

Team Final Report on Teacher and Student Learning at Sheridan Preparatory Academy

with Carol Blunt-White & Barbara Beyerbach

EDU 525 - Cultivating Learning Communities through Mindful Language and Literacy

Teacher Participant Names: Lakesia Chalmers

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

Analysis of Data on Teacher Learning;

I have analyzed the data and I believe that the student growth took place due to the mindfulness work that is taking place in our classroom. When students are being mindful of their actions it helps them to understand, and be more aware of the curriculum that is being taught. Being mindful also helped the students to build their confidence; which in turn assisted the students with being engaged in the curriculum. The students were eager to learn more, in a calm, positive, engaging manner, throughout the entire school year. I attribute this to our mindfulness work this year. I will definitely implement these mindfulness practices next year as well.

Analysis of Data on Student Learning:

I examined the effect of the mindfulness practices and how they affected the students' growth and achievement. I have concluded that the mindfulness practices that were implemented in our classroom were effective. I have pre and post data from our ELA and Math curriculum. The results are as follows:

Math Unit 1

<u>Pre-Assessment</u>	<u>Post- Assessment</u>	
Proficient	4	16
Close to Prof.	7	3
Far but likely to Be Proficient	16	8

ELA Unit 1

<u>Pre-Assessment</u>	<u>Post-Assessment</u>	
Proficient	2	13
Close to Prof.	3	3
Far but likely to be Prof.	22	7

Math Unit 2

<u>Pre – Assessment</u>	<u>Post- Assessment</u>	
Proficient	0	11
Close to Prof.	2	5
Far but likely to be Prof.	23	6

ELA Unit 2

<u>Pre- Assessment</u>	<u>Post- Assessment</u>	
Proficient	3	9
Close to Prof.	4	6
Far but likely to be Prof.	15	6

Math unit 3			ELA Unit 3		
Pre- Assessment		Post- Assessment	Pre-Assessment		Post-Assessment
Proficient	7	17	Proficient	4	10
Close to Prof.	1	2	Close to Prof.	0	7
Far but likey			Far but likely		
To be Prof.	15	4	to be prof.	19	6

All of the students have made remarkable growth. I attribute this growth to the daily meditation, use of labyrinths, daily journaling of “two things that I am grateful for”, and yoga.

Teacher Participant Names: Kayla Chambers

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

There are no changes I made to my action plan.

Analysis of Data on Teacher Learning:

After examining the data on my own personal learning, it was evident I was attempting to use GESA strategies in my classroom. For my action plan, I had planned a teacher observation from Carol Blunt White. She observed my teaching and collected data on the use of the following GESA strategies: using wait time as well and calling on students equally in my class. I learned through this course that many teachers call on students who display negative behaviors and/or calling on the boys rather than the girls. During my observed lesson, I was working on calling on students more equally and giving time for students to respond. Her observations and data that she shared with me showed that I did provide wait time for my students as well as called on both the boys and girls in my class as equal as possible.

Analysis of Data on Student Learning:

I examined the use of listening and probing in my classroom and found that in my small group setting using the GESA strategies had a positive impact in my classroom environment. The population I work with consists of struggling learners, students who need more time than their peers and English language learners. I used the following probing techniques: rephrasing the question, providing clues and reminders and wait time allowed students to compose more accurate responses during discussion times. This also impacted their writing. Prior to the use of these strategies, at times I rushed students through our activities, it was evident in their writing that giving students clues and reminders as well as wait time allowed for more thoughtful, accurate oral and written responses.

Teacher Participant Name: Patrice Loomis

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

In my initial Action Plan I did not refer to our school PBIS behavior Plan or to our Tier 1 Behavior Support Plans which are our main school-wide behavior management systems. I have attached a copy of my class behavior plan.

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

My reflections included my need to change my own behavior and reactions to student misbehavior. Often my reactions served to escalate student behavior and this made changes in their responses difficult to maintain. For example: Out of frustration I often send student to the office or out of the classroom to a time out instead of giving them opportunities to learn to control their emotions in the class.

- I found that when I was focusing on the students and not the behavior I was more in control of my feeling and less worried about how they would react.
- My need to deliver academic instruction was at constant war with the need to balance social emotional learning.
- Mindfulness practices helped me to be more aware of the issues in my class but I do not think I was able to effectively teach mindful practice to my students.
- My large number of students with extreme social emotional needs often derailed my attempts to create a mindful and calm environment. Currently 6/22 of my students are falling below points(PBIS) on a regular basis (1-3 times a week)and qualifying for a classroom referral and exclusion from school-wide rewards.

