

Team Final Report on Teacher and Student Learning at Onondaga Nation School with Jennifer Kagan

EDU 525 - Cultivating Learning Communities through Mindful Language and Literacy

Teacher Participant Name: Lori Mucha

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

There have not been any changes to the action plan. I was able to complete the plan as documented in the initial paperwork.

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

I found that when we asked students about their feelings they often use broad terms such as mad or sad. We worked on more specific words to express their feelings such as frustrated, lonely, and disappointed. After discussion of these feelings most of the students were able to give appropriate examples for the given feelings and they were able to depict these situations in pictures. Some students needed support to brainstorm times in which they may have had these feelings. These were the same students that often have a difficult time expressing their feelings appropriately in the classroom. It is evident that these students need to have these topics/feelings addressed through instruction because they have not learned how to express their feelings appropriately independently. This has become a growing issue within our school district.

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

I examined the pictures generated by the students and the notes taken during small group instruction and found that the students were able to share situations in which they had felt a given emotion and discuss how a person may react when feeling this way (facial expressions, body posture, voice volume etc.) It gave us an opportunity to discuss appropriate reactions and reactions that might not be appropriate. The student in Kelly's class that I was hoping would become more confident in his ability to ask for help continues to need prompting and support, but in the last few weeks has approached Kelly independently with some questions. This had not occurred earlier in the year. It is difficult to assess if this is due to our encouragement and discussions in the classroom about expressing our need for help when frustrated or confused or if he is just maturing. All of the students have definitely increased their range of feeling words and use them during small group instruction when discussing books and answering questions.

Teacher Participant Name: Kelly Davidson

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

Originally I wanted to focus on my class as a whole, and I still did that, as all of my students benefited from my lessons and the literature. My main focus though and all of my journal entries focused on one student in particular that was really struggling with anger in my classroom and it was effecting the class.

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

Through all of my lessons I realized that often my focus student doesn't recognize the feelings that he is having. Comments would be made such as "I've never been lonely" yet that same day would talk about missing someone. He also commented that he had never felt frustration, but once he made the connections with some of his actions and how that connected with frustration and anger he was able to give many

examples of times or instances that make him feel frustrated. I was also able to learn what kinds of things “trigger” the undesirable behaviors I wanted to avoid and so I could “diffuse the situation” before it became out of control. I could also prepare him for situations that may come up that I thought would bother him and talk about what we could do to help when he started to feel anxious, or upset. We were able to decrease the time from an average of 10 minutes of disruption to approximately one minute and saved so much time and energy for everyone!

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

After looking at the journal entries, my first journal entry talked about an incident that in total lasted about fifteen minutes and was very close to involving physical contact. After several months of reading books, dealing with different emotions and connecting the emotions to our everyday lives, I was to determine the circumstances that tend to be a trigger of anger for my one particular student. He stated losing at games, not having enough time to finish tasks, and when something is difficult for him, he loses his temper. Having this open conversation with the class has helped all students to be more understanding of others’ feelings, and also had them help each other cope. I have heard students remind others of calming strategies, breathing, and comforting each other. Games are able to be played now, and we have so much more fun. Students are much more tolerant of their friends, and are trying to help them deal with emotions instead of the constant tattling. In general the feeling of our classroom is much more peaceful.

Teacher Participant Names: Jana Silvestro and Patricia Kenney

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

We included more written reflections as well as whole-class discussions with the picture books read aloud to our students.

In one classroom, yoga poses were eliminated because it made students too silly and harder to refocus. Even with extra tries, the result was not improved.

Analysis of Data on Teacher Learning:

Just as last year, deep breathing techniques were used throughout the day to help students refocus. As always, many giggles and questions about all the deep breathing. But, just as last year, students moved on from the giggles and routinely participated in the breathing techniques. The children particularly liked lying on the floor and relaxing each part of their body from verbal prompts then lying silently for two minutes. (Something new this year that we added to our mindfulness instruction.) Each time, a few more students would respond that they wanted to remain in the relaxed position with their eyes closed. We’re not really sure if it might have just been something that “caught on” to say or truly how students felt. Students were reminded that calming oneself through deep breathing is a tool they can use anytime during their day along with relaxing their body even while sitting in chairs.

