



Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: A Mindful Pedagogy: Strategies for Creating Compassionate and Purposeful Learning Spaces	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: June 17, 2024	Course End Date: August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Argos Gonzales	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

Understanding the diverse needs of New York City students requires educators to employ a variety of intentional strategies to support student academic and social-emotional needs. It also means teachers must engage and support a critical inquiry to better understand the ways they can support or have inadvertently limited student's potential and learning. Mindfulness, or paying attention to the present moment without judgment, has been getting increasing attention in educational circles as a useful tool for both teachers and students because it helps teachers and students gain a greater clarity of their own strengths and areas in need of support. Mindfulness also helps both educators and students to understand their positionality in the classroom, their community, and the world at large and how their lived experience influences their thoughts and actions and gives them access to or limits their sense of agency and freedom. Mindfulness has also been shown to support teachers as they meet the demands and pressure of a continuously changing and challenging job. This is in part due to mindfulness practice supporting teachers in having a greater understanding of how children feel, learn, the skills and knowledge students possess, and helps bring awareness to student's interests and cultural heritage. Mindfulness also helps teachers reflect on the ways many students, particularly students living in poverty, students of color, students who have experienced trauma, or students with disabilities are at a disadvantage and need additional care and support. Mindfulness supports teachers as they work to meet students' individual needs by helping them be more flexible and responsive to students' various needs. This is especially important because educators must balance a wide array of responsibilities, not the least, helping all children prepare for post-secondary education and 21st century careers. Mindfulness also supports teachers reflect on their own practice

and well-being as well as implicit biases and habitual ways of thinking and acting and can become a way to sustainably grow as an educator. There is now promising research that mindfulness helps reduce teacher burnout and improve instruction. This is in part because teachers become more sensitive to students' varied needs and diverse backgrounds and ways of learning, which helps them be more effective and compassionate teachers overall.

This course is aimed at showing teachers how a mindful pedagogy can support them in meeting their professional demands, in being more responsive to their students' social-emotional and instructional needs, as well as improving their capacity for dealing with the demands of teaching. The course reviews NYC teachers instructional, classroom, and professional demands as well as the importance of being able to support students' ability to meet standards, develop social-emotional skills and critical consciousness, and build the skills necessary to thrive in the 21st Century. This course defines a mindful, engaged pedagogy and explains how establishing a personal mindfulness practice can support teachers in all these areas including classroom management and self-care. Additionally, the course offers classroom video and personal practices to help teachers establish a sustainable and consistent personal practice. This course will end by delineating different implementation strategies teachers can use to create a sustainable, mindful classroom culture that values diversity and inclusiveness. Participants will assess the ways they currently support healthy relationships and communication in the classroom as well as on teaching and learning experiences they consider successful. They will gather this information throughout the course and use it to evaluate how mindfulness can support them, student learning, and ultimately their school. By the end of the course, participants will create an action plan to implement mindfulness practices and activities into their classroom routine to support planning and preparation, the classroom climate, classroom instruction, critical inquiry, and in meeting their professional demands. The action plan will also ask participants to self-assess ways mindfulness supports reflection, classroom instruction, and student learning.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 2: Classroom Environment

2b: Establishing a Culture for Learning

- In this course, educators will learn how mindfulness practices makes it easier to establish a culture for learning in which the atmosphere in the classroom reflects the educational importance of the work undertaken by both students and teacher. The participants will learn that their state of being plays a strong role in conveying the educational value of what the students are learning. They course will teach specific skills to better establish practices to communicate high expectations, supported through both verbal and nonverbal behaviors, for both learning and participation, and where students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. Teachers will learn to bring awareness, compassion, and a clear sense of purpose to enhance classroom climate, get students ready to learn, and support healthy relationships. Participants will also learn how their mindfulness practice can support creating a classroom where students are convinced of their own capabilities, are willing to devote energy to the task at hand and take pride in their accomplishments.

3e: Demonstrating Flexibility and Responsiveness

- This course will support educators in being capable of and knowing when to make both minor and (at times) major adjustments to a lesson, or mid-course corrections, to better support student engagement and learning. The mindful tools they'll gain will help teachers capitalize

on unexpected events, so they become true teachable moments that support student learning and engagement. The course will establish practices that help teachers be more adept at incorporating students' interests and daily events into a lesson and adjusting instruction in response to evidence of student understanding (or lack of it). Learners will use mindfulness practices to be more culturally responsive and have a greater awareness of students' varied needs, which will support them in being flexible and more responsive. The modules will build teacher capacity to successfully adjust and differentiate instruction to address individual student misunderstandings and will add to their repertoire of instructional strategies and approaches to support students who need help.

Additional Standards

Domain 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior

Domain 3: Instruction

- 3c: Engaging Students in Learning

Domain 4: Professional Development

- 4a: Reflecting on Teaching

Integration of Standards (Student standards should address Next Generation learning Standards)

NYS PD Standards:

Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Collaborative for Academic, Social, and Emotional Learning (CASEL): Five Competencies of Social Emotional Learning

- Self-management
- Increasing self-awareness
- Building positive relationships
- Making responsible decisions
- Increasing social awareness

Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs

of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, video and audio mindfulness guided mindfulness practices, video of guided mindfulness classroom practices, reflection/analysis questions, [discussion boards](#), [2 Authentic Tasks](#) (in lieu of a midterm), [downloadable resources \(Appendix D\)](#), a [Classroom Practice Analysis](#), and Self-Assessment, and a comprehensive [Final Project](#).

This course provides a variety of rigorous learning activities to build teacher capacity in developing a reflective, mindful and engaged pedagogy that supports, classroom instruction and climate, learning readiness, critical inquiry, and social-emotional intelligence. A range of media and andragogical techniques are employed in the modules including Interactive presentations, reflection and analysis questions, [discussion boards](#), graphic organizers, and practice videos all of which engage learners in practice, thoughtful reflection, and evaluation of key skills to support a culture of learning, learning engagement, and flexibility and responsiveness in the classroom.

Throughout the course, participants will evaluate current claims made about mindfulness in education and implement mindfulness activities and practices to support their classroom instruction as well as their students' varied needs. Collaboration is embedded in discussion boards and authentic tasks, so that participants share with and grow from peer experiences.

Educators will experiment with and use audio and video guiding recordings of classroom and personal mindfulness activities. They will investigate and use resources such as a stress scales, mindfulness log, student and teacher interaction and self-awareness reflection sheets, and sample implementation models. These practical guides and documents as resources will also build the capacity of the teacher to sustainably engage in a mindful pedagogy that supports teaching and learning and a critical praxis.

The course culminates in a final project which synthesizes learning and products into a comprehensive implementation plan that can be administered by the educator. This provides an authentic output that promises to impact students and teachers and their school community while meeting the objectives of the course.

Application to Instruction and Student Learning

Course Objectives

In this course, learners will:

- Review and reflect on how the diverse needs of New York City students require educators to employ a variety of intentional strategies to support student academic, critical thinking, and social-emotional needs.
- Appraise the impact stress has on teacher instruction and the school and classroom community.
- Assess their own capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity.
- Examine ways mindfulness helps bring awareness to teacher needs and the needs of their students and school community.
- Investigate ways mindfulness can support teacher self-care, teacher instruction, and student learning.
- Experiment with mindfulness activities to help create a positive classroom climate and a community of learners.
- Appraise ways mindfulness supports classroom instruction and student learning and helps teachers meet their professional responsibilities as described in the Danielson Framework for Teaching.

- Design and employ a personal mindfulness and self-care practice using activities and resources offered in the course.
- Use the Five Element video and audio resources and appraise impact activities can have on teacher wellbeing and classroom instruction and student learning.
- Understand and analyze interpersonal neurobiology, attachment theory, and the impact it has on classroom behavior and relationships.
- Define compassion and analyze the role compassion and mindfulness play in being an effective teacher.
- Implement a mindful and compassionate approach to challenging student behavior.
- Appraise which mindfulness implementation model can best support their teacher and classroom routines within the context of their own school.

Course Outcomes

By the end of the course, learners will:

- Adopt a mindful and engaged pedagogy based on the understanding of its impact on teacher preparedness, instruction, classroom climate, and meeting professional demands.
- Develop protocols to routinely insert mindful classroom strategies to support classroom instruction, critical inquiry, student learning, and positive classroom climate.
- Assess impact of stress and lack of self-care and design, implement, and evaluate a self-care strategy to support well-being and classroom instruction.
- Assess current strategies and propose suggestions to better support student social-emotional intelligence and develop 21st Century Skills such as global awareness, critical thinking, and problem solving, communication, and collaboration.
- Adopt a compassionate and trauma informed approach to engage students exhibiting challenging behavior and to support healthy relationships and communication in the classroom and school community.
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.
- Build capacity for compassionate assessment and responsive action to support student needs and engage students in learning and critical inquiry.
- Design and implement a learning environment that affirms students' racial and cultural identities and contributes to engagement and learning through the cultivation of critical inquiry.
- Develop a Final Project consisting of a comprehensive plan to support a personal mindfulness practice and to introduce mindful classroom strategies to support classroom instruction, critical inquiry, and student learning.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Feedback is provided in 1-7 days based on the type of activity (see the Feedback section for more detail). Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

The focus on understanding mindfulness within the framework of Social and Emotional Learning (SEL) is important and ensures that it is centering a critical consciousness and equity framework. Too often, when Mindfulness is discussed and taught it is removed from the bigger SEL framework. However, this course centers and situates Mindfulness as part of SEL and a tool to help educators and students engage in self-reflection, understand their emotions, be present and use practical strategies to work through their emotions with students of diverse and dynamic identities. Through the progression of the course, educators learn that they must center themselves and be aware of themselves and their practices because this impacts how and what they teach their students. Educators are helped to engage in self-reflection and centering their own identities and ways of being. The goal is for teachers to consider their own self and practices so they can then authentically teach their students of diverse identities. Participants periodically reflect on their own social identities and those of the students.

