

**PROJECT SMART PARTICIPANT TEAM REPORTS FOR FALL & SPRING SEMESTERS
FOR FRAZER K-8 SCHOOL WITH IHE RITU RADHAKRISHNAN
EDU 525 CREATING COLLABORATIVE SPACES FOR LEARNING**

Participant's Names: **Martin Boatwright, Crysten Rushmore**

ACTION: Describe specifically how the Creating Collaborative Spaces for Learning themes are incorporated into your project to cultivate and support student learning.

In our classroom this year we are trying out flexible seating for our students. In the beginning of the year we had 5 tables with 4-5 students at each table sitting in chairs provided by the school. These students stayed in these set groups at designated tables. Ultimately, it was assigned seating. Gradually we began utilizing flexible seating for the students one table at a time where each seating area has a different form of seating. Now we have 5 different areas for students to sit it. One table is a tall table with stools where they can sit or stand. Another table is at the regular height with "bitty bottoms" or squishy discs on each chair for students to sit on. The third table is about 20 inches off the ground with floor seat cushions. Here students can kneel or sit on the cushions. At the fourth table students have a slightly lowered table with small exercise balls for them to sit on. Finally, the last seating area are yoga mats with table trays for students to use when completing their work. The flexible seating arrangements allow students to improve their ability to focus and learn better. They will start to become aware of their physical space and how this connects to their learning.

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

We teach an inclusion classroom, and each year we have students both special ed and general ed, who struggle to focus in the seating provided by our district. Just imagine spending the majority of 7 hours a day sitting in a hard chair. Many students have difficulty sitting still due to the same structured seating arrangements. We have noticed how difficult this can make learning for many students. Because of the many different physical, emotional, social needs and learning styles of the students we felt that creating a space where students could eventually choose to sit would help them improve their attention and focus. Hopefully this would allow more learning to occur and create a more comfortable learning environment.

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).

1. Replace student's seats with flexible seating-classroom teachers-January
2. Students will rotate tables weekly to try out each seating arrangement-classroom teachers-January-February
3. Each week students take survey pertaining to their feels/experiences for each seat-Jan-Feb
4. After students have had a full week at each seating arrangement, students will have the opportunity to choose the seat they want-students & teachers-Feb-April

EVALUATION: What **data** will you collect that shows the impact of your project on teacher and student learning? How will you document student learning? Teacher learning?

We will be giving students a survey at the end of each week where they self-evaluate how they felt while sitting at each seating arrangement. The self-evaluation will have them rate how they during certain subjects as well as things such as how they felt they did following directions, staying on task, participation, etc. They will take a total of 5 surveys and we will see if students were able to recognize if these things changed at different seats. During this time, we will be observing how students behave at each seat based on attention, participation, and are on task. This will allow us to decipher where certain students learn best and how to seat them after.

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?

We used our requisition money given to our classroom to purchase most of the items but would like to purchase some additional seating if money was available.

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

We really didn't make many changes to our action plan since creating it at the beginning of the semester. The only thing we changed slightly was when we allowed students to begin choosing their own seats. Originally, we planned to have students pick their own seats beginning in February, however we did not have students choose their own seats until the beginning of April. We did this because we had many changes in our classroom during February and March, specifically new students joining our class, and felt that it would be best to have students get a better understanding of our classroom routines and procedures before adding the ability to change their flexible seating.

ANALYSIS OF DATA ON TEACHER LEARNING: We examined our reflections and found the following: (Support each claim with examples/evidence).

After looking back on this whole process, we learned that while this type of seating is extremely beneficial to student learning, this was not as easy to implement as we thought initially. This has definitely been a learning process for us and will allow us to improve and implement this better next year. When we started implementing this, we found that we had to be very explicit about teaching students how to use the seats appropriately. Students would bounce on the balls in an unsafe way, would wrap their legs around the stool legs, or stand on the bottom rims of the stools. This was unsafe as stools became unsteady and could have easily led to them tipping or students getting hurt.

