

FOSTERING INNOVATION AND EXCELLENCE FOR CAPE ELIZABETH SCHOOLS



CAPE ELIZABETH EDUCATION FOUNDATION

CEE's Grants are Making a Difference!

"I'm delighted with the information I gathered, and the time I spent with the children... My favorite part about it, though, was seeing the shy, but very real smiles on so many of the kids when I was able to let them know, based on specific information we had just gathered together, that they are progressing, thriving, and succeeding, and that I am proud of them".

-- Ogden Williams

During the fall grant cycle of 2007, CEEF awarded \$1,000 to Pond Cove for a grant entitled "Kids at the Center: Student-Friendly Assessment Conferences." The grant provided coverage for teachers' classrooms so that they could assess their students one-on-one, outside the classroom. The time being asked for has proven to be invaluable to one teacher.

Ogden Williams, long-time Pond Cove fourth-grade teacher, has kindly shared his feelings about time he was able to spend with his students, thanks to the grant CEEF provided. Please take the time to read Ogden's words, and be reminded that we DO make a difference in helping our children and their teachers in achieving excellence in education!

January 31, 2008

Dear CEEF board members and advisors:

I want to thank you for the opportunity to spend an entire school day talking, listening to, assessing, and teaching my class of fourth graders one on one, courtesy of the child-friendly conference grant you approved for Pond Cove. In sixteen years of teaching, this is the first time I have experienced a day such as this, and it was wonderful.

My time with each child went something like this: several minutes of just chatting, not teacher to child but person to person, in a relaxed setting. After that, I did a "running record" - a structured oral reading

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assessment where I listened and took notes on a fairly lengthy oral reading, in order to gather specific information about the child's reading strengths, weaknesses, and strategies. I also timed the reading, for information on the child's fluency. Then we had a little conversation about reading. I asked each child how they see themselves as readers, and how they feel about reading. Based on the running record, I was able to provide immediate feedback on the things

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they are doing right, and to offer really meaningful encouragement. After that, I read aloud a story that each child is currently working on in writing workshop. I evaluated their work, point by point, on a writing rubric the fourth grade fine-tuned earlier this year . . . the child's ideas, vocabulary, details, organization, mechanics, sentences. I tried to draw attention to the strengths, while still identifying at least one specific area the child could and should work on next time. It was great to end up with a document we had shared and agreed upon, to which we both can refer in future writing work.

I'm delighted with the information I gathered, and the time I spent with the children; time that was simultaneously intense and relaxed. My favorite part about it, though, was seeing the shy, but very real smiles on so many of the kids when I was able to let them know, based on specific information we had just gathered together, that they are progressing, thriving, and succeeding, and that I am proud of them.



For more information please visit our web site at www.capeducationfoundation.org.

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