

Final Report for Teacher and Student Learning with ENERGY with Sue Witmer

Project SMART Topics in Education: Social Emotional Learning in High Needs Schools

Teacher Participant Name(s): Jamie Hefti at Pulaski High School

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

In addition to a few content changes I made to the original plan I submitted in late 2016 my project activities tended to run a bit behind all originally anticipated completion dates. We selected the March school board meeting as our goal date to publicly propose our improved recycling guidelines for the Pulaski school district.

A key feature of social and emotional learning is training kids to set positive goals and to guide students in achieving them. Our timeline included lofty goals, however three months to implement this program simply was not long enough to alter the established habits of an entire school (albeit bad ones). We remained positive and patient in our mission to reform the Pulaski school community's recycling behaviors, as learning compassion is also a component of social and emotional learning. We ended up redirecting our focus to paper recycling since this was the area of greatest concern within the solid waste producing habits of our school which we felt we could alter most effectively.

Pulaski Biology created a task force to establish a recycling initiative and publicize it. Working alongside a dozen students (10 ninth graders and 2 sophomores), we researched and analyzed the strengths and weaknesses of existing recycling programs to see if we could adopt any pre-existing ones. We ended up finding some useful ideas from a school system in California whose published rules and regulations were directly transferrable to our district. The only problem was that improving a culture of waste is kind of a monumental undertaking.

We did not expect the lack of buy-in by our student body. Even though the task force and really the biology students in general were enthusiastic to show their concern for the environment and thus one another, we had a hard time influencing the behaviors of others.

We did not end up earning school board approval as expected. There simply was not enough time to perfect the program.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

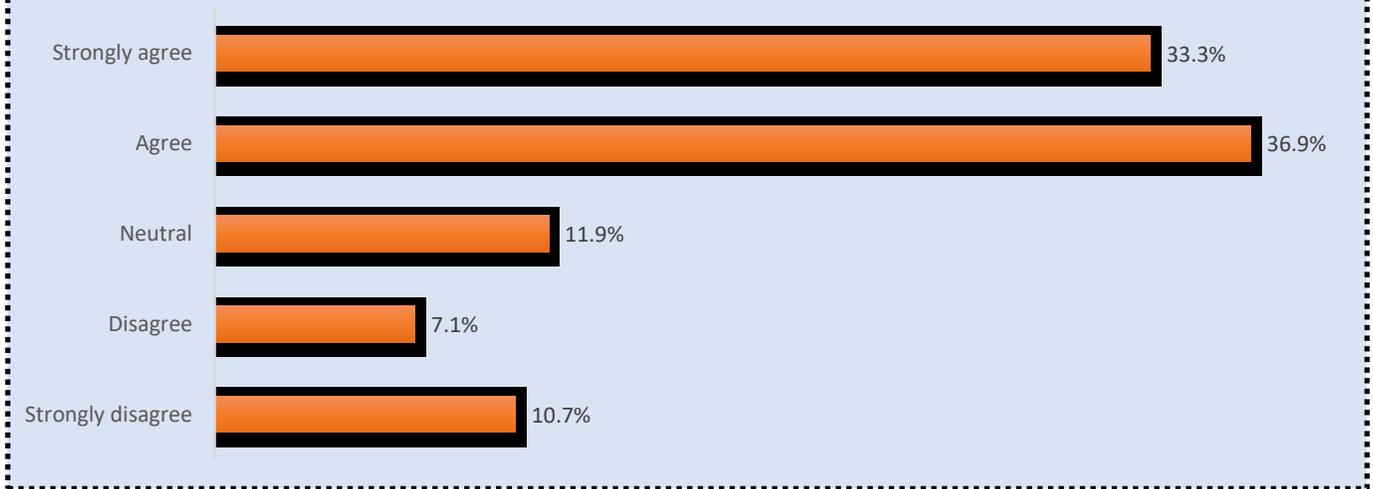
I most certainly learned a great deal from this experience. First and foremost I learned a lot about being patient in trying to generate change. I thought my influence as a teacher would be more contagious and that inspiring students to recycle and promote environmentalism would not be as challenging as it was. I am not disappointed in learning this, in many ways our backs were against the wall as far as caring goes. The social and emotional learning needs were readily apparent. I looked at this as an opportunity to implement something really important and did not allow myself to become overwhelmed by the frustration that ensued.

I was pleased with the efforts of my student task force. Their dedication to this program was beyond impressive. Students gave up their own time to develop this recycling initiative from the ground up – it was truly a grassroots effort as they created it and were responsible for publicizing it during their own time. It was very rewarding for me personally to work with these kids and I continue to be inspired by this experience. I was a bit hesitant at first to open this program up to student leadership. I had many reservations about leading a volunteer effort for a topic so dear to me.

In the future I will seek out student involvement and activism for such goals as a direct result of my recycling experience for Entergy and Project SMART. Students showed great maturity in their flexibility with this program and I feel as though they are now better equipped for future situations involving teamwork and real-life problem-solving.

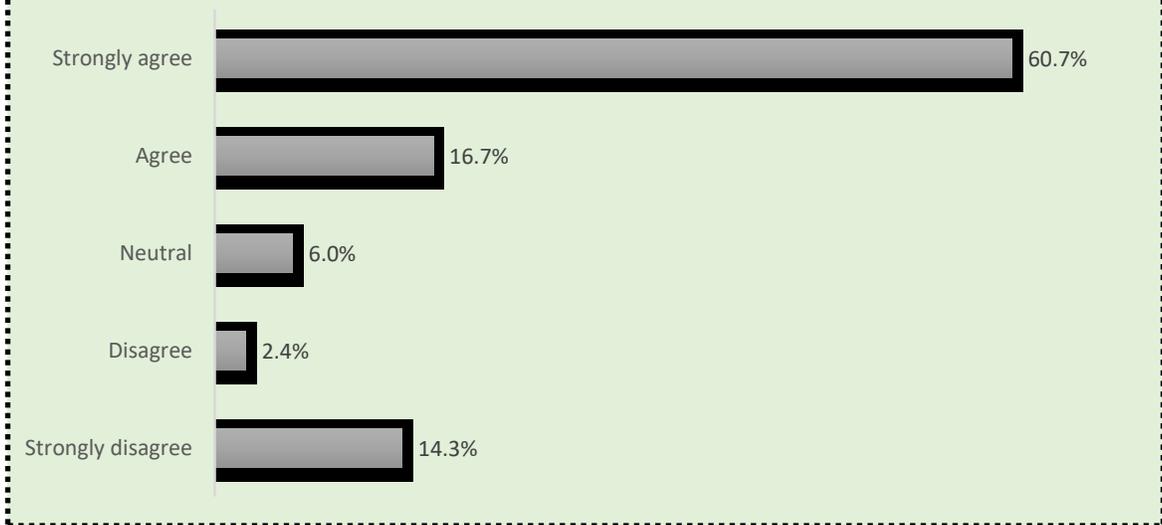
Analysis of Data on Student Learning: I examined the opinions of students regarding recycling and environmentalism and found the following:

% of students' opinions: I learned how to recycle properly (N=84).



When students were surveyed to find out how knowledgeable they were to recycle properly an overwhelming 70.2% of all students reported they learned how to do so successfully. Originally a large percentage of all students revealed they did not recycle because they didn't exactly know how to recycle or why they should. Students knew it is a good thing all along, but putting theory into practice is not always a direct connection. Following this project only 17.8% of all students did not feel properly trained to recycle effectively; this is a substantial improvement in the behaviors of children whom originally recycled paper properly less than 10% of the time!

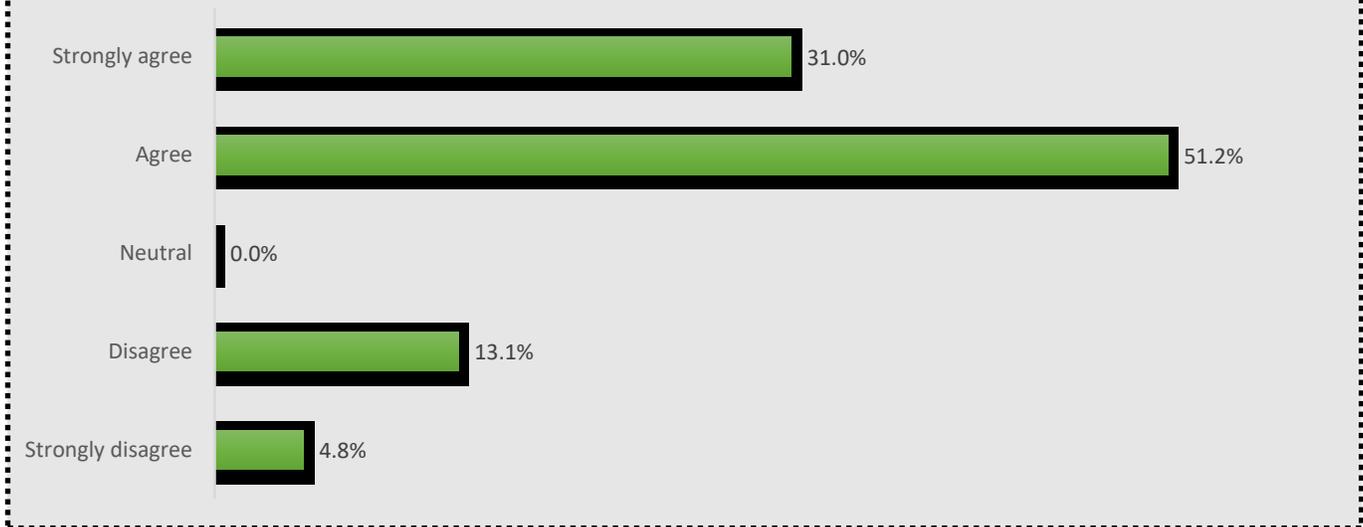
% of students' opinions: I recycle as a way to show others I care about them (N=84).



