Team Final Report on Teacher and Student Learning – Entergy Team with Sue Witmer

EDU 525 - Cultivating Learning Communities through Mindful Language and Literacy

School: Riley Elementary School

Teacher Participant Name: Stacy Dawson

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

I did not spend as much time using Romo as I would have liked. The app started to crash so I updated the iOS software. When I did this and tried to reinstall the app I found that it doesn't work on the updated software. I tried to contact the company and it has closed down so no one is creating newer apps for it. I have phone calls in and will pursue this so that we can get Romo working again.

The time frame was adjusted a bit to accommodate some projects that took longer than others. I was able to spend more time with Dash and Dot, my newest project and the students loved it.

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

Using mindfulness on a regular basis led to fewer behavior problems than past years. I did not have any write ups this year.

Using mindfulness activities from Go Noodle helped to focus the students in preparation for math class. They were able to sit longer periods of time afterward and math class finished in a timely manner.

Attending the Mindfulness workshop at the college broadened my understanding of the importance of being mindful. I brought the activities back into my classroom and provided students with life long skills that they can use to reduce stress and to help them focus. I see them using these breathing strategies daily and encourage it.
When students are provided with exciting opportunities they learn difficult skills. Students were able to engage in coding activities and learned complex codes!

When students are provided with hands on science robotic activities they come to school more often. Students who were often late or absent made it to school much more often when they knew we were doing robotics.

The animal field trip that the district provided for the students to The Wild Animal Park was very exciting for the students. They were provided with experiences they might never have had before. Students fed zebras, giraffes, camels, cows, goats, etc. They had a private show feeding of lions and bears. They connected to the animals that they created with the LEGO's and learned more about their diet and adaptations. Students were learning and were excited!

The teacher doesn't have to know everything! Students just need to be provided with time to explore and they were able to master Dot and Dash. They learned far more than I ever could have taught them. Students continue to beg each day to play with the robots. At recess they request these activities to play with their friends. They continue to learn through this play.

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

Mindfulness activities were incorporated before taking the STAR assessments. Students were encouraged to do their breathing exercises when they had a difficult question to help them focus and think clearly. Students used these strategies throughout the assessments.

I examined the STAR reading assessment and found:
At the end of the year 17 of 20 students were in the green, which means they are at benchmark. 1 student is in the blue which means that they need to be watched and monitored closely. 2 students are in the yellow meaning that they require intervention. Overall, the class average Scaled Scored increased from 418 to 541, a change of 123 points. Their grade equivalency changed from 3.6 grade level to 4.9 grade level an increase of 1.3 grade levels. Their reading Lexile increased 230 points, from a 460L to a 690L. This data shows that overall, my students as a class grew more than 1 full school year. They have strong ELA skills in both decoding and comprehension. Students can read a fourth grade level text and understand what they are reading.

The students who are in need of interventions require most interventions using nonfiction text. They have the greatest difficulty recognizing key details, identifying sequential order and understanding author's purpose in nonfiction text.

My top students have mastered grade level skills and the STAR report suggests a breakdown at the sixth grade reading level in the area of fictional text when looking at key ideas and details in the text. They should be instructed at the 5th or sixth grade reading level and be provided enrichment opportunities to further their growth. The ENTERGY projects are a great way to provide this enrichment, it is more of what these students need. The projects should incorporate reading and writing passages to enhance the hands on science learning that occurs.

I examined the STAR math assessment and found that:
At the end of the year 18 of 20 students were in the green, which means they are at benchmark. 2 students are in the blue, which means they need to be watched and monitored. 0 Students are in the yellow meaning that they require interventions. No students are in the red requiring intense intervention. Overall, the class average scaled score increased from 533 to 663, a change of 130 points. Their grade equivalency changed from a 3.2 grade level to 4.9 grade level, an increase of 1.7 grade levels.

The two students requiring to be watched fell short in measurement and numbers in operations. Specifically they still have trouble adding and subtracting within 1,000 for both basic problems and measurement problems. They are often unsure which measurement tools to use as well. They also showed a need to improve in fractions and using fractions on a number line.

I examined the survey and found:
That 8 of the 20 students did not enjoy Science at the beginning of the year and at the end of the year 20 of 20 students enjoyed science.

That 2 of 20 students had previously participated in coding activities at the beginning of the year and at the end of the year 20 of 20 students participated in coding activities. ENTERGY provided my students with experiences they otherwise wouldn't have had.

That at the beginning of the year 4 of 20 students wanted to pursue a job in a Science related field and at the end of the year 17 of 20 want to pursue a job in a Science related field. When talking to the students, they have expressed interest in becoming gaming programmers, chemists, designers of electronics and working in the nuclear field.

At our monthly data meetings, we focused mostly on ELA. We wrote monthly goals based on struggles

that we saw and then planned a series of lessons to address these goals. We would meet each month to change or modify the goal based on the data. We spend much of the year teaching students about comparing and contrasting and also on identifying central message. We saw progress each month. I incorporated the comparing and contrasting into the Science content area as we compared and contrasted various animals during our animal LEGO study.