Organizational skills became crucial for classroom safety during transitions and overall classroom tidiness. We found that using the yoga mats was very difficult for students to keep tidy because they didn't have a proper place to store their materials. They also needed to be taught how to maneuver around the classroom safely as now there are materials/seats on the floor. Students needed to learn how to put seats and materials away properly, so people didn't trip over them. These were all things we didn't think of while planning to implement flexible seating.

Despite these minor issues, we did see that students were able to focus better and improve their ability to learn. The students took personal ownership with their seating because it created their own space. This seating eliminated the rigidity of normal classroom seating where we expected students to sit on their bottoms, with backs straight and hands on the table and feet on the floor at all times. Now students can be creative and comfortable with the flexible seating. Once students began choosing their own seats for the day, we have seen exactly where they are most comfortable. They each have one or two seats that they have stated is their favorite place to sit, however they don't limit themselves to that seat every day. The students are able to recognize and verbalize why the seats are best for their learning.

ANALYSIS OF DATA ON STUDENT LEARNING: We examined student behavior in the classroom, journals written by students, and self-evaluation forms completed by students and found the following: (Give examples/evidence for each claim).

Throughout the semester, we have observed student behavior in the classroom, and had the student's complete self-evaluation forms after sitting at each of the flexible seats. Through observations we found that student participation and attention increased as a result of flexible seating and students appear to be working more collaboratively. This student driven classroom was created and was not something we expected to see by introducing flexible seating. We found that student collaboration was necessary in order for the flexible seating to work. Students began teaching each other how to sit on the exercise balls, or how to roll up the yoga mats. Students learned from each other when collecting and sharing materials at the different seats. We inadvertently created the collaborative classroom environment we had been seeking for years. At the end of our research project we had students write about their favorite seat and explain why. This information was very insightful and showed us that most of the students are truly understanding that certain seats are more beneficial to their learning!

Participant's Names:

Lindsay Maslak & Marcey Fasulo

ACTION: Describe specifically how the Creating Collaborative Spaces for Learning themes are incorporated into your project to cultivate and support student learning.

We will create a collaborative learning experience where we blend Lindsay's small group of students with Marcey's whole class instruction. We will allow the students to join in with as much comfort as they see fit. They will be allowed to choose the space/area that they work in within the classroom. Students will participate in 'Yoga' by watching *ABC Yoga Video* and we will also introduce yoga poses from the 'move' chapter of "Little Flower Yoga for Kids". During the Yoga video, students will have to focus their mind and body to follow along with the task presented. Following the video, students will work on activities related to the alphabet, which will correlate to the poses in the video (i.e. A-Alligator). Each student will create their own 'Yoga Coloring Book' with all of the poses learned through the videos and books presented. This project was done previously with a pull-out group of students from Mrs. Fasulo's classroom. Now we will incorporate this into a whole group lesson and see the difference amongst the entire class. This will be completed several times weekly with the goal of increasing the students' attention to the task and overall enjoyment with learning. We will check in each time to see how the students are feeling before and after yoga.

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

We currently work with many students who have difficulty attending to tasks for lengthy periods of time. In addition, many students have many emotional needs due to a stressful home-life/school-life. The Kids

Yoga Program will promote:

- Concentration, focus, and attention
- Inner Strength and body awareness
- Confidence and self-esteem
- A feeling of well-being and Respect
- Relaxation and self-control

Many of these skills are lacking in the students I work with, so improving the above will help them to be a great member of their classroom and the community!

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).

Marcey and I will be responsible for introducing and carrying out all of the steps with the entire class (approximately 26 students).

First, we will get the video, books, and coloring books from www.abcyogaforkids.com, and put together a set of coloring books for the classroom.

January-May: Introduce Yoga Video/Books and breathing exercises to the group. 2-3 times each week for approximately 15 minutes students will complete portions of the Yoga Video/Book followed by completing a coloring page for the target letter(s) for the day/week.

