

Charter School Annual Report 2008-2009



Global Learning Charter Public School

190 Ashley Boulevard
New Bedford, Massachusetts 02746
P: 508.991.4105 • F: 508.991.4110
www.glcps.org • info@glcps.org

Table of Contents

I	Description of School	3
II	Letter from Chair, Board of Trustees	5
III	Mission Statement	7
IV	Performance and Plans:	
	○ Faithfulness to the Charter	
	Accountability Plan Objectives and Measures	7
	Common School Performance Criteria	9
	○ Academic Program Success	
	Accountability Plan Objectives and Measures	10
	Common School Performance Criteria	13
	○ Organizational Viability	
	Accountability Plan Objectives and Measures	16
	Common School Performance Criteria	18
V	Dissemination	20
VI	Financial Reports	21
VII	Data Section	25
VIII	Attachments:	
	A. Pedagogical Strategies	29
	B. Presentations of Learning Rubric	30
	C. Results of Parent Survey	32

I. Description of the School

The City of New Bedford

Global Learning Charter Public School (GLCPS) is located in New Bedford, Massachusetts, a city of nearly 100,000 that is the world's most famous whaling era seaport and the leading fishing port in America. Though the city boasts many positive attributes, New Bedford's per capita income is among the lowest in the Commonwealth of Massachusetts and the unemployment rate is typically among the highest in the Commonwealth. Current statistics show that over 40% of the adults in New Bedford over the age of twenty-five do not have a high school diploma and only about 13% of the population has a college degree. The drop out rate in the New Bedford Public Schools hovers between 30-40%. A racially and ethnically diverse city, New Bedford takes pride in its large representations of Cape Verdean, African American, Portuguese, Brazilian as well as Caribbean and Central American Spanish-speaking populations.

The City's Sole Charter School

Seven years ago the New Bedford Global Learning Charter School was formed as a Horace Mann Charter School within the New Bedford Public Schools. In September 2001, the school opened with 249 students in grades six through eight and eventually expanded to include grade 5 and grade 9. Grades 10, 11 and 12 have subsequently been added.

In February 2006, the school was granted Commonwealth Charter status and on September 10, 2007, we opened our doors to nearly 387 students at our new site under our new name: Global Learning Charter Public School. As a result of our re-designation, school leaders are now free from school district requirements, allowing them the autonomy to fulfill our mission as stated in our charter. The school continues to be tuition-free and admission is based on a lottery system. We were fortunate in that we started our "first" year with a large cadre of experienced teachers from the Horace Mann Charter School, who followed us on this journey. We also brought with us the entire student body from the previous school. This major transition was not without its challenges. In just a few weeks, we moved into our new 'home', hired and trained fourteen new staff, acquired an entirely new management team, created a schoolwide curriculum map, launched a complete nutrition program, and tackled initial facility upgrades to meet DESE standards. Nonetheless, the first year was a success and we closed it out by lauding our first graduating class of fourteen students – the GLCPS Class of 2008.

Enrollment as of the start of this 2008-09 school year has grown to 429. Thirty-eight percent of those enrolled are students of color or of mixed heritage, reflecting the diverse population of New Bedford. Nearly 70% percent of our students meet the guidelines for receiving free and reduced lunch, mirroring the income statistics of the city. This spring, we held our second graduation for eighteen members of the Class of 2009. 17 of the 18 students have plans to continue their post-secondary education.

Educational Philosophy and Approach

We believe that a positive school climate is fundamental to helping students realize their full potential and for preparing them to navigate the complexities of a global society. Integrity, honesty, trust and respect are our basic moral tenants in all matters at GLCPS. We strive to make our school a place where everyone feels safe to "try our hardest", and where failure and mistakes are a natural part of the learning process – for staff as well as students. Respect for ourselves and respect for others is a central ingredient in fostering a safe and intellectually challenging school environment. Our approach ensures that our students reach proficiency as defined by the requirements of the No Child Left Behind initiative and as specified through the

learning standards, curriculum frameworks and common assessments of the Commonwealth of Massachusetts.

Our school management fosters a “shared responsibility” approach. Key day-to-day decision-making is typically a collective process involving teachers, staff and administrators; input from students, parents and community members is also solicited regularly.

Our school’s educational philosophy is that given a challenging and supportive educational environment, all students will achieve at high levels. We have designed an innovative and demanding curriculum for grades 5-12 that also allows teachers to meet the individual learning needs of each student. Specifically, we follow an integrated curriculum framework composed of three elements: 1) standards-based core content areas; 2) essential skills development which we define as: academic excellence, public speaking, global citizenship, technology literacy, and arts exploration; and 3) student-centered instructional strategies using proven pedagogies such as Teaching for Understanding, Differentiated Instruction, and Project-based Learning (please refer to the Pedagogical Strategies Attachment on page 29 for descriptions). All essential skills are embedded into the curriculum, assessments and subject offerings at GLCPS and are woven into the teaching of core subjects of mathematics, science, English, language arts and social studies. The following core elements help us achieve our mission:

Global and Community Experiences

We strive to provide our students with meaningful experiences that develop awareness and appreciation of both local and global cultures and organizations. From field studies to formal high school internships, students experience their local environment and engage in career awareness and planning. For example, we have developed strong relationships with the Ocean Explorium, the Marion Institute and the Whaling Museum. Through study, research and online communications, students also experience world cultures, organizations and economies. Commonalities such as marine science as well as differences such as political philosophies are explored, providing students with a deeper understanding of the world.

Presentations of Learning

GLCPS is committed to Presentations of Learning (POL) to allow students the opportunity to share their learning experiences publicly. Through the POL process, students demonstrate and provide evidence of learning to a panel of student peers, staff, parents, and business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions, letters of recommendation, and self-assessments.

Technological Resources

GLCPS intends to be a leader in the integration of technology into the classroom and curriculum. Our vision is that teachers and students will use technology to demonstrate higher order thinking skills and creative problem solving. The ability to quickly organize and evaluate information gives lifelong learners a broader understanding of the world and their role in it. Technology is integral to the GLCPS classroom where students construct knowledge, think critically, and propose solutions to real world problems that they will face in the 21st century.

Arts Exploration

We believe it is essential that students have access to arts in their curriculum and/or extra-curriculum experience. GLCPS offers a combination of theater, martial arts, visual arts, and music. Through these experiences students develop their critical and creative thinking skills.

II. Letter from the Chair of the Board of Trustees

Dear Friends,

The Trustees are pleased to report that we have successfully completed our second year as a Commonwealth Charter School. We are still in major transition as we continue to adjust to from a Horace Mann Charter School, connected to the local New Bedford School District, to an autonomous Commonwealth Charter School. Nonetheless, we remain committed to our mission and to ensuring academic excellence in all areas of student achievement. In addition, we remain dedicated to the core principles of our Charter: project-based learning, personalization, differentiated instruction, and community connectedness. In sum, it has been a productive year for Global Learning Charter Public School.

