School Transformation through Ethnic Studies, Dual Language, STEAM, and Restorative Justice

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Agenda

11:00 - 11:10 Warm Up
11:10 - 11:20 Definitions
11:20 - 11:45 Greenwood Context & Changes
11:45 - 12:20 Applications
12:20 - 12:30 Exit Ticket
Warm Up Activity

Please share the following:

● Name
● Pronouns
● Role and Organization
● Why you chose this workshop
In a pair: what are your definitions for each of these terms, and what is your prior experience with them.
The Greenwood in July 2016

- A Boston Public School serving 437 students.
- Dual Language K-4th, Emotional Impairment Strand & Specific Learning Disability Strand
- Maximum Science and Social Studies Instruction 30 min a week
- No-Excuses Discipline Model & PBIS
- Suspension rate 33%
Suspension Rates by Year

![Bar chart showing suspension rates by year: 118 in 14-15, 131 in 15-16, 34 in 16-17, 9 in 17-18, 3 in 18-19.](image)
Theory of Action

If we provide authentic learning opportunities, wrap around supports, and a welcoming environment

Then

students will feel engaged, safe, and part of the community.
Focus Areas

Curriculum
- Interdisciplinary Ethnic Studies and STEAM in a true Dual Language Model

Climate
- Redesign Classrooms
- RJ Circles (for all)
- Partnership Supports
STEAM, RJ, and Ethnic Studies Implementation

**Year 1:**
- RJ Trainings
- Paint/Clean Up/Walls Down
- Critical Race Theory PDs
- Standards Alignment
- Open House Redesign

**Year 2:**
- STEAM/Ethnic Studies
- Curriculum mapping
- Literacy Integration
- New DL Model
- Inclusion Pilot

**Year 3:**
- Coaching and Modeling
- Integration of literacy into projects
- Focus on differentiation
- Makerspace for all
- RSC Team
- Unit Refinement
STEAM at the Greenwood K-8

STEAM learning and teaching provides students with authentic opportunities to explore, critically engage with, and work to change the world. STEAM represents the integration of science, technology, engineering, arts, and mathematics. In a STEAM classroom, students move beyond learning these subjects in isolation, but rather employ them as tools to learn and solve problems facing themselves and their communities.

By the time Greenwood students have graduated, they will have developed an aptitude for scientific inquiry and design thinking (the tools of STEAM). Through inquiry, they will have cultivated a base of scientific knowledge and 21st-century collaboration skills, so they may be effective and scientifically-literate global citizens. They will have carried out meaningful STEAM projects; in which they will have explored, proposed, and designed solutions to help better the world and work towards social justice.
Learning to code with Ozobots
4th Grade
STEAM

Reading The Wild Robot
4th grade students exploring food justice and agriculture through building a hydroponic garden and reading Seedfolks
# 8th Grade Unit 2

## Term 2 (10 weeks)

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Major Project/Driving Question</th>
<th>Launch of Project (2 wk)</th>
<th>Understand the Problem (6 wks)</th>
<th>Design A Solution (3 wks)</th>
<th>STE:</th>
</tr>
</thead>
</table>
| “We are Scientists and Advocates: Earth Movements and the Climate” | Design and evaluate a model of a protective solution for climate change (a sea wall, building design, etc), as well as advocate for a longer term solution through public education campaign. | Non-fiction reading and opinion writing | Non-fiction texts about climate, weather, and earth processes | Expository writing about model and campaign | 8.MS-ESS2-1  
Convection in the Earth  
8.MS-ESS1-5  
Convection and Weather patterns  
8.MS-ESS2-6  
Ocean’s effect on weather/climate  
8.MS-ESS3-1  
Fossil Fuels/distribution  
8.MS-ESS3-5  
Humans and Climate Change  
8.MS-PSI-4  
Molecular kinetics/phase changes/states of matter |

### Flow of Learning

**Launch of Project (2 wks)**
Explore the effects of climate change on animal populations and on humans around the world

**Understand the Problem (6 wks)**
Modeling atmospheric processes including convection and oceanic influences

Modeling the formation of fossil fuels and geologic activity in the Earth (driven by convection)

Inquiry: carbon dioxide and temperature


**Design A Solution (3 wks)**
Expository writing about model and campaign

Creative writing and artistic demonstration of literacy

Population changes
Linear equations  
Bivariate data  

Earth models
Volume of sphere, cone, cylinder  

### Mathematics:

8.EE.C7  
Single variable linear equations
8th grade students studying environmental science and justice, and reading Parable of the Sower and Oryx and Crake.
Teacher facilitates a boat building competition and a cup tower competition in the Makerspace.

8th Grade students are the STEAM night exhibit curators- Engaging our visitors in activities throughout the hallways.

Kindergarten students made blueprints, followed the engineering process, and built structures.
Ethnic Studies at the Greenwood K-8

At its core, Ethnic Studies speaks to both pedagogy and content. Ethnic Studies is a human-centered pedagogy that engenders teachers developing trusting relationships with their students grounded in a deep appreciation and understanding of their lives, experiences, and cultures. Ethnic Studies provides engaging content that supports the identity development of students from all racial and ethnic backgrounds by drawing from their experiences, exposing them to new horizons, and fostering their ability to reflect critically and take action in the community.

By the time Greenwood students have graduated, they will have deeply explored their own identities and histories as well as the histories of others. They will be able to critically analyze systems of oppression that operate and feel empowered to take meaningful action. They will have a community to continuously engage in ongoing healing and transformation.
Ethnic Studies Night
K1/2 students visiting the Museum of Fine Arts and then creating identity portraits of family members with accompanying interviews.
Curriculum Overview Examples

- 4th Grade STEAM
- 5th Grade Ethnic Studies
- 8th Grade STEAM
Restorative Justice

Uniform checks
Handbook with action/reaction
PBIS Tickets
Detention
Color charts
Broken Glass
Cluttered classrooms
Secretary in the hallway
City Year
Paras only up to 2nd grade
No Spanish Speaker in Main Office
No functioning Parent Council
No functioning School Site Council
Buzzer for student removal

Free Uniforms
Handbook with clear non-punitive and exclusionary practices
RJ Circles for all members
Community Service
Orientation
2 Restorative Support Centers
Focus areas in every classroom
Community Building Activities
Free Before School
Bilingual Teaching Assistants K1-5
4 music teachers, 3 sports partners, 5 counselors
Interactive Open Houses
3 Native Spanish Speakers in Main Office
Bilingual Community Newsletter
Family Language Exchange
Dual Language

Greenwood Language Model/ Modelo de Lenguaje

- STEAM
- Ethnic Studies

K1 - 1st

2nd - 6th

English/inglés
Spanish/Español
## Dual Language

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish:English Ratio</th>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>K1 K2</td>
<td>80:20</td>
<td>Literacy Math</td>
<td>S.T.E.A.M. Selected Social Studies Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
</tr>
<tr>
<td>2</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
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<tr>
<td>3</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
</tr>
<tr>
<td>4</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
</tr>
<tr>
<td>5</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
</tr>
<tr>
<td>6</td>
<td>50:50</td>
<td>Ethnic Studies</td>
<td>S.T.E.A.M.</td>
</tr>
</tbody>
</table>

*All teachers K1-6th receive intensive coaching from ESL certified dual language coaches in the building.*
Scaling the work

How can we apply these lessons in our contexts?

Rotate or stay in one topic if you really want to dig deeper and plan for your context

Choices:
1. Open House Redesign
2. STEAM Literacy Integration
3. Restorative Justice Plans
4. Ethnic Studies Design
5. Dual Language Integration
Feedback y gracias

Feedback form

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