Also, just as last year, the listening to Tibetan bells was popular. Children were asked to count the bells. We decided to ask students to close their eyes and raise their hands after they heard ten bells. Result: silence and refocused.

The picture book read alouds were invaluable. Why? The children participated in rich discussions. They were focused and quick to interact when asked to respond to questions. For example, *When Sophie Gets Angry* was read, students knew exactly what the main character was doing with her emotions and could relate her feelings and actions to ones they have had in different situations. As in most instances, one child’s response prompts a memory from another and the discussion grows and lends itself to many spontaneous teachable moments. *The Way I Feel* gave students a chance to discuss different moods/feelings of course, but lent itself to a very

significant discussion of changing moods throughout the day with the realization that a day that starts out tough can turn into a delightful day. Through a lengthy, interactive discussion of what students can do themselves to change the day, children were lead nicely into a mindfulness discussion. Another book I'd like to mention is reading *Have You Filled a Bucket Today?* The theme and phrases have really caught on in our classrooms. The children regularly refer to being a bucket filler and not a bucket dipper. This meant that we, as the teachers, could easily relate it to mindful awareness. The children are prompted throughout the day to be mindful of their own, as well as classmates' actions and to fill out kindness notes to "fill someone's bucket." Each child has a small bucket to place kindness notes. Students collect kindness notes on Friday. Since all children were not receiving kindness notes, we decided to have students randomly choose a classmate's name and write a kindness for that student. So, on Friday, each child receives an assigned note and any spontaneously written ones.

Students responded to five short videos about forgiving others, letting things go, being grateful, resting well, and finding joy. They were asked to explain the theme of each video and how it relates to their own lives. The videos were watched twice with a discussion between each viewing, then asked for the written responses. Also, children were asked to respond to different sayings after a discussion of each saying - spread kindness with kindness, throw kindness around like confetti, and a bad attitude is like a flat tire, you can't go anywhere until you change it.

Overall, we feel the children have the background information needed to be aware and discuss mindfulness and the knowledge of some tools to help them be aware of their environment along with how their own actions impact themselves as-well-as others.

All of what we learned from our Mindfulness class will be implemented next year with our new classes along with the flexibility of changing and adding ideas to benefit next year's students.

Analysis of Data on Student Learning: We examined, discussed and fine-tuned the above mentioned activities and found the following:

Students were eager participants in deep breathing, Tibetan bells, read alouds along with discussions, writing kindness notes, and watching the videos. They were less enthusiastic with written reflections on the videos (with the exception of eight girls). Students found it easier to verbalize what they were thinking/feeling but less than enthusiastic about writing these ideas. Students were given a survey that included all activities done and asked to vote for the activity that made them feel the most calm and which activity made them feel ready learn. Most students voted that the counting of Tibetan bells made them feel the most calm and the movement breaks from GoNoodle made them feel ready to learn.

Teacher Participant Name: Cathleen Clemens

Action:

The mindful language and literacy incorporated into my project will be the use of ideas from the MINDUP curriculum. MINDUP is an evidence based curriculum that promotes social and emotional awareness. Additionally, it develops psychological well-being and reinforces academic success for students and teachers alike. I will implement a weekly lesson, for at least five weeks that recognizes the five inter-related competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Students will participate in a teacher read-aloud, group discussion, and reflective activity to practice the identified skill.

Rationale:

This project will help develop a more mindful classroom, as it will recognize and reinforce mindful attention to oneself, others, relationships, an awareness of the brain, and how we all learn. Additionally, children will learn strategies and become aware of the tools they already have to become more focused, better listeners, and how to problem solve effectively. The use of the MINDUP curriculum, children's literature, modeling, and coaching will give children an opportunity to explore, practice, and reflect on what it is to be mindful.

