Please update us on any changes you made to your team action plan:

We decided to rely only on the surveys for our data. Students’ STAR scores could be influenced by other things such as sickness or personal problems.

Analysis of Data on Teacher Learning: We examined our reflections and found the following: (Support each claim with examples/evidence)

Mindful of the steps in math- By knowing where students were having difficulty we could work with them in the areas that they needed remediation. This forced us to become aware of the steps in the math we were teaching.

Aware of student anxiety levels in the room- Children are not able to focus on learning when their brain is in a state of stress. Being aware of the stress level and providing them strategies to use strengthened their personal emotional intelligence.

Mindful of my own anxiety when students didn’t understand concepts- self-reflection helped us to monitor our own emotional levels, and use the tools we have learned about focusing our minds.

Aware of using mindfulness to help students with their own emotional intelligence- We used it not only in math, but other times when the stress level was high- example a morning with terrible weather.

Aware of using mindfulness in all content areas- As the year progressed we found ourselves being more mindful in general and the students were asking for calming brain breaks outside of math.

Analysis of Data on Student Learning:

We examined the student surveys and compared the beginning and ending results. We found that the majority of the children found mindfulness to be beneficial and recommended that it be continued next year.
### Analysis of Data on Teacher Learning: (Support each claim with examples/evidence from your reflections.)

We did see improvement in attentiveness and engagement of our focus students over time. (Evidence provided in slides 12 – 14 of our presentation).

We discovered that practicing and teaching mindfulness activities is worthwhile for all students. Overall student engagement was increased with the mastery and use of mindfulness practices. This was evidenced in teacher observations of the entire group of students and focused observation of target students. (Evidenced with Daily Data Collection with Tally charts (slide 7), Graph in presentation slides 12 - 14).

Students in all three settings regularly ask to exercise mindful practices.

### Analysis of Data on Student Learning: We examined student survey and found the following (Give examples/evidence for each claim).

- When analyzing the whole group survey, there was a significant increase in positive responses to questions 1 – 3 of the survey.

- Per the student survey there was a notable decrease in negative responses.

- Students that were reluctant to participate at first willingly took part in mindful activities as time went on.

- There were fewer students who felt unaffected by the mindfulness activities.

  According to the survey data, students indicated that they felt mindfulness increased their ability to pay attention. (Evidence provided in slides 8 – 11)

### Teacher Participant Names: Amber Rehm

### Analysis of Data on Student Learning:

In the first month of the school year I spent some time researching the Harkness Method so that I could introduce it to my students and implement in our class discussions. For our first Harkness discussion in the first week of school I did not use any mindful breathing techniques; however, for our second discussion a couple of weeks later I did use a
three minute breathing technique to relax and focus students for the discussion. For their homework that night students had to go onto Schoology (my last year’s project) and answer the following question.

“Do you believe that today’s breathing activity before the Harkness helped your performance during the discussion?”

Yes, and I would like to try it again before discussions and/or quizzes and tests.
Yes, but I don’t want to or need to do it again.
No, I don’t believe it helped or hurt my performance.
No, I believe that it actually hurt my performance.”

Out of the 40 students in both of my AP World classes, 25 students said that yes they believed it helped their performance and they would like to try it before their quizzes and tests.

Based on that data, I began to implement breathing strategies before quizzes and tests for my 5BD class for marking period 3 and then switched and used them with my 2AC class for marking period 4. Below you will find the results of this process.

<table>
<thead>
<tr>
<th>Marking Period 3</th>
<th>2AC</th>
<th>5BD (Mindfulness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 16 Quiz</td>
<td>16/20 = 80%</td>
<td>16.5/20 = 83%</td>
</tr>
<tr>
<td>Harkness Discussion</td>
<td>8.3/10 = 83%</td>
<td>8.5/10 = 85%</td>
</tr>
<tr>
<td>Unit 4 Exam</td>
<td>36/45 = 80%</td>
<td>36.8/45 = 82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marking Period 4</th>
<th>2AC (Mindfulness)</th>
<th>5BD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 17 Quiz</td>
<td>16.4/22 = 75%</td>
<td>17.4/22 = 79%</td>
</tr>
<tr>
<td>Ch. 18 Quiz</td>
<td>16.1/20 = 80%</td>
<td>13.7/20 = 69%</td>
</tr>
<tr>
<td>Unit 5 Exam</td>
<td>41.5/50 = 83%</td>
<td>41.5/50 = 83%</td>
</tr>
</tbody>
</table>