January: Letters A-F

February: Letters G-P

March: Q-Z

April: Review ALL Letters, Yoga Poses, CREATE THEIR OWN YOGA VIDEO based upon the yoga positions that we have been practicing.

May: Present the Yoga Poses/Books to another second-grade classroom class

EVALUATION: What **data** will you collect that shows the impact of your project on teacher and student learning? How will you document student learning? Teacher learning?

Student Learning: The students will create their own “Yoga Coloring Book”. Once all letters are completed, students will be able to demonstrate increased attention during activities presented. Each student will present the “yoga poses” to other students to develop a further understanding of what they have learned. A video will be created where each student will be responsible for explaining and showing a ‘yoga pose’.

Teacher Learning: Student behavior will be compared/contrasted on days Yoga is presented prior to starting work vs. days when there is no Yoga prior to starting work. As we read through Little Flower Yoga for Kids, we will develop the yoga video based upon the ‘Move’ section. We will log other ideas that can be incorporated into my lesson to promote mindfulness in myself and other students.

*See ABC Yoga Observation Log, Chapter 6 ‘Move’ from Little Flower Yoga

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?

ABC Yoga DVD-already have a copy of this
Little Flower Yoga Chapter 6 ‘Move’
Will create DVD based upon the moves in the book that we can share with other students in the building.

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

As part of our action plan, we decided to explore the differences between doing Mindful Yoga vs. a High Energy Movement Activity prior to completing an academic lesson. Originally, we were only going to introduce the students to Yoga, until we realized that some students did not seem to enjoy Yoga and we wanted to allow them to have another way to get their energy out and increase their focus on the lesson provided following the activity, if that is what they felt they needed to do. The students would either watch a Yoga video and complete Yoga as a classroom with calming music and lights turned low or they would be involved in a higher energy movement activity (i.e. running around the gym, playing basketball, playground, etc.). Following the activity, each student circled a face to represent how they were feeling (tired, ready to learn, too much energy). In addition, the teachers also circled a face to show how they felt the students performed during the academic instruction. We also looked at the overall percentage of students that were ‘on task’ following Yoga/Movement activities. Our goal was to have at least 90% participation in each academic lesson.

ANALYSIS OF DATA ON TEACHER LEARNING: We examined our written reflections and found the following: (Support each claim with examples/evidence)

We found that the students really seemed to enjoy both aspects of the activities. They would participate in either Yoga or Movement Activities with minimal encouragement. Following a Yoga activity, it was found that 94.5% of students were on task during the academic lesson. Following a Movement activity, it was found that 85.6% of students were on task during the academic lesson. Overall, the students seemed to enjoy both activities, but it definitely took longer to have the students become ‘ready to learn’ again following a movement activity.

In conclusion, most of the students loved to participate in both Yoga and Movement activities, but overall, they did much better coming back to an academic lesson and remaining on task following Yoga.

ANALYSIS OF DATA ON STUDENT LEARNING: We examined the level of participation found within the classroom during Responsive Classroom and found the following: (Give examples/evidence for each claim).

Overall, the students seemed to really enjoy movement and yoga activities. They would often report that they were

feeling 'sleepy' after yoga, however the teachers would observe that they were ready to learn and even participating in the academic task more. We had 94.5% participation from our students following Yoga. They loved to be a part of the lessons and would encourage their peers to participate, as well.