During the summer of 2008, additional building renovations were completed to enhance both our administrative and teaching functionality. With our facility needs largely met, our attention could now focus on realizing our mission and vision with meaning and depth. Our executive director and Administrative Leadership Team held meetings to discuss the delivery of instruction, assess student learning, and to identify the needs that would bridge the shores of the middle school and high school. We continued to explore our practice of “shared leadership” through a committee system, which we initiated last year. This system provides a mechanism for all staff to access and be engaged in schoolwide decision-making processes. Throughout the school year, we began to systematically and collaboratively develop a performance-based staff evaluation system. In the next few months, a model will be in place for SY 09-10.

Our long term affiliations with UMass Dartmouth and High Tech High in San Diego, CA remain firm, productive and continue to develop. This summer, a team of teachers participated in a week-long intensive professional development institute at High Tech High and reaffirmed its commitment to Project-based Learning.

Our partnership with University of Massachusetts, Dartmouth (UMD) continues to broaden. Professional development is at the core of that relationship as well as innovation in creating new leadership models to drive our school’s direction. UMD has also funded ten days of professional development for our staff as well as engaged several of our faculty in the University’s educational leadership program. We are deeply indebted to the University and especially to Chancellor Jean MacCormack for her continued support, wisdom and leadership.

The outcome of which we are most proud is the continued improvement in the academic achievement of our students. Based on MCAS scores, our students continued to make progress that brought them closer to state-wide averages on the MCAS. This past year we saw considerable progress in English based upon our students’ scores on the Gates-MacGinitie assessment and considerable progress in mathematics for our fifth graders based upon the G-Made assessment. While students are making academic gains in English and mathematics, we recognize that there is still much work to do to meet NCLB requirements. We are committed to continuous progress in student achievement as we move into our third year as a Commonwealth Charter School.

The Board of Trustees fulfilled its fiduciary responsibility and anticipates a surplus reserve for our second year of operation as a Commonwealth Charter School. The Board has been fully engaged

in the progress and development of the school during this past year. Members have shown their leadership in the financial management of the school and in its oversight of the major construction taking place. The Board has committed itself to a strategic planning process in the coming year designed to secure a clear and sustainable vision for GLCPS into the foreseeable future.

Progress has been made on completion of major construction projects: We successfully completed the installation of the electrical grid and the building now has ample power in which to fully integrate technology into curriculum and instruction. In addition, we are in the final installation phase for the elevator. This project is scheduled to be completed by start of this school year which we recognize is critical to meeting the needs of all of our students and families.

Some major personnel changes were made by the Board during SY 08-09. As the year progressed, the Board observed a difference in pedagogical and management philosophy between the executive director and the principal. Over several months of strategic assessment of this matter, the Board determined that it was time to re-examine our school leadership and management model. As a result of significant deliberation, the Board decided not to renew the contracts for the executive director, Warren Berube and the principal, Jim Cobbs. Currently a transition team has been established which includes members of the Board and an educational consultant, Dr. Stephen Furtado, from the University of Massachusetts. The Teams' priority is to direct the school through this transition period and to lead the search for a new principal/school leader for the upcoming school year. At this time the Board believes an interim principal should be appointed to allow the Board, staff and stakeholders to work with the transition team in developing a model of leadership that will support and sustain the Charter for the future. It is expected that a national search will take place to find a permanent school leader in the coming months.

Our primary goal is to provide high quality education to the children and families of New Bedford while we prepare them for the 21st century. We are pleased that we have the opportunity to offer the families of the city a viable educational choice for their children and we are honored to serve them.

Sincerely yours,

Jacquelyn Ramos

Jacquelyn M. Ramos, Chair
Board of Trustees

III. Mission Statement

The mission of Global Learning Charter Public School (GLCPS) is to ensure that all students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social and civic challenges of a 21st century, global society. Our central mission is to teach and inspire the mind, body and spirit of our students so that they can succeed in any cultural or academic setting.

Academic excellence is achieved when a student demonstrates proficiency in mathematics, science, language arts and social studies, by presenting and defending her/his understanding of the learning standards specified in the Massachusetts Curriculum Frameworks and in the GLCPS curriculum. Our aim is to have all of our students be ready for the challenges of a college education.

Essential skills needed for productive life in the global economy include technology literacy, presentation of learning to peers, global and community citizenship, and arts exploration. All essential skills are embedded in the curriculum, assessments and subject offerings at GLCPS; all are required of students to successfully complete the middle and high school divisions and some are also key school-wide success indicators and consequently included below under Faithfulness to the Charter.

IV. Performance and Plans

Accountability Plan Objectives and Measures

In the following pages, we have outlined our Accountability Plan and provided an update on its implementation. Text that has been placed in *italics* is our update for our second year. We are pleased with the progress that we have made, though fully recognize that we are still on a growth trajectory as a school.

Faithfulness to the Charter

Objective 1: Students will show evidence of technological literacy using the digital portfolio as a core tool.

Measure: All students will demonstrate increased use and knowledge of current software and technology by creating and maintaining a digital portfolio. Portfolios will be evaluated based on Massachusetts Technology Literacy Standard rubrics for grades 6-8 and 9-12. Students will show increased proficiency each year, and 100% of students will meet these standards by the end of grades 8 and 12.

Outcome status:

This measure has been met.

100% of students have an electronic digital portfolio in which to store examples of their school work / projects.

.....

Objective 2: Students will show evidence of continuous improvement in public speaking by completing a minimum of two Presentations of Learning (POLs) per year.

Measure: All students will demonstrate improvement in public speaking by satisfying the requirements of each grade level's POL rubric. Students will show growth in their Presentations of Learning as measured by the GLCPS POL Master Rubric. Students will achieve a minimum of 30% mastery (5th grade), 50% mastery (8th grade) and 90% mastery (12th grade).

Outcome Status:

We are making progress toward meeting this measure.

Our Instructional Leadership Team worked diligently to develop a "master rubric" for evaluating Presentations of Learning (POLs) for grades five through twelve which meet the criteria of this objective. Although students did complete three POLs this year, the master rubric was implemented schoolwide for our June Presentation of Learning exhibition. (Please see POL Rubric Attachment on page 30).

.....

Objective 3: Students will participate in at least one field study, research project or community/service learning program focusing on Global Citizenship each year.

Measure: All students will write a reflection piece that demonstrates an increased awareness of their connection to the world as global citizens. In each grade these reflections will be guided and graded according to rubrics based on the Massachusetts History and Social Science Curriculum Frameworks (Concepts and Skills for: A. Civics and Government and/or B. History and Geography). 100% of students will meet Massachusetts proficiency standards at the end of each grade.

Outcome Status:

We are making progress towards meeting this measure.

- All students have written a reflection piece demonstrating an increased awareness of the connection to the world as global citizens.*
- A master rubric has not been developed yet to measure proficiency*
- Without a measurement we cannot determine the proficiency of each student.*

The Instructional Leadership Team and our humanities (ELA/Social Studies) subject level teams are working on setting criteria for a uniform approach at the end of 2009-2010 school year.

.....

Objective 4: Students will participate in at least one Arts Exploration course each year.

Measure: All students will fulfill course requirements each year in Arts Exploration.

Outcome Status:

We are making progress towards meeting this measure.