Analysis of Data on Teacher Learning:

1. Taking Action Mindfully- Performing acts of kindness

- McCloud, Carol (2006) *Have You Filled a Bucket Today?*
- Rath, Tom & Reckmeyer, Mary (2009) *How Full is Your Bucket? For Kids*
 - Teacher read aloud,
 - Class discussion,
 - Students respond to a writing prompt with an illustration.
 - Tell about a time somebody filled your bucket- Somebody filled my bucket by....
 - Tell about a time when you were a bucket filler- I was a bucket filler when...

2. It's All About Attitude- Perspective Taking

- Munson, Derek (2000) *Enemy Pie*
 - Teacher read aloud
 - Class discussion
 - Students respond to writing by the completion of a story map that identifies the following:
 - Draw the setting of the story
 - Draw the main character
 - Write two words to describe the main character
 - What is your favorite part of the story? Explain why

3. It's All About Attitude- Perspective Taking

- Hoose, Phillip & Hannah (1998) *Hey, Little Ant*
 - Teacher read aloud
 - Class discussion that generates different perspectives of the ant. Should the boy save or squish the ant.
 - Students respond in writing:
 - I think the boy should *squish* or *save* the ant. Students respond by filling in a graphic organizer three reasons to back up their perspective.

4. Taking Action Mindfully- Taking Mindful Action in the World

- DeRolf, Shane (1996) *The Crayon Box that Talked*
 - Teacher read aloud
 - Class discussion
 - Students work together in small groups (4 students) as a team to make a picture of what spring looks like. Each student picks at random, two color crayons. As a group they have to decide as a group what should be on their picture. They have to work together in order for it to be complete.

5. Taking Action Mindfully- Expressing Gratitude

- Henkes, Kevin (1991) *Chrysanthemum*
 - Teacher read aloud. During read aloud, students will pass around a paper heart and wrinkle it up if the main character's feelings are hurt, or straighten it out if the character feels good about herself.

- Class discussion
- Students respond to reading through writing and illustrations that make connections to the text.
 - I wilt when.....
 - I bloom when.....

Analysis of Data on Student Learning:

1. *Have You Filled a Bucket Today* by Carol McCloud, and *How Full is Your Bucket? For Kids* by Tom Rath and Mary Reckmeyer are great read aloud books to incorporate into the MindUP curriculum. This lesson has been extremely valuable to the students in the first grade classroom. After the read aloud, students were very eager to share experiences and provide examples of what it is to be a bucket “filler” or a “dipper.” Each student in the class could relate to the text. The lesson of this book has even carried over into all aspects of the school day. It has been a good way for the students to remind each other not to be a bucket dipper, but a bucket filler. The students have been very good at expressing themselves to one another and raising awareness at how to treat others. Written responses displayed each student’s understanding of the theme of the text. Each student had an opportunity to share their responses with the class if they chose to do so. Some of the written responses the students wrote and illustrated about when prompted, to tell about a time somebody filled your bucket, student responses were; *helping me build, being friendly, helping me up when I fell, asking to play with me, and helping me in school.*

2. *Enemy Pie*, by Derek Munson is one of my favorite read aloud books to students of all ages. It’s is so fun to get the classes initial reaction to the book, just from the title alone. Immediately, students assume that “enemy pie,” is going to be a pie that is made with very gross, non-edible ingredients. They are very eager to listen to what happens. It is a very engaging read aloud with a writing activity that is very motivating for students to complete. One of the tasks is for the students to draw the setting. The setting can be a variety of neighborhood places, particularly a tree house. Students enjoy drawing the main character, and really are very creative when describing the character change from the beginning to the end of the book. Most importantly, the students all have a very similar “favorite” part of the book. The theme of friendship, when you give others a chance, and get to know someone.

3. I have been using the trade book, *Hey, Little Ant* by Phillip & Hannah Hoose since student teaching. This is a great book on many levels, especially for opinion and perspective writing. The end of the book leaves the reader hanging, as in you decide what should happen next. This is very engaging for the students, as they are very eager to share their responses and reasons for the perspective they see. It is a great way to get students to refer back to text for reasons to back up their opinion. As they complete the graphic organizer, they can rewrite their final copy into a complete, five sentence paragraph.. In first grade, the students filled out a graphic organizer that consisted of five complete sentences.