Teachers: Marcey Fasulo & Lindsay Maslak

**Community Building Activity
"Mindfulness Yoga vs Movement"**

Date	Duration Of Lesson	Yoga vs Movement	# of Students On Task (28 total)	# of Students Off Task	Percentage of Students on Task
03/02	45 minutes	Yoga	26	2	92%
03/05	45 minutes	Movement	23	5	82%
03/07	45 minutes	Yoga	26	2	92%
03/09	45 minutes	Movement	23	2	92%
03/12	45 minutes	Yoga	25	3	89%
03/14	45 minutes	Movement	22	5	81%
03/16	45 minutes	Yoga	27	1	96%
03/19	45 minutes	Movement	26	2	92%
03/21	45 minutes	Yoga	28	0	100%
03/23	45 minutes	Movement	25	3	89%
03/26	45 minutes	Yoga	27	0	100%
03/28	45 minutes	Movement	20	5	80%
03/30	45 minutes	Yoga	24	2	93%
04/02	45 minutes	Movement	22	4	85%
04/04	45 minutes	Yoga	26	1	96%
04/06	45 minutes	Movement	22	3	88%
04/09	45 minutes	Yoga	23	3	88%
04/11	45 minutes	Movement	25	2	93%
04/13	45 minutes	Yoga	25	2	93%
04/16	45 minutes	Movement	22	4	85%
04/18	45 minutes	Yoga	28	0	100%
04/20	45 minutes	Movement	23	5	82%
04/23	Spring Break				
04/25	Spring Break				
04/27	Spring Break				
04/30	45 minutes	Movement	24	4	86%
05/02	45 minutes	Yoga	27	1	96%
05/04	45 minutes	Movement	22	5	81%
TOTALS:	18 hours 45 minutes				

Lesson Includes: yoga or movement activity, how do I feel after my activity, what my teacher observes after the activity

Goal: 90% of students on task during lesson

Participant's Name:

Thomas Perry

ACTION: Describe specifically how the Creating Collaborative Spaces for Learning themes are incorporated into your project to cultivate and support student learning.

I will be testing the power of mindful breathing on the Middle School level. I want to see, under which conditions, are the best for seventh grade scholars to effectively set their minds

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

Mindful breathing exercises is essential for a healthier mindset. Research has shown that the healthier mindset someone is, the less risk of anxiety exists. This is especially true in Middle School when scholars are developing their own identity. Those scholars with a healthier mindset is less prone to off-task behavior and making poor decisions. The way they think affects the decisions they make, which affects the chances of graduating high school, which, in turn, affects how they will live their lives.

The purpose of this action plan is to see which breathing exercise is best used for adolescent scholars. I will be doing this by performing baseline data, based on off-task behavior. My goal here is to see which exercise will decrease the need for the off-task behavior.

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).

All this will be done by Perry:

January: Take Baseline Data. Data to consider:

1. What is the percentage of on-task behavior prior to administering mindful breathing techniques?
2. How many consequences were given for off-task behavior prior to administering mindful breathing techniques?

February- March: Administering Mindful Breathing Techniques. Throughout the month, changing the breathing techniques weekly. Adjust the time administered. Adjust music administered. Collect data.

April: Continue the breathing exercises. Look at the data and determine which exercise is the best for that given class (for all three classes, it could be three different exercises).

EVALUATION: What **data** will you collect that shows the impact of your project on teacher and student learning? How will you document student learning? Teacher learning?

I will be taking data on the following:

1. Levels on engagement for the individual breathing techniques. Which techniques were scholars most engaged, and how engaged were they?
2. Behavioral data. What is the percentage of scholars on task before/after the breathing technique was administered?
3. Different contexts: Time and Music. How different was the level of engagement with the different times administered for mindful breathing? How different was the level of engagement with music incorporated? How different was the level of engagement with different styles of music incorporated?

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?

I will be using a timer and laptop for music. There will be no costs required.

UPDATE: Throughout the course of the project, one class (out of the three I did this exercise with) stopped listening to music after two weeks (February 26th- March 9th). Behavior problems increased once music was implemented, and it was by decision of students of this class to not include music.

The other two classes listened to music as scheduled throughout the end of the Action Plan.

ANALYSIS OF DATA ON STUDENT LEARNING: I examined three things.

