

**PROJECT SMART PARTICIPANT TEAM REPORTS FOR FALL & SPRING SEMESTERS
FOR ONONDAGA NATION & C GRANT GRIMSHAW SCHOOLS WITH IHE JENNIFER KAGAN
EDU 525 CREATING COLLABORATIVE SPACES FOR LEARNING**

Participant's Names: Kelly Davidson, Patty Kenney, Jana Silvestro at C Grant Grimshaw Elementary

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

In order to have collaborative spaces in our classrooms and our schools, we need a peaceful environment where both children and adults feel comfortable in the shared spaces. Through reading our assigned text, "Bouncing Back: Rewiring Your Brain For Maximum Resilience," from Ms. Kagan and reflecting on difficult situations and our reactions we have to the situations, we hope to train our brains and bodies to remain calm and to diffuse situations that could become troublesome in our classrooms and/or school.

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

This work is important because as educators our main focus is to create a supportive learning environment where all children and staff feel comfortable to learn and as our school states we are a "Community of Caring." If students can enter our classrooms without fear of judgement from adults and peers, they may be more willing to take risks with their learning and participate more. We want all students to feel confident and know they are loved. At times it is difficult to keep our calm when a few students are causing disruption to the class, which in return can create conflict for both the teacher and students. As we have been reading about in our text, the way we respond can change their reactions, and we hope to model peace and serenity during difficult situations, in hopes that our students will also mimic this way of reacting to frustrating circumstances. This is a skill that can be carried out not only in our school but also at home.

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 teachers, Patty Kenney, Jana Silvestro, and Kelly Davidson are responsible for each step of this project. We started reading our text in October and will continue through until May. Each teacher will also record circumstances in a journal for when a situation or child is difficult. We will record the situation, our response, and strategies we used to help the situation as well as the final outcome. Throughout the year we will also implement other techniques we have learned in past Project SMART classes (calming and mindfulness activities), and possible literature that was recommended from Ms. Kagan's graduate class that presented to us in the late Fall. All interventions/ strategies we have tried will be recorded.

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?

Our main data will be from our journal entries that will document both how the student(s) reacted to the situation as well as ourselves and the final outcome.

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 will not need funding for any resources that we use.

Journals, textbook: "Bouncing Back: Rewiring Your Brain For Maximum Resilience," and various children's literature depending on our individual classroom needs.

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

We added children's literature as needed for situations as they arose. Ex. *Ricky Sticky Fingers*, *Interrupting Chicken*, *What If Everybody Did That?* Lacy Walker, *Non-Stop Talker*, *My Mouth Is A Volcano*. All literature generated whole class discussions for problems in the classroom, understanding situations, possible resolutions and classroom expectations, *gratitude journals*

ANALYSIS OF DATA ON TEACHER LEARNING:

Throughout our class we have been reading our text: "Bouncing Back," and have noticed many positive outcomes for our own emotional health by practicing several techniques in the book. First, we have been rewiring prior negative memories of educational situations, through the relaxation response that we learned. This has left us with more calming reactions in experiences that may stir up negative emotions. Second, we have been focusing in our personal lives and also in our classrooms on gratitude. Research has shown that focusing on gratitude for people and things in your life can have a positive physical impact. We noticed a decrease in our own personal negative thoughts and a greater positive energy in our lives. We are hoping to see the positive outcomes transfer to our students. We realize this takes time. We introduced gratitude journals to our students and they have reflected weekly on what they are grateful for in their lives, and they share their responses with each other. We hope this will be a practice they continue independently after leaving our classrooms.

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

We examined our reflections and found the following: (Support each claim with examples/evidence). Through each of our journal entries on reflections and situations, we noticed common similarities in that our interactions with our students were more positive and less reactive. After collaborative discussions, we decided to try some things to address shouting out and interrupting. Two classes implemented a blurt-bean system, and one class used a blurt sign as a reminder to students. Both are non-verbal cues.

- Blurt beans- Each student begins the day with 5 beans. For each interruption a bean is collected by the teacher. At the end of the day, all remaining beans are put in a jar that is labeled with different class incentives when the line on the jar is reached. This promotes working together towards a common goal.
- Blurt sign – Students are shown the Blurt Sign once as a reminder. Then after one reminder, all subsequent times, students begin to move their clip down the behavior chart posted in the classroom. The consequences include Think About It, Teacher's Choice and Parent Contact.