4. *The Crayon Box that Talked* by Shane DeRolf is a great book with a theme of working together, and that everyone has a very special part when getting a job done. After this read aloud, students were put into small groups of four students. The teacher modeled the activity with the teacher’s assistant. Each group was given the same materials, a half of a poster board size of white construction paper, and a paper bag with eight different color crayons. Students had to reach into the bag, without looking and pick out two crayons. The crayons that each student chose are the only colors that they were be able to use to create the picture.. The illustration that each group had to create was of spring time. In order for it to be complete, the groups would have to share their ideas with one another and work together to make the objects they wanted on their picture because each student only had two colors to use.. The students were extremely thrilled with this activity. It took two days to actually have all of the pictures complete. When all groups finished, they all presented their illustrations to the class and each student shared which two colors they used and the ideas they contributed to the picture. All of the students agreed that they all needed each person in their group to complete the project.

5. The lesson learned from the read aloud, *Chrysanthemum* by Kevin Henkes was very powerful to the students. Each student had a job during the read aloud. A red, paper heart about the size of a piece of posterboard was passed around by the students during the read aloud. Every time the main character had her feelings hurt or felt sad about herself, the person holding the heart had to wrinkle it, or try to flatten it back out, then pass it to the next person. The students had to be very good listeners. After the read aloud we shared a great class discussion about when feelings get hurt, and even after an apology, it makes us feel better, but the marks are still there and can't ever really be erased. This was represented by our heart. The children could see that even after all of the attempts to flatten it back out, there were still marks, it wouldn't be the same. Then, students sat in a circle on the floor. Each person shared something nice to say to someone and unwrapped a band aid, put their name on it, and stuck it on the heart to make it better. Students then responded to writing using vocabulary that was introduced in the text. They responded to the prompts, *I wilt when... and I bloom when...*, and created an illustration with their writing. Each student shared their responses with the class.

Teacher Participant Names: Chris Capella & McKenzie McCalhannon

Mindfulness within the Classroom

We have worked on several methods of mind full techniques within the classroom. Teaching mindfulness within the classroom involved teaching our students methods, designed to develop deepened awareness, insight and deepened concentration. Specific methods we worked on included journaling, silence, music and dance, concentration on tasting, meditation and art. The aim of teaching these methods is to quiet their minds while nurturing a deeper awareness, attentiveness, and insight.

The third grade students whom we worked with were given a journal to log their feelings, emotions, what they were thankful for and what they learned within the given technique we were learning in class that week. The first two weeks we concentrated on breathing techniques which were to empower, calm and self-regulate the students. These techniques included:

*Flower breathing where students imagine they smell a flower and breathe in through their nose and out through their mouths.

*Hissing breathing where they breathe in the nose taking a long deep inhale and out through their mouth while making a hissing sound, slow and long.

*Bear breathing where they inhale through their nose, pause; exhale out their nose, pause. We would breathe in for a count of 4 or 5, pause for a count of 2 or 3 and repeat a few times.

*Bunny breathing where students take 3 quick sniffs in the nose and one long exhale out the nose.

These breathing techniques were a wonderful way to connect students to their inhale and exhale breathing which assisted them in learning how to connect to themselves both mentally and physically. Students were able to reflect and offset constant distractions.

The following three/four weeks we concentrated on music and dance within the classroom. Students were able to create their own movement for a specific day, and then teach it to the class. By incorporating music and dance into the classroom it helps with learning because it establishes a positive learning state, creates a desirable atmosphere, energizes learning activities, changes brain wave states, focuses concentration, increases attention, facilitates a multisensory learning experience, releases tension, provides inspiration and motivation, and adds an element of fun within the classroom.