I am delighted to report the reason many students recycle is because they care about the environment. By caring for the environment students are showing they care for other people, other organisms, and future inhabitants of our world. Over three out of four students surveyed agreed with the statement that they recycle as a way to show others they care about them (77.4%). I feel as though efforts to devise a recycling

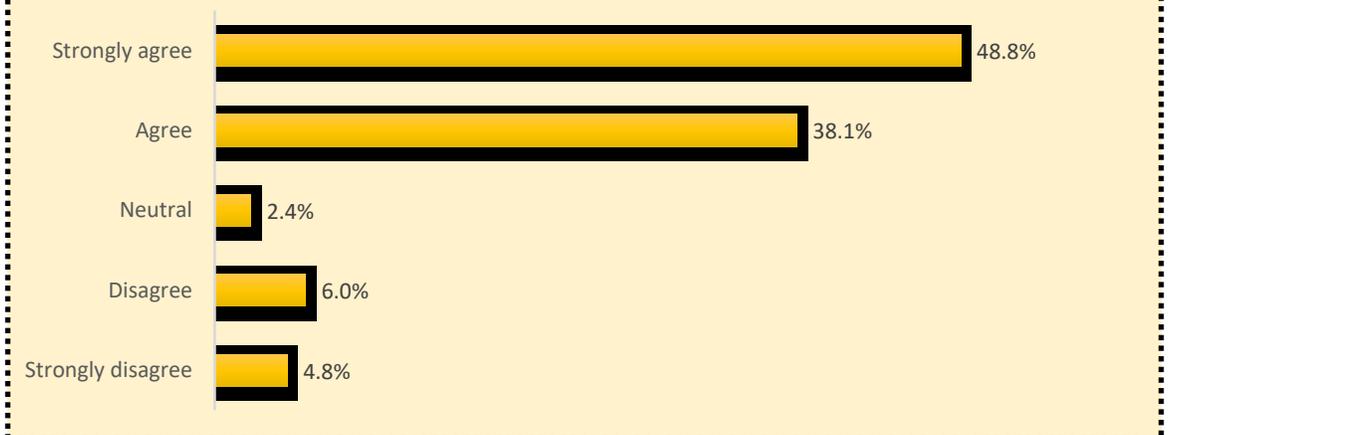
plan and implement it were well received and valued by the student body, faculty and staff of Pulaski High School. While attitudes were not 100% in favor, the program got its feet off the ground and we now have something to work with moving forward. The fact that students care is meaningful enough to me – sometimes it is easy to get caught up in negativity and the survey results clearly show people were on board with this program at least intellectually.

% of students' opinions: I was not as dedicated to recycling before this project as I am now (N=84).



Eighty-two point two per cent of all students reported they are more dedicated to recycling following our program establishment and publicity campaign. That is roughly 8 out of 10 students! Think about the potential for change this could bring about! If these students each committed to recycling more materials on a daily basis that percentage translates into 69 people reducing their production of trash each day. Even if each person only recycled one item the reduction of garbage would be significant. The demand for materials extracted from fragile ecosystems decreases, and the amount of pollution generated for transporting these materials, processing them and delivering them goes down. I am really excited to keep the recycling spirit alive at Pulaski High School and beyond since this mentality can have such a huge environmental impact for the good.

% of students' opinions: I am willing to share what I have learned with others and encourage them to recycle (N=84).



The results of this portion of the survey point to its potential impact on future recycling efforts. Students are willing to educate others. At a percentage of 86.9% students reported being enthusiastic about sharing what they learned from this experience. They stated they will encourage others to recycle too! What this means is that our high school program will influence families, work places, and other outside agencies. The fact that so few people disagreed with this statement is very motivating and also a telling statistic for analyzing the overall effectiveness of this program. While it may be true we didn't accomplish all of our goals this year, the enthusiasm to grow and move forward is contagious. Our timeline may have been off, but this program is in its infancy and given some extra time we just may become Pulaski School Board approved as originally planned!

Teacher Participant Name: Roshmi Mishra at Oswego Middle School

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

There were no changes to the action plan.

Analysis of Data on Teacher Learning: I examined my written reflections and found the following:

I learned that students quit sometimes before they even get started. I had students learn about young scientists and inventors so that they could reframe how they see their own abilities as well as how they feel about science.

Students participated in an activity where they learned about young inventors and scientists. Then they had to come up with an idea or invention to help solve or resolve anything that they have been thinking about or noticed was a problem.

I had a student write: "I cannot come up with any idea."

I had a student who would not even try the activity, stating that "I can't think of anything". The majority of students needed lots of individual attention and gentle leading to get them to figure out an idea. There were students that were very creative. One student invented a visor that could be pulled down from a police officer's cap that had night vision capabilities so that the police could see at night without having to hold on to a flashlight. Another student created a vaccine that could be used to prevent any virus from entering the body.

The answers varied from an artificial surrogate mother cat that would feed orphaned kittens to "I cannot contribute anything since I do not see any problems that need to be fixed".

Often students will perform the minimal amount of work necessary to achieve the end result. A few students will do exceptional work, but most won't even try.

The reading assignments as well as the discussion about science heroes made me realize that most students did not see scientists as a "hero". They did appreciate the ways that science has allowed their lives to be transformed for the better, but still saw celebrities and athletes as people who could be seen as heroes. The students did not feel that scientists had somehow been "wronged" or ignored since we tend to not know the names of those who contribute positively to the betterment of our society with products that enhanced our lives.

For example when talking about Garrett Morgan's invention of the gas mask, which is still the prototype for what fire fighters use today, students were not concerned that his name was obscure to them. When discussing the fact that Morgan was discriminated against as a black man and his accomplishments ignored seemed not outrage most of the students. They were asked to write about this. Most student's writing reflect

the notion that that is “just how it was”. The students were quite surprised to discover that the first NASA coders were black women.

They read about the three female scientists, Katherine Johnson, Dorothy Vaughan and Mary Jackson that were profiled from the movie, Hidden Figures. The comments of feel that females were passed over as being seen as scientists occurred. The conversations in class, students realized that it was silly to think that “girls cannot do science”, especially since their science teacher was female, but a few girls in class said that people still think less of their abilities simply because they were female. “My teacher does not think I can make a basket because I am a girl”. “I was told I cannot lift something heavy because I am a girl”. The class discussion helped other kids hear about how hurtful it is to limit someone based on an attribute such as gender, or race, or ethnicity.

Analysis of Data on Student Learning:

We examined many times society does not recognize the achievements of people due to the fact that they are not celebrities and found the following: heroism happens every day from ordinary people striving to be better.

Many students felt :

They were underestimated in their abilities

They recognized that often there are social restrictions put in place that prevent people from opportunities. They could discover that sometimes reframing something that was once seen as a disadvantage could allow them to discover it as a benefit.

Heroism happens in regular and simple ways every day.

Being a hero is possible for everyone who works to contribute back to their community.

Giving up is not a solution and failure is a great way to learn.

Teacher Participant Name: Stacy Dawson

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

I bought the flexible seating for my students in November 2016. There was a bit of a delay on the tables, and they didn't come until the end of the December. Over the Christmas break I came into school several days, set up the classroom with new tables, put all of the seating together and redesigned my classroom. Once students came back to school in January I redesigned many lessons to be done as a “Task Force.” This was basically just group work projects and activities. The tables made it easier for students to work together and complete tasks. Students were taught how to try out the new seating and figure out what works best for them and helps them to do their best. Some seats had to be shared on a rotating basis because they were so popular.

I wrote the Silly Straw Challenge lessons and then about a month later, the students worked together to complete the tasks. I also incorporated the LEGO activities and a unit on Forces and Motion into the curriculum. I redesigned lessons to include cooperative learning activities in ELA, Social Studies and Math as well.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

I found that as a teacher I had to adapt my teaching style to meet the needs of this very challenging class. At the beginning of the year I had more student write-ups than I have had my entire career. The behaviors of this class were extremely challenging. I had students yelling out all day long, trashing the classroom, swearing, hitting, kicking me, etc. I knew in September that I would have to do something differently this year. I needed to find a way to engage the students every second of the day, to keep all of these behaviors at a minimum. I researched what my options were. I read a lot about flexible seating and the benefits of it.

I needed a way for students to use up their energy, be comfortable to learn and with such fidgety students, I needed something that would help them be successful this year.

I was able to adapt my teaching style this year. I now do group activities daily. I had to step back and teach students how to work together, talk with one another, listen to each other and work together to problem solve. I learned that explicitly modeling each activity and giving them time to practice each of these things worked best. This had to be done before they could do any group activities. I also had to teach them mindfulness practices. This helped their overall wellbeing.

