



Midwest Teachers Institute
Teachers Helping Teachers

**MTI 573-Creating a Mindful Classroom:
Incorporating Mindfulness in Education**

ONLINE COURSE

Instructor Information:

Instructor Name: Mike Foster

Email: mikefoster18@gmail.com

Instructor Background:

I began my education at Eastern Illinois University with a Bachelor of Science in Physical Education. To further my education I earned a Master of Science in Physical Education from Eastern Illinois University. During this time, I also worked as a graduate assistant; serving as an Intern to the Assistant Athletic Director of Compliance. I went on to complete my Type 75 endorsement and received a Master of Art in School Leadership from Concordia University Chicago.

In 2013, I started my higher education career by teaching online classes for Midwest Teachers Institute. During my high school teaching tenure I have filled the role of Physical Education teacher, Driver Education teacher, and coach to golf, basketball, baseball, and tennis. Currently I serve as a Physical Education teacher.

Education

M.A. School Leadership, Concordia University Chicago, River Forest, IL

M.S. Physical Education, Eastern Illinois University, Charleston, IL

B.S. Physical Education Teacher Certification 6-12, Eastern Illinois University, Charleston, IL

Frequently Taught Courses

MTI 534 - Developing a Growth Mindset: For Teachers of all Ages and Curriculum

MTI 541 - The Role of GRIT: Embracing GRIT as an Educator

MTI 589 - Improving Student Achievement: Through School Wide Leadership

MTI 594 - 21st Century Assessment: Raising Student Achievement

MTI 596 - Leaders in the Classroom: Closing the Achievement Gap

MTI 597 - Assessment in a Differentiated Classroom for New and Experience Teachers

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):

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 45 hours of instructional time is devoted to this course.

We recommend that you take an introduction to Canvas tutorial course as well to become more comfortable with our LMS. This can be done by clicking on the *help* tab, then [Canvas 101](#).

If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.

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..

Required Books and Materials

- Textbook-Iberlin, Jeanie and Ruyle, Mike (2017). *Cultivating Mindfulness in the Classroom*. [Foreword by Robert Marzano]. Bloomington, IN: Marzano Research.(Textbook provided and sent to you after registration).
- Internet Access
- LMS- Canvas Account and Login
- Your Lesson Plans and Unit plans
- Online literature

Course Description: This course will provide teachers with knowledge and strategies to incorporate mindfulness into their classrooms. This course will provide teachers with lessons that could be implemented on a daily or weekly basis, along with quick activities to refocus the class. Teachers enrolled in this course will research the benefits of mindfulness for themselves as well as their students. Teachers will discuss current practices, research new strategies, and collaborate with peers to further their knowledge. Throughout this course teachers will examine the 5 key benefits of mindfulness: (1) stress reduction, (2) attention, (3) emotional control, (4) positive self-concept, and (5) positive interactions.

Learning Strategies: Professional literature analysis, whole group discussions,, professional

collaboration, personal reflection, individual assignments(applications, research project and evaluation/reflection essay).

Experiential Learning Opportunities: Educators will work in their own schools with licensed professionals to apply their strategies learned and create a staff development to share their findings.