First, I was examining levels of engagement during the breathing exercises itself. In the first week, I had 15% scholars engaged in the breathing exercises. Over time, this increased up to 82% (once they noticed the improvement in grades). Music played a huge role in this. Outside of the class that elected to stop playing music, I had 90% scholars from my other two classes engaged in the breathing exercise once light music was implemented.

Second, I was examining behavioral data. Prior to this action plan, 42% scholars in my 7th grade classes were engaged. That is, they were *actively* following along with class. That is, they were writing notes, doing assignments and cooperating with expectations. I was also writing 4.5 BIC referrals a day (as per the BIC data). After the Action Plan, I have found that 42% increased to 70% scholars *actively* engaged. Having said this, I have found myself writing 2.1 BIC referrals a day. All great information.

Last, I was examining the culmination of breathing exercises and impact in class. I have already reported on the behavioral data, so I will report on the academic data. In simple terms, achievement in math class increased. Before the action plan, 62% scholars were passing math class. After the action plan, 86% scholars were passing math class.

ANALYSIS OF DATA ON TEACHING LEARNING: Here, I want to reflect on what was reported above.

First, the actual plan itself. At first, scholars were fearful of opening themselves up to “look like fools”. I had allowed scholars to sit on desks or on the floor, whichever way they chose to sit. The first couple of weeks were not fun to implement, because this was so new. As this became routine, scholars had reported that they like this. They enjoyed the quiet for a few minutes. The music was a big help, but for two classes. One class did not like the music, they preferred a quiet environment.

Second, the behavioral aspect. I reported above that there were behavioral changes in the classroom. This was not only something that was examined through data, but there was also a different vibe in the classroom. Math class just seemed a lot more relaxed. It FELT like Math Class. Scholars were more relaxed, and I was more relaxed. This allowed for academic achievement to happen, as well as better scholar choices to happen.

Last, the academic aspect. Certainly, this is the domino effect. The changes in behavior lead to the changes in academic achievement. While I was not at 100% scholar academic achievement, this is certainly a step in the right direction. This will be something I will implement in my classroom next year, but with some tweaks. Perhaps a shorter time (five minutes seemed too long to transition, especially with 57-minute classes).

Participant's Name:

Elizabeth Donaldson

ACTION: Describe specifically how the Creating Collaborative Spaces for Learning themes are incorporated into your project to cultivate and support student learning.

My project will be to offer different learning spaces for my seventh-grade group during their AIS time. I will offer options for places in the room to read during independent reading time instead of at the table. I believe allowing the students to choose their own learning space will increase learning time and therefore increase student achievement.

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

I have seven seventh grade students for reading AIS for one hour a day. These seventh-grade students are reluctant to attend this group because their classmates are offered other fun classes during that time (dance, science, and fashion). The students have difficulty staying on task during the group. We are reading novels and working on written responses. I would like to provide them with an opportunity to choose their own learning space during this time to increase their time on task.

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).

January – read articles about collaborative learning spaces

February – April - incorporate different learning spaces into my seventh-grade group. While students are read a text independently students will be allowed to read at a table, on a bean bag, on a yoga mat, use a fidget, listen to music with headphones. While reading articles during January I may add other options. During this time, I will observe the students while they are reading independently and record data about their time on task.

EVALUATION: What **data** will you collect that shows the impact of your project on teacher and student learning? How will you document student learning? Teacher learning?

For student learning- I will have the students complete a questionnaire after they use the various types of flexible learning spaces. This will give me information about what the students found to be most helpful. Although all the students have different needs I will see if there is a trend for which were most helpful to the students. I will also use student data to see if the flexible spaces led to improved scores on reading assessment. I will both district assessments (iReady, STAR, and ANET) along with teacher assessments.

For teacher learning – I will observe to see time on task while reading and writing using each of the different of the collaborative spaces. I will also read articles about different types of collaborative spaces and write in a journal about the attitudes of the students throughout the project.

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?