I learned that I had to cut down the time I spent on direction instruction. This wasn't a class that was able to sit for a long period of time to listen to me. I had to design tasks that were engaging, involved movement and allowed students to construct meaning of content.

I learned that redesigning my classroom and my instructional style allowed more students to be successful in my classroom. As the year progressed I had fewer and fewer referrals. I was writing up 2-3 referrals each day, for serious things at the beginning of the year. Now I found that I've only written 3 in the past 30 days.

I found that using Go Noodle helped the students with mindfulness practices. This helped to settle them. They all know how to take relaxation breaths and how to manage their stress better. They enjoyed the stress relieving activities and ask for it several times a day. They are quick 2-3 minute activities and benefit all students in the class. Having your mind take a break allows them to come back and have a fresh look at things.

Analysis of Data on Student Learning:

I examined the surveys that were given and found that in September 15 out of 20 students did not prefer to do group work over independent work.

5 out of 20 students preferred to work alone rather than with others.

When asked why the common responses were:

"Not everyone does their share of the work."

"I end up doing all of the work."

"Not everyone can agree and it gets frustrating."

20 out of 20 students would prefer to choose where they sat in the classroom in September.

At the end of the year, the data changed. In May, 17 out of 19 students now preferred to work together in groups. When asked why, their replies were:

"It's better to share the work load."

"We can listen to each other's ideas and work together to come up with the best idea."

"When we have a problem, there's always someone who can figure it out."

"It's more fun to share your ideas and we always come up with better ones."

"Our projects come out so much better when more people help with them."

Only 2 out of 19 students preferred to work alone. Based on the two who selected this, they were two students with Autism who struggle socially in the class. But even they said that when they do have to work with a group, it's pretty fun and they learn.

Mindfulness activities were incorporated into the day. They were done during transitions and also before STAR testing, NYS Testing and routine assessments throughout the year. This helped to relax students and taught them how to manage their anxiety.

I examined my STAR Math data and found that all students showed a lot of growth this year. The class average Scaled Score increased from 495 to 635, a total of 140 points. This is above the expected growth of 100 points. The class instructional level increased from grade equivalent 2.8 to 4.5, a total of 1.7 grade levels. The expected is 1 full grade level. 17 of the 19 students increased a full grade level or more. There

are 16 of 18 students who are now at benchmark (up from 11 of 19 in the fall), 1 on watch (4 were on watch in Sept.) and 2 needing intensive remediation (3 were here in the fall).

I examined my STAR ELA data and found that all students showed a lot of growth this year. The class average Scaled Score increased from 261 points to 444 points, a total of 183 points. This is above the expected growth of 100 points. The class independent reading level increased from 1.9 to 3.6, a total of 1.7 grade levels. The expected is 1 full grade level. 16 of the 19 students increased a full grade level or more. 5 of 19 students increased by 2 full grade levels. 14 of 19 students met benchmark. This was up from 5 of 20 in September. 1 is near benchmark. 6 of 20 were at this point in September. 3 are on watch, which is the same as September and 1 requires intensive remediation, which is down from 4 in September.

Mindfulness activities helped all students to manage their stress and anxiety in the classroom. I taught students how to recognize stress and anxiety and gave them exercise and activities to learn to cope and reduce this stress and anxiety.

We did a coding unit this year and designing the codes became very stressful for some students. They were taught to take a break and went off and did their own mindfulness exercises. Students were able to come back with a fresh mind and work to finish their code.

Teacher Participant Name(s): Carol Carroll at Fitzhugh Park School

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

I made several changes to my team's action plan while taking the college course on Social Emotional Learning In High Needs Schools. After writing my plan, I reviewed the SEL components from the overview of the course which involved self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. I realized that I needed to do some research related to SEL, prior to implementing my after-school photography program. There was a wealth of information out there and I had to take the time to read and reflect on how I could use what I learned from the research as I moved ahead with my plan.

Reading the articles and watching the videos listed on the course outline, truly helped me increase my self-awareness and guided my decision-making. In one of the articles listed on the syllabus, Why Social and Emotional Learning is Essential for Students, Roger Weissberg, Joseph A. Durlak, Celene E. Domitrovich, and Thomas P. Gullotta, Edutopia, February 15, 2016, I cited the following, "Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life." I realized how much this action plan could impact the dynamics of my own 6th grade classroom. I had a challenging classroom this year and many of my students could benefit both academically and socially by improving their prosocial behaviors, such as kindness, sharing, and empathy.

My project was targeting students that lacked social skills and many of these children have spent time both at in-school suspension or were suspended out of school multiple times, which didn't seem to matter to them at all. These students just didn't know how to get along with their classmates. They're coming from homes that were dysfunctional. They have difficult lives and struggle in the school setting. These students have a hard time getting along with their peers. Many of these students will bully other students because they are unhappy in their own lives. Some of these students are angry and sad, causing them to react, not knowing how to problem solve. This project allowed me to work with them both in school and after school.

So, my plan changed by beginning my sessions with self-awareness. I needed the students to understand their own emotions, goals, and values. I modeled this for them by writing out mine and sharing it with them. They liked to see that I also have personal goals and having a positive mindset helps me stay well-grounded both in and out of school. I had the students write their strengths and limitations and we began each session by looking at how this changes as we recognize how our feelings and actions are all interconnected. I also came back to this at the end of the after school sessions and I had them reflect on what they learned and

how they have grown both academically and socially this year. There wasn't one student that didn't love the photography enrichment program. I ended the program right before Spring break. I had so many of the students ask me to continue with the after-school program. Their words were, "We had so much fun!" I knew this action plan made a positive impact on these students not only by what they were saying, but I am also pleased to write that I have not had any suspensions since I implemented my action plan.

The after-school project was scheduled to begin on November 15th, and the first session began on time. A change I had to make to my plan was to add an extra day to the after-school program. I had so many students that wanted to stay after school for the photography enrichment, I added an extra class. I received permission from the principal to have after school sessions on Tuesday and Thursday. Our school provided the bus transportation which allowed many of the students the opportunity to be part of this program.

I had originally planned for students to take photos in the K-6 classrooms during the month of December. I realized that was a little premature in my planning. I needed to work on relationship skills, such as communicating clearly, listening actively, cooperating, and seeking help when it is needed, before allowing students the freedom to go into classrooms to take photos. I had to explicitly teach those skills and provide opportunities for students to practice what they learned throughout my classroom. This helped all my students and provided guidance for students that were visiting other classrooms to have the relationship skills they needed to do a good job without my supervision, so they didn't get to visit K-6 classroom till the later part of December.

Another major change was creating photo murals, instead of ceiling tiles. The students wanted to add color to our walls and designed two murals. The Tuesday group designed a photo mural that consisted of two hearts, a small one and a large one. The small heart would have photos of teachers in the building and the large heart would be student centered. The students took the photos and created the murals. Originally it was pictures of K-6, so a change was PreK-6. They also included all the various activities and events that had occurred throughout the year. They learned how to use the Google drive and upload pictures. The photo mural covered the wall near the gymnasium. The Thursday group decided on creating a photo mural using NYS. Both photo murals were hung prior to P/T conferences and were admired by all.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

I examined my written reflections and felt that this action plan allowed me to foster SEL skills with my students through their interpersonal and student-centered instructional interactions during the school day and also in the after-school sessions.

I also found that I had continual growth in my teaching and learning by providing multiple opportunities for students to practice SEL activities, such as self-management. We began this project by setting goals and throughout the sessions I had students setting and working toward achieving those goals. One of their first goals was designing a schedule and list of classrooms where they needed to go into for pictures. At first there was quiet a lot of arguments as to who would go into each classroom. Students had favorites, but eventually they worked together and figured it out. They created the design for the murals and that took quite a lot of collaboration and learning to compromise to finally come up with a mural that there was a consensus. I reflected on how nice it was working with a smaller group of students versus a full class. You get to build rapport much quicker and really get to know the students. They also got to see me interact in an afterschool setting versus during school. It is so much more relaxed and they had more opportunities to make their own decisions. The students were so happy. There wasn't one session where I had a problem with a student. It was refreshing.

I also noted that one of my goals was to decrease student write ups, which leads to suspensions. Prior to starting this project, I had written up several students. Some of these students had spent time in and out of school suspension. I had 6 students that had been sent to in-school and 5 out of school suspensions from September to November. The number of suspensions was high and one of my goals was to decrease suspensions. Again, this was a very challenging classroom and there were many behavior issues that had to be dealt with. Bullying was a major concern, along with disrespect to both staff and students. I am pleased to say that not one of my students that were part of the afterschool sessions were ever suspended after

implementing this action plan. This definitely shows the impact that after school programs have with students and staff. These students practiced SEL activities and learned how to regulate their emotions.

This action plan helped me guide my students to be the best they can be. I helped them reach their goals by role modeling. I also used technology as a tool to promote and build their social and emotional skills. I provided multiple pathways to address students' strengths and needs. I observed my students taking on leadership roles throughout this project. Students can now communicate clearly the task and perform the task efficiently and effectively. I feel confident that I have met my goal to not only decrease student write ups, but also promote a safe learning environment for all students while promoting SEL.