School: Fitzhugh Park School

Teacher Participant Name: Nicole Freebern

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

Our team met in September. During that time we began planning, using the STAR Data reports that we brought for both ELA and math. We discussed students' strengths and weaknesses. We looked at our class data and identified the needs of our students.

At this time I decided I needed to incorporate STEM into my curriculum. My goal was to engage my students in hands on science. In my district we do not teach hands on science to our second grade students. Students learn the science and social studies curriculum through the listening and learning curriculum. There is no time blocked off in my schedule to teach science. This project will allow me to conduct science experiments with my students and engage them in hands on activities. My ultimate goal is to get my students to love science and to be motivated to learn the new common core science. In order to do this, I will provide multiple opportunities for students to use technology in my lessons. Students will use coding to make their Romo robots move and computer technology with the Lego kits. I will also incorporate an extension in robotics and programming with the addition of Dot and Dash. Our goal is to make our students leaders and to be in charge of their learning. Students need to know how to use technology to promote the 21st century skills. I need to take advantage to integrate science into all content area, since my district has removed hands on science from our daily schedule.

In November 2015, I sent Sue my Team Action Plan. At this time I was starting to plan out my project. At this time Sue asked me to incorporate more mindful practices. That was when I realized I needed more professional development in mindfulness practices. I decided to take the following course from Advancement Courses: Staying Present: Mindfulness for Better Teaching and Learning from Advancement Courses.

After completing the course and having the workshop in February at the college I was able to incorporate useful mindfulness practices into my classroom.

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

Today students are faced with an abundance of stress and tension placed on them. My students enter the classroom with many different stressors. Teaching students to be mindful at an early age will help them not only this year but throughout their lives as their lives become even more demanding and stressful. Teaching students how to be mindful of one another is to also have them look at the world without bias, fears or assumptions. With the growing demands placed on students, we often forget to teach them how to readjust the lens in their life and to focus on the present and the good things that are happening. Using mindfulness practices, we can teach our students to readjust their thinking through breathing techniques, yoga style practices and mind clearing exercises to put their lives back into perspective. I will have students practice using mindfulness activities to build their social and emotional skills. We will use the site "GoNoodle.com" daily to engage in mindful activities as well as incorporate other various mindful activities throughout the day.

Throughout the day I taught and utilized these practices so that my students can focus their minds on what is important to them, their future and their learning as we prepare our students to be college and career ready.

My students love using mindfulness practices in the classroom. By developing a routine my students expect these activities at transitions and will remind me if I forget. One day I had a substitute because I needed to attend a meeting in the morning. When I reentered the classroom my students were begging me to do our morning community meeting. It made me realize that I needed to write this into my lesson plans.

Some of the quotes from my students about mindfulness practices:

"I really needed to share out this morning because I was really mad at my brother and it was bothering me."

"I need movement breaks because my brain needs a break."

"I need to do gonoodle because it helps me get my wiggles out and get ready for the next activity."

"I used the breathing technique today when I go nervous about the math test."

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

My September 2015 Assessment showed the following results:

Star Reading data shows that 17 out of 20 students are reading at below grade level.

This work is important because I have 17 out of 20 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.

3 out of 20 students were on or above grade level

5 out of 20 students were on watch.

4 out of 20 students were on intervention

8 out of 20 students were urgent.
Out of my 20 students that I analyzed 10 students receive title 1 reading.
Star Math data shows that 14 out of 20 students are performing below grade level.

6 out of 20 students were on or above grade level

4 out of 20 students were on watch.

2 out of 20 students were on intervention

8 out of 20 students were urgent.

My May 2016 Assessment showed the following results:
The Star Reading data shows that 7 out of 20 students are reading below grade level. In September 85% of my class was reading below grade level based on the Star Reading Data and in May 2016 35% of my class is reading below grade level based on the Star Reading Data.

Based on the Star Reading Data 100% of my class increased on their reading levels from September to June. This means that all of my students reading fluency and comprehension improved throughout the year.

9 out of 20 students were on or above grade level

2 out of 20 students were on watch.

1 out of 20 students were on intervention

6 out of 20 students were urgent.

When I surveyed my class 20 out of 20 students said they did hands on science activity this year.

Through teacher reflection and monitoring I have noticed that my students are more excited about STEM and reading more now than in September. Students ask to read nonfiction text for independent reading time and look forward to getting new books. When my students come to reading group they are excited about the books that we are reading and can answer comprehension question that are asked. It is nice to see my students eager and motivated to read. Students are eager to engage in hands on science activities. My students are starting to think like scientists.

When I surveyed my class 20 out of 20 students said they knew how to using mindfulness techniques.

School: Fitzhugh Park School- Oswego City School District

Teacher Participant Name: Carol Carroll

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

I made changes to my team's action plan while taking the college course on mindfulness. As I began learning how to prepare my students to use mindfulness in their life, I realized that I needed to first practice mindfulness in my own life. I went to yoga class twice a week and began to infuse mindfulness in my life, work, and relationships. In order for me to teach mindfulness to my class, I needed to practice it so I could model mindfulness. My action plan called for me to teach students techniques for conducting breathing and body exercises to center students. My plan changed because I needed to practice mindfulness in my own life before I could have students practice mindfulness activities to build their social and emotional skills.