As you can see, for marking period 3 my 5BD class, the class that received the mindful technique, averaged higher on each of the three assessments. For marking period 4 there were more mixed results with my 2AC class averaging lower on the chapter 17 quiz, then higher on the chapter 18 quiz and finally averaging the same on the unit 5 exam. While looking at this data at first I was not really impressed with the impact of using mindful technique on students learning. However, as I looked more closely at the data I came to realize that there was more significance than what I first thought. Out of the six assessments that I used, four of the assessments showed positive impact of mindfulness on student performance. Only one assessment showed negative impact and one showed neutral. For the Harkness discussion it also appears that the mindful activity helped student performance in my 5BD class.

In May of 2015 my AP World students began to prepare for their exam. We were doing a great amount of review and discussion of the format of the exam. The exam itself is extremely difficult because of the timeframe in which students have to complete the parts of the exam. For the first part of the exam they have to answer 70 multiple-choice questions in 55 minutes. Many of those questions are stimulus style questions that include reading passages, charts, graphs or maps that need to be analyzed. For the second part of the exam they have two hours and 10 minutes to analyze several documents, write a document based essay, write a comparative essay and a change and continuity over time essay. They have to write three full length essays in just over two hours. The exam is both mentally and physically exhausting for students. I hold a mock exam every year on a Saturday a couple of weeks before the exam. At this mock exam I did a breathing and stretching technique with them before they started. The week before the exam I asked both classes if they would like me to ask the proctor of their AP Exam to do a breathing technique with them before they started. Fifteen students in my 2AC class raised their hands and 17 students raised their hand in my 5 BD class. Honestly, this data was probably the most important to me. It made me feel so good that even though I could not be with on the day of their exam they still chose to have a complete stranger walk them through a breathing activity because they felt that it would help them to perform better on their AP exam. I believe that speaks volumes as to whether or not mindfulness can help students in their education.

The week after the AP exam I give my students an evaluation form about how well they felt on certain parts of the exam and how prepared they felt for each section of the exam. This year I added two questions to my evaluation form. The questions and student responses are found below.
“I believe the breathing time before the AP exam helped my performance on my test.”

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

“I believe that Mrs. Rehm should use mindfulness techniques with her classes next year.”

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on the data, over half of both classes felt that the breathing technique helped them on their exam and that I should continue to use mindful techniques.

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following: (Support each claim with examples/evidence)

Overall, I was very pleased with the impact that mindfulness had on my instruction and student learning in my classroom. This year has been very challenging for many reasons. First, as Subject Area Specialist for the district I normally teach three blocks, but this year I was given four, which almost led me to resign from my position. Another difficult factor was the fact that out of the four classes, I had three different preps and all of them were classes that I had not taught in the same format before. So I essentially had one extra class to teach and three brand new preps. Another difficulty has been the amount of time that I have been called to cover other teacher’s classrooms which has taken away many of my planning blocks throughout the year. Honestly, I believe that this class and implementing mindfulness is one of the few reasons why I have almost successfully made it through this school year. It is ironic that I began this journey into mindfulness thinking that it would help my students, but ultimately I believe it helped me as well. I also believe that it helped to set a positive rapport in my classroom. Starting the year off with our Harkness discussion model of cooperation and collaboration led us to become a more cohesive whole both individually and as a class.

This winter we had several delays and snow days and it made it difficult to implement mindfulness as often as I was planning. Many lessons were cut short because of the time frame and it forced me to eliminate some of my plans. With the AP exam being in early May if was difficult for me because we were rushing to get through the whole course. I had planned on implementing a couple more Harkness discussions, but was forced to cut them because of time. Nonetheless, given all of the difficulties I do believe that mindfulness had a great impact on my students’ learning and performance this year.

**Teacher Participant Names:** Amber Cerio & Katie Fitzsimmons

Please update us on any changes you made to your team action plan:

Our action plan remained the same throughout the whole process.

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following: (Support each claim with examples/evidence)

Teachers kept track of feelings before, during and after each class and found that after about a month teachers were feeling great about how class went. Did not carry over being upset from the class before and were able to focus on a new group of students as both teachers are art teachers and see a new class every 40 minutes.
We learned that our students aren’t necessarily stressed by our art class but about everything in life from other subject areas and things going on at home. We learned this when we read our students’ journals.