Analysis of Data on Student Learning:

I began the school year with 24 students and lost four students through moving to other districts or schools over the past nine months. The data that I analyzed is on the 20 students that I had at the end of the school year. I began by examining the students' strengths and weaknesses in their social/emotional well-being as well as their 21st century skills before, during, and after the completion of this action plan. I created a checklist and on a regular basis I would monitor students' progress. This year I used Marzano's Student Self-Assessment Rubric with my students across all subject areas, so that students could assess their learning, as well as their self-awareness, self-management, and their social awareness. This was very easy to implement and the students enjoyed using this Rubric. The Rubric used a 4, 3, 2, or 1 scale (4 - exceeds, 3 – proficient, 2 – developing, and a 1 – novice). I really like using surveys, so again I began the school year with a survey and ended the school year with the same survey. I looked at the data from both surveys and, pulled data from the survey for this report. I also made a check list that I used this year, so I could monitor the students weekly. This allowed me to change instruction based on student learning.

The Marzano's Student Self-Assessment Rubric showed that 5 students exceed, 10 were proficient, and 5 were developing. There was no 1's. This was pretty consistent throughout the year. I had students use this Rubric for both reading and writing. I found it interesting that if a student was a 4 for reading, they also were a 4 for writing. I have to say, I agreed with their self-assessment scores.

The survey results showed that 17 out of 20 students have access to some sort of Internet at home. Not all students have computer access, but many have iPads now. Twenty out of twenty students really want to do hands on science. These same students wrote that last year they only had 3 labs, science was taught out of the textbook by reading and completing worksheets.

STAR testing for both ELA and Math began in September. These tests provided a baseline for each student. Each month we progressed monitored all the students in ELA and Math. We also had monthly data meeting with the principal and we looked at their growth and areas of concerns using STAR tests and a common assessment that was used in both classes. At the end of the monthly data meeting, we wrote a SMART goal and decided on what data would be used to collect for the next meeting. In ELA, we noticed that 6th graders had good control of phonics, but their vocabulary was a weakness. We also noted that their writing skills were weak. They lacked details in their writing and the use of writing conventions was poor. The Math STAR tests showed that students did poorly on fractions and long division. The common assessment showed that multi-step word problems were also a weakness.

In September, I was given the results of the 2016 NYS ELA test, but without the test in front of me, all I knew was that 3 out of 24 students in my class had passed the test. I had three students score a 3 on the NYS ELA test. I had no one score a 4 and the rest of the students scored either a 2 or a 1. These results were not good.

The following data is from the STAR ELA assessment: September 2016

Star Reading reported by the district benchmark:

3 out of 20 were on or above grade level.

5 out of 20 were on watch.

7 out of 20 were at intervention.

5 out of 20 were urgent.

Due to the high needs of our school, only five students that were in urgent received additional support from the AIS teacher. The remaining students would be put in the Walk to Read program that the 6th grade teachers would be running. We were using CKLA units of study this year for guided reading. The CKLA stands for Core Knowledge Language Arts. It is designed for K-5, so we would be sharing the 9 units with 5th grade. I started with the Don Quiote unit and it was definitely challenging for my 6th graders. We were able to complete 5 CKLA units.

The following data is from the May 2017 STAR ELA assessment:

Star Reading reported by the district benchmark:

5 out of 20 were on or above grade level.

5 out of 20 were on watch.

6 out of 20 were at intervention.

4 out of 20 was urgent.

I used the growth report to generate the following:

Summary Class Teacher Grade Test

Average Scores Carroll

Pretest 5.5, Scaled Score-602

Posttest 6.3, Scaled Score-704

I had a change from pretest to posttest of +102 for teacher growth. There was significant ELA growth demonstrated by my students.

The growth showed a grade equivalence of +0.8, which is an average of almost one grade. My highest students' percentages were in the 82nd percentile in our district. At the time of writing this report, there are no NYS ELA results. Based on the Star Reading Data 100% of my class increased on their reading S.S. (scaled score) levels from September to June. This means that all of my students reading fluency and their reading comprehension improved throughout the year. Some students made significant growth and there were a couple that had minimal growth.

Star Math reported by the district benchmark September 2016:

6 out of 20 were on or above grade level.

3 out of 20 were on watch.

2 out of 20 were at intervention.

9 out of 20 were urgent.

Star Math reported by the district benchmark May 2017:

6 out of 20 were on or above grade level.

5 out of 20 were on watch.

3 out of 20 were at intervention.

6 out of 20 were urgent.

I used the growth report to generate the following:

Summary Class Teacher Grade Test

Average Scores Carroll

Pretest 5.4, Scaled Score-693

Posttest 6.6, Scaled Score-748

I had a change from pretest to posttest of +58 in teacher growth. The growth showed a grade equivalence growth of +1.2. My highest student scaled score was 909 scaled score and scored in the 93% for our district. At the time of writing this report, there are no NYS Math test results.

STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above

this range indicates overall progress toward standards mastery. The following NYS ELA standards and percentage of the students in my classroom is below:

NY RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 84% of Students In or Above the Estimated Mastery Range

NY RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 84 % of Students In or Above the Estimated Mastery Range

NY RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 68 % of Students In or Above the Estimated Mastery Range

NY RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 84 % of Students In or Above the Estimated Mastery Range

NY RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza, fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 84% of Students In or Above the Estimated Mastery Range

NY RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. 68% of Students In or Above the Estimated Mastery Range

NY RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 84% of Students In or Above the Estimated Mastery Range

NY RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 74% of Students In or Above the Estimated Mastery Range

NY RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 84% of Students In or Above the Estimated Mastery Range

NY RL.6.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. 89% of Students In or Above the Estimated Mastery Range

NY RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 84% of Students In or Above the Estimated Mastery Range

NY RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 84% of Students In or Above the Estimated Mastery Range

NY RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 89% of Students In or Above the Estimated Mastery Range

NY RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 89% of Students In or Above the Estimated Mastery Range

NY RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 84 % of Students In or Above the Estimated Mastery Range

NY RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 79% of Students In or Above the Estimated Mastery Range

NY RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 89% of Students In or Above the Estimated Mastery Range

NY RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 79% of Students In or Above the Estimated Mastery Range

NY RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 68 % of Students In or Above the Estimated Mastery Range

NY RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 84% of Students In or Above the Estimated Mastery Range

NY L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 89% of Students In or Above the Estimated Mastery Range

NY L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 89% of Students In or Above the Estimated Mastery Range

NY L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 84% of Students In or Above the Estimated Mastery Range

Teacher Participant Name(s): Nicole Freebern at Fitzhugh Park School

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

I made some changes to my team's action plan while taking the college course on Social Emotional Learning In High Needs Schools. After writing my plan, I shared it with my second-grade colleagues and principal at Fitzhugh Park school. They loved my proposed and wanted to figure out a way to make this action plan reach all 62 students in second grade. We met with our principal and she supported our plan. She gave us money to buy 9 wobbly stools for the second grade. My principal supported my plan and purchased 5 dry erase tables for my classroom. This was a great start for our classroom. We then decided to write a proposal for donors choose to help support the funds from ENTERGY and our principal. We wrote the proposal for \$1,189.66 to provide different types of seating in the classroom. This proposal from donors choose was funded in one day by a former Fitzhugh Park student. We got 8 balanced ball chairs, 9 wobbly stools, 9 yoga mats, 3 lap desks, 3 bilbo chairs, 3 bean bags, and a couch from donor's choice for our second-grade classes. This opened up so many more possibilities for my flexible seating proposal. After getting this donation, I ordered 3 bean bags, scoop chairs, and made 3 cushion stools for the classroom. The SEL course made me reflect and do some research on this topic. It made me realized

that I needed to become more aware of my students and the decisions I were making for them. I needed to make decisions for my students based on their needs and what would help them be successful within our classroom. With this in mind I decided to set my flexible seated classroom up and implement the rules for flexible seating before I ordered any more seating. I wanted to see what worked well with my students, what the popular seating was, and what else I could order to support the needs of my classroom.

After a few months with the flexible seating I have realized that this is what my students needed. Students nowadays do not fit into the "typical traditional" classroom setting. They need movement and need help focusing on academic tasks. I have many students that have a hard time sitting still, need their own space, like to lay down when working, or need movement. Students love the opportunity to have choice and the flexible seating classroom allows for this to happen. Flexible classrooms give students a choice in which kind of learning space works best for them, meets their needs, and help them work collaboratively, communicate, and engage in critical thinking. Research has shown that physical activity and movement leads to better learning, better behavior, and better health. Flexible classroom setting improved students' academics and behaviors in my classroom. I have seen an improvement in student reading fluency, increase reading level, improve grade level math skills, and improved behavior.

I started our flexible seating plan by coming in over the weekend to give our classroom a complete make over. The tables were delivered on a Friday afternoon. On Saturday, I came in and set up the tables, chairs, bean bags, stools, and couch. I made a chart that had all the rules for flexible seating. I moved things around in the classroom and created that "coffee shop" feel in my classroom. I was so excited to surprise the students and share with them our new classroom setting.

