



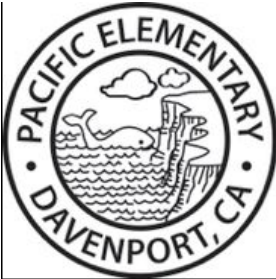
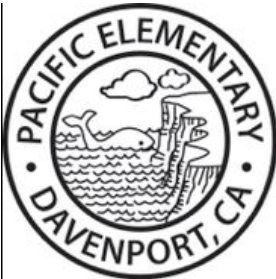
“Every Classroom a Green Classroom”
Green Classroom Profile: *Dallas Guerrero*
Teacher Leadership Institute for Sustainability 2022-2023

TEACHER LEADER BIO: *Dallas Guerrero*

Dallas has worked in education since college where he worked as a tennis coach and as an assistant teacher at the Childrens Center at Sacramento State. There he received his BA in Liberal studies and his teaching credential. He has been teaching since 2017 and has exclusively taught 6th grade. He began at Chilton Middle School teaching 6th grade math and science and then moved to Santa Cruz in 2020 where he started at Pacific Elementary as the 6th grade teacher. There he has worked to fill many roles and extended his qualifications as he completed his M.S. in Curriculum Implementation and Development in 2023.



BACKGROUND AND CONTEXT

Class	# of student impacted by this project: 18 Grade level: 6 Content area of focus for this project: Human impact on local ecosystems and life Student quote:	
School Site	Pacific Elementary School	
School Demographics	Grades served: TK - 6 # students: 145 % English learners: 6.2% % qualifying for free and reduced price meals: 41%	
District	Pacific Elementary School District (One School District)	
District Demographics	Grades served: TK - 6 # students: 145 % English learners: 6.2% % qualifying for free and reduced price meals: 41%	
General Vision/Mission of School and/or district	Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image and cross-cultural understanding.	

1) ORIGINAL GOALS AND INTENTIONS

What originally drew you to this program?

What drew me to this program was the interest in continuation of the TLI work from 2021-2022 where I saw what this program's values and focuses were. Upon learning about the green school focus and initiative for 2022-2023, I was again excited to participate. The overall draw of engaging our students in a timely and phenomena based project to make an impact in our community sounded like a wonderful opportunity to take part in.

Share your vision for your Green Classroom. How has this program affected this vision?

My vision for my green classroom is to create a space that meets the needs of the whole community by creating a school environment wherein every child may experience success in social and academic growth, as well as develop enthusiasm for learning. To extend on this, they will use this strong foundation to become change makers in their community with relation to the current problems that face our world. Students will learn to cooperate and take responsibility for their actions. They learn to function with a sense of community while maintaining individuality and creative self-expression. The program has affected this vision by shifting focus from making a classroom that makes a minimal energy impact, to one that creates global citizens with the desire and understanding to take necessary action.

2) KNOWLEDGE AND SKILL BUILDING

A critical part of this program is building knowledge and skills related to Sustainable Schools. Examples include: Environmental Literacy & Sustainability Frameworks; Environmental Identity; Building student engagement through Campus, Curriculum, Community and Culture efforts; Continuum of Environmental Literacy Integration. **Where are you experiencing the most growth in your knowledge and skills related to being a teacher leader for sustainability?**

I feel that the area in which I grew the most was in my capacity to support students in engagement with their outside community members in a variety of ways and with confidence in their goal. I feel that in the past, students would have a goal and I would facilitate in class discussion to come to a conclusion to then reach out on their behalf. However, this takes away an important learning opportunity. I have since shifted to focus more on support throughout the entirety of the process and have seen growth in my students' preparation, understanding, and academic ability as well.

3) ACTION - COMMUNITY IMPACT PROJECT OVERVIEW

Summary of the project purpose and overall goals

<p>Summary of Project Purpose and Goals for student learning:</p> <p>The project purpose is aimed to increase students awareness of humans diverse impacts on our local ecosystems and become knowledgeable about action steps to mitigate this impact. The students then have the goal of transmitting this knowledge to the local community in an engaging yet factual way to increase awareness and solution strategies.</p>	<p style="text-align: center;">Purpose</p> <p>The 6th-grade class of 2023 has goals of being viewed as Ocean Guardians and helping Pacific be a more Green School. To help achieve this goal we have studied solutions to problems we see in our town and put them here for you to find and use in your own home! We did trips throughout the year to see how humans have affected our ecosystems and found some of the following solutions!</p>
<p>How does this project connect to your Green Classroom vision and the broader mission and vision of the school/district?</p> <p>The project targets my classroom by empowering the students to apply their skills to investigate, collect data, and display findings about a specific problem we see in our world. This focuses them on a single topic, and allows them freedom to decide how to portray it. In doing so, they are directly linking our academic standards to real world situations and extending them to our community. This supports the school vision of experiential learning, by seeing their knowledge transmit to the larger scale.</p> <p>What specific learning intention(s) did you share with your students?</p> <p>The learning intentions I shared were that of: ecosystem interconnections, human interactions, biological diversity, speaking and listening skills, and presentation abilities.</p> <p>How did this project serve your pre-existing instructional goals?</p> <p>The project directly related to our ocean guardian beliefs that we try to implement each year. In addition, it easily connected to our science standards within MS.LS of the NGSS. Furthermore, it overlapped with the writing standards to include claims supported by credible evidence and writing styles such as argumentative and expository. Lastly, it was in line with our data display standard to compare impacts.</p>	

