ASPDP

Learn Impact Grow Earn

Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Developing Students' Mindfulness Practice to Support Engagement, Self-Regulation, and Achievement	
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

Mindfulness, or paying attention to the present moment without judgment, has been shown to support students to meet the academic demands and pressures of an increasingly changing and challenging world. 21st century students must balance a wide array of responsibilities and make sense of vast amounts of easily accessible information that adults have never had to contend with. 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 a student's potential and learning. This course will support teachers in understanding and employing mindful strategies that help them be more responsive to their students' social-emotional and instructional needs as well as help students develop 21st Century Skills. The course prepares educators to weave simple and effective mindfulness activities into their classroom on a daily basis.

The course begins by describing some of the emotional and academic demands students face and the impact it has on their nervous system and executive brain functions. Students are increasingly stressed or face overwhelming circumstances that cause anxiety. It can be even harder for students living in poverty or who have experienced trauma. Their bodies and minds are also changing rapidly as they are beginning to find their place in a complex and increasingly interconnected but isolating world. The course defines mindfulness awareness practices, details the ways mindfulness practices can support students' varied needs, and reviews guidelines for sharing mindfulness activities with students. Learners also explore the ways mindfulness supports Culturally Responsive Pedagogy, critical consciousness and differentiation. Additionally, the course offers guided audio and video recorded practices and other resources to help teachers experience and facilitate mindfulness

activities. Attention is also given to ways educators can weave mindfulness practices into class routines to support planning and preparing, classroom instruction, classroom climate, and meeting professional demands as described in the Danielson Framework for Teaching.

New York city is home to perhaps the most diverse student population in the world. Participants will reflect on their own social identities and those of the students. Throughout the course participants will reflect on the ways they are currently supporting their students and appraise ways mindfulness can bolster those strategies, including understanding their own implicit biases and habitual ways of thinking and acting that can impact students. As educators better understand their position in the classroom, their community and the world at large, and how their lived experience influences their thoughts and actions, they can become more sensitive to the varied needs of students, helping them become more effective and compassionate teachers.

In discussion boards they will describe the particular needs their students face, ways they differentiate and are responsive to those needs, as well as ask for and give suggestions and tips to effectively engage students. The course ends by exploring ways to implement mindfulness activities into classroom routines and ways to engage families and the community at large to garner support for mindfulness initiatives. The final project will build on the authentic tasks, reflections and discussion board assignments by asking participants to design an action plan to implement mindfulness practices and activities into their classroom routines to support student learning, social emotional intelligence, critical inquiry, and 21st Century skills like collaboration and communication and global awareness.

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 make 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 teachers. The participants will learn that their state of being plays a strong role in conveying the educational value of what the students are learning. The 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 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. 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
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

Domain 3: Instruction
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning

Domain 4: Professional Development
- 4a: Reflecting on Teaching

Integration of 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.

Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students.

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable, learning community where everyone participates in maintaining a climate of caring, respect, and high 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, downloadable resources (Appendix D), classroom and pedagogically focused video, reflection/analysis questions, discussion boards, 2 Authentic Tasks (in lieu of a midterm), downloadable resources (Appendix D), a Classroom Practice Exploration and Self-Assessment, and a comprehensive Final Project.

This course provides a variety of rigorous learning activities to build teacher capacity for facilitating and developing mindful activities, practices and strategies 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 recordings of mindfulness activities. They will investigate and use resources such as stress scales, sample unit and lesson plan, student and teacher interaction and self-awareness reflection sheets, and scripts to facilitate mindfulness activities. 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.

Application to Instruction and Student Learning

Course Objectives

In this course, learners will:

- Understand the norms of a brave learning space

- Reflect on the diverse student population in New York City
- Identify and appraise pressures modern students face and analyze some developmental changes children experience.
- Appraise the role mindfulness practices and social emotional learning play in helping students thrive and find balance in the 21st Century in and out of the classroom.
- Evaluate role interpersonal neurobiology and attachment theory play in the classroom.
- Analyze and appraise qualities and attitudes of mindfulness.
- Appraise the ways mindfulness can support a healthy classroom climate and support communication and critical thinking.
- Investigate and consider ways mindfulness can support student engagement.
- Analyze and appraise guidelines to sharing mindfulness activities with students.
- Appraise and explore the different pathways to mindfulness including the Five Element methodology.
- Design and develop strategies and an action plan to implement mindfulness-based practices that support engagement and learning readiness, instructional effectiveness, a positive classroom climate, critical inquiry, and meaningful classroom relationships.
- Design instruction that introduces mindfulness awareness practices to students.
- Practice, and facilitate mindfulness activities that support emotional balance, support focus, and help students settle into their minds and bodies.
- Employ a differentiated mindfulness building-activity of his/her choice to support student and teacher responsiveness in the classes.
- Analyze different implementation models for mindfulness in the classroom and in school.
- Communicate to stakeholders the role mindfulness can play in education, the classroom, and for students and teachers.

Course Outcomes

By the end of the course, learners will:

- Adopt a mindful mindset for teachers based on the understanding of its impact on teacher responsiveness, instruction, critical inquiry, and classroom climate.
- Analyze data from National Report Card, and another local public record (in NYC, the school quality snapshot has necessary information) to identify school context and assess if students are ready to meet NYS Next Generation Learning Standards and are college or career ready.
- Develop protocols to routinely insert mindful classroom strategies to support instruction and classroom climate.
- Practice facilitating mindfulness activities that support student learning and engagement.
- 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 informed approach to engage students exhibiting challenging behavior and to support healthy relationships and communication in the classroom.
- 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.
- Build capacity for compassionate assessment and responsive action to support student needs and engage students in learning.
- Develop a Final Project consisting of a comprehensive plan to support mindful classroom strategies and instruction into their classroom routines.

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 receive feedback in 1-7 days of submission (review the Feedback section for more details).

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)

Participants are provided multiple opportunities to use mindfulness to reflect on their instructional decisions, classroom climate, student needs and to examine the traditional assumptions about student achievement, behaviors, as well as traditional classroom climate and discipline procedures. Participants bravely reflect on how their actions may contribute to ineffective classroom instruction, classroom management issues, and harmful classroom relationships. Participants also reflect on how the ways they care for themselves, and their students are connected to the implicit biases they hold about teaching and learning and about students particularly special needs students, students in poverty, ELL students, and historically discriminated against minority races. Mindfulness activities help participants excavate some of these biases, so those beliefs do not negatively impact the relationships and instructional strategies they are cultivating.
The participants learn mindfulness and compassion practices to support them in bringing awareness to the academic and personal challenges students face, so they can better support them and implement a mindful approach to education that is inclusive and accessible to all students.

