

## EDUC-939: Self-Compassion for Teachers

### Independent Study Online Course Syllabus

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### Course Description

Teachers face unprecedented stress and demands in the current educational landscape. But, as the WestEd Center for Social and Emotional Learning and School Safety reported, “in order to support others, educators must support themselves first. In fact, across helping professions generally, self-care is considered an ethical imperative” (Pate, 2020). This research-based course provides K12 teachers hands-on experience with a vast array of self-compassion practices, applying these practices within their teaching role. Topics include: (1) the importance and impact of self-compassion and self-renewal, (2) myths, competitors, and counterfeits of self-compassion, (3) cultivating loving kindness for self and others in the classroom, (4) applying self-compassion practices in the teacher role, (5) applying self-compassion to managing difficult emotions in oneself and in the classroom, and (6) modeling and measuring progress of self-care as a teacher. Teachers will discover the self-compassion tools and best practices most effective for them and develop plans to model and facilitate similar practices for students and colleagues within their respective educational roles.

**Note:** Required books must be acquired separately.

### Required Texts and Course Materials

#### Required Books:

- Brown, B. (2018). *Dare to Lead: Daring Greatly and Rising Strong at Work*. Random House. ISBN-13: 9783868817812 (hardcover) | 9780593171127 (paperback) | 9789044977899 (Ebook) <https://www.amazon.com/Dare-Lead-Brave-Conversations-Hearts/dp/0399592520>
- Neff, K. & Germer, C. (2018). *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength, and Thrive*. New York: The Gilford Press. ISBN-13: 9781462535651 (hardcover) | 9781462526789 (paperback) <https://www.amazon.com/Mindful-Self-Compassion-Workbook-Yourself-Strength/dp/1462526780>

#### Recommended Book:

- Stevens, G. (2020). *Teaching in the Post Covid Classroom*. Red Lotus Books. ISBN-13 9780998701967 (paperback) <https://www.amazon.com/Teaching-Post-Covid-Classroom-Strategies/dp/0998701963>

**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>

**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.

**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.

## 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

### Common Core State Standards (CCSS) ([www.corestandards.org](http://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. College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Information (RI): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12

## **NSDC's Staff Development Standards**

National Staff Development Council (NSDC) has developed Standards for Staff Development and the many tools that support them. Today's standards represent contributions from: the National Middle School Association, the Association for Supervision and Curriculum Development, the National Education Association, the American Federation of Teachers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National School Boards Association, the American Association of School Administrators, the Council of Chief State School Officers, the National Conference of State Legislatures, the Education Commission of the States, the Council for Exceptional Children, and the U.S. Department of Education. The NSDC Staff Development standards addressed in this course include:

### **Context Standards**

- **Learning Communities**  
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**  
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**  
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### **Process Standards**

- **Data-Driven**  
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**  
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**  
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**  
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**  
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**  
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

### **Content Standards**

- **Equity**  
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching**  
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in

meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

- **Family Involvement**

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

### 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 students will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Understand the role of self-compassion and mindset on teacher effectiveness and sustainability	NBPTS 1,3,4	CE 3,4,5
C-SLO 2	Discern between self-compassion and its counterfeits and cognitive competitors	NBPTS 1,3,4	CE1,3,4,5
C-SLO 3	Cultivate loving kindness for self and others in the classroom	NBPTS 2,3,4,5	CE 2,5,6
C-SLO 4	Apply practices of self-compassion while in the teacher role	NBPTS 2,4	CE 2,4,5,6
C-SLO 5	Utilize self-compassion to manage difficult emotions in themselves and in their classroom	NBPTS 1,3,4,5	CE 2,3,4,5
C-SLO 6	Identify how to model and measure progress for self-care as a teacher	NBPTS 2,3,4,5	CE 1,2,5,6

\* 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
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> <li>Meet the Instructor (Zoom)</li> </ul>	
<b>Module 1 –</b> Self-Compassion's Impact on Teacher Effectiveness and Sustainability (C-SLO 1)	<ul style="list-style-type: none"> <li>1.1 Self Compassion Questionnaire</li> <li>1.2 Self-compassion Practice/Exercise Plan in the Classroom #1</li> <li>1.3 Forum on Implications of Self-Compassion Scores</li> </ul>	50 pts. 50 pts. 30 pts.
<b>Module 2 –</b> Discerning Between Self-Compassion and its Cognitive Competitors (C-SLO 2)	<ul style="list-style-type: none"> <li>2.1 Empathy Skills, Empathy Misses – (4-page OR 4-5 minute reflection)</li> <li>2.2 Self-Care in the Classroom Scenario 1: Self-Criticism</li> <li>2.3 Forum on Self-Compassion Counterfeits and Competitors for Teachers OR Forum on Recognizing and Responding to “Backdraft” in the Classroom</li> </ul>	50 pts. 50 pts. 30 pts.
<b>Module 3 –</b> Cultivating Loving Kindness Practices in the Classroom (C-SLO 3)	<ul style="list-style-type: none"> <li>3.1 Teacher as Armored Leader / Daring Leader (2-4 page OR 2-4 minute reflection)</li> <li>3.2: School Kindness Scale Survey + Analysis</li> <li>3.3 Forum on Loving Kindness in the Classroom</li> </ul>	50 pts. 150 pts. 30 pts.
<b>Module 4 –</b> Practicing Self Compassion While in the Teacher Role (C-SLO 4)	<ul style="list-style-type: none"> <li>4.1 Self-Care in the Classroom Scenario 2: Caregiving Intervention</li> <li>4.2 Self-Compassion Practice/Exercise Plan for the Classroom #2</li> <li>4.3 Forum on Relational and Logistical Challenges to Self-Compassion</li> </ul>	50 pts. 50 pts. 30 pts.
<b>Module 5 –</b> Self-Compassion and Managing Difficult Emotions in Yourself and in Your Classroom	<ul style="list-style-type: none"> <li>5.1 Daily Classroom Practice 1-Week Report PPT <b>OR</b> Healthy Student Self-Talk PPT</li> <li>5.2 Forum on Greatest Self-Compassion Challenge as a Teacher OR Critical Response Forum – Expanded SEL Vocabulary</li> </ul>	100 pts. 30 pts.
<b>Module 6 –</b> Modeling and Measuring Progress in Self-Care as a Teacher	<ul style="list-style-type: none"> <li>6.1 Wheel of Life – 2-Part Self-Assessment Exercise</li> <li>6.2 Reflection Forum: Retaking and Comparing Your Self-Compassion Scores</li> </ul>	100 pts. 30 pts.
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>880 points</b>

## 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 discussion 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 discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. 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 discussion question whenever possible. The faculty role in the discussion forum 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](mailto: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 logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## 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	<b>Student Learning Outcomes Oral Communication:</b> 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	<b>Written Communication:</b> 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	<b>Content Knowledge:</b> 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	<b>Reflection:</b> 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	<b>Critical Thinking:</b> 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	<b>Moral Reasoning:</b> 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	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.



FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> 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.