



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 591: Mindfulness in the Classroom and Wellbeing for Teachers K-12

ONLINE COURSE

| Instructor Information: | |
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| Instructor Name: | Caitlin Krause, M.Ed and Author |
| Instructor Email: | ck@mindwise.pro |
| MTI Email: | info@midwestteachersinstitute.org |
| Instructor Background: | <p>Caitlin Krause is a globally-recognized learning expert, author, and keynote speaker. In her 2019 book <i>Mindful by Design</i> and through her organizational consulting, she helps individual leaders and teams leverage mindfulness, storytelling, and design principles to connect more deeply with their audiences and communities.</p> <p>As founder of the <u>MindWise</u> consultancy, co-founder of the Center of Wise Leadership, and a virtual reality and AI specialist, Caitlin contributes to building products and experiences that promote humanity, innovation and emotional intelligence. She speaks extensively in Europe and North America, delivering keynotes and leading professional development and learning workshops. In addition to her work with mindfulness and SEL, she coaches about effective use of virtual reality, augmented reality, and immersive storytelling to boost innovation and creativity. Caitlin has more than a decade of experience as a teacher in middle school and high school classrooms, and served as a curriculum designer, promoting mindful leadership models throughout organizations. She believes in embracing creative constraints, living</p> |

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| | a life filled with moments of wonder, and connecting with passion, purpose and presence. |
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| Course Information |
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| Course Format (distance learning, online, webinar, experiential onsite courses): | <p>Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 112.5 hours of instructional time is devoted to this course per the requirements from the Higher Learning Commission for extended studies.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p> |
| Prerequisites | All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from. |
| Accrediting Partners | For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you. |
| Required Books and Materials | <ul style="list-style-type: none"> ● Caitlin Krause <i>Mindful by Design: A Practical Guide for Cultivating Aware, Advancing, and Authentic Learning Experiences</i>. Corwin Publishing 2019. ISBN-13: 978-1506388656 |

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| <p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● understand mindfulness more deeply ● explore ways to apply mindfulness to the classroom ● explore practices of mindfulness that affect personal quality of life ● learn new strategies for classroom design ● share ideas and insights with a group of professional, motivated colleagues |
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Course Description:

This course investigates the ways that mindfulness practices and applications can transform both the classroom and a teacher's wellbeing. Mindfulness is the building of three capacities: awareness, advancement, and authenticity. Built upon these facets, this course covers the background and uses of mindfulness, plus offers ideas about ways to use mindfulness in the design of learning spaces, routines, curriculum and community. Learners will access and discuss 24 detailed practices for individuals and groups, including step-by-step embedded mindfulness exercises, ready to implement immediately. They will be able to reflect individually and as a community, and feel empowered to start designing ways to incorporate learnings into their classrooms and daily quality of life.

This course is led by Caitlin Krause, teacher and author of the acclaimed book, *Mindful by Design*. Her personal approach and guidance allows this course to be both instructional, informative, and filled with lasting personal and professional insights.

About the text, *Mindful by Design*:

"With the framework of the Three A's -- being Aware, Advancing, Authentic – Krause has crafted a wonderful book that shares her experience and deep inquiry as a scaffold for integrating mindfulness into the classroom. This book skillfully provides an informed and practical set of guidelines and exercises for designing mindful experiences for the benefit of teachers and students."

—Philippe Goldin, PhD, Director, Clinically Applied Affective Neuroscience Laboratory, University of California Davis

Learning Strategies: Practice self-inquiry and reflection, review design strategies, look at standards and trends in learning design, investigate background of mindfulness, participate in whole group discussions, professional collaboration, personal reflection, individual assignments and projects with direct feedback and mentoring.

Experiential Learning Opportunities: Educators, based on course content, chapter readings and acquired knowledge, will design a personal plan-of-action and approach to incorporating mindfulness practices in their professional and personal lives. This is an introductory course intended to address the need for mindfulness and SEL (social emotional learning) woven into the fabric of learning design, for lasting wellbeing and change.