Major Assignment	Due Date
Authentic Task #1: Helping Students Develop SEL Competencies and 21st Century Skills with Mindfulness	Self-paced. Due by August 30, 2024
Authentic Task #2: Creating Mindfulness Classroom Routines to Support Differentiation and Responsiveness	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project: Mindful Strategies Implementation Plan	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 now 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.

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.

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.

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 What are modern students' needs?

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:

Alignment to the Charlotte Danielson Framework for Teaching

Domain 1: Planning and Preparation
- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching
- 4e Growing and Developing Professionally

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.

Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students.

CASEL Five Competencies of Social Emotional Learning

- self-management,
- increasing self-awareness,
- building positive relationships,
- making responsible decisions,
- increasing social awareness

Objectives:

In this introductory module, learners form an understanding of the varied modern demands and pressures students face. Learners analyze some of the developmental change's children experience to better appraise the way students grow and learn. They juxtapose that understanding with the demands students are facing and reflect on how their students' health, learning, and nervous system is impacted by the pressures they face. They distinguish between healthy, positive stress and unproductive stress to examine and evaluate the impact stress has on student wellbeing, learning, and classroom engagement. They distinguish between school and home demands and stressors to further appraise student performance and learn how students' brains can develop into overprotective brains when students face many adverse childhood experiences and are not given adequate support. Learners also examine information about the nervous system and brain to determine ways to best support students' learning readiness.

Educators reflect on their own students' learning context by synthesizing information from the Nation's Report Card data, the NYC DOE School Quality Reports, to get a context of

student learning and performance, and reflect on their own experience to assess if students are college and career ready. Learners will review and utilize downloadable resources to understand how a protective brain behaves differently than a thoughtful brain and a stress scale to determine just how stressed students are. Participants will communicate via discussion boards about the ways they are supporting students succeed as well as what more can be done to help.

Topics and Agenda:

The following activities will take place during this Module:

- Creating a Brave Learning Space
    - Reading: Understanding Race and Privilege
- Course Introduction
    - Participants are provided with a link to the NYS's Next Generation Learning Standards and asked to align their work to these standards for their grade level where applicable.
- Interactive Presentation: Course Introduction/Rationale
- Interactive Presentation: Demands Today's Students Face
- Discussion Board: What are Your Students' Needs?
- Interactive Presentation: Student Stressors
- Interactive Presentation: Stress Impacts the Nervous System and Brain
- Discussion Board: Stress and Your Students' Nervous System
- Downloadable Resource: Protective and Thoughtful Brain Diagram
- Downloadable Resource: Student Stress Scale
- Downloadable Resource: End of Module Review

Connection to Critical Consciousness:

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

* 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
	● Presentation: Creating a Brave Learning Space
	● Video: Critical Social Justice Chat - Get Hip to Brave Learning Spaces
	● Understand the norms for a brave learning space
	    ○ How a brave space is superior for growth compared to a traditional space or a safe space
	    ○ Controversy With Civility
	    ○ Challenge by Choice
	    ○ Respect - No Attack critically challenge ideas, not people
	    ○ Own intentions and Impact
	● Using the **Compass Protocol** to bravely engage with topics:
	    ○ 1. E = Excited What excites you about this idea or propositions? What's the upside?
	    ○ 2. W = Worrisome What do you find worrisome about this idea or proposition? What's the downside?

□ 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

- Respect - No Attacks
- Consider participant's own social identities and that of the diverse student population.
- 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 experiences 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 Today's Students Face
- Presentation: Student Stressors
- Presentation: Stress Impacts the Nervous System and Brain
- Discussion Board: [What are your Students' Needs](#)

Provided Resources:
- [When Mindfulness Meets the Classroom](#)

This article in The Atlantic follows the course author, Argos Gonzalez, in a mindfulness exercise and describes his journey to

becoming a mindfulness instructor in schools in NYC and around the country. It also discusses the Buddhist origins of mindfulness and how it can support students living in poverty or who've experienced trauma.

- [Release](#)

This video is the 2nd in our series of Mindful Shorts, and it focuses on stress and anxiety as experienced by middle school kids

- [Integrating Mindfulness in Your Classroom Curriculum](#)

This resource is shared in Module 1 because it works to help educators see their students for all parts of their intersectional identities and experiences. It also sets up, at the very beginning of the course, how educators need to critically think about their own identities and experiences and how this shapes and impacts how they teach.

Application to Instruction and Student Learning:

In this Module, learners will:

- Identify and analyze the various modern demands and pressures students face.
- Analyze some of the developmental change's children experience.
- Examine and evaluate the impact stress has on student wellbeing, learning and classroom engagement.
- Examine and appraise the role the limbic system and frontal lobe of the brain play in children's learning.
- Assess ways their students meet standards and are college or career ready and areas that need support.

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 as Resource to Support Students

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:	
Alignment to the Charlotte Danielson Framework for Teaching Domain 1: Planning and Preparation ● 1b Demonstrating Knowledge of Students Domain 2: Classroom Environment	**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

● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning Domain 3: Instruction ● 3a Communicating with Students ● 3c Engaging Students in Learning ● 3e Demonstrating Flexibility and Responsiveness Domain 4: Professional Responsibilities ● 4a Reflecting on Teaching	ensures that educators have the knowledge and skill to meet the diverse needs of all students. Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students. **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 and defines mindfulness. Learners appraise the key qualities, habits of mind, and attitudes of a mindful mindset. They also analyze social-emotional competencies and 21st Century skills and assess the ways they have been supporting their students develop those abilities and ways students can use more support. Learners also determine ways mindfulness helps students develop these skills. Participants explore different pathways to mindfulness including informal and formal practices and analyze the Five Element methodology of exploring mindfulness, which include connecting, breathing, moving, focusing and relaxing.

They use audio and video recordings to practice activities for each of these elements and determine ways they might be able to use the methodology and activities in their classroom. Educators analyze guidelines for sharing mindfulness to children and develop strategies to implement mindfulness into their classroom routines to support students. Learners review and utilize downloadable resources like the SEL competencies wheel and reflect on their own state of being using the Five Element for self-exploration. Participants communicate via discussion boards about the ways they are supporting students succeed as well as what more can be done to help.