INTASC	Course Objectives	CCSSO (ISLLC)
1	<ul style="list-style-type: none"> ● Collaborate with other educators to evaluate the current levels of anxiety and stress students are experiencing. ● Identify and examine problems with current education that may cause anxiety and stress. 	1,2,3,5,6,7,10
2	<ul style="list-style-type: none"> ● Measure student’s ability to apply knowledge to complex, real-world tasks and the stress associated with the tasks. ● Develop strategies to promote mindfulness that will meet the different learning needs of each student. 	2,3,4,6,10
3	<ul style="list-style-type: none"> ● Collaborate with other educators through rigorous class discussions to develop and share activities/lessons that promote mindfulness. ● Utilize forward thinking to design activities that support students being present in the moment. 	2,3,4,5,6,7,10
4	<ul style="list-style-type: none"> ● Develop concepts that will promote mindfulness to create learning experiences meaningful to all students. ● Reflect on new strategies that can lead to mastery. 	1,2,3,4,10
5	<ul style="list-style-type: none"> ● Develop an understanding for the use of mindfulness to maximize content learning. ● Engage students by incorporating activities that promote mindfulness. 	2,3,10
6	<ul style="list-style-type: none"> ● Discuss alternative forms of assessment and ways to implement them into the classroom to engage students. ● Develop techniques in the classroom to allow students to set goals for their own learning. 	2,3,4,6,7,10
7	<ul style="list-style-type: none"> ● Understand the individual strengths of each student and design curriculum to meet diverse needs. ● Collaborate with other educators to develop diverse 	2,3,4,5,6,7,10

	curriculum to increase rigorous learning in the classroom.	
8	<ul style="list-style-type: none"> Design lessons that focus on stress reduction, attention, emotional control, positive self-concept, and positive interactions. Engage students by incorporating activities that promote mindfulness to allow students to be present mentally. 	3,4,9,10
9	<ul style="list-style-type: none"> Analyze previous practices and lessons in order to make adaptations that enhance stress reduction, attention, emotional control, positive self-concept, and positive interactions. Self-assess performance in the classroom and evaluate the need to change. 	2,9,10
10	<ul style="list-style-type: none"> Connect with other professionals to strengthen and improve mindfulness for the instructors and students. Advocate for students to partake in mindful activities to reduce stress, increase attention, display emotional control, positive self-concept, and positive interactions. 	1,2,5,6,7,8,10

	Assessments:
Formative Assessments:	Class discussions Class responses
Summative Assessments:	Application assessments Relating professional experiences to course material. Project assessment Evaluation assignment/personal reflection connecting course material to a researched article.
Assignments:	See below

Class Discussions

Discussion 1 (Text Question Rubric) 9 points	Read the article: http://www.edufundingpartners.com/2018/10/08/10841/ . Do you incorporate any of these activities in your classroom already? Do you feel they would benefit your students? Can you incorporate them into your classroom?
--	---

Responses 9 points	Each student will collaborate with one another through class discussions. Each student will be responsible for commenting on two (2) other students original posts.
Discussion 2 (Text Question Rubric) 9 points	Chapter 1 - Of the 5 key benefits of mindfulness, is there one that stands out to you? Do you feel your students would benefit from that category? Explain.
Responses 9 points	Each student will collaborate with one another through class discussions. Each student will be responsible for commenting on two (2) other students original posts.
Discussion 3 (Text Question Rubric) 9 points	Chapter 3 - Do you take time for yourself to unplug? Do you see this as a problem with attention for you and your students? Do you see your students struggling with attention because they are constantly connected?
Responses 9 points	Each student will collaborate with one another through class discussions. Each student will be responsible for commenting on two (2) other students original posts.
Discussion 4 (Text Question Rubric) 9 points	Chapter 4 - How do you respond to stressful situations? Could you benefit from incorporating some mindfulness activities into your life?
Responses 9 points	Each student will collaborate with one another through class discussions. Each student will be responsible for commenting on two (2) other students original posts.
Discussion 5 (Text Question Rubric) 9 points	Chapter 7 - After reading the textbook, do you see a benefit for mindfulness? Is there a place for it in schools? In your classroom? For you as a teacher? In your life?
Responses 9 points	Each student will collaborate with one another through class discussions. Each student will be responsible for commenting on two (2) other students original posts.

