

Mindfulness in Teaching Scale (MTS)

Instructions:

Below is a collection of statements that describe experiences teachers may have in the classroom. Using the scale, please indicate how true each statement is when considering **your last month** of teaching. Answer according to what really reflects your experience rather than what you think your experience should be. Treat each item separately from every other item

		Never true	Rarely true	Sometimes true	Often true	Always true
1	When I am teaching it seems I am “running on automatic” without much awareness of what I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	When I am in the classroom I have difficulty staying focused on what is happening in the present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	When I am teaching I find myself doing things without paying attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	When I am teaching I get so focused on the goal I want to achieve that I lose touch with what I’m doing right now to get there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	At school I tend to walk quickly to get where I’m going without paying attention to what I experience along the way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I rush through activities with my class without being really attentive to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When something painful happens at school I tend to blow the incident out of proportion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am often so busy thinking about other things that I am not really listening to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	When I’m really struggling with teaching, I tend to feel like other teachers must be having an easier time of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Even when it makes me uncomfortable, I allow my students to express their feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I listen carefully to my student’s ideas, even when I disagree with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I am aware of how my moods affect the way I treat my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	When I’m upset with my students, I notice how I am feeling before I take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	When I am upset with my class, I calmly tell them how I am feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring:

1 = *Never true* to 5 = *Always true*

To score the questionnaire in a way that high scores equal high levels of mindfulness:

items marked with a * need to be reverse scored (i.e., 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Sub-scale coding:

- **Intrapersonal Teacher Mindfulness:** 1*, 2*, 3*, 4*, 5*, 6*, 7*, 8*, 9*.
- **Interpersonal Teacher Mindfulness:** 10, 11, 12, 13, 14.

Questionnaire items were extracted from:

- Li, C., Kee, Y. H., & Wu, Y. (2019). Psychometric properties of the Chinese Version of the Mindfulness in Teaching Scale. *International journal of environmental research and public health*, 16(13), 2405.
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