

# Final Report for Teacher and Student Learning at Sheridan Prep Academy with Barbara Beyerbach

Project SMART Topics in Education: Social Emotional Learning in High Needs Schools

## Teacher Participant Name: Lakesia Chalmers

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

I did not make any changes to the plan.

**Analysis of Data on Teacher Learning:** We examined our written reflections and found the following: I found that SEL had a positive effect on our academics, specifically math.

**Analysis of Data on Student Learning:** We examined our math curriculum, and found the following

Academically, the students performed better throughout the year in the area of mathematics. The students were able to focus on their learning, instead of focusing on social issues. Many of the students have learned how to be aware of their emotions, and now they are focusing on how to manage their actions and respond appropriately.

	Unit 1	
	Pre	Post Assess.
Above	1	4
On	5	6
Below	18	14
Total	24	24

	Unit 2	
	Pre	Post Assess.
Above	4	10
On	2	6
Below	16	6
Total	24	24

	Unit 3	
	Pre	Post Assess.
Above	4	11
On	4	6
Below	14	5
Total	22	22

	Unit 4	
	Pre	Post Assess.
Above	4	12
On	2	5
Below	16	5
Total	22	22

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

No changes were made to my action plan.

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

For my action plan my students and I completed a 15-item self-report survey that measured our mindfulness practice and feelings when at school after the mindful moment was conducted. Teachers and Students are expected to participate during the arrival and dismissal school wide mindful moment. I've asked my students to share their own personal thoughts and feelings about taking part of arrival and dismissal school wide mindful meditation. In my own written reflections, I also completed the survey and reflected on my feelings after a mindful moment. To start the school year, I fully participated in mindfulness practice, after time my participation began to lessen. When students were in my room, I saw some of their participation begin to reduce. I would have students be quiet; however it was optional if they wanted to participate. Overall, I have seen a positive impact on some students who have fully taken part in the mindful moment. It will be interesting to see in the years ahead if mindful practice will still be used as part of our typical school day.

**Analysis of Data on Student Learning:** We examined the impact of using mindfulness in our classrooms and part of our arrival and dismissal routine and found the following:

After collecting a number of student surveys, seeing the impact of mindfulness on their school day and their overall health and wellness students results were split between boys and girls, there were a significant difference in their survey results.

The girls results are below:

- 1) After the mindful moment, often or almost always their feelings changed from good to bad, they began to notice how other people act and are more aware of things and people around them.
- 2) If students were feeling bad at school and after completion of the mindful moment their attitude changed for the good, they are kinder to themselves, they feel calmer, and will act in a friendlier way.

The boys' results were much more varied.

- 1) After the mindful moment, their feelings almost never or sometimes changed from good to bad, they were not as aware how other people felt and acted. They were not aware of others reactions or what was going on around them.
- 2) If students were feeling bad at school and after completion of the mindful moment their attitude almost never or only sometimes changed. They only sometimes or almost never were kind to them self or had nice thoughts.

Students were also asked to reflect openly about their thoughts and feelings of the mindful moment. Here are a few samples below.

Student 1 (F) – I love the mindful moment and I feel like I can be nicer to everyone and I am more ready to work.

Student 2 (F) - I like the mindful moment and I feel calm and am ready to learn more. I like to end the day with the mindful moment. I like when the mindful moment changes.

Student 3 (F) I feel it makes me feel better because it is relaxing, I like to stand up during it.

Student 4 (M) – I don't do the mindful moment. At the beginning of the year I liked it. Sometimes it did help me when I was doing my work.

Student 5 (M) – Sometimes I like the mindful moment and I like when we do the mindful moment in our seat.