Flexible seating was a complete paradigm shift for teachers, teaching assistants, and students. I found that the students needed a lot of direct instruction on how to properly use the seating, how to pick the correct seating, and what to do if something wasn't working. The teacher started to introduce flexible seating to the students by setting ground rules, sharing all the new chairs, and modeling the appropriate way to sit on the chairs. In the beginning all students got to try out all the seating to see what they liked best. After two weeks of this process, the teacher set up a chart for students to choose their own seating. Students were then allowed to start making their own choices on what seating they thought they would work best at. This was very exciting to watch what the students picked. We did have some students fighting over certain seating and worked out a way to problem solve this problem. Students decided that they should have an order to picking seating and they it would rotate the order to be fair. I was pleased that my students decided this on their own. My teaching assistant had the hardest time adjusting to flexible seating. She would get frustrated very easily with the noise of the chairs, or some of the places students choose to sit. I had to work with her and allow her to share her frustrations. I told her she had to trust me and give it time. After about a month she came around and has realized that this is what is best for the students. We have been using flexible seating for about 5 months now and I have seen improvement in students' academics and behaviors in my classroom. I will see an improvement in student reading fluency, increase reading level, improve grade level math skills, and improved behavior.

The other concept that I wrote into my proposal was creating a weekly board game activity center. In this center students are taught how to play each of the board games. They are learning to develop social skills while playing. I had intending implementing these board game centers into our recess at the end of the day. This changed because my principal decided to implement a recess built into our lunch. She developed a schedule where the students have a 30-minute lunch and then a 20-minute recess following. Students that are being leaders and making good choices go to recess with the teaching assistant in our classroom. The students that are making bad choices and need re-teaching go with the teacher to reteach and correct behavior. The principal's philosophy was that in time this extra recess would improve student behavior and promote a positive school environment. Her philosophy was correct. This provided me the perfect opportunity to implement my board games centers. When the weather is rainy, snowy, or cold board game centers are set up. Students select a board game and play the game with their peers. Adults even get this time to play a board game with different students. The board games have provided my students with the opportunity to problem solve, work together, share, communicate, to lose graciously, and have fun. These are skills that many students do not get at home. I was shocked at the amount of students that do not play board games at home. I am so happy that my principal has built this time into

our schedule and that ENTERGY provided me with the funds to purchase new board games that the kids to enjoy.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

I examined my written reflections and felt that this action plan allowed me to foster SEL skills with my students through their interpersonal and student-centered instructional interactions during the school day. The flexible seating allowed for my students to focus on tasks, engage in activities, and become self-motivated learners. The board games allowed for my students to learn how to follow directions, work cooperatively, and interact socially.

Throughout this year I reflected on my classroom set-up and activities. This allowed me to make needed changes within my classroom continue to grow as a professional. I provided my students opportunities to practice SEL activities and modeled appropriate behaviors within my classroom.

We started flexible seating by laying the ground rules and expectations within the classroom. Teachers model appropriate ways to use the seating and students came up with consequences if students didn't follow the rules. We set goals and expectations within the classroom and wrote a mission statement for our classroom. We recite our mission statement at morning meeting daily and reflect on what it means. Students are becoming leaders in our classroom and taking charge of their learning. When students have a disagreement, they have learned the problem-solving strategies to work out the problem together. We have done a lot of role playing and modeling for this to happen. As a class, we set up a tool box for students to use when they become anxious, frustrated, or overwhelmed. We have a spot in the classroom where students can go to use this appropriately. This tool box has helped many students in times of crisis. Students have learned how to use flexible seating within our classroom. I have seen improvement in students' academics and behaviors in my classroom. I have seen an improvement in student reading fluency, increased reading level, improve grade level math skills, and improved behavior. The students are excited to come to class and ready to learn.

Some of the quotes from my students about flexible seating:

- "The wobbly stool allows me to focus because I can move in my seat without getting in trouble"
- "I love laying on the yoga mats during writing because I can get more writing done."
- "I love the bean bags during reading because I have my own space to read quietly."
- "I love flexible seating because it helps me focus and allows me to learn."
- "I love the peanut ball because it helps me focus better so I can be a smarter person as I grow."
- "I really like it because it helps me concentrate."

Analysis of Data on Student Learning:

I started the year with 22 students in my classroom. I have 6 students with IEP's. I had two students move mid-year and now have 20 students in my class.

My September 2016 Assessment showed the following results:

- I have 10 out of 22 students that have had significant traumas in their lives that have increased their social and emotion needs. These needs are impacting their academic learning.
- The data showed that 17 out of 22 students did not have appropriate grade level social skills when interacting with peers.
- 100% of students should be able to focus on a task for at least 20 minutes.
- Create a safe learning environment for all students, but especially trauma students. Data shows that 86% of the students can't focus on a task for 5 minutes.
- I have 15 out of 22 that lack grade level appropriate social skills.
- I have 2 out of 22 students that have to be removed daily from my classroom for behavioral reasons.
- I have had to clear my classroom at least once a week in the month of September and October for the safest of my students.

- Star Math data shows that 0 out of 22 have mastered addition and subtraction math facts.
- Star Reading data shows that 16 out of 22 students are reading at below grade level.

This work is important because I have 16 out of 22 students that are reading below grade level according to the STAR data. I have the inclusion classroom this year. My students are very low. The new CCLS requires all students to read the same text for our skills strands. This year more than half of my class cannot read the required text from the state. By continuing to using these reading and writing systems I will increase my students' fluency and comprehension. I need to close the gap in my reading levels within my classroom and get my students reading on grade level.

6 out of 22 students were on or above grade level

3 out of 22 students were on watch.

1 out of 22 students were on intervention

12 out of 22 students were on urgent intervention

Out of my 22 students that I analyzed 12 students receive title 1 reading.

Star Math data shows that 12 out of 22 students are performing below grade level.

10 out of 22 students were on or above grade level

3 out of 22 students were on watch.

2 out of 22 students were on intervention

7 out of 22 students were urgent.

My May 2017 Assessments showed the following results:

- I have 10 out of 22 students that have had significant traumas in their lives that have increased their social and emotion needs. These needs are impacting their academic learning.
- The data showed that 5 out of 20 students did not have appropriate grade level social skills when interacting with peers.
- 100% of students should be able to focus on a task for at least 20 minutes.
- Create a safe learning environment for all students, but especially trauma students. Data shows that 20% of the students can't focus on a task for 5 minutes.
- I have 4 out of 20 that lack grade level appropriate social skills.
- I have 0 out of 20 students that have to be removed daily from my classroom for behavioral reasons. I have 1 out of 20 students that have to be removed bi-weekly from my classroom for behavioral reasons. This amount decreased from every day to bi-weekly.
- I have had to clear my classroom at least once a week in the month of September and October for the safest of my students. I have only had to clear the classroom twice in the last 10 weeks.
- Star Math data shows that 17 out of 20 have mastered addition and subtraction math facts.
- Star Reading data shows that 7 out of 20 students are reading at below grade level.

ELA Star Results

13 out of 20 students were on or above grade level

0 out of 20 students were on watch.

1 out of 20 students were on intervention

7 out of 22 students were on urgent intervention

Out of my 20 students that I analyzed 9 students receive title 1 reading.

Math Start Results

Star Math data shows that 6 out of 20 students are performing below grade level.

14 out of 20 students were on or above grade level

0 out of 20 students were on watch.

3 out of 20 students were on intervention

3 out of 20 students were urgent.

I had 2 students move mid-year

In September in May in ELA I had 16 out of 22 students reading below grade level. In May In ELA I have 8 students out of 20 reading below grade level. In September 72 % of my classroom was reading below grade level. In May only 40% of my class is reading below grade level.

In September in Math I had 12 out of 22 students below grade level. In May, I have 6 out of 20 students below grade level. In September 54% of my class was below grade level. In May 30% of my class is below grade level.

Teacher Participant Name(s): Paula Myers at Frederick Leighton Elementary

SUNY Oswego faculty member: Dan Wood, Josh Russell

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

Original Plan- Students will work together in small groups to document their experiences at the college using iPads and cameras. The photos will be turned into movie clips using movie maker. Movies will be imported into Pro Tools in the Leighton music lab where vocal narration and possibly background music will be added. The projects will be presented to the class where students will assess the work of their peers.

Changes to Plan- The students couldn't concentrate on taking photos and doing the workshops at the same time. We tested this out in the classroom prior to the field trip. While this would have greatly influenced their social awareness to each other, I wanted them to be able to learn new skills at their workshops. In place of students taking workshop pictures, Leighton teachers and Oswego faculty and students handled the picture taking element of the project. These pictures were later shared and were used by students in their presentations.

Didn't do this -The photos will be turned into movie clips using movie maker. Movies will be imported into Pro Tools in the Leighton music lab where vocal narration and possibly background music will be added.

It took much longer for the students to complete their Google Slides presentation than we had anticipated, so we decided that it would be best to end the project at that point. We didn't use Pro Tools to import video, narration, and music, but the students did get to create their presentations from photos and provide written narration. This served as a meaningful reflection of the event, and offered similar learning outcomes to what we had originally planned. Students enjoyed looking at their photos and putting the slide show together. They built relationships with each other as they worked on the projects. Students had to use problem solving techniques as they worked out their creative differences (use of color, images, design, etc.) Using Google Slides worked out really well and offered the additional benefit of allowing the students to work on their projects outside of the classroom, and to collaborate online. Students also weren't restricted to one workstation in my classroom, and I was able to move them around as needed (depending on their needs for the day).