These systems significantly reduced our frustration and reduced the number of interruptions during instructional time, thus created a more stress-free environment for both students and adults.

Students are hearing and practicing positive thinking and gratitude.

Participant's Names: **MaryEllen Long, Lori Mucha, Lisa Chapman, Kristin McClary at C Grant Grimshaw**

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

We are going to create a more inviting environment by reflecting on our own actions and reactions, to work with challenging situations that arise in the classroom.

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

This project is important for the well-being of the teacher and students as a whole. It is important for us as teachers

to model positive behavior in a calm environment. Some students do not have the strategies to handle stressful situations, and modeling appropriate behavior will help increase their positive mindset.

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).

Teacher - Online inventory to detect triggers for frustrations, as well as, taking a minute before class begins to practice deep breathing / relaxation techniques.

Timeline – We will be making weekly journal entries and collecting data from now until May, to reflect on various strategies and situations.

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 keep a teacher journal to keep track of feelings, as well as, difficult situations that arise.

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 will be using books and resources that were offered from the “Growth Mindset” workshop.
Bouncing Back textbook

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

Collaboration with team members.

Brainstorming of strategies learned from Bouncing Back to apply in classroom.

Follow up meetings to assess use of strategies in classroom.

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

As a team we found that when our classes were of high energy level, it was hard to re-focus them, when we ourselves were getting frustrated. We decided to implement various “Calming” strategies such as deep breathing, and the “Flow” app from GoNoodle which focuses on various breathing strategies to become more aware of one’s activity level. We also worked on “rewiring” our own mind for noticing and dealing with difficult students. For example, we noticed that some students could only attend to a lesson for a short period of time and instead of going forth with the lesson, we added in breaks as needed by students.

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

Our project was more centered on rewiring our own teaching mind, but in the end, we saw a significant improvement in some of the more challenging/needy students in our classes. This was evident in evaluating their daily behavior charts which showed an increased amount of good/on-task behavior. We also found that students were becoming more self-aware of knowing when their activity level was rising and when they needed to use a strategy to re-focus themselves.

Participant's Names:

Marie Hayes, Elizabeth Murray, Cathleen Clemens, Sunshine Ouimette at Onondaga Nation School

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

Our group will provide activities, read books, and use videos to teach resilience, optimism, and hope to our kindergarten students.

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

This work is important because young children of today face many hardships and obstacles in their lives. These obstacles affect their ability to perform in the classroom and at the same time remain happy and healthy. Our hope is to give them some strategies, feelings of self-worth, optimism, and to create connections to help them become stronger and have the flexibility to bounce back from these adversities.

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).

Step 1: Gather the following materials: Weebles, paper plates, wooden sticks, children's books, URLs for videos, coloring sheet for bouncing back, star of the day materials, feelings chart, mirrors, scenarios to present to students. These will be gathered by all members in the month of February.

Step 2- introduce Star of the Day to highlight individual students – ongoing from February through April (Mrs. Murray, Mrs. Clemens, Mrs. Ouimette).

Step 3: Introduction to "bouncing back", students get to see how Weebles bounce back to demonstrate how they can also bounce back from bad experiences, plus video of the Bounce Back Kids (Mrs. Murray, Mrs. Hayes).

Step 4: Define "resilience", Read: The Hugging Tree, create storyman for problem solving. Color resilience poster (all teachers).

Step 5- Changing Mindset, provide helping words and saying, have students help create a list of more helping words to use for a positive way of thinking. Practice reciting positive words and saying (all teachers).

Step 6 – Exploring emotions, looking at emotions poster, mirrors to practice facial expressions and emotions. (all 4 teachers, break up into small groups to explore with mirrors).

Step 7 – Optimism vs. pessimism thinking, have students watch videos of Eeyore being pessimistic and then optimistic (Mrs. Hayes). Students create happy face fans and sad face fans (all teachers), Teachers create scenarios and have students determine if person is being optimistic or pessimistic by holding up their face fans.