The following week our focus jumped into a taste of mindfulness. We did one activity using three different foods on three different days. Day one we used a raisin, day two a strawberry and day three a cracker. First students took the food in the palm of their hand or in between their finger and thumb. They looked at that food as if they had never seen it before and talked about their attributes (I used the word attributes since we have been learning that word in school). They were allowed the time to see it while giving the food their full attention while letting their eyes explore every part of it. Students were told to touch and log the texture of the

food, with their eyes closed so it would enhance the feel of the object. They then held the food beneath their nose trying to inhale any aroma or fragrance and noting if anything happened to their stomach or mouth while doing so. They were told to place the food to their lips and then gently place it into their mouth. We spent a few moments exploring the sensation of having it in their mouth and exploring it with their tongue. When they were ready they chewed the food noting any waves of taste that emulated from it. Without swallowing just yet students noted the sedation of taste and texture in their mouth. Upon swallowing I had the students sense how their whole body felt after completing this mindful eating exercise.

The final mindful technique we experienced in the classroom was meditation through yoga. Students learned a new pose for two weeks. We did the child's pose, the tree pose, crescent moon pose, mountain pose, butterfly pose, forward facing dog pose and the warrior pose. After students completed and held these poses for a few minutes I could physically see how their mind changed and were ready for learning. Students actually logged in their journal that they felt less stress and more ready to learn after meditation through yoga. Student's minds are just as busy as ours and medication seemed to help cope with difficulties and stress in their little lives.

Students had an opportunity to express themselves using art with pastels and colored construction paper. We reviewed video accounts of how art can be used to convey messages about themselves and how they feel. They were also given materials that corresponded with color and moods and created large two-dimensional work influenced by Henri Matisse's cutout painting entitled *Icarus*.

After reviewing their journals and attendance/tardiness within the classroom, students really enjoyed ALL these techniques. The student with the most frequent absences and tardiness went from (12 absences and 34 tardies) from September to mid-January, before we began these techniques within the classroom to (7 absences and 13 tardies) from mid-January to May. Students enjoyed getting to school earlier so they did not miss the opportunity to be involved in the new mindfulness techniques. When given the opportunity to recall these experiences they had positive things to say about them. I believe that they have a fine start to filling their mindfulness toolbox with strategies that they can use again in the future.

Teacher Participant Names: Marie Hayes & Simone Thornton

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

The following changes were made as a result of the following situation/ reasons:

1. Due to time constraints and changes in scheduling the allotted time was reduced. The reduction in specific instruction did diminish new knowledge that the students may have obtained, however the reduction did not diminish the practice of obtained skills prior to the schedule and time reduction.
2. Unit 3 was not completed due to the above statement. It is our plan to continue the Mind-Up curriculum in the following year.

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

From the very beginning the Mind-Up curriculum appeared to be quite advanced for Kindergarten students. We were worried about the content on the 3 parts of the brain being too technical for a Kindergarten learner. The concern of connecting the brain and body elements and parts was voiced..... But the decision to teach the entire curriculum was agreed upon. After the body and brain lesson the students really amazed us! For example we had students not only remember and voice the brain parts but also explain what each brain part was in control of. With further scenarios students were able to identify which parts of the brain were being activated depending on specific social stories. This learning helped students to connect these scenarios to real life situations, for example what would you do if caught in a storm, what would you do if you needed a break from a stressful situation. Our Kindergarten students would often say... "My Amygdala is going crazy," or " I just need to take a break!"

Before each mindful lesson Core Breathing was completed. The students were told that the purpose of the breathing exercise was to help them stay calm and make good decisions. We had the students sit down and close their eyes or look down at the floor if they felt more comfortable. When they heard the instrument they were to listen until it faded and then begin focusing on their breathing. We slowly guided them through each step. Some of the students were able to follow through and replied that they felt calm when they had completed the exercise. However, a few students felt less comfortable and chose not to participate.

When Sophie Gets Angry - Really, Really Angry by Mollie Bang we used this book to identify our emotions connected to any situation we might find ourselves in. The students discussed text to self connections through sharing real-life situations that caused great emotional distress. Sophie in the story had to share items and increasing her anger. The story color changed and we saw Sophie's facial expressions change as well. Noticing the story/ illustration/ and class discussion we connected our emotions and connected our potential reaction, similarly to Sophie's reaction of walking away and cooling down.

