

## Instructions for Applying for Certificate of Completion

This course is self-paced. You are encouraged to personalize your learning experience, explore supplemental resources, deepen your practice, and apply learnings to your teaching experiences.

Recognition of the Mindfulness Teaching Fundamentals Course as complete is based on the following criteria:

1. Completion of the course content and workbook.
2. Teaching of the seven identified meditations on three occasions with **one** self-assessment rubric filled out **per** type of meditation. Each should have a rating of Competent, Proficient, or Advanced across the six domains..

### Completion of Course Content

You may download the workbook in the course area of the MindfulnessExercises.com website. You also have the option to download the study sheets associated with each lesson of the course. You may submit either the workbook or all 20 study sheets plus the seven self-assessment rubrics to satisfy documentation of course completion. The self-assessment rubrics are located in the workbook and also available for separate download in the course area of the website.

### Competent Teaching of 7 Meditations on 3 Occasions

To satisfy the competency in mindfulness teaching requirements, you will need to teach each of the seven meditations listed below on three occasions. You will document your competency in guiding each meditation on the provided self-assessment rubrics. Refer to the specific meditation sheets and the course content for suggestions related to guiding each meditation. Listed below are the meditations you expected to practice teaching:

- Mindful Eating
- Focused Attention and Open Awareness
- Mindfulness of Breathing
- Body Scan
- Mindful Walking
- Just Like Me
- Loving-Kindness Meditation

## Mindfulness Teaching Fundamentals

### Submission of Documentation

The workbook includes the documents you will need to submit for the Certificate of Completion. Make certain you completely fill in the three-page self assessment rubric for each type of meditation you are expected to teach.

If you find you are not demonstrating a Competent level of performance with the meditations or leading a class, do not apply at this time. Consider revisiting the course and resources.

Once you have completed the required documentation, you may email Sean Fargo at [Sean@MindfulnessExercises.com](mailto:Sean@MindfulnessExercises.com).

## Mindfulness Teaching Fundamentals

### Mindfulness Teaching Self-Assessment Rubric

On the following page, you will find copies of the Mindfulness Teaching Self-Assessment Rubric. You will also find a copy of this among the resources you can download as a separate document.

Directions: Use this rubric to record your evidence, identify your strengths and learning needs and rate your level of competence in each domain. You don't have to do it all at once. Maybe just pick one domain or one aspect that you are going to work on. Set little goals for yourself.

Use this tool to document your teaching experiences, collect evidence of your performance as a teacher and to assess the development of your competencies as a mindfulness teacher.

For completion of this course, you will need to submit one form for each of the seven identified meditation types, each with a rating of Competent, Proficient or Advanced across the six domains.

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFULNESS OF BREATHING**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

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

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

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

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



Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**BODY SCAN**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**FOCUSED ATTENTION AND OPEN AWARENESS**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**JUST LIKE ME**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

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

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

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

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



Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**LOVING-KINDNESS EXERCISE**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL EATING**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

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

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

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

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Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

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

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

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

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

Mindfulness Teaching Fundamentals

MINDFULNESS TEACHING SELF-ASSESSMENT RUBRIC  
**MINDFUL WALKING**

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

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

<b>DOMAIN</b>	Facilitating the Group Learning Environment
<b>PROBING QUESTION</b>	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?
<b>EVIDENCE</b>	
<b>STRENGTHS</b>	
<b>LEARNING NEEDS</b>	
<b>RATING*</b>	

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



### How to Determine Your Competency Rating

Before you begin your meditation teaching, identify the potential sources of evidence that you will use to determine your competency rating. These sources may include:

- Audio or video recording (with informed consent of participants)
- Observations of the reactions and comments of participants
- Observations of your personal thoughts during the meditation guidance
- Feedback from participants or a mentor or coach, if one is available to you
- Debriefing notes that you take immediately following the session

When you have completed the meditation guidance sessions for each exercise, review your evidence relative to the key features of guiding meditation practice. Use the [MBI:TAC resources](#) to determine your rating.