I would like to purchase a bean bag for my classroom. If there is money available, a vinyl bean bag chair is available at Target for \$34.99.

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

There were a few changes made to this project. I had to end it early because the seventh-grade group started another enrichment rotation, so I didn't see them after March 29th.

Also, I added in another choice, to read with the teacher, based on the student reading survey. In the survey 13/20 students said they liked to read alone, when it is quiet. Therefore, I decided to read together with the other seven students on a regular basis. I found that this helped with their comprehension.

Also, I used a yoga ball instead of a bean bag chair.

ANALYSIS OF DATA ON TEACHER LEARNING: We examined our reflections and found the following: (Support each claim with examples/evidence).

After attending our monthly classes, completing the readings & taking data on my students, I know I need to offer more flexible options and spaces in my classroom for all my groups in the future. While I was mainly focusing on the

7th grade group, I also used some of the options with my other groups. I found the yoga ball and fidget to be popular amongst all students in the other grades (3rd, 4th, and 5th) and found students to be more on task when they were given more flexibility in their learning space instead of always sitting at a table with me. Other teachers in my room also followed my lead and added a yoga ball to their tables as well.

Our school is working on personalized learning this year. In addition to specific academic assignments for particular students, collaborative learning spaces should be a part of personalized learning. Every student has a different learning style and may need a different learning space. Next year I plan to continue this project and include a yoga ball, fidget and yoga mat as an option for my seating during independent reading time.

ANALYSIS OF DATA ON STUDENT LEARNING: We examined student surveys and student data and found the following: (Give examples/evidence for each claim).

The students liked the collaborative learning spaces, their time on task increased and their reading scores increased (both teacher made assessment and district assessments).

Collaborative spaces:

18/20 liked the yoga ball. They liked being able to move up and down.
14/20 liked using a fidget. They liked having something to hold while reading.
5/20 liked listening to music. The remaining students said it was too distracting.
15/20 students liked the yoga mat and found it relaxing, almost like they were at home.

Students found the yoga ball to be their favorite option for flexible seating. The yoga ball was at my table as a seat for my other groups as well and it was a favorite amongst all the students. Students found it more comfortable than a chair and the bouncing helped them stay on task.

Time on task:

The time on task increased significantly while using flexible seating. I observed students once a week, in a small group of five students at a time to see how many times they were distracted during a twenty-minute time period for independent reading.

January: On average, students were off task 16 times during a 20-minute period

March: On average, students were on task only 4 times during a 20-minute period

Reading Achievement:

My teacher assessment was a 2-point short response question to prepare for the NYS ELA. In January only 30% of the students received a 2/2 on the short response question. In March, 100% of the students increased their score and 80% of the students received a 2/2.

In October the average score for my 7th grade AIS group on the ANET ELA test was 53%. In March, the average score was 70%.

Participant's Name: **Mary Pat Keegan**

ACTION: Describe specifically how the Creating Collaborative Spaces for Learning themes are incorporated into your project to cultivate and support student learning.

We will be using The Little Flower Yoga for Kids and the Mind-Up Curriculum book to create an environment where students feel safe and valued. They will be learning strategies to help them cope with possible stressors in their lives. Creating a culture of acceptance will help to enable students to work collaboratively with a variety of other students. We will have students working in various types of groupings (pairs, grps. of 3, and small groups of 4 - 6 students). We will also have an experienced yoga instructor visit us on Fridays.

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

Teaching in urban schools with students who experience high levels of trauma and daily stress have shown us the negative effects of learning in the classroom. We have seen over the years how difficult it is for our students to cope with regular stress in the classroom and how they are unable to self-regulate and appropriately identify/process their feelings. We see the need to explicitly teach appropriate coping strategies and how to identify how they are feeling so that they can control their own behavior within the classroom and use those skills as they get older and apply to the world outside of school. Our hope is that they can become aware of how they feel and how they make others feel when they do not appropriately control their emotions and in turn teach others in their lives how to manage emotions.