Format of the Course and Submitting Work

This course includes 3 types of individual submissions (**Answer and Discuss**, **Reflect and Respond**, and **Focus Project**), mapped out and described in detail below, which you are expected to complete as the course progresses. You are required to complete all three of the submission types, to earn points equivalent to a total of an A or B, in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the chart, which also maps out the expected hours for each activity and type of course engagement. This is an ONLINE course that runs for a five (5) week duration. Each week, as directed by your instructor, you will have submissions due. **Answer and Discuss** and **Reflect and Respond** posts will be completed online using our LMS (Learning Management Software) Canvas. Your **Focus Project** assignment will be submitted both in the format of a public post, plus electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive

format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Feedback Assessment and Grading Scale Rationale:

The grading scale below, with an emphasis on engagement, favors qualitative feedback. In a course that addresses teacher wellbeing and mindfulness, it is be beneficial to use this grading system, presented below and developed based on current research and grading trends.

Research shows that effective learning takes place when the learner engages in content and is able to participate in a personal, meaningful way, with formative guidance, support, and personalization.

For this specific mindfulness course (MTI 588), a qualitative, formative approach to grading is developed, with clear expectations, participation and engagement setting the standards. All grading details and expectations are included below. Accent will be on feedback, cooperative models, and community relationships. Feedback from the instructor is detailed and personal, and those who do the authentic work for this course will pass the course and receive credit for it.

For supportive research, please refer to the following articles. Leading academic researchers who are cutting-edge experts in the field of grading methods, including Joy Kirr and Starr Sackstein, are recognized for conducting and compiled a great deal of research about the merits of grading methods that favor feedback over traditional grading systems of the past:

- http://blogs.edweek.org/teachers/work_in_progress/2016/03/ungrading_it_can_be_done_in_co.html
- <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/How-Feedback-Leads-to-Engagement.aspx>
- <http://www.livebinders.com/play/play?id=1693716#anchor>

| Expectations | | Approximate contact hours for each expectation |
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| Complete introduction to using Canvas video and pre-survey | Week one | 1 hour |
| Complete required reading from textbook <i>Mindful by Design</i> and supplemental articles | Every week | 28.5 hours |
| Answer and Discuss one weekly <i>forum question</i> posted by instructor to online classroom at Canvas forum, including time for re-reading forum questions and posts | Every week (1 per week, 5 total, 2 points each): 10 total points | 10 hours |

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| Reflect and Respond about classroom experiences and the required reading, by responding to 2 forum posts made weekly by colleagues online at Canvas classroom forum | Every week (2 per week, 10 total, 1 point each): 10 total points | 10 hours |
| Studying (time to reread and make personal notations in a journal) | Every week | 5 hours |
| Application experiments | Every week | 10 hours |
| Field experiences in the classroom implementing and designing mindfulness experiences for students | Weeks 3-5 | 28 hours |
| Focus Project (planning, researching, and formulating) | Weeks 4 and 5 | 15 hours |
| Final reflection post about Focus Project , which will receive personal comments and feedback from instructor, with the opportunity to have a 15 minute 1:1 conversation about experiences. | Final week: 30 total points (post is 25 points, conversation is 5 points) | 5 hours |
| Total | 50 total points | 112.5 hours |

General Expectations:

Clearly, the more quality you put in, the more benefit you will get out of this course, which is highly interactive and experiential.

Those who are unable to complete the minimum requirements of 40 points (equivalent to a B average, 40/50) will not earn the three (3) graduate credits for this course. Points and expectations are detailed below.

Answer and Discuss Expectations (5 total, 2 points each):

Each response, in the form of a post, is completed and submitted on time. Length is minimally 2-3 paragraphs (10-15 sentences), and reflects investment and care in approach to course materials and ideas. Responses show strong evidence of ideas and insights from this course and how they are applied to the classroom. Application experiments, field experiences, and examples, including active ways you are using and applying course concepts to your individual life and classroom environment, are included as examples in posts. Supporting examples, facts and statistics are accurately represented.

Reflect and Respond Expectations (10 total, 1 point each):

Each response is completed and submitted on time. Length of each response is about 1 paragraph (5 sentences), and reflects investment and care in approach to course materials and shared reflections from fellow students. Responses show strong evidence of ideas and insights from this course and how they are applied to the classroom. Supporting examples, facts and statistics are accurately represented. Dignity and care is shown in community, to support open, inclusive environment.