Step 8 – learning new strategies for resilience. Various exercises, listening to "If you're Happy and You Know It" by James Warhula, and listening to other upbeat songs. Read "Make Me Laugh". (all teachers will participate).

Step 9 – Teachers interview each student about what they have learned and have them create a resilience picture of their own. (all teachers).

Step 10 – Each member will write a summary of what they have learned and if they feel that the activities were beneficial to the kindergarten 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?

We will document student learning by asking them what the following terms mean to them: resilience, optimistic thinking, and bouncing back. We will ask them what strategies they use to bounce back and ask them to draw pictures to demonstrate what it may look like. How will you document student learning? Each student's responses will be written down and attached to their drawings. Teacher learning? We will document teacher learning by writing down what each of us has learned from this experience.

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 will use strategies from Bouncing Back, by Linda Graham, MFT, activities from The Mindup Curriculum for grades Pre-k-2, activities from the Positivity Project (Hope/Optimism), related videos and the following children's books: If You're Happy and You know It, by James Warheula; Yesterday I Had the Blues, by Jeron Ashford Frame; and The Hugging Tree.

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

Young children are highly sensitive to internal and external experience including emotions, sensory and stimulation (Jensen,2005). As stated in our rationale, our team aimed at giving our students some strategies to better cope the many hardships and obstacles in their lives. These obstacles affect their ability to perform in the classroom as well as their emotional wellbeing. Since crucial social-emotional development typically occurs between the ages three and six, (Bierman, Greenberg and Abenavoli, 2017), it is imperative that we teach our students feelings of self-worth, optimism, and to create connections to help them become stronger and have flexibility to bounce back from adversities. In order for these strategies to be taught successfully we created a classroom environment where 6 children felt safe, promoted a feeling of independency and control over their physical environment through flexible seating, (see Fig. 1 Classroom configuration).

During independent work, students exercise choice of their own seating arrangement, (see Fig. 3 Standing Up table, Fig. 4 Sitting on the floor table, Fig. 5 cubby, Fig. 8 On the rug with clipboard independent). Group work is either at tables or on the rug, (Fig. 19 Group work floor clipboard). For reading time, either read-to-self or read with a friend, students have many options, (see Fig. 6 Laying on the rug, Fig. 7 inside a cubby, Fig. 9 reading tub, Fig. 10 Sitting Gym Ball, Fig. 21 Frog Cushion). The design of learning spaces should increase levels of engagement, foster active learning and teaching, and support the learning goals (Marzano, 2017).

We also practiced the Responsive Classroom approach to establish a safe, joyful and inclusive climate, see (Fig. 22 Morning meeting, Fig. 23 Kindergarten expectations, Fig. 24 Kindergarten mission, Fig. 20 Movement breaks)

Though we were unable to fulfill some of our action steps as originally planned, the following were successfully achieved:

- * Introduced "bouncing back" - students were introduced to see how "Weebles" bounce back to demonstrate how they themselves can also bounce back from bad experiences, (see Fig 15. Weeble). In addition, a video of the "Bounce Back Kids", <https://www.youtube.com/watch?v=RKN2KEHn5dk>, was shown to the class and both students and teachers sang and danced along to the video. Afterwards, two "Bounce Back" posters, (see Fig. 16 Bounce Back Affirmation & Fig. 17 Bounce Back Kid), were shared and rehearsed with the students as a resource for the students, when needed.
- * Explored emotions through a poster, (see Fig. 13 Emotion Identifier), located at the "reset chair". There are two reset chairs located in the classrooms. It is a place where students can go to, either at their will, when feeling the need to de-escalate, or by a teacher's request due to misbehavior, (see Fig. 11 Reset Chair & Fig. 12 Reset Chair Calming Choices).
- * Defined "resilience" and read "The Hugging Tree" but Jill Neimark.
- * Discussed new strategies for resilience and elicited ideas from the students.
- * Explored "changing mindset" and with the students, developed a list of phrases to use for a positive way of thinking. Practiced reciting positive words and saying.
- * Weekly discussion and/or activities from the Positivity Project with topics such as Hope/Optimism, Open-Mindedness, Teamwork/Citizenship, Perseverance, Bravery, Love, Gratitude, Forgiveness, Self-Control, Social

Intelligence, Perspective, Integrity, Love of Learning, Appreciation of Beauty and Excellence, Connection/Purpose, Fairness, Zest/Enthusiasm, Humility/Modesty, Kindness.

