

Sample *Zones of Regulation*® Classroom Walkthrough Rubric

A Classroom Walkthrough is a system for collecting observational data pertaining to specific instructional goals or “look-fors” across a school. In a typical Walkthrough a team such as instructional leads, administrators, teachers, etc conduct short 5-10 minute focused observation snapshots that can be analyzed to determine progress toward implementing specific instructional strategies or school climate goals. It should be noted that this method is not intended to provide feedback for individual staff/classroom performance. A full Walkthrough process requires a team to 1) determine focused “look-fors” for observation 2) conduct brief observations of classrooms 3) use data to reflect and determine next steps. In addition to providing a frame for gaging implementation steps, Walkthroughs can have the benefit of showing value for less quantifiable teaching/learning strategies such as social and emotional learning (SEL) skills.

This *Sample Zones of Regulation Walkthrough Rubric* is intended for schools implementing The Zones of Regulation Curriculum as a Tier-1 schoolwide social and emotional learning (SEL) strategy, and can serve as a way to collect data, hone in supports, and reflect during the first year(s) of the process. Please note that using the lessons from The Zones of Regulation curriculum book is considered essential for any implementation of The Zones schoolwide, a thorough book study, official Zones training, and use of *The Zones of Regulation Implementation & Fidelity Checklist* are highly recommended as well. For this Walkthrough, an observational team would include those leading and supporting implementation of The Zones curriculum as well as administrators. This sample rubric is scaled 0-2 with the qualifications below for each score:

0= Not observed/Ineffective: No evidence observed, or misrepresentation/misuse of The Zones framework; ineffective

1= Effective: Basic elements observed; effective

2= Exemplary: Staff/student efficacy observed, culturally/linguistically relevant, inclusive, and representative of student population

It is encouraged that a school team only select one (two at most) element at a time as “look-fors”, and time the Walkthrough to follow specific lessons according to their own instructional expectations. For example, conduct a Walkthrough looking for Zones Visuals allowing time for all staff to teach lesson 1 in the curriculum. Just as The Zones curriculum is designed and encouraged to be adapted to meet the needs of your learners, this observational tool is meant to be adapted to your school climate/culture, staff proficiency, and goals. This Rubric is focused on the following elements that have been determined to be hallmarks of successful implementation of The Zones of Regulation framework and curriculum that can be observed in a classroom setting, including:

- Zones of Regulation Visual
- Common Language- Use of ZOR language in action skill-based statements and prompts
- Student and Staff Zones Check-in System
- Classroom or individual toolboxes

After completing a Walkthrough of most or all of the classrooms expected to implement The Zones, the data can be used to celebrate successes, identify those that may benefit from additional support (co-teaching, modeling, coaching), and effectively keep track of progress toward implementation goals.

Walk-through “Look for” Item	0 = Not observed/Ineffective	1 = Effective/ Basic Elements	2 = Exemplary/ Inclusive, Student Efficacy
<p>Zones of Regulation Visual: Poster or visual with 4 Zones of Regulation and associated emotions available for staff/student reference. <i>*NOTE: This is not to be expected until Lesson 1 is taught in The Zones of Regulation Curriculum</i></p>	<ul style="list-style-type: none"> • No Zones visual observed • Observed visual placed in area that cannot be easily seen/ referenced by staff or students • Observed clip chart/ behavior management system with Zones colors (misrepresents/undermines Zones framework) 	<ul style="list-style-type: none"> • Basic Zones visual observed • Observed visual is staff/teacher-created • Observed visual is in location that is easily referenced by staff/students 	<ul style="list-style-type: none"> • Evidence that visual was created in collaboration with learners • Observed visual is culturally & linguistically relevant, age appropriate, reflective of student population • Observed visual is in location that is easily referenced by staff/students • Evidence of students independently referencing The Zones visual
<p>Zones-Friendly Language: Staff and student’s use of Zones terminology and SEL skill-based language throughout the day. <i>Examples:</i></p> <ul style="list-style-type: none"> • “I’m feeling tired in the Blue Zone, can anyone help me think of a tool to take care of my Zone?” • “You look like you might be upset, what Zone are you in?” • “What tool did that character use to manage their Zone?” <p><i>*NOTE: This is not expected until staff/students are given adequate time to explore and practice basic Zones concepts.</i></p>	<ul style="list-style-type: none"> • No Zones-friendly language observed • Staff describing a Zone based on outward behavior (rather than internal state) • Observed staff assigning Zones to students (rather than asking or giving observations) • Evidence of misuse of the Zones framework such as: Red Zone is bad zone, telling students they need to “get back to green” 	<ul style="list-style-type: none"> • Evidence of Zones language is used during specific Zones lessons • Zones language used in assigned SEL time such as morning meeting, etc • Evidence of Zones language being used in individual conversations with students • Evidence of staff pairing verbal with visual cues when referencing Zones 	<ul style="list-style-type: none"> • Evidence of Zones language used outside of specified SEL instructional time- throughout the day • References to the Zones during academic instruction such as discussions about characters, current and historical events, etc • Evidence of students using Zones language both with and without prompting/framing • Evidence of Zones language in group discussion • Evidence of staff pairing verbal with visual cues when referencing Zones