Another change to my plan was when I added both formal instruction and informal activities to teach mindfulness. Informal activities, such as greeting the day, intentions, and mini mindfulness activities in the morning that focus on mindful breathing to promote mindfulness. I learned about this practice while taking the course and it worked perfectly with my students.

I also added teaching them the "Take 5 for a Month" breathing technique. This only takes five minutes and can be done every day at the beginning of the school day. This helped improve their social and emotional

skills which also promoted a healthy physical well-being. I found that when the students are more relaxed and can manage their emotions, they are more successful both in school and out of school.

My original plan involved creating leaders and using mindfulness practices to cultivate and support a learning community of leaders. This would require my 6th graders to be leaders and mentors to the younger students. In order to do this, I partnered with Mrs. Freebern's second graders and we did yoga, along with relaxing activities on Gonoodle.

Another change I made to my plan was targeting the social/emotional well-being of my students. The college course provided me with strategies that I could use with my students. In my classroom I would use walking with awareness to help my students learn how to stay calm and increase their awareness of their body, thoughts and emotions. I used techniques that I learned to help them stay present, which increases focus and attention. This improved their social and emotional skills, which promoted a healthy physical state.

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

I examined my written reflections and found that I had continual growth in refining, teaching and learning. I also found that by providing multiple opportunities for students to practice mindfulness, they became more focused and relaxed. I also used technology in many of my lessons and I found that they motivated my students and increased student engagement.

I had no behavior problems during my science classes. I work with approximately 55 students and I had 0 behavior write ups in science compared to last year, where I had 3 during my science class. My students were engaged in the learning process. First quarter report card had 8 out of 55 students failing science, whereas quarter 2 all of my students are passing science. In quarter three, 6 out of 55 students were failing science. Third quarter is more difficult due to scientific equations, so that was typical. I'm currently teaching fourth quarter and as of today, I have 2 out of 53 students (three students have moved) that are not passing. There is still plenty of time for those two students to bring up their average.

Mindfulness and technology provided myself with the tools to use with my students to promote students practice mindfulness activities to build their social and emotional skills. Students were provided with multiple pathways to learning, addressing students' strengths and needs. My project involved students mentoring a kindergarten and second grade classroom. I watched my students take on the role of teacher when they collaborated with Mrs. Johnston's kindergarten students and Mrs. Freebern's second graders. Students could communicate clearly the task and preform the task successfully. I have met my goal to interweave mindfulness and digital technology into the curriculum while addressing the CCLS.

Analysis of Data on Student Learning: I examined _____19 students_____ and found the following:

I began the school year with 19 students. I lost one student in April. The data that I analyzed is on the 18 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 project. I took a survey at the beginning and end of the school year, pulling data from the survey for this report. I also made a check list that I used this year. When I surveyed my class 18 out of 18 students said they did hands on science activities this year. I looked at STAR data in both ELA

and Math. We use the data to progress monitor our students monthly, so this data is essential to students' academic growth in those areas.

The STAR ELA test the given the first week of September, so that I could find identify the readiness level of my students. I also had the scores from the 2015 NYS ELA test, but without the test in front of me, all I knew was that 3 out of 19 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 a 2 with 6 of them scoring a 1. Not the best scores, so I quickly realized that I had a lot of work ahead of me.

In September I had the students complete both the STAR assessment for Reading and Math.

The following data is from the STAR ELA assessment: September 2015

Star Reading reported by the district benchmark:

6 out of 18 were on or above grade level.

3 out of 18 were on watch.

3 out of 18 were at intervention.

6 out of 18 were urgent.

Due to the high needs of our school, only five students that were in urgent received additional support for 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 poetry unit and it was definitely challenging for my 6th graders.

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

Star Reading reported by the district benchmark:

9 out of 18 were on or above grade level.

2 out of 18 were on watch.

6 out of 18 were at intervention.

1 out of 18 was urgent.

I used the growth report to generate the following:

Summary Class Teacher Grade Test

Average Scores Carroll - 1 Carroll, Carol 6

Pretest 6.6, Scaled Score-740

Posttest 7.6, Scaled Score-868

I had a change from pretest to posttest of +128. There was significate ELA growth demonstrated by my students.

The growth showed a grade equivalence of +1.0, which is an average of one grade. My highest students' percentages were in the 93rd percentage 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.

Star Math reported by the district benchmark September 2015:

8 out of 18 were on or above grade level.

4 out of 18 were on watch.

4 out of 18 were at intervention.

2 out of 18 were urgent.

Star Math reported by the district benchmark May 2016:

12 out of 18 were on or above grade level.

4 out of 18 were on watch.

2 out of 18 were at intervention.

0 out of 18 were urgent.

I used the growth report to generate the following:

Summary Class Teacher Grade Test

Average Scores Carroll - 1 Carroll, Carol 6

Pretest 6.6, Scaled Score-749

Posttest 9.7, Scaled Score-818

I had a change from pretest to posttest of +69. There was significate Math growth demonstrated by my students. The growth showed a grade equivalence growth of +3.1, almost three times my growth from last year's class. My highest student scaled score was 920 scaled score with a grade equivalence >9th in our district. At the time of writing this report, there are no NYS Math test results.