A Brave Space is cultivated and expected through the discussion board discourses. Educators feel safe to share and build community through the reflection questions provided and a sense of solidarity is encouraged. All activities and assignments throughout the course allow time for educators to turn inward and engage in self-reflection but also create positive and safe spaces to engage with others to learn – challenging traditional assumptions and personal beliefs that may act as barriers to success for non-majority culture students. This is especially important since there are educators from various schools with highly diverse populations in New York. This provides space to show what types of strategies or experiences are taking place in different contexts. This builds critical consciousness by showing that Mindfulness must be contextual for our ourselves, students, and the community we serve. By sharing we can build community and solidarity.

In Module 1, there are deep questions embedded that educators are asked to consider such as, “How does your own cultural upbringing influence the way you look at and manage stress?” This is an important question early in the course because it helps educators consider and reflect on their multiple identities and how that informs who they are and ultimately how they teach.

Through the course readings, presentations, assignments, discussion boards, resources, research articles and organizations referenced, the course embeds different perspectives from different people. The course de-centers whiteness by the consideration that Mindfulness was based on experiences with Buddhist meditation. It is important to reference this because oftentimes it is seen as a Western concept created by a white theorist.

In Module 2, the course prompts educators to learn about and center their student’s lived realities and cultures in the classroom. The questions prompt educators to think, be critical and aware of how yoga would be met in their classroom with students of different cultures and religions. It allows complex teachers to consider their practice and do so in a way that will affirm student’s experiences and create a safe learning environment for all students.

In module 3, mention of bell hooks is used to frame Culturally Relevant Teaching and Engaged Pedagogy. This Engaged Pedagogy connection pushes the idea that teachers must consider their own self because that impacts their students and teaching practice. This is the heart of equity and critical consciousness.

Policies like No Child Left Behind and Every Student Succeeds are considered and show how data driven they are. While they provide some information and context, they cause educators and students’

stress. This section shows educators the context and helps them identify and question some of these institutional and structural stresses and in many ways unfair practices.

Module 3 also helps educators consider implicit bias and how that impacts how they react to students and situations.

In Module 5, educators are taught how to build a Trauma Informed Classroom and ensure they are teaching from a compassionate stance. Compassion is important in our teaching practice because it recognizes that our students will have diverse needs and circumstances which is really the heart of critical consciousness.

Module 6 supports educators to take a step back and assess student behavior. There is a push to not simply judge based on face value but really to see the bigger picture and position the behavior within the bigger picture for that student.

Major Assignment	Due Date
Authentic Task #1: Self-Care Strategy to Support Well-Being and Classroom Instruction	Self-paced. Due by August 30, 2024
Authentic Task #2: Compassionate Engagement with Students Exhibiting Challenging Behavior	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project: Mindful and Engaged Pedagogy Implementation Strategy	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing

opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1: Why Mindfulness: Rationale for a Mindfulness Approach to Teaching	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1b Demonstrating Knowledge of Students <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2b Establishing a Culture for Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a Reflecting on Teaching <p>Alignment to NYCDOE Academic and Personal Behaviors</p> <ul style="list-style-type: none"> ● Engagement ● Persistence ● Self-Regulation 	<p>NYS PD standards</p> <p>Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.</p> <p>Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.</p> <p>NYC DOE Framework for Great Schools</p> <ul style="list-style-type: none"> ● Supportive Environment <p>CASEL Five Competencies of Social Emotional Learning</p> <ul style="list-style-type: none"> ● self-management, ● increasing self-awareness, ● building positive relationships, ● making responsible decisions, ● increasing social awareness
Objectives:	
<p>In this introductory module, learners form an understanding of the vast demands students and educators face. Learners will appraise the social emotional learning and 21st Century Skills their students need to succeed as well as reflect on the way stress and job pressure impacts classroom instruction and job performance. They analyze theory and research about the ways mindfulness can support teachers be more effective and feel fulfilled. In addition, this module helps teachers reflect on their students' needs and on their teaching practices so they can begin to assess how mindfulness can be implemented to best support their teaching as well as student learning. Additionally, participants gain a general understanding of the ways stress impacts their job satisfaction, wellbeing, and nervous system. Participants also review and discuss the research and news articles that support mindfulness in education and how it correlates to teacher instruction and classroom and school climate. They also explore students' social-emotional competencies and the ways students' brains are more protective than thoughtful. Teachers synthesize information from the Module and their own knowledge to develop ways they can cope with stress and be a competent teacher. Learners also begin to engage with mindfulness activities utilizing video recordings to do mindful, gentle stretching. Participants will communicate via discussion boards to discuss how the way they cope with stress impacts classroom instruction and relationships. They will also reflect on the ways teaching impacts their health and nervous system.</p>	

Topics and Agenda:

- The following activities will take place during this Module:
- Creating a Brave Learning Space
 - Reading: [Understanding Race and Privilege](#)
 - Interactive Presentation: Course Introduction/Rationale
 - Where applicable in this course, participants will be asked to align their tasks or projects to [NYS's Next Generation Learning Standards](#) for their grade level.
 - Interactive Presentation: Demands Teachers Face
 - Interactive Presentation: Social Emotional & 21st Century Demands
 - Interactive Presentation: Stress in Schools
 - Discussion Board: [Stress and our Nervous System](#)
 - Interactive Presentation: The Breath and Our Nervous System
 - Interactive Presentation: Teacher Self-Care
 - Discussion Board: [Coping with Stress and its Impact on Teaching](#)
 - Practice Video: Mindful Gentle Stretching
 - Downloadable Resource: [End of Module Review](#)
 - Critical Consciousness Reflection: identities

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p><i>Activity (list the corresponding activities for each criteria below):</i></p> <ul style="list-style-type: none">● Creating a Brave Learning Space● Reading: Understanding Race and Privilege● Critical Consciousness Reflection: "Identities"● In New York city schools, both the teacher and student carry with them complex social identities that impact the way each individual experience the school environment. As you begin the course, reflect on your own social identities and those of your students.● What social identities do you carry with you?● Do you identify as demographic groups that have traditionally been seen as the "standard" or dominant culture or as a traditionally marginalized group?● What identities are represented in your classroom?● How can you plan a class environment that considers these social identities?● Presentation: Demands Teachers Face● Includes discussion of stress for o teachers of color● Discussion Board: Coping with Stress and its Impact on Teaching
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Application to Instruction and Student Learning:

In this Module, learners will:

- Analyze the various demands today’s teachers and students face.
- Appraise the impact stress has on teacher wellbeing, instruction and the school and classroom community.
- Evaluate the ways they are supporting students meet social emotional and 21st Century demands.
- Analyze the impact breath can have on the nervous system and how mindfulness can support teacher self-care and emotional and physical wellbeing.
- Begin to identify ways mindfulness supports classroom instruction and student learning and helps teachers meet professional responsibilities as described in the Danielson Framework for Teaching.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #2: Mindfulness and the Developing Brain

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
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Time: Self-paced	Assignments due today: August 30, 2024
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Standards and Components Alignment:

<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">● 1b Demonstrating Knowledge of Students <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none">● 2a Creating an Environment of Respect and Rapport● 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none">● 3e Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">● 4a Reflecting on Teaching <p>Alignment to NYCDOE Academic and Personal Behaviors</p> <ul style="list-style-type: none">● Engagement● Persistence● Self-Regulation	<p>NYS PD standards</p> <p>Standard 2: Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.</p> <p>Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.</p> <p>NYC DOE Framework for Great Schools</p> <ul style="list-style-type: none">● Supportive Environment <p>CASEL Five Competencies of Social Emotional Learning</p> <ul style="list-style-type: none">● Self-management● Increasing self-awareness● Building positive relationships● Making responsible decisions● Increasing social awareness
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Objectives:	
<p>This module introduces and defines mindfulness. First learners review and analyze the developing brain and how life experiences shape the way teachers and students respond to situations. Participants will explore the developing brain and use a framework to understand how parts of our brain are protective and parts of our brain support thoughtful and executive function. They will also assess the ways students' brains are more protective than thoughtful or can develop into overprotective brains when students face many adverse childhood experiences and are not given adequate support.</p> <p>This module also introduces and defines mindfulness exploring its popularity, available research, as well as myths about mindfulness. Participants appraise the key qualities, habits of mind, and attitudes of a mindful mindset. Participants also review and discuss research and articles that support mindfulness in education and how it correlates to teacher instruction and classroom and school climate. Learners also begin to explore ways mindfulness can support physical, emotional, and mental wellbeing, as well as classroom interactions and instruction.</p> <p>Participants use audio and video recordings to practice activities that help them explore mindfulness and the benefits it can bring to teachers and their students. The learners will collaborate via discussion board to reflect, discuss, and give suggestions on how to support students' developing brain as well as support a mindful attitude in their own and students' lives.</p>	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Interactive Presentation: The Developing Brain ● Discussion Board: Understanding Students' Brain and Nervous System ● Interactive Presentation: Defining Mindfulness ● Interactive Presentation: A Mindful Attitude ● Discussion Board: Attitudinal Foundations of Mindfulness Practice ● Interactive Presentation: The Mindful Revolution ● Interactive Presentation: Benefits of Mindfulness ● Downloadable Resource: End of Module Review ● Downloadable Resource: Protective and Thoughtful Brain Diagram ● Downloadable Resource: Mindfulness and SEL Competencies Questionnaire ● Critical Consciousness Reflection: Caring and Affirming Environment for all Students. 	
Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p>	<p><i>Activity (list the corresponding activities for each criteria below):</i></p> <ul style="list-style-type: none"> ● Presentation: The Developing Brain ● Includes information about How the protective brain applies to students who civil targets of HIB, victims of abuse, and other underserved groups – and how mindful practice can help put all students in an equitable position to learn. ● Discussion Board: Reflect on Students' Brain and Nervous System ● Interactive Presentation: Benefits of Mindfulness ● Critical Consciousness Reflection: Caring and Affirming Environment for all students

<ul style="list-style-type: none"> □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry 	
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Application to Instruction and Student Learning:

In this Module, learners will:

- Explore and analyze the way the developing brain is impacted by life experiences.
- Explore the protective and thoughtful parts of the brain and assess the ways the brain in connection with the nervous system responds to challenge.
- Analyze and appraise mindfulness definition and its history, its attitudinal qualities, as well as research and myths.
- Examine the ways mindfulness supports neuroplasticity in the brain and supports more thoughtful and purposeful responses.
- Begin exploring ways mindfulness can support teachers and students in and outside of the classroom.
- Analyze ways mindfulness can support teacher self-care and emotional and physical wellbeing.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #3: Establishing an Engaged and Mindful Pedagogy

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
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Time: Self-paced	Assignments due today: August 30, 2024
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Standards and Components Alignment:

<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1b Demonstrating Knowledge of Students <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning 	<p>NYS PD standards</p> <p>Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.</p> <p>Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.</p>
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<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ● 3e Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a Reflecting on Teaching <p>Alignment to NYCDOE Academic and Personal Behaviors</p> <ul style="list-style-type: none"> ● Engagement ● Persistence ● Self-Regulation 	<p>NYC DOE Framework for Great Schools</p> <ul style="list-style-type: none"> ● Supportive Environment <p>CASEL Five Competencies of Social Emotional Learning</p> <ul style="list-style-type: none"> ● Self-management ● Increasing self-awareness ● Building positive relationships ● Making responsible decisions ● Increasing social awareness
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Objectives:

This module introduces several elements that are essential to being an effective teacher. Participants reflect on their teaching and explore the importance of teacher self-actualization and wellbeing, as well as the importance of having a deep and critical understanding of the challenges students face. Learners examine an engaged and mindful pedagogical approach that encourages both teacher satisfaction and growth and having a clear understanding of students’ needs. Educators analyze culturally responsive pedagogy, social emotional learning and its five components, as well as the 21st Century skills students need to be successful. Educators will appraise the current ways they help students learn and develop skills and appraise ways a mindful approach to teaching can support and add to their current strategies. Teachers synthesize information from the Module and their prior knowledge to determine ways they can create supportive learning environments that motivate students as well as foster respect and rapport.

In addition, this interactive module asks teachers to engage the resources of their body, mind, and breath to design, implement and evaluate a sustainable self-care practice. Participants explore ways to support wellbeing and instructional practice and examine ways mindfulness can support them in aligning with the Danielson Teaching Framework. They continue exploring simple mindful movement activities through video and audio recordings of mindful walking and gentle chair yoga. The learners will collaborate via discussion board to discuss and give suggestions on how to support students meet the social-emotional demands of the 21st Century as well as the ways they engage in self-care.

Topics and Agenda:

The following activities will take place during this Module:

- Interactive Presentation: Defining an Engaged Pedagogy
- Interactive Presentation: Establishing an Engaged and Mindful Pedagogy
- Interactive Presentation: Harnessing our Internal Resources
- Discussion Board: [Self-Care Strategies](#)
- Interactive Presentation: Meeting Students’ Social Emotional Needs
- Interactive Presentation: Developing 21st Century Skills
- Discussion Board: [Supporting Students Develop SEL & 21st Century Skills](#)
- Interactive Presentation: Mindfulness and the Danielson Teaching Framework
- Interactive Presentation: A Responsive Framework – an analysis of the CR-SE welcoming and affirming environment for students of diverse and complex social identities.
- Practice Video and Audio Recordings: Mindfulness Movement Activities
- Authentic Task: [Self-Care Strategies to Support Classroom Instruction](#)

- Downloadable Resource: [End of Module Review](#)
- Critical Consciousness Reflection: Inner Resources vs. a Deficit Model

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

- Presentation: Defining an Engaged Pedagogy
- Presentation: Establishing an Engaged and Mindful Pedagogy
- Reading: [Ensuring Equity in Social-Emotional Learning](#)
- Reading: [Equity & Social and Emotional Learning: A Cultural Analysis](#)
- Presentation: Developing 21st Century Skills
- Harnessing Our Internal Resources
- Critical Consciousness Reflection: Inner Resources vs. a Deficit Model
In this lesson, we see that students can summon internal resources. Traditionally, educators have often thought that student underperformance or disciplinary violations were attributable to a problem or defect within the person called a "deficit model". Consider how this paradigm can be a barrier to student success and wellbeing.
 - How does a deficit model contribute to lower expectations for some students?
 - Have you held lower expectations or deficit beliefs for any student group?
 - How can a deficit model harm students from traditionally marginalized groups?
 - How can you utilize a inner strength model to support students?
- Discussion Board: [Self-Care Strategies](#)
- Discussion Board: [Supporting Students Develop SEL & 21st Century Skills](#)
 - CR-SE Analysis – an analysis of the CR-SE welcoming and affirming environment for students of diverse and complex social identities.
- Welcoming and Affirming Environment. Participants study and connect mindful practice to the CR-SE Framework.

Application to Instruction and Student Learning:

In this Module, learners will:

- Analyze an engaged and mindful pedagogical approach and identify how it supports both the

teacher and student.

- Examine ways mindfulness helps us bring awareness to our needs as well as that of our students and school community.
- Explore the ways mindfulness supports culturally responsive pedagogy, social-emotional learning, and developing 21st Century Skills.
- Appraise ways mindfulness supports teacher self-care as well as helps teachers meet professional responsibilities as described in the Danielson Framework for Teaching.
- Design, implement, and evaluate a sustainable self-care strategy and assess if it supports teacher instruction.
- Analyze theory and research on the ways mindfulness can support teacher self-care and emotional and physical wellbeing.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #4: Engaging with Mindfulness to Support Teacher Best Practices

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

Domain 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior

Domain 3: Instruction

- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching

Alignment to NYCDOE Academic and Personal Behaviors

- Engagement
- Self-Regulation

NYS PD standards

Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

NYC DOE Framework for Great Schools

- Supportive Environment
- Trust

CASEL Five Competencies of Social Emotional Learning

- Self-management
- Increasing self-awareness
- Building positive relationships
- Making responsible decisions
- Increasing social awareness

Objectives:

This module introduces different ways of engaging with mindfulness to support teacher wellbeing and classroom instruction. Learners examine how mindfulness is an innate ability that can become a habit

and trait and must be practiced regularly. Educators compare informal and formal mindfulness practices and the role they each play in supporting a mindful way of life and an approach to teaching. In addition, participants analyze the Five Element (connect, breath, move, focus, and relax) methodology and investigate the pathways it offers to explore mindfulness in the context of classroom management in order for the teacher to be more flexible and responsive with the goal of improving student engagement, self-awareness, and self-regulation.

Participants watch, practice, and analyze video and audio recordings to practice and appraise activities used to explore each of the Five Elements. They also determine ways the methodology can support classroom transitions and engagement as well as personal exploration using the downloadable Five Elements Reflection Prompts. The learners will collaborate via discussion board to discuss the ways they support healthy classroom interactions as well how they plan on inserting an informal mindfulness practice into their classroom or teaching routine to support student learning.