Topics and Agenda:

The following activities will take place during this Module:

- Interactive Presentation: Defining Mindfulness
- Interactive Presentation: Mindfulness Supports Students SEL Competencies & 21st Century Skills
- Discussion Board: Supporting SEL Competencies & 21st Century Skills
- Interactive Presentation: Pathways & Guidelines to Sharing Mindfulness
- Interactive Presentation: Overview of Five Element Methodology
- Discussion Board: Five Element Exploration & Reflection
- Practice Video and Audio Recordings: Sample Five Elements Mindfulness Activities
- Downloadable Resource: Social Emotional Competency Wheel
- Downloadable Resource: Five Elements Reflection Prompts

- Authentic Task #1: Developing Strategies to Support Students
- Downloadable Resource: End of Module Review

Connection to Critical Consciousness:

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: Mindfulness Supports Students SEL Competencies and 21st Century Skills
- Presentation: Pathways and Guidelines to Sharing Mindfulness
- Discussion Board: Supporting SEL Competencies and 21st Century Skills
- Discussion Board: Five Element Exploration and Reflection
- Authentic Task: Developing Strategies to Support Students

Provided Resources:

- Can Kindness Be Taught?

Students at P.S. 212 in Jackson Height, Queens, participate in a "Belly Buddies" lesson, part of the Kindness Curriculum.

- Participants engage in the Iceberg Activity. This will help you continue to analyze and confront the role that identities including race play in everyone's perspectives. The more we self-reflect and learn to productively share experiences and perspectives the more progress we will make.
- Mindfulness for Racial Justice
- How Mindfulness Can Defeat Racial Bias

These 2 resources focus on how race needs to be included in conversations around mindfulness and student engagement. They also help build Educator's foundations around critically looking at mindfulness and the activities they share with students.

Application to Instruction and Student Learning:

In this Module, learners will:

- Analyze and appraise qualities and attitudes of a mindfulness mindset.
- Assess ways they're currently supporting students develop social emotional competencies and 21st Century skill and areas that need more support.
- Examine and evaluate ways mindfulness can address students' social emotional and 21st Century needs.
- Analyze and appraise guidelines to sharing mindfulness activities with students.
- Explore and appraise the different pathways to mindfulness including the Five Element methodology
- Compare 21st Century Skills and Social Emotional Competencies

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 Mindfulness and Student Engagement

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
- 1e: Designing Coherent Instruction

Domain 2: Classroom Environment
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching

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.

Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students.

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 the topic of student engagement. Learners review and analyze current research defining and describing student cognitive and emotional engagement as well assess ways engagement supports wellbeing and academic achievement. They reflect on ways students demonstrate engagement and why most students don't feel engaged with their schoolwork. Learners also explore ways they can support their students connect with teachers, students, and school community. Participants determine ways they can learn more about students and create student-centered learning experiences that support cognitive and emotional engagement. They practice, appraise and employ mindfulness activities and strategies to support students with transitions and focusing in class. The learners will collaborate via discussion board to discuss and give suggestions on how to support student engagement and facilitate mindfulness activities using downloadable scripts and instructions.

Topics and Agenda:
The following activities will take place during this Module: ● Interactive Presentation: Engagement Supports Wellbeing ● Interactive Presentation: Effective Teachers are Mindful of Students ● Interactive Presentation: Mindfulness Strategies to Support Engagement ● Discussion Board: Assessing Student Engagement ● Interactive Presentation: Mindful of Distractions ● Discussion Board: Practice Teaching and Reflection of a Mindfulness Activity ● Practice Video and Audio Recordings: Mindfulness Activities to Support Engagement ● Interactive Presentation: Brave Learning Space Mid Course Check ● Downloadable Resource: Scripts and Instruction to Facilitate Mindful Activities ● Downloadable Resource: End of Module Review

Connection to Critical Consciousness:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity:
* 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	● Presentation: Engagement Supports Wellbeing ● Presentation: Effective Teachers are Mindful of Students ● Discussion Board: Assessing Student Engagement **Provided Resources:** ● Translating Mindfulness to Distance Learning Engagement is about relationship building. This is something that is explored in Module 3, in part, through this resource. ● How Strong Relationships Improve School Outcomes **Brave Learning Space - Mid-Course Check** ● Participants are reminded of norms for a brave learning space. They Read and Analyze **The 6 Pillars of a Brave Space** ● Reiteration of **Compass Protocol** to bravely engage with topics: 　○ 1. E = Excited What excites you about this idea or propositions? What's the upside? 　○ 2. W = Worrisome What do you find worrisome about this idea or proposition? What's the downside? 　○ 3. N = Need to Know What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?

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● Reflection on participant's identities and that of the students and how these identities impact interactions in the classroom.
● Reflection on questioning traditional assumptions.
● Reflection on norms for a brave learning space - participants ask themselves how well they are engaging with the course content based on the Brave Learning Space norms.</td></tr>
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Application to Instruction and Student Learning:

In this Module, learners will:

● Examine and appraise current research on student engagement and compare with their teaching experience.
● Investigate and consider ways they can support student emotional and cognitive engagement.
● Appraise ways mindfulness can support student engagement.
● Practice, and assess mindfulness activities that support emotional balance, support focus, and help students settle into their minds and bodies.
● Practice facilitating mindfulness activities to support healthy student engagement in class, school, and larger community.

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 A Mindful Classroom is Responsive and Differentiates

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:

Alignment to the Charlotte Danielson Framework for Teaching	**NYS PD standards**
Domain 1: Planning and Preparation ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students Domain 2: Classroom Environment	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

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching

and skill to meet the diverse needs of all students.

Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students.

CASEL Five Competencies of Social Emotional Learning

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

Objectives:

This module explores ways differentiation and culturally responsive pedagogy are powerful teaching tools. Participants reflect and assess on the ways they have been differentiating and have been responsive to their students and determine areas of growth. Participants demonstrate knowledge of their content area by describing and assessing the ways they differentiate for content, process, and product in their teaching specialty or content area. Learners also appraise ways mindfulness supports differentiation and culturally responsive pedagogy.

They explore downloadable resources that help them more deeply understand their students. Downloadable scripts also help participants employ strategies to help their students bring awareness to and be able to communicate their needs effectively. They use audio and video recordings to experience and practice strategies that support differentiation and responsiveness. They use the recordings, the scripts, and their experience to design a strategy, activity, or routine that demonstrates their capacity to differentiate and be responsive in their class. The learners will collaborate via discussion board to discuss the successes and challenges they have differentiating and being culturally responsive to their students.

