Analysis of Data on Teacher Learning:
We examined our reflections and found the following: Teachers each wrote a final reflection reporting on their learning as well as student impacts. Regarding teacher learning, the following themes emerged across the group—

1. Teachers reported enjoying learning about mindfulness and experimenting with various meditations, yoga, walking the labyrinth. Teachers want to continue this theme next year with a focus on deepening their own practice and implementing practices in the classroom.
2. Teachers reported a calming effect of practices, allowing them to be more patient and tolerant with students and others. One teacher commented “I could feel my body “let go” of a lot of stressors.
3. Teachers reported health benefits such as finding peace in daily life, giving up smoking, and sleeping better.
4. Teachers learned about the physical, cognitive and emotional benefits, and reported being able to respond rather than react to challenging situations.

Analysis of Data on Student Learning:
We examined mindfulness and found the following:

Teachers reported the following benefits for students—

1. Students enjoy taking the time to breathe, stretch, or sit quietly with music. “It definitely helps them calm down or have more self-control” commented one teacher. They especially enjoyed walking the labyrinth and the finger labyrinths, as well as daily meditation. One teacher shared, “I even had a parent ask what mindfulness was because her daughter enjoyed it so much.”
2. Being mindful helps students be less reactive and more responsive. One teacher commented, “Being mindful helps my students think before they act. The seem more capable of settling down and doing difficult tasks when they are calm and focused… mindfulness is especially important for my more anxious students.”
3. Teachers not only reported on the benefits of mindfulness practices on the learning environment, but also suggested that students benefited from teachers’ practices. “I think they benefited from having me be able to control my emotions. Just like the kids, I had strategies I could use when I was feeling overwhelmed” commented one teacher.
4. Teachers reported that the practices were challenging for some students, and some chose to not participate. Participation increased as time went on, and teachers wanted more time next year to use programs such as MindUp, GoNoodle, and walking the labyrinth.