The Busy Body Book by Lizzy Rockwell was a popular book with the kindergarten students. It stressed how a healthy body and mind were important to help focus awareness. It emphasized the need to keep active, eat healthy meals, and getting a good night sleep. Simone continued to use The Busy Body Book as her students learned about and reported on various parts of the body for the Academic Fair. Each student chose a body part to study that was found in the Busy Body Book and collected additional information to create a poster of their learning.

Unit II was especially exciting for the students. We focused in on our senses of hearing, seeing and smelling. The children were very good at listening to sounds around them with their eyes closed. After a few sessions they were able to focus in on sounds that they hear every day but don't pay much attention to. For example the students listened to the sounds of bells, staplers, torn paper, air vents, blocks being hit together, and even a pen tip being clicked and were able to label the items heard but not seen.

An activity that got them really thinking creatively was the one where we put various drops of food coloring into warm water and let the students talk about what they saw. It was exciting to see their responses as the strands of color formed different shapes. Students shared while watching the color move through the water " It Looks like blood," " It looks like Swirls," "It looks like clouds."

We used an I Spy books to help the students look deeper into the pages of the books and discover new items that they hadn't noticed before. We observed a greater amount of focus and attention from all of the students as each one of these activities were presented.

The last sense that we were able to present was the sense of smell. After a core breathing exercise we had students smell containers with a variety of scents. We had hoped that after they smelled each scent they would be able to talk about what it reminded them of. Some of the students labeled the scent but others were able to talk more about what the scent reminded them of.

Overall we felt that this project was successful. We would try to increase the instruction time and daily practice for consistency. We would keep the curriculum and content with an additional connection to writing/ journaling.

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

Student who experienced stress, or experienced a stressful situation in school used the mindfulness techniques taught. During a particularly busy time in the classroom, one 5 year old student said “It is too loud and a lot is going on..... hold on I need to breathe.” The student then closed their eyes and breathed through a sitting pretzel with heart center arm movement.

After each activity students recorded their thinking, their observations or learnings in a journal. Student samples showed an understanding of sequencing of events such as the addition of color, observing the changes in water. One student wrote the word “swirl” next to their picture of the strings of water. Student samples showed understanding of sensory memories as they journaled about items they smelled and connected to an event. One student drew a picture of the beach and her mom putting suntan lotion on, reminder her of a summer beach memory. Student samples showed a focus on sound connection and really paying attention to their environment. One student commented they heard another person breathing, water dripping and bird chirping outside.

Teacher Participant Name: Ms. Denise Waterman

Action: Describe your CCLS project. Which CCLS standards will you target?

“To cultivate Learning Communities through Mindful Language and Literacy” an educational environment that is caring to the inner connectedness, emotional health, and social fluency.

Mindfulness is a lifelong skill allowing people, young and old, to thrive in school, career, and community environments which is supported by Resilient Kids centers on building focus, balance, and self-confidence through mindfulness at school.

These recommendations are more thoroughly discussed in the Oswego Project Smart initiative as an educational resource for the development of Mindfulness Education at the Oswego SUNY.

The CCLS Action Plan Project is developing a mindfulness activities to enhance student and teacher learning and professional outcomes to create a caring instructional environment conducive to student learning. “Scheduling a formal mindful moments throughout the day is conducive to class cohesion and will help the students feel more safe and attentive.” The meditation exercise will focus on mindfulness breathing techniques and illuminate a student’s progression towards academic preparation for proficiency for students in expectancy levels Kindergarten through Second Grade.

Mindfulness of the Breath resource: mindfulschools.org

“A guided introduction for students to the awareness of breathing or of the breath is a foundation exercises for learning mindfulness meditation. Quite time and breathing exercises for meditation or mindfulness thought can be a starting point because 1: It is accessible, and 2. The act of breathing along with a quiet time helps regulate the physiological or current functional state.”