4) ACTION - IMPLEMENTATION STORY

<p>Describe how implementation of your community impact project went. <i>If your project has not finished yet, describe how the start has gone, and how you anticipate it completing.</i></p>
<p>General story of implementation:</p> <p>To begin the project, I informed my class that we will be reaching out to the community about a problem that they think is important. We then had multiple class discussions and planning committees to decide what the topic was and how it would be delivered. It was decided that students would focus on informing the public about human impacts on our local environment. This would include a variety of current issues and a website would go up as well as a slideshow to play that depict their main problems and a brief solution to focus on at school, in the town, and in the home. Students then decided on an individual topic to research. Through their research, they were tasked to find evidence of its impact, and a solution to implement that is achievable for families. They then designed their</p>

own page on a class website that was shared. They then copied their solutions to create a slideshow to be played in our office as well.

Challenges and obstacles and how you overcame them:

One challenge was when students vied for the same topics. We wanted a diverse range, but also wanted students to choose something they felt passionate about. One way we worked around this was to hone topics in to be more specific which allowed for students to study a topic they were interested in, in a way that introduced them to new viewpoints. One example was recycling. This broad topic could be split into pollution, single use plastics, or organizing waste.

Another challenge was how to represent green school beliefs in our roll-out of this information. We originally decided on posters, fliers, and newspapers. However, we quickly found that this was counterproductive to our goal. While a digital rollout may be less visible initially, students felt it was a better representation of their goals.

Successes and what contributed to success:

Availability of resources on the topics. With the green school goals focusing so much on recent and cultural issues, there is an abundance of resources online that assisted students. In addition, our current curriculum (FOSS) is very good at highlighting these as well.

Next Steps for this project:

I would like to take the solutions that were posed and attempt to one by one implement them around campus. While we are doing our best to be the most green school we can be, many of the student ideas are not being applied. To implement them all at once would be daunting, but one by one, can be integrated into our school culture to serve as an example and goal for the community as well as evidence for our students.



5) ACTION - METRICS AND OUTCOMES

- **Overall Assessment:** How would you characterize the success of your project?
- **Ecological Benefit:** If possible, how were you able to measure the ecological benefit (reduced GHG emissions, reduced waste, increased biodiversity, etc.) and what were the outcomes?
- **Community & Culture Benefit:** If possible, how were you able to measure impacts on classroom culture and community (for example, students' sense of connection to nature, stewardship) and what were the outcomes?

- **Student and Staff Learning:** *Reflect on evidence of student learning from this project, and how this project shifted your classroom to further integrate environmental literacy.*

Overall Assessment: In my opinion, the project was a success for my students to see their process through from beginning to end with a product that they were proud of. However, I feel that we can still improve the amount of people that we reach. We are struggling to ensure this is viewed by all in the community.

Ecological Benefit: We are not yet able to measure the impact as it was purely informational. What could be rolled out is a followup form that surveys school and community members that asks if they have made changes and if so what they have seen. This information could then be used to guide a measurement.

Culture & Community Benefit: Students were questioned about their response to this project and their learning as well as their emotional response for their community impact. A majority of students reported learning at least one new fact about a human impact (either from their study or another students). Of the students who provided a response, all felt that they made an impact on the community and that they felt responsible for making a positive impact on their local ecosystem.

Educational Benefit: This shift in our study to interject a research project in relation to our standards and curriculum based learning showed a benefit for my students. It provided a basis for more academic vocabulary and applied impact studies to be used in research that also aided in the crosscutting of standards to include writing, math, and history.

I think that we made a difference, we won't see it right away, but I think it will help our school.
- 6th Grade Student - PES class of 2023

6) REFLECTION AND COMMITMENTS

What is your enduring understanding about teaching for a sustainable future? And what are your commitments for next year and beyond for this important work?

Reflection: My understanding for making impacts to a “green school” expanded drastically. I see now that small things can have a much more drastic impact than thought, and that teaching for this kind of future is more experiential based than I had originally thought. I was originally focused with how much time it can take to input these related projects, but seeing their outcome, I can see their worth. It is simple to me now how much I can link teaching standards to teaching for a sustainable future.

Commitments: My commitments are to be more active in looking for opportunities to work with outside corporations to extend students learning. These research opportunities through project based learning take time, but this program showed me the importance of this and the benefit for my students, and community.