understands the purpose of the Harmony activity, allowing students to deepen their SEL skills and concepts through building relationships with their peers and the educator.			
Indicators	<i>Educator behaviors:</i> - knows the Harmony activities well (e.g., doesn't skim the review script; ready for the activities) - adapts activity in a way that allows all students to access the activity, while also maintaining the active ingredients of the lesson - connects SEL skills to lives and backgrounds of students		<i>Student behaviors:</i> - understand the goal of the Harmony activity - engage in activities that deepen knowledge of the success indicators or the SEL skills developed during the Harmony activity - state how the SEL skills used in the Harmony lesson connect to their lives	
Rating	Limited	Low	Medium	High
	The educator and students appear to go through the motions of the activity, but there is no evidence that they deeply understand the SEL skills and concepts.	The educator has a grasp of the Harmony activity, but students do not appear to fully understand the SEL skills and concepts.	The educator and students appear to understand the targeted SEL skills and concepts, but do not make deep connections to the everyday lives or experiences of students.	The educator and students develop deep knowledge of the targeted SEL skills and concepts, engaging fully in the Harmony activity and understanding how it translates to their everyday lives.

2b. Building Relationships

Definition	While using the Harmony program, the educator uses positive and respectful communication and interactions that lead to positive peer and student-teacher relationships and a welcoming and supportive environment.			
Indicators	<i>Educator behaviors:</i> - uses positive affirmations - uses warm and calm voice - uses non-verbal cues (e.g., smiles, nods head, claps, physical proximity) - uses students' names - uses positive communication (listening, speaking, affirmations)		<i>Student behaviors:</i> - enjoy being around or are comfortable with each other - work together or help one another - show excitement - pay attention, ask questions, or respond to one another during work or discussions - use positive communication: verbal (e.g., supportive comments, praise, affirmation) and/or nonverbal (e.g., smiles, nods head, claps, gives thumbs up, snaps)	
Rating	Limited	Low	Medium	High
	The educator and student behaviors have few indicators of happy and exciting relationships.	The educator uses many of the behaviors needed to develop happy and exciting relationships, but majority of students do not respond well.	The educator and students demonstrate happy and exciting relationships some of the time based on educator use and student participation in the Harmony program.	The educator and students demonstrate happy and exciting relationships consistently based on educator use and student participation in the Harmony program.

2c. Student Support and Follow-Up

Definition	Educator is aware of and acts upon student needs (individually and as a group) to (re)engage in SEL learnings and/or discussions when using the Harmony program.			
Indicators	<i>Educator behaviors:</i> - involves students in a meaningful way in the Harmony activity - aware of students' positive and challenging experiences - responds to students' experiences and needs, allowing students to connect to the lesson - resolves students' needs so that they can successfully engage in the activity - provides opportunity for autonomy and choice		<i>Student behaviors:</i> - share their ideas with educator and other students - ask questions of the educator and other students - see the educator as a source of support - take risks in the classroom - express their interests and ideas openly with educator and other students - encourage other students' participation - provide support or work together collaboratively with other students (e.g., listens while others talk, empathizes with different perspectives, compliments others)	
Rating	Limited	Low	Medium	High
	The educator and student behaviors have few indicators that the educator is aware of student needs or whether students feel heard.	The educator uses many of the behaviors needed to support students and to follow-up, but students rarely express their ideas, interests, or opinions.	The educator is aware of student needs, interests, and backgrounds some of the time. Students, at times, express their ideas, opinions, and interests during the Harmony program.	The educator is consistently aware of student needs, interests, and background experiences. Students consistently express their ideas, opinions, and interests during the Harmony program.

2d. Consistency and Routines

Definition	Educator creates an environment in which students know what to expect from Harmony program activities, allowing students to have a seamless experience within the Harmony program.			
Indicators	<i>Educator behaviors:</i> - follows steps and structure of Harmony activities, as intended - implements transitions to create a smooth learning experience for students (e.g., students know what to do, ask few procedural questions) - provides a learner experience that has a natural flow (not rushed or too slow) with little instructional time lost - provides clear directions to engage in Harmony activity		<i>Student behaviors:</i> - have something to do to be engaged in the Harmony activity - know what to do and what is expected of them - transition efficiently and effectively between different components of the Harmony activity - have the necessary materials and resources to engage in the activity - are interested, involved, and participating in the activities - follow instructions	
Rating	Limited	Low	Medium	High
	The educator and student behaviors have few indicators showcasing that the Harmony activity is implemented in the way that it is intended or that provides a natural flow.	The educator uses some behaviors to ensure that there is natural flow to the Harmony activities. Students are not consistently engaged in Harmony or know what to do.	The educator follows many of the steps and the structure of the Harmony activity. Students are engaged in the activity some of the time, and at times know what to do.	The educator consistently implements the Harmony activity as intended. Almost all students are engaged and know what to do.