Topics and Agenda:

The following activities will take place during this Module:

- Interactive Presentation: Why Practice Matters
- Interactive Presentation: Pathways to Mindfulness
- Interactive Presentation: Five Element Approach to Mindfulness
- Discussion Board: [Five Element Exploration](#)
- Interactive Presentation: Formal & Informal Practice
- Discussion Board: [Weaving Informal Practices into Classroom Routines](#)
- Practice Video and Audio Recordings: Sample Five Element Mindfulness Activities
- Downloadable Resource: [Five Element Reflection Prompts](#)
- Downloadable Resource: [End of Module Review](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Activity (list the corresponding activities for each criteria below:

- Presentation: Why Practice Matters
- Discussion Board: [Weaving Informal Practices into Classroom Routines](#)
- Downloadable Resource: [Five Element Reflection Question](#)
- Interactive Presentation: Pathways to Mindfulness

<ul style="list-style-type: none"> ☐ Course incorporates clear structures and expectations for participation in a brave learning community ☐ Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities ☐ Course helps participants design and implement a learning environment that cultivates critical inquiry 	
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Application to Instruction and Student Learning:

In this Module, learners will:

- Appraise ways mindfulness is an innate quality but one that need lots of practice to develop.
- Analyze and evaluate the Five Element approach to mindfulness.
- Practice Five Element, mindfulness activities and make recommendations for practices they find most accessible.
- Explore the Five Elements as tools for transitions, supporting classroom instruction, and self-exploration.
- Differentiate between informal and formal mindfulness practices and make recommendations for an informal activity they can weave into their daily classroom routines to support student learning.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #5: The Mindful and Compassionate Classroom

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1b Demonstrating Knowledge of Students <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a: Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning ● 2d: Managing Student Behavior <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ● 3e Demonstrating Flexibility and Responsiveness 	<p>NYS PD standards</p> <p>Standard 2: Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.</p> <p>Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.</p> <p>NYC DOE Framework for Great Schools</p> <ul style="list-style-type: none"> ● Supportive Environment ● Trust <p>CASEL Five Competencies of Social Emotional Learning</p> <ul style="list-style-type: none"> ● Self-management ● Increasing self-awareness
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<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a Reflecting on Teaching <p>Alignment to NYCDOE Academic and Personal Behaviors</p> <ul style="list-style-type: none"> ● Engagement ● Self-Regulation 	<ul style="list-style-type: none"> ● Building positive relationships ● Making responsible decisions ● Increasing social awareness
<p>Objectives:</p>	
<p>This module explores ways compassion is a powerful teaching tool. Teachers explore research on compassion and wellbeing and appraise ways being compassionate helps teachers be competent, flexible, and responsive. Participants develop a compassionate perspective and evaluate ways compassion supports instruction, classroom climate, and sustains healthy relationships in and out of the classroom. Participants also analyze the qualities of a compassionate classroom and how it creates an environment of respect and rapport. They experiment with and evaluate a compassionate approach to managing challenging behavior and difficult experiences in the classroom, place of work, and in life more skillfully.</p> <p>Participants also reflect on their teaching and make use of compassion resources, practices, and activities to assess the impact it has on their own wellbeing and the way they handle challenging experiences. Learners assess needs students exhibiting disruptive or challenging behavior may be experiencing and develop a practical, effective, and sustainable way to address these challenges compassionately. Participants engage in a number of compassion activities including audio recordings and downloadable compassion journaling and reflection prompts. The learners will collaborate via discussion board to discuss the types of challenges they face in the classroom and evaluate if a compassionate approach to handling those challenges can turn those moments into opportunities to learn and grow.</p>	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Interactive Presentation: Mindfulness & Compassion go Hand in Hand ● Interactive Presentation: The Compassionate Classroom ● Discussion Board: Classroom Management Challenges ● Interactive Presentation: Mindful Teaching is Calm, Compassionate, and Competent ● Practice Audio Recordings: Compassion Activities ● Interactive Presentation: Mindfulness Supports Healthy Communication ● Discussion Board: Supporting Healthy Relationships and Communication ● Authentic Task: Supporting Students Exhibiting Challenging Behavior ● Downloadable Resource: Compassion Journaling and Reflection Prompts ● Downloadable Resource: Scripts for Mindful Communication Activities ● Downloadable Resource: End of Module Review ● Critical Consciousness Reflection: Compassionate Classroom 	
<p>Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):</p>	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <ul style="list-style-type: none"> • Presentation: The Compassionate Classroom • Presentation: Mindful Teaching is Calm, Compassionate, and Competent • Critical Consciousness Reflection: Compassionate Classroom • We have learned that creating a compassionate learning environment can help students gain the full benefit of the social and academic benefits of school. Connect that information to the CR-SE framework which can assist planning for welcoming and affirming environment for all of New York's diverse student population. • How can you utilize compassionate strategies to enact the NYC CR-SE Framework? • How are compassionate strategies especially helpful for students from traditionally marginalized groups? • Presentation: Mindfulness Supports Healthy Communication • Discussion Board: Classroom Management Challenges • Discussion Board: Supporting Healthy Relationships and Communication • Authentic Task: Supporting Students Exhibiting Challenging Behavior
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Application to Instruction and Student Learning:

In this Module, learners will:

- Define compassion and analyze the role compassion and mindfulness play in being an effective teacher.
- Distinguish the qualities of a compassionate classroom.
- Implement a mindful and compassionate protocol to approach challenging student behavior.
- Practice compassion activities and appraise how they support classroom management.
- Identify and assess ways students is struggle in school community and propose ways to sustainably support those individuals.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #6: Supporting a Mindful Approach to Education

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including final)
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Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1b: Demonstrating Knowledge of Students <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a Reflecting on Teaching <p>NYCDOE Academic and Personal Behaviors</p> <ul style="list-style-type: none"> ● Engagement 	<p>Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.</p> <p>Standard 5: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.</p> <p>NYC DOE Framework for Great Schools</p> <ul style="list-style-type: none"> ● Supportive Environment ● Collaborative Teachers ● Trust <p>CASEL Five Competencies of Social Emotional Learning</p> <ul style="list-style-type: none"> ● Self-management ● Increasing self-awareness ● Building positive relationships ● Making responsible decisions ● Increasing social awareness
Objectives:	
<p>In this module learners develop a vision for how mindfulness will support their teaching. Learners reflect on their teaching to appraise the best way they can combine mindfulness theory and practices into their classroom routines as well as ways to educate their colleagues and other stakeholders about the role mindfulness can play in education. Learners investigate different strategies to build support for mindfulness initiatives in their school. Participants will also distinguish between different implementation models ranging from simply committing to a personal daily mindfulness practice to weaving mindful moments into their daily classroom routine.</p> <p>Learners design ways to educate their school community and model a mindfulness praxis. Participants explore ways to tap into the wider mindfulness in education community as well as other mindfulness resources. They also investigate the downloadable resources offering different mindfulness implementation models to support a personal practice and classroom and school initiatives. Using their knowledge of students and their school, they consider next steps for further learning and share final thoughts about what they've learned in the course. For the Final Project participants will design a sustainable and practical action plan that addresses areas of need and that can be supported by mindfulness. Learners will also self-assess ways mindfulness supports their classroom instructions and student learning.</p>	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Interactive Presentation: Supporting Healthy Relationships ● Interactive Presentation: Weaving Mindfulness into Your Class ● Discussion Board: Envisioning Your Mindfulness Practice ● Interactive Presentation: Supporting Mindfulness in Your School ● Interactive Presentation: Next Steps 	

- Discussion Board: [Final Thoughts](#)
- Downloadable Resource: [Description of Mindfulness Implementation Models](#)
- Downloadable Resource: [End of Module Review](#)
- [Classroom Practice Analysis](#)
- Final Project: [Action Plan for Mindfulness Implementation](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- Presentation: Supporting Healthy Relationships
- Presentation: Supporting Mindfulness in Your School
- Discussion Board: [Envisioning Your Mindfulness Practice](#)
- [Classroom Practice Analysis](#)
- [Final Project: Action Plan for Mindfulness Implementation](#)

Critical Consciousness Reflection: Making a Difference for Marginalized Students

Now that you have completed the course, reflect on how you have gained new information or thought about things differently. Specifically, how can the course learning assist you in making a difference for students from traditionally marginalized and underserved demographic identities?

- You and your student's identity
- What groups may be helped by this practice
- How can you enact a compassionate, mindful classroom for benefit of all students?