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).

action steps	person responsible	timeline
Gather ideas from the Project Smart website	Keegan & Early	on-going
Gather ideas from The MindUp Curriculum Pre-K - 2	Keegan & Early	on-going
Journaling: We will be keeping a journal to enable us to keep track of what we see happening in response to the various activities that we do or strategies that we teach. We will also be journaling our own process as we go through the school year.	Keegan & Early	at least once a week (Jan. - Apr.)
Gather ideas from Little Flower Yoga for Kids	Keegan & Early	on-going
Collect data about how we see students using the strategies that are being taught.	Keegan & Early	on-going

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

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?

The MindUp Curriculum (Pre-K - 2) (Keegan has this book, Early does not)

Little Flower Yoga for Kids (We both have this book)

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

Mrs. Early dropped out of the class therefore it was just my class that I collected data on. I also had to fill in the evaluation plan because I forgot to fill it out in the beginning (sorry about that).

ANALYSIS OF DATA ON TEACHER LEARNING: We examined our reflections and found the following: (Support each claim with examples/evidence).

I enjoyed the brief time that we had with Ms. Colleen (the yoga instructor). She was very accepting of the children and some of their special needs. She also brought music to the yoga. That is something that I need to work on for next year.

I also used cosmic kids to supplement our yoga. We did not have Ms. Colleen for the first half of the year, so we needed to rely on other sources for yoga. I started introducing the yoga moves from the Yoga & Mindfulness Practices for Children card deck. I found that after we had learned many of the practices in the card deck the children enjoyed making the decision on what we should practice during our yoga time. They worked in pairs to decide on what practices to chain together. It was nice seeing them work cooperatively and then taking charge on leading the yoga session.

I also incorporated lessons from the MindUp Curriculum. I really like this book. It is easily adaptable to kindergarten kids. The literature suggestions are good, and we usually have at least one of the recommended books in our school library. The children really like learning about the brain. I like using the "Connecting to the Curriculum" activities. One of the early activities that we did was connecting to math. We graphed our breaths. We counted how many breaths we took in a 15 second time frame during 3 different scenarios (while just sitting, during a mindful breathing exercise, and after an intense physical activity). They were able to graph their numbers to compare their breaths. They were able to have a discussion about why the differences might have occurred.

ANALYSIS OF DATA ON STUDENT LEARNING: We examined _____ and found the following: (Give examples/evidence for each claim).

My class really enjoyed it when Ms. Colleen came in on Fridays. They always greeted her with a big smile and were eager to participate in her yoga routine. I think that they liked it better than when I did it because there was music and songs involved and this group of kids really enjoys songs.

The children had about an 85% participation rate for the months of Dec., Jan, & Feb. This increased for the months of Mar. & Apr. It was about a 93% participation rate. There were 4 children that did not take to doing the yoga in the beginning, but eventually started participating much more regularly. One child did not participate at all until the last session of yoga with Ms. Colleen. He did the whole thing! It was really good to see. He really needs to feel secure in anything that he does before he will do it on his own. I hope that he will carry this over next year when he receives some of the same activities (& vocab).

The children were able to retain what they learned about the brain by using their fist as a model. They were able to use the correct terminology (hippocampus, amygdala, prefrontal cortex and describe what they do. Incorporating the movement into making the memory really helped with the retention. We practiced balancing activities. As the year progressed they became better at the balancing activities. About 45% of them changed their tree pose from having their toe touch the ground during the pose to putting their foot on the side of their leg during the pose. We talked about how practicing our balance we are helping our prefrontal cortex focus on tasks. We read City Mouse, Country Mouse and discussed perspective. They worked in pairs and illustrated the two different views of the characters. About 40% of the class were able to do this with little to no assistance. About 20% if the class needed an adult to talk them through the activity. They did a happy face/sad face reflection sheet after this activity and 100% of them circled the happy face.