Topics and Agenda:

The following activities will take place during this Module:

- Interactive Presentation: Differentiation Supports Student Learning
- Interactive Presentation: Mindfulness Supports Differentiation
- Discussion Board: Differentiating Content, Process and Product
- Interactive Presentation: Mindful Teachers are Responsive.
- Interactive Presentation: Mindfulness Strategies for Responsive Teachers
- Discussion Board: Responsive Classroom Instruction
- Downloadable Resource: Emotional Check-In Graphic Organizers
- Downloadable Resource: Scripts and Instruction to Facilitate Mindfulness Activities
- Practice Video and Audio Recordings: Power Poses
- Authentic Task #2: Creating Mindfulness Classroom Routines to Support Differentiation

● Downloadable Resource: End of Module Review

Connection to Critical Consciousness:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	**Activity:** ● Presentation: Differentiation Supports Student Learning ● Presentation: Mindful Teachers are Responsive ● Presentation: Differentiating Content, Process, & Product ● Discussion Board: Responsive Classroom Instruction ● Authentic Task: Creating Mindfulness Classroom Routines to Support Differentiation
* 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	**Provided Resources:** These resources center how mindfulness and culturally responsive teaching go hand in hand and enhance the learning. These articles support participants in reflecting on their own identity and the complex identity of NYC's diverse students - and how to apply differentiation, responsiveness, and mindfulness to serve diverse students. ● <mark>Participants recall the learning from the iceberg activity to help process the following content and participate in discussions.</mark> ● Responsive Classroom ● Culturally Responsive Teaching ● Mindfulness ● Making Connections: Culturally Responsive Teaching and the Brain ● 3 Tips to Make Any Lesson More Culturally Responsive

Application to Instruction and Student Learning:

In this Module, learners will:

- Review and analyze research on approaches to differentiation.
- Analyze teacher responsiveness as described by Danielson Framework and Culturally responsive pedagogy.
- Identify and appraise ways mindfulness can support being responsive in the classroom.
- Appraise and recommend mindfulness activities that support teacher responsiveness to student needs.
- Employ a differentiated mindfulness building-activity of his/her choice to support student and teacher responsiveness in their classes.

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 Supporting Healthy Communication and Relationships

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:

Alignment to the Charlotte Danielson Framework for Teaching

Domain 1: Planning and Preparation
- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment
- 2a: Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 3: Instruction
- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques

Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching

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.

Standard 6: Professional development ensures that educators have the knowledge and skill to create, safe, secure, supportive, and equitable learning environments for all students.

CASEL Five Competencies of Social Emotional Learning

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

Objectives:

In this module learners begin to synthesize ideas from previous modules and investigate ways that mindfulness and compassion support healthy relationships and communication in the classroom. Learners explore downloadable scripts for Cross the Line and another mindful listening activity to structure discussions that help students get to know each other and values everyone's voice. Participants also use their understanding of the nervous system and the brain to further appraise how students feeling or lack of feeling safe impacts learning, relationships, and communication in the classroom. Learners also investigate how developing social-emotional competencies and basic communication skills helps teachers address domains from the Danielson Teaching Framework like supporting skillful questioning and discussion techniques, for example. The learners will collaborate via discussion board to discuss the types of learning spaces they find welcoming and supportive of learning as well assess the ways they are currently supporting healthy relationships and communication in the classroom.

Topics and Agenda:

The following activities will take place during this Module:

- Interactive Presentation: Learning Happens When Students Feel Safe
- Discussion Board: Favorite Learning Spaces
- Interactive Presentation: Compassion Supports a Healthy Classroom Climate
- Interactive Presentation: Compassionate Classroom Management Strategies
- Interactive Presentation: Developing Effective Communication Skills
- Discussion Board: Supporting Healthy Relationships and Communication
- Downloadable Resource: Scripts for Mindful Communication and Partner Activities
- Practice Video and Audio Recordings: Mindfulness Activities to Support Connection
- Downloadable Resource: End of Module Review

Connection to Critical Consciousness:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* 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	- Presentation: Learning Happens When Students Feel Safe - Presentation: Compassion Supports a Healthy Classroom Climate - Presentation: Compassionate Classroom Management Strategies - Presentation: Developing Effective Communication Skills - Discussion Board: Favorite Learning Spaces - Discussion Board: Supporting Healthy Relationships and Communication - Audio Practice -**Kind Wishes**, narrated by Argos Gonzalez.

Application to Instruction and Student Learning:

In this Module, learners will:

- Analyze the roles relationships and feeling safe and valued in a classroom play in learning.
- Evaluate role interpersonal neurobiology and attachment theory play in the classroom.
- Appraise the ways mindfulness can support a healthy classroom climate and support communication.
- Employ and then assess the value of mindfulness activities that support a healthy classroom climate.

	● Facilitate a mindfulness activity that supports healthy relationships and communication in class.

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 Mindfulness in Your Class and School

Date: June 17, 2024-August 30, 2024	Number of hours for this session: 10 (Including Final)
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching Domain 1: Planning and Preparation ● 1b: Demonstrating Knowledge of Students Domain 2: Classroom Environment ● 2b: Establishing a Culture for Learning Domain 3: Instruction ● 3e: Demonstrating Flexibility and Responsiveness Domain 4: Professional Responsibilities ● 4d: Participating in the Professional Community	**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. **CASEL Five Competencies of Social Emotional Learning** ● Self-management ● Increasing self-awareness ● Building positive relationships ● Making responsible decisions ● Increasing social awareness

Objectives:

In this module learners develop a vision for how mindfulness will support their classrooms. Learners appraise the best way they can combine mindfulness activities and practices into their classroom routines as well as ways to invite colleagues and other stakeholders to support mindfulness initiatives in their school. Participants will distinguish between different implementation models ranging from simply weaving mindful moments into their classroom routine to designing mindfulness activities, routines, or lessons. In addition, they investigate different strategies to build support for mindfulness initiatives in their school. Learners consider ways to educate the school community, model a mindfulness approach to education, as well as explore ways to tap into different mindfulness resources and connect with other mindful educators. Participants also consider next steps for further learning and share final thoughts about what they've learned in the course.

