



**“Every Classroom a Green Classroom”**  
**Green Classroom Profile: *Kelly Corbin, TK-6th, Watershed Community, Trash Data, and Recycling Routines***

*Teacher Leadership Institute for Sustainability 2024-2025*


**TEACHER LEADER BIO: Dr. Kelly Nathan Corbin**

*Dr. Kelly Nathan Corbin teaches music at Valencia Elementary for TK through 6th grade. He has been Valencia’s full time music teacher since 2021 and started leading the Jazz Big Bands at Cabrillo College. He created the Valencia View podcast for Valencia Elementary and uses the platform to showcase student created music, student hosts and interviews, and all the latest news the Valencia Elementary community needs to know.*



**BACKGROUND AND CONTEXT**

<b>Classroom Demographics</b>	Grade level(s): TK-6th # of students: 480 Content Area (i.e. Multiple Subject, Science, English): Music	
<b>Project Participation Data</b>	Content area(s) focus for this project: # of student who implemented this project: 75 Estimated # of people impacted (e.g. other classes, families, etc): Entire site Student quote:	
<b>School Site</b>	Valencia Elementary	<b>School Logo</b> 
<b>School Demographics</b>	<a href="#">Find ed-data here</a> and fill in the following: Grades served: TK-6 # students:480 % English learners: 40 % qualifying for free and reduced price meals:177	

District	Pajaro Valley Unified	District Logo 
District Demographics	<a href="#">Find ed-data here</a> and fill in the following: Grades served:TK-12 # students: 18,458 % English learners: 37.9 % qualifying for free and reduced price meals: 78.8	
General Vision/Mission of School and/or district	You Can't Achieve Your Dreams If You Don't Show Up To Chase Them.	

### 1) TEACHER GOALS AND INTENTIONS

What originally drew you to this program? (50-100 words)?

**To improve the amount of trash that ends up on the ground and create more sustainable practices to reduce waste on campus.**

Share your vision for your Green Classroom. How has this program affected this vision? (50-100 words)?

Report data on trash that is collected during recess from week to week.  
 Empower students to contribute to recycling efforts on campus.  
 Do field studies so students can get out and see how trash impacts our surrounding areas.

### 3) ACTION - ENVIRONMENTAL ACTION PROJECT OVERVIEW

Provide a brief summary of the purpose of your project and overall goals (100-300 words).

**Summary of Project Purpose and Goals:**  
 Trash collection and recycling practices so we can improve our watershed community

Option to insert image here

**What specific learning intention(s) did you share with your students?**

Students will report each week on trash that has been collected. Students will learn about our watershed community and how it is tied to our larger beach communities.

**How did this project serve your content area instructional goals?**

In our music classes students create and provide musical and informational content for our weekly podcast episodes.

**How did this project serve your environmental literacy goals and connect to your Green Classroom vision and the broader mission and vision of the school/district?**

Students have done field studies to observe our gulches and fence lines and how they collect trash from our school. We are working towards cleaning these areas and providing strategies for sustainable and reusable tools to reduce waste.

**Where do you see your project on the Environmental Literacy Integration Continuum?** (e.g. Supplemental/Mild, Focused Unit/Medium, Ongoing Routine/Medium-Spicy, Transformative Project Based Learning/Spicy)  
Ongoing Routine.

#### 4) ACTION - IMPLEMENTATION STORY

Describe how implementation of your environmental action project went. *If your project has not finished yet, describe how the start has gone, and how you anticipate it completing (300 - 500 words).*

**General story of implementation:** Students have been weighing trash collected during recess and reporting this data for our weekly podcast. They have been participating in field studies that highlight the fence line and nearby gulches and how our waste can end up in these areas.

**Challenges and obstacles and how you overcame them:** Creating the habit of collecting and reporting data has been an obstacle.

**Successes and what contributed to success:**

Frequent reporting of watershed facts has really helped students understand their impact on the areas around us.

**List the outdoor learning spaces your students spent time in as part of this project:**

Field studies and fence line walks have really helped show students how our areas are impacted by waste.

**Next Steps for this project:**

Continuing these practices next school year and adding and promoting reusable containers and cutlery for lunch and snack time. Our site is looking into purchasing reusable items to help reduce single use items in our cafeteria.

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#### 5) ACTION - METRICS AND OUTCOMES

**For the sections below, include how you tried to measure impacts and what evidence of outcomes you found.**

**Educational Benefit - Share any evidence of student learning from this project, and reflect on how this project engaged students in building knowledge and skills in your focus content area(s):** Our school's [PODCAST](#) has reported facts about our watershed community in Aptos, CA and how we can help make this community cleaner.

**Ecological Benefit - If possible, how were you able to measure the ecological benefit such as reduced greenhouse gas emissions, reduced waste, increased biodiversity, etc. and what were the outcomes?:** Students have shown more interest in helping keep our campus clean and when I talk to them about our watershed community, they understand their impact on those areas.

**Community & Culture Benefit - 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?:**

I have noticed students have taken on active roles in cleaning the playground and shared spaces during recess. Students have come up to me during recess and showed the trash they collected.

**Impact on Students' Sense of Connection to the Environment (results of Children's Environmental Attitude Survey and/or any other evidence of impact) - Reflect on how this project shifted students environmental identity and environmental literacy:** Students have really enjoyed the fence line walks and outdoor time to observe the trash they see on the ground.

**Overall assessment - How would you characterize the success of your project?:**

It has been a great way to connect our students to our local waters. Students seem invested in supporting a cleaner campus.

## 6) REFLECTION AND COMMITMENTS

**Where are you experiencing the most growth in your knowledge and skills related to being a teacher leader for sustainability?** 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; Application on a Continuum of Environmental Literacy Integration. *(100 - 150- words)*

**I am new to this area and I have learned a lot about our watershed community and how it connects to our surrounding beaches and ocean. I have really enjoyed finding ways for students to get excited about waste and promoting more sustainable practices for cleaner habits on campus.**

**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 on Enduring Understanding:** Schools need to find ways to provide reusable items and start to get away from single use. Valencia needs to encourage outdoor learning in the form of field studies and journaling that is tied to what students find when they walk our campus.

**Commitments:** I will be working on making these practices a part of our school community by promoting Valencia Seastar gear (i.e. water bottles, reusable spoons and forks, reusable containers). I will also continue to add trash data to our podcast and find podcast hosts that can help collect this data. I will also encourage and help support homeroom teachers that want to add an outdoor learning component to their classroom.