



BEDFORD
EDUCATION
FOUNDATION

Supporting

Teachers' Dreams

to

Inspire

Every Child

Bedford Education Foundation Mission

Established in 2008, the Bedford Education Foundation (BEF) promotes classroom innovation and empowers teachers and students to meet the growing challenges of the 21st Century. Through direct grants to individual classroom teachers and school administrators, and by collaborating with other established school organizations, the **BEF is dedicated to enhancing classroom curricular creativity and innovation in the Bedford Public Schools**. The BEF provides a unique and effective vehicle for the community at large to utilize its fiscal and intellectual capital to ensure that creativity and innovation are staples of any student's experience in the Bedford Public Schools.

Bedford Education Foundation
97 McMahon Road
Bedford, MA 01730
www.bedfordeducation.org

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A Word from BEF's President

As a former teacher and parent of a graduate of the Bedford Public Schools, I have always been impressed by the professionalism, commitment, and creativity of Bedford's teachers. In our first year, the BEF was able to offer over \$20,000 in grants to support innovative classroom initiatives, activities and materials that would not have been otherwise possible. During our second year, we hope to expand the BEF's financial support of classroom innovation. The BEF has prepared this booklet to share with the community a sampling of the many creative dreams Bedford teachers would like to implement. With your support, we can make many of these dreams come true for the benefit of Bedford's students. Please consider supporting the BEF through a financial donation, or by volunteering your time and expertise.

Thank you,

Ilsa Gottlieb
President,
Bedford Education Foundation

TEACHERS' DREAMS

I want to involve more students with **robotics**. My high school students have had great success as part of the Bucs robotics team, where they learn engineering and problem solving skills in a fun and supportive environment. Now students from the middle school and even the elementary schools are interested in forming teams. To give these younger students the opportunity to participate, I would like to expand the robotics program. Students from the high school team would serve as active mentors, sharing their love of problem-solving, engineering, and technical professionalism with the younger students. During competition, students will have the opportunity to demonstrate their skills.

Grades K-12

I wish to challenge the Davis School second graders to write and produce their own **photobooks** about their school. The second graders would use digital cameras, photo sharing websites, and word processing to create books at reading levels appropriate for emerging and beginning readers. These books would permanently become a part of the collection of books used for literacy instruction at the elementary school.

Grades K-2

TEACHERS' DREAMS, continued

**F
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D** I wish I could have regular access to an **archeological kit of bones** to help bring to life the various stages of the development of the human species. Teaching this abstract concept is part of the seventh grade social studies curriculum. In the past, I have been able to borrow some sample models for a day or two. Unfortunately, in the last few years, I have not been able to borrow models at all. I have seen a difference in the students' understanding with and without the models. As a result, I realize how critical a hands-on approach is to helping students understand different species and their tools. Over 200 students will experience the true, distinct characteristics of each species.

Grades 6-8

I want to challenge my students to read on their own using a listening center. With **CD players and headphones**, students would be able to engage in books independently and grasp reading concepts more quickly. A library of books on CD at a variety of levels would further the dynamic potential of the listening center.

Grades K-2

I would like to empower my students to design and teach lessons as a method to demonstrate their total understanding of a concept. With an **LCD projector**, these lessons will be shared with the rest of the class, increasing all students' interest and commitment to learning.

SPED/Grades 9-12

TEACHERS' DREAMS, continued

I wish for all students to have the best possible reading instruction. In the ever-changing field of reading instruction, technology can help Bedford's teachers determine the most effective methodology for each particular student. A library of **digital training resources** would give teachers the flexibility to learn new curricula as the immediate needs of their students dictate. This will ensure that every student has a teacher trained in strategies to best assist all students at all levels.

Grades K-12

I hope to bring social studies to life for my fourth grade students using real world, everyday computer technology. An **LCD projector** connected to the teacher's computer would enlarge the screen for the whole class to see. We could then share a computer experience together as a class.

Grades 3-5

My middle school math students would be excited to try new concepts in class if we had some hands-on, real life materials. A class set of **protractors and precision scissors** would bring math concepts to life for my students.

Grades 6-8

I dream of enhancing communication between school and home by having updated digital pictures on our class website. With a **digital camera**, we could share with parents the amazing projects my students produce every month.

Grades K-2

TEACHERS' DREAMS, continued

I wish that a business would select a teacher to **accompany them on a business trip**. This would expand my worldview as a teacher, and allow me to incorporate those skills that are necessary to compete in the 21st century marketplace. In return, I would love it if businesspeople would spend a week shadowing a teacher so that they might discover teaching tools applicable to the workplace.

Grades K-12

I want to give my high school math students immediate, individualized, and private responses to their answers in class. A new technology would do this, and allow me to customize my lesson moment by moment to meet the exact needs of individual students and of the class as a whole. The **handheld devices** integrate with the SMARTboard, taking full advantage of our school's cutting-edge technology.

Grades 9-12

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I imagine the more complex experiments that my high school students could perform if they were able to access lecture information outside of class. A **laptop computer** would allow me to webcast lectures and post them on my website. By assigning the lectures for homework, we could then quickly review the material in class and proceed directly to laboratory experiments or more individualized instruction.

Grades 9-12

TEACHERS' DREAMS, continued

I wish the Bedford Public Schools could expand its commitment to raising student awareness of **Green Initiatives**. Student projects could enhance the high school environment with picnic tables and shrubs in the courtyards, create electricity through solar panels or windmills, and promote an initiative to accept donations of PCs that are less than four years old.

Grades K-12

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I wish that my students could see and experience a **live performance of Shakespeare**. Bringing the Bard's words to life will bring an unimaginable appreciation of the classics to my students while helping them understand why, through the ages, Shakespeare's work has been able to touch each new generation.