This past year all students in grades 5-8 and 10-12 completed at least one Arts Exploration course. Due to the unique challenges of our 9th grade schedule that include 5.5 academic classes as well as Community Boating and Physical Education, 9th students were unable to fit an Arts Exploration course into their schedules during the 2008-2009 school year. To rectify this problem, 9th grade students will be rotating Arts Exploration, Science Lab and Community Boating next school year 2009-2010, allowing each student to take at least one-half year of Arts Exploration.

.....

Objective 5: The school will disseminate best practices in teaching, learning and school design, which may include curriculum & pedagogy; organizational governance; policies and procedures; and leadership development.

Measure: The school will demonstrate that it is actively sharing best practices by maintaining a log of dissemination activities, showing a minimum of five initiatives per year.

Outcome Status:

We have met this measure.

The school has a log of dissemination activities and the sharing of best practices for the 2008-2009 school year that exceeds five initiatives. Examples range from partnerships with outside organizations, to developing curriculum, to a roundtable discussion with the Superintendent of New Bedford Public Schools. Please refer to Best Practices and Dissemination Section V. on page 20.

Common School Performance Criteria: Faithfulness to the Charter

We feel confident that as a school community, we have been faithful to our mission, vision and educational philosophy. Evidence of this statement can be found in the Charter School Office site visit report dated March 4, 2009, which includes the following findings:

1. “Elements of the school’s mission and educational philosophy are being implemented” (page 2). Curriculum documents are integrated and aligned with state standards and also incorporate the development of essential skills and student-centered instructional strategies including Teaching for Understanding, Differentiated Instruction and Project-based Learning.
2. “The school maintains multiple partnerships with outside organizations that are integrated into the school’s educational program” (page 3). Our philosophy is to provide students with experiences that will allow them to develop awareness of and appreciation for local

and global community organizations. These are relationships are chosen thoughtfully, so that they are aligned with and enhance our schoolwide curriculum and pedagogy.

3. “Stakeholders are familiar with the school’s mission and educational philosophy” (page 3). This year, the Executive Director identified the need for all school stakeholders to share a common language for our school. As a result of strategic efforts focused on ensuring a ‘shared mission’, Board members, administrators, teachers, students, and families are now versed in the GLCPS mission and educational philosophy.
-

Accountability Plan Objectives and Measures: Academic Program Success

Objective 1: Students will demonstrate continuous improvement in all required academic disciplines as measured by MCAS.

Measure: The school will meet the minimum Adequate Yearly Progress (AYP) requirement for NCLB.

The school, as an aggregate, will have MCAS scores that exceed the New Bedford School District average in all required tests.

Outcome Status:

We are making progress toward meeting this objective.

We did not meet the first measure of making AYP. We did meet the second measure.

Below are MCAS scores for school year 2007-2008.

Science MCAS scores

Science - 2008	Students Included	% Advanced	% Proficient	% Needs Improvement	% Warning/Failed	CPI
Grade 5	91	9	20	58	13	66.8
Grade 8	66	0	27	58	15	64.8
Grade 10 – Introductory Physics	17	0	18	71	12	60.3

Mathematics MCAS Scores

Math - 2008	Students Included	% Advanced/Above Proficient	% Proficient	% Needs Improvement	% Warning/Failed	CPI
Grade 5	91	4	23	45	27	61.8
Grade 6	71	10	45	31	14	78.5
Grade 7	70	13	29	39	20	69.6
Grade 8	66	12	26	39	23	66.7
Grade 10	18	33	39	22	6	84.7

Mathematics MCAS Comparisons with Local District

Grade	% Advanced		% Proficient		% Needs Improvement		% Warning/Failed		CPI	
	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD
5	4	10	23	25	45	42	27	24	61.8	66.4
6	10	14	45	30	31	30	14	26	78.5	69.8
7	13	3	29	18	39	33	20	46	69.6	53.0
8	12	5	26	18	39	29	23	48	66.7	52.0
10	33	19	39	27	22	31	6	23	84.7	70.8

ELA MCAS Scores

ELA - 2008	Students Included	% Advanced/Above Prof.	% Proficient	% Needs Improvement	% Warning/Failed	CPI
Grade 5	91	9	38	45	8	78.0
Grade 6	72	8	57	29	6	86.1
Grade 7	71	10	68	20	3	90.8
Grade 8	66	8	67	26	0	92.0
Grade 10	18	6	33	61	0	80.6

ELA MCAS Comparisons with Local District

Grade	% Advanced		% Proficient		% Needs Improvement		% Warning/Failed		CPI	
	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD	GLCPS	NBSD
5	9	3	38	34	45	47	8	16	78.0	72.3
6	8	3	57	41	29	42	6	14	86.1	74.8
7	10	2	68	36	20	43	3	19	90.8	71.5
8	8	3	67	50	26	34	0	13	92.0	78.1
10	6	6	33	44	61	39	0	11	80.6	78.2

Objective 2: Students will show yearly academic improvement in reading and mathematics.

Measure: All students will show improvement in reading and mathematics as measured by the percentage of students performing at or above grade level on the Gates-MacGinitie for ELA and the G-MADE for mathematics in grades 5-10.

Students who are below grade level will show movement towards grade level as measured by beginning-of-year and end-of-year assessments.

90% of all students will attain grade level in reading and mathematics by 8th grade.

Outcome Status:

We are making progress toward meeting this objective.

This year we administered the G-MADE (for math) to grades 5-10.

As reported in the following chart, all grade levels improved slightly.

The growth scale value tracks mathematic progress over time.

G MADE Group Mathematics Assessment and Diagnostic Evaluation Growth Scale Value (GSV)				
Grade Level		Average GSV	National Mean	Range
5th Grade	Fall '08	499	500	492-508
	Spring '09	504	501	493-509
6th Grade	Fall '08	500	502	494-510
	Spring '09	507	503	495-511
7th Grade	Fall '08	504	504	496-512
	Spring '09	508	505	497-513
8th Grade	Fall '08	510	506	498 - 514
	Spring '09	512	507	499 - 515
9th Grade	Fall '08	512	508	500-516
	Spring '09	513	508	500-516
10th Grade	Fall '08	504	509	501-517
	Spring '09	511	509	501-517

We also administered the Gates-MacGinitie to grades 5 – 12 for ELA. As noted in the table below, our students are making gains. Although students show improvement in math and reading the gains have not met our objective. For the summer of '09 we have implemented a Summer Academic Support program for students who have not met the grade level requirement for math and reading. In the fall of 2009-2010 academic support will continue with after school programs, a literacy block, and a math lab for high school students.

