

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Danielle Sochor
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Margaret Mattioli

School: High School

Principal: Dr. Sneathen

Grade Level or Subject: High School 9-12

Phone: (school): 856-625-2700 x. 1213 (Home): 856-305-6175

E-mail(s): mmattioli@gpsd.us

B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Margaret Mattioli

Signature of Applicant

Dr. Danielle F. Sneathen

Signature of Principal

Please note: from this page on, please **do not include your name or your school** in any of your descriptions as all applications are coded to prevent bias.

C. Project Title and Description

Title of Project: Mindfulness & SEL in Education

Subject Area(s): Social-Emotional Learning

Approximate Number of Students Participating: This project targets teachers.

Project Starting Date: October/November 2018

Project Completion Date: May 2019

Need: Describe the problem or deficiencies that exist which require the improvements described.

Teachers face consistently high stress levels and are increasingly being asked to do much more than effectively deliver content-based education in the classroom. These rising stress levels and increased demands have significant negative effects on teachers both inside and outside of the classroom. Such effects might include increased negative affect, higher levels of burnout, reduced feelings of teaching efficacy, and poorer relationships with students, colleagues, and family members.

In addition to the difficulties noted above, research consistently indicates that teachers work with students who lack the resilience and tools needed to effectively manage the social and emotional demands of being a student. By the nature of their contact with students, teachers have the opportunity to both model and teach students to effectively manage these social and emotional demands. However, in order to serve as effective role models and teachers, they need to understand how this impacts students and the benefits it provides. Additionally, they should experience first-hand how this can work and the associated positive outcomes that social emotional learning provides.

Strategy: Briefly describe your plan to alleviate the need/problem.

Summary Statement: Our plan is to provide brief, in-person mindfulness training to teachers at GHS. This training will be followed by providing them with a mobile application and brief “coaching contacts” that they can use to continue the training beyond the in-person training. We will monitor teachers use and satisfaction with the training and also measure how the training impacts personal and professional outcomes.

More Detailed Plan

The plan involves bringing together multiple parties to address the problem. Specifically, we are proposing a project that brings together members of Glassboro High School, Rowan University (RU), and a community member with experience in providing mindfulness training. The mindfulness training used and the application of the training itself will be supervised by a faculty member from the Department of Psychology at RU who is also a licensed clinical psychologist with expertise in teaching and delivering mindfulness training.

Teachers will first be provided with in-person mindfulness training. Mindfulness training has been increasingly used in K-12 settings over the last decade and research indicates that it shows great promise at improving social and emotional functioning in teachers. Furthermore, mindfulness training has also been shown to improve feelings of teaching efficacy and relationships with students and coworkers in the educational environment. The mindfulness training will involve education about mindfulness and its importance to teaching. Additionally, direct opportunities to practice mindfulness will be provided to teachers during the training.

After completing mindfulness training, teachers will then be given a mobile application that they can use which will help them maintain their mindfulness practice. This mindfulness app will be selected with the guidance of a RU faculty member with expertise in mobile applications for mental health and mindfulness training. This will ensure that the app is of good quality and consistent with the in-person training the teachers receive. Teachers will also be given the opportunity for brief “coaching contacts” where they could ask questions or get guidance with any struggles they encounter as they continue to practice mindfulness and attempt to integrate mindfulness into their lives. These coaching contacts will be limited to 15 minute periods and will be done over the phone.

Teachers will also be asked if they would be willing to have all of the data from their participation used for a research study being led by the RU faculty member. This will be voluntary and all teachers will have access to the program regardless of whether they choose to be part of the study. Our hope is that the data gathered from this project might be used as pilot data for a larger, grant-funded study that could be run with students and/or teachers at GHS or with GHS and other high schools in the area.

The main objective for this grant funding will be for the 20 trained teachers to turnkey their newfound knowledge to other interested staff members this year and in the coming school years. This grant, if awarded, has the potential to impact every GHS student. A growing body of research suggests that mindfulness affects not only teacher stress, but also interpersonal interactions that can have an important impact on learning. Trained staff members will begin to practice mindfulness techniques with their students. While our ultimate goal is to reduce incidences of discipline by teaching students to self-regulate it is our hope that this will carry over into all aspects of students’ lives.

**Glassboro Education Foundation
Grant Application**

D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<ol style="list-style-type: none"> 1. Teachers will demonstrate increased mindfulness. 2. Teachers will report increased teaching efficacy. 3. Teachers will report greater overall well-being. 4. Teachers will report higher levels of positive emotion and lower levels of negative emotion. 5. Teachers will report lower levels of stress. 	<p>The mindfulness training program is intended to accomplish objective #1. The remaining objectives should be outcomes of the mindfulness training.</p>	<ol style="list-style-type: none"> 1. Each of the outcome measures listed in column 4 will be administered at baseline (prior to training), post-training, and at a maintenance point (approximately 6 months post-training) 	<ol style="list-style-type: none"> 1. Mindfulness in Teaching Scale 2. Five Facet Mindfulness Questionnaire 3. Teachers' Sense of Efficacy Scale 4. Maslach Burnout Inventory: Educators Survey (MBI) 5. Emotion Regulation Questionnaire (ERQ) 6. Perceived Stress Scale (PSS-4)

Glassboro Education Foundation
Grant Application

E. Itemized Budget

Materials/Equipment		Services		Evaluation Techniques	
<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>
App Subscriptions	\$0	Consultant Services:		All measures being used are available free of charge.	
Training Materials	\$20 per person	RU Faculty Consultant	\$1000		
		Mindfulness Instructor	\$1000		
		<u>Sub-total:</u>	<u>2000</u>	<u>Sub-total:</u>	<u>0</u>
				<u>Grand Total</u>	<u>\$2000</u>

Sub-total: Estimated at an enrollment of 15 teachers; Approximately \$300 *See Note

Note: The consultants are currently negotiating to receive training materials free of charge. If this is not possible, the cost of the training materials will be directly and evenly deducted from the consultant fees.