Analysis of Data on Student Learning: I examined classroom referrals throughout the year and found the following:

Student referrals did not decrease from Fall to Spring following mindful practice. October-January-23 referrals and Febuary – May -32. In fact they increased.

- During February and March when I had a student teacher and we were both able to help students to calm themselves down there were fewer referrals.
- Use of the labyrinth helped students- both those with frequent referrals and other students in the class manage frustration. Students frequently chose to put themselves in time out with the labyrinth to calm down.
- Students enjoyed participating in the brain breaks and yoga on GoNoodle.com but it did not noticeably improve emotional responses.
- Often students who needed it most were not able to participate due to oppositional behavior or removal from the classroom.

**Albany City School District
Tier 1 Classroom Behavior Support Plan
(2015-2016)**

Teacher: Loomis **School Year:** 2015-2016 **Grade Level(s):** 1TA(s): **Class Ratio:** 25:1

<u>The following are clearly posted:</u>	YES	NO
Classroom Routines and Procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Daily Schedule (include visuals if appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom Expectations (based on PBIS matrix)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Voice Level Poster	<input checked="" type="checkbox"/>	<input type="checkbox"/>

When and How do You Teach and Reinforce Behavioral Expectations: 1. At the beginning of the school year extensive time was taken to teach and reinforce behavioral expectations. 2. Behavior will be reinforced each morning during core instruction we do a quick review of a goal behavior. For example I might refer to the 2nd Step posters and we will read “Eyes watching, Ears listening, voices quiet, bodies still.” 3. During cares week, after vacation, when we get a new student, periodically during the course of the day or week behavior is also reviewed. 4. I use whole group instruction, modeling, charts and explanations. We also have class discussions. 5. I reinforce with Starbucks, and reward with free time or other privileges. 6. Classroom Procedures are explicitly taught and Anchor Charts are developed and posted in the classroom. 7. A new student job will be created. This student will be in charge of “the point clipboard” to ensure that points are taken with fidelity.

Plan for Delivering PBIS and/or Other Reinforcers: Follow school wide field trips, reinforce in class, attend morning program each Friday. I give out Starbucks, make students CIA kids, give the occasional Positive behavior referral, reward positive behavior with free time in the classroom, and have in class Starbuck raffles for prizes. Classroom Procedures will be explicitly taught and Anchor Charts will be developed and posted in the classroom. I will introduce individual visual reinforcement in the form of sticker charts. A new student job will be created. This student will be in charge of “the point clipboard” to ensure that points are taken with fidelity.

How do you Assess Student Engagement?: By how attentive the students are, level of participation, conversations with students, successful completion of assignments. Starting February 1st I will reintroduce a system of calling card so that I ensure calling on all students with equity. Assign partners to students for the purpose of increasing opportunities for turn and talk.

What strategies do you use to build caring relationships?: I greet each student at the door each morning, I make an effort to get to know each student, I provide sneakers or other supplies that I feel they will need, I have high expectations of their achievement, I have conversations with students during free time or other times during the course of the day. Starting February 1 I will begin to distribute encouraging notes to students to increase positive interactions. The goal is that over the course of a week each child will receive at least one encouraging note.

How will I provide feedback to students: Informing them of their points, having talks with them, having cards to show how they are doing, giving praise or starbucks for positive behavior. Starting February 1st before lunch and at the end of the day I will give feedback to the class targeting specific classroom procedures on the chart.

