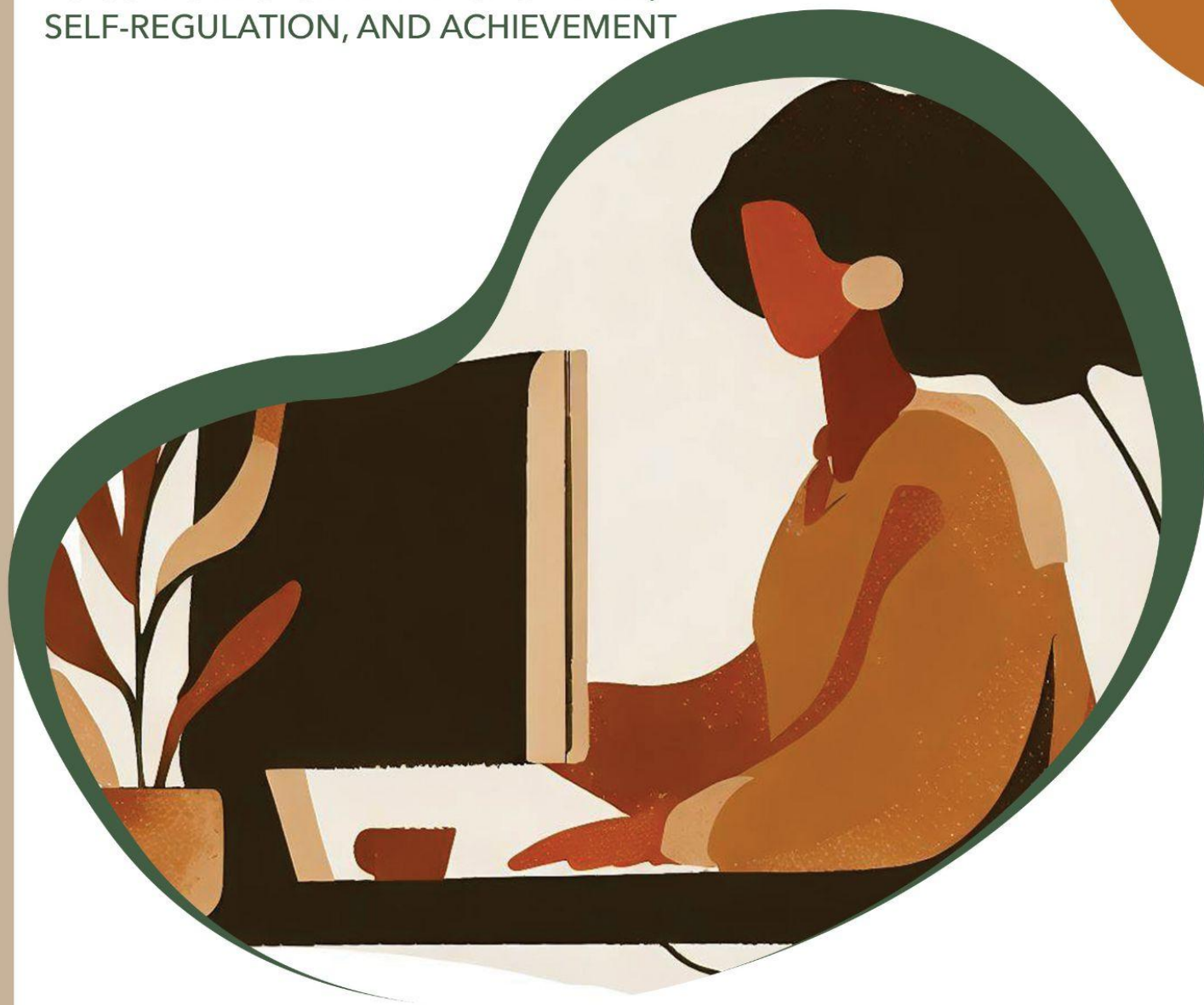




Course Syllabus

DEVELOPING STUDENTS' MINDFULNESS PRACTICE
TO SUPPORT STUDENT ENGAGEMENT,
SELF-REGULATION, AND ACHIEVEMENT



**Developing Students' Mindfulness Practice to Support Student Engagement,
Self-Regulation, and Achievement
45 Hours or 3 Graduate Credits**

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

Mindfulness has been shown to support students so they can meet the academic demands and pressures of an increasingly changing and challenging world. 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.

Learners will explore ways to weave mindfulness practices into class routines to support planning and preparing, classroom instruction, classroom climate, and meeting professional demands.

Objectives

In this course, learners will:

- 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.
- Appraise the ways mindfulness can support a healthy classroom climate and support communication.
- Investigate and consider ways mindfulness can support student engagement.
- Analyze and appraise guidelines to sharing mindfulness activities with students.
- 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, and meaningful classroom relationships.
- Analyze different implementation approaches to including mindfulness in classroom and in school.
- Communicate to stakeholders the role mindfulness can play in education, the classroom, and for students and teachers.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Domain 1: Planning and Preparation

[Learning Management System Sign In](#)
support@cecreditsonline.org
www.cecreditsonline.org

- 1b: Demonstrating Knowledge of Students

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

Domain 4: Professional Development

- 4a: Reflecting on Teaching

Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

- **Module 1: What are modern students' needs?**
 - Course Overview
 - Demands Today's Students Face
 - Discussion Board: What are Your Students' Needs?
 - Student Stressors
 - Stress Impacts the Nervous System and Brain
 - Discussion Board: Stress and Your Students' Nervous System
- **Module 2: Mindfulness as Resource to Support Students**
 - Defining Mindfulness
 - Mindfulness Supports Students SEL Competencies & 21st Century Skills
 - Discussion Board: Supporting SEL Competencies & 21st Century Skills
 - Pathways & Guidelines to Sharing Mindfulness
 - Overview of Five Element Methodology
 - Discussion Board: Five Element Exploration & Reflection
- **Module 3: Mindfulness and Student Engagement**
 - Engagement Supports Wellbeing
 - Effective Teachers are Mindful of Students
 - Mindfulness Strategies to Support Engagement

- Discussion Board: Assessing Student Engagement
- Mindful of Distractions
- Discussion Board: Practice Teaching and Reflection of a Mindfulness Activity
- **Module 4: A Mindful Classroom is Responsive and Differentiates**
 - Differentiation Supports Student Learning
 - Mindfulness Supports Differentiation
 - Discussion Board: Differentiating Content, Process and Product
 - Mindful Teachers are Responsive
 - Mindfulness Strategies for Responsive Teachers
 - Discussion Board: Responsive Classroom Instruction
- **Module 5: Supporting Healthy Communication and Relationships**
 - Learning Happens When Students Feel Safer
 - Discussion Board: Favorite Learning Spaces
 - Compassion Supports a Healthy Classroom Climate
 - Compassionate Classroom Management Strategies
 - Developing Effective Communication Skills
 - Discussion Board: Supporting Healthy Relationships and Communication
- **Module 6: Supporting Mindfulness in Your Class and School**
 - Weaving Mindfulness into Class
 - Discussion Board: Envisioning Your Mindful Classroom
 - Supporting Mindfulness Initiatives in Your School
 - Engaging Family & Caretakers
 - Next Steps
 - Discussion Board: Final Thoughts

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. You will begin by appraising areas of your teaching that you think mindfulness can support you with. The plan will address these needs and incorporate formal and informal practices you can implement while teaching. The assignment will be completed in three parts.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.