Topics and Agenda:

The following activities will take place during this Module:

● Interactive Presentation: Weaving Mindfulness into Class

- Discussion Board: [Envisioning Your Mindful Classroom](#)
- Interactive Presentation: Supporting Mindfulness Initiatives in Your School
- Interactive Presentation: Engaging Family & Caretakers
- Interactive Presentation: Next Steps
- Discussion Board: [Final Thoughts](#)
- Downloadable Resource: [Sample Unit Outline and Lesson Plan](#)
- Downloadable Resource: [Sample Announcement Letter](#)
- Downloadable Resource: [End of Module Review](#)
- [Classroom Practice Analysis](#)
- Final Project: [Action Plan for Mindfulness Implementation](#)
- Brave Learning Space: Final Reflection

Connection to Critical Consciousness:

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 Mindfulness Initiatives in Your School - Presentation: Engaging Family and Caretakers - [How Can High-Poverty Schools Engage Families and the Community?](#) - [Aliza and the Mind Jar](#) - [Classroom Practice Analysis](#) - Final Project: [Action Plan for Mindfulness Implementation](#) **Brave Learning Space - Final Reflection** - Final reflection about the participant's social identities - Final Reflection about the complex social identities of students in NYC schools - Final Reflection on questioning traditional assumptions - How to enact ideas from the course in practice.

Application to Instruction and Student Learning:

In this Module, learners will:

- Investigate and appraise different implementation models for mindfulness in the classroom and in school.
- Design and different strategies to get parent/ guardian involvement in mindfulness initiatives.
- Propose ways mindfulness can support community building and explore strategies to get community engagement in mindfulness initiatives.

● Design and evaluate an action plan to incorporate mindfulness activities into their 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 Assignments

Module	Title	Text
1	What are Your Students' Needs?	Based on your reading of the NPR article, your own experience and analysis of the data from the Nation's Report Card and NYC DOE School Quality Report, appraise if your students are college and career ready. In a discussion board post, describe: 1. The context of your school and the student population you work with, including students with special needs, those impacted by poverty or belonging to marginalized groups. 2. Their academic strengths and what they struggle with. 3. Are students meeting NYS Next Generation Learning Standards and passing state assessments? 4. Why or why not do you think the students in your school are (or will be) college or career ready? 5. Describe any other pertinent information that may impact their ability to succeed. Continue your discussion post by describing what you believe are your students' social emotional needs and the stressors they face at home that may impact their ability to be successful. 1. Describe what your students' social emotional needs are and assess how they are meeting those needs. 2. What stressors and personal pressures do students face at home and outside of the classroom that can impact student success? 3. 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**)
1	Stress and Your Students' Nervous System	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: 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. Continue your discussion post by describing your understanding of how the breath influences the nervous system and how that information helps you think of the way stress impacts your students. 1. Describe if you consider your students to be regularly stressed. 2. Describe how you think your students currently manage stress. 3. Analyze how student stress impacts classroom instruction and classroom climate and peer-to-peer relationships and collaboration.

		4. Appraise whether asking your students to take a couple of breaths throughout a lesson is a viable way to support them to deal with stress in the classroom. 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	Supporting SEL Competencies & 21st Century Skills	Reflect on what you've learned about the importance of 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: 1. In what ways do you explicitly or implicitly support your students in developing social emotional competencies? 2. In what ways do you explicitly or implicitly support your students in developing 21st Century skills? 3. Describe social emotional learning competencies and/or 21st Century skills you're not addressing and ways you think a mindful and engaged pedagogy can help you develop those skills. 4. Describe how underlying institutional beliefs, norms, practices, and assumptions can limit or support you in developing student social emotional competencies and/or 21st Century skills. Continue your discussion post by reflecting on and describing which social emotional competencies and/or 21st Century Skills you struggle with and which ones you feel are more fully developed. 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**)
2	Five Element Exploration & Reflection	Reflect on the Five Element methodology you just learned and answer the following questions in a discussion board post: 1. Which of the Five Elements do you think might be the most relevant to your students? 2. Appraise the Five Elements overall. How effective do you think it would be as a methodology to approach facilitating mindfulness into your classroom instruction? Continue your discussion post by answering the Connect prompts from the Five Element exploration resource.

		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**)
3	Assessing Student Engagement	Reflect on what you've learned about the role of emotional and cognitive engagement. Post to the discussion board answering the following questions: 1. Describe ways or instances when your students were engaged and instances they weren't. 2. Describe what you infer your students were thinking and feeling during the instances of engagement and during those moments they were not. 3. Based on your responses, name ways you can support student engagement in your class. 4. Describe how underlying institutional beliefs, norms, practices, and assumptions can limit or support student engagement. Continue your discussion post by reflecting on mindfulness activities you can weave into your classroom routine to promote engagement. 1. Describe two mindful activities or strategies you can easily weave into your teaching or classroom routine. 2. Describe instances when you think you can insert the activities or strategies. 3. Appraise why you think these strategies would be accessible and helpful for student engagement. 4. 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**)
3	Practice Teaching and Reflection of a Mindfulness Activity	Select a mindfulness activity script from the downloadable resources found in module three. Teach this activity to students, a peer, colleague, friend, or loved one. After teaching the activity answer the following questions in a discussion board post: 1. Describe the activity you selected and your experience teaching the activity. How did your student(s) respond? What went well? Would you adapt this activity in any way to feel more natural to teach or meet the needs of your student? 2. Describe one or more scenarios when this activity could support student engagement and classroom management? 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**)
4	Differentiating Content, Process and Product	Reflect on what you've learned about the importance of differentiation in the classroom and tap into the collective wisdom of your peers and share your own. Prior to posting on the discussion board take some time to consider how differentiated instruction supports student outcomes in the classroom. What are some of the ways that you can assess that your students are needing adaptations to process, content, or instruction? Answer the following questions in a discussion board post: 1. In what ways do you explicitly or implicitly support your students through differentiated instruction? Describe one way that you successfully differentiate instruction in each of the three areas (process, content, instruction). 2. What are some ways you may not be differentiating your instruction to meet diverse student needs? 3. Is there one area that you find it more challenging to differentiate instruction and why? How do you think a mindful mindset and mindful teaching practices can help you develop those skills? 4. Describe how underlying institutional beliefs, norms, practices, and assumptions can limit or support you in differentiating instruction. 5. Respond to at least one of your colleagues 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**)
4	Responsive Classroom Instruction	Reflect on what you've learned about the importance of responsiveness in the classroom and tap into the collective wisdom of your peers and share your own. Post to the discussion board answering the following questions: 1. How does responsive teaching support student outcomes and experiences in the classroom in particular students from special populations such as special needs students, students in poverty, ELL students, and historically marginalized populations? 2. How can responsive teaching impact your own experience and satisfaction in the classroom? Continue your discussion post by reflecting on and describing the ways you embody responsive teaching and explore ways you can develop your responsive teaching practice further. 1. Describe ways you are being flexible and adapting instruction outlined in your lesson plans to meet the needs of your students in the moment. 2. Describe one or more responsive or culturally responsive teaching methods that you would like to further develop and how it may support your students. 3. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with