Assignments:

Performance Assessment Application Assignments

(Application Rubric)	Which stress relieving strategy could you incorporate in your class? Why does this strategy work best for your class? How would you build it into your
----------------------	--

45 points	<p>curriculum? When would you practice these strategies? How often would you use this strategies?</p> <ul style="list-style-type: none"> - 2-3 pages in APA format - Include personal experiences and knowledge - Reference the course textbook
(Application Rubric) 45 points	<p>In order for teachers to implement a mindfulness program, the use of SMART goals could be beneficial. On page 89 figure 7.2 displays a sample action plan that illustrates the use of SMART goals. Create your own action plan. Then discuss in detail the thoughts behind your plan. How will it benefit your students?</p> <ul style="list-style-type: none"> - 2-3 pages in APA format - Include personal experiences and knowledge - Reference the course textbook

Reflection Activity

15 points (Reflection Activity Rubric)	<p>After reading the textbook, reflect on the material from the book and what was discussed in class. Describe how you will adapt and what you will take back to your classroom.</p>
---	--

Project/Evaluation Essays

Essay 100 points (Project Rubric)	<p>Research a topic from this course and find an article that relates. You will then write an article review and a personal reflection connecting the article to the course content.</p> <ul style="list-style-type: none"> - 3-5 pages in APA format - Include personal experiences and knowledge - Reference the course textbook and the article in your response - Attach the article with your assignment
Essay 100 points (Evaluation)	<p>After reading the textbook, take a stance either for or against the books content and strategies. Defend your position providing examples,</p>

Rubric)	<p>experiences, and other sources. Relate the course content to strategies you already use in class.</p> <ul style="list-style-type: none"> - 3-5 pages in APA format - Utilize the textbook and 2-3 other sources
---------	--

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade 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 assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted 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.

Assessments	Approximate contact hours for each assessment	
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
Application Assignments#1 and #2 (45 points each)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours
Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i>		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric - 5 answers @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i>	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

___/3			
-------	--	--	--

Application Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.

Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.
------------------------------	---	--	---

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or

	strategies presented in this course.			
--	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------

Course Schedule

Week 1

- Read the article in the link and Chapter 1 in your textbook.
<http://www.edufundingpartners.com/2018/10/08/10841/>
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues answers by Thursday.
- Application # 1 due Sunday night

Application # 1

Which stress relieving strategy could you incorporate in your class? Why does this strategy work best for your class? How would you build it into your curriculum? When would you practice these strategies? How often would you use this strategies?

- 2-3 pages in APA format
- Include personal experiences and knowledge
- Reference the course textbook

Week 2

- Read Chapters 2 and 3 in your textbook.
- Answer and Discussion- Answer Week #2 instructor posted online question by Tuesday.
- Reflection and Respond Activity- Post/communicate 2 responses online to your colleagues answers by Thursday.
- Application Assignment #2. Due by Sunday night.

Application #2

In order for teachers to implement a mindfulness program, the use of SMART goals could be beneficial. On page 89 figure 7.2 displays a sample action plan that illustrates the use of SMART goals. Create your own action plan. Then discuss in detail the thoughts behind your plan. How will it benefit your students?

- 2-3 pages in APA format
- Include personal experiences and knowledge
- Reference the course textbook

Week 3

- Read Chapters 4 and 5 in your textbook.
- Answer and Discuss Activity- Answer Week # 3 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 4

- Read Chapter 6 in your textbook.
- Answer and Discuss- Activity Week # 4 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.
- Research Project. Due by Sunday night.

Research Project

Research a topic from this course and find an article that relates. You will then write an article review and a personal reflection connecting the article to the course content.

- 3-5 pages in APA format
- Include personal experiences and knowledge
- Reference the course textbook and the article in your response
- Attach the article with your assignment

Week 5

- Answer and Discuss Activity- Answer Week #5 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.
- Final Evaluation Assignment due by Sunday night.

Final Evaluation

After reading the textbook, take a stance either for or against the books content and strategies. Defend your position providing examples, experiences, and other sources. Relate the course content to strategies you already use in class.

- 3-5 pages in APA format
- Utilize the textbook and 2-3 other sources

End of Course Survey

Now that you are finished with this class, please 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.