Grades 6-8

I imagine my students would be excited to see real science and math at work. A **portable convection oven** in the classroom would allow students to conduct science and math experiments as they cook, measure, and follow recipes.

Grades 3-5

TEACHERS' DREAMS, continued

I want to engage my French students in an authentic language experience. Providing a **library of French literature**, at the appropriate levels, would allow students to choose their own reading material and create an authentic and diverse introduction to French literature. In addition, high school students could provide French story time to the third, fourth, and fifth graders at Lane school.

Grades 3-5/9-12

My reading students struggle with anxiety when faced with complex reading tasks. I hope to give them the tools to overcome their anxiety about reading. The **Wilson Language System** is a program designed to help with specific decoding and spelling at the word level. With the decoding tools provided by this type of instruction, my students will feel empowered to read the more complex material required at the high school level.

Grades 9-12

I wish my students, especially those who struggle with complex reading tasks, could own a **copy of the novels** they study. A personal copy would allow for note taking, highlighting vocabulary, and marking passages in the book. These techniques help students keep track of important events, see the relationship of the text to the concepts, and provide a more intensive approach to reading.

Grades 3-5

I wish to open my students' eyes to the wonder of science. I propose to create four **observation life science centers** (insects, plants, gerbils and fish) which will give my class the opportunity to observe and write about real life science. This integrated approach to writing and science will address the writing and science curriculum frameworks in an engaging and interactive fashion.

Grades K-2

I wish I had 25 **road map atlases**. With this tool I could create a high interest, hands on unit that would help students internalize our map reading and geography unit.

Grades 3-5

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To help middle school students feel safe, I wish we could offer parents and students **information about bullying**. By bringing in outside experts, we hope both students and parents will be open to current information and research available around this topic. It is our belief that educating people about bullying will help students change their behavior.

Grades 6-8

I wish I could more accurately assess the reading fluency of my students. By recording them with a **video camera** before and after we practice a reading technique, the student and I can analyze what worked and what didn't. Then I would be able to tailor further instruction to meet their specific needs.

Grades 3-5

TEACHERS' DREAMS, continued

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I wish that I could give my students real life business experience while serving the needs of the greater school community. To that end, I would like to have my students open a **school store**. Students will stock the store, sell items from it, and be responsible for all accounting that this business requires.

Grades 9-12

I imagine that every classroom at Davis School had a **DVD player**. With this tool, students could access many of the more current stories that are not available in VHS format. Also, students could create and view computer generated digital recordings.

Grades K-2

I wish that we could create a **mentor program** utilizing adults from the Bedford community and the business community so that we could match interested students with an adult who has the expertise and experience to nurture our students.

Grades 6-12

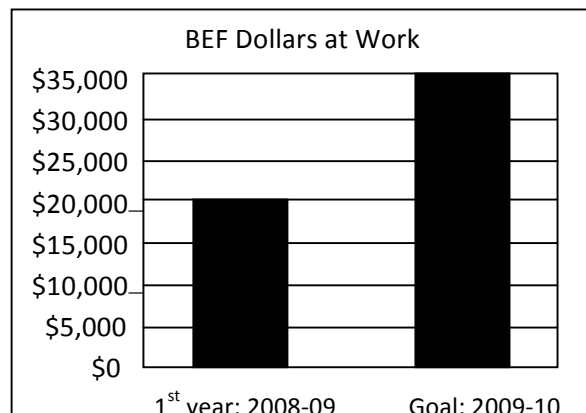
TEACHERS' DREAMS, continued

I want to give more students and teachers access to the **SMARTboard**, a cutting edge technology providing support for instruction in all areas. Installing a SMARTboard in the Multipurpose Lab would allow more classes to have access to this technology. Our innovative teaching staff has embraced this technology, making it increasingly challenging to schedule everyone who would like time with the one SMARTboard available. Grades 3-5

I would love to expand my **special needs students' music experience**. Offering these students music instruction specifically designed to empower each child to participate at his/her own level of ability will help address a wide spectrum of cognitive, developmental, and physical issues. This expressive art allows children with special needs a motivating means for expression and communication. Music reaches each student differently, but effectively.

SPED/K-2 (CASE)

I imagine the best way to appeal to all my physical education students is to offer a broad variety of non-traditional activities. I would like to expand the curriculum to include **kite flying** and scavenger hunts using **GPS systems** or using a set of sports disks. These activities are designed to appeal to those students who are not as interested in the more typical ball game activities. Grades 3-5



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And Citizens Like YOU

***With Your Help, We Can
Turn Dreams Into Reality!***

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Bedford Education Foundation
97 McMahon Road
Bedford, MA 01730

Donations...

On behalf of the Bedford Public Schools, the BEF is accepting donations of **PC COMPUTERS** that are **LESS THAN 4 YEARS OLD**. To donate, contact us at [**donations@bedfordeducation.org**](mailto:donations@bedfordeducation.org)

The Bedford Education Foundation is a registered 501(c)(3) tax-exempt organization.

Dear Supporters of the Bedford Public Schools,

As you know Bedford is fortunate to have an outstanding team of teachers, staff, and administrators. The town's annual operating budget reflects the community's strong, unwavering support for outstanding public education. Still, every year as part of the budget process, we make difficult choices. Oftentimes we find that worthwhile initiatives cannot be funded through the school budget.

Last year a group of parents launched the Bedford Education Foundation to support innovative educational activities and resources that would not be funded otherwise. Through its efforts, the BEF is enabling students to learn and explore in innovative ways. Just as importantly, the BEF is helping to support an environment in which creative, dedicated teachers can realize their professional dreams. I strongly endorse the work of the BEF, and urge you to support this important organization.

Sincerely,

Dr. Maureen LaCroix
Superintendent,
Bedford Public Schools