Focus Project Expectations (1 total, 30 points):

This project represents the culmination of the 5-week course. The project challenge is simple: “Design and create a meaningful mindfulness-based experience you can have with your students, that focuses on one (or all) of the 3 A’s of Mindfulness.” Use what you have learned in this course to help you in your designing. Feel free to use one of the activities from the book *Mindful by Design*, and find a way to make it your own, personalizing it to your class.

During (or immediately after) the experience, record your reflections and takeaways, so you can formally present them in a post that is also shareable with the group. Your Focus Project post should reflect strong evidence of the ideas and insights gained from this course, and should be completed in a thoughtful and meaningful matter. Accent on interdisciplinary components (i.e. photos, text, sketches, etc.) is optional, in addition to the written response (post). Your Focus Project post should be 3-5 paragraphs, and should show strong evidence of ideas and insights from this course, applied to your personal Focus Project experience. The post should demonstrate an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course. All supporting facts and statistics should be accurately represented in a clear, coherent, logical manner. Supporting examples, facts and statistics should be accurately represented, in a response that is written with attention-to-details of grammar and spelling.

In addition to posting this Focus Project in the group forum, you will be expected to submit it (as a GoogleDoc or Word document) to the instructor by the assigned due date. The instructor will be providing individual feedback on your Focus Project, along with an invitation to have a 15-minute conversation about the experience.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1 – Introduction to Mindfulness and LMS-Canvas Tutorial

- Syllabi/Assignment Review
- Read Chapter 1 (*Mindfulness: Beyond the Buzzword*) in your textbook.
- **Answer and Discuss** Activity- Answer one of the two Week #1 Instructor Posted Online Questions by Tuesday.
- **Reflect and Respond** Activity- Post/Communicate 2 Responses Online To Your Colleagues’ Answers by Thursday.

Week 2 – Classroom Design and Creating a Mindful Learning Environment

- Read Chapter 2 (*Creating a Mindful Learning Environment*) in your textbook.
- **Answer and Discuss** Activity- Answer one of the two Week #2 Instructor Posted Online Questions by Tuesday.
- **Reflect and Respond** Activity- Post/Communicate 2 Responses Online To Your Colleagues’ Answers by Thursday.

Week 3 – Mindfulness and Wellbeing for Teachers: Securing Your Safety Belt First

- Read Chapter 3 (*Mindfulness for Teachers*) in your textbook.
- **Answer and Discuss** Activity- Answer one of the two Week #3 Instructor Posted Online Questions by Tuesday.
- **Reflect and Respond** Activity- Post/Communicate 2 Responses Online To Your Colleagues' Answers by Thursday.

Week 4 –Mindfulness in the Classroom and Community

- Read Chapter 4 (*Mindfulness in the Classroom and Community*) in your textbook.
- Begin to think about what your chosen Focus Project will be, based on the expectations and what has impacted you most from the readings and course discussions.
- **Answer and Discuss** Activity- Answer one of the two Week #4 Instructor Posted Online Questions by Tuesday.
- **Reflect and Respond** Activity- Post/Communicate 2 Responses Online To Your Colleagues' Answers by Thursday.

Week 5 –The Future of Mindfulness

- Read Chapter 5 (*The Future of Mindfulness*) in your textbook.
- **Answer and Discuss** Activity- Answer one of the two Week #5 Instructor Posted Online Questions by Tuesday.
- **Reflect and Respond** Activity- Post/Communicate 2 Responses Online To Your Colleagues' Answers by Thursday.
- **Focus Project** Reflection Posted Online in Forum and Sent (as GoogleDoc/Word Doc) to Instructor by Sunday night at the end of Week #5.
- Schedule a 15-minute conversation with Instructor, to reflect and share about the **Focus Project**. Times will be available online through the Calendly app.
- Complete end-of-course Reflection and Survey.

End of Course Reflection and Survey

Now that you are finished with this class, the instructor has developed a reflection that you'll be receiving by email. It's a Google Form and is simple and quick, giving you a chance to reflect about the highlights and takeaways from the course. Please also take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their

own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The ten INTASC STANDARDS are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.