The Star Reading and Math assessments were given at the fall, winter, and spring benchmarks. Every student in my class had growth in both ELA and math. This is based on both teacher assessments throughout the school year and STAR data. Students had significant growth in math and ELA. I looked at the students' scaled score, grade equivalence, and percentile and 100% of my students made gains. My teacher growth was +3.1 grade equivalent. Students were immersed in STEM and I believe that contributed to the growth the students made.

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 89% 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 89 % 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. 80 % 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. 100% % 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. 100% 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. 89% 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. 89% 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. 100% 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. 100% 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. 100% 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 89% 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. 83% 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). 100% 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.
72 % 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. 83% 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. 89% 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). 72 % 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. 89% 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. 83% 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. 100% of Students In or Above the Estimated Mastery Range

School: Leighton Elementary

SUNY Oswego faculty member Dan Wood

Teacher Participant Names: Paula-McKenney-Meyers and Josh Russell

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

No Changes Made

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

Answering machine project- The progress check needs to occur earlier. Having the progress check one day before completion doesn't give students enough time to make changes or have enough motivation to alter their work habits. Student work in sound effects needs to be altered. They didn't enjoy the sound editing process as much as I would have liked. Perhaps more time using the microphones and unpressured editing time (not connected to a project) would be helpful. Students didn't have a clear sense of the editing software in protools- didn't know what each app did to the sound. They need more experimental time with this. On presentation day, I think we should make better use of the anchor breathing. Talk about how mindfulness would help them as they are waiting for their project to be played for the class, during their presentation, and after as they watch their classmates feedback. Perhaps incorporating that into their peer review. I don't have students complete their own peer review while their project is playing. I should implement a series of questions on this form for when their own project is playing.

Singing into the microphone- The students really enjoyed singing/speaking in the microphone. This is another area where we could start out with a mindfulness exercise prior to the activity and reflect on what they experienced afterwards.

Deep Listening activities- The activity with the most impact was the fading sound source (chimes) activities. This was used as an aural cue for anchor breathing, a tool to keep students focused while lining up at the end of class, and as a listening activity. The chimes are my favorite piece of equipment purchased this year. Something so simple and yet so powerful in creating a quiet, focused atmosphere.

Anchor breathing- The students were split in their responses to the survey regarding anchor breathing. Having a different visual cue for this, more teaching and review of this activity, and more discussion of their experience will help in the implementation of anchor breathing. Also, each year we do this, the students will get better at it.

Notation activities- The ipad minis worked great for this. The smaller tablets enabled more students to utilize the technology- easier to handle. Having only 6 in the room was problematic as activities had to be split into a workstation style. With early primary, the students couldn't handle doing multiple things requiring my assistance. Grades 2 and up handled the ipads in a workstation format very well. I liked using the ipads with the new music text book series. I found out in a training session that the ipad app for the series didn't work very well but using a web based version of the text was much better.

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

Mindfulness activities: Overall, I found the primary (1-3) and upper primary (4-6) to be split in their answers to most of the survey questions. Half of the students liked anchor breathing and felt that it helped them in music class. Most of the students liked the stop sign as a signal for anchor breathing but I think a more kid friendly visual will help all ages remember the cue. Half of the primary students felt that anchor breathing made learning easier while most of the secondary students felt that anchor breathing had little

effect on their learning. This was due in part to the infrequent use of the tool during these classes. Most of the students thought the music room was better when we used the stop sign because the teacher didn't have to yell as much to quiet the group. However, some thought this technique was a little too time consuming. Half of the students also used this technique outside of music class. Of the chorus students surveyed, most liked the use of the stop sign to signal quiet and anchor breathing. They felt that it made the group calmer, quieter, and less stressful.

I plan to continue to use anchor breathing but will search for a different visual cue for the activity. The chimes make a great aural cue for the anchor breathing so I will continue to use them. I will do more teaching and reviewing of the anchor breathing procedures. I also plan to have more class discussions regarding students' experiences with anchor breathing and mindfulness both in and out of class.

Technical activities: My experience this year has been a positive one. I feel that the elementary students are more focused and more open to the directions I give them. They are eager to try new things and to be challenged. I was impressed at how well kids as young as 7 can handle technology in music. The mix of technology with a traditional general music class provides a broader experience for them than just having the technology alone (like in the middle school). It's important for the kids to see growth and change from year to year. If they feel like they are getting new things in class then they receive the experience more positively.

The anchor breathing worked very well in calming the students down. This was most effective during class presentations. The anchor breath was also discussed as a technique for students to cope with impatience and technical difficulties. I found that the students were more patient this year. They were able to stay at their workstations and wait for an adult to help them rather than physically seeking out an adult.

ANCHOR BREATHING

Analysis of Student Data

A pre/post test was administered in music class regarding anchor breathing. Anchor breathing was our relaxation, mindfulness technique for the project smart class. Anchor breathing was used in grades K-6 in all areas of class. It is the foundation for all activities encompassed within this year's project smart work effort. This section is organized by survey question.

1-Do you like anchor breathing?