Application to Instruction and Student Learning:

In this Module, learners will:

- Investigate and appraise different mindfulness implementation models for daily personal practice and to use in classroom or school environments.
- Design a plan to get staff and peer involvement in mindfulness initiatives.
- Propose ways mindfulness can support the school community.
- Design and evaluate a plan for a personal mindfulness practice as well as ways they can weave mindfulness into their teaching day and/ or classroom routines.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Appendix A
Discussion Boards and Rubric

Discussion Board Prompts

MODULE	TITLE	TEXT
1	Stress and our Nervous System	<p>Based on your experience with the Breath Experiment and your understanding of the Sympathetic and Parasympathetic Nervous System, appraise the impact stress has on your wellbeing. In a discussion board post, describe:</p> <ol style="list-style-type: none"> 1. The way you felt while doing the Breath Experiment. 2. Whether you regularly breathe through your nose or your mouth. 3. Times you've noticed that you were breathing through your nose or your mouth. <p>Continue your discussion post by describing your understanding of how your breath influences your nervous system and how that information helps you think of the way stress impacts you.</p> <ol style="list-style-type: none"> 1. Describe if you consider yourself to be regularly stressed. 2. Describe how stress impacts you specifically and how you currently manage stress. 3. Analyze how stress impacts your classroom instruction and classroom climate and your relationships with students and colleagues at work based on your knowledge of students and prior experience. 4. Appraise whether taking a couple of breaths through your nose is a viable way to support you during stressful situations.
1	Coping with Stress and its Impact on Teaching	<p>Based on your reflections and understanding of stress, appraise the way stress</p> <ol style="list-style-type: none"> 1. Impacts you and your classes 2. Impacts your relationship with students. 3. Impacts students who have special needs, live in poverty, or belong to a marginalized group. <p>Continue your discussion post by describing how you currently manage stress.</p> <ol style="list-style-type: none"> 1. Are your coping mechanisms working? 2. Who or what can you turn to when you're feeling stressed? 3. How does your own cultural upbringing influence the way you look at and manage stress? 4. Consider the makeup of your students/classroom. How can structural inequalities cause your students of diverse identities to handle stressful situations differently? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)

2	Reflect on Students' Brain and Nervous System	<p>Synthesize what you've learned about the developing brain and your knowledge of students, answer the following:</p> <ol style="list-style-type: none"> 1. What are the types of situations that provoke your students' protective brain? Are there certain times of day or places that seem to engage their protective brain more strongly? How do you think your students' cultural, varying identities and lived experiences influence the way they engage with their protective brain? 2. What are student behaviors that provoke your protective brain? What types of behavior are you most sensitive to? How do you think your own cultural and lived experience influences the way you engage your protective brain? 3. When you're facing a challenging situation in the classroom, are you most likely to confront, ignore, or withdraw? When do those reactions serve you? When do they prevent skillful action? How do you think your own culture, identity and lived experiences influences the way you engage your protective brain? 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
2	Attitudinal Foundations of Mindfulness Practice	<p>Reflecting on Kabat-Zinn' attitudinal foundations of mindfulness practice, consider the following:</p> <ol style="list-style-type: none"> 1. Which of these qualities and attitudes come easy to you? 2. Which of them are more challenging to cultivate? <p>Continue your discussion post by reflecting on the students you work with.</p> <ol style="list-style-type: none"> 1. Which of these qualities and attitudes come easy to students and which of them are challenging? 2. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)

3	Self-Care Strategies	<p>As you wrap up this section on Harnessing our Internal Resources, reflect on the ways you currently engage in self-care, tap into the collective wisdom of your peers, and share your own. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none">1.How do you currently engage in self-care?2.Evaluate if your self-care strategies are working and providing you with the support you need?3.How does your cultural upbringing and beliefs and the institutional demands you face support or limit self-care?4.What are some simple self-care strategies you would suggest to your peers? You can also describe which self-care strategies haven't worked for you. <p>Continue your discussion post by reflecting on and describing which of the activities offered in the course for the body, breath, and mind you think would be most supportive in meeting your particular needs.</p> <ol style="list-style-type: none">1.Describe which of the activities felt most accessible and helpful for you?2.Describe which activities were challenging for you to engage with.3.Choose and commit to trying one activity for at least three days to a week and describe the impact you think it had on your teaching and/or personal wellbeing4.Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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3	Supporting Students Develop SEL & 21st Century Skills	<p>Reflect on your teaching, knowledge of students, and what you've learned about the importance developing social emotional competencies and 21st Century skills and tap into the collective wisdom of your peers and share your own. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> 1. How do your identity, cultural upbringing and lived experiences impact your emotional competencies? 2. How do your students' identity, cultural upbringing and lived experiences impact their emotional competencies? 3. In what ways do you explicitly or implicitly support your students in developing social emotional competencies? 4. In what ways do you explicitly or implicitly support your students in developing 21st Century skills? 5. Describe social emotional learning competencies and/ or 21st Century skills you're not addressing effectively and ways you think a mindful and engaged pedagogy can help you develop those skills. <p>Continue your discussion post by reflecting on and describing which of social emotional competencies and/or 21st Century Skills you struggle with and which ones you feel are more fully developed.</p> <ol style="list-style-type: none"> 1. Describe one social emotional competency and one 21st Century skill you struggle with. 2. Describe one social emotional competency and one 21st Century skill you are proficient with. 3. Evaluate how your own struggles and proficiencies with these important competencies and skills can support you in helping develop them in your students. 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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4	Weaving Informal Practices into Classroom Routines	<p>Reflect on what you've learned about the role of informal and formal practices to support a mindful approach to teaching. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none">1. How do underlying personal and institutional beliefs, norms, practices, and assumptions influence the ways you might engage with mindfulness activities?2. Describe ways or instances you were naturally mindful without having to remind yourself to be. What was that experience like for you and what facilitated it?3. In what ways do you think you can insert a formal mindful practice, like making time to meditate, into your day-to-day self-care routine?4. Describe an informal practice you found accessible and helpful and appraise why you found it accessible and helpful.5. Describe an informal practice you didn't find as accessible or helpful and appraise why you didn't find it accessible or helpful. <p>Continue your discussion post by reflecting on your teaching, your knowledge of your students to describe an informal practice you can weave into your classroom routine.</p> <ol style="list-style-type: none">1. Describe two informal practices you can easily weave into your teaching or classroom routine.2. Describe instances when you think you can insert the informal practices.3. Appraise why you think these informal practices would be accessible and helpful to your wellbeing, your classroom instruction, critical inquiry, and student learning.4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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4	Five Element Exploration	<p>Reflect on the Five Element methodology you just learned and answer the following questions in a discussion board post:</p> <ol style="list-style-type: none">1. Which of the Five Elements do you find the most relevant and useful to you?2. Evaluate the Five Elements overall. How effective do you think it would be as a way to explore self-care, classroom instruction, and self-exploration. <p>Continue your discussion post by answering the Connect prompts from the Five Element exploration resource.</p> <ol style="list-style-type: none">1. Connect: Do you feel connected to yourself (body and mind), your colleagues, students, your highest ideals and intentions?2. Connect: Have you connected to your students or let them connect to each other? For example, did you take time to say hi to each student as they walked in, did you ask them and listen to how they were feeling, have you been in touch with their parents, did you provide time for group work, or facilitate student centered discussions?3. Respond to at least one of your colleagues with a reflection on or connection to their post. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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5	Classroom Management Challenges	<p>Reflect on your teaching and knowledge of your students and think about challenging classroom management experiences you've had. Reflect on what you've learned so far about compassion as a classroom strategy. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> 1. Describe a challenging behavior a student has exhibited in your class, and you struggled managing. Make sure to describe how underlying personal and institutional beliefs, norms, practices, and assumptions might make it difficult to manage these challenges. 2. To gain a better knowledge of your student, how might this student's identity, cultural upbringing or lived experiences influenced this behavior? 3. How do you normally respond to this situation and how effective is your response? 4. Explain how these challenging moments leave you feeling and how they impact the rest of the class. 5. What would you consider a compassionate response to this challenging moment? <p>Continue your discussion post by reflecting on and describing how you might handle the challenging moment by assessing, attuning, & reflecting.</p> <ol style="list-style-type: none"> 1. Assess: What is the specific problem this challenging behavior is creating? For example, a student talking out of turn may or may not be a problem depending on the situation. If it is a problem, the problem might be that it is distracting other students or makes other students voices feel less valued. The problem isn't the child is being disrespectful or rude. 2. Attune: See the student and validate their experience. What might the student be feeling that is motivating the student to act in this way? How would you act if you were in this student's place? How would you want the adults around you to respond? 3. Reflect: Consider what there is to learn from the situation. After assessing the situation and attuning to the student, what do you learn from this situation and how do you think you will respond if this situation happens again? 4. Finally, respond to at least one of your colleagues with a reflection on or connection to their post. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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5	Supporting Healthy Relationships and Communication	<p>As you wrap up this section on Supporting Healthy Relationships and Communication, reflect on your teaching and knowledge of students, tap into the expertise of your colleagues, and share your own. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none">1. How do underlying personal and institutional beliefs, norms, practices, and assumptions influence the communication strategies you use with your students?2. In what ways do you currently support healthy relationships and interactions between you and your students and amongst colleagues at work?3. What questions do you have and/or challenges are you facing in supporting healthy relationship in your classroom? Be specific so that others can respond with detailed and productive ideas.4. What questions do you have and/or challenges are you facing in supporting effective communication in your classroom? Be specific so that others can respond with detailed and productive ideas.5. Respond to at least one other participant by offering advice, ideas, or strategies to the question(s) they posted, or by asking them a question regarding the strategies they shared. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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6	Envisioning Your Mindfulness Practice	<p>As you wrap up this section on Incorporating a Mindfulness Teaching Praxis, reflect on all the ways mindfulness can support you in being the teacher you want to be and describe the role you want it to play in your classroom and teacher life. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none">1. Describe ways you think mindfulness can support student learning in your classroom.2. How do you plan on using mindfulness as part of your teaching routine?3. What are some simple strategies or activities you can see yourself using as you teach or as you go about your workday?4. What are some underlying personal and institutional beliefs, norms, practices, and assumptions you can see getting in the way of sustaining a mindfulness practice at school? <p>Continue your discussion post by setting one S.M.A.R.T. (specific, measurable, appropriate, realistic, and time-bound) goal for an informal mindfulness activity you can use during your workday.</p> <ol style="list-style-type: none">1. Specify the activity and a way to measure or keep track of your success. For example, you can decide to pause and take three-to five breaths every day before walking into the school building for a week. Or you can plan on remembering to feel the bottoms of your feet and take three breaths at least once every day for a week or three times a week for a month.2. Describe why this practice goal is an appropriate one that you can realistically achieve.3. Describe how long you think it will take for this practice to become a habit you reliably turn to, or how long you want to challenge yourself into meeting this goal.4. Respond to at least one other participant by offering advice, ideas, or strategies to the question(s) they posted, or by asking them a question regarding the strategies they shared. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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6	Final Thoughts	<p>Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> 1. Which ideas presented in the course did you find to be most valuable? How accessible and helpful have the activities and resources been for you? 2. Describe what mindfulness means to you and include an experience or two that captures the sentiment. 3. Describe one thing you take away from this course that has changed the way you think about teaching, and one thing that's helped you understand your students or your role as a teacher in a different way. 4. Describes ways your students can demonstrate to you that a mindful approach to teaching has helped them learn. 5. Respond to at least one of your colleagues with a reflection on or connection to their post. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. Please see rubric)
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Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
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<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
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Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.

Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.

Facilitators will offer comments and guidance on every discussion board submission.

Facilitators will inform participants where and in what way their response was insufficient.

Appendix B Assignments and Rubrics

Authentic Task #1: IMPLEMENTING A SUSTAINABLE SELF-CARE STRATEGY

Design a self-care strategy to support your wellbeing and classroom instruction. Reflect on your teaching and think of ways you can harness your internal resources and address how you can engage your body, breath, and mind to support self-care in the moment you're in need, not when you get home or when you go on vacation. Consider the following:

- **Evaluate your current self-care and coping skills.** Examining your own habits is an important first step in developing a self-care plan. How do you typically deal with teacher demands? Can you identify when you need to take a break? When faced with challenges, we can use either coping strategies that support us or make a situation more challenging. Which strategies do you use?
 - When evaluating your current strategies be candid but make sure to have a kind and curious perspective. Knowing how you respond to challenging situations in life and in the classroom is the first step in helping to support our self. If you find yourself losing control, saying things you later regret, lashing out or reacting impulsively instead of taking a deep breath and refocusing during periods of frustration, it may be time to re-evaluate your self-care strategies.
- **Identify your self-care needs.** We are all faced with unique challenges and no two people have the same self-care needs. Consider what you value and need in your everyday life (daily self-care needs) versus what you value and need in the event of a crisis (in the moment self-care needs). Remember that self-care extends far beyond your basic physical needs also consider your psychological, emotional, and workplace well-being.
 - Describe what your self-care needs are for the following areas of your life:
 - Physical: What are the areas of your body that need the most support and care?
 - Emotional: What are the emotional needs you must meet to help you feel at ease?
 - Professional: What are the things you need to feel successful and joyful at work?
 - Social: What are the social supports you need to feel connected and part of a community?
 - Psychological: What are the things you need to feel at ease in your mind?
 - Examine what are the barriers to maintaining your self-care? Examine how you can address these barriers.
- **Daily Self-Care:** Describe some new mindfulness self-care strategies that you can integrate into your daily self-care.
 - Describe new strategies you think will be helpful in your daily self-care and give examples of activities from the course to help you use your body, breath and mind as a resource for self-care:
 - Physical: do you eat regular and healthy meals, have good sleep habits, regularly exercise, get medical check-ups, etc.
 - Emotional: do you have a strong understanding of how you feel at any given time, acknowledge your own accomplishments, express emotions in a healthy way, etc.
 - Professional: do you maintain work-life balance, positive relationships

- with co-workers, time management skills, etc.)
- Social: do you have healthy relationships, make time for family/friends, schedule dates with partner/spouse, ask for support from family and friends, etc.
 - Psychological: do you take time for yourself, disconnect from electronic devices, journal, pursue new interests, learn new skills, access therapy, life coaching, or counseling support if needed, etc.
- **In the moment self-care.** When you are faced with a challenge in the classroom or physical pain or emotional distress, you shouldn't wait until you get home or the weekend to take care of yourself. Take time to develop simple, and sustainable strategies you can turn to in the moment when you need it.
- What are your triggers? What are the circumstances, situations, or pet peeves that cause you the most stress or sense of overwhelm in the classroom or at work? Give specific examples and describe how you usually react when these things happen and how it impacts your classroom instruction as well as the classroom climate.
 - Harnessing your internal resources: Describe activities from the course that will help you harness your body, breath, and mind and support you in the moment when you're facing a challenge.
 - Describe the steps you must take towards incorporating these new strategies and how you will evaluate if the strategies are truly supporting you.

Authentic Task #1 RUBRIC: IMPLEMENTING A SUSTAINABLE SELF-CARE STRATEGY

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
Evaluation of current self-care and coping strategies	<p>Learner reflects on his or her teaching to give several examples of specific demands they face as a teacher and describes in great detail how their strategies and coping mechanisms support them in meeting those demands.</p> <p>Learner is candid when critically examining and evaluating their current self-care strategy describing with specific details of how the strategies support or don't support self-care.</p> <p>Learners also give examples describing the barriers that get in the way of self-care.</p>	<p>Learner reflects on his or her teaching to give examples of specific demands they face as a teacher and describes in detail how their strategies and coping mechanisms support them in meeting those demands.</p> <p>Learner critically examines and evaluates their current self-care strategy giving few specific details of how the strategies support or don't support self-care.</p> <p>Learners also describes the barriers</p>	<p>Learner reflects on his or her teaching to give few examples of specific demands they face as a teacher and describes how their strategies and coping mechanisms support them in meeting those demands.</p> <p>Learner examines their current self-care strategy and gives few details on how the strategies support or don't support self-care.</p> <p>Learner also offers some descriptions of the barriers that get in the way of self-care.</p>	<p>Learner briefly reflects on his or her teaching to give few examples and speaks generally about the demands faced as a teacher and briefly describes their strategies and coping mechanisms that support them in meeting those demands.</p> <p>Learner doesn't offer a description of the barriers that get in the way of self-care.</p>

		that get in the way of self-care.		
Identifying Self-care Needs	<p>Learner gives several, specific and in-depth examples when describing what they value and need in their life to support self-care.</p> <p>Learner describes their self-care needs for all of the following areas of their life; physical, emotional, professional, social, and psychological, and addresses other areas as well.</p>	<p>Learner gives specific examples when describing what they value and need in their life to support self-care.</p> <p>Learner describes in detail their self-care needs for all of the following areas of their life; physical, emotional, professional, social, and psychological.</p>	<p>Learner gives few examples when describing what they value and need in their life to support self-care.</p> <p>Learner describes with few details their self-care needs for most of the following areas of their life; physical, emotional, professional, social, and psychological.</p>	<p>Learner gives few examples when describing what they value and need in their life to support self-care.</p> <p>Learner describes with little detail their self-care needs for some of the following areas of their life; physical, emotional, professional, social, and psychological but is missing two or more areas of focus.</p>
Daily Self-care Strategies	<p>Learner gives several specific and in-depth examples of daily self-care strategies that can complement their existing coping strategies.</p> <p>Learner describes in detail and offers several strategies from the course to harness the internal resources of their body, breath, and mind to support all of the following areas of their life; physical, emotional, professional, social, and psychological, and addresses other areas as well.</p>	<p>Learner gives several specific examples of daily self-care strategies that can complement their existing coping strategies.</p> <p>Learner describes in detail and offers strategies from the course to harness the internal resources of their body, breath, and mind to support all of the following areas of their life; physical, emotional, professional, social, and psychological.</p>	<p>Learner gives few specific examples of daily self-care strategies that can complement their existing coping strategies.</p> <p>Learner describes in detail and offers a strategy from the course to harness the internal resources of their body, breath, and mind to support some of the following areas of their life; physical, emotional, professional, social, and psychological.</p>	<p>Learner gives few examples of daily self-care strategies that can complement their existing coping strategies.</p> <p>Learner describes and offers a strategy from the course to harness one or two of the internal resources of their body, breath, or mind, or only offers support for some of the following areas of their life; physical, emotional, professional, social, and psychological but is missing two or more areas of focus.</p>

