

GBCS Classroom Culture: Common Elements



Goals:

● Identify the core and common elements of Greater Brunswick Charter School:

1. Mission and Vision
2. Three Pillars
3. Enrichment Clusters
4. Dual Language Program
5. Personalized Education Plans and Conferences
6. Family and Community Involvement
7. Curriculum and Assessment

Greater Brunswick Charter School!

Classroom Culture: Common Elements



We are a Charter School!

Free public school
created by parents and
teachers

Charter School
legislation enacted by
the state in 1995

Independent of local
school districts



GBCS Mission



To provide our students with an education of the highest standards that engages their individual interests and learning styles, and nurtures their intellectual, social, emotional, and physical well being; to disseminate our best practices to the broader education community.

GBCS Vision

To be a community-oriented public school where students demonstrate independence and self direction, confidence, strong academic and social skills, a passion for learning, and a responsibility to their education, school, families, and community.



There are three pillars upon which GBCS is built:

These pillars rest on the belief that human beings are innately curious, that both the family and community are essential participants in the education of children, and that a vital democracy requires the nurturing of rational, creative, and communicative individuals.

The educational goals of the Charter School encompass three intertwined areas of education: intellectual development, socio-emotional growth, and community relationships and civic responsibility. This Charter School will be a place where personal and collective excellence flourish.

(Read morein the GBCS charter, available on our website!)

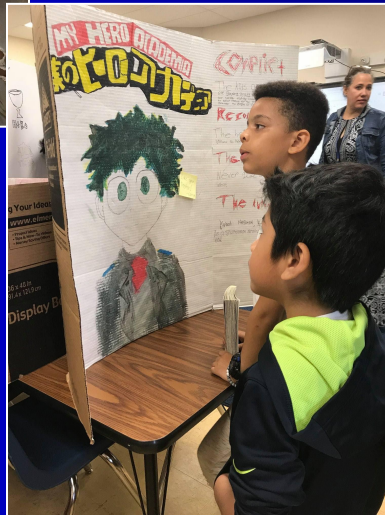
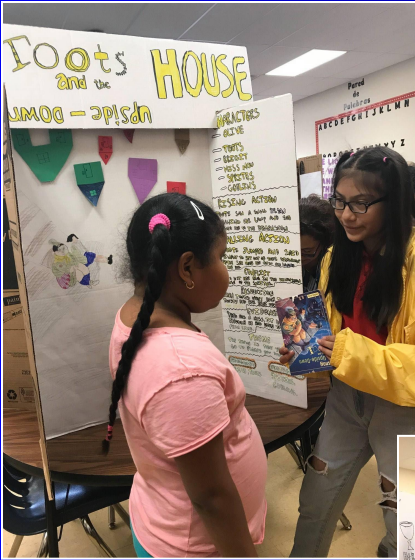
- www.greaterbrunswick.org

Three Pillars of GBCS:



1. Children direct their own education –
PEP goals, enrichment clusters, student choice, projects

Three Pillars of GBCS



2. School forms a learning community -
Multi-age partnerships, sister classrooms, etc.

Three Pillars of GBCS



3. School builds democracy and civility –
Safe, Positive Discipline, Peer Mediation, etc.

GBCS Classroom Culture: Common Elements



Child-directed program – Differentiation in action!

GBCS Classroom Culture: Common Elements

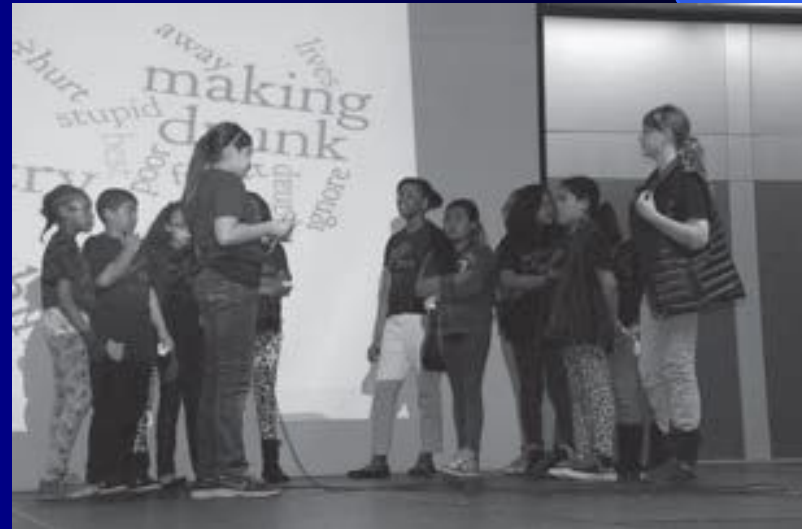


Low student: teacher ratio

Enrichment Clusters

Enrichment Clusters are multi-age groups of students who share common interests, and who come together to work with an adult who shares their interests and who has advanced knowledge and expertise in the area. These students typically work to produce a product or service. Some favorite