Half of the students in grades 1-3 liked anchor breathing. In grades 4-6, about 25% of the students liked anchor breathing. Kindergarten students were not surveyed. The younger students really liked having the job of holding the sign to signal anchor breathing. The 5th and 6th graders did not like the pressure of that job. The larger the class, the slower the effect of anchor breathing. Students tend to feed off one another. If there is a couple of students who are making noises, at least a quarter of the class will have trouble calming down enough to focus on their breathing. The older students didn't like the time it took away from class to get everyone calm and quiet. The younger students didn't really care about that.

2- Do you think the stop sign is a good signal for anchor breathing?

Most students in grades 1-4 thought the stop sign was a good signal. About half of the students in grades 5 & 6 didn't like having the stop sign signal anchor breathing. Students were not asked what they thought would make a better signal. Since many of the 5th and 6th graders didn't like anchor breathing, their answer to this question could be related. Perhaps next year we could try a more soothing and kid friendly image.

3- Do you think that anchor breathing makes learning easier for you?

All of the 1st graders questioned thought that anchor breathing made learning easier for them. Since the younger students have only known this method of calming down for music class, it makes sense that they are comfortable with it and feel the most positive about it. Half of the 2nd and 3rd graders thought that anchor breathing made learning easier for them. The other half were split between "I don't know" and "no" answers. The majority of students in grades 4-6 didn't think that anchor breathing made learning easier for them. The 4th grade class is an extremely well behaved group while the 5th and 6th grade classes have many more behavioral challenges. The 4th graders don't need the sign as much in their classes but when we do use it, they are less resistant to it. The 5th and 6th graders have a project based curriculum with minimal time in a traditional teacher led classroom. The stop sign is used infrequently with this group. When we do use it, they are somewhat resistant to it. Instead of just doing the anchor breathing with the students, I should instruct and review its use and purpose in the music room. It would also be beneficial to use the tool more often with the 5th and 6th graders.

4- Is the music classroom better when we use the stop sign?

All of the 1st graders questioned thought that the music classroom was better when we used the stop sign. This could be because they all enjoy having the job of holding the stop sign up as our quiet signal or they like the calmness we get as a result of this visual signal. The majority of students in grades 2-6 liked the music classroom better when we use the stop sign. It is interesting that the students in this group didn't like anchor breathing over all and they didn't really think that it made learning easier but they did like the classroom better when the sign was being used. In a related question asking how anchor breathing has helped in music class, most students answered that it calmed them down. Many also liked that the teacher wasn't yelling at them to get everyone to calm down. The population of special needs students is growing each year and many of these students require visual signals for things. The regular education students often appreciate these types of things being used in the classroom.

5- What is anchor breathing for?

All of the students were able to accurately answer this question. Anchor breathing is used to calm down, quiet down, and help focus your mind. This question was given as a multiple choice. Had I presented this as a fill in the blank, I think most students would answer that it calms them and quiets the class.

6-How as anchor breathing helped you in music class?

Most students answered that it calms them down. Some wrote peaceful or good. A few wrote that they don't need it to calm down so it hasn't really helped them. Many also liked that the teacher wasn't yelling at them to get everyone to calm down. Overall, I think that anchor breathing is helping the students.

7- Have you used anchor breathing outside of class?

About half the students surveyed have used anchor breathing outside of class. Most of the 1st graders reported that they hadn't but all other grade levels were split. With more training, I think most of the students would find themselves using this technique outside of music class. As students age, their experience will increase.

8- How does the stop sign and anchor breathing affect your chorus experience?

The anchor breathing was started for chorus rehearsal. These groups are larger than the average music class and I wanted something to get them quiet without me yelling at them. Since my chorus population comes from music class, I decided to use the stop sign/anchor breathing in music class too. This would reinforce what I was trying to achieve in chorus. Most students felt that the use of the stop sign made the group quieter. Singers are always a talkative bunch and having the stop sign up between songs has really helped the group stay focused. They also really like that I don't yell at them as much anymore. There are still times when I have all 3 choirs together that I have to yell but that is rare. There were a few students who felt it took up too much time and that it wasted our time. Waiting for a group to quiet with a visual signal is definitely more time consuming but also less stressful. The students who felt it took up too much time were probably the focused, quiet ones. Unfortunately, the more outgoing students are the ones who aren't shy, more eager to take risks when performing, and are ultimately more entertaining.

Summary

Overall, I found the primary (1-3) and upper primary (4-6) to be split in their answers to most of the survey questions. Half of the students liked anchor breathing and felt that it helped them in music class. Most of the students liked the stop sign as a signal for anchor breathing but I think a more kid friendly visual will help all ages remember the cue. Half of the primary students felt that anchor breathing made learning easier while most of the secondary students felt that anchor breathing had little effect on their learning. This was due in part to the infrequent use of the tool during these classes. Most of the students thought the music room was better when we used the stop sign because the teacher didn't have to yell as much to quiet the group. However, some thought this technique was a little too time consuming. Half of the students also used this technique outside of music class. Of the chorus students surveyed, most liked the use of the stop sign to signal quiet and anchor breathing. They felt that it made the group calmer, quieter, and less stressful.

I plan to continue to use anchor breathing but will search for a different visual cue for the activity. The chimes make a great aural cue for the anchor breathing so I will continue to use them. I will do more teaching and reviewing of the anchor breathing procedures. I also plan to have more class discussions regarding students' experiences with anchor breathing and mindfulness both in and out of class.