Gates Growth Reports										
Percentile Rank by Grade Level										
Grade level	Vocabulary			Comprehension			Overall			Percent of students Scoring at Grade Level
	Fall '08	Spring '09	Growth	Fall '08	Spring '09	Growth	Fall '08	Spring '09	Growth	
5th grade	47	57	21.3%	44	50	13.6%	46	52	13.0%	46.43%
6th grade	47	52	10.6%	45	63	40.0%	46	57	23.9%	55.46%
7th grade	53	56	5.7%	57	54	-5.3%	54	53	-1.9%	56.52%
8th grade	57	61	7.0%	63	56	-11.1%	60	57	-5.0%	56.52%
9th grade	67	57	-14.9%	69	60	-13.0%	67	57	-14.9%	60.0%
10th grade	46	49	6.5%	36	40	11.1%	40	43	7.5%	41%
11th grade	61	64	4.9%	58	57	-1.7%	59	61	3.4%	67%
12th grade	63	68	7.9%	63	55	-12.7%	62	58	-6.5%	61%
Overall averages	55.13	58.00	5.22%	54.38	54.38	0.00%	54.25	54.75	0.92%	54.31%

GROWTH TOWARD READING GRADE LEVEL AS SHOWN BY RESULTS FROM THE Gates-MacGinitie TEST			
	Number of Students Below Grade Level-- Fall 08	Number of These Students Making Progress Toward Grade Level--Spring 09	Percentage of These Students Making Progress Toward Grade Level
5th	47	30	63.83%
6th	66	54	81.82%
7th	27	14	51.85%
8th	26	10	38.46%
9th	7	4	57.14%
10th	12	4	33.33%
11th	4	2	50.00%
12th	7	1	14.29%

Common School Performance Criteria: Academic Program Success

Curriculum

The school uses a variety of commercially produced curriculum materials to support its curriculum. In ELA supporting curriculum documents vary between each grade. In mathematics, middle school classes use Connected Math in grades 6-8 with 6th grade upgraded to Connected Math 2 and 7th and 8th the following year. SRA math is used in grade 5. High school mathematics classes use material from McDougal Littell in all classes as well as material from Prentice Hall in grades 9 and 12. Social Studies classes in grades 5-10 use curriculum materials from History Alive as well as other supplemental materials.

Strengths:

The school has developed a curriculum using the state frameworks and teachers have created units using the Understanding by Design model consistently for the past five years. Commercially produced curriculum materials augment project based learning, authentic assessment, differentiated instruction and real world connections. Weekly department meetings are held for teachers to examine student work and evaluate existing curriculum to determine planning. For example, the mathematics department added a Holt curriculum set to augment their established Connected Math program in order to meet the needs of diverse learners.

Challenges:

The school continues to work on a course matrix that was developed during SY 07-08 to ensure that course work is aligned as students move through grades 5 through 12 in each department and in our integrated model. Benchmark assessments and points of integration are still being developed.

Opportunities:

To better meet the Technology Frameworks, the school has restructured our technology course to increase the number of technology hours each student receives per year. The 9-12 teachers have been restructured to create a team system that mirrors the successful teaming in our 5-8 programs.

Instruction

Strengths:

The Instructional Leadership Team (ILT) is comprised of the Title I Director, a Mathematics Coordinator, an English Language Arts Coordinator and a Technology Coordinator who meet weekly with administration, special education staff, the Family Liaison Coordinator and the College and Career Coordinator. The composition of this team is reviewed each year and its make up reflects the priorities for that school year. This group examines and evaluates: student achievement, professional development, facilities, parent involvement and program design using data to evaluate and determine program needs in order to increase student achievement and meet the needs of the Charter. During SY 08-09 the ILT's findings included creating a mathematics coach position, establishing an after-school academic support program, re-structuring how technology is taught and integrated, data-driven budgeting and an internal school improvement plan.

Challenges:

The ILT would like to have more stakeholder involvement during SY 09-10. To this end, we continue to strengthen and build upon our initial 'shared leadership' approach. Additionally, the team is sensitive to budget issues and concerns for SY 09-10.

Opportunities:

This is the first time since the creation of the school that a group representing many facets of the educational stakeholders has met to analyze the various components affecting student achievement at GLCPS. We expect to have more focus and further synthesizing of all stakeholders during SY 09-10.

Program Evaluation

Strengths:

The Instructional Leadership Team (ILT) [see description under 'instruction' above] has worked to thoughtfully examine and evaluate: student achievement, professional development, facilities, parent involvement and program design using data to determine program needs in order to increase student achievement and meet the needs of the Charter. [See findings as referenced under 'instruction' above].

Challenges:

Same as challenges iterated under 'Instruction'.

Opportunities:

Same as opportunities iterated under 'Instruction'.

School Culture

Strengths:

A student faces disciplinary action when he/she violates school policies or disrupts the learning in the classroom. On a routine basis, the teaching and support faculty handle minor disciplinary infractions and class attentiveness issues. We use progressive strategies from verbal warnings to suspension with students who are not performing up to their potential. Most of the day-to-day challenges facing students get addressed in the normal course of the school day and very seldom reach the level where they need to be referred for disciplinary action. Our two full time

counselors are used extensively in working with our struggling students. As a policy, the principal conducts manifestation hearings for every suspension of a special needs/504 student. Weekly student support meetings are held in which the team discusses students who are struggling academically or social/emotionally. The student support team consists of the Principal, Director of Student, Family and Community Life, counselors, school nurse, literacy coach and special education teachers. Students are identified by diagnostic assessments, peer interactions and the student's performance within the classroom. The team outlines a plan of interventions that may include daily check-ins, academic support, family meetings and further testing if necessary.

Challenges:

Teachers as well as administrators identified a need for a disciplinary protocol. The protocol will outline a student's progression through the disciplinary process. Student support team meetings have not included classroom teachers, given that team meetings are scheduled within the school day. Staff identified a need for a student support team referral protocol.

Opportunities:

Student support teams' process is being restructured to include classroom teachers and times in which all staff can meet for SY 2009 – 2010. A referral protocol is in development. A protocol is in development for SY 2009 – 2010 which will clearly outline the disciplinary process and the necessary interventions that need to be put in place.

Diverse Learners

Strengths:

Several initiatives have been implemented to support the needs of diverse learners. These include, but are not limited to: Project-based Learning, integration of technology, and increasing special education staff support in the classroom. The special education department also works with classroom teachers in developing methods of instruction to best meet the needs of the child in the classroom. Currently, the school has one English language learner. That student works with the bilingual teaching staff. Outside of classroom, support is available for students during a study hall period and middle school students have a "focus" period each day for additional support. During these periods, teachers provide individual instruction and assistance as needed.

Challenges:

Facilities: our building lacks excess space to work with small groups. During summer 2009, administration is re-mapping classroom space to maximize the inclusion the needs of special education students. We need to increase the number of ELA teachers trained in Sheltered English Immersion during our Professional Development program for SY 09-10.

Opportunities:

Re-mapping of classrooms will amend space issues for special education students. GLCPS provides ten Professional Development days for all staff; during the SY 09-10, teachers will receive special education and Sheltered English Immersion training.

Supervision and Evaluation of Teachers

Strengths:

For the past two years, the Executive Director led a process to craft an innovative, collaborative evaluation system that was tied to our Charter. The process engaged a team of individuals and included visits to other charter schools, examination of numerous evaluation processes,

collaboration with University of Massachusetts at Dartmouth, and workshops to afford staff feedback. The initial draft recommendations of this team were presented to all teachers as well as the Board of Trustees and the hope was to pilot this approach during SY 08-09.