		a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Favorite Learning Spaces	As you wrap up this section on Learning Happens When Students Feel Safe, tap into the expertise of your colleagues, and share your own. Post to the discussion board answering the following questions: 1. Describe your favorite (or a fulfilling) learning experience you had in or out of school. 2. Appraise what made that class fulfilling for you. Was it the topic, the instructor, the way the class was facilitated, or a combination of all those things? 3. What are the ways you help your class be as fulfilling? Continue your discussion post by reflecting on what you now know about interpersonal neurobiology and secure attachment. 1. How does your understanding of feeling or lack of feeling safe inform your understanding of why you or your students might find a class fulfilling? 2. Describe how underlying institutional beliefs, norms, practices, and assumptions can limit or support students in developing secure attachments. 3. What questions do you have and/or challenges are you facing in making your classes feel safe for your students? Be specific so that others can respond with detailed and productive ideas. 4. Respond to at least one of your colleagues 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**)
5	Supporting Healthy Relationships and Communication	As you wrap up this section on Supporting Healthy Relationships and Communication, tap into the expertise of your colleagues, and share your own. Post to the discussion board answering the following questions: 1. In what ways do you currently support healthy relationships and interactions between you and your students and among students? 2. How do underlying personal and institutional beliefs, norms, practices, and assumptions influence the communication strategies you use with your students? 3. In what ways do you currently support healthy and effective communication between you and your students and among students? 4. What questions do you have and/or challenges are you facing in supporting healthy relationships in your classroom? Be specific so that others can respond with detailed and productive ideas. 5. 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. 6. Respond to at least one of your colleagues 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**)

6	Envisioning Your Mindful Classroom	As you wrap up this section on Weaving Mindfulness Into Your Class, reflect on all the ways mindfulness can support you and your students and describe the role you want it to play in your classroom. Post to the discussion board answering the following questions: 1. Describe ways you think mindfulness can support your students 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 interact with students? 4. What are some challenges you can see getting in the way of sustaining a mindfulness practice and teaching approach in your class? Continue your discussion post by setting one S.M.A.R.T. (specific, measurable, appropriate, realistic, and time-bound) goal for mindfulness activities or strategies you can use in your class. 1. Specify the activity and a way to measure or keep track of your success. For example, you can ask students to pause and take three-to-five breaths before answering difficult questions. Or you can plan on reminding your students to feel the sensation of the breath every time they walk into your classroom every day for a week. 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 of your colleagues 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**)
6	Final Thoughts	Post to the discussion board answering the following questions: 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. 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**)

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way. Participant provides a low level of detail in entries. Participant typically does not include informative examples or foster discussions. Participant's responses are unclear or poorly written. Participant does not respond to colleague. Participant includes no self-reflection or consideration of issues related to critical consciousness.	Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way. Participant provides some level of detail in entries. Examples are somewhat helpful and informative and occasionally foster discussions. Participant's responses are somewhat clear and well written. Participant responds to a colleague providing basic information. Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way. Participant provides an adequate level of detail in entries. Examples are satisfactorily helpful and informative and foster discussions. Participant's responses are clear and well written. Participant responds to a colleague in a meaningful way and provides useful and relevant information. Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way. Participant provides a high level of detail in entries. Examples are very helpful and informative and almost always foster discussions. Participant's responses are exceedingly clear and well written. Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed. Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.

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.

Authentic Task #1: HELPING STUDENTS DEVELOP SEL COMPETENCIES AND 21ST CENTURY SKILLS WITH MINDFULNESS

Reflect on the students you serve and the ways they may need support in developing SEL competencies and cultivating 21st century learning skills. Assess your students and identify which area--- SEL competency or 21st Century skill-- is the most relevant and essential for them to develop. Also include how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies and 21st Century kills. Develop a practical, effective, and sustainable way to address and skill build in this identified area. For this assignment, complete the following:

Identifying needs:

- Assess if your students understand and have strategies to cultivate the five SEL competencies. Include how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies. Identify and appraise which one or more of the competencies need further development?
- Assess if your students have cultivated 21st Century skills designed to help them thrive in today's world. Include how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of 21st Century kills. Identify and evaluate if there are one or more of these skills that need further development?
- Prioritize which of these two areas feels the most applicable and urgent to develop in your students and why?

Selecting a practice:

- Review the sample practices from module 2. Assess which practice(s) can support your students in developing one of the key skills in part one?
- Identify one strategy that you think most tangibly supports the areas you wish to develop.
- Describe and appraise how this strategy can support the development of the most important skill you identified in part one?

Practical application:

- Design and describe the strategies, activities or routines you could use to integrate this identified practice into the classroom.
- Appraise times throughout the day, week, or school year that this practice could be most applicable or supportive?
- Consider and describe one or more unexpected scenarios when this identified practice could support your students in the moment.

RUBRIC: HELPING STUDENTS DEVELOP SEL COMPETENCIES AND 21ST CENTURY SKILLS

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations

Identifying Needs	Learner gives several examples of specific SEL and 21st Century skills students need support in developing and includes several examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies and 21st Century kills. Learner describes in great detail which of these needs is most urgent and in need of support.	Learner gives examples of specific SEL and 21st Century skills students need support in developing and includes examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies and 21st Century kills. Learner describes in detail which of these needs is most urgent and in need of support.	Learner gives few examples of specific SEL and 21st Century skills students need support in developing and includes few examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies and 21st Century kills. Learner describes which of these needs is most urgent and in need of support.	Learner gives few examples and speaks generally about SEL and 21st Century skills students need support in developing and includes few or vague examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support student development of SEL competencies and 21st Century kills. Learner briefly describes which of these needs is most urgent and in need of support.
Selecting a Practice	Learner gives several, specific examples of practices they can use to support students in developing SEL competencies or 21st Century skills.

Learner identifies and describes a strategy they wish to implement and describes in great detail how this strategy supports students in developing SEL | Learner gives specific examples of practices they can use to support students in developing SEL competencies or 21st Century skills.

Learner identifies and describes a strategy they wish to implement and describes in some detail how | Learner gives few examples of practices they can use to support students in developing SEL competencies or 21st Century skills.