Analysis of Data on Student Learning: We examined _______________ and found the following: (Give examples/evidence for each claim).

Results that we found interesting:
- Students are highly interested in art but don’t necessarily feel like an artist
- Sometimes students feel like we get easily frustrated as teachers
- Students may be afraid to ask for help
- Every student thought we were prepared for class

From the question “What can my Art Teacher do to help me better?” Students responded with…
HELP
- Go slower
- Nothing
- Clarify directions and explain differently
- Harder projects
- More clay projects
- More help with…
  - Drawing
  - Painting
  - Homework
  - Being neat (neater)
  - Give tips
  - Explaining more
  - Confidence
  - Class distraction

After the April survey students’ responses about mindfulness were…
“helps get everything out of my brain”
“made all my stress go away”
“helps with: anger, problems, thinking better, my feelings”
“don’t stop it, let’s do it next year”
“I feel a lot better when I journal”
“helps me express myself”
“I like it but maybe not every class”
“I don’t like the journaling only the breathing
“weird”

Overall student journals were a great success and we will continue them with these students next year as fifth
Teacher Participant Names: Elizabeth Corey

Please update us on any changes you made to your team action plan:

I decided to create my project on Mindful Communication. The project started by focusing on teaching my students to be mindful of their communication with each other. It changed during the course and also ended up helping me become more mindful on how I communicate with my students, colleagues and in my personal life.

Analysis of Data on Teacher Learning: We examined our reflections and found the following: (Support each claim with examples/evidence)

Students became more aware of their thoughts and how their thoughts influence their communication with others. Through their journal responses, the students wrote and drew pictures of their thoughts and how their thoughts made them feel. From there they answered questions on how their feelings contributed with their communication with others.

Students became aware of how mindfulness can calm their emotions and help them relax. Students wrote journal entries about mindfulness and how the anchor breath could help them throughout their day.

Analysis of Data on Student Learning: We examined ________________ and found the following: (Give examples/evidence for each claim).

After examining their journal entries, and observing their behavior, I found that the students became more aware of the way they spoke to one another. I also found that when I practiced mindfulness with them, I was a better teacher, and our class became more of a community. I also found that it brought the students to a place of calmness where they were able to focus more on their work.
Please update us on any changes you made to your team action plan:

My plan did continue to focus around self-care, but the biggest areas of my life that I feel were impacted were my body and my interconnectedness with other people.

Analysis of Data on Teacher Learning: We examined our reflections and found the following: (Support each claim with examples/evidence)

The biggest evidence of learning was the learning that I was able to take away from this project. I was able to be mindful about putting myself first and taking care of what really matters. With this I was able to practice mindful eating, thought the help of the 21 day fix, and make myself healthier by losing 29 lbs. Through the mindful use of my time, and putting myself before the school work I was able to make sure what I was putting in my mouth mattered. This will in turn make me a better teacher. I was also mindful in my walking, not in the way I felt every step and movement I made, but in the distances I pushed myself to walk. There were times when I had not reached my goal and I spent the 30 minutes before I went to bed completing laps around my house to get the last thousand steps in.

I know that healthy eating and exercise is important, but somehow it always ended up taking the back burner to everything else. I made excuses about how much work I needed to do to be ready for school and why I could justify eating something unhealthy on the way home so that I would have a chance to finished my school work. I have used mindfulness to help empower myself in my decision making. I am making better choices in all areas of my life because I am stopping to think about how they will affect me in the long run.

I was able to work on my interconnectedness with other people. I was able to make more time to spend with my family and friends. I was able to form better lasting bonds with my fiancé and make sure that we have time to spend together outside of the mundane things that couples sometimes do together. I have noticed my patience, with my occasionally overbearing mother, has become better and I am able to spend more positive time with the people I care about outside of school. I am able to feel like it is ok to do things on school nights because my work got completed in a timely fashion and that tomorrow is another day and my papers and students and books will still be there waiting for me. My relationship with my sister has strengthened because we now have time to be together.

Analysis of Data on Student Learning: We examined ______________ and found the following: (Give examples/evidence for each claim).

I found that when I left school at a decent time, and didn’t get all of the papers graded or books read for guided reading, that class went on. I was able to make it work and the kids’ education was just as good as it would have been if I spent all of my time working on their papers and their guided reading books as it would be if I took time for myself. But I also saw how much happier I could be as a teacher because of my time away from the work. I guess the biggest thing I noticed was that I was more positive and happier more of the time and that lead in turn to better relationships with my students.