Students will be mindful of the first 1-2 minutes of class instruction incorporated as a scheduled moment to conduct meditation exercises. Understanding the breath or breathing can be a valuable anchor for other mindfulness practices especially causing mathematical anxiety in students served through the Mathematics Academic Intervention Support services at the Onondaga Nation School.

The CCLS Mathematics Standards utilized for this Action Plan Project.

Mathematics Standards Strands for First Grade levels.

NUMERS AND OPERATIONS IN BASE TEN: Grade 1

Understand Place Value.

CCSS.MATH.CONTENT.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

The CCLS ELA Standards utilized for this Action Plan Project.

READING STANDARDS

Responding to Literature

1.R.RL. With prompting and support, make connections between self, text, and the world around them (text, media, or social interaction).

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

1.SL.CC.. Continue a conversation through multiple exchanges.

1.SL.CC.. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1.SL.CC.. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LANGUAGE STANDARDS

Conventions of Standard English

1.L.SE. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.SE. Produce and expand complete sentences in shared language activities.

Rationale: Fully state your **rationale** for the project. Why is this work important?

The rationale or purpose of this project is to incorporate mindfulness techniques for student and teacher which enhances mindfulness teaching in the educational settings.

A time to quiet to focus for a minute period for oneself (me) which initiates a thirty minute academic block is a practical, evidence-based approach to reduce stress and a move to improve academic performance, student and teacher wellness within the school environment through knowing, caring, and serving is supported by The Oasis Institute, at the University of Massachusetts(www.umassmed.edu/cfm/training) and the David Lynch Foundation (www.davidlynchfoundation.org/schools).

One minute of quiet each day helps to balance a partnership between student and teacher and improve their readiness to work cooperatively in a learning environment learn. This mathematical support program complements existing educational strategies by improving the educational community towards the integration learning, caring, and knowing.

The State of New York requires each teacher to create a Local Achievement Target (LAT) or Student Learning Objective (SLO) for each primary content area of instruction. This Action Plan can provide an additional educational and mindfulness activity for the Mathematics AIS program.

Responsibilities/Timeline: Identify a series of **action steps** you will take to complete your project. Next to each step, identify person(s) **responsible** for carrying out that task. For each step also identify your **timeline** (during what month(s) you plan to complete each step

| Timeline, Action Steps, & Task Carrier by Ms. Denise Waterman | | | | | | | | |
|--|---------|-----|-----|-----|-----|-----|-------|-----|
| ACTION STEPS | October | Nov | Dec | Jan | Feb | Mar | April | May |
| 1 Research | | | | | | | | |
| 2 Research and Teacher circles for discussion of professional articles | | | | | | | | |
| 3 Draft a generalized theme focus for study | | | | | | | | |
| 4 Maintain a reading log of articles to enhance professional development | | | | | | | | |
| 5. Create a pilot activity | | | | | | | | |
| 6. Revision of mindfulness tool | | | | | | | | |
| 7. Create a student feedback tool | | | | | | | | |
| 8. Pilot a small group of students | | | | | | | | |
| 9. Gather Data student feedback on mindfulness | | | | | | | | |
| 10. Make recommendations for future mindfulness work | | | | | | | | |
| 11 Write a summary encompassing potential steps to Cultivating Learning Communities through Mindful Language and Literacy with student, self and educational practitioners in the future. | | | | | | | | |

Evaluation: What data will you collect that shows the impact of your project on student achievement of CCLS? How will you document student learning? Teacher learning?

Data collected from this proposal will be student and teacher generated with NY-CCLS alignments and administering of measurement tools for the First Grade expectancy level.

The teacher will provide answer a response tool for students and self within an open-ended summative responses format for evaluation of assistance and recommendations for future mindfulness work in the classroom.

Resources: What resources will you need for this project? What costs, if any, will be incurred? What are possible sources of funding for needed resources?

Professional time with professional text and articles, supervisory dialogue and support, development of student surveys, memory stick-drive, clock, computer, printed paper, and pencil.

