

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
MINDFULNESS OF BREATHING

DOMAIN	Coverage, Pacing, Organization of Curriculum
PROBING QUESTION	Did I provide a well-paced and organized curriculum in this session?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Relational Skills
PROBING QUESTION	Am I actively listening to participants and authentic in my relationship with them?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
MINDFULNESS OF BREATHING

DOMAIN	Embodiment of Mindfulness
PROBING QUESTION	Am I being mindful during my teaching?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Guiding Mindfulness Practices
PROBING QUESTION	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
MINDFULNESS OF BREATHING

DOMAIN	Interactive Inquiry and Didactic Teaching
PROBING QUESTION	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Facilitating the Group Learning Environment
PROBING QUESTION	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
BODY SCAN

DOMAIN	Coverage, Pacing, Organization of Curriculum
PROBING QUESTION	Did I provide a well-paced and organized curriculum in this session?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Relational Skills
PROBING QUESTION	Am I actively listening to participants and authentic in my relationship with them?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
BODY SCAN

DOMAIN	Embodiment of Mindfulness
PROBING QUESTION	Am I being mindful during my teaching?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Guiding Mindfulness Practices
PROBING QUESTION	Does my guidance in mindfulness practices provide clarity with key elements that are accessible to participants?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
BODY SCAN

DOMAIN	Interactive Inquiry and Didactic Teaching
PROBING QUESTION	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

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DOMAIN	Facilitating the Group Learning Environment
PROBING QUESTION	Where, in this teaching session, am I providing the appropriate structure and non-judgmental guidance for the group to be a safe learning environment for the exploration of personal and universal experience?
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STRENGTHS	
LEARNING NEEDS	
RATING*	

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Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
FOCUSED ATTENTION AND OPEN AWARENESS

DOMAIN	Coverage, Pacing, Organization of Curriculum
PROBING QUESTION	Did I provide a well-paced and organized curriculum in this session?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
RATING*	

*Competence Rating: Incompetent, Beginner, Advanced Beginner, Competent, Proficient, Advanced

DOMAIN	Relational Skills
PROBING QUESTION	Am I actively listening to participants and authentic in my relationship with them?
EVIDENCE	
STRENGTHS	
LEARNING NEEDS	
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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
FOCUSED ATTENTION AND OPEN AWARENESS

DOMAIN	Embodiment of Mindfulness
PROBING QUESTION	Am I being mindful during my teaching?
EVIDENCE	
STRENGTHS	
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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
FOCUSED ATTENTION AND OPEN AWARENESS

DOMAIN	Interactive Inquiry and Didactic Teaching
PROBING QUESTION	How well am I using inquiry to make connections between participant experience and the themes of the teaching session?
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Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
JUST LIKE ME

DOMAIN	Coverage, Pacing, Organization of Curriculum
PROBING QUESTION	Did I provide a well-paced and organized curriculum in this session?
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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
JUST LIKE ME

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PROBING QUESTION	Am I being mindful during my teaching?
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JUST LIKE ME

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Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
LOVING-KINDNESS EXERCISE

DOMAIN	Coverage, Pacing, Organization of Curriculum
PROBING QUESTION	Did I provide a well-paced and organized curriculum in this session?
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LOVING-KINDNESS EXERCISE

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LOVING-KINDNESS EXERCISE

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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
MINDFUL EATING

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MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC
MINDFUL WALKING

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