Learner identifies and describes a strategy they wish to implement and describes with few details how this strategy supports students in developing SEL | Learner gives a brief or general example of practices they can use to support students in developing SEL competencies or 21st Century skills.

Learner identifies and describes a strategy they wish to implement but describes with little or no detail how this strategy supports students in developing SEL |

	competencies and skills.	this strategy supports students in developing SEL competencies and skills.	competencies and skills.	competencies and skills
Practical Application	Learner gives several specific and in-depth examples of strategies, activities, or routines they can use to integrate the identified practice into their classroom routines. Learner describes in great detail several unexpected scenarios when the identified practice can support students in the moment.	Learner gives several specific examples of strategies, activities, or routines they can use to integrate the identified practice into their classroom routines. Learner describes in some detail and offers unexpected scenarios when the identified practice can support students in the moment.	Learner gives few specific examples of strategies, activities, or routines they can use to integrate the identified practice into their classroom routines. Learner describes with few details and offers a unexpected scenarios when the identified practice can support students in the moment.	Learner has difficulty giving examples of strategies, activities, or routines they can use to integrate the identified practice into their classroom routines. Learner has difficulty describing and offering unexpected scenarios when the identified practice can support students in the moment.

Authentic Task #2: CREATING MINDFULNESS CLASSROOM ROUTINES TO SUPPORT DIFFERENTIATION AND RESPONSIVENESS

Appraise the students you serve and the ways you have to differentiate and must be responsive to meet their needs. Assess and describe your students' needs, ways you currently differentiate and are responsive to their needs, as well as ways you could use support differentiating and/ or being responsive. Include how underlying and institutional beliefs, norms, practices, and assumptions limit or support you in differentiating and being responsive to students' needs. Develop a practical, effective, and sustainable way to use mindfulness activities to support you in your areas of growth. For this assignment, complete the following:

Identifying needs:

- Appraise the ways your students need differentiation. Do they need you to differentiate content, process, or product?
- Analyze the ways you must be flexible and responsive to support your students? Determine

what strategies you currently use to be responsive and support students. For example, do your students need support transitioning from activities? How do you support them?

● Assess in what ways are you successful and in what ways you struggle in differentiating and being responsive? Include how underlying and institutional beliefs, norms, practices, and assumptions limit or support you in differentiating and being responsive to students' needs. Which of these areas feels the most urgent to develop in your classroom and why?

Selecting a practice:

● Review the sample practices from module 4. Which practice(s) can support you and your students in developing one of the key skills in part one?
● Identify one or more strategies you think most tangibly supports the areas you wish to develop.
● Describe and appraise how these strategies can support the development of the most important skill you identified in part one?

Practical applications

● Design and describe the strategies, activities, or routines you could use to integrate this identified practice into the classroom.
● Appraise times throughout the day, week, or school year that this practice could be most applicable or supportive?
● Consider and describe one or more unexpected circumstances when this identified practice could support your students in the moment.

RUBRIC: CREATING MINDFULNESS CLASSROOM STRATEGIES TO SUPPORT DIFFERENTIATION AND TEACHER RESPONSIVENESS

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Identifying Needs	Learner gives several examples of ways they must differentiate and be responsive to support students and describes in great detail which of these needs is most urgent and in need of support. Learner also gives several specific examples of ways they are successful and struggle	Learner gives examples of ways they must differentiate and be responsive to support students and describes in some detail which of these needs is most urgent and in need of support. Learner also gives some specific examples of ways they are	Learner gives few examples of ways they must differentiate and be responsive to support students and describes with little detail which of these needs is most urgent and in need of support. Learner also gives examples of ways they are successful and struggle differentiating and	Learner gives few examples and speaks generally of ways they must differentiate and be responsive to support students and describes with little detail which of these needs is most urgent and in need of support. Learner gives brief or general examples of ways they are successful and struggle

	differentiating and being responsive and include several specific examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support them in differentiating and being responsive to students' needs.	successful and struggle differentiating and being responsive and include some specific examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support them in differentiating and being responsive to students' needs.	being responsive and include examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support them in differentiating and being responsive to students' needs.	differentiating and being responsive and briefly or vaguely give examples of how underlying and institutional beliefs, norms, practices, and assumptions limit or support them in differentiating and being responsive to students' needs.
Selecting a Practice	Learner gives several, specific examples of practices they can use to differentiate and be more responsive Learner identifies and describes a strategy they wish to implement and describes in great detail how this strategy supports in differentiating instruction and being responsive.	Learner gives specific examples of practices they can use to differentiate and be more responsive Learner identifies and describes a strategy they wish to implement and describes in some detail how this strategy supports in differentiating instruction and being responsive.	Learner gives few examples of practices they can use to differentiate and be more responsive Learner identifies and describes a strategy they wish to implement and describes with few details how this strategy supports in differentiating instruction and being responsive.	Learner gives few examples and speaks generally about practices they can use to differentiate and be more responsive Learner identifies and describes a strategy they wish to implement but describes with little or no detail how this strategy supports in differentiating instruction and being responsive.
Practical Application	Learner gives several specific and in-depth examples of strategies,	Learner gives several specific examples of strategies, activities, or	Learner gives few specific examples of strategies, activities, or routines they can	Learner has difficulty giving examples of strategies, activities, or routines they can use to integrate the

activities, or routines they can use to integrate the identified practice into their classroom routines.	routines they can use to integrate the identified practice into their classroom routines.	use to integrate the identified practice into their classroom routines.	identified practice into their classroom routines.
Learner describes in great detail several unexpected scenarios when the identified practice can support students in the moment.	Learner describes in some detail and offers unexpected scenarios when the identified practice can support students in the moment.	Learner describes with few details and offers an unexpected scenario when the identified practice can support students in the moment.	Learner has difficulty describing and offering unexpected scenarios when the identified practice can support students in the moment.

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	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. Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.	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. Learner engages with the resource on issues related to author/creator perspective and critical consciousness.	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. Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.	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. Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.

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 and Rubric

Final Project: ACTION PLAN FOR MINDFULNESS IMPLEMENTATION

The final project for this course is to design an action plan that will help you sustain a mindful approach to teaching that supports your students and teacher effectiveness. Identify and appraise parts of your teaching that mindfulness can support you with. Make sure to distinguish the ways mindfulness will support this part of your teaching practice. Also describe how underlying institutional beliefs, norms, practices, and assumptions can limit or support you in being a mindful teacher. The plan should incorporate formal and informal practices you can implement while teaching. The assignment will be completed in three parts.