ANSWERING MACHINE PROJECT

Student groups wrote answering machine (voice mail) messages. They created sound effects and background music to go with their scripts. All was recorded using protools recording software. Josh Russell and Wes Jones from SUNY Oswego came in daily to help provide technical support to the students as they completed their projects. At the end of the project, students completed a self evaluation. The questions are listed below with the analysis mixed in.

Analysis of Student Data

Question 1: Did you like using ProTools?

Most students liked using ProTools. They liked the freedom of being able to create their own project and enjoyed all the sounds available to them. When I give students a keyboard song to play, usually a quarter of the students will ask if they can write their own. Since we started with a template, the students were able to start recording right away. The students were very receptive to checking their sound levels when using the microphone. Since they were already experienced with using the software, recording was very easy. I was impressed with how well they used the audio suite to edit their sound effects. They liked being able to shape the sound to get everything perfect.

Question 2: What was your favorite part of the project?

All of the students enjoyed working with the microphone to record the parts of their project. All students enjoyed working with different instruments and experimenting with sounds for their sound effects. Very few commented on recording the background music. This was the 2nd thing they did in the project so it was months until they had to look at it again. Many forgot what it was when they listened to all of their parts at the end of the project. I was surprised that many of the students didn't like editing their sound effects with audio suite. They would have preferred to look up the sound effects on the internet and use those already made to sound exactly like what they needed in their project. This could be due to the students' young age.

Question 3: Do you think other students would enjoy doing this project?

The students worked on this project for about 2.5 months (10 classes) so they felt like they had had enough of it by the time they finished. I did question them during the project and they all felt very positive about it. They did say at one time or another that they thought others would like this project.

Question 4: How did you like having Mr. Russell and Mr. Jones helping out during class?

All of the students loved working with Mr. Russell and Mr. Jones. The students had very little wait time when dealing with technical issues. It worked well for me because they would enter the room and make sure all workstations were set up and functional while I was addressing the class with the day's goals and lesson. Mr. Russell and Mr. Jones were great motivators and provided a different style for the students to relate to. They were very calm when addressing the students and were able to focus their attention on the students in front of them. When I interact with the students, I am keeping an eye on the others in the room while I listen to the students addressing me at the moment. In addition to the technical support, they were able to provide that adult attention that so many of the students crave.

Summary

My experience this year has been a positive one. I feel that the elementary students are more focused and more open to the directions I give them. They are eager to try new things and to be challenged. I was impressed at how well kids as young as 7 can handle technology in music. The mix of technology with a traditional general music class provides a broader experience for them than just having the technology alone

(like in the middle school). It's important for the kids to see growth and change from year to year. If they feel like they are getting new things in class then they receive the experience more positively.

The anchor breathing worked very well in calming the students down. This was most effective during class presentations. The anchor breath was also discussed as a technique for students to cope with impatience and technical difficulties. I found that the students were more patient this year. They were able to stay at their workstations and wait for an adult to help them rather than physically seeking out an adult.

School: Oswego Alternative School, Sheridan Prep, Van Duyn, Oswego Middle School and Statewide

Teacher Participant Name: Rosh Mishra

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

No changes were made in my part of the action plan.

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

I learned that the vocabulary and breathing techniques became the common language which I could use to engage my students and myself into a moment to pause and just breathe. I learned that having a moment of breathe and silence allowed me to become aware of my own mental/emotional state. I gave me an opportunity to refocus myself before I engaged with my students.

Analysis of Data on Student Learning:

Students report some changes in the way they looked at coping with challenges of school including stress. Some of the vocabulary of mindfulness such as the term "Letting be". Majority of student participants indicated that they use mindful focused breathing to help them sleep, to reduce the self-reported anxiety and stress they are facing as they try to sleep. One student reported: " I do apply this component before I go to bed actually" "I do mindful breathing". Some in yoga study hall reported that they felt that they had more "stamina".

I examined 110 students, 58, 8th graders and 52, 7th graders, and found the following:

Most students discovered that their participation in mindful breathing was a benefit to reducing their negative emotions. Some quotes from the participants express this analysis:

"I use it [mindfulness breathing] when I am mad and need to calm down."

"At night when I am stressed about something with school I breath[e] in and slowly."

"I apply this component to my own life once in a while, when I am stressed out or frustrated or even depressed I use this to calm my mind and let go."

"Mindfulness have helped me concentrate cause I get distracted easily. I get distracted easily when people talk out of turn."

"I use it to fall asleep."

"I have a hard time sleeping due to thinking about the next day of school. If you are trying to sleep and can't because of thinking about the test try to let it go until tomorrow so you can get some sleep."

When asked if they use the mindful breathing in their own lives, a student reported: "Yes I do because it calms me down and helps me to remember questions on a test."