2014 GBCS Clusters: Gardening, Urban Birds, Community Action Research, Martial Arts.



Dual Language

Greater Brunswick Charter School is proud to offer a dual language program, also referred to as a two-way immersion program. This program provides special language instruction that will prepare students to become bilingual and biliterate and promotes high academic achievement in two languages. Dual Language education integrates native English speaking and native Spanish speaking students in the same classroom. Students develop oral and cognitive academic language in both English and Spanish while mastering grade level knowledge and skills in all elementary content areas. Our program is based on a 50/50 model, in which 50% of the instruction is delivered in English and the other 50% is delivered in Spanish. The program is designed to teach children a second language in a natural way through subject content instruction and everyday classroom conversation.



GBCS Classroom Culture: Common Elements



gaology.com

Regional school : New Brunswick, Highland Park, Edison

GBCS Classroom Culture: Common Elements



Parental Involvement in governance

Ongoing GBCS Goal: Project Based Learning



A project based learning method is a comprehensive approach to instruction. Students participate in projects and practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology. PBL is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

<https://www.youtube.com/watch?v=OPVXg8fmtM>

"The collaborative nature of the investigation enhances all of these valuable experiences ... as well as promotes a greater appreciation for social responsibility (Scott, 1994)."

Personal Education Plan

The PEP is a collaborative effort among the student, parents and teachers to design an individual, student–selected education plan based on the class curriculum and the student’s interests and learning styles.

The goal of these individual plans is to help children learn how to learn independently, and to develop each child's full potential.



Personal Education Plan – Multiple Intelligences

Greater Brunswick Charter School Multiple Intelligences Worksheet

What kinds of smarts do you have?

This survey will help you find out. Put an "X" beside each statement that applies to you. Remember:

- Go with your first instinct when answering the questions.
- Use this sheet to help you with the Student Inventory.

Once you have completed the survey, count up the number of "X"s for each section to see which are your preferred intelligences.

Based on SEVEN KINDS OF SMARTS by Thomas Armstrong

Verbal/Linguistic

- I can hear words in my head before I read, speak, or write them.
- I've written something recently that I was particularly proud of or that earned me recognition from others.
- Books are very important to me.
- I like games such as Scrabble, Boggle, and Password.
- I often talk about things that I've read or heard.
- People sometimes have to ask me the meaning of words I use in my writing and speaking.
- When I ride down the road, I pay more attention to the words written on the billboards than to the scenery.

TOTAL = _____



Musical/Rhythmic

- I can easily keep time to a piece of music with a simple percussion instrument.
- I play a musical instrument.
- I have a pleasant singing voice.
- I often make tapping sounds or sing while working or studying.
- I frequently listen to music on the radio or CDs.
- I sometimes catch myself walking down the street with a TV jingle or another tune running through my head.
- I know the tunes to many different songs.

TOTAL = _____



Bodily/Kinesthetic

- I play at least one sport or do a physical activity regularly.
- I need to practice new things rather than simply reading about them or seeing a video that describes them.
- I find it difficult to sit still for a long time.
- My best ideas come to me when I'm out for a long walk, jog, or bike ride or when I'm doing some other physical activity.
- I often use hand gestures or other body language when talking with someone.
- I need to touch things to learn about them.
- I like working with my hands on activities such as sewing, carving, molding clay, or building models.

TOTAL = _____



Logical/Mathematical

- Math is one of my favorite subjects.
- I am interested in new developments in science.
- I like to do scientific experiments.
- I can see patterns in things.
- I enjoy solving brainteasers or playing games that require logical thinking like Clue, Monopoly, and dominoes.
- I often find logical flaws or problems in things that people say or do.