Challenges:

Due to the complexity of this unique model, the school community did not reach final agreement on the tool for implementation in SY 08-09. However, the planning team has analyzed all feedback and will present a modified evaluation tool, with a goal of 'roll out' by fall 2009.

Opportunities:

The school's interim Executive Director, Dr. Stephen Furtado, together with the Administrative Leadership Team have agreed at this point to the following implementation plan: The Principal and Assistant Principal will use the modified evaluation model to evaluate teacher performance. In addition, teacher 'rounds teams' have been formed to provide peer support and feedback to teachers, especially to our new instructional staff.

Professional Development

Strengths:

GLCPS has had a continuing commitment to rich and meaningful professional development opportunities. The Assistant Principal created a year-long plan for SY 08-09 that focused primarily on technology instruction. The August professional development sessions provided teachers with this instruction.

Challenges:

We have identified that there is further need to continue technology instruction with current and especially new staff, which will be addressed in SY 09-10.

Opportunities:

The planning of professional development has been assigned to the Instructional Leadership Team which is currently working on a plan to address the diverse needs of the teaching staff, ensure student achievement objectives are met and to meet the parameters of the Charter.

Accountability Plan Objectives and Measures: Organizational Viability

Objective 1: The Board of Trustees will promote continuous improvement in effective school management.

Measure: Execution of the Bylaws will be evaluated each year during the Board's annual meeting. Amendments will be proposed and adopted at this time, if necessary.

Outcome Status:

We are making progress towards meeting this measure.

The Board intended to hold the Annual Meeting on June 12, 2009, but due to other significant school matters, decided to reschedule this for August 14, 2009 at which time the bylaws will be evaluated.

Measure: The Board will develop a five-year strategic plan with a completion goal of June 30, 2009.

Outcome Status:

We are making progress towards meeting this measure.

The Board initiated a strategic planning process this year under the direction of member Dennis Renaud, who is a professional strategic planner. Unfortunately due to a job change, he was unable to continue to provide the leadership needed to complete this process in this academic year. To this end, the Board has planned a series of board retreats to make this a priority for 2009-2010. The Board has also decided that it would be highly valuable to engage our long-time partners from High Tech High and the University of Massachusetts to assist and likely to serve as consultants to the Board regarding this strategic planning work. The Board will be prepared to provide DESE with an update on the status of these efforts prior to the school's 2010 site visit.

Measure: The Board will complete an annual financial audit, as presented by the finance committee, which will pass all standard accounting practices and not have any material deficiencies.

Outcome Status:

We are making progress towards meeting this measure.

The audit for 2008-09 began on July 17, 2009 and we expect a completion date of fall 2009.

Measure: The Board will strive to secure an annual reserve fund from its yearly budget estimated at 3-5%.

Outcome Status:

We are making progress towards meeting this measure.

We have an un-audited estimate which reaches this goal. However, we will wait to report out on this data point until we have a final audit.

.....

Objective 2: The school will maintain a high level of stakeholder satisfaction.

Measure: On a yearly basis, the school will show that at least 85% of parents are satisfied with the experience of their child at GLCPS. An annual survey instrument will be employed to collect data which will also include an open-response section that allows parents to offer input and recommendations.

Outcome Status:

We have met this measure.

On May 1, 2009, GLCPS administered the 2008-2009 Parent/Guardian Survey to 361 households. 25% of the disseminated surveys were completed and returned. 98% of the parent/guardian respondents

expressed satisfaction with the experience of their child/children at GLCPS. Please refer to results of parent survey attachment on page 32.

Measure: On a yearly basis, the school will maintain a 90% student return rate (excluding students moving out of district or graduating). Student retention will be assessed annually.

Outcome Status:

We have met this measure.

Our projected retention rate from School Year 08-09 to School Year 09-10 is 92% based on June 2009 SIMS data.

Measure: The school will retain 85% of its staff.

Outcome Status:

We have met this measure.

As of this date, 88% of staff are returning.

Common School Performance Criteria: Organizational Viability

Policy Decisions

The Board did not make any major policy decisions during this academic year.

Amendments to the Charter

On October 21, 2008, the Charter School Office approved our request to increase our school enrollment from 450 to 500 students.

Complaints

The Board did not receive any official complaints during this academic year.

Oversight

As the school year progressed, the Board observed a difference in pedagogical and management philosophy between the Executive Director and the Principal. To address these concerns, the Board Executive Team launched a school mediation process in which the Board and two school leaders agreed to participate. The Board hired a consultant from the School Mediation Associates and also held multiple private meetings between the Board Executive Team and each individual with hopes of resolving this management conflict. By March, it was clear to the Board that the management differences between our two leaders were irreconcilable.

In June, after careful deliberation, the Board decided not to renew the contracts for the Executive Director, Warren Berube and the Principal, Jim Cobbs. Currently a transition team has been established which includes members of the Board and an educational consultant, Dr. Stephen Furtado, from the University of Massachusetts. The Teams' priority is to direct the school through this transition period and to lead the search for a new principal/school leader for the upcoming school year. At this time the Board believes an interim principal should be appointed to allow the Board, staff and stakeholders to work with the transition team in developing a model of leadership that will support the charter. It is expected that a national search will take place to find a permanent school leader in the coming months.

Board Planning

The following issues were discussed significantly throughout the year:

1. Renewal of the charter: The Board will incorporate the renewal process as a chief component of its strategic planning priorities and process for 2009-10. As mentioned above, a series of Board retreats has been scheduled at which time the Board will address key issues and questions related to the renewal process.
2. School management: The Board continues to examine the school leadership/management model, including possible change to our existing organizational chart.
3. Increasing Board membership: This task has been a priority for the governance committee; two new members will be presented for DESE review this month.
4. Completion of major construction projects: We successfully completed the installation of the electrical grid and now have ample power in which to fully integrate technology into curriculum and instruction. We are in the final installation phase for the elevator. This project is scheduled to be complete by start of this school year which we recognize is critical to meeting the needs of all of our students and families.
5. Facilities: the Board signed a lease with our landlord that will allow us to extend our current five-year lease for another 3 years, if desired.
6. Sustainability: The Board, along with the Director of Institutional Advancement, launched a formal fund development and communications effort this year, with significant success. A part of the strategic plan will address how the organization will grow this component, especially in light of the state and nation's recent economic/budget challenges.

Family Satisfaction

Please see Objective 2, page 17.

Financial Oversight

At the start of our FY10 budget planning process, there were several unknown income factors, including Charter School facilities monies, local foundation levels, and the state-wide budget shortfall that could greatly impact our programs. Therefore our process entailed creating two budget scenarios, the most conservative of which was approved by the Board of Trustees.

The most notable aspects of the FY10 Approved budget are:

- A decreased tuition base
- Maintaining a full contingent of staff
- A zero wage increase for all staff
- Utilizing ARRA stimulus funds to increase our academic support programs

Though at this time the facilities monies has passed legislature and it appears that we have been spared the brunt of state funding, we move forward with a conservative eye.