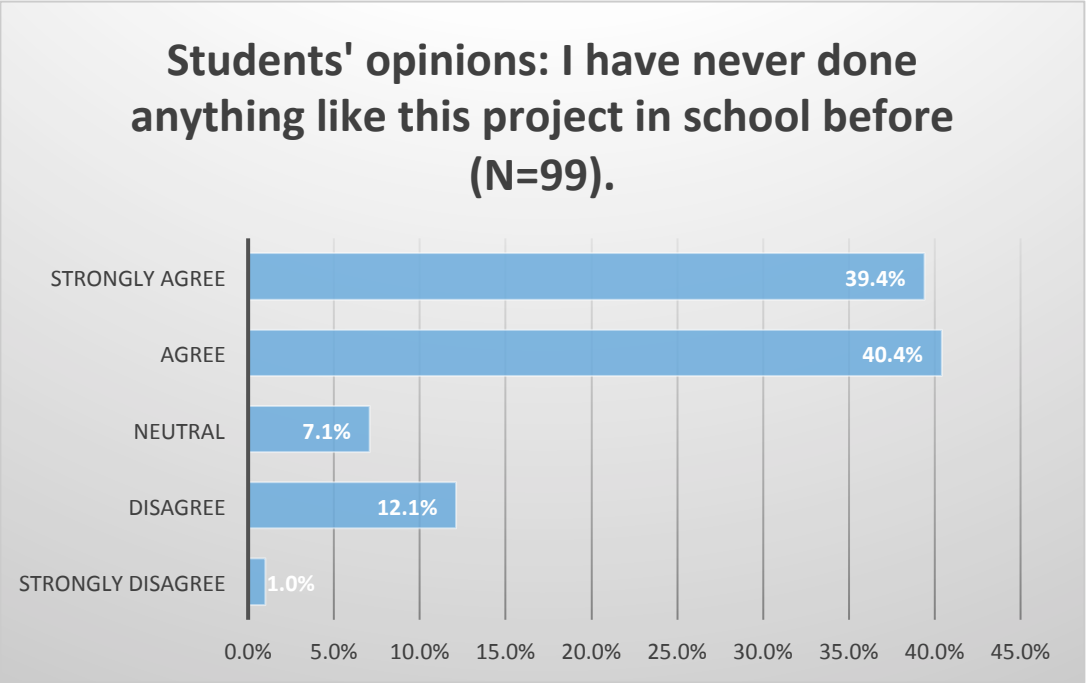
School: Pulaski High School

Teacher Participant Name: James Hefti

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

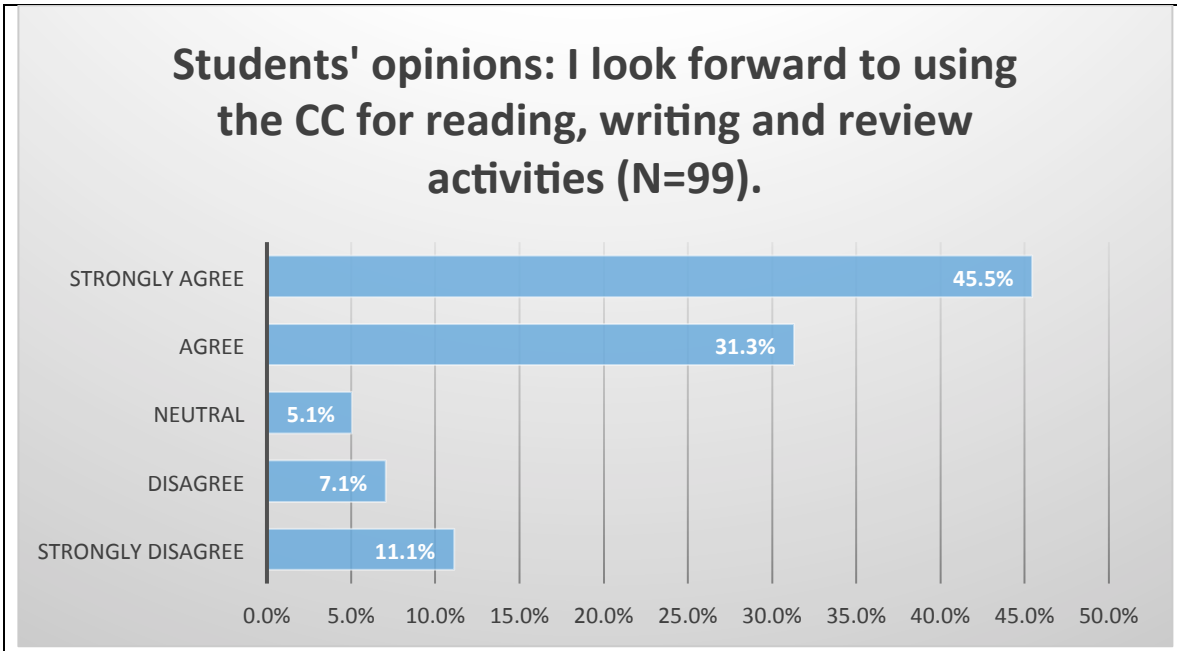
For the most part I did not diverge from the team action plan I submitted in the fall. My predicted timeline ended up being close but I tended to be a couple weeks behind all originally anticipated completion dates.

Analysis of Data on Teacher Learning: I examined my written reflections and found the following: A vast majority of Biology students at Pulaski High School have not been involved with projects such as the 2016 Bring the Outdoors in Design Challenge.