We also planned to explore the effects of different mindfulness techniques and yoga activities in class before students began working on their presentations. The class in general seems to require more time than expected as they transition between classes. As such, it often could take as many as 10 minutes for students to settle in to the point where teaching and learning could occur. I attempted some of the yoga exercises we had learned, but what was hoped to be a quick and focusing activity ended up being very challenging for the students. Ultimately, I decided not to continue the yoga and to try more traditional methods of focusing on the presentation task.

Changes in school-wide activities scheduling also contributed to some of our challenges as we had an interruption in classes due to Artsfest (a school wide presentation event). Ultimately, my students lost 4 classes of instruction/work time that I had planned for their projects. Overall, I was impressed with how easily the students were able to get back into their work routine. Most were able to finish within 2-3 classes once we finished Artsfest.

By the first week in May, I had to move onto other graded activities in class. We also needed to do the presentations in time for the Entergy meeting in May. In the future, I would try to get the field trip completed earlier in the semester.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

Yoga workshop:

The yoga didn't work as well as I had hoped in calming the students down for class. Even in the initial yoga workshop at the college, there were about 5 students who either couldn't, or wouldn't participate in the yoga instruction (they found the activity socially unacceptable). When it became apparent that they would not engage, we simply removed them from the activity and had them stand by quietly until the next workshops began. In music class at FLS, these same students either halted the yoga attempts or didn't give a realistic attempt. They just sat and couldn't complete the experience. But other students really did seem to benefit from the yoga as a method of increasing their focus, so overall the results were mixed. The successful students exercised responsible decision making as they made positive choices for themselves during music class.

If I were to commit to using yoga in the future, I would try to introduce it to students early on. Possibly a year in advance so they are used to the procedures. Last year, I used the stop sign and chimes as cues for activities. The sign was introduced 2 years ago and the students are very accepting of it. When I first starting using it, they were very resistant.

Career workshops:

The workshops went beyond my expectations. I was really happy to give the students such a positive experience. I attended the piano workshop where I learned a different way to approach piano playing. Right now, I write out the letters without music notes or rhythmic notation (non-traditional notation). After taking the piano workshop, most of the students commented that they liked that form of notation better. I plan to write out some of my pieces this way.

Paul Leary and I had once talked about having him do a presentation for the entire school. He creates software/apps for music. The kids really enjoyed his workshop. They described some of the things he used for the class. It would be great to let more kids try that out.

It would be fun to have a combined concert with our choir and one of the SUNY Oswego choirs. I think these workshops gave me ideas for future collaborations. Since FLS is so close to the college, it would be very easy for SUNY students/staff to perform at our school as a community outreach.

I would like to come up with a way for the students to create their presentations quicker. 35 minutes once or twice a week was not enough. It really dragged out the process. Students aren't used to having music homework. Our district has experimented with the flipped classroom model (students watch the lessons at home, do homework at home and in school). If students had their own technology (Chrome books for example), they could work at home and I could monitor their progress after hours. I think this type of technology would make us very successful. The students could cooperate with each other and collaborate online from anywhere. They would be self-managing their progress and they complete their projects.

Analysis of Data on Student Learning

We examined the effects of yoga on student learning.

Pretest:

73 percent of the students have never done yoga before. In order to stay in control during a class, most of the students reported that they draw. This is an adequate form of self-management as long as they can function during the lesson. There were 4 who didn't try to stay in control during class while 5 reported that they needed to move. There were others who tried to clear their minds in order to stay in control during

class. 48 percent of the students didn't think that yoga would help them stay in self control during class. 19 percent thought that yoga would help them and 34 percent answered maybe to this question. Those students who experience high levels of self-confidence are more inclined to try the yoga while the more insecure students were reluctant to do so.

Post-test:

Only 1 person reported that they felt the yoga was the best part of the field trip. Most answered that they liked their workshop the best. This was the intended focus of the trip- to have SUNY faculty share their expertise in hopes that students will think more about pursuing college and possible career options in the arts.

71 percent of the students did not want to try the yoga. All but 6 of the females wanted to try yoga. None of the males wanted to try it. After completing the session, 23 percent reported that it did help them stay focused in class. These were the same students who wanted to try it in the first place, all females. However, the students from this 23 percent are the normally calm students anyways (those good at self management). These are also the students who appeared to be enjoying themselves during the session. 57 percent reported that yoga did not help them stay focused during the class. The 5 boys who could not do the yoga activity were among these responses. There were 3 boys who reported that yoga maybe helped them stay focused. All 3 boys did not want to try yoga. 19 percent reported that maybe yoga helped them, they weren't entirely sure.

Conclusion: Yoga was not the solution I was hoping for for this class.

We looked at what students knew about college before going on the field trip and what they thought about it after attending the field trip.

Pretest:

Most students knew that college is an educational institution. Some refer to it as "A school where you go to get your degree and have a good paying job." Some simply called it "a type of school". Most students knew that the types of people who go to school are teachers, doctors, and lawyers. 53 percent of the students have been to SUNY Oswego before. 10 of the 26 students wanted a career that required college.

Post-test:

71 percent of the students liked the field trip. 23 percent answered maybe when asked if they liked the field trip. Only 1 percent answered negatively to this.

I was surprised that 57 percent liked their workshop the best. Students could have chosen lunch and other as options. 56 percent chose 1 of these options. The workshop was the main focus of the trip. In conversations on the way home and recently, students spoke most favorably of their workshop experience. When questioned about what they liked in their workshop, student responses were all positive and specific to their workshop.

There were a couple of issues on the field trip. About 5 boys needed to be removed from the yoga presentation. We have them sit off to the side and they were quiet. At lunchtime, there was a student who got sick. She had a nice support system from her classmates who provided emotional support for her. They stayed with her, got her napkins, and drinks as needed. The student seemed to handle this difficulty pretty well- no crying, no hiding. One of the presenters was late in picking up the students. Those students went into the recording workshop. I was worried because there were many kids in a small area but they all handled that very well. The students handled the change very well- normally at school, schedule changes really throw them off. These kids just went with the flow. I felt that the kids were very well behaved- cleaned up after themselves, were respectful to the instructors, sent thank you notes, etc.

In the student presentations, the bulk of the presentation required pictures/captions for the workshop portion of the field trip. They really liked doing the presentation. Google classroom and google slides were really

good tools for completing the required information. The students liked being able to enter music class and go right to work at their computers. It really helped to have myself and Josh Russell around to help the kids as they worked. At first they had trouble finding their documents but after a couple of classes they felt much more comfortable. There were some students who went online to get additional pictures of things (pizza, pictures of the college, clip art). A couple of students used the animation capabilities in google slides for their presentations. This was beyond my requirements so I was impressed that they took this initiative.

Conclusion: The workshop was a very positive experience for the students. They are a bit young for college readiness but they will remember this experience for a long time. Most knew about college already but this was a nice reinforcement.

Teacher Participant Names: Brad DePoint, Holly Rhoads, Harry Meeker at J.E. Lanigan Elementary

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

We decided to not focus on the lettuce project as much as we originally thought. Although we still grew 3 rounds of lettuce, we did not do an indoor dirt garden. Part of our last round was transplanted into an outdoor student garden in the courtyard area. Students were very excited to “spruce-up” this space.

Analysis of Data on Teacher Learning: We examined our reflections and found the following:

As we have all taught the “Seven Habits of Highly Effective Teens” we found that this directly correlates with the mindfulness purpose of the course. Dr. Perisian added some validity with his scientific presentation this year which helped some of the students see how beneficial it truly is. Routine proved to be an extremely important part of our project this year, to the point where students were asking to do the meditation before and after lunch. We typically the meditation sessions following lunch, before small group instruction happened as a transition to learning.

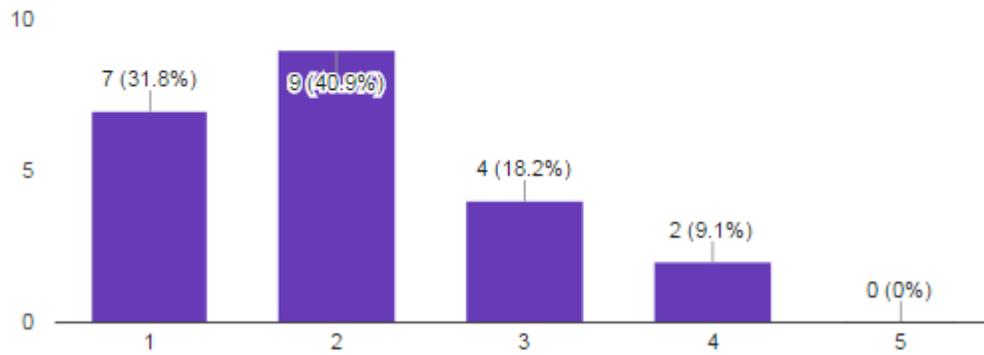
Looking at the data, I am confident that gains were made not only with student growth but with teachers as well. I know that the patience level of teachers needs to be extremely high based on the needs of our student population today. Therefore, deep breathing exercises and techniques for calming the body help for everyday encounters with tough students. Power struggles are not worth the overall relationship with a student. We have all learned that respect trumps all through this project.