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

As educators, our job is not only to teach children academics, but also the social skills needed for them to succeed both in the classroom and in life outside of the classroom. We witness the effects of increased and complex adversities faced by many of our students today. Some may be from a divorced/single parent family, living impoverished, exposed to violence either at home or through media, stressful family life, lack of sleep, not getting their chosen lunch menu, etc. Some of the negative effects and behaviors we notice are tiredness, withdrawn, having low self-esteem, aggressive and belligerent, hyperactive, etc. Trying to teach academics to an already distracted and somewhat stressed mind is a challenge we face throughout the day, on a daily basis. By providing them with the tools of social emotional learning; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, we are teaching them to reduce their emotional strain, become learning ready, and more importantly, make them feel empowered. This is demonstrated when we see students going to the “reset chair” in the classroom, at their own accord, having recognized that their emotions and/or behavior needs some adjusting. While at the “reset chair” or perhaps a bench when out in the playground, though it may take some students longer than others, some are able to regulate their emotions or behavior with the chosen technique they feel best suited to them at the time. Whether it be counting, deep breathing, blowing bubbles, shaking the glitter bottle, etc. Their empathy for others is demonstrated when students come up, reporting of a fellow student who is looking sad, or feeling hurt. Students who may not have faced as many harsh obstacles and are seemingly more developmentally ready, are observed making responsible decision-making when they choose to sit away from peers who may be distracting them versus those who chooses to be distracted or lack the ability to consider their well-being or consequences. Regardless, the flexible seating gives them the opportunity to practice decision-making and ownership. The supportive relationship we provide to our students gives them a more meaningful learning experience and also creates a harmonious learning environment.

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

Please see the attached journals of students (see Fig. 18 Calming down student journals). The students seemed to understand the concept of resilience and how to “bounce back”. Students are using these strategies taught in the classroom, (see Fig. 14 Calming down choices class list) . For students who still need some support, they at least know the language and refer to the posters to communicate their feelings. The children enjoyed the books, activities, and videos.

Students still need a reminder of their “kindergarten expectations” and continue to work on their positive thinking, (see Fig. 25 Positive thinking).

Participant’s Names: Chris Capella, Jeff Capella, Mackenzie McElhannon at Onondaga Nation School

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

- *More positive attitude toward oneself, others and tasks including confidence, persistence, empathy, connection to school, and own sense of purpose.
- *Working toward a common goal.
- *Self-Control

- *Can manage personal stress
- *Exhibit cooperation learning and working toward a group goal.
- *Regulates emotions: Impulses, aggression and self-destructive behaviors.
- *Exhibits positive motivation, hope and optimism.

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

- *We want to increase prosocial behaviors (such as a kindness, sharing, and empathy) to help improve students attitudes toward school while reducing depression and stress among students.
- *This is important to us as we want students to think, “What Lifts You” or “What makes your heart Soar?” Once this mural is complete, each student will have a photo taken with the feather display and then write about their passions and inspirations that “lift” them. We want each student to feel as though they are walking around with wings, so they can bravely reach their dreams with courage and passion. We want them to feel confident in themselves and know that the sky's the limit!

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).

- *February- Students will be making their feather for the mural board while we are collecting them in their art class or after school program.
- *March- We will create the mural on a bulletin board in the cafeteria for all to see.
- *March- We will begin taking picture of students in front of the mural.
- *April- Students will create their writing piece on “What lifts you” or “What makes your heart soar” in class, so we can create another bulletin board to show their beautiful writing pieces.
- *May- We will conclude this project and have a discussion with the students to think beyond their “fixed” mindset that they can’t do something...and change that thought into believing they can!

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 collecting students writing pieces to show what impact this school project had on them along with the teaching of keeping positivity in their mind and focusing on growth mindset.

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?

- *Bulletin Board
- *Colored paper for feathers
- *Paint
- *Staples
- *Hot glue guns

- *Our goal is to make students, staff, parents and community to feel included, accepted and ready to reach their goals.
- *Students are encouraged to be positive leaders and role models while keeping a positive mindset in their school community.