V. Dissemination

STAFF 2008-09 DISSEMINATION & BEST PRACTICE ACTIVITIES		
Teacher Name	Activity	Description of Activity
Derek Michael	UMASS Course on Reading and Writing Disabilities	Shared GLCPS protocols and practices with professor and members of course.
Jessica Ross / Hugh O'Mara	Connecting Oceans Academy	Ran teacher institute for Southcoast teachers: Humans and the Earth. Utilized Science on a Sphere technology at the New Bedford Ocean Explorium.
Jessica Ross	Artful and Visible Thinking Workshop	Ran 3 day workshop for the Somers School District (NY) for 40 teachers and 10 administrators.
Jessica Ross	Artful and Visible Thinking Workshop	Ran 1 day professional development session for New Bedford Public School teachers.
Jessica Ross	Differentiated Instruction Workshop	Ran 1 day workshop on Differentiated Instruction for the 25 teachers of Nativity Prep and Our Sisters' School.
Jessica Ross	Project Zero Classroom	Member of faculty for 6 day institute. Led 3 workshops and 6 study groups for 65 teachers from around the world.
Jessica Ross	Artful and Visible Thinking Workshop	Ran 2 day workshop for teachers, administrators and ministers of education at Omar Dengo Foundation in San Jose, Costa Rica.
Heidi Eastman	Annual Meeting of French Studies Alumni at New York University	Discussed plans to introduce a Global Initiative at GLCPS with members including the Foreign Language Chair of Claremont College, a professor of French at University of Rhode Island and the CEOs of Clicquet and Datamation, Inc.
Elizabeth Chouinard	Buzzard's Bay Writing Project	GLCPS writing pedagogy utilized is shared and discussed on monthly basis.
Wendy O'Gallagher / Polly Zajac	National Park Service	Underground Railroad Walking Tour: development of curriculum.
Wendy O'Gallagher / Polly Zajac	New Media Literacy at MIT	Piloting and modifying <u>Moby Dick</u> curriculum for use in a 5th grade classroom.
Wendy O'Gallagher	Connecting Oceans Academy	Participated in Humans and the Earth workshop facilitated by GLCPS colleagues.
Amanda McCauley	Professional Discussion	GLCPS Best Practices conversations with members of the Somerville School District.
Anne Malmquist	Professional Discussion	GLCPS Best Practices conversations with former teaching colleagues in Massachusetts Public Schools.
Cynthia Sigler	Professional Discussion	GLCPS Best Practices conversations with past teachers and teaching mentors in Cape Cod School.
Michael Clappi	Professional Discussion	GLCPS Best Practices conversations with former teaching colleagues in Massachusetts Public Schools.
Sixth Grade Teachers	Classroom instruction	Teachers are involved in the Thinking Reader Study program conducted by the Northeast and Islands Regional Educational Lab.
Hugh O'Mara	Classroom instruction	Piloted the NASA training program with 8th grade students.
Polly Zajac	Professional Development	NASA mission training
Polly Zajac	Professional Development	Waquoit Research Center weather/climate workshop.
Staff		Board of Trustees presentations on various topics.
Leadership Team		Roundtable discussion with the Superintendent of Schools--New Bedford Public Schools.

VI. Financial Reports

Global Learning Charter Public School
Unaudited Income Statement
July 2008 through June 2009
Accrual Basis

	<u>Jul '08 - Jun 09</u>
Ordinary Income/Expense	
Income	
Federal Grants	559,816.30
Interest	1,766.86
Private Foundations	173,300.00
State Grants	6,860.32
Transportation - State RB	195,000.00
Tuition	4,484,567.00
3870 · Food Service	170,210.82
3910 · NEW Cash Receipts	114,809.32
Total Income	<u>5,706,330.62</u>
Gross Profit	5,706,330.62
Expense	
08 Grant Exp in 09	51,836.00
Community Garden	483.41
Global Store - Expenses	7,385.69
Jubilee Scholarship 08	5,500.00
New Cash Receipts Expense	53,615.91
Yearbook Committee	12,894.64
4001 · Expenditures	1,575,772.78
4002 · Salaries	3,478,733.37
5050 · Depreciation	226,577.08
Total Expense	<u>5,412,798.88</u>
Net Ordinary Income	<u>293,531.74</u>
Net Income	<u><u>293,531.74</u></u>

Global Learning Charter Public School
Un-Audited Balance Sheet
As of June 30, 2009
Accrual Basis

	Jun 30, 09
ASSETS	
Current Assets	
Checking/Savings	
1208 · Webster Bank	7,192.08
1217 · Webster Savings	101.80
1717 · Citizens Food Service	218,096.28
3052 · Citizens Operating Acct	220,447.96
3060 · Citizens Bank - Payroll Acct	610,717.13
3079 · Citizens Money Market	19,452.39
3117 · Money Mkt - Development	1,053.31
Total Checking/Savings	1,077,060.95
Accounts Receivable	
1200 · Accounts Receivable	13,306.91
Total Accounts Receivable	13,306.91
Total Current Assets	1,090,367.86
Fixed Assets	
1300.1 · FIXED ASSETS - GROUP	
1350 · Elevator Under Construction	469,286.55
1305 · Office Technology	31,587.00
1310 · Equipment	105,926.47
1320 · Furnishings	61,628.29
1330 · Instructional Equipment	250,271.20
1340 · Textbooks	88,150.07
1300 · Lease Hold Improvements	1,271,069.26
Total 1300.1 · FIXED ASSETS - GROUP	2,277,918.84
1300.2 · ACCUM DEPRECIATION - GROUP	
1411 · A/D-Office	-21,058.00
1406 · A/D-Equipment	-25,208.48
1407 · A/D-Furnishings	-18,138.64
1409 · A/D-Leasehold	-125,511.17
1408 · A/D-Instructional Equipment	-121,586.06
1440 · A/D-Textbooks	-75,519.52
Total 1300.2 · ACCUM DEPRECIATION - GROUP	-387,021.87
Total Fixed Assets	1,890,896.97

TOTAL ASSETS	<u>2,981,264.83</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2001 · Accounts Payable	147,743.25
Total Accounts Payable	<u>147,743.25</u>
Other Current Liabilities	
2110 · Accrued Payroll	382,285.38
2120 · Accrued Payroll tax	9,541.92
Total Other Current Liabilities	<u>391,827.30</u>
Total Current Liabilities	539,570.55
Long Term Liabilities	
Citizens Elevator Loan	502,669.11
2520 · Citizens Loan 750	529,189.06
2530 · MA Development Loan	188,495.37
2540 · Note Payable Copier Machine	3,564.31
2550 · Note Payable Two Copy Machines	7,281.60
Total Long Term Liabilities	<u>1,231,199.45</u>
Total Liabilities	1,770,770.00
Equity	
1110 · Retained Earnings	916,963.09
Net Income	293,531.74
Total Equity	<u>1,210,494.83</u>
TOTAL LIABILITIES & EQUITY	<u>2,981,264.83</u>