Analysis of Data on Student Learning:

The results from the 1st survey students took is found below. The end results from the first survey and the final results are found at the end.

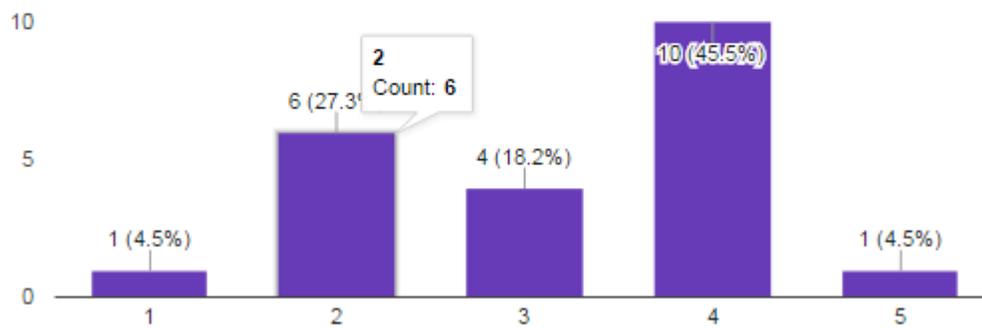
#1 When I'm walking somewhere and pass a flower along the way, I stop to smell it.

22 responses



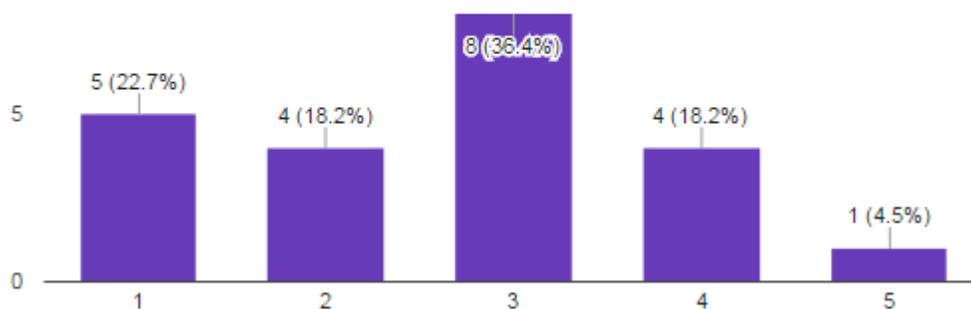
#2 Tend to worry about the future and/or regret things from the past.

22 responses



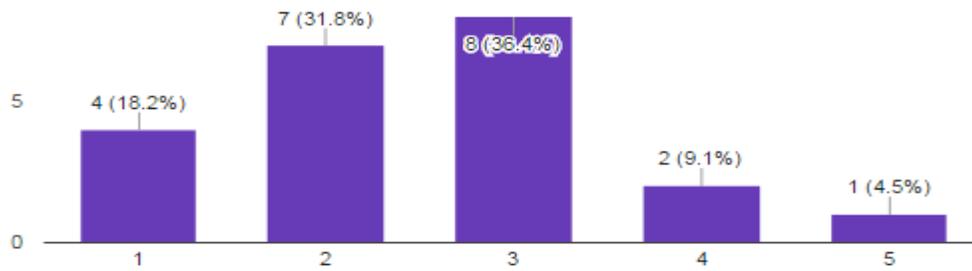
#3 Take time to really savor my food.

22 responses



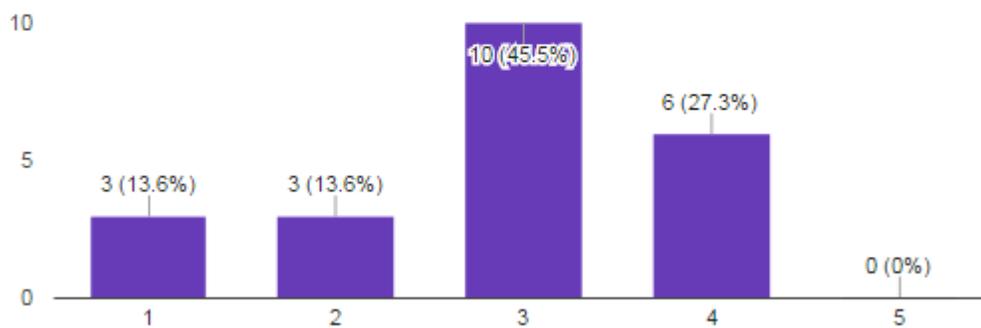
#4 Race from one place to the next without noticing what's along the way

22 responses



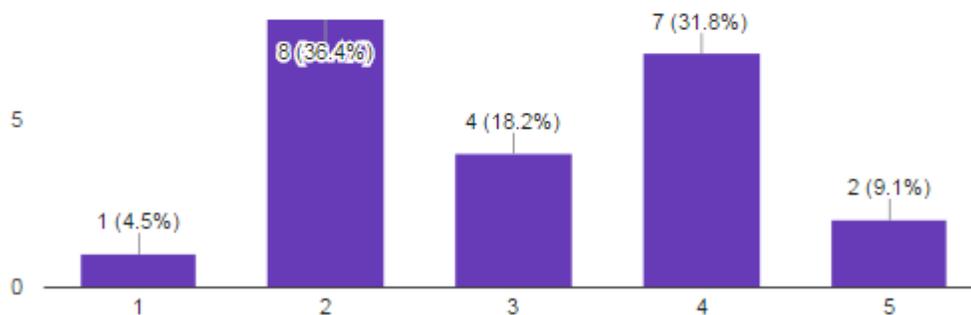
#5 Get caught up in my own thoughts while someone else is speaking.

22 responses



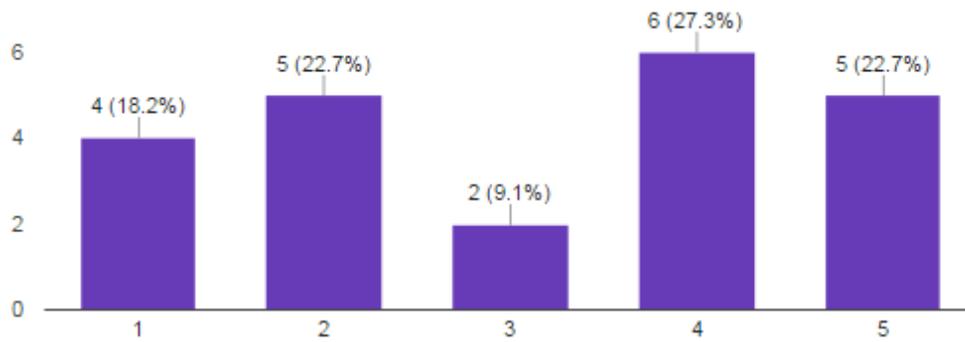
#6 Notice What happens in my body when I'm stressed (e.g. fast heartbeat, muscle tension).

22 responses



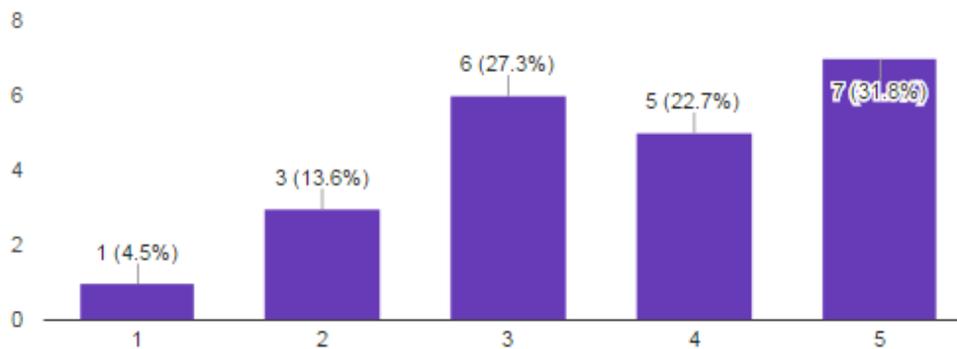
#7 Can be comfortable just sitting and watching a sunset.

22 responses



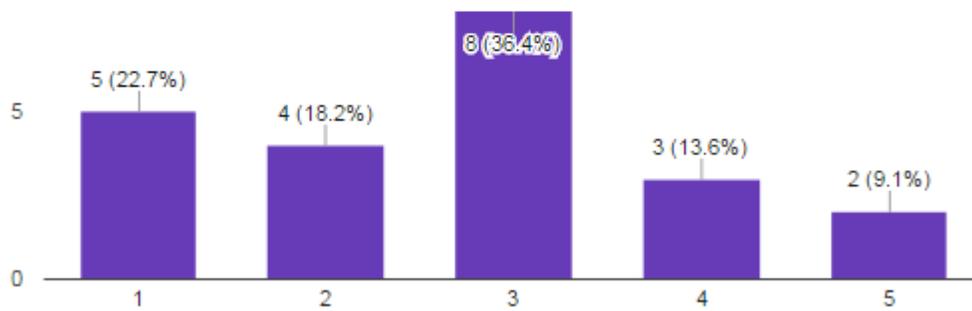
#8 After an argument I carry on thinking of all the things I could have said to prove my point.