Part 1

Develop an action plan that ritualizes mindfulness practices that addresses specific areas of student need.

Include the following:

- Description of student 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.

Part 2

Identify and appraise the ways mindfulness can support your classroom. 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.

Part 3

What are some informal, in the moment practices, you can use to support being a more responsive teacher in the moments that matter most?

Include the following:

- Description of the in the moment challenging circumstances you struggle with.
- Description of the goal you hope to meet with this action plan.
- Description of informal practices.
- Expected outcome and how you will know you succeeded or need to shift strategies.

FINAL PROJECT RUBRIC: ACTION PLAN FOR MINDFULNESS IMPLEMENTATION

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Mindful of Student Needs	Learner describes in detail and gives several specific examples of student needs and the goals they want to meet with the action plan. 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.	Learner describes in detail and gives specific examples of student needs and the goals they want to meet with the action plan. 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.	Learner describes one student need and goal they want to meet with the action plan. Learner also describes a formal and informal practice and the expected outcome to measure success or a need to shift strategy.	Learner has difficulty describing the student needs and the goals they want to meet with the action plan. Learner has difficulty giving specific examples of formal and informal practices or the expected outcomes to measure success or a need to shift strategies.

Mindfulness Practice to Support the Classroom	Learner describes in detail and gives several specific examples of classroom instruction needs and the goals they want to meet with the action plan. 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.	Learner describes in detail and gives specific examples of classroom instruction needs and the goals they want to meet with the action plan. 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.	Learner describes one classroom instruction need and goal they want to meet with the action plan. Learner also describes a formal and informal practice and the expected outcome to measure success or a need to shift strategy.	Learner has difficulty describing the classroom instruction needs and the goals they want to meet with the action plan. Learner has difficulty giving specific examples of formal and informal practices or the expected outcomes to measure success or a need to shift strategies.
In the Moment Mindfulness Strategies	Learner describes in detail and gives several specific examples of in the moment challenges and the goals they want to meet with the action plan. Learner also describes in detail and gives several specific examples of informal practices and the expected outcomes to measure success or a need to shift strategies.	Learner describes in detail and gives specific examples of in the moment challenges and the goals they want to meet with the action plan. Learner also describes in detail and gives specific examples of informal practices and the expected outcomes to measure success or a need to shift strategies.	Learner describes one in the moment challenge and goal they want to meet with the action plan. Learner also describes an informal practice and the expected outcome to measure success or a need to shift strategy.	Learner has difficulty describing the in the moment challenge and the goals they want to meet with the action plan. Learner has difficulty giving specific examples of informal practices or the expected outcomes to measure success or a need to shift strategies.

Appendix D
Downloadable Resources

Protective and Thoughtful Brain Diagrams (Module 1)

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 executive functioning. It is a way to simplify the complex interactions that occur 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 behavior or as a tool to explain to students what's happening in their body to help them understand why they feel and act the way they do.

Student Stress Scale (Module 1)

Getting to know our students and their diverse needs can help us understand our students and consider some of the adaptations that may need to be made in order to support their learning. These stress scales can provide an insight into some of the challenges that our students may be facing inside and outside of school and can help teachers assess their sense of agency in managing challenges, new environments, and emotions they will come face-to-face with in the classroom. This can help teachers understand student behavior and become a more attuned educator.

Mindfulness & the Social Emotional Competency Wheel (Module 2)

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 student's social emotional learning needs. This tool can be used to introduce students to social emotional learning competencies.

Five Element Reflection Prompts (Module 2)

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, and 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.

Scripts for Facilitation of Mindful Activities that Support Engagement (Module 3)

Engaged learners are successful learners, and in order for students to thrive and learning to be maximized, teachers must create an engaging environment, and help students navigate distraction and transitions. These techniques help students practice anchoring attention internally and externally to what is most important in the moment, identifying distraction efficiently, and redirecting attention to the task at hand and classroom instruction.

Emotional Check-in Graphic Organizer (Module 4)

Students often have a hard time identifying what they are feeling and considering how the people around them may be feeling and needing. When children understand how they are feeling and what they need, they are able to communicate those needs and advocate for their own success in the classroom. They can then learn to consider the experiences and feelings of others. This awareness supports cooperation and classroom climate, so learning can be maximized. These graphic organizers promote emotional intelligence and invite students to reflect and understand their own diverse emotional experiences and how their emotions are experienced in their physical body and in the body language, tone and facial expressions of those around them.

Scripts for Facilitation of Mindful Activities to Better Understand Students (Module 4)

Students are always giving their teachers information about how they are feeling. In order to differentiate instruction and respond to our student's needs, teachers must bring awareness student energy level, body language, and overall engagement. This supports teachers in making informed choices to adjust their instructional style so learning and student success can be maximized. These three activities help students understand how their energy level, posture, self-talk, and internal judgement can impact their experience in the classroom and help us empathize with our students and attune to their needs.

Scripts for Mindful Communication and Partner Activities (Module 5)

Teachers sometimes struggle communicating effectively with their students and/or structuring discussions and offering activities that encourage high-level interaction and engagement. These activities offer ways to support students in getting to know each other and offer a framework for classroom discussions that encourages all students' voices to be heard and promotes metacognition. Additional interactive activities are also offered to foster focus, teamwork, student engagement, and cultivate interpersonal relationships in the classroom to create a dynamic learning environment for students.

Sample Unit Outline and Lesson Plan (Module 6)

These two resources provide educators with sample unit outlines and class planning graphic organizers utilizing the Five Element methodology of connect, breathe, move, focus and relax as a framework. These resources are meant to offer a guide to ensure that educators provide a robust and comprehensive experience of mindfulness in the classroom and can help new mindful educators visualize ways that mindfulness can support classroom objectives, social emotional learning outcomes and themes, and the cultivation of life skills to support student success.

Sample Announcement Letter (Module 6)

Mindfulness is a powerful tool that can be used to support our children in regulating their emotions and becoming more self and socially aware. This resource provides a sample announcement letter that teachers can use to introduce parents and caregivers to mindfulness. It highlights the way mindfulness supports the development of social emotional learning competencies, 21st Century skills, and how it supports differentiation. It addresses concerns parents may have about secularism and synthesizes

some of the benefits of mindfulness to support executive functioning and learning readiness. It also introduces resources and strategies that parents can reinforce at home to create a wraparound experience for students.