Evaluation Reporting from the lesson study: “What data will you collect that shows the impact of your project on student achievement of CCLS? How will you document student learning? Teacher learning?”

Data collected from this proposal is student and teacher generated and aligned to NY-CCLS for the primary grades levels, especially the First Grade expectancy level. Data collected for this study includes a survey, classwork, an ELA writing response, accompanied with an anecdotal teacher’s response to the mindfulness activity.

The primary setting for this mindfulness activity was held in the AIS Mathematics classroom in a pull-out situation with First and Second Grade students. Kindergarten students received push-in support without the mindfulness activity during the 30-45 minutes allotted with AIS Math instructor.

Data collected for the 2015-2016 proposal consisted of blend of quantitative and qualitative data results. The students were asked if they would like to participate in an inhaling and exhaling exercise prior the math lesson began. At the conclusion of the lesson each student would decide if the mindfulness activity was beneficial for that math session. All students willingly participated to the one minute mindfulness breathing exercise. Students had made an additional choice of watching the clock, sand timer, or a small mechanical waterfall during the one minute of concentration and breathing. As the primary AIS Math instructor I would softly say to the 1:1 or small student group, "Let's think about putting aside your prior activities along with the activities which would follow this math session. We will only focus on the current math class session at hand."

Quantitative data was met and expanded by offering a closing survey following a lesson with students in grade K-2. Students were asked if the mindfulness breathing exercises offered improved the level of focus and concentration during their math lesson(s). There were 16 student sessions surveyed and 16 students responded affirmed that the mindfulness breathing exercises were helpful and 0 student response for no enhanced results for focus and concentration. This is a 100% positive results from a one minute of mindfulness breathing exercise.

As the instructor I felt there was one student who did not benefit from the full energy of a quiet meditation moment, this may be in part due to the arrangement and number of students in the group.

For the most part all students completed the activity lesson. I also had to buy-in this process as it was my second year of mindfulness teaching. I definitely saw improvements with concentration, behavior, and energy to meet the task of the math session. The difference this year I believe is the words which begin the meditation. The words are valuable as it allows the child to focus and let go or release prior and post school activities. These simple words seems to really place a student in a place ready to learn. Of course not always at 100% effectiveness but truly a change did happen. I saw this through the lessons, behavior, completion of work, and benefits of having peaceful students.

As my proposal indicated, the teacher will provide a process to collect an open response tool from students. This open-ended summative responses format can provide another view for the evaluation and recommendations for future mindfulness work in the classroom.

Qualitative data was met by asking or prompting students to respond verbally and to write and draw around the image of mindfulness breathing benefits.

As the instructional support teacher for mathematics I did experience a more attentive and relaxed student following a one minute of session of mindfulness inhaling and exhaling prior to the daily lessons.

Attached to this report is a zip file of student written comments. The student comments are self-generated, teacher scribed, or teacher modeled. These open-ended student responses normally took a majority of the allotted time designated with students but each student genuinely believed in their writings.

In closing, I feel there are two primary outcomes of this mindfulness study. First is the buy-in of the teacher/instructor, because without this the value percentage of the activity is diminished. I feel this is true. Secondly is the inclusion of the teacher's "word" which help to guide a time of focus for each student(s) is essential for the novice learner of mindfulness. This "guided wording" was introduced through the readings and became quite clear during the professional dialog with mindfulness advocate Beth Canale.

I enjoyed this second year of activity as much as the students did. Niawen. Onenh.
Denise Waterman☺

Done:toh – Onondaga word for "This is all."

Teacher Participant Names: Lisa Chapman, Mary Ellen Long, Kristin McClary

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

We didn't complete all lessons planned, because we went more into depth on some of the lessons.

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

Overall, students remained more calm during transition time, as well as, being more polite and respectful. Students were able to express themselves with their peers verbally, instead of physically. We made a class chart showing ways to be mindful, and referred back to the chart when certain situations arose.

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

We examined student work samples and made informal observations during structured and unstructured time. The work samples showed that students were becoming more aware and understanding what it is to be mindful.