22 responses



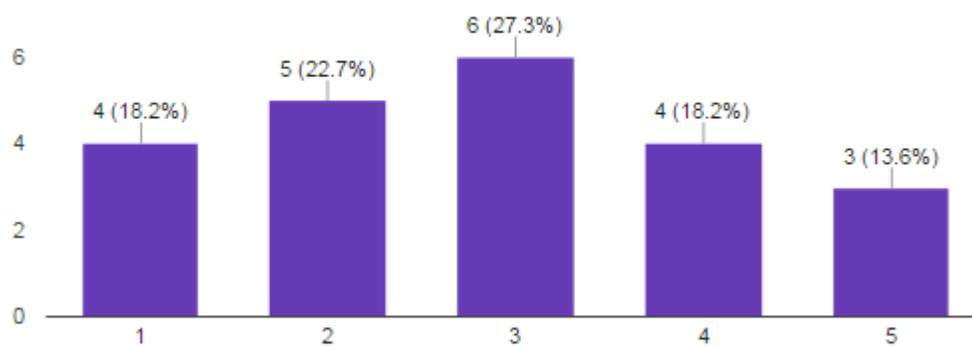
#9 Am lost in thought when I could be enjoying a sensory experience, like a back rub

22 responses



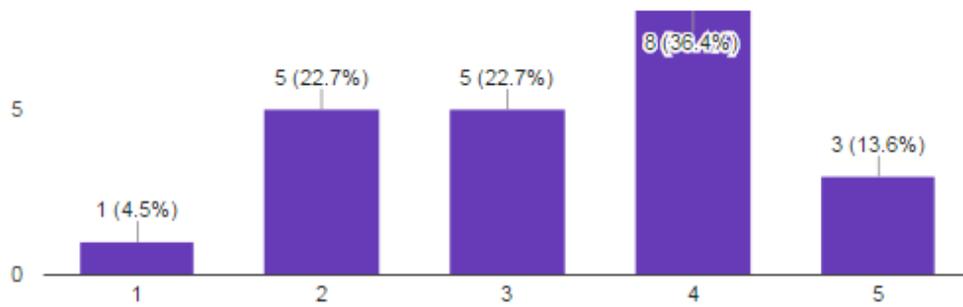
#10 Get impatient while waiting in line, at a red light, or for lunch.

22 responses



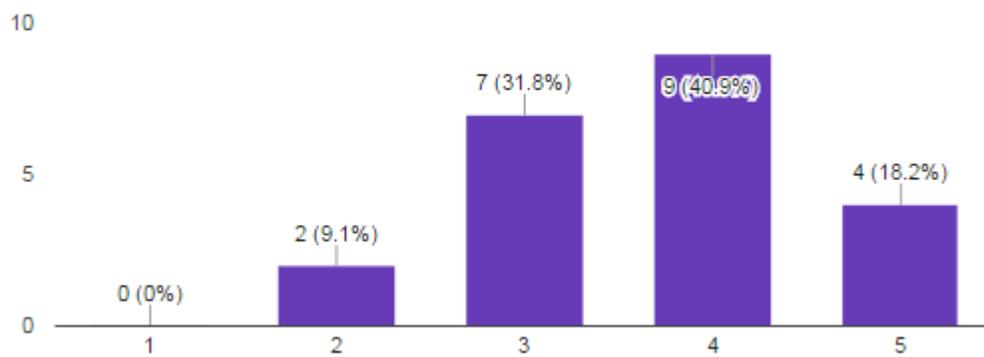
#11 Take time to pause and feel grateful for the things I have going for me.

22 responses



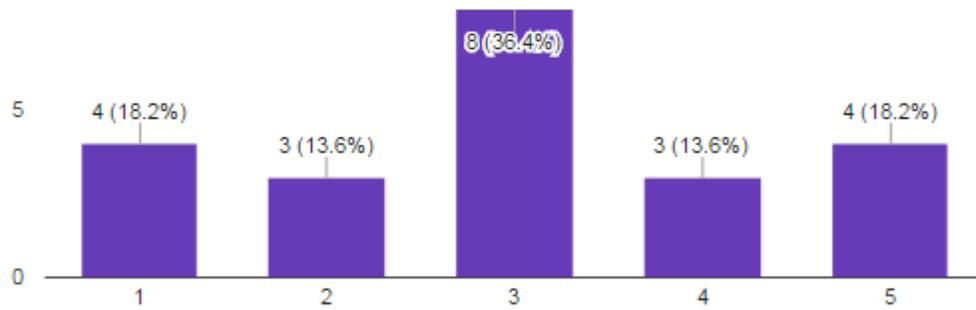
#12 Am hard on myself when I've made a mistake.

22 responses



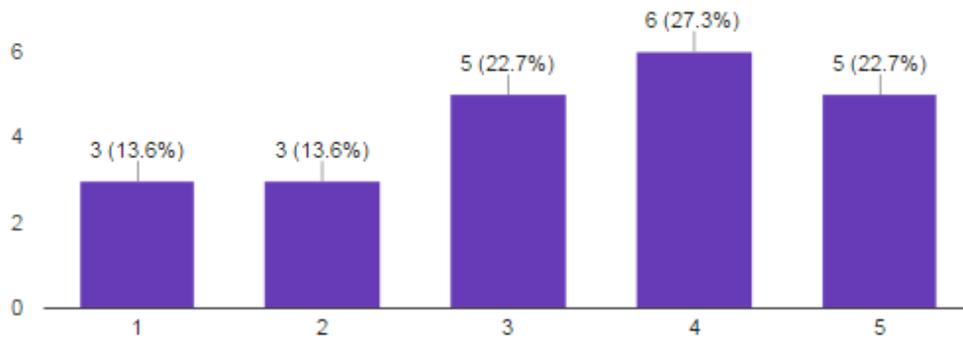
#13 Often try to "think myself out of" problems and situations.

22 responses



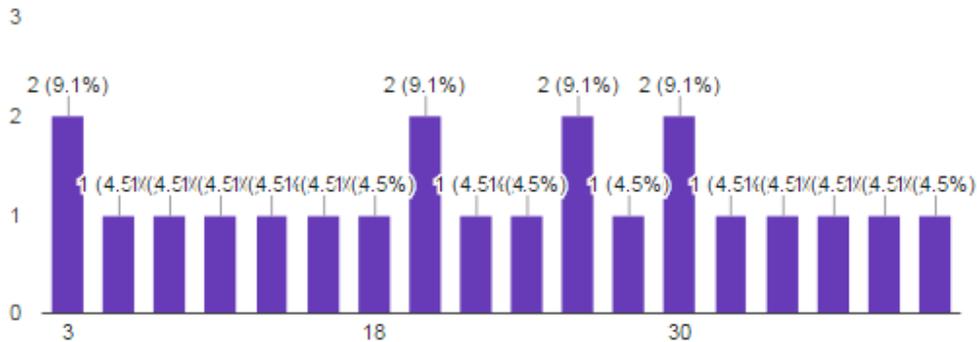
#14 Pay attention to sounds like the wind blowing through the trees, cars passing by, or rain falling.

22 responses



Sum of answers 1,3,6,7,11,14 THEN ADD 34...SUBTRACT the sum of answers 2,4,5,8,9,10,12,13 to get the total score____

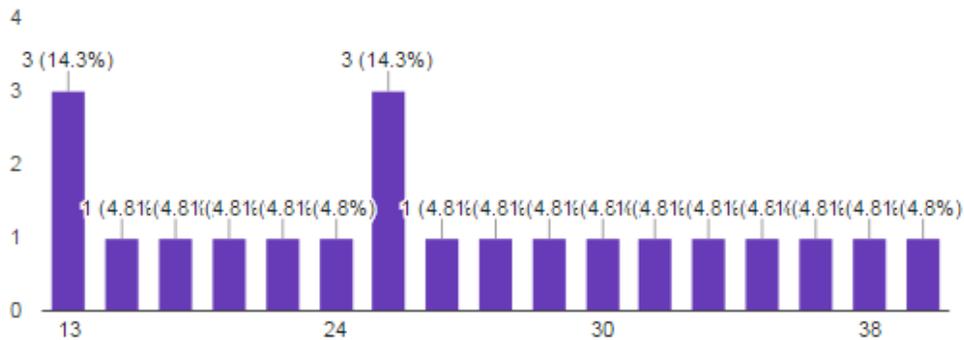
22 responses



Final Survey Results

Sum of answers 1,3,6,7,11,14 THEN ADD 34...SUBTRACT the sum of answers 2,4,5,8,9,10,12,13 to get the total score____

21 responses



In conclusion, based on the beginning and end-of-year data, I was pleasantly surprised with the results. In the first survey the majority of the students fell between 3- 22. This was essentially “beginner status” (1-18) Many of the students needed to work on recognizing the environment in which they live, and also be aware of their bodies, surroundings, and mind. The end of year survey showed that the scale started at 13 as the lowest total, which was amazing that the low end increased by 10 points! I was also interested in that the high end of the scale increased dramatically also. Forming the mindset of self-awareness is a process that takes time and practice. Students throughout this year have developed strategies that are life-long skills. I observed students using them during NYS testing, assemblies, and even on field trips. I am very proud of how this year’s project turned out.