79.8% of the students involved with this project reported that they have never done anything like this project in school before. I am quite pleased to have provided roughly 8 out 10 students the opportunity to try something new.

Analysis of Data on Student Learning: I examined the opinions of students regarding their outlook of being able to use a comfortable and interesting study area within the biology classroom and found the following:



76.8% of the students involved with this project reported that they were inspired by the Conservation Corner, and they look forward to using the CC for reading, writing and review activities. If roughly 8 out of 10 students anticipate doing their work in this unique area I will assume it should become a permanent fixture within the classroom.

School JE Lanigan Elementary School

Teacher Participant Name: Brad DePoint

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

The only changes that were made on the action plan was instead of partnering with 2nd grade we decided to partner with 3rd grade. We also did some modifications to our project to make it more meaningful in the fall.

Analysis of Data on Teacher Learning:

After looking at specific student results from referrals, I found that there was a significant reduction in the amount of referrals in the class and grade level. Only 2 students showed an increase or a maintained referral rating from the 14-15 school year. An overall reduction of 55 referrals happened. 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. I am looking forward to bringing in the Heart Math (Dave Perisian) presentation for next year so that staff can see how powerful a little meditation can be. One of the big take away lessons for us this year is that students will take things seriously if they know it will benefit them. Students have clear evidence from their SMILE binders that weekly goals (academic and social) keep them focused on a purpose throughout the week.
The robotic side of things proved to be a little tricky with constant schedule conflicts, however we found a way to incorporate bountiful amounts of problem solving into daily practice. Although the robots did not have any substantial impact on student performance, they had better feedback from the way that the

students learned.
Overall, I am not surprised by the results from this experiment based on watching the students interact and teach their groups of students. It makes sense that there is another level of learning that happens when students are faced with another challenge besides traditional learning. After surveying the students only 2 of the groups would have rather not used the technology to learn than the others. Most students found the technology interesting, fun, exciting, cool, and helpful, just to mention a few of the adjectives used to describe the learning.

The learning that occurred from the SUNY Oswego trip was evident as teachers. Based on the comments from the students, we found they were amazed by the technology and various science degrees that SUNY Oswego has to offer. The addition of the "Chemistry Show" was a hit. Many students went home to tell their parents about how much they learned. I had several parents e-mail or have personal conversations about how great that trip was. The parent chaperones that attended also had nothing but good things to say.
We learned that next year we will book our trip through Charlene Walthert and have her take care of the details within the departments. One of the big take-away learning experiences for me was to somehow include some of the statistical analysis projects that the students at SUNY Oswego do in the Biology departments for next year. I would like to do more collaborative work with students from the college. Especially ones looking to major in science education. I will have to start to plan that soon for the start of next year.

Analysis of Data on Student Learning:

Overall, I was surprised that the data analysis at the end was not more skewed. I definitely thought that the students that were using the technology to learn would have scored better on the assessment. In fact the ones that did not use the technology scored better by almost a point more on the 4 point grading scale we use. Not a huge difference, but significant enough to make mention of the variation. The data in the table below show the results from the lessons.

Student Groups	Results from no technology (1,2,3,4 Scale)	Results from technology (1,2,3,4 Scale)
A	2	2
B	3	3
C	3	2
D	3	2
E	4	2
F	3	2
G	3	3
H	3	3

I	4	2
Avg.	3.111	2.333

There were many factors that led to the inconsistent results from groups. I think that the kids were so distracted by the technology that was being use that they didn't really understand the purpose of the learning at hand. This was all part of the learning experience however. I feel like there isn't a true way to tell what benefitted the students more. The technology taught a lot more than the concepts; it also encouraged problem solving and communication skills that were not promoted in the other lessons without.

We were pleasantly surprised by the results from the mindfulness work that we did. Each week we met as a team to discuss the work we were doing with Covey's Seven Habits. We worked through many grade-level problems and class problems through the work that we did. Students had many positive things to say about the way the mindfulness work made them feel . A few comments are listed below:

"I really liked how relaxed it made me feel"

"It helps me to get focused for class, and especially tests"

"When I'm feeling stressed it helps me calm down"

"I think I will use this in the future"

"I was surprised that it works"

Toward the end of the year I asked students if they thought that the meditation helped the referrals go down in the grade level. It was a resounding: yes. ***After looking at specific student results from referrals, I found that there was a significant reduction in the amount of referrals in the class and grade level. Only 2 students showed an increase or a maintained referral rating from the 14-15 school year. An overall reduction of 55 referrals happened.***

Many of the students were shocked by how much less they had from the previous year.

Lastly the SUNY Oswego trip that was organized this year was a huge success. Students walked away from the trip saying that they learned so much about chemistry in the 45 minute show, that they wanted to try some of the experiments at home. One student said that they were going to go home and show their parents how to make a hot pack (handwarmer) based on the simple chemical reaction that they learned. Kristin did a fantastic job teaching the students in such a short amount of time.

The planetarium visit also inspired some of the students to look up the Google Lunar Challenge when we got back to school. They were so excited about all of the learning that happened that day. They greatly appreciated the support from ENTERGY, SUNY Oswego, and Project Smart to make this field trip a possibility for the students at Lanigan Elementary.