TOTAL = _____

Interpersonal

- I'm the kind of person whom people come to for advice.
- I'd rather be at a party or picnic than home alone.
- I prefer group sports and games to individual sports and games.
- I like to get involved in social activities connected with my school, religion, or community.
- When I have a problem, I'm more likely to go to another person for help than to try to work it out on my own.
- I enjoy the challenge of teaching another person or group of people what I know how to do.
- I feel comfortable in the midst of a crowd.



TOTAL = _____

Intrapersonal

- I like activities like this that tell me more about myself.
- I have opinions and ideas that set me apart from others.
- I have goals or questions that I think about regularly.
- I have a realistic view of my strengths and weaknesses.
- I consider myself strong-willed or independent minded.
- Someday I hope to have my own business.
- I have a special hobby or interest that I enjoy by myself.



TOTAL = _____

Visual/Spatial

- I can usually find my way around unfamiliar places.
- I prefer reading material that has many pictures.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I have vivid dreams at night.
- I can imagine how something might appear if I were looking down on it from directly above (bird's-eye view).
- I like to draw or doodle.
- I frequently use a sketch pad, camera, or camcorder to record what I see around me.



TOTAL: _____

Naturalist

- I enjoy watching changes in the natural world around me.
- I like to draw or photograph plants and animals.
- If someone causes pollution, I feel upset.
- I collect rocks, leaves, or other nature items.
- It's easy for me to understand how different plants and animals are connected to each other.
- I enjoy outdoor activities.
- Learning about and touching "yucky things" is really interesting to me.