<p>ZOR Check-in System: Staff and students have a system for communicating their Zone. Systems will vary according to the student population. Remember we <u>never</u> force students to check-in, but can provide alternative ways for them to communicate if/when ready. <i>*NOTE: This is not to be expected until Lesson 4 is taught in The Zones of Regulation Curriculum!</i></p>	<ul style="list-style-type: none"> • No check-in system observed • Check-in system is used to monitor student behavior • Check-in system is punitive in nature (ex. Earning or losing points depending on Zone) • Check-in system exists, but not observed in operation 	<ul style="list-style-type: none"> • Observed Zones check-in system provides non-verbal way to communicate one's Zone • Evidence of check-in system utilized at a scheduled time, such as entering the classroom • Evidence of all staff in room participate in the check-in system 	<ul style="list-style-type: none"> • Evidence of students given opportunity to check-in at both scheduled times <u>and</u> as they feel the need • Staff observed “owning their Zone” by publicly checking-in, verbally and in the system • Non-verbal Check-in system is culturally & linguistically relevant, age appropriate, reflective of student population • Evidence of student comfort with system • Check-in system is inclusive and accessible for all learners in class
<p>Zones Toolboxes: Staff and students have access and opportunities to use regulation tools within their learning environment. This can look like a “regulation station” of some type, or tools available to bring to a learning area. <i>*NOTE: This is not to be expected until Lessons 13 is taught The Zones of Regulation Curriculum!</i></p>	<ul style="list-style-type: none"> • No observable access to regulation tools • Evidence of regulation station being used as a punitive space/measure • Students observed as needing to leave their learning environment in order to access tools 	<ul style="list-style-type: none"> • Regulation Area/toolbox set-up with a Zones visual in a specified area within the classroom learning environment • A few classroom regulation tools referenced/provided • Staff observed prompting students to utilize the regulation area/tools in proactive manner • Evidence that students are given opportunity to practice utilizing regulation station/toolbox 	<ul style="list-style-type: none"> • Regulation Area/toolbox set-up with a Zones visual in a specified area within the classroom learning environment • Evidence of student comfort with regulation tools • Evidence of student agency and independence in selecting and using a tool to regulate • Evidence of students self-selecting to utilize the regulation space/toolbox • Some students have individualized toolbox, as needed • Staff model using tools throughout the day, have their own toolbox visible for reference

			<ul style="list-style-type: none"> • Variety of tools/strategies available including movement-based tools, sensory tools, mindfulness/breathing strategies, fidgets, cognitive strategies, etc • Evidence that students understand the routine around using tools/strategies (such as a timer, returning to job after, etc)
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Further References and Links:

Zones of Regulation Official Training and Resources: www.zonesofregulation.com/index.html

Zones of Regulation Curriculum and Supplementary Product Purchase: www.socialthinking.com/zones-of-regulation

“Using Classroom Walkthroughs to Improve Instruction”, *NAESP: National Association of Elementary School Principals* by Nancy Protheroe (2009). Link: https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p30.pdf.

“Ditch the Clip: Why Clip Charts Are Not a PBIS Practice and What to Do Instead” *PBIS: Positive Behavioral Interventions & Supports* by Kent McIntosh, George Sugai, Brandi Simonsen (2020). Link: <https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>