I found that even though I spent less time at work and on the paperwork involved that there were no noticeable results in the student’s educational performance or achievement. I was able to do my job with less time devoted to it than I had been previously spending on it. I learned not to let the work that needed to be done after hours dictate my life, and that I could let my life dictate the hours I put in outside of the school day.
Please update us on any changes you made to your team action plan:

No changes were made to the action plan.

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following: (Support each claim with examples/evidence)

We examined our reflections and found that as a result of mindful breathing the students were able to focus on the here and now. When journaling the students got to know themselves and their classmates better. This made the learning environment more relaxed. Students started working collaboratively during class.

**Analysis of Data on Student Learning:** We examined student surveys and journals and found the following: (Give examples/evidence for each claim).

From the data collected from January to May, students’ knowledge of mindfulness increased and their stress level decreased. These results led to better engagement in the classroom, which is what we hoped for. Examples and evidence will be included in class presentation.

**Teacher Participant Names:** Lori Munnich, Carol Scaccia, Aimee Burns, Tami Hebblethwaite, Jaclyn Straub

**Group Goal:** To teach ‘mindful’ strategies to our students. Our intent is to improve behavior, focus, transitions, and assessment scores and decrease anxiety.

**My Experience with Mindful Education**

When I heard mindfulness was the topic last June, I was thrilled. I would finally be able to start my mission. I literally called a last minute meeting, the last day of school, as teachers were checking out for the summer. I had to share this opportunity with teachers and get them excited about this class before summer vacation. I just knew we were going to have a building of students who were in control of their thoughts and emotions, students who were purposeful and responsible for their own actions. Students who owned their learning, wrote goals and action plans then reflected on their personal actions and behaviors.

Then, we had our first class. I was surprised to learn that "meditation" was going to be the focus of the class. I am an open-minded person, but I've got to tell you, closing my eyes and focusing on my breathing, was a bit uncomfortable for me that first class. I was thinking that this can't be. I wonder how comfortable Chris is feeling right now? Did our district truly understand the purpose of this class? How many teachers expected to practice Mindful Breathing during class? I remember looking around the room, through my squinted eyes, realizing I was not alone. I observed a few smirks and smiles. A few were in the zone. Others were clearly awkward, just like me.

I totally agreed with everything about mindfulness, but like going on a diet, I kept putting it off. Both of my daughters have been practicing "mindfulness" for a few years and both attend Bikram yoga classes, always encouraging me to join them. *I am still putting it off. I am waiting to get in better shape before I can go:* However, I knew I had to become "mindful" myself, before I could bring it into my classroom. I continued to read *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*, by Daniel Rechtschaffen and started to practice Mindful Breathing. It became helpful as I lay awake at 2:00 in the morning, my mind and thoughts wandering. I start to think about my breathing, and consciously inhale and exhale. I do my best to put positive thoughts in my head. I feel my heart rate decrease and tenseness in my body begin to subside. I eventually fall asleep. I am ready!
I introduced my students to mindfulness at the end of November. I am an AIS teacher and work with students in kindergarten, 2nd, 3rd, 4th and 5th grades. We started with mindful breathing, sitting around my carpet. There were some giggles and awkwardness at first. However, within the first few weeks, students became comfortable with mindfulness and most students sat the entire time with eyes completely closed and in the zone. You could see the calmness on their faces.

We continued Mindful Breathing for a few months. When students arrived each day, I was already sitting on the floor (most of the time) waiting to begin Mindful Breathing. We sat around an oval carpet. Students took turns, each day, ringing a chime with a resonating sound, as we focused on our breathing and did the best we could to clear our minds. I am not sure if all students were truly able to clear their minds of thought, but they truly learned to be still, calm and relaxed.

In February, I began using a website called Go Noodle. I found a video called "Safe and Calm" that shows clouds floating in a blue sky while a soothing voice takes you through a body scan, as you relax each part of your body, telling you to feel safe and be calm. The video lasts 3 minutes and 43 seconds. I was not sure if students could possibly be still for that long. At this time, students were only sitting for 1 minute, in complete silence. Could they possibly do it? My kindergarteners? I must say, I was pleasantly surprised. They could! Most students sat quietly, with eyes closed, during the entire activity. You could see the smiles on their faces when the video concluded with "You are a gift to the world, share that gift with others."