Update:

The only change that we made to our action plan is on their photos. We added what makes them "soar" or inspires them to be more mindful of their positive feelings. We will be giving the students these photos along with their feather back at the end of the school year.

Analysis of Data On Teacher Learning:

We wanted each student to feel as though they were walking around with wings on their backs, so they can rise up and understand what makes them soar, or meet challenges they face with courage, compassion, empathy, and confidence. We found that students who went through the full process of making their feather, writing about what makes them "soar" and having a photo in front of the display had a more positive attitude towards academics, peers, teaches and a happier demeanor. We want all students to feel confident in themselves, verbalize what makes them happy and understand how positive feelings affect them in a positive aspect. We also want them to know the sky's the limit and their positive energy toward one another generally affect their well-being.

Analysis of Data On Student Learning:

We examined how mindful practice of doing a whole school/community art project can have a positive effect on attitude and confidence toward oneself and found the following:

- Students were eager and fascinated to see how their feather blended with others in their class and school wide.
- We had only positive critiquing from students.
- Students looked at each other's feather to find unique features. This is what happens when community projects occur in our school.
- Community, the Albany Lacrosse team and alumni got involved and wanted their photo taken in front of the wings. By doing this they would verbalize what makes them happy and positive in their own world.

- Our project was inspired by Kelsey Montague's "Street Art" and imagination. Kids had the opportunity to have their voices heard through visual text and feelings. What lifts you?

Participant's Names:

Patrick McCoy and Winonah McCoy at Onondaga Nation School

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

Students build resilience through the incorporation of the Positivity Project to build empathy to create connections and self-acceptance.

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

The Positivity Project is an established curriculum being adopted by schools' districts throughout the region to help students identify strengths in themselves and strengths in others. It's a deliberate 15-20 minutes daily to generate empathy and create connections. P2 creates opportunities for social interactions "it's the social interactions of the child's brain with the brains of other people that nurture these neurological developments [for resiliency]."

RESPONSIBILITIES/TIMELINE:

We've been following the prescribed schedule that has been attached.

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've been meeting weekly for reflection on the lessons being taught. We will be keeping a journal of our reflections. We will submit one student project per grade level (3rd & 6th).

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 will use the resources provided from the Positivity Project which can be found at <https://posproject.org/>. This project will cost nothing for this school year. No further funding needed at this time.

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

We did not collect any examples or take pictures of student projects. Through our reflections journals you will hear about examples of projects and activities that were done throughout this semester.

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

While teaching each character strength, we both do a good job during the allocated time. We found that during this second year of Positivity Project we were more consistent with daily lessons/implementations. The class text informed these daily lessons and helped with consistency. We would like to see this improve more in the upcoming year including more assessment opportunities and creating more activities that fit our specific individual classroom populations.

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

We found that both younger and older students were more aware of their own character strengths, how these strengths benefit them in the classroom, but that these strengths can also become weaknesses when taken to extremes. The younger students are still struggling with empathy--something that will need to have continued cultivation in the upcoming years. They may recognize these differences between themselves and their peers but do not approach it in a positive way all the time. However, when comparing older students to their cohort in fifth and seventh grades seem to have more empathy. They are more likely to accept the differences of their peers than draw negative attention to them.

Older and younger students have displayed a growing sense of confidence when asked to teach their peers/speaking in front of a group. Older students have a better understanding of how to be a critical audience and to frame criticisms in a positive light. This is most certainly a result of classroom focus on empathy and character strengths.

Participant's Name:

Melissa McElroy-Elve at Onondaga Nation School

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

Learning Targets:

To increase student empathy and self-acceptance

To increase meta-cognition about one's own behavior and how it impacts self and others

To pilot the Nearpod platform

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

The challenges of students being with the same group year after year at ONS requires creativity and attention to impact group dynamics and increase collaboration, resilience, empathy and self-acceptance. As stated recently by our Educational Liaison, "We need to address bullying." The impact of our potential neglect of these needs on both student learning and overall wellbeing are documented in research.

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).

This will begin for the third marking period (beginning Feb and proceed until April 1st. Progress will be determined by student progress through the Nearpod lessons. It is a great deal of content as I only see students once in a 5-day rotation for 30 minutes. There are 32 slides in the one lesson and 44 in the other. They include individual written responses, discussion and response in collaborative pairs and many additional videos.