	Classroom Procedures Defined	Taught to Students?
Arrival-Entering room	<ul style="list-style-type: none"> ~Teacher and student greeter will greet students by name as they enter the classroom. ~Students hang up coats and take down chairs. ~Students hand in homework or other notes in the basket by the door. ~S. will go to tables and begin independent reading using books in their seat sacks. ~S. can use the restroom at this time. ~S. can read library books from the baskets but must only go up 2 at a time. 	Yes
Starting the Day (attendance, pledge.....)	<ul style="list-style-type: none"> ~Students stop what they are doing to participate in the pledge and listen to announcements when they begin. ~S. put books away and sit down until called by table to sit in assigned seats on the carpet for morning meeting by 8:15. ~T. leads morning meeting.(Greet class, review daily schedule, review 1 classroom procedure, oral language activity for 1 minute each student, do attendance at end of morning meeting) ~Every Monday review job board for week. 	Yes
Students arriving late	<ul style="list-style-type: none"> ~Students place pass in basket on side of teacher desk. ~S. quietly join the class in progress. 	Yes
Students who are returning from an absence	<ul style="list-style-type: none"> ~S. places note in homework basket. ~All missed work and homework will be in their cubby. 	Yes
Getting students' attention/attention signal (verbal/non-verbal)	<ul style="list-style-type: none"> ~T will ring bell. ~Teacher will say" 1, 2, 3 all eyes on me" ~ Students will follow directions from 2nd step – Ears listening, Eyes watching, voice quiet, body still as teacher models. ~When students are on the carpet Teacher will count down 3,2,1. 	Yes
Working independently	<ul style="list-style-type: none"> ~Students are expected to stay in their seats and work using a whisper voice. ~ If they need help they can whisper to a friend or raise their hand to ask the teacher. ~Allowed to use the bathroom. ~Students are not allowed to approach the teacher unless the teacher calls them. 	Yes
Whole group work	<ul style="list-style-type: none"> ~Students sit in assigned seats on carpet. ~Students are expected to follow the rules of active listening posted. ~Students raise hand or wait for teacher to call on them before speaking. ~Students will follow partner rules for turn and talk. ~Teacher will deliver instruction in the form of developed lesson plans. ~Teacher will be mindful of student attention and need for built in breaks. ~S are not allowed to use the bathroom during this time. 	Yes
Small group work	<ul style="list-style-type: none"> ~Teacher will deliver instruction in the form of developed lesson plans. ~S will participate in the lesson. ~S and T will use a talking voice. ~S are not allowed to use the bathroom during their small group instruction. 	Yes
Test taking	<ul style="list-style-type: none"> ~Students sit in assigned test taking seats. ~Students raise hand for assistance. ~S are not allowed to use the bathroom during this time. ~Teacher is walking around and monitoring the test. 	Yes
When completing assignments/assessments (how are assignments collected)	<ul style="list-style-type: none"> ~Students will make sure their name is on their paper. ~Students will place completed work in the finished work compartment at the carpet. ~After a test Teacher will collect completed test. 	Yes

Turning in homework	~Students will place finished homework in the homework basket by the door.	Yes
Late and missing assignments	~Students will complete during free time.	
Participating in class discussion	~Teacher will use calling cards to ensure that all students are given an opportunity to participate in discussion. ~Teacher will provide ample opportunities for students to turn and talk in a speaking voice. ~Students will not call out. ~Students will raise their hand and wait to be called on.	
Disruptions (announcements, phone calls, knocks on the door)	~S and T will stop what they are doing and listen, using a silent voice, to announcements ~T or student "receptionist" will answer the phone or door. S will have a silent voice and wait for teacher to return or continue working. ~Students will not interrupt teacher during a conversation with an adult.	Yes
Obtaining materials (pencil, tissue, etc.)	~Pencils, scissors and glue will be available on the bookshelf, a student or students will have the job of distributing the materials. ~Students will raise hand if they need a tissue.	Yes
Sharpening Pencils	~Teacher will sharpen pencils- students are not allowed to sharpen pencils. ~If student breaks their pencil they will put the broken pencil back in the basket and get a new one.	Yes
Bathroom/Drinks	~Each student has a clip next to the door. ~When going to the bathroom/drinking fountain S will move clip to boy/girls room card and go to the bathroom/drinking fountain. ~S will move it back when they return. ~Only one boy and one girl at a time.	Yes
Transitions	~T. will call certain groups of students to line up, go to rug, go to centers or return to tables. ~Students will clean up, and go to a new activity carefully and with a whisper/quiet voice.	Yes
Dismissal-End of class/leaving classroom	~Students will be called over to the carpet to review points. Those students who earned free time (didn't lose more than four points for the day) will be allowed to have ten minutes of free choice time. The students who did not earn free time will stay on the carpet for a quick reteach of the classroom procedures. ~After free time S. will be asked to clean up. Students will sit in their assigned seats at the tables. Table teams will be called to get their coats and backpacks and return to their seats. Tables will be called to stack chairs and line up as they appear to be ready.	Yes
Clean up	~Teacher will prompt students that it is time to clean up. ~Students will have jobs such as cleaner, tables, materials people, paper passers etc. and will clean up quietly. ~Students will complete clean up and return quietly to their seats at either tables or the rug.	

Teacher Participant Name: Melissa D. Hunt

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

N/A

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

I incorporate mindfulness in my daily life and I found myself working so hard to convey this to my students. I found that when I respond to my students in a calm manner, they tend to remain calmer. Because their actions are in direct response to my behavior, I need to work even harder next year to incorporate mindful moments for myself to manage my own frustration.

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

We practiced yoga and meditation regularly and found that for many students, it had a positive impact on their ability to manage their behavior. 20 out of 26 students are usually able to use meditation and mindfulness to manage their emotions. 6 out of 26 students struggle regularly and did not respond to our efforts to teach mindfulness. After discussion with my students, we all agreed that we enjoy our practice and want to continue it in first grade of they can!