I began Maximo in April. Maximo is an animated monkey who models yoga poses helping students with body awareness, balance and concentration. Students take turns picking the Maximo pose of the day. Each activity is between 2 and 4 minutes long, some more challenging than others. Students like Maximo because there is movement and it gets their blood flowing.

After our mindfulness activity each day, students transition into fluency. They gather their belongings while repeating their learning target. For example, "I will read with fluency and phrasing and will not take a breath between every word." I can't image not beginning a class without mindfulness! Students are cooperative and engaged.

I had minimal behavior issues this year. We had a community of trust and understanding. Some of my most active students appreciated mindfulness the most. They truly enjoyed the quiet and calmness of the room. I also believe that starting each class with a mindful activity helped us connect and build a relationship, especially when we sat around the carpet, eye to eye.

While our group goal includes an increase in assessment scores, as an AIS teacher, I cannot say that the progress my students made was a result of mindfulness. Based on the survey (only one students said they use mindfulness before a test) and my absence from students when most assessments are being administered, I cannot say, with complete confidence, that mindfulness is what increased student test scores. There were other factors that could affect student performance. My administrator asked teachers to make students aware of their academic goals (benchmarks) and to graph their progress. As a result, classroom teachers were stressing the importance of student's owning their learning.

I surveyed two groups of students in grades three through five. A total of 3 girls and 7 boys. There are a variety of behaviors and abilities among the students. Four students have IEPs for reading disabilities and three students are diagnosed with ADHD.

Survey Questions & Results:

What does mindfulness mean to you?

- 7 out of 10 students said mindfulness is calm and relaxing
- 1 student said mindfulness clears his head from bad thoughts
- 1 student believes it takes too long.
How do you feel about mindfulness?

- 9 out of 10 students like mindfulness
- 1 student says it is hard and does not work

Does mindfulness help you focus and concentrate?

- 6 students said that mindfulness helps them focus and concentrate
- 1 student said it makes him calm but when we are done he doesn't stay calm (this student is not a behavior problem or diagnosed with ADHD)
- 2 students said it does not help them focus, but does give them quiet

What mindfulness technique do you like the best?

- 4 students like Maximo best - students who like Maximo like the movement and his humor
- 3 like "Safe and Calm" best - students that like Safe and Calm like the peace and relaxation
- 2 like both Maximo and "Safe and Calm"
- 1 no response

Do you practice mindfulness outside of my class (at home, before a test, when you feel anxious)?

- 4 students do not practice mindfulness outside of my classroom
- 3 students use it sometimes or rarely
- 1 student uses it before games so he doesn't feel stressed
- 1 student uses it before taking a test
- 1 no response

Will you use mindfulness in the future?

- 8 students said yes
- 1 student said no
- 1 no response

The majority of students said they love mindfulness and would like to use it in the future. Some students found it difficult to concentrate and were unable to clear their minds. Most students said they do not carry mindfulness into their daily lives, outside my class (unless they have Ms. Fitzsimmons). Most students said they want to continue mindfulness next year.

I would love students to practice mindfulness next year. I believe it needs to be practiced regularly to make it a habit. It needs to begin in kindergarten and continue throughout 12th grade, in a perfect world.

I started MOOTA (Mindful of Our Own Thoughts and Feelings) this past March because I believe it will change the world! I will continue MOOTA next year, with hopes my entire school will be participating. Over the summer, I plan on creating MOOTA units.

HME will have a community of students who are in control of their thoughts and emotions and are purposeful and responsible for their actions. Students will own their learning, write goals and action plans then reflect on their actions and behaviors.

I am thankful I was a part of this experience. Thank you!!!!
Stories

One day, after "Safe and Calm" a 3rd grade boy said "Wow! I never had that happen to me before." I had shared how tense my body and shoulders are before and after "Safe and Calm" he finally felt the tenseness subside from his own body.

During our Spring Open House I stopped the parents of a student who has a history of being lazy and unmotivated. He is known as a trouble maker and a class clown. He chose to join my after school MOOTA group. I told them how their son has been a wonderful participant in MOOTA. The previous week he took care of the garbage from snack time and quieted students down in the hall when preparing for departure. His mother replied, "Wednesdays are the only day of the week he comes home from school happy."

A Teaching Assistant who pushes into my classroom said it is her favorite part of the day and how amazed she is at how well the students are reacting.