<p>In the Moment Self-care Strategies</p>	<p>Learner reflects on his or her teaching and gives several specific and in-depth examples describing the triggers that cause stress or a sense of overwhelm in the classroom or at work</p> <p>Learner also describes in great detail how their response effectively impacts their classroom instruction and the classroom climate.</p> <p>Learner describes in detail several strategies from the course to harness the internal resources of their body, breath, and mind to support them during the moment of challenge or crisis.</p>	<p>Learner reflects on his or her teaching and gives specific examples when describing the triggers that cause stress or a sense of overwhelm in the classroom or at work</p> <p>Learner describes in detail how their response impacts their classroom instruction and the classroom climate.</p> <p>Learner describes in detail strategies from the course to harness the internal resources of their body, breath, and mind to support them during the moment of challenge or crisis.</p>	<p>Learner reflects on his or her teaching and gives few examples when describing the triggers that cause stress or a sense of overwhelm in the classroom or at work</p> <p>Learner superficially describes how their response impacts their classroom instruction and the classroom climate.</p> <p>Learner names strategies from the course to harness the internal resources of their body, breath, and mind to support them during the moment of challenge or crisis.</p>	<p>Learner reflects on his or her teaching and gives few examples when describing the triggers that cause stress or a sense of overwhelm in the classroom or at work</p> <p>Learner doesn't describe how his/her response impacts their classroom instruction and the classroom climate.</p> <p>Learner doesn't name strategies from the course to harness the internal resources of their body, breath, and mind to support them during the moment of challenge or crisis.</p>
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Authentic Task #2: SUPPORTING STUDENTS EXHIBITING CHALLENGING BEHAVIOR

Reflect on your teaching and knowledge of students who have a hard time in your class and exhibit challenging or disruptive behavior. Assess the needs these students may be experiencing and develop a practical, effective, and sustainable way to be responsive and address these challenges compassionately by assessing, attuning, responding, collaboratively problem solving, and reflecting. For this assignment complete the following:

- **Assess:** What are the specific problems the challenging behavior is creating for the student, for the class, and for you?
 - o Describe the scenario.
 - o Assess if there is a physical or emotional safety issue?
 - o Is this a real problem for the teacher personally, the classroom or students, or both?
- **Attune:** See the student and validate his or her experience.
 - o What might the student be feeling that is motivating the student to act in this way?
 - o How might underlying personal and institutional beliefs, norms, practices, and assumptions impact the way the student is feeling?
 - o How would you act if you were in this student's place?
 - o How would you want the adults around you to respond?

- **Respond:** Provide information and Opportunity for Reflection
 - o How can you regulate your own emotional state first so you can respond mindfully?
 - o Write a script describing what you would say in response to the situation without evaluation and judgment?
 - o What are some questions you can ask to help the student reflect?
- **Collaborate:** Utilize joint problem-solving techniques
 - o What can you say to convey to the student that you're an ally?
 - o What is the most significant problem that must be resolved in this scenario?
 - o What can you say to students to encourage them to brainstorm one or more potential resolutions to the most significant problem?
 - Describe ways you imagine the student would respond
 - Include a solution that would meet your needs and the needs of the student.
- **Reflect:** Consider what are the lessons to be learned from the situation
 - o Describe ways you can help your student reflect and evaluate the resolution they came up with.
 - o Reflect on how this process is different to how you typically would respond to challenging behavior
 - o Describe anything you've learned about this particular challenging situation.

Authentic Task #2 RUBRIC: SUPPORTING STUDENTS EXHIBITING CHALLENGING BEHAVIOR

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
Assess	<p>Learner reflects on their teaching and their knowledge of students to describe in detail and give several specific examples of challenging behavior from their classroom.</p> <p>Learner analyzes and appraises their assessment of whether it is an emotional or physical safety issue and who is being impacted by the situation.</p>	<p>Learner reflects on their teaching and their knowledge of students to describe in detail and give specific examples of challenging behavior from their classroom.</p> <p>Learner describes and appraises their assessment of whether it is an emotional or physical safety issue and who is being impacted by the situation.</p>	<p>Learner reflects on their teaching and their knowledge of students to describe and give examples of challenging behavior from their classroom.</p> <p>Learner describes and explains their assessment of whether it is an emotional or physical safety issue and who is being impacted by the situation.</p>	<p>Learner reflects on their teaching and their knowledge of students to describe a general challenging behavior from their classroom.</p> <p>Learner describes their assessment of whether it is an emotional or physical safety issue and who is being impacted by the situation.</p>

<p>Attune</p>	<p>Learner demonstrates his or her knowledge of students by describing in detail and gives several specific examples of the feelings that might be motivating student behavior and how they would feel in the student's place.</p> <p>Learner also describes in detail and gives several specific examples of how they would want adults to respond from the student's perspective.</p>	<p>Learner demonstrates his or her knowledge of students by describing in detail and gives specific examples of the feelings that might be motivating student behavior and how they would feel in the student's place.</p> <p>Learner also describes in detail and gives specific examples of how they would want adults to respond from the student's perspective.</p>	<p>Learner demonstrates his or her knowledge of students by describing the feeling that might be motivating student behavior and how they would feel in the student's place.</p> <p>Learner gives a general description of how they would want adults to respond from the student's perspective.</p>	<p>Learner has difficulty demonstrating his or her knowledge of students when describing the feeling that might be motivating student behavior or difficulty explaining how they would feel in the student's place.</p> <p>Learner has difficulty describing how they would want adults to respond from the student's perspective.</p>
<p>Respond</p>	<p>Learner describes in detail and gives several specific examples of things they can do to regulate their own emotional state to respond mindfully.</p> <p>Learner also provides a detailed script describing how they would respond to the situation at hand without evaluation and judgment, and provides several, thorough and specific questions to help the student reflect.</p>	<p>Learner describes in detail and gives specific examples of things they can do to regulate their own emotional state to respond mindfully.</p> <p>Learner also provides a script describing how they would respond to the situation at hand without evaluation and judgment and provides several specific questions to help the student reflect.</p>	<p>Learner describes one thing they can do to regulate their own emotional state to respond mindfully.</p> <p>Learner describes how they would respond to the situation at hand but might be unintentionally conveying judgment or provides few or generic questions to help the student reflect.</p>	<p>Learner has difficulty describing what they can do to regulate their own emotional state to respond mindfully.</p> <p>Learner describes how they would respond to the situation at hand but conveys evaluation and judgment or provides no questions to help the student reflect.</p>

<p>Collaborate</p>	<p>Learner describes in detail and gives several specific examples of things they can say to convey to the student that they are on their side.</p> <p>Learner also describes in detail the most significant problem that must be resolved as well as potential resolutions that meets both the teacher and student's needs.</p>	<p>Learner describes in detail and gives specific examples of things they can say to convey to the student that they are on their side.</p> <p>Learner also describes in detail the most significant problem that must be resolved as well as potential resolutions.</p>	<p>Learner describes one thing they can say to convey to the student that they are on their side.</p> <p>Learner also describes the most significant problem that must be resolved as well as a potential resolution.</p>	<p>Learner has difficulty describing what they can say to convey to the student that they are on their side.</p> <p>Learner has difficulty describing the most significant problem that must be resolved or describing a potential resolution.</p>
<p>Reflect</p>	<p>Learner describes in detail and gives several specific examples of ways they can help the student reflect and evaluate their resolution.</p> <p>Learner also describes in detail and gives several specific examples of how this process is different to how they typically respond to challenging behavior as well as what they learned about this particular challenging situation.</p>	<p>Learner describes in detail and gives specific examples of ways they can help the student reflect and evaluate their resolution.</p> <p>Learner also describes in detail how this process is different to how they typically respond to challenging behavior as well as what they learned about this particular challenging situation.</p>	<p>Learner describes one way they can help the student reflect and evaluate their resolution.</p> <p>Learner also describes how this process is different to how they typically respond to challenging behavior as well as one thing they learned about this particular challenging situation.</p>	<p>Learner has difficulty describing ways they can help the student reflect and evaluate their resolution.</p> <p>Learner has difficulty describing how this process is different to how they typically respond to challenging behavior, or they have difficulty describing what they learned about this particular challenging situation.</p>

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?

- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.

Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Appendix C

Final Project

Final Project: ACTION PLAN FOR MINDFULNESS IMPLEMENTATION

The final project for this course will ask you to reflect on your teaching and demonstrate knowledge of your students as well as underlying personal and institutional beliefs, norms, practices, and assumptions to design an action plan that will help you sustain a daily mindful practice that supports your wellbeing and teacher effectiveness. Identify and appraise areas in your life you want to support as well as the areas of your teaching mindfulness can support you with. Make sure to distinguish the ways mindfulness will support you and your students. The plan should incorporate formal and informal practices you can implement while teaching and weave into your workday and personal time. The assignment will be completed in three parts.