Global Learning Charter Public School
2009 - 2010 School Year
Approved Budget

<u>Revenues</u>	<u>Approved FY10</u>
Tuition	4,338,255
State & Federal Grants	322,088
Charter Start-up	0
Other Income	434,600
Private Foundations	0
Stimulus Income	132,627
Total Budgeted Revenues	<u>5,227,570</u>

In-Kind UMASS-Dartmouth Summer Professional Devel.	45,000
Jacobs Facilities Donation	
Jacobs Technology Donation	
Seed-to-Table Community Garden Grant	
Invest in Kids Grant	
MIT Grant	
Peabody Foundation	
Total Supplemental Revenue Resources	45,000

<u>SALARIES</u> <u>DESCRIPTION</u>	<u>Approved FY10</u>
Administration	253,580
Building Leadership	392,070
Teaching Services	1,913,098
Guidance	160,688
Student Services	180,964
Custodial	36,380
Food Service	45,361
Total Regular Salaries	<u>2,982,140</u>
All staff pay raise (4%) in FY09	<u>0</u>
Auxiliary Salaries	162,600
Total Benefits	376,332
Total Salaries + Benefits	3,566,671

<u>Expenses</u>	
Administration	181,720
Instruction	176,432
Student Services	500,415
Facilities	296,000
Debt	475,320
Total Expenses	1,629,887
Total Salaries & Expenses	5,196,558
Total Revenue	5,227,570
Balance	31,012

VI. Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	September 3, 2008 – June 23, 2009
Length of school day (please note if schedule varies throughout the week or the year):	6.5 hours

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	29
Total number of students enrolled as of October 1, 2008:	429
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	12
Total number of students who left during the 2008-09 school year, after October 1, 2008:	23
Total number of students enrolled as of the June 2009 SIMS submission:	394
Number of students who graduated at the end of the 2008-09 school year:	18

Of the 23 withdrawals, 6 moved, 1 began an adult education program, 16 returned to New Bedford Public Schools.

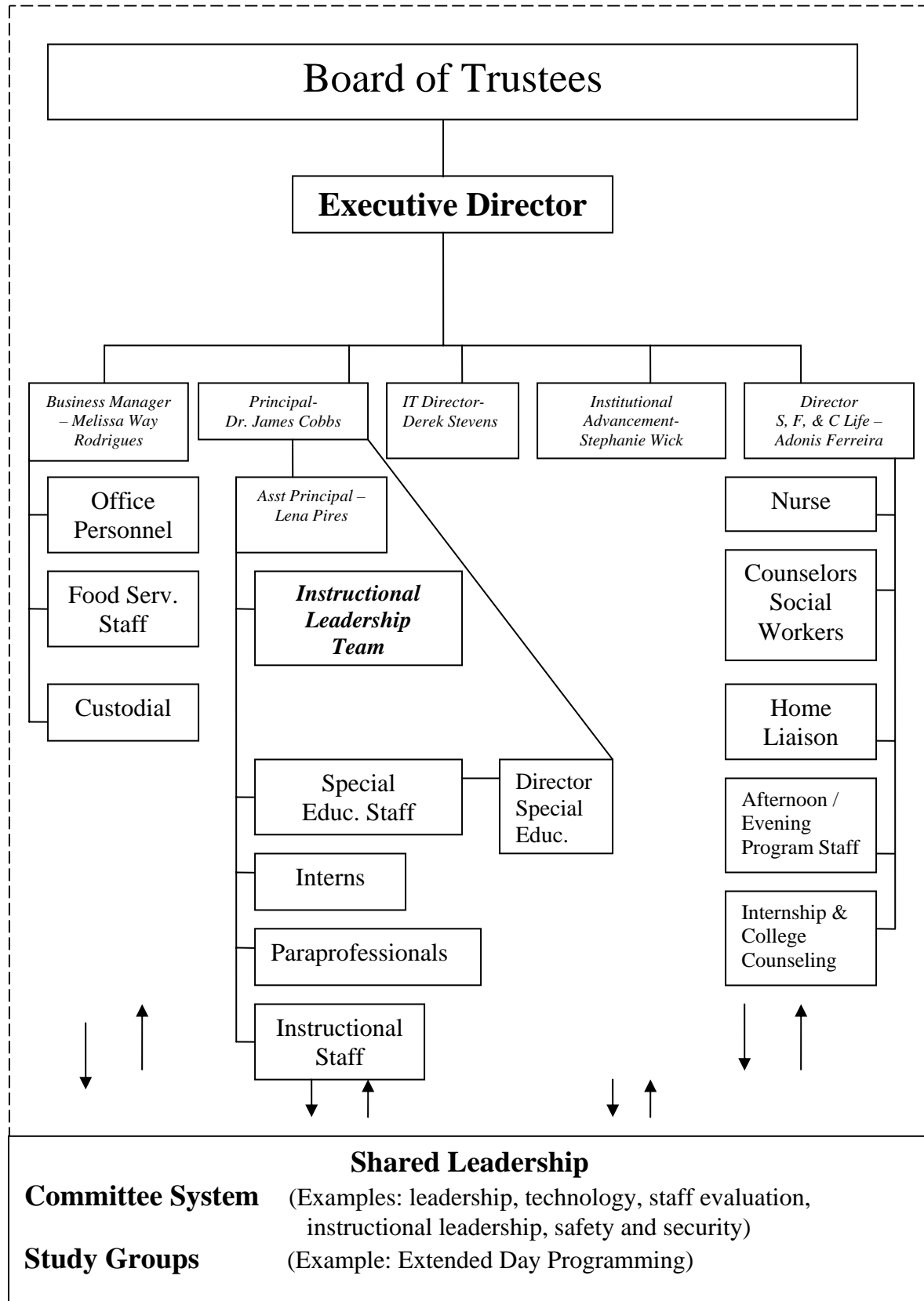
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	58	14%
Asian	4	<1%
Hispanic	89	21%
Native American	1	<1%
White	255	61%
Native Hawaiian, Pacific Islander		
Multi-Race, Non-Hispanic	12	3%
Special Education	44	11%
Limited English Proficient	1	<1%
Low Income	287	69%

Administrative Roster

For the past two years, the Administrative Leadership Team (ALT) has served as the entity that supports and advises the Executive Director on operations, management and policy matters (e.g., providing input on finance/operating budget matters as necessary, schoolwide events, planning DESE responses, managing site visits, etc.) as well as immediate and long-range planning. Membership includes: Executive Director (facilitator/manager); Principal/School Leader; Assistant Principal; Director of Student, Family and Community Life; Director of Technology; Business Manager; and Director of Institutional Advancement.