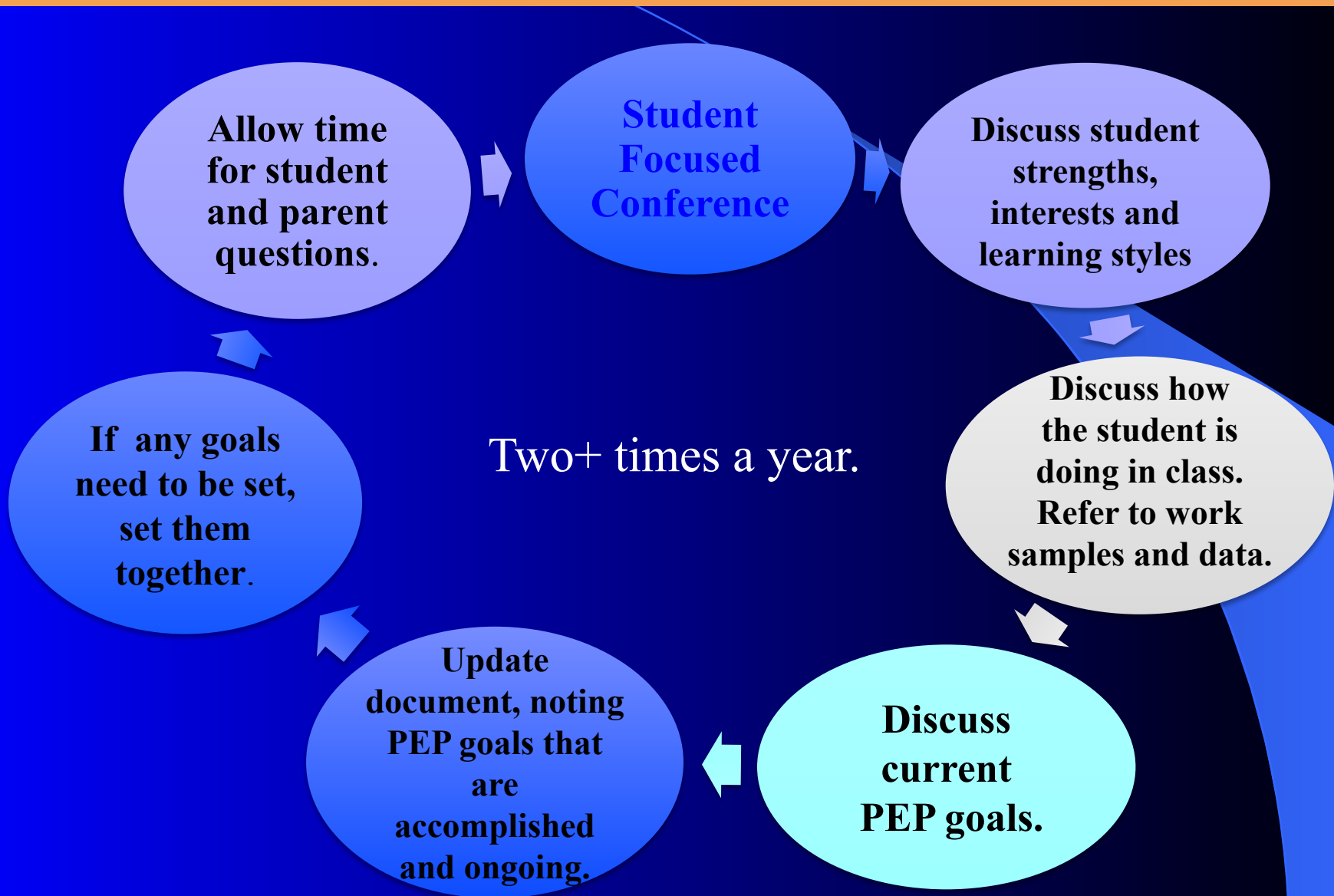


TOTAL: _____

"SMARTS" TOTALS:

Bodily/Kinesthetic _____ Verbal/Linguistic _____ Musical/Rhythmic _____
 Interpersonal _____ Logical/Mathematical _____ Intrapersonal _____
 Visual/Spatial _____ Naturalist _____

Parent * Teacher * Student Conferences at GBCS



Conferences (PEPs)



Teacher/Parent collaboration in program development



- School Review Committee
- PTO (Friends of GBCS)
- Board Committees
- Hiring Committee
- GBCS Garden
- Volunteering! *Enrichment Clusters



Parents are welcomed and expected to be involved – Minimum of 10 volunteer hours each year.



- Classroom parents
- Help with enrollments session
- Help with events
- Help in the classroom
- Fundraising
- Committees
- Board of Trustees



You Won't Want to Miss GBCS School Events



- Cardboard Challenge
- New Brunswick Ciclovía
- GBCS Expo
- Family Sharing Night – Sharing our Cultures
- GBCS Dolphins' Trail Walk-a-thon



Family Learning Nights at GBCS

Our goal is to strengthen families by providing relevant, effective education and support and encouraging an optimal environment for the healthy growth and development of parents/caregivers and children. We offer classes that teach skills and strategies to help adults or to reinforce student learning at home. Classes for children are also offered. Family Learning Nights include dinner for families and childcare. Recent Topics: Parenting (NAMI), cooking, Esperanza Project, martial arts.



Involvement with and focus on outside community



- Community Service
- Food Pantry
- Service learning
- Rutgers
- Cultural organizations



Inclusive Classrooms at GBCS

- We provide the least restrictive learning environment for all of our students.
- Support from Spec. Ed, ELL, Success Program
- We discuss and learn about holidays and cultures, but do not celebrate them.
(No parties for birthdays, Halloween, Christmas, Hanukkah, etc.)
- Why are these practices considered inclusive?

Collaborative Planning

Time is built into the weekly Schedule for individual, team, and whole school collaborative planning.



- **Every Wednesday** students leave at 1:35. All teachers have collaborative planning time from 1:35 – 3:30. This time is often used to help work toward goals guided by the School Review Committee. It is an ideal time to **plan** with Special Ed, ELL, Success, Art, Music, Spanish, PE/Health, etc. It is also used for ongoing **professional development**. NOTE: Enrichment Clusters happen at this time as well. :)
- Teaching teams have regular **blocks of time to plan** projects, lessons, work plans, homework, field trips, etc.
- Individual teachers have personal planning time on days when they are not planning as a team. Note: You will typically have a **prep time during the school day** and also between **3:00 – 3:30, after dismissal**.



Assessment at GBCS

- Pre and Post Assessments – Unit
- Interim Assessments – Ticket out (daily check)
- Skills checklists
- Rubrics
- Observation
- Written
- Oral
- Journals
- Portfolios
- DRA – Developmental Reading Assessment
- DDI – Data Driven Instruction
- Benchmarks, iReady
- PARCC (Formerly, NJASK) – Grades 3 - 8

Authentic Assessment



■ What is Authentic Assessment?

- A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller



■ What does Authentic Assessment look like?