First part of the assignment:

Building on Authentic Task 1, develop an action plan that ritualizes mindfulness self-care practices that addresses specific areas of need you're experiencing.

Include the following:

- Description of self-care needs.
- Describe the goal you hope to meet with this action plan.
- Description of formal practices.
- Description of informal practices.
- Expected outcome and how you will know you succeeded or need to shift strategies.

Second part of the assignment:

Identify and appraise the ways mindfulness can support you as a teacher and the classroom as a whole. Create an action plan that identifies areas of classroom instruction and classroom climate that mindfulness activities can support you with.

Include the following:

- Description of areas of classroom instruction and classroom climate in need of support.
- Description of the goal you hope to meet with this action plan.
- Description of formal practices.
- Description of informal practices.
- Expected outcome and how you will know you succeeded or need to shift strategies.

Third part of the assignment:

Describe the ways you think offering mindfulness activities will or has supported your instructional practices and supported student learning.

Include the ways mindfulness will or has supported the following:

- Communicating effectively with students.
- Facilitating student centered discussions.
- Engaged students in learning.
- Teacher responsiveness and flexibility to students' needs

Final Project Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations
<p>Mindfulness of Self-care Practices</p>	<p>Learner describes in detail and gives several specific examples of self-care needs and the goals they want to meet with the action plan.</p> <p>Learner also describes in detail and gives several specific examples of formal and informal practices and the expected outcomes to measure success or a need to shift strategies.</p>	<p>Learner describes in detail and gives specific examples of self-care needs and the goals they want to meet with the action plan.</p> <p>Learner also describes in detail and gives specific examples of formal and informal practices and the expected outcomes to measure success or a need to shift strategies.</p>	<p>Learner describes one self-care need and goal they want to meet with the action plan.</p> <p>Learner also describes a formal and informal practice and the expected outcome to measure success or a need to shift strategy.</p>	<p>Learner has difficulty describing the self-care needs and the goals they want to meet with the action plan.</p> <p>Learner has difficulty giving specific examples of formal and informal practices or the expected outcomes to measure success or a need to shift strategies.</p>

<p>Mindfulness Practice to Support Classroom Instruction</p>	<p>Learner describes in detail and gives several specific examples of classroom instruction needs and the goals they want to meet with the action plan.</p> <p>Learner also describes in detail and gives several specific examples of ways mindfulness will or has supported student learning and describes several expected outcomes to measure success.</p>	<p>Learner describes in detail and gives specific examples of classroom instruction needs and the goals they want to meet with the action plan.</p> <p>Learner also describes in detail and gives specific examples of ways mindfulness will or has supported student learning and describes expected outcomes to measure success.</p>	<p>Learner describes one classroom instruction need and goal they want to meet with the action plan.</p> <p>Learner also describes a way mindfulness will or has supported student learning and describes an expected outcome to measure success.</p>	<p>Learner has difficulty describing the classroom instruction needs and the goals they want to meet with the action plan.</p> <p>Learner has difficulty describing way mindfulness will or has supported student learning and/or struggles describing expected outcome to measure success.</p>
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Appendix D

Downloadable Resources

Protective and Thoughtful Brain Diagrams

These diagrams walk learners through a step-by-step process of what happens when someone's brain is protective and is on the lookout for threats and when the brain is being thoughtful and able to access to executive functioning. It is a way to simplify the complex interactions that occurs between the body's nervous system and brain in a way that also explains some kinds of behaviors in the classroom. This tool can be used to get a general understanding of student behavior or as a tool to explain to students what's happening in their body that might explain why they feel and act the way they do.

Mindfulness & the Social Emotional Competency Wheel

This diagram visually describes the five competencies that support social emotional intelligence and learning. It is a way to see how all the competencies work together to bring awareness to ourselves and those around us and how that in turn supports self-regulation, relationship skills and responsible decision making. It also shows how mindfulness supports each of the competencies. There are also prompts to help assess for general understanding of students social emotional learning needs. The tool can also be used to introduce students to social emotional competencies.

Five Element Reflection Prompts

These two sets of questionnaires help develop a greater understanding of the Five Element Methodology of exploring mindfulness. The Five Elements, Connect, Breathe, Move, Focus & Relax, serve as different pathways to explore mindfulness. These explorations help assess classroom interactions and supports self-awareness, so teachers begin to understand how their state of being impacts instruction and job satisfaction.

Compassion Journaling and Reflection Prompts

These journaling prompts and reflection questions will support learners in developing a compassionate perspective and approach to supporting students and themselves. Some of the questions are meant to be a quick check-in practice so participants develop the habit at looking at people and circumstances through compassionate lens. The longer journal questions help develop a deeper understanding of ways learners are hard on themselves and offer support self-compassion and quieting the inner critic.

Scripts for Mindful Communication Activities

Teachers sometimes struggle communicating effectively with their students and/ or structuring discussions in ways that encourage high level interaction and engagement. These two activities offer a way to support students in getting to know each other and uses discussion techniques that allow all students' voices to be heard and promotes metacognition.

Description of Mindfulness Implementation Models

This resource helps learners envision different ways they can weave mindfulness practices or activities into their personal lives, classroom routines, and school culture. There are also descriptions that describe ways schools can rollout mindfulness initiatives that involve teachers, students, parents, and staff. Participants can use the descriptions to help guide the way they want to engage with mindfulness practices in their life.

Additional Resource Recommendations

- [Little Flower Yoga for Kids: A Yoga and Mindfulness Program to Help Your Child Improve Attention and Emotional Balance](#), Jennifer Cohen Harper
- [Me and My Feelings: A Kids' Guide to Understanding and Expressing Themselves](#), Vanessa Green Allen, M.Ed.
- [The Whole-Brain Child](#), Daniel Siegel and Tina Payne Bryson
- [Brainstorm: The Power and Purpose of the Teenage Brain](#), Daniel Siegel
- [Sitting Still Like a Frog: Mindfulness Exercises for Kids \(and Their Parents\)](#), Eline Snel
- [I Am Peace: A Book of Mindfulness](#), Susan Verde
- [I am Yoga](#), Susan Verde
- [My Magic Breath: Finding Calm Through Mindful breathing](#), Nick Ortner
- [Teaching Mindfulness Skills to Kids and Teens](#), Amy Saltzman and Chris Willard (eds)
- [How to Talk So Kids Will Learn](#), Adele Faber and Elaine Mazlish
- [The Mindful Child](#), Susan Kaiser Greenland
- [The Way of Mindful Education](#), Daniel Rechtschaffen
- [Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#), Zaretta Hammond
- [Building Emotional Intelligence](#), Linda Lantieri
- [Here and Now](#), Julia Denos
- [Sloth at the Zoom](#), Helaine Becker

Appendix

Critical Consciousness Reflections:

M1	Identities	<p>In New York city schools, bot the teacher and student carry with them complex social identities that impact the way each individual experience the school environment. As you begin the course, reflect on your own social identities and those of your students.</p> <ul style="list-style-type: none"> • What social identities do you carry with you? • Do you identify as demographic groups that have traditionally been seen as the “standard” or dominant culture or as a traditionally marginalized group? • What identities are represented in your classroom? • How can you plan a class environment that considers these social identities?
M2	Caring and Affirming Environment	<p>Consider what you learned about the Protective Brain and the Thoughtful Brain and reflect on the following:</p> <ul style="list-style-type: none"> • How can lived experiences impact the brain development of children in your classroom?

		<ul style="list-style-type: none"> • How does this information change your interpretation of student behaviors? • What can the teacher and school do to provide an emotionally safe and secure environment for students?
M3	Inner Resources vs. a Deficit Model	<p>In this lesson, we see that students can summon internal resources. Traditionally, educators have often thought that student underperformance or disciplinary violations were attributable to a problem or defect within the person called a “deficit model”. Consider how this paradigm can be a barrier to student success and well being.</p> <ul style="list-style-type: none"> • How does a deficit model contribute to lower expectations for some students? • Have you held lower expectations or deficit beliefs for any student group? • How can a deficit model harm students from traditionally marginalized groups? • How can you utilize a inner strength model to support students?
M5	The Compassionate Classroom	<p>We have learned that creating a compassionate learning environment can help students gain the full benefit of the social and academic benefits of school. Connect that information to the CR-SE framework which can assist planning for welcoming and affirming environment for all of New York’s diverse student population.</p> <ul style="list-style-type: none"> • How can you utilize compassionate struggles to enact the NYC CR-SE Framework? • How are compassionate strategies especially helpful for students from traditionally marginalized groups?
M6	Making a Difference for Marginalized Students	<p>Now that you have completed the course, reflect on how you have gained new information or thought about things differently. Specifically, how can the course learning assist you in making a difference for students from traditionally marginalized and underserved demographic identities?</p> <ul style="list-style-type: none"> • You and your student’s identity • What groups may be helped by this practice • How can you enact a compassionate, mindful classroom for benefit of all students?