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

Pre-assessment used was the Skill-streaming self-assessment. Will be re-administered at the end to see any observable changes.

Written student responses to Nearpod prompts and Bouncing Back exercises may also be collected.

Anecdotal evidence from other adult staff in the building will also be requested.

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?

- ~ Excerpts and exercises from Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being pp. 69-88
- ~ Bullying video of Indigenous students--link from Virgil Brave Rock <https://youtu.be/8CECOyghc>
- ~ Two Nearpod lessons--Developing Empathy from Teaching Tolerance
- ~ The Power of Words from Common Sense Education (addresses these issues in online environments)
- ~ \$349.00 Purchasing of Platinum Nearpod license funded from Library budget

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

I would have liked to have had access to the Nearpod platform and lessons with more training and exploration time for myself; it would have allowed more expertise in editing and customizing lessons to our students. This pilot experience was reinforcing of the benefits of this platform. The ability to control lesson pacing when desired, allow independent progress and get student reports are all excellent features of this platform (Screenshots of report excerpts below)

I added exercises from the Bouncing Back book with a written reflection for 7th and 8th grade.

ANALYSIS OF DATA ON TEACHER LEARNING: We examined our reflections and found the following: (Support each claim with examples/evidence). I found that I need to scaffold into smaller components for our students, especially due to the constraints of our 30 minutes class time and only seeing students 1 time every 5 school days. I find the use of learning targets will be a useful tool to support my attention to these issues of manageable goals in lesson planning. I believe it may also help to communicate a sense of personal responsibility for students' own learning as well; a concept aligned with my goals for meta-cognition at the outset of this project.

ANALYSIS OF DATA ON STUDENT LEARNING: We examined several students' responses to lessons and found the following: (Give examples/evidence for each claim).

The evidence below from the Nearpod lesson on empathy indicates some understanding of the idea of empathy.

7th Graders gave the following responses. These are screenshots from the Nearpod reports.

They were asked the open-ended questions with a text box for their response. (With some exceptions, for example referring to sympathy and the discussion of not having any shoes and how someone grew up, most of these responses indicate some understanding of this topic. The bullying description is the most comprehensive.

What does it mean to "put yourself in someone else's shoes?"

Response

I think it means to see something from someone else's point of view.

this means that you can help people by giving them something that they need the most.

It means like if your history and if someone does not have any shoes than you would know what their history was or how they grew up.

See things from someones else view

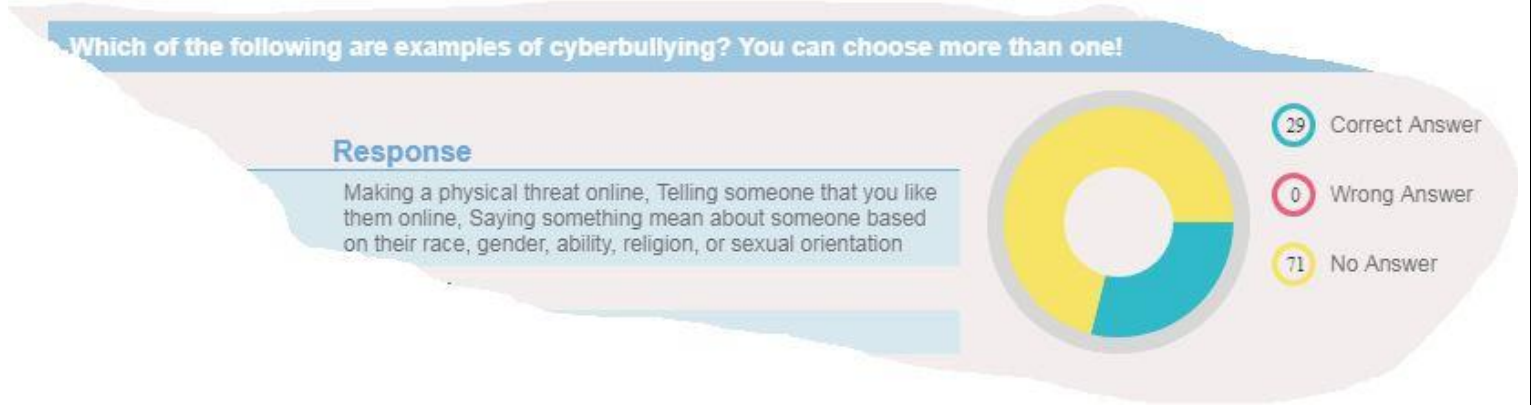
put yourself into their life and live how they are living their life instead of your own