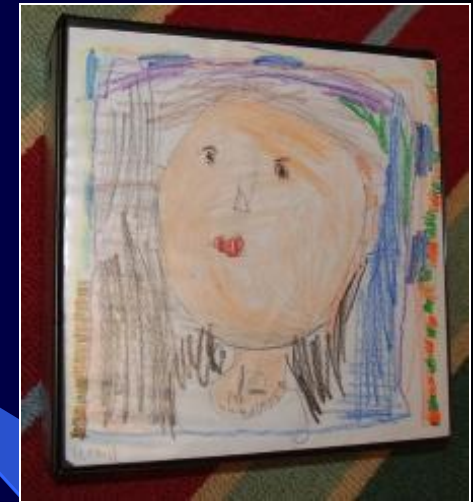
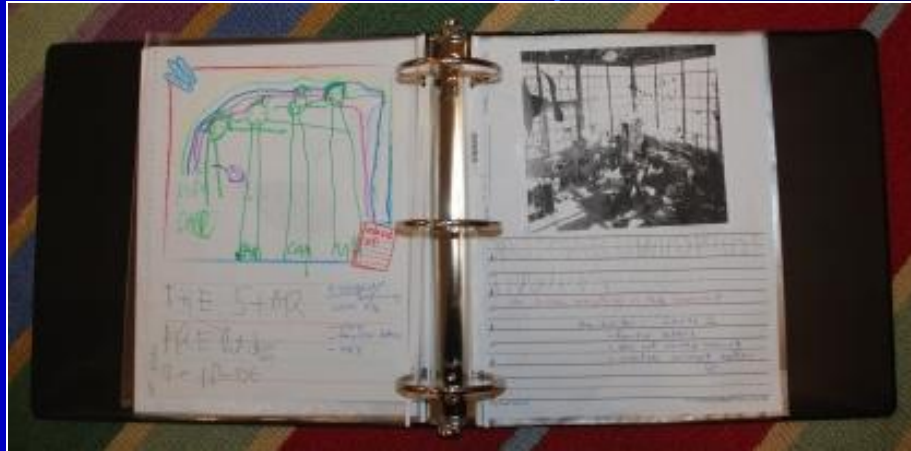
- An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.



Portfolios

Component 8: Review and Assessment:

<https://www.youtube.com/watch?v=sXkCZcPGxwE>



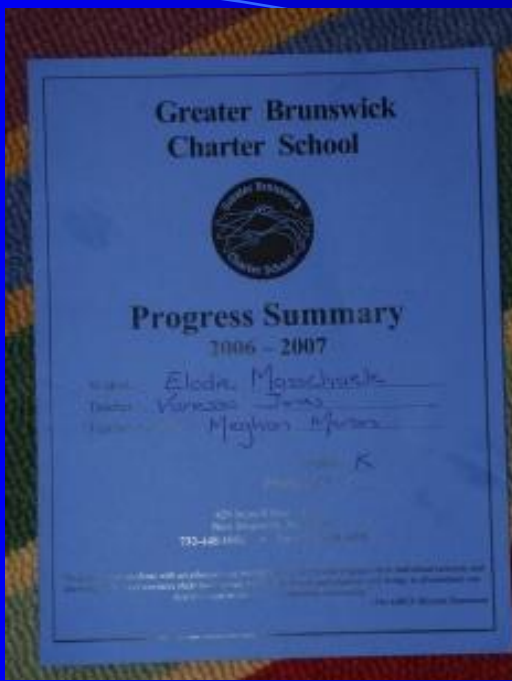
Growth Portfolios: What samples might be included?

Purpose

Some possible inclusions

a. to show growth or change over time	<ul style="list-style-type: none"> •early and later tests/scores •early and later tests/scores •rough drafts and final drafts •reflections on growth •goal-setting sheets •reflections on progress toward goal(s)
b. to help develop process skills	<ul style="list-style-type: none"> •samples which reflect growth of process skills •self-reflection sheets accompanying samples of work •reflection sheets from teacher or peer •identification of strengths/weaknesses •goal-setting sheets •reflections on progress towards goal(s)
c. to identify strengths/weaknesses	<ul style="list-style-type: none"> •samples of work reflecting specifically identified strengths and weaknesses •reflections on strengths and weaknesses of samples •goal-setting sheets •reflection on progress towards goal(s)
d. to track development of one or more products or performances	<ul style="list-style-type: none"> •obviously, drafts of the specific product or performance to be tracked •self-reflections on drafts •reflection sheets from teacher or peer

Progress Summaries



The Progress Summary for the Greater Brunswick Charter School was developed with our GBCS Curriculum and New Jersey Student Learning Standards. The Progress Summary provides the student, teacher, and parent/guardian with an individual assessment of the student's educational, social, emotional, and physical development, as well as achievement of personal (PEP) goals.

GBCS Classroom Culture: Common Elements - Thank you!