Teacher Participant Names:  Ann Wright

Please update us on any changes you made to your team action plan:
Initially I had only planned on using the Mindful breathing Exercises with my 8th grade students-when I realized how it was affecting and calming them and how easy the app was to use I included the sixth grade classes as part of the study.

With the addition of the 6th grade part of the research I learned about and taught my students about the positive effects of mindful breathing on the brain and how it can ready the brain to learn. I added a student survey piece and documented student engagement, time on task and student individual responses to the process.

Analysis of Data on Teacher Learning: We examined our reflections and found the following: (Support each claim with examples/evidence)

Grade 6 findings:

▶ At the end of the 9 weeks of art class and use of the mindfulness practice I administered a student survey. The students reported their opinions and feeling about the process.
▶ A total of 76 students were surveyed and 68% of students reported that they felt the mindful breathing exercises helped them overall.
▶ 65% said that it helped them made themselves more calm and ready to learn. 72% said that it made the class quieter and calmer.
▶ 23% were using the app outside of the class.
▶ And 54% said they wished they did mindful breathing in other classes.

Student written reflections:

- "The class was a lot calmer after mindful breathing" 6th grade girl
- "I like the mindful breathing with her voice. It make me calm." 6th grade boy
- "I liked how Mrs. Wright taught us about the brain and how mindful breathing contributes to it". 6th grade girl

Grade 8 findings – Mindful breathing practices used after negative emotional art production

Grade 8 students all fully engaged in the breathing exercises. I saw each of them return to a better state of mind and after the final art production day one student said “Thank God we did these during this project”

Additionally- I learned that for some specific students (as in the Special-Ed student mentioned in my power point presentation) mindful breathing exercises can be used as a self-regulating tool to deescalate a high negative emotional state.
### My personal growth:
- Full 180 / turn around in my personal thoughts about mindful breathing practices.
- I thought it would take more time away from my already short amount of time I had with my students.
- Fully recognize it as a necessary component of educating the whole child.
- Started Mindful Breathing again day 1 -quarter 3 and am doing it now with final quarter sixth grade classes.
- Personally, I use the “Stop, Breathe and Think” app to “just rest”.

### Analysis of Data on Student Learning:
I examined the usefulness of mindful breathing techniques as a class building/management piece and found the following: (Give examples/evidence for each claim).

#### Student Growth:
- **Mindful breathing practices greatly decreased Middle school drama and hyper activity.**
- **It greatly decreased the time it took to get students engaged in their artworks.**
- **It worked as a very strong signal to begin whatever art task was at hand**
- **Most students genuinely liked doing the shorter practices and recognized that it helped them be ready to learn.**
- **Mindful breathing can really help change a negative emotional state so that you can go on with your day.**

Students recognized that the mindful breathing exercises were a help to them on many levels.

*PLEASE SEE ATTACHED POWER POINT PRESENTATION AND STUDENT SURVEY FOR SPECIFIC INFORMATION.

---

**Teacher: Kelly Mascaro**

### Please update any changes you made to your action plan:
I added another activity called CHAOS! which forces the students to stay mindful and present with a lot of external aural stimulus.

### Analysis of Data on Teacher Learning:
The mindful activities the students participated in were beneficial. I especially noticed through breathing activities they became much more present and focused in their singing. The ‘games’ that we played also helped increase their attention and mindful musicing, especially the game of Forbidden Pattern (which they loved) and the Follow the Hand. I saw this through viewing the videotapes of all rehearsals. This didn’t surprise me. I thought that the stretching and focus activities that we did would have a greater effect but they were not as effective as I thought they would be. Deliberately incorporating more activities that had external distractions also helped the students remain focused especially in public performances, as well as in rehearsal. From the students’ viewpoint these activities were beneficial to them too as evidenced in the surveys and interviews.

### Analysis of Data on Student Learning:
There was a dramatic effect on student’s performance and focus through the participation in mindfulness activities. From viewing video of rehearsals and performances, I saw the accuracy and focus in the students’ musicing improve. I was able to observe in class and on video progress in terms of pitch accuracy, focus and presence in performance. This was very evident in public performances, where not only could I see the students being mindful musicians but could also hear it in their performance. The students reflected via survey and interviews that the activities we did made them feel more focused in their music making and more present. (see powerpoint)
In order to fully understand the mindfulness activities we did, I included video of the students doing them with a description in my Powerpoint, therefore it will not be publishable.

I can be reached at kmascaro@cssd.org for a more complete description of activities.