

EDUC-941: Mindfulness for Teachers

Independent Study Online Course Syllabus

Instructor: Candi Reimer**Phone:** (559) 355-3871**Email:** candice.reimer@fresno.edu**Number of Graduate Semester Units:** 3 units**Target Audience:** K - 14th grade teachers**Course Access:** <https://connect.fresno.edu>

Course Description

Mindfulness is an approach that helps teachers and students navigate the social-emotional challenges of the classroom. For teachers, mindful awareness cultivates a compassionate “noticing” of the internal and external experience of teaching. Teachers who both sense *and* observe these experiences can respond to classroom circumstances rather than react to them.

Mindful teachers describe increased empathy, interpersonal connection, and enjoyment of teaching. Students of mindful teachers are more likely to be engaged, on-task, self-regulated, and joyful in their learning. This fully online graduate-level course presents empirically proven mindfulness practices that will empower you to improve classroom culture, respond to positive and unpleasant emotions, and develop a routine of caring for yourself and others.

While the course explores a secular, research-based approach to mindfulness, initial readings situate mindfulness in the context of Christian spirituality and theology. My hope is that you will find the course and associated activities inclusive and accessible to extend the benefits of mindfulness to all students and teachers.

Course content draws on the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework for the following competencies:

- self-awareness
- self-management
- responsible decision making
- social awareness
- relationship skills

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Jennings, P. A. (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom (the Norton series on the social neuroscience of education)*. WW Norton & Company. ISBN-13: 978-0393708073. <https://www.amazon.com/Mindfulness-Teachers-Productivity-Classroom-Neuroscience-ebook-dp-B00L4HAVOI/dp/B00L4HAVOI>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework

(casel.org/fundamentals-of-sel/what-is-the-casel-framework/)

The 5 core SEL competencies:

1. Self-Awareness
2. Self-Management
3. Responsible Decision Making
4. Social Awareness
5. Relationship Skills

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Demonstrate an understanding of mindfulness and its applications to classroom teaching	NBPTS 1, 2	CE 1, 2, 4, 6
C-SLO 2	Articulate the research-based benefits of mindfulness practice	NBPTS 1, 2	CE 1, 2, 4, 6
C-SLO 3	Cultivate mindfulness through the selection and completion of skill-building exercises	NBPTS 2, 3	CE 2, 3, 4, 5
C-SLO 4	Develop routines that support emotional awareness and mastery, care of self and others, and positive classroom culture	NBPTS 1, 2, 3, 4, 5	CE 1, 2, 4, 5, 6
C-SLO 5	Complete a "mindfulness matrix" of personal and/or professional practice goals	NBPTS 1, 2, 3, 4	CE 1, 2, 3, 4, 5, 6

C-SLO 6	Collaborate with teaching peers and online colleagues to share insights and deepen professional practice	NBPTS 2, 4, 5	CE 1, 2, 3, 4, 5, 6
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* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 1 – Introductions	• Introduction and goals for class • Read Foreword (Siegel) • Read Preface and Introduction (Jennings) • 1.1 Assignment: Submit Orientation (use interview questions on p.136 of the course text) • 1.2 Forum: Class Introductions (share one insight from text reading)	4 pts 4 pts
Module 2 – About Mindfulness	• Read Chapter 1 (Jennings) • What is mindfulness? • Mindfulness in Christian practice • CASEL Framework • The <i>Wheel of Awareness</i> and the eight senses • Positive effects of mindful awareness: what research reveals about brain, body, and behavior • Mindfulness benefits for classroom teaching • Beginning MAPs (Mindful awareness practices): focused attention, setting intention, three breaths • 2.1 Assignment: Connect-Extend-Challenge • 2.2 Assignment: MAP #1 Journal Entry (Select one)	20 pts 10 pts
Module 3 – Understanding Emotions	• Read Chapter 2 (Jennings) • Dimensions and importance of emotional experience • Emotional reactivity and teaching • Social emotional learning • Teacher burnout • Classroom management • Self-regulation and “withitness” • Community-building • Motivation • Open monitoring and emotion journals • 3.1 Assignment: MAP #2 Journal Entry (Select one) • 3.2 Forum: Chapter 2 Chat	10 pts 4 pts
Module 4 – Working with Unpleasant Emotions	• Read Chapter 3 (Jennings) • The function and effects of “negative” emotions • The brain, the amygdala, and “flipping our lid” • Negative emotions in the classroom • Scripts: emotional memories that influence responses	10 pts 4 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	- Self-regulation and emotional mastery 4.1 Assignment: MAP #3 Journal Entry (Select one) 4.2 Forum: Chapter 3 Chat	
Module 5 – Leveraging Positivity	- Read Chapter 4 (Jennings) - What is positivity? - The effects of positivity on classroom climate - Common positive emotions and their applications - Generating and sustaining a positive classroom 5.1 Assignment: MAP #4 Journal Entry (Select one) 5.2 Forum: Chapter 4 Chat	10 pts 4 pts
Module 6 – Self-care and Caring for Others	- Read Chapter 5 (Jennings) - Ethics of care - Mindfulness for teacher balance and well-being - Mindful listening - Caring routines - G.R.A.C.E. (a protocol for acting with compassion under stressful conditions) 6.1 Assignment: Self-Care Assessment, Nurturing Activities Self-Assessment, and Self-Care Plan 6.2 Assignment: MAP #5 Journal Entry (Select one)	CR 10 pts
Module 7 – Classroom Dynamics	- Read Chapter 6 (Jennings) - Empirically proven practices to improve on-task student behavior - Emotional climate, noise, classroom arrangements, transitions, rules and procedures - Mindful communication, cultivating community, good relationships, conflict management, mindful wait time - Dynamic instruction: “withitness,” overlapping, momentum, smoothness, group focus - Responding to challenging behavior 7.1 Assignment: MAP #6 Journal Entry (Select one) 7.2 Forum: Practices for Classroom Dynamics	10 pts 4 pts
Module 8 – Resource Support	- Read Chapter 7 (Jennings) - Advocating for research-informed practices - Talking to parents and administrators about - Survey of evidence-based programs - Additional mindfulness resources for teachers and students 8.1 Forum: Resource Roundup	4 pts
Module 9 – Planning Your Practice	- Cultivating a mindfulness practice - Developing mindful lessons 9.1 Assignment: Mindfulness Matrix	30 pts
Course Wrap-up – Grading and	- Course Evaluation - Course Completion Checklist	

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Evaluation	Grade Request / Transcript Request	
	TOTAL POINTS	138 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable

accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.

FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.