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director, Warren Berube	The Executive Director provides core operations and systems management to the Board of Trustees and the school. The ED articulates the school's mission and vision for the Board, staff and school as well as external community; works with the Board to develop and manage the annual operating budget; and serves as the liaison to the Massachusetts Charter Office (Department of Elementary and Secondary Education) for reporting and site visit coordination.	September 1, 2007	June 30, 2009
Principal, James Cobbs	The Principal serves as the instructional leader for the school and is responsible for all aspects curriculum and instruction, including the school schedule and calendar, testing; Title I and special education; and teacher evaluation.	July 9, 2007	June 30, 2009
Assistant Principal, Lena Pires	Working closely with the Principal, the Assistant Principal oversees schoolwide issues related to instruction, student discipline, scheduling, testing and professional development of teachers. In addition, the Assistant Principal provides leadership around issues of school culture, teacher satisfaction and communication with families.	September 1, 2007	
Director of Student, Family and Community Life, Adonis Ferreira	The primary role of the Director of Student, Family and Community Life is to build a positive school culture and to support our students and their parents/guardians throughout their tenure at GLCPS. In addition, the Director leads outreach efforts with our external community; building relationships with local businesses, community organizations and city leaders to engage them in the school and to further develop our global culture.	March 3, 2008	
Director of Technology, Derek Stevens	As a school, we are committed to providing the highest educational standards so that our students are prepared for the challenges of the 21st century. To this end, we fully integrate technology into our curriculum and instruction and our goal is to achieve a 1:1 student/computer ratio. The Director of Technology manages all technology related matters, including IT planning, ordering, maintenance, as well as classroom and staff IT support. In addition, the Director serves as the administrator for our schoolwide student database, SchoolBrains.	July 1, 2007	
Business Manager, Melissa Rodrigues	The Business Manager directs all day-to-day office operations, including finances, facilities maintenance, human resources, state grant contract management, and security. The Business Manger also supervises the school's front office and coordinates other major initiatives for the school (i.e., construction projects).	July 1, 2007	
Director of Institutional Advancement, Stephanie Wick	The Director of Institutional Advancement manages all publications, communications, PR, and fund raising initiatives. In this capacity, the Director focuses on forging relationships with the local media, individual donors and private foundations. In addition, the Director also supports the Board of Trustee's work in the areas of development and strategic planning.	April 7, 2008	

Organization Chart with Administrative Staff



TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	31	0	3
Other Staff	27	0	4

Of the three teacher departures, one position was dissolved, one left for a position in K-12 public education, and one left for personal reasons. Of the four ‘other staff’ departures, two positions were dissolved and two contracts were not renewed.

BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Jacquelyn Ramos	Chair	Executive Committee, Governance Committee	Early childhood development	Election Date: June 13, 2006. Expiration of Term: June 12, 2009* renewable for 3 years. <i>*extended until annual meeting 8/14/09</i>
Benjamin Baker	First Vice-Chair	Development Committee	Development	Election Date: May 6, 2006. Expiration of Term: May 5, 2012.
Raymond Veary	Second Vice-Chair	Governance Committee	Legal	Election Date: May 22, 2007. Expiration of Term: May 21, 2010 renewable for 3 years.
Leonard Coriaty	Secretary / Clerk	Governance Committee	Workforce development	Election Date: may 6, 2006. Expiration of Term: May 5, 2012.
Dr. Jean MacCormack	Trustee	Executive Committee, Finance Committee	Education	Election Date: May 6, 2006. Expiration of Term: May 5, 2012.
Pamela Cruz	Trustee		Child welfare	Election Date: May 6, 2006. Expiration Date: May 5, 2012.
Dennis Renaud	Trustee		Development	Election Date: August 28, 2008. Expiration of Term: August 28, 2011. Resigned: May 8, 2009.
Marcia Ramos	Trustee	Finance Committee	Finance	Election Date: August 28, 2008. Expiration of Term: August 28, 2011 renewable for 3 years.
Warren Berube	Ex-officio		Staff member – Executive Director	Election Date: May 6, 2006. Hired as Executive Director, position ended June 30, 2009.
Forrest Dow	Treasurer	Finance Committee	Finance	Election Date: May 6, 2006. Expiration of Term: May 5, 2012. Resigned July 30, 2008.

VIII. Attachments

A. Pedagogical Strategies

1. *Teaching for Understanding* (TU) is an approach that enables students to make meaning of knowledge and information in a given subject area or topic. Classroom learning is organized around investigative topics which students are asked to explore individually or in teams. For example, in the area of global citizenship, an investigative topic might be a comparative study of the effectiveness of ocean conservation policies in different parts of the world. The process of TU helps students to better internalize knowledge and know how to apply it in different settings. It asserts that true learning takes place anywhere, not just in the classroom, and encourages community-based teaching and learning experiences, such as applied research activities; internships with local businesses; and education-related travel.

2. *Differentiated Instruction* (DI) is instruction that is customized to meet the learning needs of each student in a classroom. DI is a response to recent educational research that documents that *all* students have the capacity to learn at high levels, but that each student learns in different ways, depending on factors such as physiological status, cultural background, gender, and aptitude and intelligence.

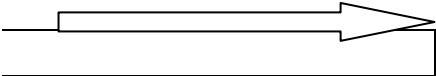
3. *Project-based Learning* is a hands-on, integrated curriculum approach, in which students have an opportunity to develop their own projects as well as assessments. The goal is to help students formulate and answer meaningful questions using the principles of investigation, while drawing on knowledge across subject areas. In this environment, teachers facilitate the learning process, while students work on constructing their own knowledge. This process culminates with an annual *Presentations of Learning* (POL) event where students must select a project, create display materials and present their work to teachers and GLCPS peers, as well as community members through a public forum. Through the POL component students must explain the content of what they learned, which constitutes a meaningful and academically rigorous form of student assessment.

B. Presentations of Learning Rubric

Student Name _____

POL Topic _____

Date _____

Major Skill Areas	Sub skills	Score	Positive Comments/Ways to Improve
		Skills Continuum 	
Basic Oral Presentation Skills	Eye Contact	1 2 3 4 5 6 7 8 9 10	
	Proper Posture	1 2 3 4 5 6 7 8 9 10	
	Clear Pronunciation/Appropriate Pacing/Adequate Volume	1 2 3 4 5 6 7 8 9 10	
Varies Presentation Based on Type and Audience	Gestures/Movements are appropriate to presentation type	1 2 3 4 5 6 7 8 9 10	
	Vocabulary used is appropriate to audience	1 2 3 4 5 6 7 8 9 10	
Show Understanding of and Maintains Focus on the Topic.	Clear Beginning/Introduction	1 2 3 4 5 6 7 8 9 10	
	Clear Explanations of Main Topics	1 2 3 4 5 6 7 8 9 10	
	Clear Conclusion of Presentation Topics	1 2 3 4 5 6 7 8 9 10	
	Answers Audience Questions Effectively	1 2 3 4 5 6 7 8 9 10	
Appropriate Audience Participation	Asks Proper Questions/Act Appropriately during presentations	1 2 3 4 5 6 7 8 9 10	

Content Questions:

Teacher Initials:

GRADE APPROPRIATE SCALED SCORE

Instructions: Please add up the ten scores and place the total over the appropriate denominator. Then divide and multiply by 100 to find the students percent score.

Calculation:

5th Grade: / 30 *100 =

6th Grade: / 40 *100 =

7th Grade: / 50 *100 =

8th Grade: / 60 *100 =

9th Grade: / 70 *100 =

10th Grade: / 80 *100 =

11th Grade: / 90 *100 =

12th Grade: Raw Score = %

C. Results of Parent Survey