show symithy for someone other then your self

It means to stop thinking of yourself and think of what other people need and what they feel. Like for an example lets say you see someone bulling someone. You say to yourself how would i feel if i was getting bullied like that kid. So you put yourself in there shoes and try to stop the bulling and help the kid

It means to think or feel the way other people feel, open minded.

Another cyberbullying lesson shows student responses to another open-ended question.



In the screenshot below, a lesson on Friendships, Communication and Problem-Solving worked on clarifying ways we know people in our lives and therefore what type of information we might share with them.



Students had a choice of exercises to use from our text and then I asked them to reflect on that experience in a Quick Write (1 page requested) and one of the strongest responses I had was this one. I think this student found it a valuable experience to realize that they desired the mindset demonstrated in the lesson. They said, "Having the mindset that you can do whatever you want, regardless of skill, is honestly amazing to me."

8th graders response— "The thing that stuck with me the most from this packet is the one titled Developing Current Confidence from Previous Competence. I believe I limit myself because I feel as though I am unable to do certain things. This whole section talked about how you don't even have to know how to do something in able to actually do it, I would very much like to have this kind of mindset. Having the mindset that you can do whatever you want, regardless of skill, is honestly amazing to me. Like people with those mindsets can just *Do things*, they don't stress about it, or have anxiety, they have confidence.

Confidence is definitely something that I need more of. I have so much anxiety, especially in social situations. Having to interact with someone I don't know is nerve racking and if I had more confidence it definitely wouldn't be as hard. My lack of confidence is basically the main reason why I chose the excerpt I did. Either way I feel this one related to me in one way or another."

Overall, as a new staff member in this very unique school, this class, textbook and discussions helped me in many ways to understand building and district cultures, meet staff and engage in professional conversations. It also allowed me to explore a valuable technology platform; I look forward to integrating it with Google Classroom moving forward. I had some insight into the lives of our students as reflective learners and am excited to encourage their ownership and growth as learners next year.

We have talked about how the words we say are sometimes very hard to take back, even the words that we tell ourselves can end up hurting ourselves. We have talked about empathy and using that skill online and in person. You are going to create a small comic strip demonstrating a character who gets hurt by words spoken by others, but who also finds a solution in dealing with this problem.

Learning Target: I can use a comic strip or graphic novel format to express a problem for a character (may be yourself) and a solution.

Directions:

1. Use this website <http://www.makebeliefscomix.com>, click on Create a comic button, and choose the “4-panel square” (Friends who need an extra challenge panel can use the 5-panel square).
2. In the first box, create a scene to demonstrate a unique quality of a character (who can represent a student).
3. In the next box(es), posit a problem that the character (student) might face when someone isn’t nice to her or him. The problem can be stated by another character.
4. In the last box, provide a solution for your main character (student) in dealing with the problem.
5. Save picture (using the share button) and turn in by email to mmcelroyelve@lafayetteschools.org today.

Rubric

****MUST BE FAMILY FRIENDLY! (No writing in inappropriate words!)**

	0	1	2
Proper Website Used	The student did not create a comic strip with using a comic strip website generator.	The student created a comic strip, but not from the teacher’s list of websites.	The student used the comic strip from the website provided.
Box 1 (Intro)	The student did not introduce the character.	The student attempted to introduce the character, but it was not clear that it was an introduction.	The student introduced a character with a bubble thought.
Box 2 (Problem)	There was no sign of conflict in the box.	The student attempted to demonstrate a solution to the conflict, but it was difficult to tell.	The student demonstrated a problem that the character has.
Box 3 (Solution)	There was no sign of solution to the conflict.	The student attempted to turn in through Classroom, but there is no attachment.	The student demonstrated a solution to the problem.
Saved and turned in	The student did not turn in image.		The student saved the image as PNG and submitted through the Google Classroom
Total			10 points

